

## Stolen Generations, Effects of Colonisation

“It is a cross-curriculum priority for students to understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse.”  
(ACARA, 2015)

### Introduction

The Australian Curriculum mandates consideration of Aboriginal and Torres Strait Islander peoples’ perspectives throughout the entire curriculum. Many themes of Catholic Social Teaching can aid critical consideration of Australian historical and contemporary ideology and events and their effects on indigenous peoples. In particular, the themes of Human Dignity, Subsidiarity, Common Good and Preferential option for the Poor may be brought to bear on curriculum materials in order to reinforce the religious life and identity of Catholic schools when students explore material related to Australian history.

Teachers of Humanities and English will find resources here to support the integration of principles of Catholic Social Teaching into learning about colonisation and the Stolen Generations, and about text types such as autobiography and public apology, but there are resources to apply in other subjects also. Principles of Catholic Social Teaching are listed with their associated activities in the left-hand column. Curriculum outcomes may be selected in the right hand column.

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<p>The Stolen Generations – SA Education Pack ‘Early Years’ section</p> <p>Families, relationships, saying sorry, reconciliation.</p> <p><a href="http://www.reconciliationsa.org.au/assets/media/files/Education%20Packs/Stolen_Generations.pdf">http://www.reconciliationsa.org.au/assets/media/files/Education%20Packs/Stolen_Generations.pdf</a></p> <p><b>Human Dignity</b> <b>Common Good</b> <b>Solidarity</b></p>	<p>Humanities and Social Sciences</p>	<p>Foundation HASS</p> <ul style="list-style-type: none"> <li>• The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples(ACHASSK016)</li> <li>• Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011)</li> <li>• How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, histories, digital and museums (ACHASSK013)</li> </ul> <p>Year 2 HASS</p> <ul style="list-style-type: none"> <li>• The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)</li> </ul>
<p>Families</p> <p>This unit of three lessons focuses on Aboriginal and non-Aboriginal families, and the</p>	<p>Humanities and Social Sciences</p>	<p>Foundation HASS</p> <ul style="list-style-type: none"> <li>• Interpret <u>data</u> and information displayed in pictures and texts and on maps(ACHASSI007)</li> </ul>

<p>similarities and differences in structures</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC028/latest/apac028.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC028/latest/apac028.pdf</a></p> <p>or</p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/early-childhood.en?cat-id=9192342">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/early-childhood.en?cat-id=9192342</a></p> <p><b>Human Dignity Solidarity</b></p>		<ul style="list-style-type: none"> <li>• Who the people in their family are, where they were born and raised and how they are related to each other (<a href="#">ACHASSK011</a>)</li> <li>• How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, histories, digital and museums (<a href="#">ACHASSK013</a>)</li> </ul>
<p>Children and grandparents: My Place This unit of two lessons explores the relationship between children and their grandparents, or other significant adults.</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC077/latest/apac077.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC077/latest/apac077.pdf</a></p> <p>or</p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/early-childhood.en?cat-id=9192342">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/early-childhood.en?cat-id=9192342</a></p> <p><b>Human Dignity Solidarity</b></p>	<p>Humanities and Social Sciences</p>	<p>Year 1 HASS</p> <ul style="list-style-type: none"> <li>• Differences in family structures and roles today, and how these have changed or remained the same over time (<a href="#">ACHASSK028</a>)</li> <li>• Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (<a href="#">ACHASSK030</a>)</li> </ul>
<p>3-4</p> <p>The Stolen Generations – SA Education Pack 'Primary Years' section</p> <p><a href="http://www.reconciliationsa.org.au/assets/media/files/Education%20Packs/Stolen_Generati">http://www.reconciliationsa.org.au/assets/media/files/Education%20Packs/Stolen_Generati</a></p>	<p>Humanities and Social Sciences</p>	<p>Year 3 HASS</p> <ul style="list-style-type: none"> <li>• The importance of <a href="#">Country/Place</a> to Aboriginal and/or Torres Strait Islander Peoples who belong to a <a href="#">local area</a> (<a href="#">ACHASSK062</a>)</li> </ul>

<p><a href="#">ons.pdf</a></p> <p><b>Human Dignity Common Good Solidarity</b></p>		<p>Year 4 HASS</p> <ul style="list-style-type: none"> <li>The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to <u>Country/Place</u> (land, sea, waterways and skies) (<u>ACHASSK083</u>)</li> </ul>
<p>Ceremonies related to Importance of Country This unit of four lessons explores Aboriginal peoples' meaning of Country and the responsibility to care for it.</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC260/latest/apac260.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC260/latest/apac260.pdf</a></p> <p>or</p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/middle-childhood.en?cat-id=9192342">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/middle-childhood.en?cat-id=9192342</a></p> <p><b>Human Dignity Common Good Solidarity Stewardship</b></p>	<p>Humanities and Social Sciences</p>	<p>Foundation HASS</p> <ul style="list-style-type: none"> <li>The Aboriginal or Torres Strait Islander <u>Country/Place</u> on which the school is located and why <u>Country/Place</u> is important to Aboriginal and Torres Strait Islander Peoples(<u>ACHASSK016</u>)</li> </ul> <p>Year 2 HASS</p> <ul style="list-style-type: none"> <li>The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular <u>Country/Place</u> (<u>ACHASSK049</u>)</li> </ul>
<p>My Place for teachers</p> <p>History Activity 1: The stolen generations Activity 2: Remembering Activity 3: Government policy Activity 4: Symbolism</p> <p>English Activity 1: Laura's apology Activity 2: Sorry</p>	<p>Humanities and Social Sciences</p> <p>English (two tabs on website – one reveals History activities, the other, English)</p>	<p>Year 3 HASS</p> <ul style="list-style-type: none"> <li>Days and weeks celebrated or commemorated in Australia (including Australia Day, <u>Anzac Day</u>, and National Sorry Day) and the importance of symbols and emblems(<u>ACHASSK064</u>)</li> </ul> <p>Year 3 English</p> <ul style="list-style-type: none"> <li>Understand how different <u>types of texts</u> vary in use of language choices, depending on their purpose and <u>context</u> (for example, <u>tense</u> and types of sentences) (<u>ACELA1478</u>)</li> <li>Identify the effect on audiences of techniques, for</li> </ul>

Activity 3: Aunty Bev's story  
Activity 4: Emotive Language  
Activity 5: The old fella  
Activity 6: Two apologies

[http://www.myplace.edu.au/teaching\\_activities/2008/1/the\\_apology.html?tabRank=1&idSubtheme=](http://www.myplace.edu.au/teaching_activities/2008/1/the_apology.html?tabRank=1&idSubtheme=)

**Human Dignity**  
**Common Good**  
**Solidarity**  
**Preferential Option for the Poor**

example shot size, vertical angle and layout in picture books, advertisements and film segments (ACELA1483)

- Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)
- Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)
- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose(ACELT1600)
- Identify the audience and purpose of imaginative, informative and persuasive texts(ACELY1678)
- Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)

Year 4 English

- Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)
- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience(ACELA1490)
- Understand how texts are made cohesive through the use of linking devices including pronoun and text connectives(ACELA1491)
- Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts(ACELA1496)
- Make connections between the ways different authors may represent similar storylines, ideas and

		<p>relationships (ACELT1602)</p> <ul style="list-style-type: none"> <li>• Use <u>metalinguage</u> to describe the effects of ideas, <u>text</u> structures and <u>language features</u> of literary texts (ACELT1604)</li> <li>• Interpret ideas and information in spoken texts and <u>listen</u> for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)</li> <li>• Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the <u>text</u> (ACELY1690)</li> <li>• Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over <u>text</u> structures and <u>language features</u>(ACELY1694)</li> </ul>
5-6		
<p>The Stolen Generations – SA Education Pack ‘Middle Years’ section</p> <p><a href="http://www.reconciliationsa.org.au/assets/media/files/Education%20Packs/Stolen_Generations.pdf">http://www.reconciliationsa.org.au/assets/media/files/Education%20Packs/Stolen_Generations.pdf</a></p> <p><b>Human Dignity</b>  <b>Common Good</b>  <b>Solidarity</b>  <b>Preferential Option for the Poor</b>  <b>Stewardship</b></p>	Humanities and Social Sciences	<p>Year 5 HASS</p> <ul style="list-style-type: none"> <li>• The nature of convict or colonial presence, including the factors that influenced patterns of <u>development</u>, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the <u>environment</u> changed (ACHASSK107)</li> </ul>
<p>Stolen Generation</p> <p>This lesson suggests ideas for a term's program. It discusses policies leading to the Stolen Generation</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC148/latest/apac148.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC148/latest/apac148.pdf</a></p> <p>or</p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation">http://www.det.wa.edu.au/aboriginaleducation</a></p>	Humanities and Social Sciences	<p>Year 5 HASS</p> <ul style="list-style-type: none"> <li>• The nature of convict or colonial presence, including the factors that influenced patterns of <u>development</u>, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the <u>environment</u> changed (ACHASSK107)</li> </ul>

<p><a href="http://n/apac/detcms/aboriginal-education/apac/lesson-plans/middle-childhood.en?cat-id=9192342">n/apac/detcms/aboriginal-education/apac/lesson-plans/middle-childhood.en?cat-id=9192342</a></p> <p><b>Human Dignity</b>  <b>Common Good</b>  <b>Solidarity</b>  <b>Subsidiarity and Participation</b>  <b>Preferential Option for the Poor</b>  <b>Stewardship</b></p>		
7-8		
<p>Stolen Generation  This lesson suggests ideas for a term's program. It discusses policies leading to the Stolen Generation</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC148/latest/apac148.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC148/latest/apac148.pdf</a></p> <p>or</p> <p><b>Human Dignity</b>  <b>Common Good</b>  <b>Solidarity</b>  <b>Subsidiarity and Participation</b>  <b>Preferential Option for the Poor</b>  <b>Stewardship</b></p>	English	<p>Year 8 English</p> <ul style="list-style-type: none"> <li>• Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (<a href="#">ACELT1806</a>)</li> </ul>
<p>Apology to the Stolen Generations.  Unit 1: overview and two apology sections of the Sorry speech, February 13th 2008  Unit 2: Nanna Fejo's story  Unit 3: General stories and government response</p>	English Civics and Citizenship	<p>Year 8 English</p> <ul style="list-style-type: none"> <li>• Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (<a href="#">ACELT1806</a>)</li> </ul> <p>Year 8 Civics and Citizenship</p>

<p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC264/latest/apac264.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC264/latest/apac264.pdf</a></p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC265/latest/apac265.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC265/latest/apac265.pdf</a></p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC266/latest/apac266.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC266/latest/apac266.pdf</a></p> <p>or</p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/english.en?cat-id=9192344">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/english.en?cat-id=9192344</a></p> <p><b>Human Dignity</b>  <b>Common Good</b>  <b>Solidarity</b>  <b>Subsidiarity and Participation</b>  <b>Preferential Option for the Poor</b></p>		<ul style="list-style-type: none"> <li>• Different perspectives about Australia's national <u>identity</u>, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (<u>ACHCK066</u>)</li> </ul>
<p>Aboriginal reserves and missions (post-1895)  This series of three lessons investigates the government policy that forced Aboriginal people to live on reserves, and the effects of this on individuals, families and cultures.</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC110/latest/apac110.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC110/latest/apac110.pdf</a></p> <p>or</p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/english.en?cat-id=9192344">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/english.en?cat-id=9192344</a></p> <p><b>Human Dignity</b></p>	<p>English</p>	<p>Year 8 English</p> <ul style="list-style-type: none"> <li>• Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (<u>ACELT1806</u>)</li> </ul>

<p><b>Common Good</b>  <b>Solidarity</b>  <b>Subsidiarity and Participation</b>  <b>Preferential Option for the Poor</b>  <b>Stewardship</b></p>		
<p>A historical overview: Old Country, New Country  This topic, presented in video format, provides an overview of Aboriginal history in Western Australia from the Dreaming to reconciliation.</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC107/latest/apac107.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC107/latest/apac107.pdf</a>  or  <a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/english.en?catid=9192344">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/english.en?catid=9192344</a></p> <p><b>Human Dignity</b>  <b>Solidarity</b>  <b>Stewardship</b></p>	<p>History  English</p>	<p>Year 7 History</p> <ul style="list-style-type: none"> <li>• The importance of conserving the remains of the <u>ancient</u> past, including the heritage of Aboriginal and Torres Strait Islander Peoples (<u>ACDSEH148</u>)</li> </ul> <p>Year 8 English</p> <ul style="list-style-type: none"> <li>• Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (<u>ACELT1806</u>)</li> </ul>
<p>Connectedness  This unit of nine lessons explores the impact of white settlement on traditional Aboriginal people, their culture and spiritual life.</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC183/latest/apac183.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC183/latest/apac183.pdf</a>  or  <a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/early-">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/early-</a></p>	<p>English</p>	<p>Year 8 English</p> <ul style="list-style-type: none"> <li>• Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (<u>ACELT1806</u>)</li> </ul>



<p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC130/latest/apac130.pdf">adolescence.en?cat-id=9192342</a></p> <p><b>Human Dignity</b>  <b>Common Good</b>  <b>Solidarity</b>  <b>Preferential Option for the Poor</b>  <b>Stewardship</b></p>		
<p>Stolen Generations  An introductory lesson suggests further lessons that present poetry and songs telling personal stories about the Stolen Generations</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC130/latest/apac130.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC130/latest/apac130.pdf</a>  or  <a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/early-adolescence.en?cat-id=9192342">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/early-adolescence.en?cat-id=9192342</a></p> <p><b>Human Dignity</b>  <b>Common Good</b>  <b>Solidarity</b>  <b>Preferential Option for the Poor</b></p>	<p>English</p>	<p>Year 8 English</p> <ul style="list-style-type: none"> <li>• Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (<a href="#">ACELT1806</a>)</li> </ul>
<p>Rabbit Proof Fence  This lesson presents the movie Rabbit Proof Fence as a vehicle to study the impact of removing Aboriginal children from their families</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC114/latest/apac114.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC114/latest/apac114.pdf</a>  or  <a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/early-adolescence.en?cat-id=9192342">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/early-adolescence.en?cat-id=9192342</a></p>	<p>English</p>	<p>Year 8 English</p> <ul style="list-style-type: none"> <li>• Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (<a href="#">ACELT1806</a>)</li> </ul>

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9-10		
<p>Connectedness This unit of nine lessons explores the impact of white settlement on traditional Aboriginal people, their culture and spiritual life.</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC183/latest/apac183.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC183/latest/apac183.pdf</a></p> <p>or <a href="http://www.det.wa.edu.au/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342">http://www.det.wa.edu.au/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342</a></p> <p><b>Human Dignity</b> <b>Common Good</b> <b>Solidarity</b> <b>Subsidiarity and Participation</b> <b>Preferential Option for the Poor</b> <b>Stewardship</b></p>	History	<p>Year 9 History</p> <ul style="list-style-type: none"> <li>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (<a href="#">ACDSEH020</a>)</li> </ul> <p>Year 10 History</p> <ul style="list-style-type: none"> <li>Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (<a href="#">ACDSEH104</a>)</li> <li>The <u>significance</u> of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (<a href="#">ACDSEH106</a>)</li> </ul>
<p>Apology to the Stolen Generations. Unit 1: overview and two apology sections of the Sorry speech, February 13th 2008 Unit 2: Nanna Fejo's story Unit 3: General stories and government response</p>	History	<p>Year 9 History</p> <ul style="list-style-type: none"> <li>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (<a href="#">ACDSEH020</a>)</li> </ul>

<http://ecm.det.wa.edu.au/connect/resolver/view/APAC264/latest/apac264.pdf>

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or

<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342>

**Human Dignity**

**Common Good**

**Solidarity**

**Subsidiarity and Participation**

**Preferential Option for the Poor**

Year 10 History

- Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations ([ACDSEH104](#))
- The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology ([ACDSEH106](#))
- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) ([ACDSEH143](#))

<p>Aboriginal reserves and missions (post-1895) This series of three lessons investigates the government policy that forced Aboriginal people to live on reserves, and the effects of this on individuals, families and cultures.</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC110/latest/apac110.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC110/latest/apac110.pdf</a></p> <p>or</p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342</a></p> <p><b>Human Dignity</b> <b>Common Good</b> <b>Solidarity</b> <b>Subsidiarity and Participation</b> <b>Preferential Option for the Poor</b> <b>Stewardship</b></p>	<p>History</p>	<p>Year 9 History</p> <ul style="list-style-type: none"> <li>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (<a href="#">ACDSEH020</a>)</li> </ul> <p>Year 10 History</p> <ul style="list-style-type: none"> <li>Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (<a href="#">ACDSEH104</a>)</li> <li>The <u>significance</u> of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (<a href="#">ACDSEH106</a>)</li> </ul> <p>Year 10 Geography</p> <ul style="list-style-type: none"> <li>The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (<a href="#">ACHGK072</a>)</li> </ul>
<p>A historical overview: Old Country, New Country This topic, presented in video format, provides an overview of Aboriginal history in Western Australia from the Dreaming to reconciliation.</p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342</a></p> <p><b>Human Dignity</b> <b>Common Good</b> <b>Solidarity</b></p>	<p>History</p>	<p>Year 9 History</p> <ul style="list-style-type: none"> <li>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (<a href="#">ACDSEH020</a>)</li> </ul> <p>Year 10 History</p> <ul style="list-style-type: none"> <li>Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (<a href="#">ACDSEH104</a>)</li> </ul>

<p><b>Preferential Option for the Poor</b></p>		
<p>Two minds – one voice: Aboriginal speakers tell their own stories of growing up Resources to use with guest speakers.</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC126/latest/apac126.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC126/latest/apac126.pdf</a></p> <p>or</p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342</a></p> <p><b>Human Dignity</b> <b>Solidarity</b> <b>Subsidiarity and Participation</b></p>	<p>History</p>	<p>Year 9 History</p> <ul style="list-style-type: none"> <li>• The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (<a href="#">ACDSEH020</a>)</li> </ul> <p>Year 10 History</p> <ul style="list-style-type: none"> <li>• Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (<a href="#">ACDSEH104</a>)</li> <li>• The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (<a href="#">ACDSEH143</a>)</li> </ul>
<p>Stolen Generation An introductory lesson suggests further lessons that present poetry and songs telling personal stories about the Stolen Generations</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC130/latest/apac130.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC130/latest/apac130.pdf</a></p> <p>or</p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342</a></p> <p><b>Human Dignity</b> <b>Common Good</b> <b>Solidarity</b></p>	<p>English History Geography Drama</p>	<p>Year 9 History</p> <ul style="list-style-type: none"> <li>• The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (<a href="#">ACDSEH020</a>)</li> </ul> <p>Year 10 History</p> <ul style="list-style-type: none"> <li>• Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (<a href="#">ACDSEH104</a>)</li> <li>• The <u>significance</u> of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (<a href="#">ACDSEH106</a>)</li> </ul> <p>Year 10 Geography</p>

<p><b>Preferential Option for the Poor</b></p>		<ul style="list-style-type: none"> <li>The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (<a href="#">ACHGK072</a>)</li> </ul>
<p>Rabbit Proof Fence This lesson presents the movie Rabbit Proof Fence as a vehicle to study the impact of removing Aboriginal children from their families</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC114/latest/apac114.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC114/latest/apac114.pdf</a></p> <p>or</p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/late-adolescence.en?cat-id=9192342</a></p> <p><b>Human Dignity</b> <b>Common Good</b> <b>Solidarity</b> <b>Preferential Option for the Poor</b></p>	<p>English History</p>	<p>Year 9 History</p> <ul style="list-style-type: none"> <li>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (<a href="#">ACDSEH020</a>)</li> </ul> <p>Year 10 History</p> <ul style="list-style-type: none"> <li>Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (<a href="#">ACDSEH104</a>)</li> </ul>
<p>Full Circle This unit of two lessons shows one way to introduce an autobiography, utilising Kimberley woman, Edie Wright's, family story.</p> <p><a href="http://ecm.det.wa.edu.au/connect/resolver/view/APAC072/latest/apac072.pdf">http://ecm.det.wa.edu.au/connect/resolver/view/APAC072/latest/apac072.pdf</a></p> <p>or</p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/english.en?cat-id=9192344">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/english.en?cat-id=9192344</a></p> <p><b>Human Dignity</b></p>	<p>English</p>	

<p><b>Solidarity</b></p>		
<p>Walk the Talk – Stolen Generations</p> <p><a href="http://www.walkthetalk.org.au/wp-content/uploads/2013/04/TLWk001_U4-Sec_1704.pdf">http://www.walkthetalk.org.au/wp-content/uploads/2013/04/TLWk001_U4-Sec_1704.pdf</a></p> <p><b>Human Dignity</b>  <b>Common Good</b>  <b>Solidarity</b>  <b>Subsidiarity and Participation</b>  <b>Preferential Option for the Poor</b></p>	<p>English History</p>	<p>Year 9 English</p> <ul style="list-style-type: none"> <li>Analyse how the construction and interpretation of texts, including <u>media texts</u>, can be influenced by cultural perspectives and other texts (<u>ACELY1739</u>)</li> <li>Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (<u>ACELY1742</u>)</li> <li>Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (<u>ACELY1744</u>)</li> </ul> <p>Year 9 History</p> <ul style="list-style-type: none"> <li>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (<u>ACDSEH020</u>)</li> </ul> <p>Year 10 English</p> <ul style="list-style-type: none"> <li>Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences(<u>ACELY1752</u>)</li> <li>Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (<u>ACELY1754</u>)</li> </ul> <p>Year 10 History</p> <ul style="list-style-type: none"> <li>Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (<u>ACDSEH104</u>)</li> </ul>
<p>Maurie Japarta Ryan Oral History Analysis To develop students’ skills in investigation, interpretation and communication using observation, questioning and analysis of research material.</p>	<p>History</p>	<p>Year 9 History</p> <ul style="list-style-type: none"> <li>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (<u>ACDSEH020</u>)</li> </ul>

<p><a href="https://www.nla.gov.au/sites/default/files/lesonplanmauriepartaryaninterview.pdf">https://www.nla.gov.au/sites/default/files/lesonplanmauriepartaryaninterview.pdf</a></p> <p><b>Human Dignity</b>  <b>Solidarity</b>  <b>Subsidiarity and Participation</b></p>		<p>Year 10 History</p> <ul style="list-style-type: none"> <li>• Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (<a href="#">ACDSEH104</a>)</li> </ul>
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<http://www.australia.gov.au/about-australia/australian-story/sorry-day-stolen-generations>

## Useful links

### Aboriginal and Torres Strait Islander organisations

- [Reconciliation Australia- external site](#)
- [Australian Institute of Aboriginal and Torres Strait Islander Studies- external site](#)
- [Australians for Native Title and Reconciliation- external site](#)
- [National NAIDOC Week- external site](#)

## Resources

- [Indigenous Australians Overview - Australian Museum- external site](#)
- [Fact sheets on Indigenous Australia- external site](#) - National Archives of Australia
- [Finding Your Story- external site](#) - Records of the Stolen Generations in Victoria
- [Indigenous resources at the National Library of Australia- external site](#)



## Look and listen

- Watch clips from films about [Indigenous Australia- external site](#) - Australian Screen
- Frances Ryan, former resident of the Cootamundra Girls Home, tells her life story to *Away!*, [ABC- external site](#)
- ABC, [The Apology- external site](#) website includes videos and sound recordings (a [DVD of the apology- external site](#) is also available).
- [Charles Perkins - Institutions - external site](#), video, 1 min. Excerpt from the program *Charles Perkins*, an episode of *Australian Biography Series 7*. Screen Australia.