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assess

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INSIGHT HISTORY

AUSTRALIAN CURRICULUM FOR NSW

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Helping you implement your product

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Contents*

- Course planners
- Sample teaching programs
- Teaching notes for every chapter
- Suggested solutions for each chapter
- 3 checkpoint worksheets for each unit (1 support, 1 consolidate, 1 extend)
- Flashcard glossaries for each chapter
- Interactive timelines for each chapter
- Weblinks to external content
- Scope and sequence grid (Year 7)

*This is the contents from your Oxford Digital Dashboard.

Teaching support for pages 12–13

Investigating the ancient past

Teaching strategies

Getting started

- Write the following statement on the board: 'History is so yesterday. It has no bearing on our today or tomorrow.' Ask students: 'Do you agree or disagree?' Then challenge them to write five points that contradict this statement (show it to be untrue). For example:
    - We need to learn from past mistakes so we don't repeat them in the future.
    - History shapes how we see the world today.
    - History tells us who we are and where we have come from.
    - History matters to people: today there are conflicts over historical rights to land (such as in Israel and Palestine).
    - History provides us with customs and traditions that continue today.
- Write another statement on the board: 'You did not get to be "you" overnight. What you know, do and think has been formed by many influences: your family, your community, your friends, your teachers, the media and so on. You are a product of all that has happened in your past.' Ask students to consider what aspects of their past have helped to shape their own life story. For example:
    - At a personal level, you may go for a particular sporting team because your parents follow that team. Or, more importantly, you may hold certain religious beliefs because your family holds those beliefs.
    - At a family level, you may live in a particular place because at a time in the past, for various reasons, your parents or grandparents decided to move there.
    - At a societal level, you speak a particular language and observe particular customs because of large-scale changes and developments throughout history.

  Use the statement on the board to discuss how important history is in shaping all our lives and for understanding our identity – who we are and where we come from. To

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show how the past has influenced their lives, students could draw a diagram of concentric circles, with their name in the centre. Students list each of their own influencing factors in the circles. Discuss what they have learnt from completing this activity. How does this show that history is important to our lives? Are there any gaps or silences in their family histories? Are there any mysteries to be solved? Where might a historian look for evidence to solve these mysteries or fill in the gaps or silences?

- Class discussion questions could include: Which parts of history matter? Is studying history just about memorising names and dates? Is studying history more about what happened or about why things happened? Is studying history more about leaders or about ordinary people? Is studying history more about facts or about theories?

Teaching tips

- Each section of this chapter is organised according to key inquiry questions. By regularly revisiting these questions as you work through the chapter, asking your students to engage with them, and enouraging them to generate their own key questions, you will be embedding an inquiry model of learning. Inquiry learning values process as well as product – moving away from the mere acquisition of facts to the development of deep understandings about concepts and generalisations that are transferable.

- The content covered in each section of this chapter (and the order in which it is sequenced) closely follows the K–10 syllabus for History released by the Board of Studies in 2012. By using this chapter as the basis of your teaching program, you can be assured that you are meeting all of the requirements of the NSW syllabus for the Australian Curriculum.

- An easy way to regularly monitor your students' understanding of key content dot-points is to use the Checkpoint features at the end of each section. These activities link directly to the content dot-points in the syllabus and provide an opportunity for ongoing assessment (both formal and informal). Each Checkpoint activity links to three student activity worksheets that can be assigned on the basis of student performance. These worksheets are graded according to ability level. They allow you to personalise learning based on the needs of individual students.

Activities

Activity: Perspectives in history

This activity, which can be completed in 30 minutes, is a great way to introduce to students the concept of different perspectives in history, as set out in the syllabus.

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Students make observations in their notebooks about the most recent school assembly or school event they all went to. Here are some sample questions for students to answer:

- Who spoke at the assembly?
- How long did the assembly go for?
- What were the main ideas discussed at the assembly?
- What was the atmosphere or mood like at the assembly?
- How would you judge the assembly – boring, helpful, important or irrelevant?

Students now compare their answers with those of the person sitting next to them. Are their answers the same or different? Why? Do any parts contradict each other? Why? If someone wanted to know what happened at the assembly, which student's answers would be more helpful? Would it be more helpful to just have one set of answers or both sets in order to understand what happened?

Discuss the idea that two people can go to the same event and have different understandings of that event because we all have different *perspectives* or points of view. How we write about events is influenced by our feelings at the time, our interests and our values (things that are important to us). When we come to historical sources we must be careful not to take them at face value, but to understand the author's perspective. Historians always prefer to have more than one historical source so they can form a more balanced view on an event or issue.

Additional activity: Flashcard glossary

This chapter is supported by an interactive flashcard glossary on the obook. The flashcard glossary can be used very flexibly, either in class or assigned for homework/private study. It features key terms from the chapter and encourages students to test their understanding of these terms by turning a series of flashcards. Key terms appear on the front and definitions appear on the back. To access the flashcard glossary, refer to the obook extras panel on this spread.

Differentiate

This activity continues to explore the concept of perspectives in history. Some students may find the concept of different historical perspectives difficult to grasp, while others may be looking for a bit more of a challenge in this area. These suggestions can help you modify the level of difficulty of this concept and help you personalise learning for different ability levels.

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This activity will take 30 minutes. It is useful for introducing the idea that history is made up of different people's perspectives and points of view. Present all students with the same quotes below, but ask students to write about the quotes differently, depending on their ability level.

Quote 1: '… if we knowingly write what is false – whether for the sake of our country or our friends or just to be pleasant – what's the difference between us and hack writers? Readers should be very attentive to and critical of historians; they, in turn, should be always on guard.' Polybus (*c*. 201–120 BC), Greek historian who wrote *The Histories*.

Quote 2: 'The notion that any one person can describe "what really happened" is an absurdity. If ten – or a hundred – people witness an event, there will be ten – or a hundred – different versions of what took place.' David Eddings (AD 1931–2009), American novelist who co-wrote with his wife, Leigh Eddings.

Quote 3: 'It might be a good idea if the various countries of the world would occasionally swap history books, just to see what other people are doing with the same set of facts.' Bill Vaugh (AD 1915–1977), American journalist and writer.

For less able students:

1 Explain what each quote means in your own words.

2 Why should readers be critical of historians?

3 Why is it hard to work out 'what really happened'?

4 In 1945, during World War II, US planes dropped two atomic bombs on Japan – one on the city of Hiroshima and the other on the city of Nagasaki. More than 100 000 lives were lost as a result. The Americans, however, were grateful that the bombs brought a swift Japanese surrender and American victory. How might US and Japanese history books be different on this subject? How might their perspectives be different?

For more able students:

Is it ever possible to know what really happened in the past? Use any of the above quotes, plus any prior historical knowledge, to justify your point of view in an extended response.

assess

Each chapter of the *Insight History 7* student text includes related assessments and testbank questions that are graded for student ability and linked directly to the outcome statement codes in the Australian Curriculum for NSW syllabus.

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Assessments

Assessments are auto-marking multiple choice quizzes. Questions are graduated in difficulty so teachers can assign as appropriate to students:

- Support (foundation)
- Consolidate (standard)
- Extend (advanced)

Students can review their quiz results to see which questions they answered correctly or incorrectly. Students can improve their results by attempting the quiz again with the challenge of randomised answer options.

Testbank

Testbank provides teacher-only access to ready-made chapter tests. They consist of a range of multiple choice, short answer and extended response questions with marking guidance for each short and extended response question. Multiple choice questions are auto-graded.

The testbank can be used to generate tests for end of chapter, mid-year or end of year tests. Tests can be printed, downloaded, or assigned online.

Assigning tests

In order to assign work to students, your students must first:

(i) have the obook in their Oxford Digital library;

(ii) have linked to your Oxford Digital account; and

(iii) be added to a class you have created.

1 For a step-by-step guide on **getting started with your class set-up**, click here:
https://obook2.oxforddigital.com.au/teacher/classadmin.html

2 For a step-by-step guide on **assigning assessment for students**, click here:
https://obook2.oxforddigital.com.au/help/assess/Assigning_work_using_assess_teachers.html

Results

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Student results can be monitored and graphed, or exported to Excel for incorporation into an LMS.

3 For a step-by-step guide on **using results in assess**, click here:
https://obook2.oxforddigital.com.au/help/assess/Using_results_in_assess_Teachers.html

Resources

obook extras

Student resources

ID XX.XX Flashcard glossary: Investigating the Ancient Past

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Teaching support for pages 14–17

History is investigation

Syllabus links

NSW syllabus links

Investigating the Ancient Past is one of the three depth studies that explore *The Ancient World* from the NSW History syllabus. The content descriptions for this depth study are as follows.

Outcomes

A student:

› describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1

› identifies the meaning, purpose and context of historical sources HT4-5

› uses evidence from sources to support historical narratives and explanations HT4-6

› locates, selects and organises information from sources to develop an historical inquiry HT4-8

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

› selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

Content

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)

Students:

• outline the main features of history and archaeology

• outline the role of historians and archaeologists

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• describe and explain the different approaches to historical investigation taken by archaeologists and historians

Historical skills

Comprehension: chronology, terms and concepts

• read and understand historical texts

• use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

• locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)

• draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Perspectives and interpretations

• identify and describe different perspectives of participants in a particular historical context (ACHHS212, ACHHS155)

Empathetic understanding

• interpret history within the context of the actions, attitudes and motives of people in the context of the past (ACHHS212, ACHHS155)

Research

• ask a range of questions about the past to inform an historical inquiry (ACHHS207, ACHHS150)

• identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)

• use a range of communication forms and technologies

Explanation and communication

• develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156)

• select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)

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Teaching strategies

Teaching tips

Print out a picture of Lindow Man for each student. An example is in obook extras. Lindow Man is a bog body, or preserved human body, that was found in England in 1984 when men were cutting peat at Lindow Moss bog. Around the picture of Lindow Man, students write down all the questions they have about this body. Explain that their questions are the basis for a historical inquiry into Lindow Man.

After looking at the picture, students write their own theory that answers the particular inquiry question: 'How and why did Lindow Man die?' Emphasise to students that at this stage their answer is not about 'getting it right'; this is simply an initial theory.

Students investigate the answer to the inquiry question by doing research. A starting point for their research is in the obook extras panel. What do historians say about how and why Lindow Man died? Why is it difficult to be completely sure of the answer to this question? Note that, as we do not have written evidence or eyewitness accounts of Lindow Man's death, we can only guess what happened according to the evidence presented by the body itself.

For your information

Analysis of Lindow Man's body has shown that he had short brown hair and a trimmed beard. He wore a fur armband. He was in his early twenties, stood around 165 centimetres tall and weighed about 62 kilograms. His fingernails were manicured and he had a bad case of worms. There is evidence that his skin may have been painted before his death.

He died violently: skull and brain damage indicate two strong blows to the head. He also had a broken rib, two broken neck vertebrae (perhaps caused by the rope around his neck) and his jugular vein was slashed. Shortly before his death he ate a burnt cake and swallowed a quantity of mistletoe (a known sedative).

Why he died is not so certain. Historians think murder or execution is not likely. His wounds and body painting suggest a ritual death, perhaps a sacrifice. The burnt cake and mistletoe are foods typically used in religious ceremonies of the Druids (priests of the Celtic people). If Lindow Man was sacrificed, historians are not sure what the sacrifice was for. Was it an 'appeal to the gods' to protect local people from Roman troops, who were beginning to invade Britain? Or was it to ensure a plentiful harvest?

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Teaching tips

- In the past, for the most part, historians used written records to investigate the past, while archaeologists used only artefacts to investigate the past. Historians now use both written records and archaeological artefacts. Why are both needed? Explain that written sources and artefacts can complement each other and give a more complete view of the past.

- To give an example of how written sources and physical evidence can complement each other, go to page 32, Source 1.29, where there is a photo of Tollund Man. Explain that Tollund Man was discovered in a peat bog in Denmark in 1950, but that he lived about 2400 years ago. What do you notice about his neck? (Answer: There is a rope tied around it.) How might he have died? Why might he have died? (Students could brainstorm possible answers.) Now tell them that Tacitus, a Roman historian, wrote about Germanic tribes (who also lived in Denmark). He wrote that the Germanic tribes sacrificed slaves to their gods. He also wrote that the Germanic tribes hung traitors from trees as a punishment and drowned cowards in bogs. Does Tacitus's writing give us any more understanding about Tollund Man? Note that, while we still can't be sure why Tollund Man died, Tacitus gives us insight into the sort of society Tollund Man lived in and some possible reasons for his death. The written sources help to shed light on the preserved human remains.

- Many archaeological artefacts have been preserved by chance, and they give us insight into the daily life of people who lived thousands of years ago. Many artefacts, however, were preserved on purpose, for a particular reason. Ask students to brainstorm some examples of objects that have been preserved by chance and objects that have been preserved on purpose. If objects were preserved on purpose (for example, the mummies and funerary artefacts of ancient Egypt), should archaeologists leave them where they find them? Why, or why not?

- Virtual archaeology: There a number of websites that demonstrate to students how an archaeological dig works (see obook extras for a couple of examples). Students could use these websites to understand the process of a dig: the grid system that is used, the tools needed and the cataloguing process.

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Activities

Activity: Historical inquiry into the destruction of the World Trade Center

This activity can be completed in 120 minutes. It is a great way to get students asking a range of questions about the past to inform a historical inquiry, as the syllabus requires. This activity asks students to practise the entire process of a historical inquiry, from start to finish.

Bring in a photo of the destruction of the World Trade Center in New York, 2001 (see obook extras for a link to a photo). This photo is the stimulus for the students' inquiry questions.

Step 1: Students develop a set of inquiry questions about this event, using words such as *who, what, where, when, why* and *how* as their question starters.

Step 2: Students form *hypotheses*, or state what they think the likely answers might be to their inquiry questions.

Step 3: Students conduct research and gather evidence from a range of sources to explore their inquiry questions further. Students can use obook extras as a starting place for their research.

Step 4: Students evaluate the usefulness of their sources. Ask students to state whether they believe the sources they have used are reliable and useful for their inquiry.

Step 5: Students confirm or modify their original hypotheses on the basis of their research.

Activity: This is your life

This activity can be completed in 30 minutes. It is a great way to get students thinking about the role of archaeologists, as the syllabus requires.

Ask students to bring in five objects from home that they believe explain something about their life and who they are. For example, objects that show someone about their interests, hobbies, values or personality. Swap objects with a partner.

- Write down what you think these objects tell you about your partner. What are their interests, hobbies, values or personality?
- Swap notes. How accurate are the notes about you?
- Do these notes give a complete picture of your life? Why, or why not?

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- What other information would be helpful for your partner to have if they were investigating your life?
- Now write the answer to these questions:
  - What can archaeologists learn about people in the past from objects they have left behind?
  - Can we get a full understanding about a person's life in the past from archaeology? Why, or why not?

Activity: Canned history

This activity can be completed in 60 minutes in the classroom but there is some preparation involved for the teacher and it is a bit messy. It helps students engage in the process of archaeology by practising a simlated dig on a small scale.

Collect about 10 recycled tin cans (such as soup tins). Number the cans from 1 to 10, and fill each one with sand and a few hidden artefacts. Suitable items include coins, nuts and bolts, washers, broken crockery and small toys. Students work in teams of two or three. Each team of archaeologists is given a large sheet of paper (to cover their desk), a filled can, rubber gloves, a small spoon, a small paintbrush, an empty ice-cream container (to put the sand in) and a manual. Using a separate page for each artefact, students should record details such as site number (the number you have written on the tin), the location and position of the artefact within the site, a description of the artefact, a few inquiry questions about the object and a hypothesis about the artefact's origin and what it was used for.

Each group digs carefully in the tin with the spoon, using the brush to remove sand when they come into contact with an artefact (so they don't damage it). When each artefact has been uncovered, they carefully remove it and complete the details in the manual. Students can take turns to dig. Once all the objects have been uncovered, students could attempt to develop a hypothesis that explains the relationship between their artefacts.

Activity: An archaeological dig

This activity gets students out of the classroom to engage with the process of archaeology. It is a really memorable experience for students that can get them enthusiastic about archaeology. It may not be for everyone, however, as it does require a lot of preparation from the teacher, permission from the school and a decent slab of time. (It can also be done over a number of lessons.)

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Ask the grounds staff at your school to dig a trench in the school grounds about 1 metre deep, 2 metres long and 1 metre wide. Fill the trench with layers of artefacts, along with dirt from the excavations. Think creatively to make it as realistic as possible. There could, for example, be layers of broken pottery (from the Art department), jewellery, cutlery and utensils (from a $2 shop or an op shop), bones (from a kitchen or barbecue) and any other objects that add authenticity.

Students use string and sticks to make a grid over the trench. Students use trowels and brushes to carefully excavate the dig. Artefacts are photographed, then carefully removed and placed on trays where other teams clean off the soil, catalogue and bag each one. Students draw up their own grid and mark where they found each object. Using the evidence, students can develop an archaeological story of this site from early settlement (bones) through to later settlements (utensils and broken pottery).

Suggested solutions

Suggested solutions: APPLY 1.1

Use the process of historical inquiry to investigate the question 'What issues are most important to people today?'

1 Consider some issues that you think are of interest to people today.

a Hold a class discussion and come up with a list. Three examples are:

- global warming and the challenges to our environment
- violence and wars caused by racial and religious hatred
- the cost of living.

b n one sentence, write down your own theory or hypothesis.

a Student answers will vary. Further examples might include social equality issues such as same-sex marriage; euthanasia; drug laws; immigration; nuclear disarmament; the economy; and politics.

b Student answers will vary. A sample hypothesis could be: The issues most important to people today are those issues that affect their daily lives, such as the cost of living.

2 Watch the television news or study newspaper articles over the course of a week. Make a list of the main news stories and how often they are included in the news. Compare your results with your hypothesis.

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UNCORRECTED SAMPLE

Student answers will vary.

3 Confirm or modify your hypothesis based on the evidence you have gathered.

Student answers will vary.

Suggested solutions: APPLY 1.2

1 Develop three inquiry questions about any aspects of the Sphinx that especially interest you. Before you write down your questions:

- read the information in the text about previous findings and theories about the Sphinx and do your own research on the internet or in the library
- think about what you already know about the Sphinx, as well as what you want or need to know
- focus your thinking by using words such as *who*, *what*, *where*, *when*, *why* and *how* as your question starters (this will also help you to select sources to continue your investigation later on in the topic).

Student answers will vary. Remind students that they are simply asking inquiry questions, not providing the answers. Examples of questions they might ask are: Why does the Sphinx have the body of a lion? Why was it built near the pyramids? How did the ancient Egyptians make the Sphinx? Who were the workers who built the Sphinx? Whose face is represented on this structure?

Suggested solutions: REVIEW 1.1

1 Use a flow chart to outline the process of historical inquiry.

The process of historical inquiry is as follows:

- develop an inquiry question
- form a hypothesis
- conduct research
- evaluate the usefulness of sources and analyse the evidence
- confirm or modify your hypothesis.

2 What types of experts do you think may have been involved in studying the Sphinx?

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- Anthropologists – to study the society that built the Sphinx and help us to understand why it was built
- Archaeologists – to help uncover and excavate the Sphinx
- Linguists and cryptographers – to decipher the hieroglyphs at the base of the Sphinx
- Geophysical surveyors – to help locate the passageways under the Sphinx

3 Why are archaeological sites often buried underground?

Archaeological sites are often buried underground because many years have passed since the site was a settlement. They may be covered by the silt of past floods, by sand blown by the wind or by dense jungle. Some settlements have been continuously inhabited for a long time and the remains of ancient settlements are buried beneath the ruins of other settlements that have been built over time on the site.

4 Look at Source 1.3.

a In the photo there is a grid-like outline on the sea bed. What do you think is its purpose?

B Explain what the archaeologists are likely to do with any artefacts they bring to the surface.

a The grid-like outline on the sea bed is there to mark out the archaeological site so that the precise location of items found there can be recorded and catalogued.

b The archaeologists are likely to photograph and number any artefacts found, and record details of their descriptions and exactly where they were found.

Resources

obook extras

Student resources

ID XX.XX Weblink: Lindow Man

This British Museum website has a picture and information about Lindow Man, a famous bog body.

http://www.britishmuseum.org/explore/highlights/highlight_objects/pe_prb/l/lindow_man.aspx

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ID XX.XX Weblink: Scholars for 9/11 Truth and Justice

Provides a starting place for a historical inquiry into the destruction of the World Trade Center.

http://stj911.org/index.html

Teacher resources

ID XX.XX Weblink: Photos of the destruction of the World Trade Center

This website provides photos of the destruction of the World Trade Center, as a stimulus for a historical inquiry.

http://architecture.about.com/od/worldtradecenter/ss/twintowers_3.htm

ID XX.XX Weblink: Virtual dig in the Ottowa Valley

This is a virtual archaeological dig based on a dig beside the Bonnechere River in the Ottawa Valley, Canada. Click through to the dig site and follow the 'how to dig' instructions.

http://www.museevirtuel-virtualmuseum.ca/sgc-cms/expositions-exhibitions/esprits-spirits/English/Dig/index.html

ID XX.XX Weblink: Dig at Catalhoyuk in Turkey

This website outlines an archaeological dig at Catalhoyuk in Turkey. It includes a tour of the site, activities, a look at the processes of a dig and an examination of the artefacts found.

http://www.smm.org/catal/top.php

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Teaching support for pages 18–21

Time in history

Syllabus links

NSW syllabus links

Investigating the Ancient Past is one of the three depth studies that explore *The Ancient World* from the NSW History syllabus. The content descriptions for this depth study are as follows.

OUTCOMES

A student:

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

› selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

CONTENT

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)

Students:

• define the terms and concepts relating to historical time, including BC/AD, BCE/CE

Historical skills

Comprehension: chronology, terms and concepts

• read and understand historical texts

• sequence historical events and periods (ACHHS205, ACHHS148)

• use historical terms and concepts (ACHHS206, ACHHS149)

Teaching strategies

Getting started

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Hold a class discussion on the different ways in which we keep track of time: clocks and watches, calendars, mobile phones, computers, diaries etc. Our current fascination with time was shared by ancient peoples, many of whom left evidence of their attempts to understand the passage of time. The Great Pyramid of Giza, Stonehenge and Machu Picchu, for example, all included elements that allowed people to measure the passage of the sun across the sky. Our current use of time periods based on units of 60 (seconds and minutes) dates from the ancient Sumerians, and the 24-hour day from the ancient Egyptians.

Teaching tips

- At the start of the year 2000, many people in the world celebrated the start of the third millennium after Christ. New Year's Eve was a particularly big moment, as people believed our calendar had ticked over to a new millennium. Ask students to consider the following: since the 1st century began with the year 1, and the 2nd century began with the year 101, were the people celebrating the start of the new millennium right to get so excited at the beginning of 2000? Why, or why not? (Answer: The new millennium did not actually start until 2001. People who believed that the new millennium began in 2000 were incorrect.)
- Emphasise to students that events that took place before the birth of Christ are positioned on the timeline in descending order so students need to count the years backwards from 1. To check student understanding, tell students that the invention of the wheel happened in 3500 BC and that people worked out how to make silk in 2700 BC. Ask students which 'discovery' happened first, and hopefully they will tell you that the wheel was discovered before silk. Draw a timeline on the board to show this for visual learners.
- Remind students that events that have taken place since the birth of Christ are positioned in ascending order so they must count the years forwards from 1. To check student understanding, tell students that Alexander Cummins invented a flushing toilet in AD 1775 and that the first modern washing machine was designed in AD 1851. Ask them which was invented first, and hopefully they will tell you it was the flushing toilet.

Teaching tips

- Discuss the idea of dating in history. Why is it important for historians to know how old something is? (Answer: It is important for historians to know how old something is so we know what time period it came from and we can understand that particular society better.)

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- Many students may think that 'absolute dating' means 'absolutely *accurate* dating'. This is not the case. Scientific methods of dating are discussed on pages 29–30. For now, students should realise that scientific methods, such as radiocarbon dating, can only estimate the age of the object and are not foolproof. Dates can only be estimated within a range of years, and the size of possible errors increases with the age of the object.

For your information

One of the most famous and disputed artefacts in history is the Shroud of Turin. This shroud shows a negative image of a bearded man who appears to have suffered crucifixion. Some people believe this to be the burial cloth that wrapped the body of Jesus Christ. However, in 1988, independent researchers at three separate universities – the University of Oxford, the University of Arizona and the Swiss Federal Institute of Technology – all concluded with 95 per cent confidence that the material of the shroud dated from AD 1260–1390. All these researchers used radiocarbon dating to conduct their research, and many people regard radiocarbon dating as important in showing when objects (such as the Shroud of Turin) may be forgeries. However, later research now disputes the results of the 1988 radiocarbon dating and places the shroud at a much earlier date, within the time period of Christ. So the controversy over the Shroud of Turin continues! For a news article on the latest research into the Shoud of Turin, along with a picture of the shroud, see obook extras.

Activities

Activity: Personal timelines

This activity can be completed in 60 minutes. It is a great way to get students practising their skill of creating timelines and sequencing historical events and periods, as the syllabus requires.

Students will gain a greater understanding of why timelines are important if they create their own personal timeline. Have students place significant life events, achievements and even life lessons they have learnt on their timeline. They could either do it in their workbooks, or on the computer using a timeline maker. (See the obook extras panel for an example of an online timeline maker.)

Then have students answer the following questions. This helps to raise the point that timelines can help us by visually showing continuity and change, cause and effect, and can allow us to understand the times in which a person lived and therefore develop empathy.

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UNCORRECTED SAMPLE

1 In what way does your timeline of the history of your life show that you have changed and progressed over time?

2 Does your timeline show cause and effect? For example, your parents might have inherited some money and so you moved house; or you might enjoy English at school and as a result you went on to win a poetry competition.

3 Share your timeline with the person sitting next to you. Why might you be interested in seeing another person's timeline? (They show the story of someone else's life and help us make comparisons with our own life.)

4 Share with the person sitting next to you something you did when you were younger but that you don't do any longer. For example, you might have liked to dress up and role-play what it was like to be a police officer or a firefighter. Ask your classmate whether they understand why you acted a certain way and why. (This might introduce students to the concept of empathy with others.)

Activity: Whole class timeline

This activity can be completed in 20 minutes. It is a great way to get students practising their skill of creating timelines to sequence historical events and periods, as the syllabus requires. Kinesthetic or tactile learners learn best through undertaking a physical activity rather than listening to the teacher or watching a demonstration, so this activity caters for their learning preferences.

Allocate each student in the class a card with a date on it (for example, 333 BC or AD 1066). Make sure the cards have a mixture of BC and AD dates. You could find well-known events in history and use those dates, along with the events that go with them.

Students must then place themselves in correct order in a line at the front of the class. Be prepared for a bit of confusion and noise but let the students sort the problem out themselves. Then ask students to name which century their date falls in; for example, AD 1066 is in the 11th century AD.

Activity: Relative dating sequencing

This activity can be completed in 20 minutes. It is a great way to get students practising their skill of creating timelines to sequence historical events and periods, as the syllabus requires. It also helps them to understand the value of relative dating as a way to help sequence time periods.

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Put each of the events below on a card. In groups, ask students to sequence the events by using the concept of relative dating. Students should be able to work out the order of events, based on the logical relationship between the events and their prior knowledge from primary school. Give the cards to the students in mixed-up order. Here are the events in the correct order:

Captain Cook explores the east coast of Australia; The First Fleet arrives in Sydney; James Ruse produces the first successful wheat harvest in Australia; Gold is discovered at Bathurst in NSW, beginning a gold rush; All six Australian colonies become federated to form one nation called the Commonwealth of Australia; Australia sends troops to fight in World War I; Australia sends troops to fight in World War II; Sydney hosts the Olympic Games; Prime Minister Kevin Rudd apologises to the Aboriginal people for their mistreatment by Australian governments.

Suggested solutions

Suggested solutions: EXTEND 1.1

1 Investigate and report on the number of different calendars used in the world, such as the Jewish calendar, the Islamic calendar and the Chinese calendar.

Student answers will vary.

2 During the French Revolution, beginning in 1789, the revolutionaries attempted to create new calendar months. What names did they choose, and why?

The new names of the months were based on nature and the weather experienced by the people of Paris. This was an attempt to remove all religious and royal references from the calendar and set up a new calendar to accompany a new system of government.

Autumn: Vendémiaire = grape harvest; Brumaire = fog; Frimaire = frost

Winter: Nivôse = snowy; Pluviôse = rainy; Ventôse = windy

Spring: Germinal = germination; Floréal = flower; Prairial = pasture

Summer: Messidor = harvest; Thermidor (or Fervidor) = summer heat; Fructidor = fruit

Suggested solutions: APPLY 1.3

1 The list below includes pairs of related events. Match the pairs and then order the events in each pair as shown in the relative dating examples above. Write a sentence or two explaining the reasons for your decision on each pair.

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- the beginning of agriculture around the Nile delta in Egypt
- the first space flight
- the discovery of electricity
- horses are tamed and used for transport and labour
- construction of the first Egyptian pyramids
- the first Moon landing
- discovery of the atom
- permanent settlement by the British in Australia
- the appearance of horse shoes
- electric fans
- the explosion of the first atomic bomb
- the opening of your school.

The beginning of agriculture around the Nile delta in Egypt AND the construction of the first Egyptian pyramids

Logically, the beginning of agriculture came before the construction of the pyramids as the Egyptians would have needed to be settled with a good supply of food before they could build great monuments.

The first space flight AND the first Moon landing

Logically, the first space flight came before the first Moon landing as people needed to know they could fly in space before attempting a flight to the Moon.

The discovery of electricity AND electric fans

Logically, electricity had to be discovered before electric fans could be invented.

Horses are tamed and used for transport and labour AND the appearance of horse shoes

Logically, horses had to be tamed and used for transport and labour before people could make horse shoes, as horses must be tamed before a shoe can be put on a horse.

The discovery of the atom AND the explosion of the first atomic bomb

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Logically, the discovery of the atom came before the explosion of the first atomic bomb as the atom had to be discovered before people worked out how to split it and make a bomb from it.

Permanent settlement by the British in Australia AND the opening of your school

Logically, the British had to settle in Australia before your school could be opened because the Aboriginal people did not have schools with buildings and desks.

2 Use the step-by-step guide shown in Source 1.11 to construct a timeline that shows these key discoveries and inventions. Then, add three more events from your own knowledge or research.

- wheel – 3500 BC
- silk – 2700 BC
- alphabet – 1100 BC
- paper – AD 900
- rockets – AD 1232
- car – AD 1885
- personal computer – AD 1964
- DVD – AD 1998

Students draw their timelines. A scale of 1 centimetre:500 years could work well. Student additions will vary. Some suggestions are: the first controlled, powered, sustained human flight (1903), the invention of the internet (1958), the production of the first handheld mobile phones (1973).

Suggested solutions: REVIEW 1.2

1 What is the Gregorian calendar?

The Gregorian calendar is the Christian-based calendar, divided into two eras: before the birth of Christ and after the birth of Christ.

2 Identify the two alternative ways of listing dates, based on the two eras of the Gregorian calendar.

The two alternative ways of listing dates are:

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- BC (Before Christ) and AD (*Anno Domini* – in the year of our Lord)
- BCE (Before Common Era) and CE (Common Era)

3 What are the start and end dates of the following centuries?

a 3rd century BC

b 20th century AD

a 3rd century BC: 300 BC until 201 BC

b 20th century AD: AD 1901 until AD 2000

4 In which centuries were the following dates?

a AD 1996

b AD 1066

c AD 33

d 753 BC

a 20th century AD

b 11th century AD

c 1st century AD

d 8th century BC

5 Why are timelines useful for studying history?

Timelines are useful for studying history as they visually represent the scope of a time period and show the sequence of events.

6 Draw a timeline to show a decade, a century and a millennium.

Students draw their timelines. Remind struggling students that a decade is 10 years, a century is 100 years and a millennium is 1000 years.

7 Explain the difference between relative and absolute dating.

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Relative dating involves dating objects or artefacts by comparing them with one another (that is, deciding which object is older), whereas absolute dating is the process of determining the age of an object or artefacts in years based on its physical or chemical properties.

Resources

obook extras

Teacher resources

ID XX.XX Weblink: Interactive timeline

This site allows students to create their own timeline online and then print it.

http://www.readwritethink.org/files/resources/interactives/timeline/

ID XX.XX Weblink: Newspaper article on the Shroud of Turin

This newspaper article contains the latest information in the news on the Shroud of Turin controversy.

http://www.usatoday.com/story/news/world/2013/03/30/shroud-turin-display/2038295/

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Teaching support for pages 22–23

Checkpoint 1.1

Teaching strategies

Teaching tips

• This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.

• The activities can be completed in class or as homework, depending on your needs. For example, you may like to:

- involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation

- set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks or have students peer-mark the responses.

• Depending on the level to which each student is able to complete these activities, one of three graded Checkpoint student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available in hard copy or electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet

• Students who score less than 50% should be directed to complete the **Support** worksheet for this section.

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

• Students who score between 50% and 75% should be directed to complete the **Consolidate** worksheet for this section.

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

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- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section.

Teaching tips

- The Rich Tasks in this section are designed to engage students and encourage them to focus on a particular historical skill as they work through a more complex task or problem. Rich Tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome.

- In these Rich Tasks, students are being asked to focus on developing the historical skills of analysis and use of sources; perspectives and interpretations; research; and explanation and communication. In particular, students are asked to conduct a mini historical investigation and analyse quotes about the nature of history. When students analyse the quotes, help them to understand that they can not only 'agree' or 'disagree' with a quote; they can 'partly agree' with a quote if they believe it to be partly true. If they partly agree, they must justify which part they agree with, and why, and which part they disagree with, and why.

- For more information on these particular skills, encourage students to refer to the appendix 'The historian's toolkit: Concepts and skills'.

Suggested solutions

Suggested solutions: Checkpoint 1.1

1 Explain the purpose and importance of the study of history.

The purpose of studying history is to allow us to appreciate what has been left to us by our ancestors. It is important as it helps us to understand how they have shaped and changed the world in which we live. A better understanding and appreciation of ourselves and our world can also help us to shape our future and avoid the mistakes of past generations. A study of history helps us to understand our identity: who we are, where we have come from and the reasons behind our beliefs and cultural practices. A study of history helps us understand and appreciate other cultures and what they contribute to the rich heritage of the world.

2 What is the difference between the study of history and archaeology?

The difference between the study of history and archaeology is that the focus for the archaeologist is the discovery and uncovering of sources from the past, such as remains of people, buildings and artefacts, whereas the historian uses not only the knowledge of

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archaeologists, but also that of many other experts, when conducting an investigation about the past.

3 What are the responsibilities and tasks performed by historians? In your answer, be sure to include some information about:

- what historians investigate
- why historians are important for us today.

Historians conduct investigations into the past to help us understand not only what happened in the past but why it happened. They try to understand how people lived, what they believed, what people's motives were and the causal links between past events. They develop inquiry questions to help investigate the controversies and mysteries of the past. Historians use the knowledge of a range of experts (such as archaeologists, anthropologists and linguists) to help piece together the pieces of the past, like a giant jigsaw puzzle. Historians are important for us today as they help us to understand why things in the present are the way they are and how we can make a better future for ourselves. They help us to understand other cultures and appreciate how our ancestors have shaped and changed the world we live in.

4 What are the responsibilities and tasks performed by archaeologists? In your answer, be sure to include some information about:

- what archaeologists investigate
- why archaeologists are important for us today.

Archaeologists locate and uncover sources of evidence of past peoples. They investigate human remains, buildings and a range of artefacts left by past civilisations. Archaeologists locate a historical site, then they carefully excavate the site. They divide the area up using grids so that the precise location of items found can be recorded and catalogued. They remove rocks and dirt with great care, sometimes with teaspoons, small brushes, dental tools, sieves and even toothpicks. They then photograph the source, number it and record details of its description and the exact location in which it was found. Archaeologists are important for us today because they discover and conserve objects from the past that give us invaluable insight into past civilisations: how they lived, what they believed, how their society was structured and the legacies they have left us today.

5 Outline the skills and technologies employed by historians and archaeologists during a historical investigation.

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The following skills and technologies are employed by historians and archaeologists during a historical investigation:

- investigative skills to formulate inquiry questions into the past
- thinking skills to formulate hypotheses about the past
- research skills to gather evidence from a range of sources
- analytical skills to evaluate the usefulness of sources
- evaluative skills to weigh up evidence and confirm or modify hypotheses on the basis of evidence
- detective skills to locate historical sites
- excavation skills to carefully excavate artefacts
- cataloguing skills to record artefacts that have been found
- technologies such as photography, small brushes, dental tools and sieves
- scientific technologies to help date artefacts using absolute dating methods, such as carbon dating.

6 Define the following terms:

a chronology

b BC and AD

c BCE and CE

d *circa*

e decade, century and millennium

f timeline

g relative dating and absolute dating.

a chronology: a record of events in the order they took place

b BC and AD: Before Christ and *Anno Domini* (in the year of our Lord)

c BCE and CE: Before the Common Era and Common Era

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d *circa:* around or approximately

e decade, century and millennium: decade = 10 years, century = 100 years and millennium = 1000 years

f timeline: a visual representation of time showing a sequence of related historical events in chronological order

g relative dating and absolute dating: relative dating involves dating objects or artefacts by comparing them with one another (that is, deciding which object is older), whereas absolute dating is the process of determining the age of an object or artefacts in years based on its physical or chemical properties.

Suggested solutions: Rich Tasks

Your own investigation

Locate an artefact, document or other source of evidence that interests you, either found at home or in your local area. Conduct a mini historical investigation to find out more about it, following the process of historical inquiry outlined in this section.

Criteria	Marks
• Clearly and thoroughly follows the entire process of historical inquiry: develops an inquiry question, forms a hypothesis, conducts research, evaluates the usefulness of their sources and confirms or modifies their original hypothesis • Shows evidence of detailed and thorough research • Clear and logical explanation and communication	18–20
• Follows the entire process of historical inquiry: develops an inquiry question, forms a hypothesis, conducts research, evaluates the usefulness of their sources and confirms or modifies their original hypothesis • Shows good evidence of research • Clear explanation and communication	15–17
• Attempts to follow the process of historical inquiry, but may leave out one or two steps • Shows some evidence of research • Makes some attempt at explanation and communication	11–14
• Makes a lmited attempt to follow the process of historical inquiry • Shows limited evidence of research • Limited explanation and communication	0–10

Thinking about history

Source 1.12 is a collection of quotes about history from well-known philosophers, scholars, politicians and others.

1 Read and talk about the quotes in class and at home. Consider what you think each of them means. Open a document or copy each of them in to your note book and then underneath re-write them in your own words to make sure that the meaning is clear.

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2 Make a brief note under each quote indicating whether or not you agree with the statement and indicate the reason for your view.

1 and 2 Student answers will vary. Here is a sample answer.

Quote	Own words	Agree or disagree and why
History is … the study of questions. (W. H. Auden)	Studying history is about studying questions.	Agree. Historians form inquiry questions to investigate the past.
History is more or less bunk [useless]. (Henry Ford)	History isn't useful or relevant today.	Disagree. Understanding history helps us understand why things are the way they are today.
There is nothing new except what has been forgotten. (Marie Antoinette)	We might think there is a new idea, but it isn't really new: we have just forgotten that somebody in the past already came up with it.	Partly agree. A lot of new ideas/thoughts/ways of doing things were around long before we were born. However, some new technologies today are really original and new.
If you would understand anything, observe its beginnings. (Aristotle)	You can't understand anything until you understand where it came from and how it came to be.	Agree. The beginning of things is essential for understanding why things are the way they are.
What is history but a fable agreed upon? (Napoleon Bonaparte)	History is an agreed story about the past.	Partly agree. History is sometimes an agreed story about the past, but often historians actually disagree about those stories and have different perspectives on what happened.
History teaches everything, including the future. (Lamartine)	Studying history can tell us not only about our past but also about our future.	Partly agree. History can teach us about the human condition and how people and societies function and so it can give us an idea of what to expect in the future. However, it cannot give us specifics of what will happen as circumstances and technologies change and humans can still be unpredictable.
It's just one damned thing after another (Arnold Toynbee)	History is about the mistakes and problems that humans have made in the past, one after another.	Partly agree. History shows there have been many mistakes and problems made and people do not seem to learn from their mistakes! However, history also shows us inspirational and incredible people who have changed the world for the better.
To be ignorant of what happened before you were born is to be ever a child. (Cicero)	You can't be a mature adult until you understand your past: what happened before you were born. This explains who you are and where you came from.	Agree. Mature, thinking people have a good understanding of their past to understand their identity.

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3 Next, approach these sources like a historian and do some research on each of the people who made these comments about history. Finding out about the people might provide clues about their perspectives – their biases, likes and dislikes and qualifications.

W. H. Auden is one of the most celebrated English poets of the 20th century. He was interested in religion, morality, politics, ethics, love and the human condition.

Henry Ford was an American entrepreneur and founder of the Ford Motor Company. He sponsored the development of the assembly line technique of mass production and made the first car that many middle class Americans could afford to buy.

Marie Antoinette was the wife of Louis XVI of France and was given the title of Queen of France. After the French Revolution, she was beheaded as a traitor to the principles of the revolution.

Aristotle was a Greek philosopher and teacher of Alexander the Great. His interests included logic, physics, politics, government, music, metaphysics, linguistics, biology and zoology. He is still studied as one of the great philosophers today.

Napoleon Bonaparte rose to prominence during the French Revolution and became the emperor of France. He was a very successful general and is regarded as one of the great military commanders, having won battles in Europe against vastly superior numbers. His legal reform, the Napoleonic Code, was very influential, and he sought to spread the ideals of the French Revolution to Europe.

Lamartine was a French romantic poet and politician who was influential in the founding of the Second Republic of France.

Arnold Toynbee was a 20th-century British economic historian. He was also actively involved in improving the working conditions of the British working class after the industrial revolution.

Cicero was a powerful Roman consul, writer, lawyer, politician, orator and philosopher. His writings were very influential throughout history and continue to be important today. He was very interested in natural law and the innate rights of human beings.

4 Has your view of any of the quotes changed after talking about them in class or as a result of your finding out about the people who made them?

Student answers will vary. Here is a sample answer:

Henry Ford was very interested in new technology and how to bring this technology to the American masses. He was a businessman who looked to the future and sought to improve

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mass production. This information helps us to understand why he considered the study of history to be bunk: his personal interest was in improving people's lives through new technology, rather than looking back and seeing what had come before.

Resources

obook extras

Teacher resources

ID XX.XX *Support Worksheet: Worksheet X.X A*

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

ID XX.XX *Consolidate Worksheet: Worksheet X.X B*

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

ID XX.XX *Diagnostic Worksheet: Extend X.X C*

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

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Teaching support for pages 24–27

Gathering evidence from a range of sources

Syllabus links

NSW syllabus links

Investigating the Ancient Past is one of the three depth studies that explore *The Ancient World* from the NSW History syllabus. The content descriptions for this depth study are as follows.

OUTCOMES

A student:

› describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1

› identifies the meaning, purpose and context of historical sources HT4-5

› uses evidence from sources to support historical narratives and explanations HT4-6

› locates, selects and organises information from sources to develop an historical inquiry HT4-8

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

› selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

CONTENT

The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)

Students:

• list a range of sources used by archaeologists and historians in historical investigations

Historical skills

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Comprehension: chronology, terms and concepts

• read and understand historical texts

• sequence historical events and periods (ACHHS205, ACHHS148)

• use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

• identify the origin and purpose of primary and secondary sources (ACHHS209, ACHHS152)

• locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)

• draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Research

• ask a range of questions about the past to inform an historical inquiry (ACHHS207, ACHHS150)

• identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)

Teaching strategies

Teaching tips

- Understanding the differences between primary and secondary sources is an important first step in analysing information and assessing its usefulness. Students tend to think that primary sources are automatically better than secondary sources but this is not necessarily true. Discuss: When might a secondary source of information be better than a primary source when finding out about the past? (Answer: When the primary evidence is really biased or incomplete. It can then be useful to have secondary sources that analyse all the primary evidence available to give a more complete picture of the past.)
- Quick quiz: Ask students to look at the following sources in the obook and state whether each one is a primary or a secondary source.
    - Source 1.1 *Homo sapiens* skull: primary

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- Source 1.5 Sundial from the Maya: primary
- Source 1.9 Wall painting from ancient Egypt: primary
- Source 1.10 Artist's impression of the building of the Great Wall: secondary
- Source 1.16 Rhodos travel service information: secondary
- Source 1.19 Artist's impression of the Colossus of Rhodes: secondary
- Source 1.26 A krater from ancient Greece: primary

- Then ask students to go forward in the obook to a different chapter that interests them. Select three sources from this chapter that are primary sources and three that are secondary sources. For each of these sources, explain what it tells you about the past. Which did you find more useful for learning about the past – the primary or secondary sources? Why?
- Some students may think that, just because a source is ancient, it is automatically a primary source. This is not always the case. For example, Herodotus (*c*. 480–425 BC) was an ancient Greek historian and is often known as the 'father of history'. He travelled extensively and wrote first-hand (primary source) accounts of the lifestyles and beliefs of many people. He also travelled to Egypt and wrote about the building of the pyramids. The information about the building of the pyramids is a secondary source as he relied on Egyptian sources to tell him about this topic. The pyramids were already several thousand years old by the time Herodotus wrote about them. So it is important to consider whether the ancient writers saw events at first hand or relied on other sources for their work.
- A further quiz and online lesson on primary and secondary sources can be found in obook extras.

Teaching tips

- This section asks students to evaluate sources, particularly digital sources. The process of evaluating digital sources is much the same as evaluating any other source. Ask the students to discuss the following points when evaluating websites:
    - Who created the website? How might that affect the site's reliability? Note that the URL often provides a clue – for example, .gov means a government organisation, which may be more reliable. Look particularly for websites produced by universities, academic institutions, museums, libraries or government departments. These are often updated by experts. The site may list an

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author, which is also helpful as we can investigate who the author is and what their credentials are.

- When was the website created? How might that affect the site's reliability? Note that the date of creation is often listed on the website. The date on which the website was last updated or revised may also appear. Websites that are regularly updated contain the most up-to-date and recent information on a topic.
- What is the website's purpose? How might that affect the site's reliability? Note that some 'historical' websites are really travel websites that want you to book tours to their destinations (such as Source 1.16 on this page). This means that the site's primary purpose is to persuade you to travel, and so it is important to be wary of the information presented. It may not be written by historical experts but by travel agents, making it less reliable.

- This is a good time to have a class discussion about the value of Wikipedia as a reliable digital source of information. Many students use Wikipedia for their research so it is useful to discuss the positives and negatives of this source.
  - Is the information on Wikipedia primary or secondary? (Answer: Mostly secondary. Sometimes there are quotes printed out in full from primary sources as well.)
  - What makes Wikipedia a useful digital source of information for history research? (Answer: It contains helpful, up-to-date and concise information on historical topics. It often provides footnotes for the information given so we know where the author got their information from. Many articles cite primary sources of information. Any inaccuracies can be changed quickly to try and keep Wikipedia up-to-date and accurate.)
  - Why might Wikipedia not always be completely trustworthy? (Answer: Anyone can edit or change articles on Wikipedia, and this can make it unreliable. The authors and editors of articles do not have to provide identification; they can write or edit anonymously. This means that the authors may not have the academic credentials, knowledge or expertise to write their articles. So it is important to corroborate the information on Wikipedia with other sources before assuming that it is accurate.)

For your information

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Gaps and silences in history are more common than many people imagine. These are created when sources are accidently damaged, deliberately destroyed, have never been made or have yet to be discovered. Throughout history, powerful people have attempted to supress views that conflict with the official view. For example, the Egyptian pharaoh Akhenaten decided in 1344 BC that Egypt would worship only one god: Aten, the Sun god. Akhenaten destroyed as many records as he could that declared that there were many gods. Similarly, Spanish conquistadors (Spanish soldiers in medieval times) and priests who conquered the Mayan people in Central America in the 16th century were intent on supressing the views of the conquered people. They destroyed most of their codices (fold-out books), which were seen as the work of pagans and savages. In the 1930s, the Nazis in Germany ordered that some 20 000 books be burned that did not agree with the regime's racist views. All these destroyed sources would have helped historians understand the past better. This is why it is important for all historians, and students of history, to keep an open mind when examining sources.

Activities

Activity: Oral history project

This activity requires students to complete an oral history interview in their own time at home. Students then come to class with a transcript of their interview and complete an activity on it. This activity is a great way for students to understand how useful oral history can be for historians and how it can aid us with our empathetic understanding of history – that is, interpreting history within the context of the actions, attitudes and motives of people in the past, as the syllabus requires.

Have students interview an older family member as part of a study on their family history:

1 Decide on a focus for the interview. For example, I might interview my Nan on her experience during the Great Depression, or my Pop on his experience fighting for Australia in World War II, or my father-in-law on his experience as a conscript in the Vietnam War. Try to find a unique period of history that they have lived through and that you would like to know about.

2 Develop a series of questions to explore the focus of the interview. Write questions that ask for open, rather than closed, responses. Avoid questions that encourage yes/no answers.

3 Check and familiarise yourself with the recording equipment before the interview. Record the interview so you can write up a transcript.

4 Check that the interviewee will allow his or her oral history to be recorded and stored.

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UNCORRECTED SAMPLE

5 Conduct the interview (see obook extras).

6 Make sure that you thank the interviewee at the end of the interview.

7 Write up a transcript of the interview to bring to class.

Some further suggestions for how to conduct an oral history interview can be found in obook extras.

The class time component of this task will take 50 minutes and asks students to evaluate their oral history interview for its reliability, usefulness and the perspective it provides.

1 Is your transcript a primary or a secondary source? Explain the reasons for your answer.

2 How reliable is your family member's account of the past?

3 What new information did your family member tell you about your historical focus area?

4 Did your family member have any particular opinions or perspectives on events at the time you are investigating?

5 How useful was the interview for finding out about this area of history?

6 What other sources might you look for to find out more about this area of history?

Activity: The Seven Wonders of the ancient world

This activity can be completed in 60 minutes. It is a great way to get students practising their skills of using timelines and interpreting tables. The Colossus of Rhodes is only one of the Seven Wonders of the ancient world. This activity asks students to examine all of the Seven Wonders of the ancient world.

There have been many 'best' lists compiled over the last few thousand years, but the wonders listed below are the most enduring. They come from a Greek poet, Antipater of Sidon, who listed the greatest monuments of the known world in a popular poem, his *Greek Anthology*. As a result, all these wonders are located around the Mediterranean Sea. They are listed here in the order in which they were constructed (dates are given), with information about where they were located and when they were destroyed.

First, ask students to complete a timeline of these wonders and locate them on an outline map of the Mediterranean region.

Wonder	Location	Date of	Date of destruction

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UNCORRECTED SAMPLE

		construction	
Great Pyramid at Giza (see Source 2.40, page 88)	Cairo, Egypt	*c.* 2580 BC	
Hanging Gardens of Babylon	Al Hillah, Babil Province, Iraq	*c.* 600 BC	Destroyed by a series of earthquakes in the 1st century BC
Temple of Artemis at Ephesus	Near Selçuk, Izmir Province, Turkey	550 BC	Destroyed by Goths in AD 262
Statue of Zeus at Olympia	Olympia, Greece	430 BC	Destroyed by fire in AD 462
Mausoleum of Halicarnassus	Bodrum, Turkey	350 BC	Destroyed by European Crusaders in AD 1494
Colossus of Rhodes	Rhodes, Greece	280 BC	Destroyed by an earthquake in 224 BC
Pharos (lighthouse) of Alexandria	Alexandria, Egypt	280 BC	Destroyed in a series of earthquakes between AD 1303 and 1480

Then ask students a series of interpretive questions:

1 Describe the distribution of the Seven Wonders of the ancient world. (Answer: Apart from the Hanging Gardens of Babylon, in Iraq, they are situated around the Mediterranean Sea.)

2 What does this distribution tell you about Greek knowledge of the world? (Answer: Greek knowledge of the world was gained mainly by travelling around the Mediterranean Sea on ships. They knew this area of the world well but knew continental inland areas less well.)

3 Did the Seven Wonders exist at the same time? If so, for how long? (Answer: Yes, they existed together for the length of time the Colossus of Rhodes existed for, which was 56 years according to the dates in this table.)

4 Why do you think the oldest structure is the only one still standing? (Student answers will vary. One suggestion is that the Great Pyramid was built with such stability and precision that it can weather natural disasters and it would be extremely difficult to dismantle it. Also, the material of the Great Pyramid is less valuable than the metals other wonders were made from. For example, the Colossus of Rhodes was made of bronze.)

Activity: Source study

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This activity can be completed in 80 minutes. It is a great way to get students practising their research skills to locate, select and use information from a range of sources as evidence and draw conclusions about the usefulness of sources.

Choose one of the other six 'Wonders' of the ancient world (not the Colossus of Rhodes). Research your Wonder and find four sources that provide you, the historian, with information about this wonder: when it was built, how it was built, why it was built and why it was considered to be a Wonder. Try to find at least one primary source. To help you choose your Wonder, see obook extras for a website that gives a good summary of all of the Seven Wonders. Print or photocopy your four sources and label them 1–4. Then fill in the following table of information about each source.

Source number	Creator or author	Date created (if known)	Primary or secondary?	How reliable is this source for learning about the wonder? Explain reasons for your answer.
1				
2				
3				
4				

Which source was the most useful for learning about the Wonder? Why?

Which source was the least useful for learning about the Wonder? Why?

Are there any contestable issues (or disagreements) related to your Wonder? If so, what are they? (For example, were Babylon's gardens real or imagined? What was the true height of the Pharos of Alexandria?)

Suggested solutions

Suggested solutions: INTERPRET 1.1

1 In your notebooks, create a table like the one below. Rank the sources from most (1) to the least (5) reliable (think about who created them, and why). Justify your choices for the highest-ranked and lowest-ranked sources.

Source number	Creator	Date created (if known)	Primary/Secondary	Rank (student answers will vary here)
1.16	Rhodos travel service	Unknown	Secondary	4
1.17	Pliny the Elder	AD 23–79	Primary	1
1.18	Amazeing Art website	Unknown	Secondary	3

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1.19	A modern artist	Unknown	Secondary	5
1.20	*Oxford Companion to Classical Literature*	Unknown	Secondary	2

Student answers will vary in their justifications for which they believe are the most reliable and least reliable sources. Here is a sample answer:

Pliny the Elder's writing is the most reliable source as he was an eyewitness to the statue and so he could see at first hand what it was like. The modern artist's impression of the statue is the least reliable as it is simply their interpretation of what it looked like and we do not know where the artist got their information to draw their picture.

2 Form small groups to answer the following questions, based on your evaluation of the sources' reliability.

- When was the statue built?
- How tall was it?
- When did the statue fall and why?

Which is the primary source? At what point in the history of the statue was it written?

Student answers will vary depending on which source they use to answer the questions. For example, Source 1.20 states that the statue was finished in *c*. 280 BC but Source 1.16 states that the statue was finished in 282 BC. Likewise, Source 1.20 states that the statue was 30–35 metres high, whereas Source 1.16 states it was 33 metres high. Both Sources 1.18 and 1.20 state the statue fell in 224 BC, but Source 1.16 states it fell in 226 BC. All sources are in agreement that it fell because of an earthquake.

The primary source is Source 1.17, Pliny the Elder's account of the statue. It was written after the statue had fallen down due to an earthquake.

Suggested solutions: REVIEW 1.3

1 List some of the sources of evidence used by historians.

Some of the sources of evidence used by historians are: archival material, such as letters, documents, voice recordings, newspapers and official documents; textbooks and journal articles written by experts; sites such as cemeteries, caves, middens and ruins; and artefacts and other sources found in museums, libraries and art galleries, such as tools, clothing, utensils and human remains.

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UNCORRECTED SAMPLE

2 What is the difference between a primary and a secondary source?

A primary source is a source created at, or very soon after, the time being investigated, whereas a secondary source is a source created after the time being investigated, and uses primary sources for its information.

3 Classify the list of sources set out below as either primary sources or secondary sources. Explain the reasons for your answers.

- a program from the opening of the Sydney Harbour Bridge in 1932 (Answer: a primary source, as it was filmed at the time of the opening of the Harbour Bridge)
- an interview in 1982 on the 50th Anniversary of the Sydney Harbour Bridge's opening with one of the people who was there in 1932 (Answer: a primary source, as the interview was done relatively soon after the event and is a first-hand account of the event, not relying on any other sources for information)
- a newsreel film taken at the time of Dawn Fraser winning the 100 metres freestyle at the Melbourne Olympics in 1956 (Answer: a primary source, as it was filmed at the time of Dawn Fraser's win)
- scenes from the film *Dawn* made in 1978 about the life of Dawn Fraser (Answer: a secondary source, as it was created after Dawn Fraser's win and relied on primary sources for its information)
- the film *Marco Polo* made in 2000 (Answer: a secondary source as it was created after the life of Marco Polo)
- an interview in 2009 with the actor Harrison Ford about the making in 1981 of the film *Raiders of the Lost Ark* (Answer: a primary source, as the interview was done relatively soon after the event and it is a first-hand account of the making of the film, not relying on any other sources for information)
- the Sydney Harbour Bridge (Answer: a primary source as we can see it at first hand)
- a painting of the Sydney Harbour Bridge painted by a 20-year-old artist in 2009 (Answer: a primary source as the painting was done with first-hand observation of the Harbour Bridge, not relying on any other sources)
- a TV debate in 2007 between historians about the Japanese Midget Submarine attack on Sydney Harbour in 1942 (Answer: a secondary source as it was created after the time of the Japanese Midget Submarine attack and the historians would be relying on primary sources for their information)

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UNCORRECTED SAMPLE

- a DVD of a silent film taken in 1927 of the opening of Parliament House in Canberra in 1927 (Answer: a primary source since, even though the format has changed, the short film was taken at the time of the opening of Parliament House in Canberra)

4 What methods and sources do you think historians and other scholars would use when investigating the history of a people with an oral culture?

Historians investigating the history of a people with an oral culture would observe and interpret the paintings and other artefacts they have left behind, such as tools, weapons and other objects. Historians would also interview the direct ancestors of the people with an oral culture and write down their stories, laws and traditions to preserve them for future generations.

5 Explain why material on the Internet needs to be carefully evaluated.

Material on the Internet needs to be carefully evaluated as anyone can post material on the Internet, whether they are well qualified to write on a particular subject or not.

Resources

obook extras

Teacher resources

ID XX.XX Weblink: Primary and secondary sources

This is an online lesson and quiz on primary and secondary sources.

http://www.historyonthenet.com/Lessons/sources/sourcesexplain.htm

ID XX.XX Weblink: How to conduct an oral history interview

This website has helpful step-by-step suggestions on how to go about conducting an oral history interview.

http://www.huarchivesnet.howard.edu/9911huarnet/ohtech1.htm

Student resources

ID XX.XX Weblink: Seven Wonders of the ancient world

This is a good starting place to get some basic information on the Seven Wonders of the ancient world, with a video to watch on the Great Pyramid.

http://www.history.com/topics/seven-ancient-wonders-of-the-world

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Teaching support for pages 28–30

Methods and sources used in historical investigations

Syllabus links

NSW syllabus links

Investigating the Ancient Past is one of the three depth studies that explore *The Ancient World* from the NSW History syllabus. The content descriptions for this depth study are as follows.

OUTCOMES

A student:

› describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1

› identifies the meaning, purpose and context of historical sources HT4-5

› uses evidence from sources to support historical narratives and explanations HT4-6

› locates, selects and organises information from sources to develop an historical inquiry HT4-8

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

› selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

CONTENT

The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)

Students:

• list a range of sources used by archaeologists and historians in historical investigations

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The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains (ACDSEH030)

Students:

- use the process of historical investigation to examine at least ONE historical controversy or mystery

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- identify the origin and purpose of primary and secondary sources (ACHHS209, ACHHS152)
- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)
- draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Research

- ask a range of questions about the past to inform an historical inquiry (ACHHS207, ACHHS150)
- identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)
- use a range of communication forms and technologies

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156)
- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)

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Teaching strategies

Teaching tips

- Look carefully at Source 1.21. Why do you think this site is called the Serpent Mound? (Answer: This is a raised earthwork in the form of a snake.) Although archaeologists and historians have a great deal of evidence about this site, there are still many things historians are not sure about, including who built it and for what purpose. For more information on the Serpent Mound, see obook extras.

- Look carefully at Source 1.22. How do you think scientists dated Ötzi the Iceman? (Answer: Radiocarbon dating assessed that the remains of Ötzi were approximately 5000 years old.) How do you think Ötzi was so well preserved after so many years? (Answer: Ötzi was completely frozen in a glacier, so the normal process of decay could not take place.)

Teaching tips

Explain to students that scientific dating can be also useful for determining whether an object is authentic or a forgery. For example, a skull found in 1912 in Piltdown, England (referred to as 'the Piltdown man'), appeared to be human but had an ape-like jaw. People believed it was the 'missing link' between apes and humans, showing the process of human evolution. However, fluorine dating proved that the Piltdown man was a hoax. It showed that the jawbone and teeth of the Piltdown man were not the same age as his skull. In fact, further testing showed that the Piltdown man's skull consisted of an ape's jaw and a human skull pieced together. This was not the missing link, after all!

For your information

Stratigraphy can be useful in confirming the historical accuracy of ancient written sources. Tacitus (a Roman historian), describes in his *Annals* how Queen Boudicca of the native Iceni tribe in Britain (a Celtic tribe) revolted against the occupying Roman forces and burned Londinium (Roman London) to the ground before being defeated by the mighty Roman army in AD 60. Stratigraphy in excavations in London shows a thick red layer of burned debris within the bounds of Roman Londinium. This layer is on top of coins and pottery that date from before AD 60. Archaeologists call this layer the 'Boudiccan destruction layer'. This layer, which shows evidence of fire, confirms Tacitus's writings about Boudicca's uprising.

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Activities

Activity: Stratigraphy

This activity, which can be completed in 40 minutes, is a great way to get students engaging with the concept of stratigraphy as a dating technique used by archaeologists.

Ask students to design their own diagram of the layers at a fictional archaeological site (using Source 1.23 as an example). Students need to work out what sorts of objects would be located in the lower strata and what sorts of objects would be located in the upper strata. Examples of artefacts that they could place in their strata are bones, stone tools, metal tools, coins, jars, pots and the remains of walls or houses. Students could also add layers to represent natural disasters – for example, a layer of ash for a fire or a layer of silt for a flood.

Then ask students to write next to their objects how they would date them using absolute dating methods.

Activity: Methods of dating quiz

This activity can be completed in 20 minutes. It is a great way to get students to familiarise themselves with the different dating methods used by archaeologists when dating a range of archaeological finds.

First, students summarise in their notebooks the different absolute dating methods described on pp. 28–30: stratigraphy, radiocarbon dating, dendrochronology, thermoluminescence and fluorine dating.

Then they write next to each of the following finds which absolute dating method or methods they would use to date the find:

- a leather belt (Answer: radiocarbon dating)
- a skull (Answer: radiocarbon dating and fluorine dating)
- the wooden handle of an axe (Answer: radiocarbon dating and dendrochronology)
- the stone axe head (Answer: thermoluminescence dating)
- a clay jar (Answer: thermoluminescence dating)
- a body found in a bog (Answer: radiocarbon dating and fluorine dating)
- jewellery made of clay and stone (Answer: thermoluminescence dating)

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UNCORRECTED SAMPLE

- clothing made of animal skins (Answer: radiocarbon dating)
- an ancient Egyptian papyrus scroll (Answer: radiocarbon dating)
- leather sandals (Answer: radiocarbon dating)
- a wooden bowl (Answer: radiocarbon dating and dendrochronology).

Suggested solutions

Suggested solutions: INTERPRET 1.2

Look carefully at Source 1.23.

1 Which layer is likely to provide the oldest sources?

The bottom layer, labelled E, is likely to provide the oldest sources.

2 Which layer do you think is likely to have the more recent sources – D or B?

The layer likely to have the more recent sources is B, as it is further up.

3 Why do you think layer C contains no historical sources?

It may be that layer C does not contain any historical sources because humans did not inhabit the site during this time. The site could have been covered by sand or soil over a period of years or it could have been deposited by a natural disaster, such as a flood.

4 Imagine there was an earthquake. It affected the right-hand side of this section of earth. Layer A on the right-hand side dropped down to align with Layer D on the left-hand side.

a Draw a simple sketch to represent this drop in your workbook.

b Explain why it would then be misleading for an archaeologist to say that the smashed disc on the right-hand side was older than the skeleton on the left-hand side.

a Students draw their sketches, making sure Layer A now aligns with Layer D on the right-hand side of their sketch.

b It would be misleading for an archaeologist to say that the smashed disc on the right-hand side was older than the skeleton on the left-hand side as they are actually from different time periods. The earthquake has mixed up the strata and realigned the layers. It is important for archaeologists to take this into account when assessing the age of various objects in strata.

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Suggested solutions: EXTEND 1.2

1 With a partner, study the cross-section of the tree trunk shown in Source 1.25. Work out how old this tree is and share your findings with your partner. Discuss any differences.

Student answers will vary as it is difficult to see the distinct rings when they are close together. Most will approximate 29 years.

Suggested solutions: REVIEW 1.4

1 Identify the experts whose skills can be used to locate an archaeological site.

Experts whose skills can be used to locate an archaeological site include archaeologists, aerial photographers, geophysical surveyors and sonar technologists.

2 Identify dating methods that determine:

a an absolute dating

b a relative dating.

a Methods that determine an absolute dating include radiocarbon dating, dendrochronology, thermoluminescence dating and fluorine dating.

b Methods that determine a relative dating include stratigraphy and assessing whether sources are older or younger than other sources.

3 Draw and label a diagram to show your understanding of what radiocarbon dating involves.

Student diagrams will vary. The basic premise is that the level of Carbon-14 drops at a constant rate after the death of an item. Scientists measure how much Carbon-14 is still present in an item to determine when the object died.

4 Identify the techniques that would be useful in analysing:

a ancient human remains and possible artefacts found in Source 1.24

b the artefact shown in Source 1.26.

a The ancient human remains shown in Source 1.24 could be dated using radiocarbon dating and fluorine dating. The possible artefacts around the body would be assumed to be the same age as the body itself if they were buried with the body.

b The pot from ancient Greece shown in Source 1.26 could be dated using thermoluminescence dating.

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5 Draw a concept map to summarise your knowledge about techniques used by archaeologists and scientists to analyse sources of evidence. Include sketches and information about the types of sources relevant to each method and the evidence that can be gained.

Student concept maps will vary.

Resources

obook extras

Teacher resources

ID XX.XX Weblink: The Serpent Mound

Metropolitan Museum of Art Webpage on the Great Serpent Mound.

http://www.metmuseum.org/toah/hd/serp/hd_serp.htm

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Teaching support for page 31

Checkpoint 1.2

Teaching strategies

Teaching tips

• This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.

• The activities can be completed in class or as homework, depending on your needs. For example, you may like to:

- involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation

- set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks or have students peer-mark the responses.

• Depending on the level to which each student is able to complete these activities, one of three graded Checkpoint student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available in hard copy or electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet

• Students who score less than 50% should be directed to complete the **Support** worksheet for this section.

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

• Students who score between 50% and 75% should be directed to complete the **Consolidate** worksheet for this section.

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

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• Students who score more than 75% should be directed to complete the **Extend** worksheet for this section.

Teaching strategies

Teaching tips

• The Rich Tasks in this section are designed to engage students and encourage them to focus on a particular historical skill as they work through a more complex task or problem. Rich Tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome.

• In this Rich Task, students are being asked to focus on developing the historical skill of research. In particular, students are asked to use ICT to research the geographical features of Rome, Egypt and Greece. In Google Earth, it is important that students use the 'Layers' menu to refine their search.

• For more information on the skill of research, encourage students to refer to the appendix 'The historian's toolkit: Concepts and skills'.

Suggested solutions

Suggested solutions: CHECKPOINT 1.2

1 List the different types of sources used by archaeologists and historians in their investigations, including examples of tools and techniques used to identify and classify these sources.

Here is a sample list of the different types of sources used by archaeologists and historians in their investigations:

- Archive material found in libraries, archives and internet sites – for example, letters, documentaries, voice recordings, newspapers and official documents. Archive material that is from the time being investigated is classified as primary source material. Historians evaluate the usefulness of such material by asking questions such as: how old is the source? Who made or created it? Is it trustworthy? Why was it created? Are there any gaps and silences in the evidence it presents?

- Textbooks and journal articles written by experts, classified as secondary sources. Historians evaluate whether the author is reliable by assessing what sources the author has got their information from and what biases or perspectives the author brings to their writing.

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- Oral histories, which historians use to learn about cultures that do not have written records.
- Sites such as cemeteries, caves, middens and ruins. These sites are sometimes located accidentally, but at other times experts such as aerial photographers, geophysical surveyors and sonar technologists help archaeologists locate these sites using their specialised equipment. These sites may contain layers (or strata), which usually show patterns of human settlement from the most recent (at the top) down to the oldest (at the bottom). Archaeologists relatively date objects found in the layers according to where they are located within the site.
- Artefacts and other objects from the past, found in archaeological digs, are dated using relative dating and, if possible, using absolute dating to get a more accurate idea of when these objects were created. Historians and archaeologists rely on scientific methods of dating, such as radiocarbon dating, dendrochronology, thermoluminescence dating and fluorine dating to date these objects. Historians also rely on DNA analysis to analyse human remains for genetic links, which provides evidence to support theories about early human migration or family links.

Suggested solutions: RICH TASK

Unearthing Richard III

In February 2013, experts confirmed that a 500-year-old skeleton found under a car park in Leicester, England, was that of King Richard III, the last English monarch to die in battle. The burial place of the king had been long forgotten. In September 2012, archaeologists who had been searching for Richard discovered and excavated the battle-scarred skeleton.

Conduct research to find out how historians, archaeologists and scientists discovered and identified the remains of Richard III. Present your findings in a written report, including information and sources about:

• the range of experts involved in this investigation

• the dating and other techniques that were used to identify the remains.

The best starting place for students to learn about the unearthing of Richard III is the University of Leicester's website (see obook extras).

Sample answer:

King Richard III was killed in the Battle of Bosworth, which was the last major battle in the War of the Roses. In this battle, he fought Henry Tudor at Bosworth Field near Market

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Bosworth in Leicestershire, and was killed on 22 August 1485. Written sources from the time indicate that his body was crudely buried at the Greyfriars church in Leicestershire, but the location of this site was unknown. There was once a marble monument to mark the grave site, which Henry VII had paid for, but this monument has since been destroyed.

A team of archaeologists, hoping to discover the remains of the body of Richard III, were led by the University of Leicester Archaeological Services (ULAS). The team from Leicester University included expert archaeologists, historians, osteology experts (experts on the scientific study of bones), genetics experts and genealogy experts.

The archaeologists used ground-penetrating radar (GPR), which is a geophysical method that uses radar pulses to provide an image of the subsurface. It can be used to find underground objects and artefacts without disturbing the surface. Using this technology, the archaeologists were able to identify three possible sites of the body. One was the staff car park of the Leicester City Social Services. Trenches were dug in the car park, and the remains of the Greyfriars church were identified. A human skeleton was discovered on the first day of this work.

The human remains were subjected to a number of tests to identify and date them, including:

- genealogical research – which tracked down direct living relatives of Richard III and matched their mitochondrial DNA to that of the skeleton
- radiocarbon dating – which dated the bones to within the time period of Richard III
- osteology – which showed that the injuries on the skeleton were consistent with battle wounds. For example, a blade had clipped the skull and shaved off layers of bone. Osteology also showed that the remains were those of a male in his late 20s or his 30s. Richard III died when he was 32.

On 4 February 2013, it was announced that the experts of the University of Leicester agreed that this skeleton was, beyond reasonable doubt, the remains of King Richard III.

Resources

obook extras

Student resources

ID XX.XX Weblink: University of Leicester on the Richard III excavation

This site explains how the experts of the University of Leicester went about the process of discovering and identifying the remains of King Richard III.

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http://www.le.ac.uk/richardiii/

Teacher resources

ID XX.XX *Support Worksheet: Worksheet X.X A*

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

ID XX.XX *Consolidate Worksheet: Worksheet X.X B*

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

ID XX.XX *Diagnostic Worksheet: Extend X.X C*

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

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Teaching support for pages 32–34

Investigating historical mysteries

Syllabus links

NSW syllabus links

Investigating the Ancient Past is one of the three depth studies that explore *The Ancient World* from the NSW History syllabus. The content descriptions for this depth study are as follows.

OUTCOMES

A student:

› describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1

› identifies the meaning, purpose and context of historical sources HT4-5

› uses evidence from sources to support historical narratives and explanations HT4-6

› locates, selects and organises information from sources to develop an historical inquiry HT4-8

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

› selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

CONTENT

The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)

Students:

• list a range of sources used by archaeologists and historians in historical investigations

The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains (ACDSEH030)

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Students:

• use the process of historical investigation to examine at least ONE historical controversy or mystery

Historical skills

Comprehension: chronology, terms and concepts

• read and understand historical texts

• use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

• locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)

• draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Research

• ask a range of questions about the past to inform an historical inquiry (ACHHS207, ACHHS150)

• identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)

• use a range of communication forms and technologies

Perspectives and interpretations

• identify and describe different perspectives of participants in a particular historical context (ACHHS212, ACHHS155)

Explanation and communication

• develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156)

• select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)

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Teaching strategies

Teaching tips

- Discuss with students why historians and archaeologists get so excited about preserved human remains such as Tollund Man. Tollund Man shows us what a man who lived approximately 2400 years ago looked like. We can learn about what they wore, what they ate and how they died. Some bodies are buried with artefacts that tell us what tools or other objects they used and what their lifestyle was like.
- Ötzi the Iceman is a great example of how historians and archaeologists can solve historical mysteries. Ötzi was discovered in 1991, but it wasn't until 10 years after the discovery of the body that experts discovered how Ötzi died. In 2001, experts analysed new x-rays and discovered an arrowhead lodged in the left shoulder of this man. The flint arrowhead severed a major blood vessel and Ötzi would have quickly bled to death.
- Ötzi's discovery is significant as it can tell us about life on earth 5000 years ago. Ötzi was wearing clothing that was suitable for the cold conditions and carried equipment such as a dagger, an axe, a bow and arrows, a backpack and even an ancient first aid kit. Historians need to use their powers of inference to surmise what life was like in Ötzi's time. Using each of the points that follow, ask students to write a sentence that begins to build a picture of how people lived 5000 years ago:
    - Ötzi's lungs were blackened. (Answer: Open fires were used, perhaps to keep warm and for cooking.)
    - Ötzi had tattoos. These tattoos were found to be located where Ötzi had suffered cartilage damage. (Answer: People in Ötzi's time tried different ways to heal the body. The locations of the tattoos were found to match the location of the acupuncture points people use today.)
    - Ötzi carried embers in a birch bark container so that a fire did not have to be lit from scratch. (Answer: Fire was vital for survival. People had developed efficient methods to ensure that they could always light a fire.)
    - Ötzi wore a woven grass cape, fur leggings, undergarments made of goatskin, leather shoes insulated with straw, a coat made from leather and goat fur and a fur hat. (Answer: Clothes were made from animal and plant material to protect against the harsh elements.)

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- For a really detailed and interesting look at Ötzi, see the South Tyrol Museum's website in obook extras.

Differentiate

Some students may find the skill of using the key concepts for a historical inquiry difficult to grasp, while others may be looking for a challenge in this area. These suggestions can help you modify the level of difficulty of this skill and help you personalise learning for different ability levels.

This activity will take 30 minutes. It is useful for introducing the idea that key historical concepts can help a historian by forming the basis of a historical inquiry. They do this by providing a framework and structure for the inquiry questions.

Show students a picture of the arrival of the First Fleet in Australia (see obook extras) to form the basis of the historical inquiry. Students should know enough about this event from primary school to be able to write some inquiry questions to further investigate this event. For this activity, we are only asking students to come up with inquiry questions, not to answer them.

For less able students

Students add one or two questions to the following suggestions.

Continuity and change: Why did the arrival of the First Fleet cause such a big change to the Indigenous way of life?

Cause and effect: What was happening in England that caused convicts to be sent to Australia?

Perspectives: How would the convicts view their arrival in Australia?

Empathetic understanding: How would the Indigenous people feel when they saw the big ships?

Significance: Why was the arrival of the First Fleet important?

Contestability: Were the convicts that came here really just poor petty thieves or were they serious criminals?

For more able students

Students come up with their own inquiry questions related to each historical concept.

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For your information

There are a few common ways in which human remains have been preserved so that archaeologists and historians can investigate what they tell us about the past. These include:

- peat bogs. Peat bogs are full of water and hold very little oxygen. This means that the microorganisms that cause decay to bodies cannot survive. Bodies that are completely submerged in a peat bog soon after death can be preserved for very long periods of time.
- ice. Freezing prevents the process of decay so bodies completely frozen in ice can survive for thousands of years.
- Mummification. The Egyptians used natron (a salt-like substance) to dry out the bodies of people who died and prevent them from decomposing.

Suggested solutions

Suggested solutions: EXTEND 1.3

1 Conduct research to find out how historians and archaeologists have investigated other ancient human remains and write a 200-word report that summarises:

- how they were discovered
- theories about how they died
- sources used in the investigation.

Student answers will vary. Other human remains that students could investigate include: Ötzi the Iceman, Grauballe Man, Yde Girl, Gallagh Man, the Weerdinge Men, Red Franz, Windeby I, Meenybradden Woman, Worsley Man and Elling Woman. They could also choose to investigate an Egyptian mummy such as that of Akhenaten, Ramesses I, Ramesses II, Seti I, Thutmose I or Tutankhamun.

Suggested solutions: INTERPRET 1.3

Read the information in Source 1.30 to answer the following questions.

1 Tollund Man appears to have been strangled.

a What evidence is there that Germanic people hanged traitors?

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b Does the treatment of the body after death suggest Tollund Man was a traitor? Explain.

a Tacitus, a Roman writer, wrote that the Germanic people 'hang traitors and renegades in trees'.

b The treatment of the body suggests that Tollund Man was not a traitor. The body was placed in a foetal position, with eyes and mouth closed after death. Such care and respect for the body is unlikely for an executed traitor.

2 It is believed that Tollund Man died in the spring.

a How did researchers determine that he died in the spring?

b Why was that timing significant when trying to understand why this man might have died?

a Researchers determined that he died in the spring because some of the seeds found in Tollund Man's stomach only appear in the region in spring.

b This timing is significant when trying to understand why Tollund Man might have died as the Germanic people worshipped a goddess of spring. It was during ceremonies at this time that slaves were sacrificed to this goddess.

Suggested solutions: APPLY 1.4

1 Understanding *perspectives*: write two or three paragraphs about what you remember happening in the classroom during your previous history class. Share what you have written with others in a small group. Then discuss what this exercise taught you about the situation historians face with presented with different recounts about an event in the class.

Student answers will vary. Emphasise to students that different people will remember different parts of the lesson depending on their personal interests and perspectives. It is also difficult to remember things completely accurately, even a day or so later. This is why different sources can emphasise different aspects of the same event in history and why inaccuracies can creep into historical accounts.

Suggested solutions: APPLY1.5

1 In Apply 1.2, you developed inquiry questions about aspects of the Sphinx that particularly interested you.

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a Choose one of the questions and write a hypothesis stating the most likely explanation in answer to the question.

b Use the Internet or library to locate and select sources that will be useful in providing evidence that will test your hypothesis.

c Classify your sources as either primary or secondary sources.

d Summarise the key points of any evidence that your sources provide.

e Confirm or modify your hypothesis, and present your findings and conclusions in the form required by your teacher. This may be an essay, oral presentation, PowerPoint display, audiovisual presentation or some other form.

Student answers will vary.

Suggested solutions: REVIEW 1.5

1 Copy the graphic organiser below into your notebook and add an outer ring of bubbles in which you provide at least one example that relates to each of the historical concepts. Examples could come from your research into the Great Sphinx, or other investigations and material from this chapter. Add to your organiser as you progress through your depth study topics this year.

Student answers will vary. Here are some examples.

Continuity and change: People in the ancient world also liked to measure time (continuity) but they used different methods, such as the sundial. Now we use calendars, such as our Gregorian calendar (change).

Cause and effect: Timelines can show cause and effect by showing us the relationship between events; for example, the wheel was invented first and then the Egyptians made chariots.

Perspectives: Many philosophers, politicians and others have different perspectives on how useful history is; for example, Henry Ford believed that history is bunk, whereas Lamartine believed that history teaches everything, including the future.

Empathetic understanding: Oral histories, such as those of the Indigenous peoples of Australia, help us understand the point of view of these people: how they saw the world and their values.

Significance: Tollund Man shows us what people approximately 2400 years ago wore.

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Contestability: Was the Great Sphinx built by the Pharaoh Khafre or was it built much earlier? Why did Tollund Man die?

Resources

obook extras

Student resources

ID XX.XX Weblink: Tollund Man

This website gives very detailed information about Tollund Man, including how and why he died.

http://www.tollundman.dk/

Teacher resources

ID XX.XX Weblink: Ötzi the Iceman

This is the South Tyrol Museum's site on Ötzi the Iceman, where Ötzi is displayed. It contains really detailed information about this incredible find.

http://www.iceman.it/en/oetzi-the-iceman

ID XX.XX Weblink: The First Fleet

This website, from the State Library of NSW, contains sketches and primary source documents of the arrival of the First Fleet.

http://www.sl.nsw.gov.au/discover_collections/history_nation/terra_australis/firstfleet.html

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Teaching support for page 35

Checkpoint 1.3

Teaching strategies

Teaching tips

• This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.

• The activities can be completed in class or as homework, depending on your needs. For example, you may like to:

- involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation

- set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks or have student peer-mark the responses.

• Depending on the level to which each student is able to complete these activities, one of three graded Checkpoint student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available in hard copy or electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet

• Students who score less than 50% should be directed to complete the **Support** worksheet for this section.

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

• Students who score between 50% and 75% should be directed to complete the **Consolidate** worksheet for this section.

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

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• Students who score more than 75% should be directed to complete the **Extend** worksheet for this section.

Teaching tips

• The Rich Tasks in this section are designed to engage students and encourage them to focus on a particular historical skill as they work through a more complex task or problem. Rich Tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome.

• In these Rich Tasks, students are asked to focus on developing the historical skills of analysis and use of sources; perspectives and interpretations; research; and explanation and communication. In particular, students are being asked to examine recent events to demonstrate the historical concepts of cause and effect, continuity and change and perspectives. They are also asked to research bull-leaping in the Minoan culture. In the discussion on recent events, encourage different points of view when you are discussing 'perspectives'. You could even get students with opposing opinions to argue the opposite point of view to their own to encourage students to see the other side of an argument.

• For more information on these particular skills, encourage students to refer to the appendix 'The historian's toolkit: Concepts and skills'.

Suggested solutions

Suggested solutions: CHECKPOINT 1.3

1 Select one historical mystery of your choice and find out how the historians and archaeologists who have studied it so far have gone about conducting their investigations. Consider:

• their hypotheses

• the tools and methods they used

• the sources of evidence they used.

Student answers will vary depending on their choice of historical controversy or mystery. Here is a sample answer based on the mystery of Tollund Man, which is the easiest choice for students as there is already some detailed information in the obook on this topic. However, students will need to supplement the obook with their own research to answer this question

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properly. For an excellent website to help students research this topic further, direct them to obook extras.

Historians and archaeologists investigating Tollund Man were particularly interested in finding the answer to the questions of how and why Tollund Man died. By examining the narrow strip of leather tied around his neck, experts hypothesised that he had been hung, as the rope left visible furrows on the sides of his neck and beneath his chin, consistent with hanging. In 2002, forensic scientists used radiography to find that the tongue was distended, which is a characteristic of death by hanging. This finding confirmed the original hypothesis. Historians and archaeologists hypothesised that Tollund Man died as a sacrifice to a god. They reached this conclusion by using radiocarbon dating to work out when Tollund Man died. This told researchers that he lived in approximately 350 BC, when the Germanic people lived in Denmark. Tacitus, a Roman historian, wrote that the Germanic tribes sacrificed human beings. He also wrote that they hung traitors from trees. Forensic examiners who examined the body believe that Tolland Man's eyes and mouth were closed after death, which shows respect for the body. This lead experts to lean towards the human sacrifice theory, rather than the traitor theory, as it is hard to imagine such care and respect being shown for the body of a traitor.

Suggested solutions: RICH TASKS

Key historical concepts

Read about the key concepts *cause and effect, continuity and change* and *perspectives*. As a class, select any recent major event in the news that all class members are reasonably familiar with. Through discussion, identify:

• how this event might demonstrate the principles of cause and effect

• to what extent it is an example of continuity and change

• what different perspectives, or points of view, there might be about the event.

Student responses in their discussion will vary. Try to choose a news event that is quite controversial, as this will make it easier to identify different perspectives. Students may also engage more readily with a really controversial issue.

A history mystery: the Minoans and the bull-leaping fresco

The ancient Minoan civilisation flourished on the island of Crete between around 2000 and 1400 BC. Because we cannot read the written language of the ancient Minoans, their civilisation remains one of the great mysteries of the ancient world. The image below, known

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as the bull-leaping **fresco** (an image painted onto wet plaster), was found in the Knossos Palace on Crete.

1 Conduct research to find out more about the culture and customs of the Minoans.

The Minoans were a Bronze-age people whose civilisation centred on the island of Crete. They were seafaring people, with a strong navy, and they traded extensively throughout the Mediterranean and Aegean Seas. They had a written language and were experts in artwork and ceramics. They had a high level of technology, such as the use of the potter's wheel. They were also highly competent at using metals, stone, ivory and faience (a glass-like substance) to make jars, sculptures and gold rings. They had impressive palaces decorated on the walls and floors with beautiful frescoes. The palaces also had drainage systems, running water, staircases, colonnades and large courtyards. The Minoans mainly worshipped goddesses, which were represented as animals, such as the snake. Bulls were very important in Minoan culture. They were worshipped as a god and were an important sacred symbol in their artwork.

2 Look at Source 1.32 and write a paragraph describing what you see.

One man is grasping the bull's horns, as if he is about to use them to perform a flip over the bull. Another man appears to be upside down on top of the bull, as if he is leaping over it. The last man looks as though he has just finished a leap over the bull. The three figures probably represent one man's leap over the bull, showing before, middle and after shots of the leap.

3 Write a hypothesis stating your view on the question, 'Did bull-leaping actually take place in ancient Minoan society or is it a legend?'

Student hypotheses will vary.

4 Have a class discussion to share your ideas.

Student responses will vary. Ask why students hold their particular points of view.

5 Confirm or modify your hypothesis and write a persuasive text based on your research, setting out what you think is being shown in the fresco.

Bulls were worshipped in Crete and many scholars believe that this represents a religious ritual, connected to bull worship. Athletes would vault or somersault over a bull, using the bull's horns to gain momentum, as part of a ceremony in honour of the bull. It could be regarded as a ritual sport. Other scholars argue that the fresco is purely artwork and that bull-leaping didn't actually happen. We may never know the truth.

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Resources

obook extras

Teacher resources

ID XX.XX *Support Worksheet: Worksheet X.X A*

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

ID XX.XX *Consolidate Worksheet: Worksheet X.X B*

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

ID XX.XX *Diagnostic Worksheet: Extend X.X C*

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

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Teaching support for pages 36–37

Sources from ancient Australia

Syllabus links

NSW syllabus links

Investigating the Ancient Past is one of the three depth studies that explore *The Ancient World* from the NSW History syllabus. The content descriptions for this depth study are as follows.

OUTCOMES

A student:

› describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1

› identifies the meaning, purpose and context of historical sources HT4-5

› uses evidence from sources to support historical narratives and explanations HT4-6

› locates, selects and organises information from sources to develop an historical inquiry HT4-8

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

› selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

CONTENT

The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)

Students:

• locate and describe a variety of sources for ancient Australia, eg animal and human remains, tools, middens, art and stories and sites related to the Dreaming

• investigate what these sources reveal about Australia's ancient past

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Historical skills

Comprehension: chronology, terms and concepts

• read and understand historical texts

• use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

• identify the origin and purpose of primary and secondary sources (ACHHS209, ACHHS152)

• locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)

• draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Research

• identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)

• use a range of communication forms and technologies

Explanation and communication

• develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156)

• select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)

Teaching strategies

Getting started

Class discussion: Why do you think the Indigenous people painted artworks in caves or engraved rocks? What do you think you can learn about Indigenous people from their artworks and engravings? (Answer: Artworks and engravings show their life and the animals they hunted; some paintings have religious or ceremonial significance and they might be part of a Dreamtime story.)

Teaching tips

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Australia's Indigenous people had been living in this country for thousands of years before white settlers arrived. They had well-established belief systems. Their societies were structured and they had a system of laws. They had sustainable land management practices, were great trackers and killed animals only for food. Through rituals and ceremonies, they kept their culture alive. Why do you think the Indigenous people of Australia never developed a written language? How do you think writing could have changed their society and their history? How does the lack of writing change the way historians investigate Indigenous people?

Activities

Activity: Archaeological presentation

This activity can be completed in 60 minutes. It is a great way to get students engaging with the concept that archaeological evidence can help us understand what life was life for the Indigenous people of ancient Australia.

Search for images on the Internet of Aboriginal and Torres Strait Islander artefacts, rock engravings, rock paintings and any other archeological evidence that you can find. You might select spears, woomeras (spear throwers), clubs, boomerangs, shields, cooking implements, baskets, saws, chisels, axes or jewellery. Choose five objects that you find most useful for learning about life for the Indigenous people of ancient Australia. Put each artefact on a new PowerPoint slide. Under each object explain what the object was used for. Alternatively, print your images out and paste them in your workbook.

Now explain in a paragraph: what does the archaeological evidence show us about life for the Indigenous people of ancient Australia?

Differentiate

Some students may find the concept of the importance and usefulness of oral histories (such as those of the Aboriginal and Torres Strait Islander peoples) difficult to grasp, while others may be looking for a challenge in this area. These suggestions can help you modify the level of difficulty of this concept and help you personalise learning for different ability levels.

This activity will take 60 minutes. It is useful for introducing the idea that oral histories are not about 'the facts' of what happened in the past, but that they explain things about the world and the values important to a particular people or group. In Australia, the Dreamtime stories of the Indigenous peoples contain magic and supernatural beings. This helps us to understand their culture and their world view.

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Students choose one Dreamtime story of the Indigenous peoples of Australia. A great website for students to research Dreamtime stories can be found in obook extras.

For less able students

- Describe what happens in your Dreamtime story.
- What do you learn about the Indigenous people from your story?
- Why is it useful for historians to write these stories down?

For more able students

- Explain what this story tells you about the values, beliefs and world view of the Indigenous people who created this story.
- How useful are Dreamtime stories as a source of information about Indigenous people?
- Are Dreamtime stories more or less useful than the histories of the Western/European tradition? Explain the reasons for your answer.

For your information

The Aboriginal and Torres Strait Islander peoples did not all speak the same language. Before the British settled in Australia, there were hundreds of different languages and dialects spoken by Indigenous people, according to their social grouping. Each language group had its own particular customs, beliefs, laws and sacred sites; they did not constitute a single, homogeneous culture.

Suggested solutions

Suggested solutions: INTERPRET 1.4

Study Sources 1.34 and 1.35.

1 Describe each source in your own words.

Source 1.34 shows a dense collection of shells and bones, all in one area by the sea. Source 1.35 shows some rock engravings. It is easy to see the long shape depicting an eel.

2 Which scientific dating techniques could be useful in analysing each of these sources?

Source 1.34: Radiocarbon dating would be useful in analysing the shells and bones. The bones could also be dated using fluorine dating.

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Source 1.35: If a sample of the rock could be taken for testing, the rock could be dated using thermoluminescence dating.

3 What might each source tell us about life in ancient Australia?

Source 1.34: This source might tell us about what the Indigenous people ate and the tools they used.

Source 1.35: This source might tell us about the sea creatures the Indigenous people were familiar with and the type of shields they used.

4 Use the sources and question starters such as *who*, *what*, *where*, *when*, *why* and *how* to develop three inquiry questions about ancient Australia.

Student answers will vary. Here are some sample questions:

- What sort of food did the Indigenous people eat?
- Why did the Indigenous people use shields?
- How did the Indigenous people catch fish?

Suggested solutions: REVIEW 1.6

1 What are the two types of sources of evidence used to investigate the history of Australia's Indigenous people?

The two types of sources of evidence used to investigate the history of Australia's Indigenous people are oral histories and archaeological evidence.

2 How is the Aboriginal and Torres Strait Islander tradition of recording history different from the Western/European tradition?

The Aboriginal and Torres Strait Islander tradition of recording history is different from the Western/European tradition as it is not written down and does not operate on a timeline from oldest to the most recent; rather, it centres on the importance of home, place and country.

3 What are Dreamtime stories?

Dreamtime stories are stories that explain the origins of life and are passed on from generation to generation.

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Resources

obook extras

Student resources

ID XX.XX Weblink: Dreamtime stories

This website tells the stories of the Dreamtime both in words and in animations.

http://www.abc.net.au/dustechoes/default.htm

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Teaching support for pages 38–43

Mysteries of ancient Australia

Syllabus links

NSW syllabus links

Investigating the Ancient Past is one of the three depth studies that explore *The Ancient World* from the NSW History syllabus. The content descriptions for this depth study are as follows.

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A student:

› describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1

› identifies the meaning, purpose and context of historical sources HT4-5

› uses evidence from sources to support historical narratives and explanations HT4-6

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

CONTENT

The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)

Students:

• locate and describe a variety of sources for ancient Australia, eg animal and human remains, tools, middens, art and stories and sites related to the Dreaming

• investigate what these sources reveal about Australia's ancient past

Historical skills

Comprehension: chronology, terms and concepts

• read and understand historical texts

• use historical terms and concepts (ACHHS206, ACHHS149)

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Analysis and use of sources

• locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)

• draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Perspectives and interpretations

• identify and describe different perspectives of participants in a particular historical context (ACHHS212, ACHHS155)

Empathetic understanding

• interpret history within the context of the actions, attitudes and motives of people in the context of the past (ACHHS212, ACHHS155)

Research

• identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)

Explanation and communication

• develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156)

Teaching strategies

Teaching tips

- Begin with a discussion about Indigenous Australian spirituality. Indigenous people believe in the Dreaming: that the land was created by ancestor spirits and that the people have descended from these spirits. To the Indigenous Australians, the ancestor spirits originated here and created the land that they are spiritually connected to. Contrast this with the non-Indigenous explanation that Indigenous Australians came to Australia from South-East Asia. The two ideas appear to be contradictory. Does this matter? Why, or why not?

- Further information on the Willandra Lakes Region, including Lake Mungo, and Kow Swamp can be found in obook extras.

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Teaching tips

- When Joseph Bradshaw first saw the paintings he said he felt that 'one might think himself viewing the painted wall of the Egyptian temple'. He was referring to a section of paintings now known as the Tassel Bradshaws. The figures shown in these paintings are characterised by:
    - broad shoulders
    - figures almost always facing left
    - large headdresses hanging down below the shoulders.

  Examine the Tassel Bradshaws at the Bradshaw Foundation website (see obook extras) and compare the paintings with examples of Egyptian art from Part 2. Do you think that Joseph Bradshaw meant that the painted figures in the Kimberley region reminded him of the painted figures in Egyptian temples or that, as in an Egyptian temple, the walls were covered in paintings?

- As documented in a newspaper article from *The Age* (see obook extras), Grahame Walsh spent a season every year for 27 years in the Kimberley documenting Aboriginal rock art. He lived among Aboriginal people and slept on cave floors near the rock art. He says he has nothing but respect for the Aboriginal people and his stated motive is not to cause controversy, simply to stand up for his personal beliefs about the rock art. Walsh's claims are so controversial because they could have implications for Aboriginal land claims. To claim native title, Aboriginal people must prove continuous occupation of the land. If these cave paintings were painted by another culture, it casts doubt on whether the Aboriginal people have occupied the land continuously.

Teaching tips

- Class discussion: Why is it so hard to work out what happened to the megafauna? Suggested points include:
    - problems with reliable dating. It is difficult to date such old fossils accurately. Scientists disagree on the date when they died out, making it difficult to work out the cause.
    - problems with working out when climate change actually occurred – making it difficult to know for sure whether climate change caused extinctions

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- o problems with working out exactly when humans came to Australia. Many scientists believe it was 60 000 years ago, but others believe that it was even further back in time.

- Class discussion: Does it matter what caused the extinction of the megafauna? If so, why does it matter?

For your information

Three different tribes were associated with the Willandra Lakes Region. Female tribal elders from the Paakantji and Ngyiampaa tribal groups realised the importance of working with authorities to co-operatively manage their land. The Elders Council was formed of these tribal groups, and they jointly manage Mungo National Park with the NSW Parks and Wildlife Service. The traditional owners play a key role in looking after the park: protecting and managing the environment, looking after and preserving the important cultural sites and presenting them to visitors.

The scientific community has shown respect to the traditional owners by returning the remains of Mungo Woman to the elders in a ceremony on the lunette (crescent-shaped dune) where she was found. While some Indigenous people were deeply unhappy about the removal of bones from their place of burial; other Indigenous people believe that the excavations of Lake Mungo have been beneficial for us all as they are educating us about the history of their people.

Activities

Activity: Exploring sacred sites

This activity will take 40 minutes. It is a great way for students to engage with the concept of perspectives and interpretations, in relation to sacred sites such as Lake Mungo.

Before completing the activity, discuss the idea of sacred sites: these are places that are very important to Indigenous people as they are spiritual sites associated with the Dreaming. These particular places are full of meaning to Indigenous people as their relationship to the land is one of kinship. They feel a sense of oneness or belonging to their land. The Willandra Lakes area is a sacred site for Indigenous people. The people buried at Lake Mungo were laid to rest with ceremony and they were meant to rest in peace, connected to their land. Should scientists disturb sacred burial sites such as Lake Mungo? Why, or why not?

After some initial class discussion, ask students to do some research to understand the pros and cons of excavating sites such as Lake Mungo and present their findings in a PMI (Plus,

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Minus and Interesting) table. Some helpful sites include the Mungo Explorer website listed in obook extras, which explains both the scientific and the Indigenous perspectives on the issue and includes some video interviews with Indigenous Australians. The article from 'Australian Heritage' magazine (see obook extras) explains some of the pros and cons of exploring Lake Mungo for Indigenous Australians.

Should Lake Mungo be excavated by scientists?

Plus	Minus	Interesting

Students then write a paragraph explaining their personal view about whether Lake Mungo should be excavated by scientists.

Activity: Key concepts and the Bradshaw or Gwion Gwion paintings

This activity can be completed in 60 minutes. It is a great way to get students engaging with the key historical concepts in the NSW syllabus for the Australian Curriculum. Have students answer each of the following questions in their notebooks, based on each of the historical concepts.

Continuity and change: Use the Bradshaw Foundation website to find an example of rock art that shows an aspect of culture that has changed and one that shows a continuity of culture. For example, depictions of people dancing are an example of continuity, whereas depictions of figures wearing a headdress show change as people in this region no longer wear large headdresses.

Cause and effect: If it could be proved that these paintings were produced by people from Asia rather than Australian Aboriginal people, how would it change the Indigenous people's point of view that they are the original inhabitants of the land?

Perspectives: Discuss why Grahame Walsh and Donny Woolagoodja have different views about the origins of these paintings.

Empathetic understanding: Why is it important to many Indigenous people that these paintings are called Gwion Gwion rather than the Bradshaw paintings?

Significance: Why does it matter who painted this rock art and how old it is?

Contestability: Who do you think painted the paintings: the ancestors of the Indigenous people or some people of another culture (perhaps an ancient Asian culture)? Give reasons for your point of view.

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Activity: Interpreting an artist's impression

This activity can be completed in 60 minutes. It is a great way to get students engaging with the skills of research and understanding artistic sources.

Students research Australia's megafauna and answer the following questions. Note that it is sometimes hard to tell which animal the artist is representing, so student answers may vary, depending on their interpretation of the source. Here are some suggested matches.

1 Identify the names of each of the megafauna creatures in Source 1.46.

Left rear: *Dromornis* or *Bullockornis*. These were enormous flightless birds. The former was 3 metres tall and the latter was 2.5 metres tall, and they were in the same family of birds, so we cannot tell which one the artist has drawn.

Left rear, next to the enormous bird: *Phascolonus*, which was a giant marsupial in the wombat family.

Centre rear: Diprotodon resembled a giant wombat and weighed up to 2 tonnes. It was about 2 metres tall and 3 metres in length.

Right rear: *Procoptodon* was a giant kangaroo, growing up to 3 metres tall. It had a flat face, shorter than those of kangaroos today.

Left front: *Varanus* was a giant goanna that was up to 7 metres long. It ate meat.

Centre front: *Sarcophilus* was a giant form of Tasmanian devil, weighing up to 10 kilograms.

Right front: The thylacine (Tasmanian tiger) had a head like a dog. It was an excellent hunter of prey.

2 In what ways might the artist have used artistic licence when drawing these creatures?

The artist might have used artistic licence for the colours of the fur/scales/feathers of these creatures. The artist might also have used artistic licence when showing the creatures' expressions and their 'fierceness'.

Activity: Exploring Cuddie Springs

This activity can be completed in 60 minutes. It is a great way to get students engaging with the skills of research and drawing conclusions from evidence.

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Research the archaeological site of Cuddie Springs. There are two websites in obook extras that are excellent starting places for your research. From this information, answer the following questions:

1 What megafauna bones have been found at Cuddie Springs?

2 What sorts of artefacts have been found at Cuddie Springs?

3 Why is it significant that the megafauna bones and artefacts were found in the same stratum or layer?

4 What evidence suggests that the Indigenous people may have been eating the megafauna?

5 Do you think that the evidence at Cuddie Springs helps to support the argument that human activity led to the extinction of the megafauna? Why, or why not?

Suggested answers:

1 Megafauna bones that have been found at Cuddie Springs include the remains of Diprotodon, *Sthenurus*, *Genyornis*, *Macropus titan*, large wombats and giant reptiles.

2 The sorts of artefacts that have been found at Cuddie Springs include stone implements and grindstones.

3 It is significant that the megafauna bones and artefacts were found in the same layer because it shows that they co-existed at some point in time.

4 Evidence that suggests that Indigenous people may have been eating the megafauna are the traces of blood and hair that have been found on the stone implements.

5 Student answers will vary. Evidence at Cuddie Springs suggests that humans and megafauna co-existed, and that humans may have been eating the megafauna, but it does not show whether this was the cause of their extinction.

Suggested solutions

Suggested solutions: INTERPRET 1.5

1 What is Grahame Walsh's view about the origins of these paintings? Why does he have this opinion?

Grahame Walsh's view about the origins of these paintings is that they were done not by Aboriginal people but by a 'culture of an unknown, vastly different time and different

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resources' (Source 1.39). He believes that the paintings' origin was from a much earlier time, and represents the work of a very old Asian agricultural community.

2 Donny Woolagoodja contests Walsh's view. What is his perspective on the paintings?

Donny Woolagoodja believes that the Bradshaw/Gwion Gwion paintings are actually Gwion Gwion and that the great, great ancestors of the Aboriginal people painted these pictures.

3 What evidence does Dr Phillip Playford use to support a view that the Bradshaw people were among the ancestors of Aboriginal people?

Dr Phillip Playford uses photographic evidence from the 1930s that shows dancers in a corroboree photographed at Pago (northern Kimberley). The dancers in these photos are strikingly similar to those shown in the Bradshaw/Gwion Gwion paintings so it is reasonable to conclude that the painters of the Bradshaw/Gwion Gwion people were among the ancestors of modern Aboriginal people.

4 Source 1.42 is a quote from John Mulvaney.

a What is his perspective on this issue?

b As a class, discuss why he might say that Walsh is being a 'bit naïve'.

a John Mulvaney believes that, while there are two distinct groups of styles of art, they are both painted by Aboriginal people. The Bradshaw/Gwion Gwion paintings are therefore of Aboriginal origin.

b Student answers will vary. He might say that Walsh is being a 'bit naïve' because in his view Walsh doesn't understand that his perspective is impacting the Aboriginal people in a negative way and that they find his perspective offensive and racist.

5 What is Billy King's perspective?

Billy King's perspective is that the Bradshaw/Gwion Gwion paintings pre-date the Aboriginal people in the northern Kimberley and that Aboriginal people in the Kimberley don't actually know about the origins of the Bradshaw/Gwion Gwion paintings.

Suggested solutions: APPLY 1.6

1 Conduct research to find out how Australian megafauna died out.

a Review the arguments set out in Source 1.47 that offer key parts of the case for both sides of the argument.

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b Identify the strongest argument for each side and what you think is the weakest argument for each side.

a The key parts of the case for human activity having caused the extinction of megafauna are:

- We have clear proof that hunting caused the extinction of megafauna in other parts of the world.

- Megafauna died out at the same time as the appearance of Indigenous Australians.

- The Indigenous Australian practice of fire-stick farming changed the environment to one with less vegetation that was less favourable to large animals.

- Archaeological evidence at Cuddie Springs shows that Indigenous Australians cut up megafauna for food, as we have bones with cut marks on them.

The key parts of the case for climate change having caused the extinction of megafauna are:

- Megafauna did not die out at the same time as the appearance of Indigenous Australians: the megafauna only died out 25 000 years ago so they lived together for 25 000 to 30 000 years.

- Climate change during the last Ice Age resulted in a very cold drought. Megafauna had to stay close to limited water supplies and ate all the available food near those water supplies.

- Archaeological evidence at Cuddie Springs only shows that megafauna were butchered (due to the cut marks on the bones). It does not show they were killed by hunters; they could have already been dead due to lack of food.

b Student answers will vary. For example, the strongest argument for human activity as the cause is that the megafauna died out at the same time as the appearance of Indigenous Australians. The strongest argument for climate change as the cause is that the megafauna co-existed with humans for 25 000 to 30 000 years, so a change in climate must have been responsible.

For more information on the different arguments concerning the cause of Australia's megafauna becoming extinct, see obook extras.

2 Discuss the topic in class and at home. Share your thoughts and listen to the views of others.

Student views will vary.

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3 Write a 100- to 200-word informative and persuasive text answering the question 'What caused the extinction of the Australian megafauna?'

Student answers will vary depending on their point of view. Make sure they take a clear point of view to argue their case and use evidence to support their argument.

Suggested solutions: EXTEND 1.4

1 The Willandra Lakes Region is one of Australia's World Heritage listed sites. On UNESCO's World Heritage List website, find the description and video for the Willandra Lakes Region then complete the following activities.

a List the types of archaeological evidence found in this region.

b What does this evidence tell archaeologists about the lives and beliefs of Australia's earliest inhabitants?

a The types of archaeological evidence found in this region include:

- footprints belonging to Aboriginal ancestors

- the remains of hearths up to 30 000 years old

- human bones from 40 000 years ago

- fossil remains, including those of giant marsupials

- a 26 000-year-old cremation site, the oldest known in the world

- a 30 000-year-old ochre burial

- grindstones from 18 000 years ago

- remains of ant nests that were used to make fires.

b This evidence tells archaeologists that ritual ceremonies were carried out here, for the bones were carefully buried. We can see the remains of ant nests that were used to make fires, which tells us that fire was an important part of the lives of Australia's earliest inhabitants. The grindstones show that the people used these to crush wild grass for flour. The cremation site from 26 000 years ago shows the burial practices of the earliest inhabitants.

Suggested solutions: REVIEW 1.7

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1 According to the archaeological evidence, what is the earliest agreed-upon date of Indigenous Australian occupation of the continent? How is this different from the version offered by the Indigenous Australian oral tradition?

The earliest agreed-upon date of Indigenous Australian occupation of the continent is 60 000 years ago. Experts believe this is when Indigenous Australians came here from South-East Asia. This is different from the belief offered by the Indigenous Australian oral tradition that the ancestors of today's Aboriginal people originated here.

2 Conduct research on Australian megafauna.

a What are megafauna?

b Find out about three different megafauna that lived in ancient Australia.

a Megafauna are defined as species with body mass estimates of greater than 34 kilograms, or a body mass equal to or 30 per cent greater than that of their closest living relatives.

b Student answers will vary. Extinct Australian megafauna included monotremes, marsupials, birds and reptiles. For example, Diprotodon resembled a giant wombat and weighted up to 4 tonnes. It was about 2 metres tall and 3 metres in length (see centre rear, Source 1.46). *Procoptodon* was a giant kangaroo that grew up to 3 metres tall. It had a flat face, shorter than those of kangaroos today (see right rear, Source 1.46). *Varanus* was a giant goanna that was up to 7 metres long. It ate meat (see left front, Source 1.46).

3 Outline three instances where archaeologists, historians or Indigenous peoples have differing perspectives or interpretations about ancient sources in Australia.

Student answers will vary. Here are three questions on which archaeologists, historians or Indigenous peoples have different perspectives or interpretations about ancient sources in Australia:

- Did climate change cause the extinction of the megafauna?

- Did Indigenous fire-stick burning make the environment uninhabitable for the megafauna?

- Did Indigenous people hunt the megafauna or just eat them?

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Resources

obook extras

Student resources

ID XX.XX Weblink: Mungo Explorer

This website has been designed specifically for school students to explore Lake Mungo further and understand both the scientific and Indigenous perspectives on the issues involved with the excavation of Lake Mungo. There are also videos containing interviews with Indigenous elders.

http://www.mungoexplorer.com.au/science/mungo-explorers

ID XX.XX Weblink: Australian Heritage magazine

This article explains some of the pros and cons for Indigenous Australians of exploring Lake Mungo.

http://www.heritageaustralia.com.au/pdfs/Heritage0909_Lake%20Mungo.pdf

ID XX.XX Weblink: The Bradshaw paintings

Website dedicated to the Bradshaw/Gwion Gwion paintings. Includes beautiful photo galleries of these paintings, including the Tassel Bradshaws.

http://www.bradshawfoundation.com/bradshaws/bradshaw_paintings.php

ID XX.XX Weblink: UNESCO's World Heritage List

This website details the types of archaeological evidence found in the region and why the site is of such outstanding value.

http://whc.unesco.org/en/list/167/

ID XX.XX Weblink: Cuddie Springs

This website details the finds at Cuddie Springs and why many scientists believe that evidence at Cuddie Springs shows that Indigenous people ate megafauna.

http://austhrutime.com/cuddie_springs.htm

ID XX.XX Weblink: The Australian Museum on Cuddie Springs

This website explains why evidence at Cuddie Springs points to the co-existence of Indigenous people with Australia's megafauna.

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http://australianmuseum.net.au/Cuddie-Springs-Archaeological-Site-New-South-Wales

Teacher resources

ID XX.XX Weblink: Willandra Lakes Region, including Lake Mungo

This details the archaeological finds at Lake Mungo, including Mungo Man and Mungo Woman.

http://www.environment.gov.au/heritage/places/world/willandra/information.html

ID XX.XX Weblink: Kow Swamp

This website details the finds at Kow Swamp and explains their significance.

http://austhrutime.com/kow_swamp.htm

ID XX.XX Weblink: Findings of Grahame Walsh

This is a news article from *The Age* which looks at the findings and conclusions of Grahame Walsh and why they are so controversial.

http://www.theage.com.au/articles/2004/09/17/1095394002333.html?from=storylhs

ID XX.XX Weblink: The extinction of Australian megafauna

This website puts forward the different arguments for the cause of Australia's megafauna becoming extinct.

http://www.convictcreations.com/aborigines/megafauna.html

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Teaching support for pages 44–45

Checkpoint 1.4

Teaching strategies

Teaching tips

• This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.

• The activities can be completed in class or as homework, depending on your needs. For example, you may like to:

- involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation

- set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks or have student peer-mark the responses.

• Depending on the level to which each student is able to complete these activities, one of three graded Checkpoint student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available in hard copy or electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet

• Students who score less than 50% should be directed to complete the **Support** worksheet for this section

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

• Students who score between 50% and 75% should be directed to complete the **Consolidate** worksheet for this section

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

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- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section.

Teaching tips

- The Rich Tasks in this section are designed to engage students and encourage them to focus on a particular historical skill as they work through a more complex task or problem. Rich Tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome.

- In these Rich Tasks, students are being asked to focus on developing the historical skills of analysis and use of sources; research; and explanation and communication. In particular, students are asked to research other significant archaeological sites that show evidence of ancient Australian people and visit a historical Aboriginal site to see archaeological evidence at first hand. When students visit a historical Aboriginal site, please ask them to be respectful and not to disturb the site in any way.

- For more information on these particular skills, encourage students to refer to the appendix 'The historian's toolkit: Concepts and skills'.

Suggested solutions

Suggested solutions: CHECKPOINT 1.4

1 What types of sources have been found for evidence of ancient Australia's earliest people and animals? Give examples for each type and state where they were located.

Types of sources that have been found for evidence of ancient Australia's earliest people and animals include:

- Oral histories: These are the stories of the Dreamtime handed down by the Indigenous people from generation to generation. They tell stories about the importance of their home, land and country. Historians have recorded these stories and written them down to be preserved for generations to come, for example, Source 1.33 on page 36 is a story about who created the Milky Way that is preserved in the Australian Institute of Aboriginal Studies in Canberra.

- Preserved human remains: These have been found at Kow Swamp and the Willandra Lakes Region, including at Lake Mungo. They show evidence of cremation and ceremony.

- Megafauna fossils: These have been found at various sites, including the Willandra Lakes Region in NSW.

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- Footprints belonging to ancient Aboriginal people: These have been found at the Willandra Lakes Region in NSW.

- The remains of hearths up to 30 000 years old: These have been found at the Willandra Lakes Region in NSW.

- Grindstones from 18 000 years ago: These have been found at the Willandra Lakes Region in NSW.

- Middens: These have been found at various sites, including at Sandy Cape in Tasmania (see Source 1.34). They contain shells, bones, the remains of fireplaces and artefacts such as tools.

- Rock engravings: These have been found at various sites, including on the New South Wales Central Coast, north of Sydney (see Source 1.35).

- Rock paintings: These have been found at various sites, including in the Kimberley Region of Western Australia, where the Bradshaw/Gwion Gwion rock paintings are located.

2 Choose one specific source of evidence from ancient Australia and develop a series of inquiry questions. Create a table, such as the one below, and use the question starters in the left-hand column (or others) to focus your thinking.

Student answers will vary, depending on their choice of source. Here is a sample answer based on the Bradshaw/Gwion Gwion paintings.

Question Starters	Inquiry Questions
Who	Who painted the paintings?
What	What do the paintings show?
Where	Where did the artists come from – were they Indigenous people or from another culture?
When	When did the artists paint these paintings?
Why	Why did the artists paint these paintings?
How	How did the artists paint these paintings – what tools and materials did they use?

Suggested solutions: RICH TASKS

Investigating sources from ancient Australia

1 Read the information in this chapter about archaeologist evidence of ancient Australian people found at Lake Mungo in New South Wales, Kow Swamp in Victoria, and the Kimberley in Western Australia. Then conduct research to find out about five other significant sites.

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Student answers will vary. Students can see obook extras for two helpful starting places for their research. Some examples of other significant sites, according to the first website in obook extras, are:

Kangaroo Island, SA

Bass Point, NSW

Birrigai Shelter, NSW

Koonalda Cave, in the Nullarbor Plain, SA

Cave Bay Cave, Hunter Island, Tasmania.

2 Locate all the sites on a map of Australia. Add labels to provide a brief outline of each site, including the type of source found at the site, its estimated age and what it reveals about Australia's ancient past.

Student answers will vary. Here are some sample answers, from the first website in obook extras:

Kangaroo Island: This island is off the coast of South Australia and archeologists believe the island may have been occupied from 60 000 years ago. It contains ancient stone tools, including pebble choppers and hammer stones, and evidence of many campsites. The hundreds of stone tools show that the makers of these tools were highly skilled, and the sheer number of tools could show a tool industry.

Bass Point: This is a midden site on the south coast of New South Wales, north of Burrill Lake, near Shellharbour. This midden included the remains of shellfish, seals, birds and land mammals. The site was occupied from 17 000 years ago. The site shows what the Indigenous people of the area ate.

Birrigai Shelter, NSW: Located northern fringes of the Australian Alps in the Tidbinbilla Nature Reserve. There is evidence of occupation from 27 000 years ago. There is evidence of a hearth at this site, along with hunting tools.

Koonalda Cave, in the Nullarbor Plain, SA: This site was occupied from 24 000 years ago. It shows evidence that it was used as a flint mine for making tools. There are is also rock art at this site, along with charcoal from torches.

Cave Bay Cave, Hunter Island, Tasmania: This site is located 6 kilometres from the north-western tip of Tasmania. It was occupied from 23 000 years ago. A layer of ash was found

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here, containing some bone points and stone tools, and smashed, burnt animal bones. It shows the type of tools the people used and the animals they ate, which included owls.

3 Work with a partner to conduct research about an Australian site that you both find interesting and want to learn more about.

a Choose one site to research and develop some inquiry questions.

b Conduct a historical investigation based on one of your inquiry questions, using the process of historical inquiry. Present the results of your investigation in a format approved by your teacher.

Student answers will vary according to their sites and inquiry questions. Formats in which students could present their work include: a PowerPoint presentation, a poster, a report or even a website that they create on this significant site. Here are some simple marking criteria that you could use to mark student investigations:

Criteria	Marks
• Clearly follows the entire process of historical inquiry, including: form an inquiry question, form a hypothesis, gather evidence from a range of sources, evaluate the usefulness of the sources and confirm or modify the original hypothesis • Shows careful evidence of research on an Indigenous site • Uses engaging language • Shows attention to detail	9–10
• Mostly follows the entire process of historical inquiry, including: form an inquiry question, form a hypothesis, gather evidence from a range of sources, evaluate the usefulness of the sources and confirm or modify the original hypothesis • Shows evidence of research on an Indigenous site	7–8
• Follows some of the process of historical inquiry, including: form an inquiry question, form a hypothesis, gather evidence from a range of sources, evaluate the usefulness of the sources and confirm or modify the original hypothesis • Shows some evidence of research on an Indigenous site	5–6
• Only partly follows the process of historical inquiry, including: form an inquiry question, form a hypothesis, gather evidence from a range of sources, evaluate the usefulness of the sources and confirm or modify the original hypothesis • Shows little evidence of research on an Indigenous site	1–4

Ancient Australia site study

With your class or family, visit a historical Aboriginal site to see first-hand a source of evidence such as the rock engraving shown in Source 1.48. Write a report to describe the site and source, including sketches or photos, and develop some inquiry questions that could lead to further investigations.

To find an Aboriginal site, you can use a search engine to locate appropriate places to visit. Try using search terms such as ‘aboriginal historical sites new south wales’, ‘aboriginal culture new south wales’ or similar words. For example, the New South Wales government

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site Environment and Heritage has excellent resources, such as the 'NSW Atlas of Aboriginal Places'. This interactive map shows a large number of Aboriginal places of interest that will be a good start to your site study.

The weblink for the NSW Atlas of Aboriginal Places is located in obook extras. Here are some sample marking criteria for the reports:

Criteria	Marks
• Clearly and thoroughly describes the site in detail • Includes detailed sketches or photos • Develops thoughtful and thorough inquiry questions, based on the site, that could lead to further investigations	9–10
• Describes the site in detail • Includes sketches or photos • Develops helpful inquiry questions, based on the site, that could lead to further investigations	7–8
• Simply describes the site • Includes a sketch or a photo • Develops some inquiry questions, based on the site, that could lead to further investigations	5–6
• Gives a sketchy description of the site • May not include sketches or photos • Includes some inquiry questions, but they may not be helpful or based on the site	1–4

Resources

obook extras

Student resources

ID XX.XX Weblink: Indigenous archaeological sites

This website has a table of Indigenous archaeological sites with information about each one: what has been found there and why it is significant.

http://austhrutime.com/australian_archaeological_sites.htm

ID XX.XX Weblink: NSW Atlas of Aboriginal Places

This website provides a map showing where significant Aboriginal sites are located. By clicking on the map, you can learn more about the site and why it is important to Aboriginal people.

http://www.environment.nsw.gov.au/aboriginalplaces/

Teacher resources

ID XX.XX *Support Worksheet: Worksheet X.X A*

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A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

ID XX.XX *Consolidate Worksheet: Worksheet X.X B*

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

ID XX.XX *Diagnostic Worksheet: Extend 2.3*

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

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Teaching support for pages 46–50

Conserving the remains of the ancient past

Syllabus links

NSW syllabus links

Investigating the Ancient Past is one of the three depth studies that explore *The Ancient World* from the NSW History syllabus. The content descriptions for this depth study are as follows.

OUTCOMES

A student:

› describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1

› identifies the meaning, purpose and context of historical sources HT4-5

› uses evidence from sources to support historical narratives and explanations HT4-6

› locates, selects and organises information from sources to develop an historical inquiry HT4-8

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

› selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

CONTENT

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander peoples (ACDSEH148)

Students:

• identify ancient sites that have disappeared, or are threatened or have been protected and preserved, eg Akrotiri, Pompeii, the Pharos Lighthouse, Angkor Wat, Teotihuacan

• identify some methods of preserving and conserving archaeological and historical remains

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- describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander peoples
- using a range of sources, including digital sources, eg UNESCO World Heritage criteria for ancient sites, choose ONE site to explain why it is important for a chosen site to be preserved and conserved

Suggested Site Studies include:

- a museum visit
- an Aboriginal site (issues of access and permission need to be appropriate to the site selected)
- an archaeological site
- a local site of significance
- a heritage site
- a virtual historical/archaeological site

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)
- draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)
- identify and describe different perspectives of participants in a particular historical context (ACHHS212, ACHHS155)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156)
- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)

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Perspectives and interpretations

• identify and describe different perspectives of participants in a particular historical context (ACHHS212, ACHHS155)

Empathetic understanding

• interpret history within the context of the actions, attitudes and motives of people in the context of the past (ACHHS212, ACHHS155)

Research

• identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)

• use a range of communication forms and technologies

• ask a range of questions about the past to inform an historical inquiry (ACHHS207, ACHHS150)

Explanation and communication

• develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156)

• select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)

Teaching strategies

Teaching tips

- Discuss the ways in which cultural sites and artefacts can be damaged, including both human and environmental factors. For example, pollution, acid rain, tourism, erosion, vandalism and looting. As stated by the text, the war in Iraq cased serious looting in Iraq. In fact, it is estimated that up to 15 000 objects a day were removed during the worst of the looting. Why would people remove artefacts? What is lost by their removal?

- Brainstorm why some important artefacts and sites are locked away or fenced off, or have restricted access. Here is the story of such an artefact. In 1820, the wife of an amateur palaeontologist, Gideon Mantell, found a fossilised tooth in a quarry in Sussex in south-east England. Recognising that it came from a completely different species to

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anything living on earth, Mantell called it *Iguanodon*, which means 'tooth like an iguana (a type of lizard)'. This tooth was significant as it was the first fossil ever found that was recognised as belonging to a dinosaur. After further fossilised finds, the name 'dinosaur' was coined in 1841. Before this, people had no concept of dinosaurs, but experts now became seriously interested in the study of them. For bringing the knowledge of the dinosaurs to us, this tooth is considered by some people to be one of the most significant objects on the planet. Mantell's son, Walter, inherited his father's collection of fossils, which he donated to the Museum of New Zealand after he emigrated there. The fossil, 'arguably the most important tooth in palaeontology' [Bill Bryson, *A Short History of Nearly Everything*, p. 27] is still in the Museum of New Zealand but is not on public display. Students could watch the video from the weblink in the obook extras panel on this spread and consider why this artefact is not on public display. Discuss: Is this tooth over-protected? Is there any point in having the artefact if people can't enjoy looking at it?

Teaching tips

- One of the more controversial ways in which some artefacts and monuments are conserved is to remove them from their original site and transport them to another place. The tiles used in the reconstructed Ishtar Gate (Sources 1.50 and 1.52) are an example of this type of conservation.

- One of the most famous and contentious examples of artefact relocation is the 'Elgin Marbles', which are now housed in the British Museum in London. These are beautiful marble sculptures that were removed from the Parthenon in Athens, Greece, in the early 19th century by England's Lord Elgin. At the time, Greece was ruled by the Ottoman Empire. Lord Elgin obtained permission from the Ottoman authorities to remove the marbles, and did so at his own personal expense. He then sold the marbles to the British Parliament and they were put on display at the British Museum. Did Lord Elgin do the right thing by taking the marbles? This is a highly contentious issue. Ask students to discuss both sides of the argument. In light of this topic on conservation, it is important to note that air pollution and acid rain have caused damage to marble and stonework at the Parthenon. In fact, some scholars argue that the marbles were saved from severe damage from pollution, and might have even been lost if they had stayed in Athens. However, many people, both in Greece and in Britain, feel that the statues should now be returned to Greece.

Teaching tips

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Source 1.53 shows one of the paintings from Menna's tomb. It is believed that the two scenes shown in this painting show important rituals that took place during Egypt's 18th Dynasty.

- Photocopy or print this source so students can write labels on it. Ask students to label the following features:
  - sailing ritual
  - River Nile
  - bull being slaughtered on an altar
  - evidence of the impact of visitors to this tomb.
- What can we learn about the Egyptians' daily life, customs and beliefs from paintings such as these? See obook extras for more pictures of the walls of Menna's tomb.
- Why is it important that paintings such as these should be conserved and protected?
- For each of the conservation techniques listed here, discuss why these help to conserve the paintings.
- How effective do you think these measures will be in conserving the paintings in the tomb? Explain.

Activities

Activity: Sites, threats and conservation

This activity can be completed in 80 minutes. It is a great way to get students thinking about the threats to important sites and the importance of taking action to conserve these sites for future generations.

Divide students into groups and have them research one site from the list below. Students answer the following questions, either in report format, using PowerPoint or on a poster. Students could present their findings to the class.

- What is located at the site?
- Why is the site significant?
- What threats are there to the site?
- What is being done to conserve the site?

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- What other ideas can you come up with to suggest how to protect the site and so better conserve it for future generations?

Suggested sites are:

- Angkor Wat, Cambodia
- Pompeii, Italy
- Teotihuacan, Mexico
- the Terracotta Army, China
- the Giza Pyramids, Egypt.

Activity: The Elgin Marbles

This activity can be done in 80 minutes. It is a great way to get students engaging with the concepts of perspectives and interpretations and practising their research skills.

Research the Elgin Marbles and the points for and against the return of the marbles to Greece. Some helpful websites are provided in obook extras.

Draw up a table that summarises the main arguments on each side:

Reasons for the return of the marbles	Reasons against the return of the marbles

Make sure you note how Greek authorities plan to conserve the marbles if they are returned and the reasons Greek people feel that the return of the marbles is important for their cultural heritage.

Now write a letter to the curator of the British Museum explaining your own opinion on this issue.

Activity: Virtual site study on the British Museum

A virtual site study on the British Museum is located in the obook (refer to the link in the obook extras panel on this page). The study discusses the role of museums in conserving artefacts and asks students to examine eight significant artefacts and rank them in order of significance.

Suggested solutions

Suggested solutions: APPLY 1.7

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1 To be included on the World Heritage List, sites must be of 'outstanding universal value' and meet at least one out of the 10 selection criteria.

a Use a search engine to go to the UNESCO website. Once there, look for their selection criteria for inclusion on the UNESCO list.

b Select three examples of ancient sites, either from the text or your own research. Use the World Heritage criteria to propose why they should or should not be selected as World Heritage sites.

a The website for this activity can be found in obook extras.

b Student answers will vary. For example, it could be argued that the Bradshaw/Gwion Gwion rock paintings should be listed as World Heritage sites as they 'bear a unique or at least exceptional testimony to a cultural tradition or to a civilisation which is living or which has disappeared' (criterion iii).

4 Conduct research using digital sources to identify ancient sites that have disappeared or are in danger of being lost through decay and deterioration.

Student answers will vary. The Pharos Lighthouse is an example of a site that has disappeared. There is a 'List of World Heritage in Danger' that students can look up. This lists the sites that are currently in danger of being lost. For example, Abu Mena, in Egypt, is in danger of being lost because of cave-ins at the site.

Suggested solutions: REVIEW 1.8

1 Why are the remains of the ancient past important?

The remains of the ancient past are important as they are part of our world heritage. They reflect the hopes and dreams of past generations. They remind us of where we have come from and what has shaped our societies and cultures, and they give us a sense of our identity.

2 Explain why the physical remains from ancient Australia are significant for Indigenous Australians.

The physical remains from ancient Australia are significant for Indigenous Australians as Indigenous Australians have a special connection with their country and physical places. They associate these places with the spirits of all of their ancestors. The physical remains of the past are forever linked to family and their relatives, no matter how distant in time.

3 What is the World Heritage List?

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The World Heritage List is made up of significant sites from around the world that are protected by an international agreement to preserve them for future generations. The World Heritage List is managed by UNESCO (the United Nations Educational, Scientific and Cultural Organisation).

4 Identify sites on the World Heritage List in Australia.

Sites on the World Heritage List in Australia include the Sydney Opera House, convict sites, the Greater Blue Mountains, the Great Barrier Reef, Kakadu National Park and the Willandra Lakes Region.

5 What roles do museums, galleries and libraries play in conserving the remains of the past?

Museums, galleries and libraries conserve the remains of the past by providing security and proper storage conditions, such as the right temperature and humidity to store paper documents. Artefacts are kept away from pests and ultraviolet light. Conservators working at museums and libraries can also restore and repair damaged items.

6 Identify methods used by archaeologists and conservators to preserve the remains of the ancient past.

Methods used by archaeologists and conservators to preserve the remains of the ancient past include:

- reconstruction, such as that of the Ishtar Gate from Babylon

- cleaning, such as at Menna's tomb in Egypt

- taking digital photos for an exact visual record and retouching any deteriorated sections, such as the paint from Menna's tomb

- installing rails to stop tourists getting too close to artefacts such as the paintings in Menna's tomb

- installing low-impact lighting.

Resources

obook extras

Student resources

ID XX.XX UNESCO Selection Criteria

This is the link to the selection criteria for APPLY 1.7, Question 1.

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http://whc.unesco.org/en/criteria/

ID XX.XX Weblink: The British Museum's position on the Elgin Marbles

This weblink provides arguments from the British Museum itself justifying why it has not returned the marbles.

http://www.britishmuseum.org/about_us/news_and_press/statements/parthenon_sculptures/trustees_statement.aspx

ID XX.XX Weblink: Greek pupils demand Elgin Marbles

This BBC news article outlines a campaign by Greek students asking for the return of the Elgin Marbles.

http://news.bbc.co.uk/2/hi/europe/6313953.stm

ID XX.XX Weblink: Conflict over the Elgin Marbles

This *Newsweek* article discusses the issues surrounding the return of the Elgin Marbles.

http://www.thedailybeast.com/newsweek/2009/06/06/romancing-the-stones.html

ID XX.XX Virtual Site Study: The British Museum

http://www.britishmuseum.org/about_us/news_and_press/statements/parthenon_sculptures.aspx

The website of the British Museum offers an overview of the history of the Parthenon Sculptures (once called the Elgin Marbles) and the controversy surrounding their current location.

Teacher resources

ID XX.XX Weblink: The first dinosaur fossil

This links to a video from Te Papa, the Museum of New Zealand, which shows the first fossil ever to be recognised as belonging to a dinosaur.

http://collections.tepapa.govt.nz/theme.aspx?irn=2166

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Teaching support for page 51

Checkpoint 1.5

Teaching strategies

Teaching tips

• This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.

• The activities can be completed in class or as homework, depending on your needs. For example, you may like to:

- involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation

- set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks or have student peer-mark the responses.

- Depending on the level to which each student is able to complete these activities, one of three graded Checkpoint student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available in hard copy or electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet

• Students who score less than 50% should be directed to complete the **Support** worksheet for this section.

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

• Students who score between 50% and 75% should be directed to complete the **Consolidate** worksheet for this section.

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

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• Students who score more than 75% should be directed to complete the **Extend** worksheet for this section.

Teaching strategies

Teaching tips

• The Rich Tasks in this section are designed to engage students and encourage them to focus on a particular historical skill as they work through a more complex task or problem. Rich Tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome.

• In these Rich Tasks, students are being asked to focus on developing the historical skills of analysis and use of sources; perspectives and interpretations; empathetic understanding; and research. In particular, students are asked to research an ancient site and explain why it is significant to world heritage. Students should use the World Heritage List criteria to explain why the site is significant.

• For more information on these particular skills, encourage students to refer to the appendix 'The historian's toolkit: Concepts and skills'.

Suggested solutions

Suggested solutions: CHECKPOINT 1.5

1 Select and give a brief report about three ancient sites that are of interest to you:

a one that has disappeared

b one that is threatened

c one that has been protected.

For each site, provide information about its location and current status (what condition it is in and why).

Student answers will vary, depending on their choice of site. Here are some examples from this chapter:

a One that has disappeared: The Colossus of Rhodes was located at the entrance to the harbour at Rhodes, Greece. Currently, the exact location has not been found. This is because an earthquake hit the region in *c*. 224 BC and overthrew the statue. Then, 875 years later,

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Arab invaders pillaged the remains and melted down the bronze. This has taken away all physical evidence of the site.

b One that is threatened: The Sphinx of Egypt is located at the Great Pyramids of Egypt, Giza. Currently, the Sphinx is still standing, but it is damaged. The nose has been hacked off, and the beard has fallen off. Today, the Sphinx is threatened by erosion and environmental pollution, such as acid rain, which is eroding the surface of the Sphinx.

c One that has been protected: The Willandra Lakes Region is located in the Murray River Basin area of far south-western New South Wales. It is protected, as it is listed as a World Heritage Site. It is currently in good condition. This is due to the work of both government intervention and Indigenous people. The Elders Council was formed of these tribal groups, and they jointly manage Mungo National Park with the NSW Parks and Wildlife Service. The traditional owners play a key role in looking after the park: protecting and managing the environment, looking after and preserving the important cultural sites and presenting them to visitors.

2 Outline how archaeological sites can be preserved.

Archaeological sites can be preserved by cleaning, analysing the properties of paint used on the wall, taking digital photos to form an exact visual record, installing rails to stop tourists getting too close to artefacts and installing low-impact lighting. These preservation techniques were all used in Menna's tomb, Egypt. Archaeological sites can also be preserved by reconstruction, as in the case of the Ishtar Gate from Babylon.

3 Outline how historical records and artefacts can be preserved.

Historical records and artefacts can be preserved by keeping them in museums, galleries and libraries. These conserve the remains of the past by providing security and proper storage conditions, such as the right temperature and humidity to store paper documents. Artefacts are kept away from pests and UV light. Conservators working at museums and libraries can also restore and repair damaged items.

4 Identify a site that has preserved the heritage of Aboriginal and Torres Strait Islander peoples (refer to section 1.4 'What do sources reveal about Australia's ancient past?'). Include information about:

a its location

b a brief description of the sources found there

c what it reveals about life in ancient Australia.

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a Student answers will vary. One site that students have already investigated is the Willandra Lakes Region of NSW. This is located in the Murray River Basin area of far south-western New South Wales.

b The types of sources found here include:

- footprints belonging to Aboriginal ancestors, including children, adolescents and adults
- the remains of ant nests that were used to make fires
- the remains of hearths up to 30 000 years old
- human bones from 40 000 years ago
- Mungo Woman, from 25 000 years ago. Her body had been cremated and her bones buries with evidence of ceremony
- Mungo Man, from 60 000 years ago. He had been ritually buried after his remains were smeared with red ochre
- fossil remains, including those of giant marsupials
- a 26 000-year-old cremation site, the oldest known in the world
- a 30 000-year-old ochre burial
- grindstones from 18 000 years ago.

c This evidence tells archaeologists that ritual ceremonies were carried out here, for the bones were carefully buried and cremated. The people of ancient Australia took care with their dead and treated their remains with respect. We can see the remains of ant nests that were used to make fires, which tell us that fire was an important part of the lives of Australia's earliest inhabitants. The grindstones show that the people used to crush wild grass for flour. The evidence also shows that megafauna lived in this area.

5 Select one ancient site and explain why and for whom it is important to preserve and conserve it.

Student answers will vary depending on their site selection.

One example of an ancient site is Memphis and its Necropolis – the Pyramid Fields from Giza to Dahshur, in Egypt.

This site is important to preserve as, according to UNESCO, it has 'extraordinary funerary monuments, including rock tombs, ornate ... temples and pyramids'. These monuments are

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exceptional and unique, and they include the Great Pyramid, which was regarded as one of the Seven Wonders of the ancient world. It is important to preserve this site, not just for modern Egyptians but for the world, as an example of an advanced ancient civilisation with knowledge of mathematics, astronomy and the ability to harness technology to build amazing structures.

6 Outline the criteria for a site to be included on the World Heritage List.

These are the criteria for a site to be included on the World Heritage List, from the UNESCO website. The site must meet at least one of the 10 criteria to be included on the World Heritage List.

1 to represent a masterpiece of human creative genius

2 to exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design

3 to bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared

4 to be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history

5 to be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change

6 to be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. (The Committee considers that this criterion should preferably be used in conjunction with other criteria)

7 to contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance

8 to be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features

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9 to be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals

10 to contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.

Suggested solutions: RICH TASK

World Heritage List

Using a search engine, go to the current World Heritage List, and find the interactive map of the sites.

1 Select an ancient site and conduct research to find out why it is significant to world heritage.

2 Present your findings as a written, digital or oral presentation.

Here is some sample marking criteria for this Rich Task:

Criteria	Marks
• Explains reasons for the site's significance to world heritage in a clear and detailed manner • Thoroughly researches the chosen site • Uses engaging language • Shows attention to detail • Presents a sustained, logical and well-structured answer using solid research	20–25
• Explains reasons for the site's significance in a clear manner • Researches the chosen site • Presents a logical and well-structured answer using research	16–20
• Explains reasons for the site's significance • Shows evidence of some research • Uses some research to answer the question	11–15
• Makes reference to the site's significance • Shows evidence of patchy research • Attempts to answer the question	6–10
• Makes a general statement about the site • May show evidence of an attempt at some research • Makes limited reference to answer the question	1–5

Resources

obook extras

Teacher resources

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ID XX.XX *Support Worksheet: Worksheet X.X A*

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

ID XX.XX *Consolidate Worksheet: Worksheet X.X B*

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

ID XX.XX *Diagnostic Worksheet: Extend X.X C*

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

ID XX.XX Weblink: Menna's tomb paintings

This website shows some of the other painted scenes from the tomb of Menna.

http://www.impetusinmundum.de/documentation/Album.uhtml?CurrPic=7&Bildliste=570c14c3-570c14cb&Region=tomb+of+Menna

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Insight History 8 Chapter 7

Chapter 7 The Vikings

Teaching support for pages 24–25

Syllabus links

NSW syllabus links

A study of The Vikings is part of Depth Study 4 and one of the four depth studies that explore The Western and Islamic World from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

› identifies the meaning, purpose and context of historical sources HT4-5

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- sequence historical events and periods (ACHHS205, ACHHS148)
- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- identify the origin and purpose of primary and secondary sources (ACHHS209, ACHHS152)
- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)
- draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Teaching strategies

Getting started

- Ask students to put the words ‘The Vikings’ in the middle of their page and brainstorm any words and/or draw any images that come to mind when they think about this topic.

Discuss students' prior knowledge of the Vikings – for example, they might have ideas about Viking boats, warfare, raids and their invasion of England.

- To connect this topic to students' personal histories, ask if anyone in the class has descendants of Viking origin, and to explain how they trace their ancestry back to the Vikings.
- To stimulate student interest in this topic, play Led Zeppelin's Immigrant Song, which is about the Vikings. The song begins with a bloodcurdling cry from vocalist Robert Plant and captures some of the excitement, bloodshed and horror of the Vikings as they raided and later came to conquer new lands. This song should grab students' attention and spark their interest in this topic. Ask students how the song made them feel. They might mention words such as alert, frightened or excited. Ask students whether these feelings match what they have heard about the Vikings. Conclude this short activity by giving students the words of the Immigrant Song (see obook extras) and ask them to discuss these questions:

  – Where did the Vikings come from and what was their homeland like?

  – What do you think the 'midnight sun' is?

  – Why were the Vikings feared?

Teaching tips

- Read the introductory text and ask students to discuss the following questions:

  Why might the Norsemen carry out violent raids across northern Europe?

  Suggestions might include: power, wealth, glory, adventure or even necessity.

  Why would their skills in sailing and shipbuilding be so advantageous to the Vikings?

  (Suggested answer: It would give them easy access to other lands for trade and settlement.)

  Why might the Vikings change from raiding to settling?

  (Suggested answer: They might have found good land to grow crops so raids were no longer important, or they may not want to travel so far back to their homeland with their loot so they settled with their riches.)

  Why might the Vikings convert to Christianity?

  (Suggested answer: Christianity was the religion of many of the people they raided and so they might have been influenced by these new beliefs, or be forced to convert to them.)

- Allocate 10 minutes of class time for students to write down five questions about the Vikings that they most want answered. Revisit these questions as many times as you like during the chapter and allocate time for students to answer them based on the material they have learned. At the end of the chapter, ask students to come back to their questions to see if they now know the answers. If they still have questions they need answers to, allocate time for them to research and answer them in small groups.

- Each section of this chapter is organised according to key inquiry questions. By regularly revisiting these questions as you work through the chapter, asking your students to engage with them, and/or encouraging them to generate their own key questions, you will be embedding an inquiry model of learning. Inquiry learning values process as well as product – moving away from merely the acquisition of facts to the development of deep understandings about concepts and generalisations that are transferrable.

- The content covered in each section of this chapter (and the order in which it is sequenced) closely follows the History K–10 syllabus for History released by the Board of Studies in 2012. By using this chapter as the basis of your teaching program, you can be assured that you are meeting all of the requirements of the NSW syllabus for the Australian Curriculum.

- An easy way to regularly monitor your students' understanding of key content dot-points is to use the Checkpoint features at the end of each section. These activities link directly to the content dot-points in the syllabus and provide an opportunity for ongoing assessment (both formal and informal). Each Checkpoint activity links to three student activity worksheets that can be assigned based on student performance. These worksheets are graded according to ability level. They allow you to personalise learning based on the needs of individual students.

Activities

Additional activity 7.1: The Viking helmet

This activity can be completed in 20 minutes and is a great way to get students practising their skills of drawing conclusions about the usefulness of sources, as the syllabus requires.

Students look carefully at the Source 7.1, the Viking helmet. Students note down their initial thoughts about the image, using the 'See, Think, Wonder' thinking routine:

- What do you *see*? (Note down your initial observations about the image.)

- What do you *think* about what you see? (Note down some initial thoughts/hypothesis about the image.)

- What does it make you *wonder*? (What questions do you have about this image?)

Once students have noted down their observations they could compare their answers in pairs.

Now write down the answer to this question: What could we learn about the Vikings just from this source? Note their skills in metallurgy and craftsmanship, along with why they might need such strong helmets.

Resources

obook extras

Teacher resources

Weblink: 'Immigrant Song'

This is a link to the words of Led Zeppelin's 'Immigrant Song', which captures the excitement and horror of the Vikings.

http://www.risa.co.uk/sla/song.php?songid=13869

The Vikings – A timeline

Teaching support for pages 26–27

Syllabus links

NSW syllabus links

A study of The Vikings is part of Depth Study 4 and one of the four depth studies that explore The Western and Islamic World from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

› identifies the meaning, purpose and context of historical sources HT4-5

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- sequence historical events and periods (ACHHS205, ACHHS148)
- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- identify the origin and purpose of primary and secondary sources (ACHHS209, ACHHS152)
- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)
- draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Teaching strategies

Teaching tips

The Vikings came from countries that we now know as Denmark, Norway and Sweden, collectively referred to as Scandinavia. See Source 7.6 for a map of their homeland. This timeline notes the many countries the Vikings raided and settled in. What does the timeline leave out? For example, it leaves out the everyday lives of the Vikings, the human cost of their raids and why they won or lost battles. Discuss how this timeline is useful and also how it is also limited.

To give students the context of where the Vikings fit into history, look up the interactive timeline on the BBC's website (see obook extras). Have students go into the timeline on the Vikings and compare this timeline to the one in their Student Book. What is the same? What is different? Students could note three events that the BBC timeline includes but that the Student Book leaves out. Have a discussion about significance and why these events might be included on one timeline but not another. Note that the BBC's website is produced by the British so they would be particularly interested in including events related to the United Kingdom.

Activities

Additional activity 7.2: Source analysis

This activity that can be completed in 45 minutes. It is a great way for students to begin to engage with sources on the Vikings and start to practise their skills of identifying the origin and purpose of primary and secondary sources and drawing conclusions about the usefulness of sources, as the syllabus requires.

For each of the sources, answer the following questions:

Source 7.3 An artist's impression of a Viking longship carrying warriors to a raid

- Is this source a primary or secondary source?
- Describe what you see in the picture.
- What aspects of the longship make the Vikings fearsome?
- Why do you think the artist drew this picture?
- How reliable is this source for studying the Vikings?
- How useful is this source for studying the Vikings?

Source 7.4 A statue of Leif Ericson in the capital of Iceland, Reykjavik.

- Is this source a primary or secondary source?
- Describe the appearance of Leif Ericson. What weapons and armour does he have?
- Why might there be a statue of Leif Ericson in Reykjavik?
- What does this source show us about the Vikings and how they are remembered?
- How reliable is this source for studying the Vikings?
- How useful is this source for studying the Vikings?

Source 7.5 A scene from the Bayeux Tapestry showing the Battle of Hastings

- Is this source a primary or secondary source?
- The Normans are of Viking origin and they won the Battle of Hastings. They are depicted in this source on horses, while the English are fighting on foot. Describe the scene, including the weapons and armour of each side.
- The Normans created the tapestry after they won the battle. How might this influence how they depicted the battle?
- What does this source show us about the Normans?
- How reliable is this source for studying the Normans?
- How useful is this source for studying the Normans?

Additional activity 7.3: True/False quiz

This is a quick activity that can be completed in 15 minutes. It is a great way to check student understanding of how to read and interpret a timeline, and create some interest and incentive for students to look more closely at the timeline and engage with it. Answer true or false to the following statements. If the answer is false, write the correct statement.

1 The Vikings raided many countries.

(Answer: True)

2 The Vikings were respectful of holy places and never raided monasteries.

(Answer: False. In 797, the Vikings raided the monastery on the island of Lindisfarne in Britain.)

3 The Danelaw was an area of Denmark given to the Vikings in which to settle.

(Answer: False. The Danelaw was an area of eastern England given to the Vikings in which to settle.)

4 King Canute was King of England, Denmark and Norway.

(Answer: True)

5 The Vikings were given land by both the king of France and King Alfred the Great in England.

(Answer: True)

6 Erik the Red discovered Alaska.

(Answer: False. Erik the Red discovered Greenland.)

7 Leif Ericson made it all the way to North America.

(Answer: True)

8 Dublin was found by the Saxons

(Answer: False. Dublin was founded by the Vikings.)

9 The Vikings always won their battles.

(Answer: False. The Vikings lost at times, such as in 844, when they were defeated at the town of Cordoba, in 878 when they were defeated by King Alfred the Great and in 1066 when they were defeated by King Harold II.)

10 The Vikings made it all the way to Spain, Turkey and Russia.

(Answer: True)

Suggested solutions

Suggested solutions: REVIEW 7.1

1 List the countries that were visited or settled by the Vikings.

The countries that were visited or settled by the Vikings included England, Ireland, Scotland, France, Spain, Iceland, Russia, Greenland and North America.

2 What was the Danelaw?

The Danelaw was an area of eastern England that King Alfred the Great gave the Vikings to settle in after their defeat.

3 Which Viking leader was defeated by England's King Harold II?

The Viking leader Harald Hardrada was defeated by England's King Harold II.

4 For how many years did the Viking Age last?

The Viking Age lasted for 279 years.

Suggested solutions: APPLY 7.1

1 Find a physical map of Scandinavia in an atlas. Estimate the proportion of land in Norway, Denmark and Sweden that is mountainous, forested or used to grow crops. Compare your estimate with a partner's.

Student answers will vary. Note that the Scandinavian Mountains run down the length of Norway and take up much of Norway's land. They are the most defining physical feature of the country.

2 Conduct research to find the facts about Scandinavia's climate, including temperature ranges in different seasons.

Temperature ranges will vary depending on which country and city students look at. For example, the average temperature in Oslo, the capital of Norway, is -4.3 degrees Celsius in January. In April, the average temperature is 4.8 degrees Celsius and in July it is 16.4 degrees Celsius, with temperatures possibly reaching 25–30 degrees Celsius. In October, the average temperature is 6.3 degrees Celsius. The mountainous areas of Norway have far colder temperatures, which can reach to -40 degrees Celsius. In the northern part of Norway and Sweden, above the Arctic Circle, the days in summer are long. This area is called the 'land of the midnight sun', where there are periods of continuous daylight. The North Atlantic Current (a warm ocean current which continues the Gulf Stream) flows off the west coast of Norway and gives Norway and Sweden a milder climate than they would otherwise experience. For example, Sweden's average July temperature range is from 13–17 degrees Celsius.

Resources

obook extras

Teacher resources

Weblink: Interactive timeline

This website shows students where the Vikings fit in history and also contains a detailed timeline on the Vikings.

http://www.bbc.co.uk/schools/primaryhistory/timeline/timeline.shtml

Section 7.1 What were the key features of Viking society and way of life?

Teaching support for page 28

Syllabus links

NSW syllabus links

A study of The Vikings is part of Depth Study 4 and one of the four depth studies that explore The Western and Islamic World from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

Content

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)

Students:

- locate the Viking homelands
- identify the geographical features that helped shape Viking society and history

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts (ACHHS206, ACHHS149)

Empathetic understanding

- interpret history within the context of the actions, attitudes and motives of people in the context of the past (ACHHS212, ACHHS155)

Teaching strategies

Teaching tips

After reading ‘The Viking Homelands’ and completing the activities in Apply 7.1, have students make the link between the climate and natural features of the Viking homelands, and

how this influenced their way of life, by reading out the following scenario. This scenario is also helpful for developing students' empathetic understanding.

> Imagine you live in Scandinavia in the time of the Vikings, where it is possible that temperatures in winter may well be -20 °C or even colder. You might live in Norway where the land is mountainous, and in winter if you live in the far north of Scandinavia, you might only experience one hour of daylight. There are no schools where you live but your people are skilled in boat building and sailing the surrounding seas. You worship many gods and never fear dying in battle because you will receive glory and fame and go straight to live with your gods. There is no electricity or supermarkets; it's up to you to keep warm and survive.

In pairs, students then discuss the following questions:

1 What type of clothing are you likely to wear in the cold winters?

2 How will you survive winter if food is not readily available to hunt or catch?

3 What are the most important skills you could have for survival?

4 Why might you go on raids and take other people's possessions?

Students then report their ideas back to the class. Hopefully students will come close to deducing the correct answers:

1 Animal fur and skins were used to keep warm in winter.

2 Vikings used food preservation techniques as smoking, adding salt to air-dried food, and making fermented drinks that could last lengthy periods.

3 Hunting and growing food was an important skill, along with fighting, ship building, and seafaring.

4 While historians today still debate why Vikings went on raids, some of the suggested reasons are that they went out of necessity; or a desire for wealth and glory; or to die a warrior's death and go straight to the home of the gods.

Suggested solutions

Suggested solutions: REVIEW 7.2

1 Where were the Viking homelands located?

The Viking homelands were located in northern Europe, in the modern-day Scandinavian countries of Denmark, Sweden and Norway.

2 List some of the natural features of the Viking homelands.

Some of the natural features of the Viking homelands included that:

- they were a great distance from southern and central Europe
- there were long coastlines, many islands and fjords
- there were dense forests and high mountains which were natural barriers to much of inland Scandinavia

3 Explain why the Vikings were a seafaring people.

The Vikings were a seafaring people because of the dense forests and high mountains in Scandinavia, which were difficult to cross. It was easier for the Vikings to travel between their settlements by boat, on the sea.

Viking Society

Teaching support for pages 29–32

Syllabus links

NSW syllabus links

A study of The Vikings is part of Depth Study 4 and one of the four depth studies that explore The Western and Islamic World from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

› describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3

› identifies the meaning, purpose and context of historical sources HT4-5

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

Content

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)

Students:

- using a range of sources, eg the Viking sagas, outline key social, cultural, economic and political features of Viking society
- describe the everyday life of men, women and children in Viking society

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)
- draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156)

Teaching strategies

Getting started

Begin by showing a three-minute video clip entitled 'Life of a Viking' (see obook extras panel). This video provides a good introduction to the life of the Vikings before they took to the sea and travelled to the rest of Europe as raiders and settlers. It emphasises that their life was based on agriculture and surviving the harsh climate of Scandinavia. Once the population grew, it increased the demand for farmland, and the Viking tribes fought each other over access to land. It was by fighting each other that that the Vikings became such skilled warriors. Once their own tensions were put aside and they focused their energies on building longships, they built efficient ships that could glide undetected close to shore, making surprise attacks close to land possible. It was then they became the legendary and feared raiders of Europe that we are familiar with today. After watching the video, discuss with students:

- What were the Vikings lives based on?
- Why did they fight each other? What benefit did they gain from this?
- Why were they able to become the legendary and feared raiders of Europe?

Teaching tips

After reading this section on 'Viking Society' have a class discussion to draw conclusions about Viking social structure and law:

1. What would be the advantages of the Vikings three-tiered social structure? What would be the disadvantages of this social structure?
2. Do social divisions such as these exist in Australia today? If so, to what extent?
3. Which Viking social group would you prefer to belong to? Why? What rights, privileges and obligations would you have as part of this group?
4. What were the advantages of the Viking punishments and ways of settling disputes? What were the disadvantages?
5. How do these punishments compare to our punishments today?

Differentiate

Some students may find the concept of developing historical texts, particularly explanations and historical arguments that use evidence from a range of sources, difficult to grasp, while

others may be looking for a bit more of a challenge in this area. These suggestions can help you modify the level of difficulty of this concept and help you personalise learning for different ability levels.

This activity will take 15 minutes. It is useful for practising the skill of using evidence from sources to support a historical argument.

For less able students:

- What evidence is there that life was hard for the Vikings?
- What evidence is there that the Vikings were 'ahead of their time'?
- What evidence is there that the Vikings had a well-organised and well-governed society?
- What evidence is there that the Vikings were more than 'barbarians' (brutes and savages)?

For more able students:

- 'Vikings had a well organised and well governed society.' Do you agree? Write an extended response with evidence to support your point of view.
- 'The Vikings were far from barbarian savages. They were a sophisticated and cultured people with technology ahead of its time.' Do you agree? Write an extended response with evidence to support your point of view.

Suggested solutions

Suggested solutions: INTERPRET 7.1

1 What are the two roles of a Viking *karl*, as presented in Source 7.9 and Source 7.10?

The two roles of a Viking *karl*, as presented in Source 7.9 and Source 7.10 were farmers and raiders.

2 For each of these roles, describe the typical clothing and the 'tools of the trade'.

From Source 7.9, the farmer is dressed in clothes suitable for farming. He has a sickle in one hand and a belt around his waist. The raider is dressed in protective chainmail, a metal helmet and he carries a large round shield and a metal sword.

3 Suggest the different reasons why a farmer would leave his fields and family to take part in a raid?

A farmer would leave his fields and family to take part in a raid for the adventure and to bring back wealth.

4 Use the information in Source 7.10 to create a 'yearly planner', showing the months when the *karl* farmed and those when he went on raids. Remember to reverse the seasons for the northern hemisphere.

Here is a sample 'yearly planner':

January–February: The *karl* stayed home and entertained guests.

March–May: The *karl* sowed seed then went off raiding and plundering.

June–July: The *karl* continued raiding and plundering.

Mid-July–August: The *karl* returned home and harvested the cornfields and made sure the grain was safely in.

September–December: The *karl* went off raiding again.

Suggested solutions: EXTEND 7.1

1 List the different ways being sent away from your community would affect you. How would it have affected an 8th-century Viking? Why was being made an outlaw such a harsh punishment?

Student answers will vary. Here are some suggested answers for how being sent away from the community would affect a Viking:

- The Viking would no longer have access to the community's food and crops.
- The Viking would no longer have access to shelter to protect them from the harsh winters.
- The Viking would be rejected from their society and so not have the benefit of human love and contact.
- The Viking would not be able to enjoy the religious and cultural festivals of the community, so he would lose his identity.
- The Viking would have no protection from the law so would be very vulnerable.

Being made an outlaw was such a harsh punishment because it meant a complete rejection from the community. It meant isolation, danger and hardship.

Suggested solutions: INTERPRET 7.2

According to the saga:

1 What are the age limits for a Viking warrior?

To be a Viking warrior, a male had to be at least 18 years old, and not more than 50 years old.

2 What is meant by the sentence 'The worth of a man is in his arm, and in his sword'?

The sentence 'The worth of a man is in his arm, and in his sword' means the value of a man is how well he fights with his sword.

3 What is the most important characteristic of life on board a Viking ship?

Student answers may vary. For example, they may answer that the most important characteristic of life on board a Viking ship was not to break the law of the Viking.

4 List the difficulties that could be faced by Viking warriors.

The difficulties that could be faced by Viking warriors included battles, storms at sea, sunburn and lack of food and water.

5 Why do you think that Viking law dictated that no prisoners were to be taken in battle? What other guideline in Source 7.11 might be the reason?

Viking law dictated that no prisoners were to be taken in battle because it was better for them to die than to live in chains. The other guideline that might be the reason was that food and water could be scarce, so that in a practical sense, it might have been hard to feed prisoners.

Suggested solutions: INTERPRET 7.3

1 What evidence do Sources 7.13 to 7.15 provide about Viking society?

Sources 7.13 to 7.15 provide evidence that the Vikings were skilled craftspeople who could work expertly with both wood and metal. Their crafts were highly detailed and decorative.

2 In terms of its design and craftsmanship, how does the armlet shown in Source 7.14 compare with modern jewellery?

The armlet shown in Source 7.14 is similar to the design and craftsmanship of modern jewellery. We, too, use spiral designs for silver bracelets, and the level of detail and the competency of the craftsmanship is comparable to modern designs.

Suggested solutions: REVIEW 7.3

1 Outline the Viking social structure. Which social class made up the majority in a Viking community?

Viking society was made up of *jarls*, who were the rulers at the top, then *karls*, who were both farmers and raiders, and at the bottom were *thralls*, who were slaves. The social class who made up the majority in a Viking community were the *karls*.

2 How were Viking laws remembered and communicated? Explain the reasons for this.

Viking laws were remembered and communicated by the law speaker, whose job it was to remember all laws and recite them loudly at each *thing* (assembly). This was because most Vikings could not read or write.

Resources

obook extras

Teacher resources

Weblink: Life of a Viking

This 3 minute video introduces students to the life of a Viking before they became raiders and settlers across Europe.

http://www.history.com/topics/exploration/vikings-history/videos/life-of-a-viking?m=528e394da93ae&s=undefined&f=1&free=false

Viking Beliefs

Teaching support for page 33

Syllabus links

NSW syllabus links

A study of The Vikings is part of Depth Study 4 and one of the four depth studies that explore The Western and Islamic World from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

› describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3

› identifies the meaning, purpose and context of historical sources HT4-5

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

Content

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)

Students:

- discuss the role of the Norse gods in Viking society

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)
- draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Teaching strategies

Getting started

Human societies throughout history have all had religious beliefs and customs to give them meaning to their lives, hope for an afterlife and common rituals to follow for a shared sense of community. Human societies have creation stories to help to give them a sense of how the world was created, why it was created and why we are here. To introduce a Viking creation story, show the animation 'Odin creates the world', found in obook extras. This tells the story of how Odin created Jotunheim, the land of the giants, Midgard, the land of the humans (earth), and Asgard, the splendid land and palaces of the gods. Ask students to watch the animation and then write a brief summary of the story. Then ask students to compare and contrast this animation with Sources 7.16 and 7.17. What are the similarities and differences? Why do you think the differences exist? To learn more about Viking gods, myths and legends, see the BBC's website, found in obook extras.

Activities

Additional activity 7.4: Thor's hammer found!

This activity can be completed in 30 minutes and is a great way for students to use information from an archaeological dig as evidence of Viking beliefs. This is practising their skills of using information from sources as evidence, as the syllabus requires.

Background information:

In the 9th century, a group of Vikings from Denmark sailed to England and raided the English countryside. The *Anglo-Saxon Chronical* refers to them as a 'Great Army', bent on conquest. In 873, these Vikings arrived at Repton where they raided and then settled in for the winter.

The find:

In the late 20th century, archaeologists Martin Biddle and his wife, Birthe Kjølbye-Biddle, discovered the body of a warrior in a graveyard at Repton. He was buried with a sword and a small hammer, identified as the Viking god Thor's hammer. In the Viking sagas, this hammer was Thor's powerful weapon for creating lightning and smashing mountains. The warrior died a brutal and violent death, as shown by his wounds. He had evidence of blows to his skull and thighs. Nearby, the archaeologists found the remains of an Anglo-Saxon body and at least 249 other people.

Drawing conclusions:

1 Provide two reasons why the body of the warrior in Repton was most likely a Viking.

(Suggested answer: We know from the *Anglo-Saxon Chronical* the Vikings came to this area in 873 and raided, and he was buried with Thor's hammer.)

2 If the corpse had been found with a cross on a necklace, instead of Thor's hammer, what would you conclude?

(Suggested answer: that it was a Christian burial, not a Viking burial.)

3 If this warrior at Repton was a Viking who had died in battle, what would the Vikings believe would have happened to him after his death?

(Suggested answer: He would have gone straight to Asgard, the home of the gods, by the Valkyries, the beautiful warrior women who ride flying horses.)

4 Why might this warrior have been buried with a sword and Thor's hammer?

(Suggested answer: Vikings were buried with items it was believed they would need for the afterlife. One theory could be that the sword and Thor's hammer were thought to be useful in his training for Ragnarok, the final battle that would end the cosmos.)

5 How useful would this burial site be for understanding more about the Vikings?

(Suggested answer: This site would be very useful as it provides evidence that the Vikings were engaged in violent battles to the death in England. It shows their burial customs and beliefs.)

Suggested solutions

Suggested solutions: APPLY 7.2

1 Conduct research to create a presentation about five of the Norse gods. Describe the role and appearance of each god, and his or her relationships to other gods.

Student answers will vary.

Suggested solutions: EXTEND 7.2

1 Compare the Viking creation myth in Source 7.16 with other creation myths, from the Bible or from the dreamtime stories of Indigenous Australians. How are the stories similar? How do they differ?

Student answers will vary. Note that the Viking creation myth is similar to that of Indigenous Australians' stories, as they both involve many gods or spirits and conflict. They are different to the creation story in the Bible as the Biblical account only has one God and there is no conflict.

Suggested solutions: EXTEND 7.3

1 Conduct research to find out about Ragnarok, the final battle in Viking mythology between gods, giants, demons, the dead, elves and dwarves. Tell key events in the story of Ragnarok using a storyboard or flow chart, or draw a sketch of a battle scene and write a detailed caption.

Student answers will vary. Note that the final battle will see the death of some major gods, including Odin. There will be natural disasters and the whole world will be burned with fire. The world will then be covered in water and afterwards, the world will be fresh and new, and repopulated by two surviving humans. Some of the gods also survive.

Suggested solutions: REVIEW 7.4

1 What did the Vikings believe happened to warriors after they died?

The Vikings believed that the warriors went to Valhalla, the hall of the bravest of slave warriors, which was in Asgard, the home of the Norse gods. The slain warriors were brought to Asgard by the Valkyries, who were beautiful warrior women riding flying horses. The northern lights was a sign that they were riding the skies. At Valhalla, the warriors trained for Ragnarok, the final battle. By day they fought and by night their bodies mended, and they drank and feasted with Odin.

2 Identify three natural occurrences that are explained in Viking mythology. What is the explanation in each case?

Three natural occurrences that are explained in Viking mythology include:

- thunder – this is the sound of Thor's chariot rumbling across the sky pulled by his two goats
- lightning – this is the path Thor's hammer takes when he tosses it
- the Aurora Borealis (the northern lights) – these are the Valkyries (beautiful warrior women who ride flying horses) riding the skies and bringing slain warriors to Asgard.

Resources

obook extras

Teacher resources

Weblink: Odin creates the world animation

This animation tells the story of the creation of the lands of the giants, people and gods and is a great introduction to Viking beliefs and mythology.

http://www.bbc.co.uk/learning/schoolradio/subjects/english/viking_sagas/episodes/part_1

Weblink: BBC's website on Viking beliefs and stories

This website provides a brief introduction to the important gods, stories and some fun facts that students will enjoy browsing through.

http://www.bbc.co.uk/schools/primaryhistory/vikings/beliefs_and_stories/

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Everyday life in the Viking world

Teaching support for pages 34–37

Syllabus links

NSW syllabus links

A study of The Vikings is part of Depth Study 4 and one of the four depth studies that explore The Western and Islamic World from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

› selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

Content

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)

Students:

- describe the everyday life of men, women and children in Viking society

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts (ACHHS206, ACHHS149)

Research

- identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)
- use a range of communication forms and technologies

Explanation and communication

- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)

Teaching strategies

Teaching tips

- After reading page 35, and examining the sources on the top of page 36, ask students to use words to describe what it might be like to live in a Viking longhouse – for example, musty, dark and cramped. How would living in a longhouse compare to living in your house today? If it was a small longhouse, how would you like to live with all your family in the one room? How would you like to go outside in the middle of winter to go to the toilet?
- After reading page 36, ask students why fossilised poo (as shown in Source 7.26) is so useful for learning about the diet and lifestyle of the Vikings. What do the parasitic eggs tell us about the sanitary conditions or hygiene practices of the Vikings?
- After reading page 37, ask some further discussion questions about Viking food, work, women and children:
    - What Viking foods would you enjoy eating? What Viking foods would you only eat if you had to?
    - The Vikings had to prepare all their food from scratch. What would be all the steps involved in creating a meat stew? (I.e. feed the animals, butcher them, cut off the meat, boil it up, add spices and serve.) What would be the steps involved in making a loaf of bread? (I.e. grow the grains, harvest the grains, grind the grain into flour, bake the flour into bread and serve.) What does this tell you about the time and labour involved in just getting food on the table?
    - How healthy was Viking food? Do you think they would have received adequate nutrition from their food? Do you think it is healthier than what you eat today? Why/Why not?
    - Why did the Vikings have to smoke, dry and salt fish and meat?
    - Why were Viking builders, blacksmiths and craftspeople so essential to Viking society?
    - The Vikings had no formal schooling. How different would your life be if you did not go to school?

For your information

The fossilised poo, shown in Source 7.26, was discovered in 1972, during the construction of the vaults of the York branch of Lloyds Bank. For this reason, it is called the Lloyds Bank Coprolite. At a whopping 19.5 cm long, it is most likely the largest piece of fossilised poo ever found in one piece. In 2003, however, it unfortunately broke into three pieces in front of

a group of school students. A teacher was showing it to students and the display stand holding the poo collapsed, the poo dropped and it broke, creating news across England. It has since been carefully reconstructed. That is one precious piece of poo!

Activities

Additional activity 7.5: Viking menu

This activity can be completed in 60 minutes and is a great way for students to practise their skills of research and communication by researching Viking food and communicating about the past using a graphic communication form, as the syllabus requires.

Students research Viking food and prepare a menu for a Viking feast, with an entrée, main, desert and a selection of beverages. Be sure to illustrate your menu as most Vikings could not read! Two helpful websites for this task can be found in obook extras.

Suggested solutions

Suggested solutions: INTERPRET 7.4

1 Describe the scenes shown in Sources 7.19 and 7.20, including materials used to make the buildings.

Source 7.19 shows a crowded, reconstructed Viking village. Buildings are made of wood with turf on the roofs. The buildings are small and built close together. Source 7.20 shows the reconstruction of a street scene in a Viking town. The scene again shows crowding and people selling all sorts of wares, including shoes, food and birds.

2 What might be a great danger when houses are grouped so closely together, as shown in Source 7.20?

A great danger when houses are grouped so closely together would be fire.

3 Choose one of these images as the cover of an imaginary magazine called *Viking town and village*. Write some inventive and eye-catching headlines that would encourage people to want to live in the selected place.

Student answers will vary.

Suggested solutions: APPLY 7.3

1 Which social classes would the people who used the longhouses of Sources 7.21 and 7.23 belong to? Make a table to list the possible similarities and differences between the two longhouses. Include comments on construction and uses.

The people who used the longhouses of Sources 7.21 would have belonged to the most important *jarls*. The longhouse of Source 7.23 would have belonged to the ordinary people or *karls*.

Similarities	Differences
- made of wood - dirt floors - used for shelter and living	- Source 7.21 shows the longest known longhouse, so it is much bigger than the longhouse shown in Source 7.23. - Source 7.21 would have held many people so may also have been used for large feasts. The longhouse in Source 7.23 is much smaller so would have just housed a few people.

Suggested solutions: APPLY 7.4

1 Draw a sketch of the interior of a typical Viking home, using content from the text and also drawing on your own research. Include detailed labels, and use an organisation chart to keep a record of key sources you used as references (see Source HT.14 in 'The Historian's toolkit' for a discussion of organisation charts).

Student answers will vary.

Suggested solutions: INTERPRET 7.5

1 Describe the interior of the longhouse shown in Source 7.23, and then use your observations to explain why longhouses would have been dark and smelly.

The longhouse in Source 7.23 is small, made of wood and has dirt floors. They have a fire inside the longhouse which would have smelt of smoke. The cramped conditions, lack of ventilation and windows would have resulted in a dark and smelly living environment.

2 Considering both Sources 7.23 and 7.24, what health problems may have resulted from Viking living conditions?

Health problems that may have resulted from Viking living conditions include: lung problems from the smoke and lack of ventilation; sickness, as germs would have spread easily as a result of the cramped conditions; and, various water-borne diseases, from the unclean drinking water and lack of sanitation.

Suggested solutions: APPLY 7.5

1 How does the Viking diet differ from yours? Use a Venn diagram to compare the similarities and differences in the types of foods eaten today and in the Viking world.

Student answers will vary, depending on their own diets.

Suggested solutions: APPLY 7.6

1 Use information and sources from the text and from your own research to create a work titled 'My Viking day'. It could be in the form of diary entries, or of a short story or storyboard. Start by introducing yourself: are you a Viking leader; a farmer and part-time raider; a mother, or a child? Include relevant sources to provide 'snapshots' of your life.

Student answers will vary.

Suggested solutions: REVIEW 7.5

1 Why were Viking villages often located near coasts and rivers?

Viking villages were often located near coasts and rivers to make it easier to load and unload ships.

2 Describe a typical Viking longhouse.

A typical Viking longhouse would be a long rectangular building with rounded ends. It was made of wood and stone. It had dirt floors and if it had windows (which was rare), they would be small. The longhouse would have a fire inside, to provide warmth, light and a means to cook. There would be little furniture.

3 What foods made up the majority of a Viking diet?

The foods that made up the majority of a Viking diet included meat and fish – for example, mutton, goat meat, horse meat, beef and pork. Other main foods included bread, porridge, eggs, milk, butter and cheese. Vegetables such as onions, leeks, peas and cabbage were used in stews. They collected fruits and berries from nearby forests and hunted animals such as wild boar, seabirds, hare and elk.

4 Why were Viking women more independent than women in other societies of the time?

Viking women were more independent than women in other societies of the time as they were left behind when their men went raiding or trading, and they had to manage on their own. This meant taking on farm chores, tending to and butchering animals, and overseeing slaves.

Resources

obook extras

Student resources

Weblink: BBC History Viking Food

This website outlines what a typical day for a Viking might look like, along with their daily foods and foods that would be eaten at a feast.

http://www.bbc.co.uk/history/ancient/vikings/food_01.shtml

Weblink: Archaeological Finds of 9th and 10th century Viking foodstuffs

This website outlines what food was eaten by Vikings in different regions of Europe.

http://www.cs.vassar.edu/~capriest/vikfood.html

Checkpoint 7.1

Teaching support for pages 38–39

Teaching strategies

Teaching tips

- This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.

- The activities can be completed in class or as homework depending on your needs. For example, you may like to:

  Involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation.

  OR

  Set the questions as a written in-class test (either as open book or under exam conditions) and assign marks or have student peers mark the responses.

- Depending on the level to which each student is able to complete these activities, one of three graded Checkpoints student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available electronically as part of the Teacher obook.

Assigning the appropriate Checkpoint student worksheet:

- Students who score less than 50% should be directed to complete the **Support** worksheet for this section: Worksheet 7.1 A

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

- Students who score between 50–75% should be directed to complete the **Consolidate** worksheet for this section: Worksheet 7.1 B.

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section: Worksheet 7.1 C.

A photocopiable/digitally assignable worksheet designed to extend the understanding of students.

Rich task

- The Rich Task in this section is designed to engage students and encourage them to focus on a particular historical skill as they work through a more complex task or problem. Rich tasks such as these involve both process and product, meaning that the thought-process and skills involved in completing the task are as important as the outcome.

- In this Rich Task, students are being asked to focus on developing the historical skills of comprehension: chronology, terms and concepts; analysis and use of sources; research and explanation and communication.

  In particular, students are being asked to research pre-Christian Viking burial methods and rituals and then research a Viking burial ship. They are then required to create a presentation for their findings. It is important that students have a good grasp of research methods to complete these tasks, and a sound understanding of how to create an engaging presentation.

- For more information on these particular skills, you can encourage your students to refer to 'The historian's toolkit – concepts and skills' at the end of this book.

Suggested solutions

Suggested solutions: CHECKPOINT 7.1

WHAT WERE THE KEY FEATURES OF VIKING SOCIETY AND WAY OF LIFE?

1 What are the names of the modern-day countries where the Viking homelands were located? What is this region of the world called? (5 marks)

Some of the names of the modern-day countries where the Viking homelands were located include Denmark, Sweden and Norway. This region of the world is called Scandinavia.

2 List the geographical features of the Viking homelands. (5 marks)

Geographical features of the Viking homelands included isolation from southern and central Europe, with long coastlines, many islands and fjords. There were dense forests and high mountains. There were only narrow strips of land on the coast or beside the fjords that were suitable for farming.

3 Explain how the location and geographical features of the homelands influenced Viking society. (5 marks)

The location of the Viking homelands, which were a great distance from southern and central Europe, meant they were not heavily influenced by other European societies, and they developed their own culture and religious beliefs. Initially, they were polytheistic and not Christian. The dense forests and high mountains meant it was easier for the Vikings to travel between their settlements by boat, so they became expert sailors and ship builders. Their lack of farmland meant they went exploring other lands and became raiders.

4 Complete the table below to identify sources that relate to key features of Viking society. Describe the evidence that each source provides. (10 marks)

Key feature of Viking society	Sources	Evidence provided
Role and status of *jarls* and *karls*	Source 7.8 Source 7.9 Source 7.10	Shows *jarls* were at the top of the social structure with *karls* beneath them. Shows *karls* were both farmers and raiders. Provides evidence that *karls* were concerned with both farming and going on raids.
Viking *things*, laws and codes of behaviour	Source 7.11	Provides evidence of codes of behaviour on a raid, such as sharing all the plunder, not speaking of fear and not taking prisoners in battle.
Viking trade	Source 7.13	Provides evidence of the excellence of Viking ship building skills, used in trade and raids.
Viking culture	Source 7.14 Source 7.15	Shows evidence of the excellent skills of Viking craftspeople, such as the creation of a silver armlet. This shows they valued jewellery and precious things. Shows evidence of skill and excellent craftsmanship and that Vikings enjoyed playing strategy games.

5 Describe the typical lifestyle of Viking families living in villages in their homeland, including:

a housing and home life

Vikings lived in small villages made up of a few family groups. Their houses were built close together and the streets were long and narrow. People lived in longhouses, which were long rectangular buildings with rounded ends. They were built of wood and stone and did not usually have windows. They had dirt floors and had a fire in them to provide warmth, light and a means to cook. They had little furniture. Toilets would be a hole in the ground outside the house.

b daily occupations

Farming was the primary occupation of most Vikings. Some Vikings were builders, blacksmiths or craftspeople. They would make furniture, houses, farming tools, weapons and boats. Women were left behind when their men went raiding or trading and they had to manage on their own. This meant taking on farm chores, tending to and butchering animals and overseeing slaves. Children did not have a formal education. Sons worked on the farm or in the workshop, and learned Viking history, religion and law from spoken stories and songs. Daughters worked in the home.

c food and diet

The foods that made up the majority of a Viking diet included meat and fish – for example, mutton, goat meat, horse meat, beef and pork. Other main foods included bread, porridge, eggs, milk, butter and cheese. Vegetables such as onions, leeks, peas and cabbage were used in stews. They collected fruits and berries from nearby forests and hunted animals such as wild boar, seabirds, hare and elk.

d entertainment and games (10 marks)

Vikings would hold noisy feasts in the longhouse of a *jarl* after successful raids. Men would get drunk for days on ale or mead. Entertainment might include dancing, poetry recitals and music played on fiddle-like instruments or animal horns. Vikings also played board games, based on strategy, similar to chess.

6 What religious beliefs did the Vikings hold at the start of the Viking Age? Why and when did these beliefs start to change? (5 marks)

Vikings believed in many gods at the start of the Viking Age. They believed that different gods were responsible for different areas of daily life. The chief of the gods was Odin. Thor, the god of thunder, guarded men and gods against evil. The home of the Norse gods was Asgard. They believed that slain warriors would go to Asgard after they died. They believed that Ragnarok was the final battle at the end of the age. These beliefs started to change towards the end of the 9th century when many converted to Christianity. The Vikings were exposed to Christian beliefs as they spread throughout Europe.

7 What were gods responsible for, according to Viking beliefs? What rituals were associated with these beliefs? (5 marks)

The gods were responsible for different areas of life, such as harvests, love, family, fertility and war. The Vikings had rituals associated with these beliefs, for example, they made animal or human sacrifices to the gods to get something they needed, such as a good harvest or success in battle.

8 Retell one story from Norse mythology. (5 marks)

Student answers will vary depending on their story. Here is a sample answer for the creation myth:

In the beginning there was a world of ice and a world of fire. When these worlds collided they produced a giant called Ymir and a cow called Audhumla. The cow licked the ice and revealed a man called Buri. Buri had three grandsons who killed Ymir. From Ymir's body, they made the world. His blood became the lakes and seas, his flesh became the ground, his bones became the mountains and his teeth and jaws and broken bones became the rocks and pebbles. His brains became the clouds.

TOTAL MARKS [/50]

Suggested solutions: RICH TASKS

Viking burials

1 Investigate pre-Christian Viking burial methods and rituals. Prepare a report that describes the rituals and how they relate to Viking beliefs about the gods and the afterlife. Include sources from the text and from your own research, and explain the evidence they provide.

Here are some suggested marking criteria for this task:

Marking Criteria	Marks
• Clearly and thoroughly describes pre-Christian Viking burial methods and rituals • Accurate and detailed description of how those burial methods and rituals relate to Viking beliefs about the gods and the afterlife • Excellent inclusion of sources from the text and your own research with a clear and thorough explanation of the evidence they provide	21–25
• Clearly describes pre-Christian Viking burial methods and rituals • Accurate description of how these burial methods and rituals relate to Viking beliefs about the gods and the afterlife • Good inclusion of sources from the text and your own research with a clear explanation of the evidence they provide	16–20
• Basic description of pre-Christian Viking burial methods and rituals • Basic description of how these burial methods and rituals relate to Viking beliefs about the gods and the afterlife • Some inclusion of sources from the text and your own research with a basic explanation of the evidence they provide	11–15
• Attempts to describe pre-Christian Viking burial methods and rituals • Attempts to describe how these burial methods and rituals relate to Viking beliefs about the gods and the afterlife • Attempts to provide a source from the text	6–10
• Makes a general statement about pre-Christian Viking burial methods and rituals • May make limited reference how these burial methods and rituals relate to Viking beliefs about the gods and the afterlife • No sources from the text or your own research	1–5

2 Research the discovery of a Viking burial ship, such as that of the one found at Oseberg (see Source 7.31). Create a presentation that describes the artefacts and human remains found in the burial ship. What methods have been used to date and analyse the findings?

Here are some suggested marking criteria for this task:

Marking Criteria	Marks
• Clear and thorough description of the artefacts and human remains found in a Viking burial ship • Accurate and detailed description of the methods used to date and analyse the findings • Highly creative and engaging presentation • Evidence of detailed and thorough research	21–25

• Clear description of the artefacts and human remains found in a Viking burial ship • Accurate description of the methods used to date and analyse the findings • Creative and engaging presentation • Evidence of detailed research	16–20
• Some description of the artefacts and human remains found in a Viking burial ship • Some description of the methods used to date and analyse the findings • Some creativity • Some evidence of research	11–15
• Attempted description of the artefacts and human remains found in a Viking burial ship • Attempted description of the methods used to date and analyse the findings • Little evidence of research	6–10
• Makes a general statement about the artefacts and human remains found in a Viking burial ship • Limited reference to the methods used to date and analyse the findings • No evidence of research	1–5

Resources

obook extras

Student resources

Checkpoint worksheet 7.1 A (support)

A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.

Checkpoint worksheet 7.1 A (support) Answers

Answers for Checkpoint worksheet 7.1 A (support)

Checkpoint worksheet 7.1 B (consolidate)

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

Checkpoint worksheet 7.1 B (consolidate) Answers

Answers for Checkpoint worksheet 7.1 B (consolidate)

Checkpoint worksheet 7.1 C (extend)

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

Checkpoint worksheet 7.1 C (extend) Answers

Answers for Checkpoint worksheet 7.1 C (extend)

Section 7.2 What developments and achievements led to Viking expansion?

Teaching support for pages 40–41

Syllabus links

NSW syllabus links

A study of The Vikings is part of Depth Study 4 and one of the four depth studies that explore The Western and Islamic World from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

› describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3

› identifies the meaning, purpose and context of historical sources HT4-5

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

Content

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)

Students:

- identify the extent of Viking exploration and trade
- identify the regions conquered and/or settled by the Vikings
- explain how and why Viking expansion occurred, including developments in weaponry and shipbuilding technologies

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts (ACHHS206, ACHHS149)

Empathetic understanding

- interpret history within the context of the actions, attitudes and motives of people in the context of the past (ACHHS212, ACHHS155)

Research

- identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)

Teaching strategies

Getting started

Begin by showing students a three- minute video to introduce this section on Viking trade, expansion and raiding (see obook extras). The Vikings sought opportunities abroad to expand their land (as it was in short supply at home) and their trade networks. They explored from Russia all the way to America. The video examines the value systems of the Vikings and explains their belief in predestination – that is, their belief that the day of your death was already determined so there was nothing to lose by initiating dangerous raids. In other words, if you were meant to die today, that was already set and there was nothing you could do about it. The Vikings were revolutionary sea-farers as they went out to sea for days on end with no coastline to guide them. Their ships were strong enough to travel oceans and yet light and shallow enough to navigate rivers. They built trading towns, which became great cities, such as Dublin in Ireland. One great legacy of the Vikings was that their trade and expansion connected the world in a new way and actually contributed to the development of Europe. Discuss with students:

- Why did the Vikings explore new lands?
- What did the Vikings believe about death and how did this help them become fearsome raiders?
- What was so great about their longships?
- How did the Vikings contribute to the development of the world?

Teaching tips

- Students may not have come across the terms ‘raid’ and ‘plunder’ before. Ensure students understand what these terms mean. A raid is a surprise attack and to plunder means to take goods and valuables by force.
- The Vikings traded items such as silk, spices, jewellery, wine, silver, timber, tin, iron, fur, fish and leather. They also were in the business of buying and selling slaves. Vikings carried scales with them on their trading expeditions to make sure that the money that was used in business was the correct weight. They traded all the way into central Asia and along the north coast of Europe. Students can explore Viking trade further, and go on a virtual trading expedition entitled ‘Thorkel and the trading voyage’ by referring to the website in obook extras.

- Show students a list or read out some of these Viking values:
  - Never break a promise, especially to a fellow warrior.
  - Face death with courage as warriors who died in battle go straight to Asgard, the home of the gods.
  - Be patient and cool-headed in battle.
  - Share plunder with fellow warriors.
  - Never forget that an enemy is always an enemy.
  - Accept that your that life and death have already been decided by fate.
  - Support your fellow warriors and work as a team.

Discuss with students how these values might help Vikings to change from traders to successful and violent raiders.

Differentiate

Some students may find the concept of cause and effect, along with empathetic understanding, difficult to grasp, while others may be looking for a bit more of a challenge in this area. These suggestions can help you modify the level of difficulty of this concept and help you personalise learning for different ability levels.

This activity will take 40 minutes. It is useful for students to practise identifying cause and effect in relation to why Vikings went on raids and to develop their empathetic understanding for understanding Viking motives.

Students complete the following table on cause and effect, using the information on page 41, along with their own research. A helpful website, 'Loot and Land,' can be found in obook extras.

Why did the Vikings become raiders?

Cause	Possible effect/s
Climate: Vikings lived in an area where they experienced a harsh climate with freezing winters and (depending on where you lived) crops were difficult to grow.	The Vikings looked for land was better to grow crops. They conquered these lands and used them for their own farming.

For less able students:

Provide all the causes for the table and have them identify the effects. Here are some examples of further causes to include in the table:

- *Population growth:* The population of the Vikings grew which put pressure on farmland. (Effect: The Vikings sought out other lands to settle their growing populations and farms.)
- *Good winds for travelling:* The prevailing winds towards the British Isles were strong in spring and changed direction, blowing back towards their homeland in autumn. (Effect: The Vikings were able to easily travel across the seas to the British Isles to raid, using the strong prevailing winds, and get home for the winter.)
- *Trade knowledge:* As Vikings traded with other lands, they gained knowledge of where there were riches and where there was weak government. (Effect: The Vikings knew where to attack and where they could be successful in their raids.)
- *Developments in technology and skills:* The Vikings had advanced technology and skills in shipbuilding, navigation and weaponry. (Effect: The Vikings could navigate to distant shores, and have the necessary weapons to successfully raid other settlements.)
- *Viking values:* The Vikings valued wealth, glory on the battlefield and did not fear death. (Effect: The Vikings were motivated to raid for glory, wealth and power and they took risks on the battlefield.)

Now have students answer this question:

Imagine you are a Viking farmer and warrior. You have heard of a distant monastery with riches beyond imagination. Why might you decide to assemble a crew and become a raider?

For more able students:

Have students identify both the causes and effects in the table.

Now answer the following question:

'The Vikings became raiders out of necessity rather than simply wanting to cause death and destruction.' Do you agree with this statement? Why/Why not?

Suggested solutions

Suggested solutions: INTERPRET 7.6

1 Use Sources 7.34 and 7.35 and an atlas to list five modern-day countries:

a that are in areas where the Vikings traded

Student answers will vary. The Vikings traded with a vast number of European countries, such as Spain, France, England, Ireland and Germany.

b where the Vikings established settlements.

Student answers will vary. The Vikings established settlements in Greenland, Iceland, England, Ireland and Germany.

2 Write a statement to describe the extent of Viking trade.

The Vikings traded far and wide throughout Europe, from the Caspian and Black Seas in the south-east of Europe to the North Sea.

3 Write a paragraph to describe the expansion of Viking settlement from the 8th to the 11th century. Do you think there is a link between the Viking trade routes and the direction of Viking raids and settlement?

Viking settlement expanded northwest, such as to Iceland and Greenland, and southwest, such as to Ireland, the United Kingdom and France. They also expanded south to Germany and Poland and east to Eastern European countries as far as Russia. There is a link between the direction of Viking raids and settlement as they often settled where they had already explored and raided.

Suggested solutions: REVIEW 7.6

1 Which significant trade route did Viking merchants link to when they reached Constantinople?

The significant trade route that Viking merchants linked to when they reached Constantinople was the Silk Road.

2 What do you think was the main cause of Viking raids and expansion? Rank the possible causes in order of importance and explain your reasoning.

Student answers will vary depending on their own point of view. Make sure they explain the reasons for their rankings.

Resources

obook extras

Student resources

Weblink: Trade and exploration

This weblink has some information about what Vikings traded. In the activities section at the bottom of the page, students can participate in a virtual trading expedition called ‘Thorkel and the trading voyage’, which gives students a good idea of the items that Vikings traded.

http://www.bbc.co.uk/schools/primaryhistory/vikings/trade_and_exploration/

Weblink: Loot and land

This is a helpful article by Dr Anna Richie that discusses who the Vikings were; their shipbuilding technologies and the range of motivations they had for going on raids.

http://www.bbc.co.uk/history/ancient/vikings/loot_01.shtml

Teacher resources

Weblink: The Vikings video

This three-minute video introduces students to the reasons why Vikings explored beyond their shores as traders and then raiders. It examines the contribution they made to the development of Europe.

http://www.history.com/topics/exploration/vikings-history/videos/mankind-the-story-of-all-of-us-the-vikings?m=528e394da93ae&s=undefined&f=1&free=false

Viking raids and settlements

Teaching support for pages 42–43

Syllabus links

NSW syllabus links

A study of The Vikings is part of Depth Study 4 and one of the four depth studies that explore The Western and Islamic World from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

› describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3

› identifies the meaning, purpose and context of historical sources HT4-5

› locates, selects and organises information from sources to develop an historical inquiry HT4-8

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

Content

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)

Students:

- identify the regions conquered and/or settled by the Vikings
- explain how and why Viking expansion occurred, including developments in weaponry and shipbuilding technologies

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)

Teaching strategies

Teaching tips

- The Viking raid on the monastery at Lindisfarne, off the English coast, is remembered in history as a brutal and savage attack. It was here that the Vikings gained their reputation as 'barbarians', and 'uncivilised brutes'. Further attacks like this one meant they became hated in Europe. Have students read Source 7.39 and discuss why Vikings gained this reputation and why they became so hated. In your discussions, take note that the early Viking raiders showed no respect to the Christian religion, as they took holy artefacts and trampled on their holy places.
- Although the Vikings had the reputation of 'uncivilised brutes', they actually needed a lot of planning and skill to execute their raids, along with expertly built longships to navigate the North Sea. To introduce students to the skill, technology, equipment and expertise the Vikings needed to plan and execute a raid, have students complete the Viking Quest in obook extras.

For your information

The word Viking literally means 'one who lurks in a vik' (vik=bay), which can be roughly translated as 'pirate'. Discuss with students whether the Vikings deserve to have the name 'pirate'. Did they act like pirates? Were they fierce and brutal? Was their focus on treasure? Were they a law unto themselves?

Activities

Additional activity 7.6: Treasure!

This activity can be completed in 30 minutes and is a great way for students to practise their skills of locating, selecting and using information from a range of sources as evidence, as the syllabus requires.

One of the most important ways the Vikings measured wealth was by their silver. It was quite late in the Viking Age that they actually produced their own coins, so Vikings were keen to get their hands on silver coins and other silver objects during their raids. As there were no banks, they would then hoard their stolen wealth, often by burying it in the ground, or use it to trade with.

Students examine the range of archaeological finds from the time of the Vikings on the British Museum website (see obook extras) to answer the following question:

What objects did the Vikings value? Select three sources from this site to use as evidence to answer this question.

Suggested solutions

Suggested solutions: INTERPRET 7.7

1 Describe the artefacts shown in Sources 7.42 and 7.43.

Source 7.42 shows the Lindisfarne Gospels, beautifully bound in silver and jewels, like the original would have been. Source 7.43 shows a stockpile of Viking loot, including silver coins and precious jewellery.

2 What evidence do Sources 7.40 to 7.43 provide about what motivated the Vikings' raids in the years 841 and 842?

Sources 7.40 to 7.43 provide evidence that silver and riches motivated the Vikings' raids in the years 841-842. For example, according to Source 7.40, the Vikings only left 'after they had been bought off with much silver'.

3 What change in Viking raiding patterns occurred in France in the year 843? Why was this significant?

In the year 843, the Vikings built houses for the winter and settled down. This was significant as they could resume attacks in the surrounding area in the spring and they began to establish themselves as rulers in areas that they had previously attacked.

4 What does Source 7.41 reveal about people's responses to the Viking attacks?

Source 7.41 reveals that people responded passively to the Viking attacks. The Vikings simply conquered, and no one resisted them.

5 Suggest why a Viking raider might have left the treasure shown in Source 7.43 buried underground. Why might he not have returned to retrieve the treasure?

A Viking raider might have left the treasure shown in Source 7.43 buried underground to protect it. Burying a treasure was the safest way of keeping it. He may not have returned to retrieve the treasure because he may have died before he could retrieve it.

Suggested solutions: REVIEW 7.7

1 How do historians know that people in England were unafraid of Vikings before AD 787?

Historians know that people in England were unafraid of Vikings before AD 787 because an English official rode to meet the Vikings, assuming they were merchants who meant them no harm.

2 What was the purpose of the first Viking raids? How was this different to the purpose of later raids in the 9th century?

The purpose of the first Viking raids was to gain gold, silver and riches. This was different to the purpose of later raids in the 9th century, when the Vikings did not return back to their homelands with their loot, but started to build houses in the winter and establish settlements that would become permanent. They then established themselves as rulers in areas they had previously attacked.

3 Explain why the Viking Rollo was given a large area of land in France.

The Viking Rollo was given a large area of land in France so he would stop his attacks on settlements along the Seine River.

Resources

obook extras

Student resources

Weblink: Viking quest

This is an excellent webquest where students have to make decisions as part of a Viking raid. They have to build a Viking longship; choose their crew; sail across the North Sea to the British Isles; and land at Lindisfarne, where they take part in a Viking raid of a monastery. Will students make good decisions, make it to Lindisfarne, win the battle for the monastery and take home the loot?

http://www.bbc.co.uk/history/interactive/games/viking_quest/index_embed.shtml

Weblink: The British Museum on the Vikings

This website has a range of objects found from the time of the Vikings in Britain.

http://www.britishmuseum.org/explore/online_tours/europe/the_vikings/the_vikings.aspx

Viking raiders

Teaching support for pages 44–46

Syllabus links

NSW syllabus links

A study of The Vikings is part of Depth Study 4 and one of the four depth studies that explore The Western and Islamic World from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

› identifies the meaning, purpose and context of historical sources HT4-5

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

› selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

Content

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)

Students:

- identify the extent of Viking exploration and trade
- identify the regions conquered and/or settled by the Vikings
- explain how and why Viking expansion occurred, including developments in weaponry and shipbuilding technologies

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- identify the origin and purpose of primary and secondary sources (ACHHS209, ACHHS152)

- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)
- draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Research

- identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)

Explanation and communication

- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)

Teaching strategies

Teaching tips

- After reading the section on Viking raiders on pages 44–5, have a class discussion about how students think *berserkers* could do what they did, according to Sources 7.45 and 7.46. For example, how could they eat their shield and fiery coals; rush through fires; slay men with their bare hands and crush people to death with their teeth? Could these sources be exaggerated in any way? If so, why? If not, what explanation can you give for their abilities?
- Before reading the section on Viking longships on pages 45–6, show a four-minute animation, 'Life at Sea' (see obook extras). This will grab students' attention and introduce them to the longship. After watching the animation, discuss with students what the animation showed them about:
    - why the Vikings built longships
    - how they build longships and why they were called 'dragon-ships'
    - how they navigated the seas.

For your information

A Viking longship could average speeds of approximately 18km/h, or even more if carried by strong winds at sea. They did not have a rudder, but a sailor would steer with a 'steering oar' on the right-hand (or starboard) side of the ship. This was because most sailors were right-handed and could control the steering better on the right-hand side. For more interesting information about Viking longships, see the BBC's article in obook extras.

Activities

Additional activity 7.7: Viking longship poster

This activity can be completed in 60 minutes and is a great way for students to engage with the concept of historical significance, as the syllabus requires, in a visually appealing way. This activity is great for visual and creative learners and helps students to think about why the Viking longship was so important and significant for the Vikings.

Students use the 'How to Draw Worksheet', found in obook extras, to draw their own picture of a Viking longship in the middle of a poster. After doing some further research, write words and phrases that explain the capabilities of the Viking longships around their pictures – for example: fast, light, has oars to navigate rivers, has a large sail for ocean crossings, and can get close to shore for raids.

At the bottom of the poster, write a couple of sentences that explain why the Viking longships were so significant for the Vikings.

Suggested solutions

Suggested solutions: APPLY 7.7

1 Write or tell the story of the Viking raid illustrated in Source 7.44 from the point of view of a Viking boy on his first raid. Then write or tell the story from the point of view of a young shepherd who lives in the village near the monastery being raided.

Student answers will vary.

Suggested solutions: INTERPRET 7.8

1 In your own words, describe the behaviour of the *berserkers*, as recounted in Sources 7.45 and 7.46.

The *berserkers* threw themselves into a state of madness, eating their shields and fiery coals before going into battle. They then used their weapons to maximum effect, causing great destruction against superior numbers. They looked like great bears, killing men with their bare hands and crushing everything to death with their teeth.

2 Describe the artefacts shown in Sources 7.47 and 7.48. Explain whether or not they support the evidence provided in Sources 7.45 and 7.46.

Source 7.47 shows a man with the head of a wolf or bear. This supports the evidence in Source 7.48 that a 'great bear' went before the King in battle. Source 7.48 shows a chess piece of a Viking *berserker* biting his shield. This supports the evidence in Source 7.45 that the *berserker* 'furiously bit and devoured the edges of his shield'.

3 Based on these sources, what do you think was the effect of the *berserkers* on the inhabitants of the monasteries and settlements they attacked?

The effect of the *berserkers* on the inhabitants of the monasteries and settlements they attacked would have been one of complete fear. They would not have wanted to fight such fearsome and effective warriors.

Suggested solutions: REVIEW 7.8

1 Describe the weapons and fighting style of Viking warriors.

Viking warriors all had a sword. These were used for hacking and slashing, rather than stabbing at enemies. They also used a battle-axe, which could do fearful damage with its large curved blade and long handle. They also used spears, bows and arrows and round shields made of wooden boards. *Berserkers* went into battle after working themselves into a rage and fought to the death.

2 What is the origin of the term *berserker*?

The term *berserker* means ‘bear coat’. *Berserker* warriors wore the skins of bears or wolves into battle.

3 What advantages would a Viking leader have if his fighters included *berserkers*?

If a Viking leader’s fighters included *berserkers* he would be able to strike fear into the enemy and the *berserkers* would effectively kill everything in their path.

4 Explain how the design of longships helped the Vikings successfully execute their lightning raids.

The design of the longships was advantageous for lightning raids as they were so thin and light. They were able to be carried or dragged overland, allowing Viking raiders to take their ships up any river and sail very close to shore, from where they could wade in quickly for a surprise attack. In strong winds, the sail allowed for a fast ocean crossing. If there was no wind, men still could row to get away quickly from a raid. Rowing was also necessary to navigate the rivers. The blood red sail, together with the dragon heads at the bow and stern of a longship helped to heighten the terror towards raid victims and enable the Vikings to quickly raid without resistance.

Resources

obook extras

Student resources

Weblink: How-to-draw worksheet

This weblink shows students step-by-step how to sketch a Viking longship.

http://drawinglessonsfortheyoungartist.blogspot.com.au/2011/11/how-to-draw-viking-ship-lesson-for.html

Teacher resources

Weblink: Life at sea

This 4 minute animation introduces students to the Viking longship: why it was built; how it was built and how they navigated the seas.

http://www.history.com/shows/vikings/videos/life-at-sea?m=518971c8b90b7

Weblink: BBC History Viking weapons and warfare

This website provides an excellent summary of Viking longships, weapons, battles and tactics.

http://www.bbc.co.uk/history/ancient/vikings/weapons_01.shtml

Viking explorers

Teaching support for pages 47–48

Syllabus links

NSW syllabus links

A study of The Vikings is part of Depth Study 4 and one of the four depth studies that explore The Western and Islamic World from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

› describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3

› identifies the meaning, purpose and context of historical sources HT4-5

› identifies and describes different contexts, perspectives and interpretations of the past HT4-7

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

Content

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)

Students:

- discuss the theory that Vikings discovered America
- The role of a significant individual in the expansion of Viking settlement and influence (ACDSEH049)
- investigate and assess the role of significant individuals involved in the expansion of Viking settlement and influence, eg Erik the Red or Leif Ericson
- use sources to identify different perspectives on the chosen individual

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)
- draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Perspectives and interpretations

- identify and describe different perspectives of participants in a particular historical context (ACHHS212, ACHHS155)

Research

- identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156)

Teaching strategies

Teaching tips

- A simple, introductory website for students that outlines Viking exploration and expansion into Iceland, Greenland and North America, including sources and fun facts, can be found in obook extras.
- Erik Thorvaldsson was known as 'Erik the Red' because of his red hair, including a red beard. Erik the Red had a terrible temper. He was exiled from Norway and then later, from Iceland, for feuding and some killings. He ended up as the chief of Greenland, ruling over the colonists who had settled there. Discuss how significant 'Erik the Red' was in expanding Viking settlement and influence.
- Leif Ericson, the son of 'Erik the Red' was known as 'Leif the lucky'. Students could suggest why Leif might have been called 'the lucky'. Some sources have suggested that it because he never got lost at sea. According to the sagas, Lief Ericson set foot in North America 500 years before Christopher Columbus 'discovered' the Americas. Discuss how significant 'Leif the lucky' was in expanding Viking settlement and influence.
- Some students may struggle with APPLY 7.8. Two websites that may help them understand why the *Saga of Erik the Red* and the *Greenlanders Saga* are so different and have so many problems with their reliability can be found in obook extras.
- Note that at L'Anse aux Meadows, in Newfoundland, the style and construction of the buildings, with frames made of wood and peat-turf roofs (as seen in Source 7.53) are

remarkably similar to the Norse style of buildings found in Greenland and Iceland. Have students look up the UNESCO website (see obook extras) and write a list of other archaeological finds at L'Anse aux Meadows, that indicate this site was in fact settled by the Vikings.

For your information

In 930 the Vikings who had settled in Iceland, set up the Althing (literally: all-thing or general assembly), which is the oldest parliament in the world. Iceland's parliament is still called the Althing today.

Activities

Additional activity 7.8: Father and son profiles

This activity can be completed in 60–80 minutes and is a great way to investigate and assess the role of significant individuals involved in the expansion of Viking settlement and influence – such as Erik the Red and Leif Ericson – and use sources to identify different perspectives on these individuals, as the syllabus requires.

Research both Erik the Red and Leif Ericson and complete the following profiles on each of these men.

Birth place:

Where he travelled to and why:

What discoveries he made:

Any interesting facts/stories about him:

How important he was in expanding Viking settlement and influence:

Two different sources that have different perspectives on him:

Suggested solutions

Suggested solutions: APPLY 7.8

1 Two different accounts of Leif's discovery of North America, the *Saga of Erik the Red* and the *Greenlanders Saga*, were written 200 to 300 years after the event. Conduct research on these sagas. Draw flow charts to outline the events according to the two different versions. Which saga do most historians believe to be the most reliable and why?

Student answers will vary.

Note that the two sagas are contradictory. For example, according to the *Greenlanders Saga*, Bjarni Herjulfsson was the first European to sight North America when his ship was blown off course from a sail to Greenland. However, according to the *Saga of Erik the Red*, Leif Eriksson was the first European to sight North America. They also differ in their description of the geography of North America and how many Viking settlements were set up there.

Historians believe that both sagas contain a mixture of historical truth and fiction. They were written down during the 13th and 14th century and based on stories that had been handed down orally for at least 200 years. Historians believe that the sagas actually reflect customs, political events and personal agendas from these later centuries, rather than the time of the Viking Age. In both sagas, events are out of order and the compass directions are wrong, which further complicates the issue of where exactly the Vikings settled in North America. Historians believe that the *Greenlanders Saga* is more reliable on the issue of who sighted North America first, as it is likely that Leif went to North America after hearing of Bjarni's tales. However, since both these sagas are seen as fairly unreliable, historians are turning to archaeological evidence, such as the archaeological work in Newfoundland, to try and work out what actually happened.

Suggested solutions: REVIEW 7.9

1 What was one of the consequences of the Vikings punishing crime by exile?

One of the consequences of the Vikings punishing crime by exile was that Erik Thorvaldsson, known as Erik the Red, sailed in search of new land, having been exiled from both Norway and then Iceland. He found Greenland.

2 Explain why Erik the Red called the land he discovered 'Greenland'.

Erik the Red called the land he discovered 'Greenland' to tempt new settlers to the area.

3 Why was Greenland eventually abandoned by the Viking settlers?

Greenland was eventually abandoned by the Viking settlers because life there became more difficult. The climate became colder from the mid-13th century. Fewer ships visited the island and so the settlers became more isolated.

4 What is Leif Eriksson famous for?

Leif Eriksson is famous for becoming the first European explorer on the North American continent.

5 What was the significance of the archaeologists' discovery at L'Anse aux Meadows?

The significance of the archaeologists' discovery at L'Anse aux Meadows is that it shows a Viking settlement. Radiocarbon dating indicates it was inhabited around the year AD 1000,

which was around the time Leif founded a Viking settlement in North America. It shows that this may have been the site of Eriksson's settlement.

Resources

obook extras

Student resources

Weblink: Trade and exploration

This website outlines the discoveries of Iceland, Greenland and America in a simple, introductory way. It has sources and fun facts to engage student interest in this topic.

http://www.bbc.co.uk/schools/primaryhistory/vikings/trade_and_exploration/

Weblink: Where is Vinland?

This website discusses both the *Saga of Erik the Red* and the *Greenlanders Saga* and explains why these sources have problems with their reliability.

http://www.canadianmysteries.ca/sites/vinland/whereisvinland/indexen.html

Weblink: Vinland Sagas

This website describes the two sagas and notes their differences.

http://www.mnh.si.edu/vikings/voyage/subset/vinland/sagas.html

Weblink: UNESCO L'Anse aux Meadows National Historic Site

This is the UNESCO site which details the significance of the L'Anse aux Meadows National Historic Site and explains the archeological finds that indicate this was once a Viking setttlement.

http://whc.unesco.org/en/list/4

Checkpoint 7.2

Teaching support for page 49

Teaching strategies

Teaching tips

- This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.
- The activities can be completed in class or as homework depending on your needs. For example, you may like to:
  - Involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation.

  OR

  - Set the questions as a written in-class test (either as open book or under exam conditions) and assign marks or have student peers mark the responses.
- Depending on the level to which each student is able to complete these activities, one of three graded Checkpoints student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available electronically as part of the Teacher obook.

Assigning the appropriate Checkpoint student worksheet:

- Students who score less than 50% should be directed to complete the **Support** worksheet for this section: Worksheet 7.2 A.

  A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.
- Students who score between 50–75% should be directed to complete the **Consolidate** worksheet for this section: Worksheet 7.2 B.

  A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.
- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section: Worksheet 7.2 C.

A photocopiable/digitally assignable worksheet designed to extend the understanding of students.

Rich task

- The Rich Task in this section is designed to engage students and encourage them to focus on a particular historical skill as they work through a more complex task or problem. Rich tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome.

- In this Rich Task, students are being asked to focus on developing the historical skills of comprehension: chronology, terms and concepts; research and explanation and communication.

  In particular, students are being asked to use research to develop three inquiry questions about aspects of the Viking Age that interest them.

- For more information on these particular skills, you can encourage your students to refer to 'The historian's toolkit – concepts and skills' at the end of this book.

Suggested solutions

Suggested solutions: CHECKPOINT 7.2

WHAT DEVELOPMENTS AND ACHIEVEMENTS LED TO VIKING EXPANSION?

1 On a blank copy of a world map, mark the routes Viking merchants used for travel and the routes thought to be taken by Viking explorers in the Atlantic Ocean (use two different colours). Include a legend and write a caption for the map. (10 marks)

Provide a blank copy of a world map and have students follow the instructions for this question carefully.

2 On the map drawn for Question 1, mark the routes used by Viking raiders and shade the areas settled by Vikings by the 11th century. (10 marks)

Students follow the instructions for this question carefully.

3 Outline the possible reasons why Vikings began to raid surrounding lands in the 8th century. What do you think was the main reason for Viking expansion? (10 marks)

Possible reasons why Vikings began to raid surrounding lands in the 8th century include:

- Necessity – many Viking communities were located on poor farmland in a cold climate. As the population grew, there was not enough land to grow crops to feed all the people.

- Knowledge of other lands gained through trade – reports by well-travelled merchants would have helped the Vikings piece together an accurate picture of the surrounding regions, including the riches that were held in towns and ministries. These riches motivated the Vikings to raid and plunder.

- Developments in weaponry and shipbuilding – the Vikings' shipbuilding and navigational skills were highly advanced. They had the expertise to make efficient warships known as longships, which they used for their raids. The Vikings were also highly skilled metalworkers who made razor sharp swords and metal armour. These developments meant they had the means to carry out their raids.

- Desire for wealth and glory – Vikings desired quick and easy wealth. They wanted glory and adventure.

The main reason for Viking expansion is contestable and will depend on students' own point of view. Make sure they argue their point.

4 What evidence exists for the discovery of America by Vikings? What difficulties do historians face in forming conclusions about exactly where Vikings landed and lived on the North American coast? (10 marks)

There is both written and archaeological evidence for the discovery of America by Vikings. The main written evidence comes in the form of two great sagas, the *Saga of Erik the Red* and the *Greenlanders Saga.* Archaeological evidence shows the remains of a Viking settlement in Newfoundland. Radiocarbon dating of charcoal found at the site indicates it was inhabited around AD 1000, which is when the sagas approximately suggest America was settled by Vikings.

Historians face a number of difficulties in forming conclusions about exactly where Vikings landed and lived on the North American coast, as both the sagas contain different descriptions of the American geography and different accounts of how many settlements there were. They also face difficulties as the sagas were originally oral traditions, written down 200 to 300 years after the events they describe. The sagas actually reflect customs, political events and personal agendas from these later centuries, rather than the time of the Viking Age. In both sagas, events are out of order and the compass directions are wrong, which further complicates the issue of where exactly the Vikings settled in North America.

5 Use your knowledge of the Vikings to discuss the topic 'Vikings – savage or civilised?' Refer to written and visual sources throughout the text, including those below. What do the sources reveal about Viking culture? In your answer, consider how the perspective of the person who wrote or created a particular source affects its interpretation. (10 marks)

Vikings were both savage and civilised people. There is little doubt that they were savage raiders. As Source 7.54 shows, the Vikings attacked Constantinople and did not spare women

or babies. Their slaughter was vast, for everywhere there were dead bodies. As Source 7.54 was written from a victim's perspective, we would expect the author to be angry at his treatment by the Vikings. This would influence his writing. However, Source 7.54 is also supported by other victims of the Vikings, such as Source 7.40, which describes the Vikings killing monks and people and pillaging a city in France. Source 7.41 also describes the massacres, burnings and plundering of the Vikings. From these sources, we can conclude that the victims of Viking raids believed the Vikings to be savages who left nothing but death and destruction in their wake, as that is what they had experienced.

On the other hand, the Vikings could also be seen as highly advanced and civilised people. The Vikings themselves tell a tale, in Source 7.55, of a lady preparing a table with fine white linen and providing a feast of many dishes. The Vikings would not have seen themselves as savages, they would have seen themselves as civilised and advanced for their time. The Vikings also made beautiful jewellery, such as the intricate silver armlet found in Source 7.14 and played advanced strategy games such as the once shown in Source 7.15.

Therefore, while the victims saw the Vikings as savage, the Vikings themselves saw themselves as civilised. An examination of the sources throughout the text suggests that they were probably both – they did go on destructive and savage raids but they were also advanced and cultured people.

TOTAL MARKS [/50]

Suggested solutions: RICH TASKS

Viking inquiries

1 Develop three inquiry questions about one aspect of the Viking Age that especially interests you – for example, weaponry, methods of attack, longships, or a specific raid, archaeological site or artefact. Before you write down your questions, read the information in the text and do your own research. Think about what you already know, as well as what you want or need to know. Focus your thinking by using words such as *who*, *what*, *where*, *when*, *why* and *how* as your question starters.

Student answers will vary. Some suggestions include:

- What sort of medicine did the Vikings practice?
- How many people were exiled from Viking communities?
- Why did the Vikings kill innocent people on their raids?

Resources

obook extras

Student resources

Checkpoint worksheet 7.2 A (support)

A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.

Checkpoint worksheet 7.2 A (support) Answers

Answers for Checkpoint worksheet 7.2 A (support)

Checkpoint worksheet 7.2 B (consolidate)

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

Checkpoint worksheet 7.2 B (consolidate) Answers

Answers for Checkpoint worksheet 7.2 B (consolidate)

Checkpoint worksheet 7.2 C (extend)

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

Checkpoint worksheet 7.2 C (extend) Answers

Answers for Checkpoint worksheet 7.2 C (extend)

Checkpoint 7.3 Which societies did the Vikings conquer and how were the people there affected?

Teaching support for page 50

Syllabus links

NSW syllabus links

A study of The Vikings is part of Depth Study 4 and one of the four depth studies that explore The Western and Islamic World from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

› describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3

› identifies the meaning, purpose and context of historical sources HT4-5

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

Content

Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)

Students:

- explain and assess the impact of the Vikings on subject peoples in England and northern Europe, including the Danelaw

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- locate, select and use information from a range of sources as evidence (ACHHS210,

Research

- identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156)

Teaching strategies

Teaching tips

- Have a class discussion around the question: is paying your enemy and giving them land to stop attacking you a good option? Why/why not? Note that in England and northern Europe, local rulers gave the Vikings grants of land and money, in the hope of living in peace. Students discuss the potential problems with this arrangement.
- The agreement between the Viking leader Guthrum and King Alfred the Great is an important treaty in English history. Discuss who gained the most from this treaty – Guthrum and the Vikings or King Alfred and the English.
- Discuss the reasons why King Alfred stipulated that Guthrum had to convert to Christianity in the terms of the treaty. Was it simply because he disliked the pagan religion of the Vikings and believed the Christian religion was better? Or was it because he thought if the Vikings were Christians they might behave more peacefully?
- Have students compile a list of the impacts the Vikings had on England after their Great Army arrived in 856. Now have students compile a list of the impact the English had on the Vikings.
- An excellent starting point for students to begin their research on King Alfred in APPLY 7.9 can be found in obook extras.

Suggested solutions

Suggested solutions: EXTEND 7.4

1 Conduct research to find out the names and territories of England's kingdoms in the 9th century.

The names of England's kingdoms in the 9th century, before the attacks of the Danish Vikings were: Northumbria, Mercia, East-Anglia, Essex, Kent, Sussex and Wessex.

Suggested solutions: APPLY 7.9

1 Conduct research to prepare a presentation on Alfred's life, including his family background, role in fighting the Danes, reform of laws and promotion of learning.

Alfred was born in Oxfordshire in 849, the fifth son of Aethelwulf, king of the West Saxons. In 870, the Dane Vikings attacked Wessex. Alfred's older brother, King Aethelred, and Alfred commanded the forces to fight against the Danes in this attack. In 871, Alfred defeated the Danes at the Battle of Ashdown in Berkshire. He pushed them back in a fiercely fought uphill assault. In 872, he succeeded his brother as king after his brother's death. Despite their defeat at Ashdown, the Danes continued to raid Wessex. Alfred began guerrilla warfare tactics against them, and again defeated them in the battle of Edington in 878. He forced the Viking leader Guthrum to accept a truce by starving the Danes into submission. Guthrum was baptised into the Christian faith, with Alfred as his Godfather. Alfred gave Guthrum territory which would become known as the Danelaw. In doing so, Alfred gave his land peace and he gained control of West Mercia and Kent, along with his kingdom of Wessex.

Alfred strengthened his kingdom's defences, reorganised his army and built well-defended settlements to prevent any further attacks from the Danes. He also established a small fleet to stop Danish raiders who continued to cause trouble on the coast.

Alfred established a code of law throughout his kingdom which was heavily influenced by the Bible and his Christian beliefs. He believed in justice, order and the right of the king to rule under God. He also had a strong belief in the importance of education. He ordered the translation of many books from Latin to English so that free-born young men could learn in their own language, rather than having to learn Latin first. Alfred even took part in this translation work himself. Alfred reformed the currency and established a common coinage. By the 890s, his coins referred to him as 'king of the English'. He died in October 899. His son, Edward the Elder, succeeded Alfred the Great as king.

Suggested solutions: REVIEW 7.10

1 What was the result of the agreement between King Alfred of Wessex and the Viking leader Guthrum in AD 878?

The result of the agreement between King Alfred of Wessex and the Viking leader Guthrum was that Guthrum agreed to convert to Christianity and he was given an area to live in England, called the Danelaw, or the area where the law of the Danes is enforced.

2 For how many years did the Viking dynasty in England last?

Vikings were kings of England continuously for 76 years, from the time Guthrum accepted a truce in 878 to the time Erik Bloodaxe was driven out of the Viking capital of Jorvik in 954.

Resources

obook extras

Student resources

Weblink: BBC History: Alfred the Great

An excellent summary of Alfred the Great in easy to understand language.

http://www.bbc.co.uk/history/historic_figures/alfred_the_great.shtml

The race for the crown of England

Teaching support for pages 51–53

Syllabus links

NSW syllabus links

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Outcomes

› describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3

› identifies the meaning, purpose and context of historical sources HT4-5

› identifies and describes different contexts, perspectives and interpretations of the past HT4-7

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

› selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

Content

Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)

Students:

- discuss the significance of the Norwegian (Viking) and Norman invasions of England in 1066
- outline what sources reveal about different perspectives on the Vikings, for example those of English monks

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- sequence historical events and periods (ACHHS205, ACHHS148)

- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- identify the origin and purpose of primary and secondary sources (ACHHS209, ACHHS152)
- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)
- draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Perspectives and interpretations

- identify and describe different perspectives of participants in a particular historical context (ACHHS212, ACHHS155)

Research

- identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)
- use a range of communication forms and technologies

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156)
- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)

Teaching strategies

Teaching tips

- An excellent online lesson, entitled ‘Who should have been King of England in 1066?’ can be found in obook extras. This online lesson asks students to examine the claims of the different men who claimed the English throne in 1066. It then provides an online template that students can type into, to summarise each man’s claim to the throne, and then to form their own opinion about who should have been the king. This template can then be printed out and displayed in the classroom.
- After students have written out their own opinions as to who should have been King of England in 1066, have a class discussion where students argue why their chosen man deserved to be king.
- To grab students’ attention and engage them in the Battle of Hastings and the Bayeux Tapestry, show a 4:24 minute animation of the Bayeux Tapestry. This amazing

animation uses the pictures of the Bayeux Tapestry and animates them, while explaining what is happening in each section. See obook extras for a link to this animation.

- To help visual and kinesthetic learners understand the sequence of events on pages 52–3, have students act out these events in slow motion. These events include the Battle of Stamford Bridge; King Harold II's quick march south to meet the Normans; and the Battle of Hastings. Begin with some students as the Vikings and one as Harald Hardrada, positioned at the top of the classroom (representing the north of England); some students as the Normans, and one as Duke William of Normandy, the bottom of the classroom (representing Normandy) and King Harold II and his army in the middle (representing England), marching to the top of the classroom to meet the Viking invasion. Harold and his army then fight the Vikings and most of them die, along with Hardrada. The remaining Vikings get in their longships to head home. Meanwhile, the Normans get in their boats, cross the English Channel and land in the south of England. Then Harold has to leave behind some wounded/exhausted soldiers and march to the bottom of the classroom to meet the Normans, who have horses and bows and arrows. They fight, Harold II dies and William of Normandy becomes William the Conqueror, the new King of England.

- Note that in Source 7.62, a scene from the Bayeux Tapestry, Harold swears an oath on holy relics that he will accept William as King of England. However, historians debate whether this event actually happened as Harold Godwinson denied this claim and there are no Anglo-Saxon records of it. This event was used by the Normans as justification of their invasion. According to the Normans, Harold went back on his word and broke his promise to William of Normandy when he was crowned King Harold II of England. Therefore, the Normans felt they had a right to invade and kill Harold for his broken oath to both William and God. For more issues and discussion around the Norman account of the invasion, as seen in the Bayeux Tapestry, see obook extras. Students could examine this website and write an answer to the question: Why is the Bayeux Tapestry seen as an unreliable source? Even though it has problems with its reliability, is it still useful to historians? Why/Why not?

- Class discussion: What does the saying 'history is written by the victors' mean? How is the Bayeux Tapestry a good example of this saying?

For your information

A 'star' was seen in the sky over England in January 1066. This 'star' was Halley's comment, as shown at the start of the Bayeux Tapestry. This 'star' was taken by people as a bad sign or omen, that there were troubled and unsettled times ahead for England.

Duke William of Normandy was known at the time as 'William the Bastard' because he was born out of wedlock. He was the illegitimate son of Robert I, Duke of Normandy.

Activities

Additional activity 7.9: Create your own tapestry

This activity can be completed in 60 minutes and is a great way for students to use a range of communication forms to communicate about the past, and to identify and describe a different perspective of events, as the syllabus requires.

Have students create a storyboard with at least six scenes, with pictures of a similar style to the Bayeux Tapestry. The storyboard should depict the events of the Battle of Stamford Bridge, the race to the south of England and the Battle of Hastings from the perspective of King Harold II and the Anglo-Saxons.

Suggested Solutions

Suggested solutions: APPLY 7.10

1 Take the part of one of the claimants for the English throne in 1066. Prepare an 'election speech' and leaflet explaining why you should be chosen king.

Student answers will vary.

Suggested solutions: EXTEND 7.5

1 With Hardrada was Tostig, King Harold's brother. Find out why Tostig landed and fought with Harald Hardrada.

Tostig Godwinson was the Earl of Northumbria. A rebellion broke out in Northumbria and the rebels accused him of brutality, murder and misrule. King Edward the Confessor sent Earl Harold to negotiate with the rebels. Harold heard the rebels' grievances and decided Tostig could not continue as ruler of Northumbria. He persuaded King Edward the Confessor to remove him as ruler, so Edward confiscated Tostig's lands and he was forced to flee, taking refuge in his wife's native home of Flanders. Tostig was now very angry with his brother, Harold, and plotted revenge. He did not attend Harold's coronation as king and he attempted to form an alliance with William of Normandy against Harold. When that did not work out, he formed an alliance with Harald Hardrada and persuaded him to invade England. So Tostig landed and fought with Harald Hardrada against his brother, King Harold. Tostig and most of his men were killed in the battle.

Suggested solutions: APPLY 7.11

1 Use the information in the text to create a timeline of the Viking and Norman invasions of England in 1066.

June–September: Harold and his army waited on the cliffs of southern England, but William of Normandy did not come.

8 September: Harold disbanded his army and released the men to return to their villages.

20 September: Harald Hardrada landed in Yorkshire, in the north of England. His Viking army was about to capture York.

25 September: Harold reached York with his army. Harold's men attacked the Vikings at Stamford Bridge and slaughtered them. They celebrated a great victory.

28 September: William of Normandy landed on the south coast of England with his Norman forces. Harold rushed south to meet him.

14 October: The Battle of Hastings was fought between Harold and William of Normandy. Harold was killed in the battle and William won. The Normans took over England.

Suggested solutions: INTERPRET 7.9

1 Describe what is happening in the scenes shown in Sources 7.62 and 7.63.

In Source 7.62, Harold is swearing an oath on holy relics that he accepts William as King of England. In Source 7.63, Harold plucks an arrow from his eye but is then slain by a Norman knight. He is killed.

2 Whose perspective of the battle does the Bayeux Tapestry represent? Suggest why the scene shown in Source 7.63 would be significant for them.

The Bayeux Tapestry presents the perspective of the conquering Normans. The scene shown in Source 7.63 would be significant for them as it is when their rival, Harold, is defeated.

3 Why do you think Bishop Odo ordered the story of the battle to be told in pictures rather than words?

Bishop Odo would have ordered the story of the battle to be told in pictures rather than in words because most people could not read. This way, the people could understand and enjoy retelling the story of the Battle of Hastings.

Suggested solutions: REVIEW 7.11

1 Who wanted to rule England after King Edward's death?

Four men wanted to rule England after King Edward's death. They were Harald Hardrada, William, Duke of Normandy, Edgar Atheling and Harold Godwinson.

2 What impact did Harald Hardrada's landing in September 1066 have on Harold's defence of his crown?

Harald Hardrada's landing in September 1066 meant that Harold was in the north of England, defending his crown, and he was not ready to meet the Norman invasion in the south. He had

to leave behind soldiers who were wounded or exhausted, including some who had been his best fighting men. His army was therefore depleted by the time he reached the south of England and took on the Normans.

3 How did King Harold die, according to the Bayeux Tapestry?

According to the Bayeux Tapestry, King Harold died after an arrow struck him in the eye and a Norman knight then hacked him down.

Resources

obook extras

Student resources

Weblink: Who should have been king in England in 1066?

This online lesson asks students to examine the claims of the different men who claimed the English throne in 1066. It then provides a template that students can write into to summarise each man's claims to the throne, and asks students to form their own opinion. This template can then be printed out and displayed in the classroom.

http://www.schoolhistory.co.uk/lessons/1066_claims/

Teacher resources

Weblink: The Bayeux Tapestry: Unpicking the Past

This website details the controversy and myth surrounding the Bayeux Tapestry and why it is not entirely reliable as a primary source.

http://www.bbc.co.uk/history/british/normans/bayeux_tapestry_gallery.shtml

Weblink: The Bayeux Tapestry Animated

This website has an animation of the Bayeux Tapestry, which helps tell the story of the invasion of Duke William of Normandy and the Battle of Hastings.

http://www.openculture.com/2012/03/the_bayeux_tapestry_animatio.html

The legacy of the Vikings

Teaching support for page 54

Syllabus links

NSW syllabus links

A study of The Vikings is part of Depth Study 4 and one of the four depth studies that explore The Western and Islamic World from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

› uses a range of historical terms and concepts when communicating an understanding of the past HT4-9

Content

The role of a significant individual in the expansion of Viking settlement and influence (ACDSEH049)

- discuss how the Vikings have influenced the world today

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)

Research

- identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)

Explanation and communication

- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)

Teaching strategies

Getting started

Elements of Norse mythology have been used as influences in many aspects of popular culture. Ask students whether they can find any examples from their own experience. For example, do any books/TV shows/movies or games that they enjoy include dwarves, elves, trolls, dragons or monsters (which are all found in Viking myths?

Here are some well known examples of Norse mythology in popular culture that students may have heard of:

- Thor is a Marvel Comics superhero. The 2011 movie, *Thor* is based on the character, Thor, from the comics, along with its 2013 sequel, *Thor: The Dark World.* These highly successful movies use Norse gods, myths and legends in their plots.
- The Japanese anime *Matantei Loki Ragnarok* uses heroes from the Norse pantheon as the main characters.
- Many characters in the *Harry Potter* series use names from Norse mythology, for example, the werewolf Fenrir Greyback.
- The TV series *Stargate* regularly features the Asgard and Vanir people. In the series, Thor is a member of the Asgard Supreme Council.
- In the 1994 movie *The Mask*, the hero has the powers of Thor once he puts on a mask.
- Many computer games, including *Age of Mythology* and *Dungeons and Dragons*, reference characters and events from Norse mythology.
- Tolkein's 'Middle Earth' in The Lord of the Rings comes from 'Midgard' or the middle world/earth in Norse mythology. In Norse mythology, earth is one of the Nine Worlds (including, among others, the worlds of giants, elves, dwarfs and gods).

Discuss why Norse mythology has been so influential, even in popular culture today.

Teaching tips

- Berserk is an example of an English word with its origin in the Old Norse language of the Vikings. Discuss with students – what does it mean if someone goes berserk? (Answer: wild, crazy, out of control etc.) Why do you think berserk has this meaning? (Answer: it comes from the Viking *berserkers* who would go crazy before a battle.)
- There are many other examples of English words that have the same origin. In a dictionary, such as *The Concise Oxford Dictionary*, the origin of words (etymology) is listed at the end of each word with letters such as ME to denote a Middle English word.

Viking words are shown with ON (meaning Old Norse). Ask students to scan the dictionary for examples of Old Norse words. Make a list of these on the whiteboard. Some Old Norse words in common English usage include: anger, band, dirt, leg, run, thing and wrong.

- Many place names in England have names of Norse origin. See obook extras for a list of these names.
- Discuss with students why they think Norse has had such an impact on the England and the English language (which we have inherited from British settlement).
- For EXTEND 7.6, obook extras has a helpful website which links common Christmas traditions with Viking customs, feasts and celebrations.

Suggested solutions: EXTEND 7.6

1 Christmas is a Christian festival, but many of its rituals and customs are from other cultures, and Viking customs have had considerable influence. Conduct research to find similarities in Christian traditions and pagan Viking traditions.

The Vikings celebrated midwinter or the winter solstice at their Yule feast. They honoured their pagan gods in many different ways during the feast. Many Christmas traditions come from this feast. For example:

- The feast was held in late December – Christmas is also held in late December, even though historians agree this was not the month in which Jesus Christ was born.
- The feast lasted 12 days – there are 12 days of Christmas.
- The Vikings sacrificed a pig to the god Frey, the god of farming, to ensure a good growing season – ham is traditionally eaten at Christmas.
- They burnt a giant sun wheel to entice the Sun to return, seen in the shape of Christmas wreaths.

The Vikings hung small statues of their gods on evergreen trees to entice the tree spirits back in spring – people still hang ornaments on Christmas trees.

Suggested solutions: APPLY 7.12

1 Conduct research on the Viking origins of the names of some of the days of the week. Create a three-column table that shows the English name, the Norse name it is derived from and the meaning of the Norse name.

English Name	Norse Name	Meaning of the Norse Name
Tuesday	Named after the god	Tyr was portrayed by the Norse as the son of Odin

	Tyr.	and is the god associated with the law.
Wednesday	Named to honour the god Wodan (Odin).	Odin was the Norse's chief god, the father of the gods and the god of war.
Thursday	Named after the god Thor.	Thor was the Norse god of thunder.
Friday	Named to honour the goddess Frigg.	Frigg was married to Odin and was the Queen of the gods. She was associated with marriage, motherhood, love and fertility.

Suggested solutions: REVIEW 7.12

1 Create a graphic organiser to summarise the legacies of the Vikings in the modern world.

Here is a brief summary of the legacies of the Vikings:

- Viking myths and legends, which have inspired famous authors such as J.R.R. Tolkien in his trilogy *The Lord of the Rings.* His trilogy includes dwarves, elves, trolls, dragons and monsters, all of which are found in Viking myths. The epic battles that take place in the trilogy are also similar to the battles in Norse sagas.

- Viking words have influenced the English language. There are many words of Norse origin in English, including some of the days of the week. Place names in Normandy, Russia, Ireland and England also come from Viking words.

The Vikings left settlements, along with artefacts such as metalwork, coins, jewellery and runestones. These artefacts provide evidence of Viking exploration – the Vikings were the first settlers in Iceland and Greenland and the first Europeans to reach North America.

Resources

obook extras

Student resources

Weblink: How We Inherited Christmas From The Viking Yule

This website details Viking celebrations, feasts and traditions that have carried across into our culture's celebration of Christmas today.

http://skandland.com/vikxmas.htm

Teacher resources

Weblink: Viking Place Names in the U.K.

This website has a long list of Viking place names in the U.K. It is helpful to see just how influential the Vikings were in the United Kingdom and how long their legacy has lasted.

http://www.stavacademy.co.uk/mimir/vikingplace.htm

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Checkpoint 7.3

Teaching support for page 55

Teaching strategies

Teaching tips

- This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.
- The activities can be completed in class or as homework depending on your needs. For example, you may like to:
  - Involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation.

  OR

  - Set the questions as a written in-class test (either as open book or under exam conditions) and assign marks or have student peer mark the responses.
- Depending on the level to which each student is able to complete these activities, one of three graded Checkpoints student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available in hard copy (in the photocopiable booklet sold with this Teacher Kit) or electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet:

- Students who score less than 50% should be directed to complete the **Support** worksheet for this section: Worksheet 7.3 A.

A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.

- Students who score between 50–75% should be directed to complete the **Consolidate** worksheet for this section: Worksheet 7.3 B.

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section: Worksheet 7.3 C.

A photocopiable/digitally assignable worksheet designed to extend the understanding of students.

Rich task

- The Rich Task in this section is designed to engage students and encourage them to focus on a particular historical skill as they work through a more complex task or problem. Rich tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome.

- In this Rich Task, students are being asked to focus on developing the historical skills of comprehension: chronology, terms and concepts; analysis and use of sources; research and explanation and communication.

  In particular, students are being asked to research scenes from the Bayeux Tapestry, select a scene, describe the scene and add their own observations to the scene.

- For more information on these particular skills, you can encourage your students to refer to 'The historian's toolkit – concepts and skills' at the end of this book.

Suggested solutions

Suggested solutions: CHECKPOINT 7.3

WHICH SOCIETIES DID THE VIKINGS CONQUER AND HOW WERE THE PEOPLE THERE AFFECTED?

1 Outline when and how the Vikings came to control an area of England known as the Danelaw. For how long did the Danelaw last? (5 marks)

The Vikings invaded England in 865 and attacked the kingdoms of the English. King Alfred the Great finally defeated them and forced them to accept a truce. Alfred gave them an area in which to live in England called the Danelaw. The Danelaw lasted for 76 years.

2 What was the impact of Viking control on Anglo-Saxon communities who lived in the area of the Danelaw? (5 marks)

The impact of Viking control on Anglo-Saxon communities was that they were now under the law of the Danish Vikings, as the Vikings settled there as farmers and traders. They intermarried and mingled with the Anglo-Saxons as they were brought together through trade and commerce.

3 a Use a table format such as the one below to outline the major events, results and significance of the two invasions of England in 1066.

Events and result of the Viking invasion	Significance of the Viking invasion	Events and result of the Norman invasion	Significance of the Norman invasion
20 September, 1066 – Harald Hardrada and his Viking forces landed in Yorkshire. They were about to move on York when King Harold II arrived in Yorkshire on 25 September and launched a surprise attack on the Vikings at Stamford bridge. Harold's men slaughtered the Vikings. The Vikings were defeated and the remaining Vikings returned home. Harold won.	The Viking invasion was significant as Harald Hardrada was killed and so was no longer a contender for the English throne. It was also significant as it greatly weakened King Harold's forces, as they were not prepared for the Norman invasion in the south of England.	William of Normandy landed with his army on the south coast of England on 28 September. Harold rushed south to meet him, but he had lost many of his best men in the fight against the Vikings. On 14 of October, William ordered his archers to fire at the English line. Harold's men held their positions against the arrows and a cavalry charge. However, William finally broke through with an arrow attack combined with a foot-soldier and cavalry push. Harold was killed and the Saxons fled. William won the Battle of Hastings.	The Normans won and William became the King of England. The Norman lords replaced Anglo-Saxon lords and became established as England's ruling class. It was a turning point in English history.

b Then write a paragraph to discuss the significance of the invasions both for England and for the invaders. (15 marks)

The significance of the Viking invasion was that the Vikings were defeated and Harold Hardrada lost his life and his claim to the English throne. The few remaining Vikings had to return home. The English won, yet this meant their army was significantly weakened and they were not ready to meet the Norman invasion in the south of England.

The significance of the Norman invasion was that new rulers were established in England. William of Normandy won and became the King of England. His lords replaced Anglo-Saxon lords and became established as England's ruling class. King Harold II lost his life and the Anglo-Saxons were now subject to Norman rule.

4 Identify a significant Viking leader or explorer and:

a assess their role during the Viking Age

Leif Eriksson, the son of Erik the Red, was a significant Viking explorer during the Viking Age. He was the first European explorer on the North American continent. Bjarni Herjulfsson had previously spotted North America when he was blown off course from a

voyage to Greenland, but had not set foot on the land. Leif Eriksson set out to find the land that Bjarni had told him about. Leif's expedition was successful – he landed in North America and founded a Viking settlement. The new Viking settlement remained for a few years, but faced increasingly hostile attacks from the Native Americans and so the Vikings were forced to abandon the settlement and return to Greenland. Leif's expedition is significant as he established the first European settlement in North America.

b identify sources that provide different perspectives about their achievements and the events in their lives. Explain the different perspectives.

The main written evidence for Leif's expedition comes in the form of two great sagas, the *Saga of Erik the Red* and the *Greenlanders Saga.* Archaeological evidence also shows the remains of a Viking settlement in Newfoundland. Radiocarbon dating of charcoal found at the site indicates it was inhabited around AD 1000, which is approximately when the sagas suggest America was settled by Vikings.

The *Saga of Erik the Red*, which also gives accounts of his son, Leif, concentrates particularly on Leif's achievements and has the perspective that Leif was the first European to sight North America. However, according to the *Greenlanders Saga*, Bjarni Herjulfsson was the first European to sight North America when his ship was blown off course while sailing to Greenland. The *Greenlanders Saga* has the perspective that Leif followed Bjarni's tales to find North America.

c suggest which sources about their lives historians find most reliable, and outline the interpretation of events in their lives that is most commonly believed. (15 marks)

Historians believe that the *Greenlanders Saga* is more reliable on the issue of who sighted North America first, as it is likely that Leif went to North America after hearing of Bjarni's tales. Historians believe that Leif landed at Baffin Island and then sailed further south to a more hospitable region. He and his companions spent the winter there and in the spring they found wild vines, and so they called the place Vinland. Leif then returned to Greenland and his brother and other family members made trips to the settlement he had established. Leif never returned and died in AD 1020.

5 Identify and describe at least three areas in which Vikings have left their mark. For each area, explain how the Viking legacy has influenced the modern world. (10 marks)

Three areas in which Vikings have left their mark include:

- Viking myths and legends have inspired famous authors such as J.R.R. Tolkien in his trilogy *The Lord of the Rings.* His trilogy includes dwarves, elves, trolls, dragons and monsters, all of which are found in Viking myths. The epic battles that take place in the trilogy are also similar to the battles in Norse sagas.

- Viking words have influenced the English language. There are many words of Norse origin in English, including some of the days of the week. Place names in Normandy, Russia, Ireland and England also come from Viking words.

- The Vikings have left settlements, along with artefacts such as metalwork, coins, jewellery and runestones. These artefacts provide evidence of Viking exploration – the Vikings were the first settlers in Iceland and Greenland and the first Europeans to reach North America.

TOTAL MARKS [/50]

Suggested solutions: RICH TASKS

Investigating the Bayeux Tapestry

Conduct research to find images of scenes from the Bayeux Tapestry. Select one scene, and use your own words to write a caption that describes what is happening (including images around the borders of the scene). Add your observations about the events, and comment on the evidence provided about the clothing and weapons of the two armies.

Here are some suggested marking criteria for this task:

Criteria	Marks
• Provides thorough and accurate captions to describe what is happening in the chosen scene • Provides clear and detailed observations about the events, clothing and weapons of the two armies • Comprehensive and logical explanation and communication	9–10
• Provides accurate captions to describe what is happening in the chosen scene • Provides clear observations about the events, clothing and weapons of the two armies • Logical explanation and communication	7–8
• Provides some captions to describe what is happening in the chosen scene • Provides some observations about the events, clothing and weapons of the two armies	5–6
• Limited captions to describe what is happening in the chosen scene • Limited observations about the events, clothing and weapons of the two armies	1–4

Resources

obook extras

Student resources

Checkpoint worksheet 7.3 A (support)

A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.

Checkpoint worksheet 7.3 A (support) Answers

Answers for Checkpoint worksheet 7.3 A (support)

Checkpoint worksheet 7.3 B (consolidate)

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

Checkpoint worksheet 7.3 B (consolidate) Answers

Answers for Checkpoint worksheet 7.3 B (consolidate)

Checkpoint worksheet 7.3 C (extend)

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

Checkpoint worksheet 7.3 C (extend) Answers

Answers for Checkpoint worksheet 7.3 C (extend)

Chapter 2 Insight History 9

Movement of peoples

Teaching support for pages 58–59

Teaching strategies

Getting started

Conduct a discussion about why people move around the world today. Discussion could take place in pairs or small groups; students could then share their ideas.

Most movement today is voluntary and student responses may include travel for pleasure or work, or relocation for work or family reasons. Some people move around the world simply in search of a better life. Those who flee war or persecution are also searching for 'a better life', but it could be argued their decision to move has been forced upon them.

Point out to students that during the Industrial Revolution people moved around the world for similar reasons. Now read the introductory paragraph with the class.

Teaching tips

Be prepared to provide your own examples of modern-day movement of peoples that can be compared and contrasted with movement of peoples during the 18th and 19th centuries.

This chapter focuses on slavery during the 18th and 19th centuries; it is advisable that you undertake some research into slavery today:

- In which countries is slavery still practised? Is it legal and/or socially acceptable in these places?
- Which social groups are used as slaves?
- What sorts of industries use slaves, or what sort of work do slaves carry out?
- What does the UN have to say about slavery?

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Movement of peoples – a timeline

Teaching support for pages 60–61

Syllabus links

NSW Syllabus links

A study of 'Movement of peoples' is one of the three depth studies that explore the making of the modern world from the NSW History syllabus. The content descriptions for this depth study are as follows:

Outcomes

Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

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- sequence historical events to demonstrate the relationship between different periods, people and places (ACHHS164, ACHHS182)

Teaching strategies

Getting started

Allow students about ten minutes to carefully peruse the 'Movement of peoples' timeline then discuss the following:

- Based on the information on the timeline, can you infer any links between the Industrial Revolution and an increase in the British crime rate?
- Based on your knowledge of the Agricultural Revolution, can you infer a link between this revolution and what happened in 1620?
- Based on the information on the timeline and using your general knowledge, can you infer a link between the end of convict transportation to North America and the beginning of convict transportation to Australia?
- What happened in 1802 and 1838? Why do you think these events are included on a timeline called 'Movement of peoples'?

Teaching tip

At this point, you may need to remind students of that the American War of Independence began in 1775 and independence from Britain was declared in 1776. Britain's control of American colonies ceased in 1783. You could ask students if they think it would be appropriate to include these dates and events on the 'Movement of peoples' timeline: for example, America's independence (in 1783) meant British convicts were 'moved' to another colony (Australia in 1788).

Suggested solutions

Suggested solutions: Review 2.1

1 In which century did the slave trade between Africa and the Americas begin?

The slave trade between Africa and the Americas began in the 17th century.

2 In what year did the transportation of convicts to Australia commence?

Transportation of convicts to Australia commenced in 1788.

3 Place each of the following events in their correct chronological order (from the earliest to the most recent):

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- the banning of slavery in the British Empire
- the last shipment of convicts to Australia
- the first transport of convicts to North America
- the United States banning the import of slaves from Africa
- the Thirteenth Amendment ending slavery in the United States.

- the first transport of convicts to North America (c.1620)
- the United States banning the import of slaves from Africa (1807)
- the banning of slavery in the British Empire (1833)
- the Thirteenth Amendment ending slavery in the United States (1865)
- the last shipment of convicts to Australia (1868)

4 Which entries on the timeline provide evidence that there was an increasing movement against slavery towards the end of the period?

That there was an increasing movement against slavery towards the end of the period is shown on the timeline by the following entries:

- 1807: British Act banning the slave trade
- 1807: US law banning the importation of African slaves
- 1833: British ban on slavery throughout its empire
- 1865: US Third Amendment to the Constitution banning slavery in the US.

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The Industrial Revolution in Britain

Teaching support for pages 62–65

Syllabus links

A study of 'Movement of peoples' is one of the three depth studies that explore the making of the modern world from the NSW History syllabus. The content descriptions for this depth study are as follows.

NSW Syllabus links

Outcomes

Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

Students:

- outline the key features of the Industrial Revolution in Britain
- explain how the Agricultural Revolution caused British people to move from villages to towns and cities to create a cheap labour force

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- outline how the Industrial Revolution influenced transportation of convicts to Australia and the migration of free settlers
- identify the movement of slaves out of Africa and the movement of convicts and free settlers out of Britain

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)
- sequence historical events to demonstrate the relationship between different periods, people and places (ACHHS164, ACHHS182)

Analysis and use of sources

- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)

Research

- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Teaching strategies

Getting started

With the class, read the two opening paragraphs on page 62. At this point, you may wish to share with students the information in ‘For your information’.

If students have worked through Chapter 1 of the text, divide the class into three and ask each group to summarise what they remember about one of the following:

- ‘The Agricultural Revolution in Britain’
- ‘Population growth’
- ‘Living conditions during the Industrial Revolution’.

These three sections can then be read to refresh and reinforce students’ prior knowledge.

Teaching tips

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If you ask students to undertake the 'Getting started' activity, you may find their prior knowledge is comprehensive and you will be able to skim or skip these sections in the text.

For your information

Today, we still use terms that have their roots in the Industrial Revolution. The cities of Manchester and Newcastle are referred to on the opening page of this section. Manchester led in the manufacture of textiles; today, 'Manchester' is the term used in department stores for the department that sells household linen and cotton goods, such as sheets, tablecloths and towels. Newcastle was a centre for the sale and export of coal; the phrase 'it's like taking coal to Newcastle' is still used to describe any pointless action (as Newcastle was the *last* place to need coal!).

Activities

Additional activity: 'Reading' a picture

Direct students to Source 2.6. Ask them note:

- when and where the photograph was produced
- the main focus (content) of the photograph
- other content elements that are included
- the perspective from which the photographer has taken the shot and why this is significant.

Considering the content and the angle of the shot, ask students what they think is the *purpose* of the photograph.

Do they think it effectively fulfils its purpose? How and why?

Suggested solutions

Suggested solutions: Extend 2.1

1 Read the sections in Chapter 1 about the key inventions and innovations of the Industrial Revolution that changed the way people worked and lived. Select one invention or innovation, and write a 200-word explanation about:

- what it was used for and how it improved efficiency
- how it transformed the world in which people lived.

Student responses will vary. Information can be selected from pages 28 to 38 and responses must include comments on the above dot points. A paragraph on each would be appropriate.

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Suggested solutions: Extend 2.2

1 Not only Britain sent convicts to isolated parts of the world. France had a notorious penal colony in a place known as Devil's Island. Research the location, history and conditions for the unfortunate prisoners sent there.

Student responses will vary, but should include some of the following information:

Location: Devil's Island is part of French Guiana on the north coast of South America. The island lies about 14 kilometres off shore in the Atlantic Ocean.

History: French Guiana was a penal colony from the mid-19th to the mid-20th century, with prisons on the mainland and on three nearby islands of which Devil's Island was the smallest. Officially, Devil's Island was reserved for political prisoners, the two most famous being Captain Alfred Dreyfus who was wrongly convicted of treason and was in solitary confinement on the island from 1895 to 1899, and Henri Charrière whose 1968 recount of his escape on a coconut raft became a best seller book and feature film (*Papillon*).

Conditions: Convicts were engaged in 'hard labour' in timber camps or constructing a road, which was merely a 'make-work' project as the road had no purpose. It is estimated that 50 000 prisoners died from unfamiliar tropical diseases, starvation and the harshness of the work.

NOTE: Three sources of information about Devil's Island are listed under Teacher resources, below.

Suggested solutions: Apply 2.1

1 Studying the movement of people is an opportunity to explore the key concept of cause and effect in history. Use an example provided or conduct research online to find out about a group of people who left Britain or Europe between 1750 and 1901. Identify the reason for (cause) their emigration from their homeland and investigate the impact (effect) that this may have had on their new homeland.

Student answers will vary, but should include information about the specific group: where they came from, the reasons they chose to move (push or pull factors) and what effect their arrival in their new home had on the local population and the environment.

Suggested solutions: Review 2.2

1 Define the term 'Industrial Revolution' and explain why British people started moving into towns and cities at this time.

The 'Industrial Revolution' was the revolution in the production of materials and goods from hand-powered local 'cottage industry' to steam- and electric-powered mass-production in the 'factory system'. This revolution took place from about 1750 to the outbreak of the Great

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War (World War I) in 1914. This change in production methods created great unemployment in rural regions, so people moved to the towns and cities in search of work in mines, mills and factories.

2 Explain why living conditions in the towns built by industrialists were so poor.

Living conditions in the towns built by industrialists were so poor because the industrialists were primarily interested in profits and housing was built as cheaply as possible.

3 Prepare a list of working conditions that existed during the Industrial Revolution that would be regarded as unacceptable today.

Working conditions unacceptable today would be:

- long hours, including six-day working weeks
- dangerous and uncomfortable places of work
- children as young as six employed
- women paid less than men.

4 Why did people emigrate from Britain and Europe at this time?

People emigrated from Britain and Europe at this time because city life was hard and overcrowded and there was a lot of competition for jobs; emigrants hoped for better opportunities in the new world.

5 In your own words, define ‘slavery’.

Student responses will vary, but should note that slavery involves the ownership of human beings by other human beings and often results in inhumane treatment and forced labour.

6 Outline the difference between a free settler, a convict and a slave.

Free settler: someone who emigrates of their own free will from one country to another country in order to settle there

Convict: someone convicted of a crime and sentenced to a certain punishment, which in the past could have been transportation from one country to another

Slave: someone who is owned by another person and has no rights to choose where they live or what work they do

Resources

Teacher resources

'Among the ghosts' by Erwin James

 © Oxford University Press 9780195528817

This page at *The Guardian* newspaper site has an account by James of his visit to Devil's Island in 2006. He describes the condition of the buildings today and places them in their historical context.

'Ten infamous islands of exile', by Karen Larkins

This Smithsonian site includes a section on the history of Devil's Island.

Devil's Island. 1947

This British Pathé site contains archival footage of French prisoners travelling to and occupying Devil's Island in 1947.

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Convict transportation from Britain

Teaching support for pages 66–69

Syllabus links

NSW Syllabus links

A study of 'Movement of peoples' is one of the three depth studies that explore the making of the modern world from the NSW History syllabus. The content descriptions for this depth study are as follows:

Outcomes

Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

Students:

- outline how the Industrial Revolution influenced transportation of convicts to Australia and the migration of free settlers
- identify the movement of slaves out of Africa and the movement of convicts and free settlers out of Britain

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Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)

Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191)
- recognise that historians may interpret events and developments differently (ACHHS173, ACHHS191)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)

Research

- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Teaching strategies

Getting started

Ask students if anyone knows whether they have a 'convict' past. Discuss whether, these days, this is considered a good or bad thing.

For students who are not sure, you may like to direct them to *NSW Government State Records*, 'Convict records' listed in Student resources below, or to another ancestry site.

For students who are sure they do *not* have convict ancestry, you may like to direct them to *Convicts to Australia: A guide to researching your convict ancestors*, 'Claytons convicts' where they can create a fictional convict ancestry. Encourage these students to research the name of a *real* town in Britain and of a *real* convict ship in the First or Second Fleet.

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Teaching tip:

If you direct students to complete Interpret 2.1, remind them that when they examine a source, they should always examine the accompanying caption or annotations unless otherwise instructed.

When introducing this activity, you could also conduct a short discussion on the nature of a hypothesis and note the need for a range of evidence to ensure a *sound* hypothesis. Refer to 'Suggested solutions' for question 3 in Interpret 2.1.

If you direct students to complete Apply 2.2, you may wish to offer them the information below as a starting point.

MALE	FEMALE
Francis Greenway	Esther Abrahams
John 'Red' Kelly	Mary Bryant
Alexander Pearce	Dora Burke
William Redfern	Margaret Catchpole
James Ruse	Mary Reibey
James Squire	Mary Wade

Two websites listed in Student resources below ('Convict profiles' and 'Convict tales') may also be helpful for this task.

Activities

Additional activity: The 'Bloody Code'

By 1815, Britain had 288 crimes punishable by death. In retrospect, this list of crimes has been called the 'Bloody Code'. Some crimes were serious, such as murder or treason. Others seem petty to us, such as impersonating a pensioner or cutting down a young tree.

It might be interesting for students to come up with some theories as to why the ruling class considered such offences to be so serious. After some sharing of ideas, direct students to *The Learning Curve*, 'Crime and Punishment: The Bloody Code' in Student resources below where they will find some clues as to why certain crimes became punishable by death. The following questions may help guide students in their thinking:

- What did the ruling class consider to be the purpose of the law?
- Why did the ruling class fear there would be an increase in crime?
- Why couldn't the police force keep things from getting out of hand?
- Based on your knowledge of what was happening in rural and urban Britain at this time, why would it have been very important to protect a 'young tree'?
- What do you think would have been wrong with impersonating a pensioner?

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(NOTE: the ruling class was resistant to extending charity to the poor, as poverty and unemployment were considered 'moral' failings and there was not much in the 'public purse' to go round.)

Suggested solutions

Suggested solutions: Interpret 2.1

1 Examine Source 2.11. Identify the features that would make it attractive as a location for settlement by the First Fleet. What challenges does the site present?

This scene suggests Sydney Cove is a safe harbour for ships. The shoreline is not too steep for disembarking passengers or unloading cargo. The forest would provide timber for housing and fuel for fires, which were essential for cooking and warmth. The forest would also provide food in the form of animals and perhaps edible plants.

The immediate challenges of Sydney Cove would be finding fresh water and building shelter. The long-term challenge would be to create a settlement from scratch. There would also be fear of the unknown. For example, were there dangerous animals, poisonous plants and hostile native inhabitants?

2 Sources 2.11 and 2.12 show the same location over 200 years apart. What are the main continuities and changes you can identify?

The landmasses and waterways have remained. In 2011 there are still boats using the latter, including a sailing ship! But by 2011, there are few trees left; the forest of trees has been replaced with a forest of buildings. Bennelong Point is no longer cut off at high tide.

3 Explain how Source 2.13 could be used as evidence to support the hypothesis that the British knew more about the east coast of Australia than the other areas.

Source 2.13 clearly shows that Australia's west coast would have been reached first, but the First Fleet sailed thousands of kilometres further to reach the east coast. This could be used to support the hypothesis that the British were more familiar with the east coast, but other evidence would be needed to confirm this. Based on Source 2.13 alone, we could also hypothesise that the west, north and south shorelines were inhospitable or that the land there was deemed to belong to another nation.

Suggested solutions: Apply 2.2

1 Conduct research on the Internet to select and investigate the lives and experiences of two convicts that show the competing historical perspectives of convicts.

   a Select one who could be considered 'good' (that is, a respectable person who committed a minor offence) and one who could be considered 'bad' (that is, someone found guilty of a serious crime, such as murder).

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b Create a fact file on each (including name, age, crime and punishment) and include information about what became of him or her. Add a photograph or illustration if one is available.

Student responses will vary.

Suggested solutions: Review 2.3

1 Explain why crime increased in Britain during the Industrial Revolution.

Crime increased in Britain during the Industrial Revolution because as the rural population moved into the towns there was increasing competition for jobs, resources and services. For some, crime was an easy way to 'earn' a living. For others, it was necessary for survival.

2 Which policy was a result of the belief that crime in Britain was caused by a 'criminal class'?

The policy of transporting criminals to another country was in response to the theory that a 'criminal class' existed; if you remove the class, you remove the crime.

3 Identify which Australian states hosted convict settlements.

The Australian states that hosted convict settlements were New South Wales, Tasmania, Victoria, Western Australia and Queensland.

4 Explain why political prisoners were transported to Australia. Describe the impact they had on Australia's development.

Britain had been transporting convicts to its colonies North America, but in 1783 lost control of many of them. Britain had to look elsewhere and Joseph Banks, who had visited Australia in 1770, suggested Botany Bay as a good place for a new penal colony.

5 Discuss why the question 'Who were the convicts?' is contested by historians and everyday people alike in Australia.

The question 'Who were the convicts?' is contested because some historians argue that many convicts were not criminals, but merely victims of social and political injustice in Britain, while other historians argue that the majority were hardened criminals. The question is also contested because some Australians have wanted to forget or deny their convict past, while others have mythologised or romanticised it.

Resources

Student resources

NSW Government: Convict records

This site provides tips for finding out whether or not someone has convict ancestors.

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Convicts to Australia: Clayton's Convicts

This fun site allows users to create their own fictional convict ancestry.

Female Convicts Research Centre

This site provides profiles of a number of female Tasmanian convicts.

Convicts to Australia: Convict Tales

This site provides a selection of names of convicts, each with a brief biography. Students could use this as a starting point for their research for Apply2.2.

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Free settlers to the New World

Teaching support for pages 70–71

Syllabus links

NSW Syllabus links

A study of 'Movement of peoples' is one of the three depth studies that explore the making of the modern world from the NSW History syllabus. The content descriptions for this depth study are as follows:

Outcomes

Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

Students:

- outline how the Industrial Revolution influenced transportation of convicts to Australia and the migration of free settlers
- identify the movement of slaves out of Africa and the movement of convicts and free settlers out of Britain

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Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)

Explanation and communication

- select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

Research

- plan historical research to suit the purpose of an investigation
- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Teaching strategies

Getting started

Ask students to consider the questions:

- If you could live anywhere in the world, where would you choose to live and why?
- Why do you think many people, both asylum seekers and free settlers, wish to migrate to Australia today?

If you have immigrants or refugees in your class, you may wish to ask them why their family chose to come to Australia.

Suggested solutions

Suggested solutions Apply 2.3

1 Compare the population growth of Europe and North America between 1750 and 1900. Which area had the highest percentage growth? Why do you think this was the case?

Europe: from 163 million to 408 million (increase of approx.150%)

North America: from 2 million to 82 million (increase of 4000%)

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North America had, by far, the highest percentage growth because people migrated there in hope of a new life; there was free or cheap land, or the chance of finding gold. There were also arrivals of convicts from Britain and slaves from Africa.

Suggested solutions Apply 2.4

1 Create a poster designed to encourage people in Europe to emigrate to either Canada or the United States. Your poster should portray your chosen country as a 'land of opportunity'. Include a slogan and a relevant image to motivate people to make the journey.

Student responses will vary.

Suggested solutions Apply 2.5

1 Conduct research on the Internet about Australia's colonial settlements before Federation in 1901. On a blank map of Australia, mark the borders of each settlement. In each territory note:

- when it was first settled by Europeans
- whether it was a convict or free settler colony
- the date transportation started and finished (if it was a convict colony).

Students maps should clearly annotated with the following:

Colony	type	First settled	Transportation dates
New South Wales	Penal	1788	1788–1850
Victoria	Penal	1803	1844–1849*
Queensland	Penal	1824	1824–1839
Tasmania	Penal	1803	1812–1853
South Australia	Free	1836**	not applicable
Western Australia	Penal	1826/1829***	1850–1868

*Convicts were brought to Victoria from NSW in 1803 by the first settlers in Victoria, but transportation of convicts by ship from Britain to Victoria only began in 1844.

**South Australia was declared a separate province from NSW in 1834, but the first settlement was proclaimed in 1836.

***A military outpost was established at King George Sound in WA in 1826, followed by the Swan River Colony in 1829, so either date would be acceptable in student responses.

Suggested solutions Interpret 2.2

1 Source 2.17 provides us with information about living conditions in Britain and an unspecified destination. The 'Here' section refers to Britain.

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a Examine the representation carefully and list the reasons it provides as reasons for families to consider emigration. To what extent are those reasons catered for in the 'There' section?

a Reasons for families to consider emigration were:

- plenty of food (suggested by food on the table, the hanging pig's carcass in the background)
- available work (suggested by the shovel)
- a family home (one couple with their children)
- health and happiness (each person looks well fed and energetic)

b Are there any clues to suggest the location of the 'There' section?

b The 'dog' at the table is a Tasmanian tiger, suggesting the setting is Tasmania.

c What is the significance of the subtitle 'Or, Emigration a Remedy'? Who is the implied target audience for the source?

c The subtitle 'Or, Emigration a Remedy' suggests that moving to the new world is more than emigration; it's a remedy for the problems of the family and for the problems of the motherland.

Suggested solutions Review 2.4

1 Identify the key difference between the reasons free settlers emigrated and the reasons for convicts' emigration.

Convicts' emigration was forced and seen as a punishment; it aimed to solve the problem of crime at home in Britain. Free settlers' emigration was voluntary and seen as an opportunity for a new life; it aimed to solve the problem of unemployment and destitution, or of political or religious persecution for individuals or families.

2 Explain the 'pull' factors drawing free settlers to North America in the 19th century.

The 'pull' factors drawing free settlers to North America in the 19th century were:

- being part of a new nation
- opportunities for wealth and independence by owning land, developing trade or discovering gold

3 Discuss the similarity of 'pull' factors to Australia at the same time.

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Although the Australian colonies hadn't broken ties with Britain, the same 'pull' factors existed as in North America.

4 Explain why political prisoners and political refugees would decide to stay in Australia.

There was a perception that there would be greater political freedom than in Britain.

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Checkpoint 2.1

Teaching support for pages 72–73

Teaching strategies

Teaching tips

- This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.
- The activities can be completed in class or as homework, depending on your needs. For example, you may like to:
  - involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation
  - set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks or have students peer-mark the responses.
- Depending on the level to which each student is able to complete these activities, one of three graded Checkpoint student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available in hard copy or electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet

- Students who score less than 50% should be directed to complete the **Support** worksheet for this section: Worksheet 2.1 A

  A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.
- Students who score between 50% and 75% should be directed to complete the **Consolidate** worksheet for this section: Worksheet 2.1 B

  A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.
- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section: Worksheet 2.1 C

Suggested solutions

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1 Define the periods known as the Industrial Revolution and the Agricultural Revolution in Britain, and explain why the Agricultural Revolution had to come before the Industrial Revolution.

Agricultural Revolution: began in Britain in the mid-1600s; involved revolutionary changes in farming methods, which led to an increase in food quality and quantity and population growth, but also rural unemployment.

Industrial Revolution: began in Britain around 1750, and spread throughout the world until World War I; involved revolutionary changes in production methods and power sources, which led to urban growth and cheap consumer goods.

The Agricultural Revolution paved the way for the Industrial Revolution because a growing population demanded reliable and affordable supplies of food and goods, as well as employment opportunities. The unemployed rural workers provided a readily available workforce for the new mills, factories and mines.

2 Describe the living conditions that working people typically experienced in cities during the Industrial Revolution in Britain.

- cheaply built and overcrowded housing
- little infrastructure, such as sewerage systems, public transport networks, or street lighting
- polluted air and waterways.

3 Describe the impact that the Agricultural Revolution and the Industrial Revolution had on the movement of peoples within Britain.

Rural labourers had lost their employment due to revolutionary farming practices; industrialists needed a labour force for their fast-growing factories, mills and mines. Thus there was movement of people from country to city during the Industrial Revolution.

4 Explain who the major beneficiaries of the Agricultural Revolution were, and outline how these groups benefited from developments during this period.

The major beneficiaries of the Agricultural Revolution were the landowners, who gained:

- private ownership of more land
- larger farms
- increased profits

5 Explain how the Industrial Revolution provided ‘push’ factors that encouraged people to leave Britain, either as free settlers or convicts.

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'Push' factors were:

- increased crime arising from opportunism or destitution
- a popular theory that there was a 'criminal class' which could be removed
- unemployment and hardship for many in Britain
- political persecution

6 Outline the links between the Industrial Revolution and the political demands that saw activists coming to Australia as both convicts and free settlers. (5 marks)

The Industrial Revolution gave rise to voices calling for change:

- the Chartist movement, which sought reform to working conditions through parliamentary legislation
- other political activists, who protested against corruption and unfair government policies.

Some activists had been imprisoned and were transported as criminals; others emigrated voluntarily in the hope of greater political freedom in Australia.

7 Outline the 'pull' factors in Australia and North America that made them attractive destinations to those experiencing the Industrial Revolution in Britain and Europe. (10 marks)

The 'pull' factors in Australia and North America that made them attractive destinations were:

- land
- trade opportunities
- gold
- being part of building a new nation
- political and religious freedom.

8 Classify the reasons for leaving Britain given below as either 'push' or 'pull' factors:

- having land enclosed

PUSH

- transportation for stealing food

PUSH

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- the discovery of gold in Australia and North America

PULL

- the opportunity to express political opinions

PULL

- cheap land in Australia and North America

PULL

- overcrowded and unhygienic living conditions

PUSH

- child labour in factories

PUSH

- imprisonment for leading Chartist demonstrations

PUSH

- warmer climate

PULL

- the formation of new nations such as the United States of America.

PULL

9 On a blank world map, label the places of origin and the destinations of the large groups of people who moved to new lands during the period 1750–1901. Use colour coding to differentiate the labels for slaves, British convicts and free settlers from Europe.

Students' maps should show:

- convicts from Britain to North America and Australia
- convicts from France to French Guiana
- slaves from Africa to Britain and North America (NOTE: some students may have discovered that Britain also moved people from Ireland to North America as slaves)
- free settlers from Britain and Europe to North America (Canada and the USA), Australia and New Zealand

Suggested solutions: Rich task

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Why was Australia settled?

Each group should research the reason they are allocated, looking for evidence in primary and secondary sources that will support their argument that their reason was the driving force behind the settlement of Australia. Groups should compile their evidence in a folio that could be used to convince others why their argument is correct.

Is it possible to come to a conclusion about which was the most important reason? Each student should write their own personal conclusion, reflecting on why they regarded some evidence as more significant than other evidence.

Student group responses will vary, but each group should ensure it can support its hypothesis from the evidence it has sourced.

Teacher resources

Support Worksheet 2.1 A

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

Consolidate Worksheet 2.1 B

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

Diagnostic Worksheet: Extend 2.1 C

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

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The transatlantic slave trade

Teaching support for pages 74–75

Syllabus links

NSW Syllabus links

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Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

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- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

Students:

- investigate the main features of slavery, including transportation
- select an individual slave sent to the Americas, or a convict or a free settler who came to Australia and use sources to construct the story of their experiences

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Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Explanation and communication

- select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

Research

- plan historical research to suit the purpose of an investigation
- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Teaching strategies

Getting started

Conduct a discussion about how much students know of slavery in the world today:

- In which countries is it prevalent?
- What sort of people are slaves?
- How does someone become a slave?
- What work do slaves do?
- Is it legal in any country?

You may like to use some of the sources listed in Teacher resources, below.

Activities

Additional activity: Slavery: then and now

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Ask students to compare and contrast the reasons for the proliferation of slavery today with those of the Industrial Revolution. Direct students to information headed 'Three trends have contributed most to the rise of modern-slavery.' found at *Free the slaves*, 'About slavery: modern slavery' (listed in Student resources below).

What does this exercise make students think and feel about:

- human history?
- human nature?

Suggested solutions

Suggested solutions: Apply 2.6

1 Often, one of the most difficult things for historians and students of history to do is understand the actions and ideas of people who lived in the past. Sometimes, the things people did or thought seem incompatible with the way many people think and act today. Slavery is a good example of this.

   a Use the key concept of empathetic understanding to put yourself in the place of a slave owner in one of the American colonies. Write a 200-word explanation of why slavery is an acceptable and necessary practice.

Student responses will vary, but may include the following arguments:

- I'm a new landowner only just establishing my farm; I can't afford to pay free citizens
- Slaves are better workers than British convict labourers
- My slaves' needs are met; I provide their food, shelter and clothing
- 'White' races are superior and can therefore view 'black' races as a resource to be used
- Africans will become more civilised as they learn our ways

   b Now put yourself in the role of the enslaved man or woman owned by the same slave owner. Write a 200-word explanation of why slavery is wrong and should never be practised.

Student responses will vary, but may include the following arguments:

- I had rights and respect in my own country; here I am 'owned' by someone else
- I have my own language, culture, traditions and history; I do not need to learn to be 'civilised'

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- I have been separated from my family and tribe; I cannot understand the language of my owner or of the other slaves I work with
- I long for freedom to go home

Suggested solutions: Review 2.5

1 What was the triangular slave trade?

The triangular slave trade followed a triangular route around the Atlantic Ocean and ensured ships carried a full cargo on each leg: slaves from Africa to North America; sugar, tobacco and cotton from North America to Britain and Europe; rum, textiles and other manufactured goods from Britain and Europe to Africa.

2 What was the 'middle passage' and why was it notorious?

The 'middle passage' was from Africa to North America and was notorious because slaves were transported in such overcrowded and unhygienic conditions that many of them died.

3 What did the terms 'loose pack' and 'tight pack' mean for slave traders? Why was 'tight pack' favoured?

'Loose pack' meant fewer slaves were packed into a ship; they had more room to move and a higher percentage survived the trip in good condition. 'Tight pack' meant as many slaves as possible were packed into a ship; they had virtually no room to move and many died.

'Tight pack' was favoured by most traders because although some slaves died on the journey, the trader still had more to sell on arrival and so could make a greater profit.

Resources

Student resources

Free the slaves

This site provides facts about slavery in the world today..

Teacher resources

Walk Free

This site provides further information about modern-day slavery.

World-wide slavery

This page from the *Washington Post* provides an article outlining where slavery is rampant today; it includes a map.

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The experiences of slaves

Teaching support for pages 76–79

Syllabus links

NSW Syllabus links

A study of 'Movement of peoples' is one of the three depth studies that explore the making of the modern world from the NSW History syllabus. The content descriptions for this depth study are as follows:

Outcomes

Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

Students:

- investigate the experiences of slaves upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)
- investigate the main features of slavery, including transportation

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- select an individual slave sent to the Americas, or a convict or a free settler who came to Australia and use sources to construct the story of their experiences

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)

Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191)
- recognise that historians may interpret events and developments differently (ACHHS173, ACHHS191)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)
- select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

Research

- plan historical research to suit the purpose of an investigation
- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Teaching strategies

Getting started

Direct students to study Source 2.22. Ask them to comment on the slaves shown in the image:

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- What is the age, gender and physical condition of these slaves? Would these factors have been significant?
- Based on the expression on their faces and any other body language, what might the slaves be thinking and feeling?
- Was the artist sympathetic or unsympathetic towards the subject matter? Students could provide reasons for their opinions.

Teaching tip

When directing students to study primary and secondary sources, always encourage them to note when and where the source was produced and by whom. Students should then be able to form an opinion about the credibility of the source and recognise any potential bias. Students could practise this skill by completing the activity ‘Reliability of sources’ in ‘Activities’.

For your information

Before the 18th century, slavery based on racism was rare. But with the rise African slavery in the New World, popular opinion changed and ‘black’ races were seen as inferior, often considered little higher than animals in the hierarchy of the animal kingdom. This attitude helps to explain – though not excuse – much of the treatment of slaves.

For more information go to anthropologist Audrey Smedley’s article, ‘Origin of the idea of race’ on the PBS website listed in Teacher resources, below. Of particular relevance are the sections headed ‘A new social identity’, ‘Humans as property’ and ‘Science and the Justification for "Races"’.

Slavery had existed in Africa for thousands of years before the establishment of a British and European slave trade. Traditionally, African wealth and prestige was based on the size of herds and harvests. The cheapest form of labour was slaves. Many ‘white’ traders and slave owners argued that taking Africans as slaves to the New World meant they had the benefit of ‘civilisation’.

For more information go to historian Donald R. Wright’s article ‘Slavery in Africa’ on the Encarta website listed in Teacher resources, below.

Activities

Additional activity: Reliability of sources

Reflect on the reliability of Source 2.23 by completing the following:

- Where and when was the source produced?
- By whom was it produced? What do you know of their background?

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- Is it a primary or secondary source? How do you know this?
- What is the main focus of the source?
- What do you think is the producer's point of view?
- What is the purpose of the source?
- Based on your responses to the above, do you think this is a reliable source? Is there reason to think the source might be biased? If you were a historian, how might you confirm the veracity of the source content?

Suggested solutions

Suggested solutions: Extend 2.3

1 A slave ship by the name of Zong provides an example of the types of attitudes that slave owners held towards their slaves during this period. Conduct research on the Internet about the Zong massacre. Prepare a 250-word essay describing the events leading up to the massacre, and explain why it is a significant historical event.

Student responses will vary.

Suggested solutions: Interpret 2.3

1 Read Source 2.23 written by Olaudah Equiano. What does the fact that this is a written source indicate about his life after being taken from Benin? Does his slavery have any impact on the reliability or bias of this as a historical source?

Equiano's life after being taken from Benin was so harsh it led him to hope for death. He was in chains below deck where it was overcrowded and stank. He was surrounded by the screaming and groans of others, and beaten when he refused to eat.

Equiano is writing from a slave's point of view, but in this extract only describes his experiences and does not try to analyse or evaluate the practice of slavery overall. Nor does he judge the ship's crew. This encourages the reader to accept his account as a reliable historical source.

2 Outline your reaction to the instruments shown in Sources 2.24 and 2.25. Explain why the commander of a slave ship would have had a very different reaction.

Student reactions to the instruments will vary, but they should note that, above all else, the commander of a slave ship would need to maintain discipline on board. He may have believed his cargo was little more than a herd of animals and considered such instruments necessary.

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3 With a partner or in small groups, discuss the motivation behind the development of instruments like these.

Student responses will vary, but should note that some instruments were for restraint and some for punishment. Presumably, all instruments could have been deterrents.

4 Explain how Sources 2.23 to 2.25 help you to understand the operation of the slave trade.

Sources 2.23 to 2.25 demonstrate that the operators of the slave trade used the miserable conditions on board and physical punishments to manage the transport of slaves, who were treated as less than human.

Suggested solutions: Apply 2.7

1 Use the information in the text and Source 2.26 to create two 200-word descriptions of a slave auction. One should be from the perspective of a potential buyer, the other from the perspective of a slave waiting to be sold.

A potential buyer might describe the slave auction as:

- a good opportunity to acquire cheap labour
- offering slaves who appear well fed and healthy
- offering women and children, who would be cheaper than men
- offering men, who would be strong
- having too much competition from other buyers.

A slave waiting to be sold might describe the slave auction as:

- frightening because of the strange people and place, as well as the noise
- humiliating because they were on display
- confusing because they would not know what was happening.

Suggested solutions: Apply 2.8

1 Why do you think a law was created to make it illegal to teach slaves to read and write? Discuss as a class.

Student responses will vary. Students may suggest that literacy empowers people and that slave owners feared that educated and articulate slaves would be dangerous and rebellious slaves.

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2 In1948, the United Nations passed a Universal Declaration of Human Rights. Go to the website of the United Nations and examine this declaration. Compare the rights of slaves with what the modern world accepts as being essential for all people.

Unlike slaves, the modern international community recognises that everyone, regardless of race, is born free and has 'the right to life, liberty and security of person.' No one should be subjected to slavery, servitude, torture or cruelty and everyone has equal rights before the law.

3 Use the information provided in this section (together with your own research) to create an audio-visual presentation showing what conditions were like for slaves being transported on slave ships. Your presentation should feature images, text and music and be 3–5 minutes in length.

Student responses will vary. Below is a suggested marking guide:

Suggested solutions: Extend 2.4

1 Conduct research to find out about William Wilberforce's background. Do you think his background influenced his attitude about slavery? Give reasons for your response.

Student responses will vary. Salient points about Wilberforce include:

- he was brought up in a Christian home
- he was well educated and articulate
- he was acquainted with John Newton, who had been a slave trader but abandoned it when he converted to Christianity
- because of his Christian world view, which taught a Christian's mandate was to seek justice and mercy for all, he committed himself to the abolition of the slave trade
- as a member of parliament, he was in a position of influence

2 What evidence is there that Wilberforce polarised the British (made them take sides)? Find two sources that demonstrate different perspectives/ opinions about Wilberforce.

Student responses will vary.

3 Do you think that William Wilberforce deserves to be called a hero? Explain your answer.

Student responses will vary. These points should be considered:

- he was one of many who fought for the abolition of the slave trade and of slavery

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- historians view abolition as a complex and drawn-out movement rather than the culmination of the work of one man
- Wilberforce himself had certain limitations; for example, he was not a skillful tactician when it came to securing votes for his bills, and he was uneasy about suffrage for lower classes

4 What evidence have you found that contests the view of Wilberforce as a hero?

Student responses will vary.

Suggested solutions: Review 2.6

1 Describe the way in which African slaves were captured at the height of the African slave trade.

African slaves were kidnapped from the north-west coast of Africa. Nets were used to catch young slaves; others were caught while out hunting, so were often separated from family and friends.

2 Outline the legal rights of slaves under American law during the years of the slave trade.

Slaves were not allowed to:

- own property
- leave their master's land without permission
- learn to read or write
- go out after dark
- join in groups of other slaves, except for supervised work or church
- hit or challenge a white man

Slave owners were allowed to:

- separate slaves from their families
- buy and sell slaves
- punish a slave, even to death

3 Select any one of the sources used in this section and describe how it has helped you understand the experiences of slaves in this period.

Student responses will vary, but should include an explanation of their choice.

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Resources

Teacher resources

Black people in Britain: The eighteenth century

This page at the *History Today* website provides information about the roles and treatment of 'black' slaves in Britain in contrast to slaves' roles and treatment in North America.

Race: The Power of an Illusion

This PBS (public broadcasting in the USA) page provides a summary and analysis of the rise of 'race' as a factor in the institution of slavery.

Slavery in Africa

This *Encarta* page provides information about the history of slavery in Africa before the establishment of the British and European slave trade.

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The experiences of convicts

Teaching support for pages 80–81

Syllabus links

NSW Syllabus links

A study of 'Movement of peoples' is one of the three depth studies that explore the making of the modern world from the NSW History syllabus. The content descriptions for this depth study are as follows:

Outcomes

Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

Students:

- investigate the experiences of convicts upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)

Historical skills

Comprehension: chronology, terms and concepts

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- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)
- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Teaching strategies

Getting started

Ask students what they know about the treatment of convicted criminals in Australian gaols today. Point out that gaols and prisons are now called ‘corrective facilities’. Students could research the definitions of ‘corrective’ and ‘penal’, and reflect on the underlying attitudes that would determine the use of each of these terms.

Activities

Additional activity: Slaves versus convicts

Ask students to compare and contrast the transportation of slaves with the transportation of convicts; for example, students could compare Source 2.21 with Source 2.30.

Students could consider the following:

- slaves were people who had committed no crime
- convicts were being punished for crimes committed, albeit sometimes petty ones
- slaves were transported to profit the traders and slave owners—how did this impact on their treatment?
- convicts were transported to carry out the sentences imposed by British law—how did this affect their treatment?

There is some irony in the fact that the criminals were treated marginally better than the non-criminals!

NOTE: Students can later draw on this discussion to answer Question 1 in Review 2.7.

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Suggested solutions

Suggested solutions: Interpret 2.4

1 Explain what the Sources 2.29 to 2.31 have in common.

Sources 2.29 to 2.31 each convey the harsh treatment of convicts.

2 How can these sources help you to understand the attitude of authorities towards convicts at this time?

The seamen and guards felt the need to control and discipline their 'cargo', perhaps fearing rebellion—there were many more convicts that there were seamen and guards!

3 Outline the impact the treatment shown in these sources could have on the attitude of convicts when they arrived in Australia.

On arrival, convicts may have had mixed feelings. They may have been relieved to stand on firm ground and breathe fresh air after the stench of being below deck. But they also may have feared the treatment would be even harsher since, initially, there were no physical gaol walls to keep them imprisoned once on land.

4 What is John Nicol's 'troublesome cargo'? What does he mean when he describes it as 'more noise than danger'?

John Nicol's 'troublesome cargo' was 226 female convicts. He describes the cargo as 'more noise than danger' because the women were abusive and complaining, rather than physically threatening.

5 Which source do you think is the most useful and reliable for helping a historian understand the way convicts were treated during the trip to Australia? Explain your response.

Student responses will vary. Sources 2.29 and 2.31 illustrate that those in charge were prepared to go to great lengths to keep control and had no sympathy for the convicts. Source 2.30 illustrates the cramped conditions from which we can extrapolate a range of experiences, such as the stench, the spread of disease, or the fights amongst the convicts themselves over space and food.

Suggested solutions: Review 2.7

1 Compare the conditions that slaves and convicts had to endure during their transportation. What are the main similarities? What are the main differences?

Both slaves and convicts were transported:

- to a distant and unknown land

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- by ship
- in cramped conditions
- in danger of brutal punishments
- in fear about their future.

But slaves were people who had committed no crime, whereas convicts were being punished for crimes committed, albeit sometimes petty ones. Also, slaves were transported to profit the traders and slave owners, which resulted in the practice of 'tight pack'. Convicts were transported to carry out the sentences imposed by British law and in theory, as British citizens, were 'protected' by British law. Perhaps this led to legal action being taken against some Second Fleet seamen and contractors.

Other disadvantages for slaves were culture and language differences; at least the convicts understood their captors and the system they were caught up in.

2 Using the statistics provided, identify the approximate number of male convicts who died on the Second Fleet. What percentage was this of the total?

Approximately 313 male convicts died on the Second Fleet voyage. This was approximately 22 per cent of the total convict cargo.

3 What were the main diseases that convicts suffered from during the journey to Australia?

The main diseases that convicts suffered from during the journey to Australia were scurvy, dysentery and typhoid.

4 Outline the arguments for and against punishment being so severe on the convict ships.

Student responses will vary, and many may argue that there are *no* arguments for such severe punishments. However, an empathetic reading of the situation from the crew's and guards' points of view would be that:

- the convicts were criminals who deserved to be punished
- the convicts vastly outnumbered them
- rebellious and mutinous behaviour must be nipped in the bud
- severe punishments to some convicts would act as deterrents to others.

Arguments against might be that:

- if people are treated like animals they will behave like animals
- many convicts had committed minor crimes and were not hardened criminals

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- everyone has the right to food, water, personal space and at least a modicum of hygiene.

Resources

Teacher resources

Offender management in custody: New South Wales prisons

This site provides information on services and programs for prison inmates.

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The experiences of free settlers

Teaching support for pages 82–83

Syllabus links

NSW Syllabus links

A study of 'Movement of peoples' is one of the three depth studies that explore the making of the modern world from the NSW History syllabus. The content descriptions for this depth study are as follows:

Outcomes

Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

Students:

- investigate the experiences of free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)

Historical skills

Comprehension: chronology, terms and concepts

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- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)
- sequence historical events to demonstrate the relationship between different periods, people and places (ACHHS164, ACHHS182)

Analysis and use of sources

- identify different types of sources
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)
- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Teaching strategies

Getting started

Ask students to imagine they are a free settler nearing the end of their four-month sea journey. Ask them to think of three things they might hope for, three things they might fear and three things they might regret.

Suggested solutions

Suggested solutions: Interpret 2.5

1 What evidence can you find in Source 2.34 to support the understanding that steerage passengers were travelling on the cheapest tickets?

Source 2.34 shows that steerage passengers had paid little for their fare as they have few comforts or facilities. The scene shows the common area for eating and presumably recreation; there don't seem to be any tables and the hot food is placed dangerously in large buckets on the deck where they could tip over. Through the doorway, we can see the sleeping accommodation, which is also cramped and suggests little privacy.

2 Examine David Thomson's account of the journey from Britain to Australia in Source 2.32. What does he see as the main problems facing the free settlers travelling to Australia? What solutions do you think he would recommend?

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Thomson sees the main problem facing the free settlers travelling to Australia as the spread of disease, particularly amongst children. He is also concerned about lack of hygiene and fresh air.

Thomson might have suggested that passengers bring less luggage, as their excessive luggage was restricting 'cleanliness and ventilation'. He might also have suggested a better diet.

3 Read Source 2.33 and explain why Ally Heathcote would feel both joy and sadness as she saw the Australian coastline for the first time.

Heathcote would feel joy at reaching her destination where she could begin her new life in a new land, but sadness that she had left her friends and family ('dear ones') in Britain.

4 What evidence can you draw from these three sources to support the suggestion that the journey of free settlers to Australia was a happier experience than that of convicts?

Although conditions for steerage passengers were uncomfortable and at times dangerous, passengers had:

- chosen to make the journey
- were anticipating a fresh start and a better life
- had enough food and water
- were not chained or penned up below deck
- were not harshly punished
- had a surgeon to attend them (which convict ships eventually had).

Suggested solutions: Extend 2.5

1 Explain the difficulties historians could face using sources to reconstruct the life of a free settler such as Ally Heathcote, or the life of a convict or a former slave mentioned in previous units, such as Olaudah Equiano (see Source 2.23).

Such accounts are presented from a limited point of view and rely on the memories of the writers. A historian would need to source other perspectives on the individuals, as well as information about the general conditions of their particular journey and life on arrival. Also, a historian would have to discover if Heathcote and Equiano had recorded their entire story, or merely particular moments and events.

Suggested solutions: Review 2.8

1 What advances in shipbuilding allowed free settlers travelling to Australia in the late 19th century to have a more pleasant journey than those who had travelled earlier?

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Advances in shipbuilding in the late 19th century that made sea journeys more pleasant were new ships that had iron hulls and were powered by steam, which meant they were more spacious and faster. First-class passengers had grand saloons and some steerage passengers had dining saloons and cabins.

2 Select two sources of evidence provided in this section and explain how they helped you understand the experiences of free settlers travelling to Australia in the 19th century. Make a judgement about how useful and reliable these sources were in helping you reach your understanding.

Student responses will vary, but may note:

- Source 2.32 – David Thomson, as a 'Surgeon Superintendent', would be well educated and his opinion respected. This gives some credibility to his account, as does the fact that his account is included in a British Parliament report.
- Source 2.33 – Ally Heathcote sounds articulate and thoughtful, but was only 19 years old at the time and perhaps had a romantic notion of what Australia would be like. However, the caption suggests historians know more of her family after their arrival and notes her diary is kept by Museum Victoria, which is a respectable institution.
- Source 2.34 may be reliable, but we are given no details as to when, where or by whom it was produced. We would need to find this information or, if it can't be sourced, compare the illustration with other records to confirm its accuracy.

3 Outline the major differences between the experience of convict and steerage passengers travelling to Australia in the early part of the 19th century.

Although conditions for steerage passengers were uncomfortable and, at times dangerous, unlike convicts passengers had:

- chosen to make the journey
- were anticipating a fresh start and a better life
- had enough food and water
- were not chained or penned up below deck
- were not harshly punished
- had a surgeon to attend them (which convict ships eventually had).

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Checkpoint 2.2

Teaching support for pages 84–85

Teaching strategies

Teaching tips

- This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.
- The activities can be completed in class or as homework, depending on your needs. For example, you may like to:
  - involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation
  - set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks or have students peer-mark the responses.
- Depending on the level to which each student is able to complete these activities, one of three graded Checkpoint student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available in hard copy or electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet

- Students who score less than 50% should be directed to complete the **Support** worksheet for this section: Worksheet 2.2 A

  A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.
- Students who score between 50% and 75% should be directed to complete the **Consolidate** worksheet for this section: Worksheet 2.2 B

  A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.
- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section: Worksheet 2.2 C

Suggested solutions

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1 Explain why Britain became involved in the slave trade. Include the main arguments for and against Britain's involvement.

Britain's participation in the slave trade was driven by the profit motive.

Arguments in favour of the slave trade were

- ships had cargo on each leg of the triangular route across the Atlantic
- slaves provided cheap labour for the expanding farms and plantations in North America
- Europeans were superior to Africans.

Arguments against the slave trade were

- it was cruel, harsh and inhumane
- it was un-Christian.

2 Using Source 2.21, explain how the triangular trade worked. Outline why it made slavery a profitable venture for merchants and investors.

The triangular slave trade followed a triangular route around the Atlantic Ocean. It was profitable for merchants and investors because ships carried a full cargo on each leg: slaves from Africa to North America; sugar, tobacco and cotton from North America to Britain and Europe; rum, textiles and other manufactured goods from Britain and Europe to Africa.

3 Describe the conditions slaves had to endure from capture in Africa through to sale in the Americas. (10 marks)

Slaves were kidnapped on the north-west African coast while out hunting or, if they were young, captured in a net. They were often separated from family.

They were packed into ships with little room to move, poor food and little water and lay in their urine and excrement. If they refused to eat or were troublesome they were beaten, had their teeth filed or had their hands cut off and then were killed.

On arrival, they were sold at public auction. Potential buyers could inspect their teeth and physical condition as they would animal livestock. Slaves then belonged to their owner and had no rights or freedoms.

4 Outline the restrictions slaves had placed on their lives once they arrived in the Americas. (10 marks)

Slaves were not allowed to:

- own property
- leave their master's land without permission

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- learn to read or write
- go out after dark
- join in groups of other slaves, except for supervised work or church
- hit or challenge a white man.

Slave owners were allowed to:

- separate slaves from their families
- buy and sell slaves
- punish a slave, even to death.

5 Compare and contrast the experiences of slaves, convicts and free settlers. To organise your ideas, create a table with three columns in your notebook:

Slaves to the Americas	Convicts to Australia	Free settlers to Australia

- Use the sources in Section 2.2 as examples to put under each of these headings.
- Once you have completed your table, you will have sufficient information to summarise the elements that each list has in common, as well as the major differences.

Student responses will vary.

6 Outline and explain the different perspectives a slave, convict and free settler would have about their experiences. Make sure your response is supported by specific references to the sources you used in the previous question. (30 marks)

Student responses will vary. Students should draw on their response to question 5, but the emphasis here is on empathetic interpretations of the sources and information.

Suggested solutions: Rich task

Experiences of free settlers – the journey and life in Australia

Student responses will vary, but should note that while in many ways free settlers tried to reproduce aspects of British culture, a new social mobility was possible in Australia.

Teacher resources

Support Worksheet 2.2 A

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

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Consolidate Worksheet 2.2 B

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

Diagnostic Worksheet: Extend 2.2 C

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

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Convict life in a new land

Teaching support for pages 86–89

Syllabus links

NSW Syllabus links

A study of 'Movement of peoples' is one of the three depth studies that explore the making of the modern world from the NSW History syllabus. The content descriptions for this depth study are as follows:

Outcomes

Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

Students:

- use a variety of sources to investigate and report on the changing way of life of one of the following:
  - convicts

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- emancipists
- free settlers

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)
- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)

Research

- plan historical research to suit the purpose of an investigation
- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Teaching strategies

Getting started

Conduct a quiz to find out if students know who is featured on various Australian bank notes. You may like to take a sample of each note to class and pass them around.

Ask students what sort of people they think *should* be featured on our notes. Now focus on the twenty dollar note and introduce the class to one-time convict Mary Reibey, who is an example of someone who made the most of a new start in a new land.

Suggested solutions: Interpret 2.6

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1 Identify the origin of each of the sources provided here and examine the reference information. On the basis of this information only, how reliable do you think each is?

Source 2.40: produced in 1845, this is a primary source but we do not know who James Tucker was or what type of text *Ralph Rashleigh* is. Is it fictional? biographical? Therefore, we cannot comment on its reliability other than the contents seem consistent with other sources studied.

Source 2.41: produced in 1837, this is a primary source, and as an extract from what sounds like a serious historical record, it has some credibility.

Source 2.42: the date of production is unknown, so this letter could have been written by a fictional Dillingham. That in itself does not make it unreliable as much good fiction is founded on historical fact; more information is needed to judge the extract's credibility.

2 What can you learn about the lives of assigned convicts from these sources?

These sources show that the lives of assigned convicts varied. Depending on where and to whom they were assigned, they could have wretched lives or very comfortable lives. Those working in gangs had very regimented lives. Some convicts were treated brutally and others humanely.

3 How would you explain the range of attitudes and experiences of the people quoted?

James Tucker is critical of Arlack's treatment of convicts. Since we know nothing of Tucker, as to why he has this attitude we can only speculate.

John Dunmore Lang sounds matter-of-fact, but makes a point of including the generous amount of time his workers have for meals. Perhaps he is simply aiming to give an accurate 'Historical and Statistical Account' of penal life on Dunmore Station, but perhaps Dunmore Station is *his* station, and he wants to emphasise the positive aspects of life there.

Richard Dillingham sounds happy and hopeful about his new life in Australia. He's either telling the truth or trying to ensure his family back in Britain doesn't worry about him.

4 What additional research would you need to carry out in order to gain a clearer picture of the treatment of assigned convicts?

Student responses will vary, but may note that additional research could include looking at:

- records of where convicts were assigned and what work they carried out
- records of any assigned convicts who reoffended and any who were rewarded.
- the experience of women.

Suggested solutions: Interpret 2.7

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1 Carefully examine Sources 2.43 and 2.44. How many of the situations mentioned in Source 2.43 have the potential to be applied to the convicts shown in Source 2.44?

The convicts in Source 2.44 do not seem to be 'on the chain', so all other situations mentioned in Source 2.43 could be applied to the convicts in this scene from Norfolk Island.

2 How many lashes did William Riley receive as punishment?

Riley received 900 lashes.

3 Which of these sources provides the best evidence for a historian arguing that conditions on Norfolk Island were cruel and inhumane? Justify your response.

Students responses will vary, but justifications should be based only on the information provided by the source itself.

Suggested solutions: Apply 2.9

1 Conduct research on the Internet to gather evidence that will help you to decide whether William Charles Wentworth can be described as a significant individual in Australian history. Write a 100-word paragraph summarising your findings and stating your position.

Student responses will vary, but may include the following information about William Charles Wentworth:

- born in 1790, the son of female convict Catherine Crowley and colonial surgeon Dr D'Arcy Wentworth (who were not married)
- sent to England for schooling but returned to Australia in 1810
- appointed acting provost-marshal by Governor Macquarie and was granted 1750 acres
- drought and the need for new pasture led him to explore inland, crossing the Blue Mountains with Blaxland and Lawson
- his book, *A Statistical, Historical, and Political Description of the Colony of New South Wales and Its Dependent Settlements in Van Diemen's Land, With a Particular Enumeration of the Advantages Which These Colonies Offer for Emigration and Their Superiority in Many Respects Over Those Possessed by the United States of America*, published in 1819, did much to encourage emigration from Britain to Australia
- determined to establish a free press in Australia, he published the first edition of the *Australian* in 1824
- criticised autocratic government and promoted the rights of emancipists

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- fought to have trial by jury and representative government established in Australia, as they were in Britain
- in 1848–49, helped establish the first real state primary education system in New South Wales

2 Select one male and one female convict mentioned in the text or in the list below and conduct research to investigate their lives and achievements. Useful weblinks to help you in your research into the experiences of individual convicts can be found in the obook.

Francis Greenaway

Alexander Pearce

Mary Wade

John 'Red' Kelly

Esther Abrahams

William Redfern

Mary Bryant

Write a 100-word informative text for each that describes their experiences as convicts, and how their lives changed as a result of being transported. Include relevant sources that you have evaluated for their reliability and accuracy.

Student responses will vary.

Suggested solutions: Extend 2.6

1 Discuss the similarities and differences between convicts and slaves in a 250-word written response. Use information from this chapter, together with additional research, to compare these groups of people in terms of their treatment and status.

Student response will vary, but could compare and contrast types of work and treatment and should make the point that convicts had more opportunities for freedom and land ownership than slaves.

Suggested solutions: Review 2.9

1 List the major changes that convicts would have been forced to make when they first arrived in Australia.

Major changes made by convicts on arrival in Australia:

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- type of work – most convicts would have come from towns and would have been unused to hard manual labour building roads or bridges, or working on farms, so would need to learn new skills
- accommodation – many convicts were housed in barracks, similar to British gaols, but many were assigned to free settlers and lived on farms or in bush camps, or in town accommodation
- hope – so many skills were needed to establish a new society that many convicts found constructive, productive and fulfilling roles in the colonies

2 List some of the tasks convicts could expect to be given when they arrived in Australia.

Some tasks were:

- clearing land
- building public works, such as roads and bridges
- building houses
- farm laboring
- working in private businesses, such as breweries or brickworks
- laundering
- needlework
- ropemaking

3 Explain the term ‘place of secondary punishment’. Provide the names of three places that were set up for this purpose.

A ’place of secondary punishment’ was a gaol for convicts who had re-offended. Some examples were Coal River, Macquarie Harbour and Norfolk Island.

4 Define the terms ‘Ticket of Leave’, ‘emancipist’ and ‘expiree’.

A ‘Ticket of Leave’ was granted to a trustworthy convict and meant they could work for pay in a specified area, though could not leave that area.

An ‘emancipist’ was a convict who had been so well behaved they were set free.

An ‘expiree’ was a convict who had completed their sentence without reoffending and was free.

5 Identify the range of opportunities that a convict could take up after serving his or her sentence.

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Freed convicts could farm for someone else or own their own land. Many would have learnt new skills and trades they could now use in paid employment or to set up their own businesses. Some became professionals, such as an architect, magistrate, publisher or surgeon.

6 Name a convict and explain how he or she benefited from transportation to Australia.

Student responses will vary, drawing on information on page 89 or, if they have completed Apply 2.9, the information they have researched.

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The lives of free settlers in Australia

Teaching support for pages 90–92

Syllabus links

NSW Syllabus links

A study of 'Movement of peoples' is one of the three depth studies that explore the making of the modern world from the NSW History syllabus. The content descriptions for this depth study are as follows:

Outcomes

Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

Students:

- use a variety of sources to investigate and report on the changing way of life of ONE of the following:
    - convicts

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- emancipists
- free settlers

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)
- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)

Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)

Teaching strategies

Getting started

Introduce squatters and selectors as types farmers. Before reading the text, ask students to ‘brainstorm’ definitions for ‘settler’, ‘squatter’ and ‘selector’ and to clarify what they think the differences might be. Now turn to the text.

Activities

Additional activity: Debate

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Divide the class into four groups. Two groups are to conduct further research on the tension between selectors and squatters. The other two groups are to conduct research on the life on the goldfields and the impact the gold rush had on the towns and cities that gold seekers left behind (for example, schools struggled as teachers left to seek their fortune).

Conduct two debates.

Debate 1: It is better to be a selector than a squatter.

Group 1 is to take the affirmative and group 2 the negative.

Debaters could consider practical, financial and family issues, as well as values and beliefs.

Debate 2: The promise of gold is not worth the pain.

Group 3 is to take the affirmative and group 4 the negative.

Debaters could consider practical, financial and family issues, as well as values and beliefs for those on the gold fields and for those left behind in towns and other communities.

Those not debating are still members of a group and should take part in the research and preparation of arguments.

During the debate, members of the groups not debating could adjudicate those who are. This should help keep students engaged. It is advisable to prepare and distribute a judge's criteria sheet divided into 'Manner', 'Matter' and "Method'.

To refresh your knowledge of the above, go to 'Debating: Tips and judging criteria' on the NSW Department of Education site, *School A to Z*, listed in 'Resources: Teacher resources'.

Suggested solutions

Suggested solutions: Apply 2.10

Student answers will vary. Students should give reasons for their opinions.

Suggested solutions: Interpret 2.8

1 Identify information in Sources 2.49, 2.51 and 2.52 that is confirmed in Source 2.50. Is there any reason to regard one source as more reliable than any others?

Information in Sources 2.49, 2.51 and 2.52 that is confirmed in Source 2.50 is:

- a stockman's hut stood in a clearing
- the hut was far from scrub

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There is nothing to suggest any of the sources is unreliable, especially as each seems to confirm the information of the others. However, we do not know who took the photograph or who produced the *Picturesque Atlas of Australasia*, nor do we know anything about Rosa Praed. So to be sure of the reliability of any of the sources, further research would need to be undertaken.

2 Is there evidence in any of the sources that they were created by an actual squatter? Does this affect their reliability?

There is no evidence in any of the sources that they were created by an actual squatter. This, in itself, does not affect their reliability. For example, Praed may have interviewed squatters and the producer of the photograph was obviously present at the scene.

3 Explain how these sources can be used to provide evidence to support the contention that the life of settlers could be harsh.

These sources show that the life of settlers could be harsh because they illustrate:

- isolation from communities and separation of family members
- hard work, often with no immediate reward
- few, if any, comforts or pleasures
- fear of the Indigenous inhabitants.

Suggested solutions: Review 2.10

1 Outline the differences between a squatter and a selector.

Squatters cleared and settled land, initially, without official approval; they did not buy or lease the land, nor were they granted land. The land they farmed was often the best.

Selectors bought land from the government. The land they farmed was often the worst.

2 Create a table outlining the main arguments for and against making the journey to Australia as a free settler. Based on your list, do you think you would have decided to make the journey?

Student responses will vary, but some arguments may include the following:

FOR	AGAINST
Land ownership	Distance from homeland and familiar culture
Improved lifestyle through hard work	Separation from family and friends
Wealth	Harsh Australian environment. for example, no infrastructure and potential clashes with

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3 When and why did the Australian gold rush begin?

The Australian gold rush began in 1851 because Edward Hargraves discovered gold near Bathurst, NSW, and publicised his achievement.

4 What made conditions on the goldfields so harsh?

Conditions on the gold fields were harsh because:

- tens of thousands of people were living close together
- accommodation was mainly in tents
- fresh food and water were scarce
- sanitation was poor – no sewerage system or garbage collection
- disease was rife
- most diggers were male and separated from their families
- diggers worked from dawn to dusk

5 Which group made up the majority of deaths on the goldfields?

Children under five years of age made up the majority of deaths on the goldfields.

Resources

Teacher resources

Debating: Tips and judging criteria

This is a NSW Department of Education site that clearly communicates the basics of school debating.

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The impact of convicts and settlers on Indigenous peoples

Teaching support for pages 93–95

Syllabus links

NSW Syllabus links

A study of 'Movement of peoples' is one of the three depth studies that explore the making of the modern world from the NSW History syllabus. The content descriptions for this depth study are as follows:

Outcomes

Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

Students:

- describe the impact of convicts and free settlers on the Indigenous peoples of the regions occupied

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Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)
- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)

Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191)
- recognise that historians may interpret events and developments differently (ACHHS173, ACHHS191)

Teaching strategies

Getting started

Ask students if any of them are of Aboriginal or Torres Strait Islander descent, or if they know someone who is. If so, ask these students if they are willing to share some of their first-hand knowledge of Indigenous heritage and history.

Teaching tip

This section of the text lends itself to a discussion about the inevitably of western culture reaching Australian shores. Ask students if there was any point in history when they think the meeting of European and Indigenous Australian culture might have been less painful.

Given the attitudes of each culture at the time (for example, assumptions each made about people's relationship to land), could the meeting of the two have been done any better?

The first of the 'Rich tasks' would be a good starting point for such a discussion. You may wish to direct students to particular reserves, protectorates or missions. For example, Coranderrk in Victoria is an example of a relatively positive experience of mission while

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Cummeragunja mission in NSW was a relatively negative experience. Some sources are listed in Student resources, below.

Activities

Additional activity: Then and now

Ask students to re-read the section headed 'The situation at Federation' and compare the situation then with the situation now.

For up-to-date information on the progress of reform to include Indigenous Australians in our constitution, direct students to the Australian Human Rights Commission site and *The Australian* newspaper site listed in Student resources, below.

Suggested solutions

Suggested solutions: Extend 2.7

1 Find out what the total population of Indigenous Australians is estimated to have been in 1788. How reliable is this estimate?

According to the Australian Bureau of Statistics, 'there are no accurate estimates of the population of Australia before European settlement. Estimates were based on post-1788 observations of a population already reduced by introduced diseases and other factors, and range from a minimum pre-1788 population of 315 000 to over one million people. Recent archaeological evidence suggests that a population of 750 000 Indigenous peoples could have been sustained.' (Source: Australian Bureau of Statistics)

2 If the total population had decreased by 90 per cent in 1850, how many Aboriginal people would there have been in 1850?

If we take the population to have been 750 000 in 1788, there would have been a population of only 75 000 in 1850.

3 As a class, discuss whether Pemulwuy's story supports or contests the argument that the British settlement of Australia was an example of peaceful colonisation.

Student responses will vary.

Suggested solutions: Interpret 2.9

1 Examine Sources 2.56 and 2.57. Source 2.57 was created 35 years after Source 2.56. List the continuities and changes you can observe in the two sources.

The continuities illustrated by these sources are:

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- Indigenous Australians have retained their dark skin and distinctive facial features; that is, the Indigenous Australians in Source 2.57 have not interbred significantly, if at all, with the white population
- both scenes are in a bush setting
- both scenes show Indigenous family groups.

The changes illustrated by these sources are:

- the presence of white people in the Australian bush
- the Indigenous Australians are wearing little in Source 2.56, but European clothes in Source 2.57
- the Indigenous Australians in Source 2.56 seem to be independent, going about their own business, whereas in Source 2.57 they seem to be subservient to the European couple.

2 Do you think a photo is a more or less reliable historical source than a painting? Explain your response.

The photo is not necessarily more reliable than the painting. Although early photographs could not be manipulated in production as they can be today, they were still shot from a particular perspective. This is a set shot, showing the Indigenous Australians as clothed, well fed and docile. Much of the story of white-black relations may have been omitted.

The scene in the painting is also seen and interpreted through the eyes of the artist. They, too, have made choices about what to include and what to omit. Also, we do not know if the artist viewed this scene with his own eyes or whether they imagined it based on second-hand information.

Both images could be contrived. Or both could be accurate reproductions of what the producer of the source saw in that situation.

3 What evidence is there of traditional Indigenous lifestyles in these sources?

Aspects of an Indigenous lifestyle shown in Source 2.56 are:

- people had few possessions
- housing was simple and temporary
- people were hunters and gatherers
- people lived, worked and moved in family units

Aspects of an Indigenous lifestyle shown in Source 2.57 are:

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- people lived and worked with other family members
- people adopted European dress
- people worked for European settlers

4 How could historians use these two sources?

Student responses will vary, but may suggest the sources could be used to show the influence of European culture on the Indigenous lifestyle.

Suggested solutions: Review 2.11

1 Outline the major differences between Indigenous Australians and European settlers in terms of their attitudes to the land and way of life.

Europeans believed land could belong to them and was a means of success and wealth through growing crops, breeding domestic animals and building fences and houses.

Indigenous Australians believed they belonged to the land both spiritually and practically, so had no concept of private ownership or the purpose of a fence.

2 What were the major things that white settlers introduced to Aborigines in the first years of British settlement? Explain the impact they had.

The major things that white settlers introduced to Aborigines in the first years of British settlement were:

- land clearance, which diminished native food supply and pushed some tribes onto other tribal land, causing clashes
- fences and buildings, which also encroached on native hunting and gathering places
- European food and clothing, including alcohol and tobacco which was bad for Indigenous health; Indigenous Australians became dependent on European goods and lost their survival skills
- new diseases to which Indigenous Australians had no or little resistance; thousands died.
- modern weapons, which killed some Indigenous Australians
- European laws, which Indigenous Australians did not understand or accept.

3 Who led Aboriginal resistance to the British in the Sydney area in the early years of European settlement?

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A Bidjigal man known as Pemulwuy led Aboriginal resistance to the British in the Sydney area in the early years of European settlement.

4 Outline the main consequences of Indigenous Australians being displaced from their traditional lands.

Some displaced Indigenous Australians were forced from their hunting grounds onto the grounds of other Indigenous groups, which caused clashes. Some accepted their fate and became dependent on Europeans and their ways. Others strongly resisted and attacked white settlers.

5 Explain the significance of Myall Creek as a historical site.

The massacre at Myall Creek was significant because it was one of the worst unprovoked attacks on Indigenous Australians and the only case in which the white perpetrators were convicted and punished.

6 Outline the legal, political and social position of Indigenous Australians at the time of Federation.

At the time of Federation in 1901, the majority of Indigenous Australians were living on reserves, protectorates or missions. Some worked on properties owned by Europeans and were able to maintain links with their culture and the land. Some lived in cities, usually on the fringe both geographically and culturally.

The federal government had no power to make laws about Aboriginal matters and Indigenous Australians were not included in the census.

Resources

Student resources

Recognising Aboriginal & Torres Strait Islander people in the Constitution

This page from the Australian Human Rights commission provides background on the reasons for proposed changes to the Constitution and how those changes can be made.

Indigenous recognition a crusade: Tony Abbott

This article in the *Australian* on January 26, 2014 outlines the Abbott government's position on constitutional with regard to Indigenous recognition.

State Library of Victoria: Coranderrk mission

Tthis site summarises the history of Coranderrk Aboriginal mission in Victoria.

Cummeragunja mission history

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This ABC website page summarises the history of Cummeragunja Aboriginal mission in New South Wales.

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Checkpoint 2.3

Teaching support for page 97

Teaching strategies

Teaching tips

- This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.
- The activities can be completed in class or as homework, depending on your needs. For example, you may like to:
  - involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation
  - set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks or have students peer-mark the responses.
- Depending on the level to which each student is able to complete these activities, one of three graded Checkpoint student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available in hard copy or electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet

- Students who score less than 50% should be directed to complete the **Support** worksheet for this section: Worksheet 2.3 A

  A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.
- Students who score between 50% and 75% should be directed to complete the **Consolidate** worksheet for this section: Worksheet 2.3 B

  A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.
- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section: Worksheet 2.3 C

Suggested solutions

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1 Explain the difference between a convict, an emancipist and a free settler.

A convict was someone who had committed a crime, been found guilty and was serving a sentence. An emancipist was a convict who had been set free, perhaps for good behaviour. A free settler was not a convict, but someone who came to Australia voluntarily to settle in a town or on a rural property.

2 Outline the difference between the way convicts and free settlers were treated on arrival in Australia.

On arrival, convicts were in chain gangs or under guard on public projects, or assigned to free settlers, officials or soldiers for farm work, domestic duties or in a trade or business.

On arrival, free settlers were able to pay for or receive a grant of land, or allowed to head to the gold fields to try to make their fortune.

3 Identify a convict who became a successful emancipist and evaluate their contribution to Australia.

Student responses will vary, but will draw on information they have gathered from page 89 or in their research for Apply 2.9.

4 Outline the way historical sources can help us to understand the way of life free settlers experienced on the frontier. In your response, ensure that you have referred to at least three specific sources.

Student responses will vary, but should draw on sources referred to in this chapter. Students should also be encouraged to comment on a *variety* of sources, such as paintings and photographs, diaries and reports, and primary or secondary accounts.

5 Explain the disadvantages of life on the goldfields for the thousands of settlers who went to seek their fortune there.

The disadvantages of life on the gold fields were:

- tens of thousands of people living close together
- accommodation mainly in tents
- fresh food and water scarce
- sanitation poor – no sewerage system or rubbish collection
- disease rife and many people, including children, died
- mostly male diggers, separated from their families
- work was from dawn to dusk

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6 Describe the impact of British settlement on the Aboriginal people of the Sydney region during the early years of settlement. What evidence can you use to support your answer?

During the early years of settlement, Aboriginal people of the Sydney region were displaced from their traditional lands. This led to clashes between Indigenous Australians and Europeans, sometimes attacking each other, sometimes retaliating. Pemulwuy led resistance against European settlement, but was eventually killed.

7 Explain how the arrival of free settlers and squatters on the frontier affected Indigenous Australians in those areas.

The arrival of free settlers and squatters on the frontier displaced Indigenous Australians from their traditional lands. Some were forced to move onto the lands of others, which caused clashes. Some succumbed to the inevitability of the dominance of European culture and became dependent on Europeans. Others resisted strongly.

8 Argue for or against the suggestion that the gold rush in Australia improved lives and opportunities of Indigenous Australians.

Student responses will vary and, as there is no explicit discussion of this issue in the text, students will need to rely on their deductive and imaginative skills.

9 Outline the situation for Indigenous Australians at the time of Federation. Discuss the positive and negative impacts convicts and free settlers had on Indigenous Australians up to that time.

At the time of Federation in 1901, the majority of Indigenous Australians were living on reserves, protectorates or missions. Some worked on properties owned by Europeans and were able to maintain links with their culture and the land. Some lived in cities, usually on the fringe both geographically and culturally.

The federal government had no power to make laws about Aboriginal matters and Indigenous Australians were not included in the census.

Suggested solutions: Rich tasks

Investigate a reserve, protectorate or mission

Student responses will vary.

Georgiana McCrae – a typical Australian?

Student responses will vary.

Teacher resources

Support Worksheet 2.3 A

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A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

Consolidate Worksheet 2.3 B

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

Diagnostic Worksheet: Extend 2.3 C

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

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Consequences of the transatlantic slave trade

Teaching support for pages 98–100

Syllabus links

NSW Syllabus links

A study of 'Movement of peoples' is one of the three depth studies that explore the making of the modern world from the NSW History syllabus. The content descriptions for this depth study are as follows:

Outcomes

Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

Students:

- describe both the immediate and longer-term consequences of transporting African slaves to the Americas

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Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)
- sequence historical events to demonstrate the relationship between different periods, people and places (ACHHS164, ACHHS182)

Analysis and use of sources

- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)

Research

- ask and evaluate different kinds of questions about the past to inform an historical inquiry (ACHHS166, ACHHS167, ACHHS184, ACHHS185)
- plan historical research to suit the purpose of an investigation
- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Teaching strategies

Getting started

As a class, read the opening paragraph on page 98. Ask students to reflect on and compare the similarities between North America and Australia by the beginning of the 20th century and between North America and Australia by the beginning of the 21st century.

Teaching tip

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When reading about and discussing the section headed 'The American Civil War' on pages 98 and 99, note that the difference of opinion on slavery was not the primary trigger for the American Civil War. There had been brewing tension between the industrial north and the agricultural south, including concern in the north that unity was paramount, and concern in the south that the federal government was interfering more and more in state rights. Thus, when Lincoln was elected on 'a platform of preserving the unity of the nation', many southern states created a *new* nation called the Confederate States of America, which was to be separate from the United States of America.

Slavery was integral to the economy and lifestyle of the south, and so was integral to the tensions but was not, in itself, the primary trigger for war.

Suggested solutions

Suggested solutions: Interpret 2.10

1 Can you identify Lincoln's perspective on slavery from Source 2.63? Give reasons for your answer.

Lincoln subtlely hints at being anti-slavery. This is indicated when he uses 'rest' to describe the extinction of slavery and 'push' to describe the spread of slavery.

2 What does Lincoln identify as the cause of the United States being a 'house divided'?

Lincoln identifies slavery as the cause of the United States being a 'house divided', referring to the country as being 'half slave and half free'.

3 What is the purpose of this speech? What is the significance of the date of the speech?

The speech was made prior to Lincoln's election to the presidency. Its purpose seems to be to make clear to the electorate that the strength of the nation lies in unity and that differing attitudes to slavery is an example of disunity. (See notes in 'Teaching tip'.)

Suggested solutions: Apply 2.11

1 The following people were well-known African Americans:

- Dr Daniel Williams (surgeon)
- Frances Ellen Watkins Harper (poet and writer)
- Jan Matzeliger (inventor)
- Ida B Wells (journalist and newspaper editor)
- Dr WEB Du Bois (historian and sociologist)
- Mary McLeod Bethune (teacher)

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a Conduct research on the life of one of these people and prepare a 150-word report that outlines the key contributions and achievements he or she made to American life and society. Include a photograph if one is available.

b Do you believe this person should be remembered as a significant historical figure? Justify your response.

Student responses will vary.

Suggested solutions: Extend 2.8

1 Research the cultural and ethnic backgrounds of the populations of the United States, Cuba and Jamaica today. What percentage of each of these populations are the descendants of African slaves?

Descendants of African slaves in the United States: Different sources provide different figures; one estimate is more than 40 million, or 12–13 per cent.

Descendants of African slaves in Cuba: Different sources provide different figures; some agree that, based on Cuban census figures, about 11 per cent identify as 'black'.

Descendants of African slaves Jamaica: One estimate is 2.7 million, or 91.2 per cent of the population.

Suggested solutions: Review 2.12

1 Explain the differences between the consequences of the slave trade for:

- Africa
- Britain
- North America

For Africa, the short-term consequence was that, as Africans sold other Africans to Europeans, the unity and trust in their own communities was undermined. The long-term consequence, according to some historians, was that as well as wealth, potential leaders were taken away who might have made a difference for the better in their homeland.

For Britain, the short-term consequence was increased wealth for merchants.

For North America, the short-term consequence was increased wealth for merchants and a huge contribution to the economy. The long-term impact was a change in the cultural and ethnic mix of the US, Canada and several Caribbean countries, as well as a continuing contribution to the economy. At the same time, many African Americans went on to be influential in culture, science and business.

2 Outline the impact of the American Civil War on slavery in the United States of America.

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Although the issue of slavery was not the primary reason for civil war, it was integral to the lifestyle and economy of the southern states, over which these states wanted to maintain control. The victory of the northern Union over the southern Confederacy saw an amendment to the constitution, which ended slavery in the USA.

3 Why were African Americans important to the American economy after slavery ended?

African Americans continued to be important to the US economy because they worked in unskilled and semi-skilled jobs for lower wages and in poorer conditions and thus helped boost profits.

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The development of the Australian nation

Teaching support for pages 101–103

Syllabus links

NSW Syllabus links

A study of 'Movement of peoples' is one of the three depth studies that explore the making of the modern world from the NSW History syllabus. The content descriptions for this depth study are as follows:

Outcomes

Students briefly outline:

- the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

A student:

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- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

Students:

- assess the impact of convicts and free settlers on the development of the Australian nation

Historical skills

Comprehension: chronology, terms and concepts

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- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)
- sequence historical events to demonstrate the relationship between different periods, people and places (ACHHS164, ACHHS182)

Analysis and use of sources

- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)

Perspectives and interpretations

- recognise that historians may interpret events and developments differently (ACHHS173, ACHHS191)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)
- select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

Research

- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Teaching strategies

Getting started

For past sections, you may have asked the class who has convict ancestry and who has an Indigenous heritage. Now do a survey of the whole class to discover its ethnic 'mix'.

What percentage of the class has:

- Indigenous Australian heritage?
- African heritage?
- Asian heritage?
- European heritage?
- British heritage?

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- North or South American heritage?
- Maori or other Pacific islander heritage?

Students could create a pie chart to visually record the mix.

You could also ask if any student has colonial free settler heritage.

Activities

Additional activity: Eureka!

The Eureka flag has recently been restored and put on display in Ballarat, Victoria. Students could find out more about its history by exploring the sites listed in 'Resources: Student resources'.

Suggested solutions

Suggested solutions: Apply 2.12

1 Find a modern photograph showing the same area of Sydney as shown in Source2.66. What have been the major changes in the last century?

Student responses will vary.

Suggested solutions: Interpret 2.11

1 Explain how Sources 2.68 supports or challenges Source 2.67.

Sources 2.68 supports Source 2.67 by showing dense industrial development on the waterfront. However, Source 2.67 suggests later industrial development took place on the urban fringe. The photograph was taken in 1900, which could be deemed 'later', and so could challenge the idea that by then manufacturing was 'dominated by many small factories' in the suburbs.

2 What did the earliest factories in Australia produce?

The earliest factories in Australia repaired vessels and produced beer and biscuits, boilers and bricks.

3 Outline the things in Source 2.68 that provide evidence that Darling Harbour was a transport hub.

The photograph in Source 2.68 shows ships docked at wharves, a road network connected by a bridge and freight trains in a rail yard. The caption notes that the railways brought goods to the harbour for export, and the railways, roads and ships took the goods to distribute around Australia. This shows Darling Harbour was a transport hub.

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4 Would a historian use Source 2.68 as evidence of rapid or slow change in transportation in Australia? Explain the reasons for your response.

Student responses will vary, but may note that horse-drawn vehicles are used and some of the ships appear to be sailing vessels. This suggests that Australia lagged a little behind Britain and Europe in terms of technological change.

Suggested solutions: Apply 2.13

1 Investigate the Eureka rebellion. As a class discuss your findings; for example, does it provide evidence of changing political interests in 19th-century Australia? What contribution did it make to Australia's national identity?

Student responses will vary, but may note that the Eureka rebellion is often considered an expression of democracy where the voice of the workers was heard. Many people also see it as an iconic event that cemented the notions of standing up for justice, mateship and the importance of a 'fair go', so much so that the ANZACs of World War 1 were named 'diggers' after the diggers (miners) at Eureka. A Melbourne suburb is named after Peter Lalor, one of the leaders in the rebellion.

Suggested solutions: Review 2.13

1 When did convict transportation to New South Wales end?

Convict transportation to New South Wales ended in in 1840.

2 Which was Australia's most important rural industry for much of the 19th century?

The wool industry was Australia's most important industry for much of the 19th century.

3 Why was Melbourne Australia's financial and banking centre in the second half of the 19th century?

Australia's financial and banking centre was in Melbourne in the second half of the 19th century because of the gold rush in Victoria.

4 What evidence is there that Australia was 'in part, a nation born out of racism'?

The influx of thousands of Chinese to the Australian goldfields encouraged the federation movement, whose goal was to control immigration. The first law passed by the new parliament was the White Australia policy, which prevented non-whites from entering Australia. Thus we can say that Australia, 'born' at federation, was born in part out of racism.

Resources

Student resources ID

Museum of Australian Democracy at Eureka: The Eureka flag

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This site provides information about the history and restoration of the Eureka flag.

The restored Eureka flag

This page at *The Miner* website provides information about the history and restoration of the Eureka flag.

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Checkpoint 2.4

Teaching support for pages 104–105

Teaching strategies

Teaching tips

- This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.
- The activities can be completed in class or as homework, depending on your needs. For example, you may like to:
  - involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation
  - set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks or have students peer-mark the responses.
- Depending on the level to which each student is able to complete these activities, one of three graded Checkpoint student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available in hard copy or electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet

- Students who score less than 50% should be directed to complete the **Support** worksheet for this section: Worksheet 2.4 A

  A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.
- Students who score between 50% and 75% should be directed to complete the **Consolidate** worksheet for this section: Worksheet 2.4 B

  A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.
- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section: Worksheet 2.4 C

Suggested solutions

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1 Identify three industries that rapidly developed as a result of slavery. Explain why slaves were so crucial to this development.

Three industries that rapidly developed as a result of slavery were sugar, tobacco and cotton.

2 Analyse the argument that slavery and European colonisation have had long-term negative consequences for African countries.

It can be argued that slavery and European colonisation have had long-term negative consequences for African countries because much wealth was taken out of Africa, and perhaps more importantly potential leaders were taken away. If they had stayed in Africa they may have made a difference for the better.

3 Explain how the presence of slavery helped lead to a civil war in the United States.

Slavery helped lead to a civil war in the United States because the war was fundamentally about the unity of a federal government *versus* the autonomy of states. Slavery was one of the factors that made the nation *un*unified.

4 Identify examples of how African Americans were able to make positive contributions to 19th-century American society.

African Americans made positive contributions to 19th-century American society economically because they made up much of the unskilled and semi-skilled workforce. Because they worked in poorer conditions and were paid lower wages, they helped boost profits. Although most were poorly educated, some individuals made significant contributions to society, such as in literature, science, music and business.

5 Explain how Australia changed between 1788 and 1901. Use relevant sources that support your explanation.

Australia changed from a group of separated colonies in 1788 to a federated nation by 1901.

Towns and cities were established and grew into industrial and business centres. Source 2.66 shows some of the architecturally beautiful buildings in Sydney in 1900 and Source 2.68 shows Darling Harbour as an industrial and transport hub. Source 2.67 tells us that urban centres elsewhere were increasing their suburbs and manufacturing.

The country had become wealthy, thanks to the gold rush and pastoralists, as well as small farmers, merchants, manufacturers, professional and labourers all helping to expand the economy.

6 Evaluate the contribution of convicts and free settlers to those changes.

Free settlers cleared the land and built up businesses and manufacturing. Convicts built much of the early infrastructure, such as roads, bridges and public buildings. Convicts continued to

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contribute to the development of the nation as most stayed in Australia when they had completed their sentences.

7 Identify the links between free settlers becoming more numerous than convicts and the push for political changes in Australia.

Some free settlers were escaping religious or political restrictions in Britain or continental Europe. As the numbers of free settlers overtook that of convicts, and more people were Australia-born, there was a push for democracy and for certain freedoms, such as freedom of speech, freedom of religion and freedom to protest.

8 Explain why the gold rushes made such a major contribution to Australia's economic development.

Gold migrants contributed to the economy and Melbourne became Australia's banking and financial centre well into the 20th century.

Suggested solutions: Rich task

Australian identity

1 Discuss Sources 2.70 to 2.72, which depict 'typical Australians' in the 19th century.

a In what way do these figures represent 'typical Australians'?

b Are they relevant only to the 19th century?

c What characteristics do these figures typically have?

d What could they contribute to a sense of national identity?

e Who is excluded from this view of Australia?

a These figures are all male, which suggests that women are *not* considered the 'typical Australian'. Sources 2.70 and 2.71 show men with itinerant lives, indicated by a swag, a temporary dwelling and a horse or camel. Source 2.72 shows a shearer apparently working hard.

b The majority of Australians now live in urban centres, so these images no longer depict a 'typical Australian'.

c These images fit the iconic 'typical Australian' who lives in the outback, works hard and has to be resourceful.

d They could contribute the idea of a tough land and the need for hard work and resourcefulness.

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e Excluded from this view of Australia are women, children, Indigenous Australians, the aristocracy, the wealthy, city-dwellers, other workers (e.g. factory workers or tradespeople) and immigrants from Asia, Africa or the Pacific islands.

2 Select a type of person from 19th-century Australian life who is different from those shown here to research. After you have finished researching, answer discussion questions a to d about your type of person.

Student responses will vary.

3 Discuss your findings as a class. Can you agree on what constitutes a 'typical Australian' or identify agreed aspects of an Australian identity? How many of these aspects of an Australian identify have survived into 21st-century Australian society?

Student responses will vary.

Teacher resources

Support Worksheet 2.4 A

A photocopiable/digitally assignable worksheet designed to support students' understanding and help bring them up to the expected level.

Consolidate Worksheet 2.4 B

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

Diagnostic Worksheet: Extend 2.4 C

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

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Chapter 7 Rights and freedoms

Teaching support for pages 24–25

Teaching strategies

Getting started

- One of the main concepts that this chapter deals with is racism. Ask students to discuss: What is racism? Why might people be racist? Why is racism fundamentally wrong? Is there racism in Australian society today? Can you think of any examples?
- Ask students to put the words 'Rights and Freedoms' in the middle of their page and brainstorm any words that come to mind when they think about this topic. For example, what are examples of rights we all have? What are examples of freedoms we all share? What might a society look like if not everyone had the same rights and freedoms?

Teaching tips

- Read the introductory text and ask them to discuss the following questions:
    - For what groups of people did the struggle for rights and freedoms focus on in the early 20th century? (Suggested answer: women and ethnic and racial minorities).
    - Why was the Universal Declaration of Human Rights so significant? (Suggested answer: From this document sprung the US civil rights movement to secure basic rights for African Americans, which in turn inspired the struggle for rights and freedoms by the Indigenous peoples of Australia).
- Each section of this chapter is organised according to key inquiry questions. By regularly revisiting these questions as you work through the chapter, asking your students to engage with them, and/or encouraging them to generate their own key questions, you will be embedding an inquiry model of learning. Inquiry learning values process as well as product – moving away from merely the acquisition of facts to the development of deep understandings about concepts and generalisations that are transferrable.
- The content covered in each section of this chapter (and the order in which it is sequenced) closely follows the History K–10 syllabus for History released by the Board of Studies in 2012. By using this chapter as the basis of your teaching program, you can be assured that you are meeting all of the requirements of the NSW syllabus for the Australian Curriculum.

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- An easy way to regularly monitor your students' understanding of key content dot-points is to use the Checkpoint features at the end of each section. These activities link directly to the content dot-points in the syllabus and provide an opportunity for ongoing assessment (both formal and informal). Each Checkpoint activity links to three student activity worksheets that can be assigned based on student performance. These worksheets are graded according to ability level. They allow you to personalise learning, based on the needs of individual students.

Activities

Additional activity 7.1: The Montgomery Bus

This activity can be completed in 60 minutes and is a great way for students to ask and evaluate different kinds of questions about the past to inform an historical inquiry and to identify, locate, select and organise information form a variety of sources, including ICT and other methods, as the syllabus requires.

Look at Source 7.1, a picture of a Montgomery Bus, and read the caption. Answer the following questions:

- What does it tell you about society in Montgomery in 1955 that it was 'unthinkable' that a black woman would refuse to give up her seat to a white man?
- What does it tell you about society in Montgomery in 1955 that Rosa Parks was actually arrested for refusing to give up her seat to a white man on a public bus?
- After Rosa Parks was arrested, African American leaders organised a boycott of the city's public buses in protest. Write 10 different kinds of questions about Rosa Park's arrest, and the subsequent bus boycott, that would enable you to conduct an historical inquiry into this significant event.
- Use ICT and other methods of research to answer your questions. A good starting place for research can be found in obook extras.

Resources

obook extras

Student resources

Website: The Montgomery Boycott

A comprehensive website focusing on the Montgomery Bus Boycott.

http://www.montgomeryboycott.com/

Rights and freedoms – a timeline

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Teaching support for pages 26–27

Syllabus links

NSW syllabus links

A study of Rights and Freedoms is part of Depth Study 4 and is the core depth study for *The Modern World and Australia* from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

A student:

- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)

Teaching strategies

Getting started

This page introduces the issue of rights and freedoms for Indigenous Australians with a timeline of key events. A good beginning would be to ask students to write down how they see the status of Indigenous Australians in relation to non-Indigenous Australians in the early 21st century. Figures from the Australian Bureau of statistics could assist students with their responses (see obook extras).

Teaching tips

Teachers sometimes find themselves in a difficult position when discussing Indigenous Australians. There may be students who (perhaps echoing ideas from home) will make

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statements that are ill informed and possibly bigoted. Some possible responses by the teacher include:

- Asking the student to explain further and support clams with evidence.
- Asking whether anyone else in the class would like to respond. Undoubtedly some will.

Explain that the student is entitled to his/her opinion, but encourage the student to keep an open mind. You could suggest that you will revisit the issue after the study of the topic has been completed.

For your information

There are common misconceptions about the meaning of the term *terra nullius*. This term is not just a concept but a legal doctrine, which was overturned by the High Court in 1992. Many people believe that the term means 'empty land' or 'vacant land'. This is false. It actually means, 'land belonging to no-one'. The first white people who came to settle Australia obviously knew that the land was not empty, vacant, or devoid of people, as Captain Cook had detailed his encounters with the Indigenous people of Australia in his journeys. The British simply did not believe that the Indigenous people *owned* the land and therefore legally declared it to be 'land belonging to no-one'. This gave them the legal right under British law to take the land without purchasing it or making a treaty for it (as was done in other lands such as the United States and New Zealand). The significance of the 1992 *Mabo* case was that the High Court declared, for the first time, that this legal doctrine was in fact legal fiction. In other words, the land had, in fact, belonged to the Indigenous people of Australia at the time of British settlement.

Activities

Additional activity 7.2: Highlights and lowlights

This activity will take approximately 30 minutes and is a great way for students to process and synthesise information from a range of sources as evidence in an historical argument, as the syllabus requires.

Examine the timeline and draw up a table with the headings 'Highlights' and 'Lowlights'. Put at least two events from the timeline under each heading, which demonstrate either a highlight in the struggle for Indigenous Rights and Freedoms in Australia or a lowlight in the struggle for Indigenous Rights and Freedoms in Australia.

Now write the answer to these questions:

- What do you think was the most significant highlight for Aboriginal and Torres Strait Islander people in their struggle for rights and freedoms in Australia? Give reasons for your point of view.

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- What do you think was the most significant lowlight for Aboriginal and Torres Strait Islander people in their struggle for rights and freedoms in Australia? Give reasons for your point of view.

Additional activity 7.3: Source analysis

This activity can be completed in approximately 45 minutes. It is a great way for students to engage with sources on Rights and Freedoms and to identify the origin, content, context and purpose of primary sources, as the syllabus requires.

For each of the sources surrounding the timeline, complete the following activities:

1 Use the information given in the timeline to work out approximately when each photo was taken.

2 What does each photo depict? What are the people protesting for in each photo? (Use the timeline to understand the context of each photo.)

3 Why might each photo have been taken?

4 What impact might each photo have had at the time, if it were published in mainstream media?

5 How does each photo show the struggles Aboriginal and Torres Strait Islander peoples had in gaining their rights and freedoms in Australia?

Suggested solutions

Suggested solutions: REVIEW 7.1

1 Which event coincided with the 150th anniversary of Australia's colonisation by Britain?

The event that coincided with the 150th anniversary of Australia's colonisation by Britain was the 'Day of Mourning', run by Aboriginal leaders who called for citizenship rights.

2 When was *terra nullius* overturned by the High Court?

Terra nullius was overturned by the High Court in 1992.

3 When did Prime Minister Kevin Rudd make a formal apology to the Stolen Generations? (The Stolen Generations are the children of Aboriginal and Torres Strait Islanders who were forcibly removed from their families. The removals lasted up to the 1970s.)

Prime Minister Kevin Rudd made a formal apology to the Stolen Generations in 2008.

Resources

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obook extras

Teacher resources

Indigenous Disadvantage Today

This Bureau of Statistics website outlines the disadvantage Indigenous people in Australia still face in the 21st century in Australia.

http://www.abs.gov.au/ausstats/abs@.nsf/Previousproducts/1301.0Feature%20Article9012009%E2%80%9310?opendocument&tabname=Summary&prodno=1301.0&issue=2009%9610&num=&view

The Universal Declaration of Human Rights 1948

Teaching support for pages 28–30

Syllabus links

NSW syllabus links

A study of Rights and Freedoms is part of Depth Study 4 and is the core depth study for *The Modern World and Australia* from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

A student:

- explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9

Content

Australia's involvement in the development of the declaration (ACDSEH023)

Students:

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- outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement
- explain the significance of the UDHR

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Research

- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)

Teaching strategies

Getting started

Before reading the Universal Declaration of Human Rights, have students brainstorm all the rights that they believe all people on earth should enjoy. Now have students look up the Universal Declaration of Human Rights (UDHR), in obook extras, and compare their lists to the UDHR. Do they agree with the list of rights that the UDHR sets forth? Why/Why not? Do they have any rights that could be added to the list?

Teaching tips

Have a class discussion around the following questions:

- Why was the United Nations formed after World War II?
- Why might it have been seen as so important after World War II to put together a UDHR?
- Why was the UDHR such a significant document? What movements and struggles around the world were inspired by this document?
- Can a declaration such as this, made by the United Nations, actually be enforced in particular countries? What might happen if a country is failing to comply with the UDHR?

Activities

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Additional activity 7.4:The UDHR

This activity will take approximately 20 minutes and is a great way for students to engage with the UDHR.

Look at all the articles of the UDHR as found on the official UDHR website (see obook extras). For each scenario, identify the article or articles of the UDHR that is broken by each scenario.

Scenario A: A woman finds out that a job she applied for has been given to a less qualified and less experienced man. The reason was that the workplace has a ‘blokey’ culture and the workers don’t want to have to change their language and behaviour as they might have to, if a woman was employed.

Scenario B: A government denies citizenship to a particular group in the community, meaning that they receive none of the entitlements given to others under the law.

Scenario C: A religious group tries to prevent their members from leaving their group by making threats to their family members.

Scenario D: The government of the country requires that people pay to send their children to primary school.

Scenario E: A farmer is bringing in young girls from another country, housing them in sub-standard housing in a remote area and having them work on the farm for 12 hours a day for no wages.

Scenario F: A school Principal is told that a teacher frequently loses his/her temper and has been known to hit students and embarrass them in front of others in the class. Instead of dealing with the teacher, the Principal covers up for the teacher and refuses to deal with the matter.

Additional activity 7.5: Dr Herbert Evatt

This activity will take approximately 60–90 minutes and is a great way for students to conduct research and then develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources, as the syllabus requires.

Justice Michael Kirby said of Dr Herbert Evatt: "There were few Australians of the 20th century who stacked up more achievements of lasting benefit to the nation and to the world."

Conduct research into Evatt’s life and achievements and write a citation (300 words) campaigning for him to be included on a list of ‘Ten great Australians of the 20th century’. Visit the weblinks in the obook extras panel for further information on Dr Herbert Evatt.

Suggested solutions

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Suggested solutions: REVIEW 7.2

1 Why was it agreed a Universal Declaration of Human Rights was needed?

It was agreed a Universal Declaration of Human Rights was needed to ensure that the horrors and atrocities of World War II would never happen again.

2 Who was the first President of the UN General Assembly?

The first President of the UN General Assembly was an Australian by the name of Dr Herbert Evatt.

3 Which areas of government policy in Australia were not in the spirit of the declaration?

The areas of government policy in Australia which were not in the spirit of the declaration included the White Australia Policy, which restricted the types of people migrating to Australia on the basis of race and ethnicity, and the treatment of Aboriginal and Torres Strait Islander peoples, who had limited legal and public recognition of their rights.

Resources

obook extras

Student resources

Website: The Universal Declaration of Human Rights

This is the official United Nations website which lists all the articles comprising the UDHR.

http://www.un.org/en/documents/udhr/

Website: Sydney University – The Australian Who Led The Fight For Human Rights

A helpful news piece from Sydney University, promoting a book on Dr Herbert Evatt.

http://sydney.edu.au/news/84.html?newsstoryid=2912

Website: Australian Dictionary of Biography – Herbert Evatt

This is a helpful biographical article on Herbert Evatt's life and achievements.

http://adb.anu.edu.au/biography/evatt-herbert-vere-bert-10131

Checkpoint 7.1

Teaching support for page 31

Teaching strategies

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Teaching tips

- This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.

- The activities can be completed in class or as homework depending on your needs. For example, you may like to:

  Involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation.

  OR

  Set the questions as a written in-class test (either as open book or under exam conditions) and assign marks or have a student peer mark the responses.

- Depending on the level to which each student is able to complete these activities, one of three graded Checkpoints student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet:

- Students who score less than 50% should be directed to complete the **Support** worksheet for this section: Worksheet 7.1 A

  A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.

Students who score between 50–75% should be directed to complete the **Consolidate** worksheet for this section: Worksheet 7.1 B

  A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section: Worksheet 7.1 C

Rich task

- The Rich Task in this section is designed to engage students and encourage them to focus on a particular historical skill as they work through a more complex task or problem. Rich tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome.

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- In this Rich Task, students are being asked to focus on developing the historical skills of analysis and use of sources, perspectives and interpretations, research and explanation and communication.

  In particular, students are being asked to apply the UDHR to Australia's current border protection policies and asked to discuss and form an opinion on whether the UDHR is still relevant in the modern world today.

- For more information on these particular skills, you can encourage your students to refer to 'The historian's toolkit – concepts and skills' at the end of this book.

Suggested solutions

Suggested solutions: CHECKPOINT 7.1

WHAT WERE THE ORIGINS AND SIGNIFICANCE OF THE UNIVERSAL DECLARION OF HUMAN RIGHTS?

Outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement.

1 Outline the origins and purpose of:

- the United Nations
- the Universal Declaration of Human Rights (10 marks)

The values of the United Nations began to be formed during WWII, when US President Franklin Roosevelt and British Prime Minister Winston Churchill set out the values that their countries were defending. These values included global co-operation to create better living conditions for all, and a world where people could live in peace, free from fear and want. After WWII, world leaders made a commitment to these values by forming the United Nations. The United Nations was an organisation designed to ensure that the horrors and atrocities of WWII would never happen again. The UN was officially formed by a meeting of 50 nations at San Francisco in 1945, where all member states signed the Charter of the United Nations, which set up the purpose and rules of operation of the UN.

The President of the United Nations General Assembly, Australian Dr Herbert Evatt, convinced traditional powers, such as Britain and France, that the General Assembly must take a leading role in protecting human rights. He was supported by many other leaders, including Eleanor Roosevelt, widow of former US President Franklin D. Roosevelt, who spoke clearly in the General Assembly for the need for action in this area. The Universal Declaration of Human Rights was ratified by the General Assembly in 1948. It was a landmark document, stating the fundamental human rights of all human beings, which are unable to be taken away from anyone. It stated the rights of every human being, regardless of race, colour, sex, language, birth or other status.

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2 How was Australia involved in the development of the Universal Declaration of Human Rights? (5 marks)

Australia was involved in the development of the Universal Declaration of Human Rights, as Australia's delegate to the United Nations, Dr Herbert Evatt, was a respected founding member, and voted in as President of the United Nations General Assembly. As part of his leadership in this role, he campaigned for the Universal Declaration of Human Rights, convincing traditional powers, such as Britain and France, that the General Assembly must be seen to take an active role to protect human rights. Dr Evatt had an active role in leading the drafting the Universal Declaration of Human Rights.

Explain the significance of the Universal Declaration of Human Rights

3 Why is the Universal Declaration of Human Rights considered to be significant:

- Internationally?
- In the Australian context? (10 marks)

The Universal Declaration of Human Rights is considered to be significant internationally as its 30 articles have influenced many international and national treaties and covenants relating to human rights since it was created. It was Dr Evatt's hope that 'millions of people, men, women and children all over the world, would turn to it for help, guidance and inspiration'. This hope was realised as it became an inspirational document, setting the scene for the civil rights struggles across the world in the following decades.

The Universal Declaration of Human Rights was significant in the Australian context as Dr Evatt returned to Australia, and became the leader of the Australian Labor Party, which was in opposition at the time. The values of the Declaration were his own personal values and the values he believed the Labor Party should hold dear. In practice, this meant he opposed the Menzies government's attempt to ban the Communist Party in Australia, in both a legal challenge to the High Court and in the subsequent referendum. He won the challenge in both cases. He believed that banning the Communist Party would be in contradiction of the Universal Declaration of Human Rights, as people should be entitled to support and vote for whatever political party they chose. He fought for these fundamental rights and freedoms. Later, the Universal Declaration of Independence was used to challenge and end the White Australia Policy and improve the treatment of Aboriginal and Torres Strait Islander peoples.

Suggested solutions: RICH TASK

The Universal Declaration of Human Rights and Australia's border protection policies

1 In groups, investigate Australia's current border protection policies and apply the Universal Declaration of Human Rights to those policies. As a group, discuss whether

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current policies support or challenge the Declaration. Try and resolve and differences of opinion and produce a statement that the group agrees with.

Student discussions will vary. Some examples of articles especially relevant to their discussions are:

Article 14 (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

Article 23 (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 25 (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

A particular focus should be on the conditions within the mandatory detention centres where Australia holds asylum seekers while their claims for asylum are being processed. Many argue that the conditions are substandard and in violation of the right to an adequate standard of living (article 25). Many also argue that holding children in mandatory detention centres violates Article 25 (2) of the Universal Declaration of Human Rights and also United Nation Convention on the Rights of the Child.

There is also the issue that some asylum seekers are allowed into the community on ‘bridging visas’, while their claims for protection are being assessed, and long-term visas are yet to be issued. These visas do not enable the people to gain employment within Australia.

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Many argue that by denying them the right to work, this violates Article 23 of the United Nations Declaration of Human Rights.

2 Listen to each group's statement and discuss them as a class. Again try and resolve any difference to produce a statement the class can agree on.

Student discussions will vary.

3 Use that statement as the starting point of a discussion of:

a how relevant the Universal Declaration of Human Rights is in the modern world

The Universal Declaration of Human Rights is still very relevant in the modern world as vulnerable groups, such as refugees, are still at risk of being denied their rights and freedoms which have been guaranteed in the Declaration.

b whether Australia does and should uphold the Universal Declaration of Human Rights

Statements will vary depending their point of view.

c how Australia's approach to migration and human rights shows continuity and change since the 1940s.

Australia's approach to migration and human rights shows change since the 1940s, as migration is no longer based on race and ethnicity, as per the White Australia Policy. Now, migration is based on immigrant's skill levels and the skills that are seen as lacking in the Australian community. Whether Australia's approach to migration and human rights also shows continuity since the 1940s is up to the opinion of the students. Some may argue that it does show continuity as Australia is still not upholding the basic human rights in relation to refugees as defined by the Universal Declaration of Human Rights.

Is the Universal Declaration of Human Rights still relevant?

1 Divide the class into small groups and allocate a group of Articles from the declaration for each group to research.

2 As a group, discuss the significance of the Articles you have been allocated and how important they are for life today. Discuss whether any of those rights are irrelevant today.

3 Research any examples of where the rights contained in these Articles are being breached in the modern world. Discuss what action could be taken to ensure that those rights are upheld.

4 As a class, discuss your research and findings. Are there any Articles that need to be removed to fit in with the modern world? Are there any that need to be added?

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5 As a conclusion, write an extended response that argues for or against the need for the Universal Declaration of Human Rights in the modern world.

Discussion may include:

Possibly the biggest issue for the world today in relation to the Universal Declaration of Human Rights is modern slavery. While slavery is officially outlawed in every country, it is still prevalent. In fact, it is estimated that up to 35 million people are trapped in slavery today. Types of slavery include, among others, bonded labour, child labour and sex slavery. Also of great concern is the prevalence of early and forced marriage for girls, especially in third-world countries. Slave trafficking remains a lucrative business and many governments turn a blind-eye to the perpetrators within their borders.

Other major issues include the lack of democracy in many countries around the world; the treatment of the millions of refugees fleeing wars and persecutions; and the rise of extremist groups, such as Islamic State, who perpetrate persecutions of religious groups and crimes against humanity.

Students need to come to their own conclusions, supported by evidence, as to whether the Universal Declaration of Human Rights in the modern world is needed. In my view, the need for the Declaration has never been greater.

Resources

obook extras

Student resources

Support Worksheet: Checkpoint worksheet 7.1 A

A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.

Consolidate Worksheet: Checkpoint worksheet 7.1 B

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

Extend Worksheet: Checkpoint worksheet 7.1 C

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

Background to the Struggle for Indigenous Rights

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Teaching support for pages 32–35

Syllabus links

NSW syllabus links

A study of Rights and Freedoms is part of Depth Study 4 and is the core depth study for *The Modern World and Australia* from the NSW History Syllabus. The content descriptions for this depth study are as follows:

A student:

- selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9

Content

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)

Students:

- outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board, eg the control of wages and reserves
- describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)

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- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)

Teaching strategies

Getting started

There are many terms and definitions in this section of the text. Have students write out their own definitions for the following terms before reading the text. They could use the Glossary and the Internet to find out definitions.

- Terra nullius
- Reserves
- Missions
- Dispossession
- Assimilation
- Segregation
- Apartheid

Teaching tips

- A helpful website to assist students with EXTEND 7.1 can be found in obook extras.
- Some interesting discussion points to ask students after reading these pages could be:
    - In your opinion, what was the greatest impact that the European settlers had on Indigenous Australians? (Suggested answer: Students may provide a variety of answers, such as: death through disease, violence and loss of connection with the land, the loss of cultural identity, family break-up as a result of government and church policies and the fact that Aboriginal people today are below average on all of the standard measures of employment, education, health and housing.)
    - Could this impact have been lessened if the legal doctrine of terra nullius had not been applied when Australia was colonised? Explain your point of view. (Suggested answer: Students could argue that if the European settlers had recognised and respected Aboriginal ownership it would have been easier for the two societies to have worked together and lived in harmony. Others could argue that the Indigenous and European concepts of land ownership were so different that it would have been impossible for the two societies to live side by side.)
- Ask students: how is it that the apparently contradictory policies of segregation and assimilation existed at the same time? In other words, on one hand they segregated

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Aboriginal people away from mainstream society on reserves and missions, and on the other hand, Aboriginal people were expected to blend in and become part of the majority white population. How did these two ideas work together? (Note that the key to understanding these seemingly contradictory policies is to understand that segregation applied to 'full blood' Aboriginal people and assimilation applied to 'mixed-blood Aboriginal people'. In other words, the belief was that if the person had some 'white blood' in them, then the goal should be to 'raise' them to white status and absorb them into the majority population, but if there was no 'white blood' present, then there was no point trying to assimilate them as they were too different– so it was best to segregate them away from 'white society'.)

Activities

Additional activity 7.6: See, Think, Wonder

This activity can be completed in approximately 30 minutes and is a great way to get students practising their skills of evaluating the reliability and usefulness of primary sources for a specific historical inquiry, as the syllabus requires.

Students look carefully at the Source 7.11, Aboriginal children at the Catholic Little Flower Mission in Arltunga. Students note down their initial thoughts about the image, using the 'See, Think, Wonder' thinking routine:

- What do you *see*? (Note down your initial observations about the image.)
- What do you *think* about what you see? (Note down some initial thoughts/hypothesis about the image.)
- What does it make you *wonder*? (What questions do you have about this image?)

Once students have noted down their observations they could compare their answers in pairs.

Now write down the answer to these questions:

- If you could ask one of these girls in this photo three questions about their life on the mission, what would they be?
- How reliable and useful is this source for learning about life on an Aboriginal mission in the 1940s? What other sources might you need to gain a fuller picture?

Suggested solutions

Suggested solutions: EXTEND 7.1

1 Conduct research to compare British policies for Indigenous peoples at the time when they made contact and established settlements in Australia and New Zealand. How were they similar? How were they different?

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Here is a brief history of British policies in relation to New Zealand:

The initial British contact with the Māori in New Zealand was, despite some exceptions, quite peaceful. In 1788, Arthur Phillip claimed NSW as a colony for Britain, which also included most of New Zealand. However, at the time, this did not directly impact on the Māori, as the colonial powers in NSW had no interest in New Zealand. In fact, during the 1790s, the Māori traded co-operatively with the British. They gained muskets for themselves, which unfortunately fuelled the Musket Wars between Māori tribes from 1805–1845.

In 1832, the British government appointed James Busby as the official resident of the British government in New Zealand. He encouraged the Māori chiefs to declare their sovereignty, which they did in 1835, in their Declaration of Independence. This was recognised by King William IV of Britain. However, in 1839, New South Wales's territory was expanded to include all of New Zealand, and the Governor of New South Wales was also given jurisdiction of New Zealand. This led directly to the Treaty of Waitangi of 1840, which was signed between the British and the Māori chiefs. In this treaty, the British crown was given sovereignty over New Zealand, but the Māori still had sovereignty over their own lands and they gained the guarantee that they had all the rights of British citizens. More than 500 Māori signed the treaty. On 1 July, 1841, New Zealand became a colony of Britain in her own right. Some Māori freely sold some of their lands to settlers. However, in the New Zealand Wars of the 1860s and 1870s, colonial troops invaded Māori areas and some Māori had land forcibly taken from them. Intermarriage became common and the British government had a policy of assimilation.

In conclusion, the British policies for Indigenous peoples in relation to New Zealand were actually quite different to Australia. New Zealand was never considered *terra nullius*, like Australia was, and the British realised their need to make a treaty with the Māori people in relation to land rights. They bought land from the Māori, unlike in Australia, and they gave them the full rights of British citizens, unlike Australia. However, there were also similarities. The British violated the Treaty and dispossessed Māori people by forcibly taking their land. The theme of dispossession is similar to Australia. Also, as in Australia, they upheld a policy of assimilation and believed the Māori people should be fully blended into white society.

Suggested solutions: APPLY 7.1

1 Research the beginnings of the apartheid policy in South Africa in the 1930s and compare it with the Australian 1937 conference agreement.

While apartheid did not officially become a policy of the South African government until 1948, there were racial segregation policies put in place in the 1930s that formed the basis of apartheid. For example:

- The Native Land Act (1913) – this had prevented 'black' people (except those of the Cape), buying land outside their 'reserve'.

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- The Urban Areas Bill (1918) – this had forced 'black' people into specific 'locations'.
- The Urban Areas Act (1923) – this enforced residential segregation on the basis of race.
- The Colour Bar Act (1926) – this had prevented 'black' mine workers from practising a skilled trade.

These acts were similar to the Australian 1937 conference agreement as they promoted segregation and held 'blacks' on reserves, away from the white community. Unlike Australia, South Africa did not have a policy of assimilation, as there was the belief that different races in South Africa should be separated. The belief prevailed that mixing races was 'unnatural' and caused society disharmony.

Suggested solutions: INTERPRET 7.1

1 What do these two sources reveal about policy regarding "the destiny of the natives of aboriginal origin" in Australia in the 1930s and 1940s?

These two sources reveal that during the 1930s and 1940s, policy was geared to deliberately 'breed out' the colour of Indigenous Australians.

2 Identify what 'ultimate absorption' in Source 7.12 means. What implications would this approach have for Indigenous Australians?

'Ultimate absorption' in Source 7.12 means that Indigenous Australians would no longer be recognised as a different race of people, but would be completely absorbed into white society. This approach would mean that the Indigenous Australians would be stripped of their culture and identity.

3 What point is Source 7.13 trying to make? What implications for Indigenous Australians does this have?

Source 7.13 is trying to show that within three generations Aboriginal people look just like white Australians. The author, A.O. Neville, is trying to show that the 'Aboriginal blood' can be 'bred out' until they are virtually indistinguishable. The implication for Indigenous Australians was that 'mixed-blood' Aboriginal peoples were meant to blend in and marry non-Indigenous people. In doing so, they would become part of the majority white population. Again, this meant they were to be stripped of their culture and identity.

4 Identify the date of each source. What do these sources reveal about attitudes towards Indigenous Australians in Australia at that time?

Source 7.12 was created in 1937 and Source 7.13 was created in 1947. This reveals that the attitudes towards Indigenous people at the time was that they should give up their Aboriginality and be absorbed into white society.

Suggested solutions: APPLY 7.2

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1 Explain how Source 7.14 is a good example of the need to study sources in their historical context.

Source 7.14 is a good example of the need to study sources in their historical context as it shows the views of a Western Australian senator, shortly after Federation. It shows his views on the place of Aboriginal people in the newly formed Commonwealth of Australia. In the prevailing British society of the time, Aboriginal and Torres Strait Islander people were not considered to be part of the 'new' country. Understanding this historical context helps us understand why Alexander Matheson is so passionately arguing for Aboriginal people not to have the right to vote.

Suggested solutions: REVIEW 7.3

1 List some of the main ways in which Indigenous people were discriminated against in Australia from 1788 to the 1960s.

Student answers could include:

- the dispossession of Indigenous people from their land under the British doctrine of *terra nullius*
- deaths of Aboriginal people as a result of violence with the British and the diseases brought by the British
- the establishment of Indigenous reserves and missions which segregated Indigenous people away from white society. This led to separation from families and communities, and loss of culture, identity and control
- the Acts passed by the new Commonwealth Parliament after federation in 1901 which meant that Indigenous people in 1901 were not entitled to vote (unless they were previously registered to vote in their state); did not receive the basic wage; were not eligible for aged and invalid pensions or the baby bonus; had travel restrictions forced on them; were excluded from military training and were not counted as members of the Australian population in the census
- the policy of assimilation which was adopted by the Aboriginal Welfare Conference of Commonwealth and State Authorities in 1937, which supported segregation of full-blood Aboriginal people, away from the white community.

2 What were the features of the policy of assimilation?

The features of the policy of assimilation were that those Aboriginal people of 'mixed blood' were meant to be blended into white society. They were to marry white people, and in doing do, eventually become part of the majority white population.

3 Explain how segregation helped control Indigenous Australians.

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Segregation helped control Indigenous Australians as it separated them onto reserves and missions. It led to their isolation, loss of culture and identify. It meant that the government controlled their lives, rather than their having autonomy over their lives and decisions.

Resources

obook extras

Website: British Sovereignty and Settlement of New Zealand

A brief history of contact and settlement of the British in New Zealand, to assist with EXTEND 7.1.

http://www.teara.govt.nz/en/history/page-3

Indigenous protests

Teaching support for pages 36–37

Syllabus links

NSW syllabus links

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Outcomes

A student:

- explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3
- selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

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)

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Students:

- explain the purpose and significance of early twentieth-century Aboriginal activism including the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander peoples
- outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board, eg the control of wages and reserves

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)

Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Research

- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Teaching strategies

Getting started

This section deals with the public beginnings of the Indigenous civil rights movement in 1938. It is important to point out that there had been resistance to the European dispossession of Aboriginal life and culture since the earliest years. During the 1920s, a number of organisations (eg Australian Aborigines Progressive Association) were formed, but the formal movement really began at the time of the sesquicentenary (150 years). The Day of Mourning drew the attention of many Australians to the plight of Aborigines, with differing reactions. Have a class discussion on the following points:

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- Why might Indigenous leaders have called for a Day of Mourning on the sesquicentenary of British settlement? What did the Indigenous people have to mourn about?
- Why might Aboriginal political organisations in Sydney have refused to participate in the re-enactment of the First Fleet's landing at Farm Cove?
- Many 'white' Australians were proud of their British heritage and the achievements their ancestors had made in establishing such a great nation. How might many 'white' Australians view the Indigenous people's protest on such a proud and important day?

Teaching tips

- Show students a series of three clips of the 1938 anniversary celebrations, which show the parade through Sydney (see obook extras) and discuss the following questions:
    - What sort of things do the people marching and the floats celebrate? (Suggested answer: Military strength; the arrival of the First Fleet; the achievements of the wool industry; the introduction of the horse and carriage; achievements of explorers, such as Burke and Wills; the introduction of the steam train, trams and bicycles and a celebration of the lifesaving movement in Australia.)
    - How are the Aboriginal people depicted in the Aboriginal float in the first clip? (Suggested answer: As people of the bush, living in a cave.)
    - How might the 'white' Australians watching the parade have felt? (Suggested answer: Proud of their history and Australia's achievements).
    - How might the Aboriginal Australians watching the parade have felt? Why? Note that the Aboriginal float was designed without the active participation of the Aboriginal community. (Suggested answer: Left out, marginalised, upset that white achievement came at their expense.)
- A helpful website to assist students with APPLY 7.3 can be found in obook extras.

For your information

As part of the sesquicentenary celebrations, the organisers wanted to hold a re-enactment of the landing of Captain Arthur Phillip at Sydney Cove. They believed that the local Aborigines would be pleased to be invited to participate. However, the local Sydney Aborigines refused to be involved, so Aboriginal men were brought to Sydney from reserves at Menindee and Brewarrina to take their place.

Activities

Additional activity 7.7: Anniversary celebrations

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This activity will take approximately 30 minutes and is a great way for students to identify and analyse the reason for different perspectives in a particular historical context, as the syllabus requires.

Working with a partner, create a dialogue between a Sydney Indigenous leader and the organiser of the sesquicentenary re-enactment. Each speaker should make at least four points. The Indigenous leader should explain why he is refusing to participate in the re-enactment of the landing of the First Fleet and the organiser should explain why this event is so important to the history of Australia and try to persuade the Indigenous leader to be involved. The overall point of your dialogue should be to show the different perspectives of these two people. (Use the text and sources on pages 36-37 to assist you).

Suggested solutions

Suggested solutions: APPLY 7.3

1 Conduct research on the life and achievements of Jack Patten. Summarise the key biographical information and write a paragraph explaining his main contribution to the Indigenous civil rights movement.

Student responses will vary, but may include some of the following information:

Jack Patten was an Aboriginal Australian, born in 1905 on Cummeragunja Mission, near Corowa, in NSW. He was educated at Cummeragunja School and was one of few Aboriginal children who continued on to a high school education at West Wyalong. During World War I, he volunteered for the Junior Red Cross. He applied for a job with the Australian Navy, but was rejected because he was Aboriginal. He eventually gained employment with the Sydney City Council in Sydney and moved to La Perouse. He became an activist and a powerful public speaker, speaking every Sunday afternoon on Aboriginal issues at the Domain in Sydney. He founded the *Aborigines Progressive Association* with William Ferguson in 1937 and became its first president. He refused to participate in the re-enactment of the First Fleet's landing on the sesquicentenary of British settlement, and instead, called it a 'Day of Mourning'. He helped to organise a meeting at the Australian Hall in Elizabeth Street, where he distributed his manifesto, 'Aborigines Claim Citizen Rights'.

Patten also delivered his famous and inspiring address, in which he called for equality and full citizenship rights for Australian Aborigines, and highlighted the shocking conditions Aboriginal people faced on reserves. He then led a delegation of Aboriginal people to meet Prime Minister Joseph Lyons. He spoke with the Prime Minister of the importance of citizenship rights for Aboriginal people and presented the Prime Minister with a 10-Point Plan for realising those rights. From April 1938 to September 1938 he edited the *Abo Call*, the newspaper of the Aborigines Progressive Association.

In 1939, he returned to Cummeragunja mission to fight for better treatment for the Aboriginal people living there. With his brother, George, he encouraged the people to leave

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after their appeals for better treatment went unheeded. They were both arrested and jailed for their actions, sparking the Cummeragunja walk off, the first ever mass strike of Aboriginal people in Australia. In 1939, Aboriginal people were not allowed to legally serve in the armed forces. Jack Patten successfully campaigned for this law to be changed, and he subsequently joined the Australian Army and served Australia in WWII.

After returning to Australia due to an injury, he worked as a labourer IN Northern NSW, where he lived with his wife and children. His six eldest were stolen by the Aborigines Protection Board, although he was eventually able to help his eldest son escape. By 1946, he moved to Melbourne where he worked for the Aboriginal civil rights movement. He campaigned to have Aboriginal people represented properly in court. He became President of the Victorian Aboriginal Elders Council. He reunited with William Ferguson to campaign against the British atomic tests on Aboriginal land at Maralinga in South Australia.

Patten's main contribution to the Indigenous civil rights movement was his oratory ability and organisation of the Day of Mourning. He was also the main force behind the Cummeragunja walk off, the first ever mass strike of Aboriginal people in Australia.

Suggested solutions: INTERPRET 7.2

1 Read Jack Patten's Day of Mourning address (Source 7.17). What were some of the main concerns he was addressing? What was he asking on behalf of Australia's Indigenous population?

Some of the main concerns that Jack Patten is addressing are the 'frightful conditions' that the Aboriginal people live in, including the terrible conditions of slavery in the outback districts and that Aboriginal women are forced to work in return for rations, without proper payment. He asks for full citizens' rights, including old age pensions, maternity bonus, relief work when unemployed and the right to a full Australian education on behalf of Australia's Indigenous population.

2 How would you describe the mood of Patten's address? Does Source 7.16 reinforce this view or challenge it?

The mood of Patten's address is angry, forceful and persuasive. He is angry at the treatment of Aboriginal Australians and he persuasively argues for full citizen rights and better treatment. Source 7.16 reinforces Patten's view as it is also very forcefully written.

Suggested solutions: REVIEW 7.4

1 What event was to be the focus of white celebrations for Australia's sesquicentenary? Who refused to participate in this event?

The event that was to be the focus of white celebrations for Australia's sesquicentenary was the re-enactment of the First Fleet's landing at Farm Cove in Sydney. However, the

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Australian Aborigines League (Victoria) and the Aborigines Progressive Association (New South Wales) refused to participate in this event.

2 Describe the action taken by the Australian Aborigines League (in Victoria) and the Aborigines Progressive Association (in New South Wales) on 26 January 1938.

These two associations marched to Sydney Town Hall in protest of their treatment on 26 January 1938. They also held a meeting at the Australian Hall in Elizabeth Street that was open only to Indigenous people. They wrote a manifesto, titled *Aborigines Claim Citizen Rights* which was distributed at the meeting. At the meeting, Jack Patten delivered an address, which powerfully asked for equal rights for Aboriginal people.

3 Explain why the Cummeragunja walk off in 1939 was a significant moment in the struggle for Indigenous rights and freedoms in Australia.

The Cummeragunja walk off in 1939 was a significant moment in the struggle for Indigenous rights and freedoms in Australia as more than 200 Aboriginal people walked off their mission and crossed the river to Victoria to protest against poor treatment and conditions. It was significant as it was the first ever mass strike of Aboriginal people in Australia.

Resources

obook extras

Website: Jack Patten

A helpful biography celebrating the life of Jack Patten, including photos and primary source documents.

http://www.pattenproject.com/jack/

Teacher resources

Australian Screen: Australia's 150th Anniversary Celebrations, Sydney

These three clips show marches through Sydney and what 'white Australia' was celebrating at this time.

http://aso.gov.au/titles/home-movies/australias-150th-anniversary/clip1/

The Stolen Generations

Teaching support for pages 38–41

Syllabus links

NSW syllabus links

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A study of Rights and Freedoms is part of Depth Study 4 and is the core depth study for *The Modern World and Australia* from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

A student:

- explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9

Content

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)

Students:

- using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations)
- describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)

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- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)

Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191)
- recognise that historians may interpret events and developments differently (ACHHS173, ACHHS191)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)

Teaching strategies

Getting started

The term 'Stolen Generations' was coined by the Australian historian Peter Read, to describe the government policy of removing some Aboriginal and Torres Strait Islander children from their families and putting them in white institutions or having them adopted by white families. Why do you think Peter Read used the word 'stolen'? In what sense were the children 'stolen'? What did the children and their families have stolen from them? How does the word 'stolen' highlight the injustice of the situation?

Teaching tips

- Show the clip 'Dreams of Whiteness' (see obook extras) and use this clip to have a class discussion about the following points:
    - The first section of the clip is historical news footage of Aboriginal girls that were taken from Melville Island and raised in a wealthy white home. How does this news footage present this situation as a 'dream come true' for these girls? (Suggested answer: By showing them all together in a large mansion, with a loving white family.)
    - Do you believe it really was a 'dream come true' for these girls? Why/Why not?
    - Professor Henry Reynolds, an Australian historian with an interest in Indigenous history is then interviewed. Does he believe that some white people who adopted Aboriginal children had good intentions? (Suggested answer: Yes. They saw that

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the conditions in Aboriginal camps were poor, so they thought that if the children were taken away and adopted by white people, they would have a better life.)

- o While some white people may have had good intentions, what was the underlying, deliberate plan of the 1930s and 1940s? (Suggested answer: To breed the Aboriginal people out.)
- o What is eugenics? How did it apply to Australia? (Suggested answer: Eugenics is the idea that, through breeding, it is possible to improve the race of a nation, by breeding out 'bad' characteristics. In Australia, this took the form of breeding out the Aboriginal race.)

- One of the issues that is still hotly contested today is whether the removal of Aboriginal children can be called *genocide*. Genocide means a systematic policy designed to destroy the existence of a particular group of people. Students should examine the full and comprehensive international legal definition of genocide, which can be found in obook extras, then have a class debate: Should the government policies that removed Aboriginal children from their families from the late 1800s to the 1970s be called a *genocide*? Students should consider the two elements:
  - o Was there the *mental* intent to destroy the Aboriginal people? and
  - o Was there the *physical* element present to cause their destruction?

  Students could use the sources on pp 38-41 to establish evidence as to whether both elements were present to establish whether genocide did, in fact, occur. For an interesting and controversial opinion by Keith Windschuttle on the topic of whether there was even a 'Stolen Generation' and whether the removals could be called *genocide*, see obook extras. This helps students to understand that historians may interpret events and developments differently.

- Show the clip 'Never the Same Again' (see obook extras) and have students note down what Daisy Howard's experience as part of the Stolen Generations was like. Students could note: church became part of her life on a mission, white people controlled their lives, they were not free to speak their own mind, all Daisy's links to her family were lost and she was robbed of the opportunity for a relationship with her sister.

Activities

Additional activity 7.8: Experiences of the Stolen Generations

This activity will take approximately 60–90 minutes and is a great way for students to engage with the experiences of the Stolen Generations and to use their historical empathy to understand their experiences. Refer to the Australian Human Rights Commission's 'Stories from the Report' website (see obook extras). Divide the list of names up between pairs or individuals. For each person, students complete the following activity:

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1 Describe what happened to your person.

2 Describe the suffering that was caused by their removal, for them and for their family.

3 After reading these stories, do you think Prime Minister Kevin Rudd did the right thing by apologising for these removals? Explain reasons for your answers.

Students could then share their answers with the class, so the class learns about the variety of stories from the *Bringing Them Home* Report.

Suggested solutions

Suggested solutions: INTERPRET 7.3

1 Examine Source 7.19 and 7.20. What are the similarities in their viewpoint?

The similarities in their viewpoint are that Aboriginal people should be absorbed into the general white population.

2 Outline how these two sources justify government approaches to Indigenous Australians.

Source 7.19 justifies the government's approach to Indigenous Australians as the author argues that the Aboriginal population should be ultimately absorbed into the white population so they do not create the 'unfortunate' situation where there is a large half-caste population breeding within themselves. Source 7.20 justifies the government's approaches to Indigenous Australians as the author argues that the only way for the 'coloured people' to be properly absorbed into the community is for the government to take charge of them from six years of age, as taking them later is too late for them to be moulded into European ways.

3 How should historians approach these sources in any investigation of the Stolen Generations?

Historians should approach these sources by examining who wrote them, when they were written and how they influenced government policy towards Aboriginal people, including the policy of removing children.

Suggested solutions: INTERPRET 7.4

1 What do Sources 7.21 and 7.22 reveal about the experiences of the Stolen Generation?

Sources 7.21 and 7.22 reveal that the experiences of the Stolen Generation were painful for everyone involved. Source 7.21 focusses on the trauma experienced by the mother when her boys were forcibly taken from her. Source 7.22 focusses on the feeling of displacement felt by girls who were taken and taught to think like white people but still felt black inside and then were not accepted by either culture.

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2 Assess the reliability of these sources for anyone trying to understand the experiences of the Stolen Generations.

These sources are very reliable for anyone trying to understand the experiences of the Stolen Generations as they were written by Aboriginal people who were forcibly removed from their families. They are examples of first-hand accounts of the suffering and struggles faced by the Stolen Generations.

3 How does the perspective in the Sources 7.21 and Source 7.22 differ from Source 7.23?

Sources 7.21 and 7.22 focus on the suffering of the Stolen Generations, whereas Source 7.23 gives an example of hope as a mother and daughter were finally reunited after 15 years.

4 Consider Source 7.19 to 7.22.

a Who wrote or produced them? Identify and analyse the perspectives in each of these sources.

- Source 7.19 was written by John Cleland. His perspective is that Aboriginal people should be absorbed into the white community to prevent a large ‘half-caste’ population.
- Source 7.20 was written by A.O. Neville. His perspective is that coloured people should be absorbed into the white community. The best way to achieve this aim is to take them from their parents at the age of 6, so they can be moulded into white ways.
- Source 7.21 was written by Bill Simon, an Aboriginal man who was forcibly removed from his family when he was 10 years old. His perspective is that he was forced into a car by three policemen, and this caused great suffering for his mother.
- Source 7.22 was written by a girl who was taken from her parents. Her perspective is that these girls were sad, lonely and lost as they were taught to think like white people but still felt like black people and were not accepted by either culture.

b After examining these sources, explain whether you accept or reject the suggestion that the justifications given for the treatment of Indigenous Australians makes the experiences of the Stolen Generations understandable.

Student answers will vary, depending on their point of view.

Suggested solutions: APPLY 7.4

1 Conduct research on the *Bringing Them Home* report. What was its purpose? What contribution to Australian history do you think it has made?

The *Bringing Them Home* report’s purpose, as stated by the Attorney-General in 1995, was to “trace the past laws, practices and policies which resulted in the separation of Aboriginal and Torres Strait Islander children from their families by compulsion, duress or undue influence, and the effects of those laws, practices and policies”. In other words, it was to

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comprehensively understand the laws enacted by governments that resulted in children being removed from their families, and to understand the suffering and pain that this caused the Indigenous people involved. This has made an enormous contribution to Australian history. Before the *Bringing Them Home Report*, there was little understanding that the Stolen Generations had even happened. The *Bringing Them Home Report* has led to a proper understanding of our shared history and the enormous pain and suffering that government policies have caused the Indigenous people. One of the official recommendations of the *Bringing Them Home Report* was that a formal, official apology be made by Australian parliaments to say sorry for the wrongs that past governments committed in removing Aboriginal children from their parents. The report led directly to the formal apology Prime Minister Kevin Rudd offered to the Indigenous people on behalf of the Federal Parliament for the Stolen Generations, in 2008.

Suggested solutions: APPLY 7.5

1 Identify people or groups of people who were involved in or affected by the practice of forcibly removing Indigenous children from their families and communities. These people may have been affected directly or indirectly. Describe the roles or positions that these people or groups held in society.

People or groups of people who were involved in or affected by the practice of forcibly removing Indigenous children from their families and communities include:

- the governments who created the assimilation policies that led to the removal of children from their families
- the Indigenous families that had children removed
- the police who carried out the removals of the children
- the government officials who ran the reserves
- the church officials who ran the missions
- the white families who adopted Indigenous children.

2 Of these groups and individuals, whose perspectives are *not* represented in Source 7.19 to 7.22?

The perspectives not represented in Source 7.19 to 7.22 include those of the police who carried out the removals of children; the government officials who ran the reserves; the church officials who ran the missions and the white families who adopted Indigenous children.

3 Conduct some research to locate additional primary source documents that help to illustrate the perspectives of these other groups or individuals. Identify and analyse these perspectives.

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Student answers will vary.

Suggested solutions: REVIEW 7.5

1 What does the term 'Stolen Generation' refer to?

The term 'Stolen Generation' refers to the thousands of Aboriginal children who were forcibly removed from their families and put into state care and raised in missions, or placed with white families, from the late 1800s to the 1970s.

2 What sort of evidence did the *Bringing Them Home* report rely on to establish the impact of government policies on Indigenous Australians?

The sort of evidence that the *Bringing Them Home* report relied on to establish the impact of government policies on Indigenous Australians were the personal stories of people who had been affected by this policy, especially of those who had been forcibly removed from their families.

Resources

obook extras

Student resources

Website: The International Legal Definition of Genocide

This gives the full, comprehensive international legal definition of genocide, to assist students in deciding whether the Stolen Generations of Australia can be given the label 'genocide'.

http://www.preventgenocide.org/genocide/officialtext.htm

Website: Keith Windschuttle 'Why there were no Stolen Generations'

This historian, Keith Windschuttle, presents the other side of the argument, arguing that the term 'Stolen Generations' should not be applied to the removal of Aboriginal children from their families and that these removals should not be given the term *genocide*.

http://www.stolengenerations.info/index.php?option=com_content&view=article&id=63&Itemid=15

Website: Australian Human Rights Commission: Stories From The Report

This website lists people and their stories from the *Bringing Them Home* Report.

http://www.humanrights.gov.au/publications/stories-report

Teacher resources

Australian Screen: Dreams of Whiteness

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This clip shows historical news footage of Aboriginal girls that were taken from Melville Island and raised in a wealthy white home. It also includes commentary from Professor Henry Reynolds, an Australian Historian and Professor Marcia Langton, an Australian anthropologist, who explain their views on the Stolen Generations and the eugenics behind the policy.

http://aso.gov.au/titles/documentaries/stolen-generations/clip2/

Australian Screen: Never The Same Again

This clip shows historical footage of the Beagle Bay Mission in Western Australia where Daisy Howard was taken when she was 11 years old. She was completely separated from her family and never saw her mother again. She was reunited with her sister 50 years later.

http://aso.gov.au/titles/documentaries/stolen-generations/clip3/

Checkpoint 7.2

Teaching support for pages 42–43

Teaching strategies

Teaching tips

- This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.
- The activities can be completed in class or as homework depending on your needs. For example, you may like to:

  Involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation.

  OR

  Set the questions as a written in-class test (either as open book or under exam conditions) and assign marks or have a student peer mark the responses.
- Depending on the level to which each student is able to complete these activities, one of three graded Checkpoints student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet:

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- Students who score less than 50% should be directed to complete the **Support** worksheet for this section: Worksheet 7.2 A

A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.

- Students who score between 50–75% should be directed to complete the **Consolidate** worksheet for this section: Worksheet 7.2 B

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section: Worksheet 7.2 C

Rich task

- The Rich Task in this section is designed to engage students and encourage them to focus on a particular historical skill as they work through a more complex task or problem. Rich tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome.

- In this Rich Task, students are being asked to focus on developing the historical skills of analysis and use of sources, research and explanation and communication.

  In particular, students are being asked to use historical empathy to imagine the experiences of the Stolen Generations and to research a significant individual who lived on Cummeragunja Station. Websites to assist students with the significant individuals research task can be found in obook extras.

- For more information on these particular skills, you can encourage your students to refer to 'The historian's toolkit – concepts and skills' at the end of this book.

Suggested solutions

Suggested solutions: CHECKPOINT 7.2

HOW HAVE INDIGENOUS PEOPLES IN AUSTRALIA STRUGGLED FOR RIGHTS AND FREEDOMS?

Outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board

1 Outline the rights and freedoms that were denied to Aboriginal and Torres Strait Islander peoples in Australia in the period before 1965. (3 marks)

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Rights and freedoms that were denied to Aboriginal and Torres Strait Islander peoples in Australia in the period before 1965 included rights to their lands and full citizenship rights. Aboriginal people were dispossessed of their lands as the British had proclaimed Australia to be *terra nullius*, or 'nobody's land'. Aboriginal people were segregated from white society and forced to live on reserves and missions, where they were isolated and experienced loss of culture, identity and control. As part of the assimilation policy, 'mixed blood' Aboriginal children were taken from their families and put into white institutions or placed with white families. They were therefore denied the right to their natural family. Aboriginal and Torres Strait Islander peoples were denied citizenship rights, including the right to vote; the right to the basic wage; the right to aged and invalid pensions and the baby bonus; the right to travel freely; the right to volunteer for the military and the right to be counted in the census.

2 Explain the role of the Aboriginal Protection Board. Outline its major policies in the period before 1965. (2 marks)

The role of the Aboriginal Protection Board was to manage the Aboriginal population. Its major policies in the period before 1965 were segregation and assimilation. They segregated full blood Aboriginal people onto reserves and missions, to keep them separate from white society. Mixed blood Aboriginal people were to be absorbed into the white community. This meant taking mixed blood Aboriginal children away from their parents and putting them in white institutions and raising them with white families.

Describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples

3 Describe the assimilation policy that was used towards Aboriginal and Torres Strait Islander peoples. (5 marks)

The assimilation policy that was used towards Aboriginal and Torres Strait Islander peoples involved taking children away from their parents, and placing them into state care. They were raised in missions or placed with white families. There was the belief that if mixed blood Aboriginal children were brought up in a 'white' community, their Aboriginality would be overcome and their 'white attributes' would shine through. Full-blooded Aboriginal children were also removed from their families and put into state-run institutions where they were prepared for unskilled and semi-skilled work.

4 Describe the effects the assimilation policy had on the rights and freedoms of Aboriginal and Torres Strait Islander peoples. (5 marks)

The assimilation policy had negative effects on the rights and freedoms of Aboriginal and Torres Strait Islander peoples. They were denied their rights to their natural family, denied rights to their land and denied their freedom. They were also denied their right to enjoy their own cultural heritage.

Explain the purpose and significance of early 20th century Aboriginal activism, including the 1938 Day of Mourning protest

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5 Explain when and why Aboriginal and Torres Strait Islander peoples protested against government policies in the first half of the 20th century. How significant were these protests? (5 marks)

Aboriginal and Torres Strait Islander peoples protested against government policies in the first half of the 20th century because government policies were discriminatory and had left Aboriginal people living in terrible conditions. Aboriginal people wanted the same citizenship rights as other Australians. On the 1938 sesquicentenary of British settlement, the Australian Aborigines League (Victoria) and the Aborigines Progressive Association (NSW), refused to participate in the re-enactment of the First Fleet's landing at Farm Cove in Sydney, but instead, marched in protest. They held a meeting at the Australian Hall in Elizabeth Street where Aboriginal activist Jack Patten spoke of the 'frightful conditions' in which Aboriginal people lived and he strongly argued for full citizenship rights for the Aboriginal people, including the old-age pensions, maternity bonus, relief work when unemployed and the right to a full Australian education. The Day of Mourning Protest was very significant because it created awareness in the community, right up to the Prime Minister, of the disadvantages faced by Aboriginal people. In 1939, more than 200 Aboriginal people walked off Cummeragunja mission in protest against their poor treatment and conditions. This protest was also very significant as it was the first ever mass strike of Aboriginal people in Australia and, again, created awareness of the difficulties faced by the Aboriginal people.

Use a range of sources to describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations)

6 Drawing on the accounts of the Stolen Generations, describe what Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families, experienced. (5 marks)

Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families experienced trauma and suffering during their forced removal. They also experienced long-term harm as they lost their family, their identity and their culture. As a witness in the *Bringing Them Home* report stated 'we were a very lonely, lost and sad displaced group of people'. They were brought up in white ways, and yet they still felt like a black person. They then had the heart-breaking experience of not being fully accepted by either culture. They were a 'lost generation of children'.

Suggested solutions: RICH TASK

How would I feel if this were done to me?

On 10 December 1992, during a speech in Redfern to launch the International Year of Indigenous People, Prime Minister Paul Keating asked 'How would I feel if this were done to me?' to challenge non-Indigenous Australians to imagine what it would have been like to go through experiences such as those of the Stolen Generations.

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Conduct research to find and read some of the personal stories from the *Bringing Them Home* report. Then complete the following activities.

1 List the ways in which your life would change if you were removed forcibly from your house today by police, and placed in a government institution, denied access to your family and your possessions.

2 Write a paragraph describing your future if you were removed from your family and placed in an institution to be brought up by strangers.

3 As a class, discuss your thoughts and the types of experiences you might have. Compare those thoughts with the realities of the experiences of Indigenous Australians you have researched in this unit.

4 To what extent did the future scenarios you created reflect the realities of Indigenous experiences?

5 Write a one-page response reflecting on whether trying to imagine how your life would change has helped you understand the experiences of the Stolen Generations in more depth.

This Rich Task is a personal reflection task, so student answers and discussions will vary. Encourage students to really engage with the activities and use historical empathy.

Significant Individuals

1 Choose one of the following individuals who (at some point) lived on Cummeragunja Aboriginal Station: Doug Nicholls, Margaret Tucker, William Cooper, Thomas Shadrach James.

- Create a short biography outlining some interesting facts about this person's early life.
- Provide a summary of their role in achieving civil rights for Indigenous Australians.

Here are some sample marking criteria for this task:

Marking Criteria	Marks
• A clear and thorough biography outlining interesting facts about a significant individual • Accurate and detailed summary of their role in achieving civil rights for Indigenous Australians	21–25
• A clear biography outlining interesting facts about a significant individual • Accurate summary of their role in achieving civil rights for Indigenous Australians	16–20
• A basic biography outlining interesting facts about a significant individual • A basic summary of their role in achieving civil rights for Indigenous Australians	11–15
• A superficial biography outlining facts about a significant individual • A brief and vague summary of their role in achieving civil rights for Indigenous Australians	6–10

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• Makes a general statement about a significant individual • Makes a general statement about their role in achieving civil rights for Indigenous Australians	1–5

Resources

obook extras

Student resources

Support Worksheet: Checkpoint worksheet 7.2 A

A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.

Consolidate Worksheet: Checkpoint worksheet 7.2 B

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

Extend Worksheet: Checkpoint worksheet 7.2 C

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

Website: Sir Doug Nichols

A helpful biography of the Doug Nichols, Aboriginal activist, the first Aboriginal person to be knighted and the former Governor of South Australia.

http://www.kooriweb.org/foley/heroes/nicholls.html

Website: Margaret Tucker

An informative biography of an important female Aboriginal activist.

http://indigenousrights.net.au/people/pagination/margaret_tucker

Website: William Cooper

An informative biography of the different activism strategies of William Cooper, including his role in the 1938 Day of Mourning.

http://indigenousrights.net.au/people/pagination/william_cooper

Website: Thomas Shadrac James

This article gives some fascinating insights into educator Thomas Shadrac James through oral histories. Although he was not an Aboriginal by blood (he was Indian), he married an Aboriginal woman and was accepted into the Aboriginal community. He educated and inspired many Aboriginal activists.

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https://waynera.files.wordpress.com/2010/10/thomas.pdf

The US Civil Rights Movement

Teaching support for pages 44–48

Syllabus links

NSW syllabus links

A study of Rights and Freedoms is part of Depth Study 4 and is the core depth study for *The Modern World and Australia* from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

A student:

- explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

The US civil rights movement and its influence on Australia (ACDSEH105)

Students:

- outline the aims and methods of the US civil rights movement

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

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- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)
- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)

Research

- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)
- select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

Teaching strategies

Getting started

This section relates to the US civil rights movement and its possible impact on Australia. It has been argued that without the example of the US campaign for civil rights and racial equality, the Australian campaign would not have begun in the 1960s, and may not have been so effective.

As they work through this spread, ask students to think about the question: To what extent did the US civil rights movement influence and shape the Australian campaign of the 1960s and 1970s?

Teaching tips

- Websites to assist students in their research for EXTEND 7.2 can be found in obook extras.
- Play Billie Holiday's song 'Strange Fruit' (which can easily be found on YouTube). Ask students: What is the mood created by the song? How did it make you feel? What shocks you about this song? Students can then easily complete APPLY 7.6.
- Helpful websites to assist students with APPLY 7.7 can be found in obook extras.
- An important element of the campaign for civil rights in the USA was music and song. Many African Americans sang traditional spiritual songs from the days of slavery as

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they marched and protested. At the same time, folk and pop singers were writing and singing songs on themes of oppression and struggle, such as Bob Dylan. Play excerpts from the Freedom Songs the activists sung to help motivate them and keep up their morale if they were in jail (see obook extras). Students could also look up the lyrics to some of these songs (see obook extras). Discuss with students: what are the main themes of the songs? What aspects of the struggle do they focus on? What is the musical 'feel' of these songs? How would they help keep up the morale of the activists?

- Show students Martin Luther King's 'I Have A Dream' speech (which can easily be found on YouTube). Ask students: what does Martin Luther King specifically dream of? Why is his speech so famous and inspiring? To what extent do you think his dream has been realised?
- A helpful website to assist students with APPLY 7.8 can be found in obook extras.

Activities

Additional activity 7.9: The Ku Klux Klan

This activity will take approximately 60 minutes and is a great way for students to identify, locate, select and organise information from a variety of sources, including ICT and other methods, as the syllabus requires.

Complete the following activities:

a Conduct some research into the Ku Klux Klan and prepare a report on the organisation of the Klan. Some points you could cover include: origins; underlying philosophy and beliefs; aims and motives; methods; and some examples of the KKK at work.

b The Ku Klux Klan has risen and fallen in strength in the USA over the past 150 years. What factors do you think would have caused the Klan to strengthen and become more active at certain times, and what factors made it weaker and less effective at others?

Visit the weblink in the obook extras panel for further information on the Ku Klux Klan.

Suggested solutions

Suggested solutions: EXTEND 7.2

1 Conduct research about the life and achievements of Marcus Garvey and Fred Maynard. Write a summary of their views and contributions in the struggle for rights and freedoms for African Americans and Aboriginal and Torres Strait Islander people.

Here are some points on Marcus Garvey:

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- He was born in 1887 in Jamaica.
- In 1912, he founded the Universal Negro Improvement Association (UNITA).
- He was a powerful public speaker and travelled throughout America spreading his message. He spoke of the black people of America taking pride in their culture and heritage. He also wanted to unite African Americans and gain self-determination, along with social, political and economic freedom. He advocated for separation and independence for black people.
- In 1918, he founded and published the newspaper *Negro World* to promote his ideas.
- In 1919, UNITA and Garvey founded Black Star Line, a shipping company. The aim of this company was to establish trade and commerce links between Africans in America, the Caribbean and Africa. It was also intended to provide transport for black people so that they could return to Africa, the place of their heritage. He also founded the Negro Factories Corporation which was to provide manufacturing jobs for black people and create black economic independence.
- 1920 – UNITA had over 4 million members. It emphasised Black Pride and self-determination for black people. However, some black leaders found his separatist ideas too extreme and did not support or agree with his message.
- While the Black Star Line ultimately failed, and Garvey was charged and convicted of fraud in relation to this company, upon his death he was hailed as a national hero in Jamaica.
- His contribution in the struggle for rights and freedoms for African Americans was enormous as his message inspired the Civil Rights Movement of the 1950s and 1960s.

Here are some points on Fred Maynard:

- He was born in 1879 in New South Wales.
- He gained employment as a wharf labourer in Sydney in 1914.
- In the 1920s he united with other Aboriginal people to make public protests against the lack of rights for Aboriginal people. He spoke powerfully at meetings and promoted his agenda in the press.
- In 1925 he helped Aboriginal families at Nambucca Heads rescue their children from the custody of the Aboriginal Protection Board.
- In 1925 he also launched the *Australian Aboriginal Progressive Association.* He was inspired by Marcus Garvey and protested for the right of Aboriginal people to control their own lives. He believed that Aboriginal people should be given back their land and he campaigned against the removal of children from their families. He also campaigned

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for the abolition of the NSW Aborigines Protection Board and argued that it should be replaced by an organisation made up of only Aboriginal people. In this way, the Aboriginal people would regain control of their affairs. He wanted Aboriginal children to have free access to Australian schooling.

- The *Australian Aboriginal Progressive Association* grew influential. They had 11 branches throughout NSW and 500 active members. They wrote petitions to politicians, including the Premier of NSW, Jack Lang. Their activities gained publicity in the mainstream media. Members of the *Australian Aboriginal Progressive Association* were harassed by the police and it was dissolved in 1927.
- Fred Maynard made an enormous contribution to the struggle for rights and freedoms ,for Aboriginal and Torres Strait Islander people as he campaigned fearlessly for their rights and created public awareness of their struggles.

Suggested solutions: APPLY 7.6

1 Research the song 'Strange Fruit' by Billie Holiday. Read the lyrics and explain them in relation to Source 7.26.

Billie Holiday's song 'Strange Fruit' describes the bodies of black people hanging from the trees in Southern America as 'strange fruit'. The bodies of black people hanging from trees after they have been lynched by a mob of white people is depicted in Source 7.26. The song graphically describes the 'bulging eyes and the twisted mouth' as they hang. In the last line she describes the bodies hanging as a 'strange and bitter crop'. The song is a vivid and confronting protest against the inhumanity of Southern racism, which reduced human beings to mere fruit off trees.

Suggested solutions: INTERPRET 7.5

1 Closely examine Source 7.28

a Explain how this image of the two students, who are the focus of the photo, help you explain different perspectives towards an issue.

The image of the two students, who are the focus of the photo, helps show the perspective of the black people who simply wanted to peacefully integrate into a previously white-only school, and that of the white people, who protested their entry.

b How does the caption change your understanding?

The caption changes our understanding as we now know that the white girl Hazel Bryan, who had yelled in protest against black girl Elizabeth Eckford entering the school, later became friends with Elizabeth Eckford and they visited schools together to speak about civil rights. This shows the change in attitude of a white person and the progress of the civil rights movement.

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2 How does Source 7.29 help you understand the difficulties African American students faced in attending previously all-white schools?

Source 7.29 helps us understand the difficulties African American students faced in attending previously all-white schools as they had to have the protection of federal troops to be able to enter class safely.

3 Explain how these sources contribute to your understanding of the problems civil activists faced in enforcing the decision of American courts.

These sources contribute to our understanding of the problems civil activists faced in enforcing the decision of American courts as they show the public's opposition to integration of black children into previously all-white American schools. This opposition was so strong black children needed the protection of federal troops simply to enter class safely.

Suggested solutions: APPLY 7.7

1 Conduct research to investigate other examples of civil disobedience in segregated places such as cafeterias, libraries and cinemas. Use sources to describe the responses of white Americans to these actions.

Students will find examples of 'sit-ins' from 1958–1960, which were peaceful protests against segregation at lunch counters, parks, beaches, pools, museums, libraries and cinemas. Black people would 'sit-in' white only areas. In the case of lunch counters, they would respectfully ask to be served. When they were asked to leave, they respectfully refused to go. There were examples of sit-ins in Kansas, North Carolina, Virginia, Tennessee and Georgia. Sources show that white people reacted with jeers, threats, throwing food and even violence towards the black people. There was also the forcible removal of peaceful black protesters from white-only areas by white police.

2 Conduct research to find out how the murder in 1955 of Emmett Till, a 14 year old African American boy, became a major turning point in the US civil rights movement.

a Use information and sources to write a newspaper article about the circumstances of his death and subsequent trial of two white men.

Student newspaper articles should note:

- Emmett Till was murdered in 1955 in Mississippi by Roy Bryant and his half-brother, J.W. Milam.
- Emmett Till had supposedly been flirting with Roy Bryant's wife, Carolyn Bryant. Roy Bryant's wife testified in court that he made sexual advances towards her and asked her out on a date. Whether he did nor did not make sexual advances toward Carolyn was hotly contested.

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- Roy Bryant and J.W. Milam then kidnapped Till, took him to a barn, beat him, gouged out an eye, shot him and then dumped his mutilated body in the Tallahatchie River.
- The men were tried and acquitted of kidnapping and murder by an all-white jury.
- The white press in Mississippi was supportive of the verdict.
- The men later admitted that they had indeed killed Till in an interview with *Look* magazine in 1956. They were protected under the laws of double jeopardy (where you cannot be tried twice for the same crime). They did not believe that in killing a black teenager they had done anything wrong. The reaction to this admission of guilt was explosive among the black community and Till's murder became a symbol of the injustices faced by the blacks in the South.

b Describe the major developments in US civil rights that came from the momentum generated by the public reaction to his case.

Black people's faith in the law was completely eroded and Till became a rallying point to fight against unfair laws. Major developments in the US civil rights that came from the momentum generated by the public reaction to this case included Rosa Park's defiance, which led to the Montgomery Bus Boycott; the Little Rock Nine who attended an all-white school; the 'sit-ins' and finally, the Civil Rights Act 1957, which aimed to ensure all Americans, regardless of racial background, could exercise their right to vote.

c Listen to, or find the lyrics, of the Bob Dylan song 'The Death of Emmett Till' and identify Dylan's view of the death of Emmett Till. Based on your research, argue for or against the historical accuracy of the song.

Dylan's view of the death of Emmett Till is that it was terrible crime that went unpunished. He sings that it was 'a crime that's so unjust' and that if you don't speak out against it you 'let this human race fall down so God-awful low.'. Students should find that the song is historically accurate as it speaks of the torture and killing of Emmett Till in a barn, the disposal of the body and the unfair court process that led to the murder's acquittal.

Suggested solutions: APPLY 7.8

1 Find sources to create a presentation about key events and achievements during the leadership of Martin Luther King. How is his role in the struggle for African American rights and freedoms recognised in the USA today?

Here are some points that student presentations may note:

- King trained as a Baptist minister and became the Pastor of Dexter Avenue Baptist Church in Montgomery in 1954. He urged his congregation to vote and join the NAACP (National Association for the Advancement of Coloured People).

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- He became the leader of the Montgomery Bus Boycott in 1955. This resulted in many threats on his life and family, but he pushed on, feeling called by God to fight for justice.
- In 1957, he helped to establish the SCLC (Southern Christian Leadership Conference) which aimed to gain greater equality for blacks, and he was seen as one of black America's leading public speakers.
- King became involved in demonstrations to draw attention to black problems, such as the 'sit-in' movement to protest segregation from 1958–1960. He also led the Birmingham Campaign in 1963, where he organised peaceful protests against segregation. King was arrested and imprisoned in Birmingham, where he wrote a famous letter from Birmingham jail, stressing the urgency of the situation and the lack of progress that would be achieved by 'waiting' for civil rights. After he was released, he organised the Children's Crusade, where thousands of school children staged marches. Their shocking treatment by police, including using batons, dogs and high pressure hoses, gave King enormous public support.
- His organisation of the 1963 March on Washington was the high point of his leadership of the Civil Rights Movement. His famous 'I have a Dream' speech urged the American government to put an end to racial discrimination. This march directly led to the signing of the Civil Rights Act 1964 and the Voting Rights Act 1965.
- His non-violent approach won him the Nobel Peace Prize in 1964.
- He was assassinated in 1968.

His role in the struggle for African American rights and freedoms is still recognised in the USA with a public holiday to celebrate his birthday. He still continues to inspire civil rights activists today.

Suggested solutions: REVIEW 7.6

1 What was the *Brown v Board of Education* case? Why was it so significant in the USA?

The *Brown v Board of Education* case was the case that ruled that segregation in US schools was unconstitutional. This was significant as it became illegal under US law to have separate schools for blacks and whites. Many Southern State governments resisted this law and tried to enforce segregation.

2 Explain what the Freedom riders hoped to achieve, and by what means.

The Freedom riders hoped to challenge and change local laws in the South that still segregated blacks. A group of black and white Americans boarded public buses and sat side by side. They peacefully ate in restaurants together and ignored segregation signs when using toilets and drinking fountains.

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Resources

obook extras

Student resources

Website: BBC: Marcus Garvey

A brief biography of Marcus Garvey to assist with EXTEND 7.2

http://www.bbc.co.uk/history/historic_figures/garvey_marcus.shtml

Website: Australian Dictionary of Biography –Fred Maynard

A brief biography of Fred Maynard to assist with EXTEND 7.2

http://adb.anu.edu.au/biography/maynard-charles-frederick-fred-11095

Website: Ku Klux Klan

A helpful article explaining what the Ku Klux Klan is about, including their activities and their methods.

http://www.splcenter.org/get-informed/intelligence-files/ideology/ku-klux-klan

Website: The sit-in movement

A helpful website detailing other examples of civil disobedience in segregated places such as cafeterias, libraries and cinemas, to assist with APPLY 7.7, Q 1.

http://www.ushistory.org/us/54d.asp

Website: The Emmett Till murder trial: a chronology

A step-by-step of the chronology of events surrounding the murder of Emmett Till, to assist with APPLY 7.7, Q2.

http://law2.umkc.edu/faculty/projects/ftrials/till/emmetttillchrono.html

Website: Lyrics of the freedom songs

A list of the Freedom Songs and their lyrics.

http://www.pbs.org/wgbh/americanexperience/features/general-article/soundtrack-lyrics/

Website: BBC History – Martin Luther King

An informative biography on the life and achievements of Martin Luther King to assist with APPLY 7.8

http://www.bbc.co.uk/history/people/martin_luther_king.shtml

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Teacher resources

Voices of the Civil Rights Movement Black American Freedom Songs 1960–1966

Excerpts of famous Freedom Songs of the Civil Rights Movement.

http://www.allmusic.com/album/voices-of-the-civil-rights-movement-black-american-freedom-songs-1960-1966-mw0000093001

Australia's civil rights movement: Significant individuals and events

Teaching support for pages 49–53

Syllabus links

NSW syllabus links

A study of Rights and Freedoms is part of Depth Study 4 and is the core depth study for *The Modern World and Australia* from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

A student:

- explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

The US civil rights movement and its influence on Australia (ACDSEH105)

Students:

- explain how the Freedom Rides in the US inspired civil rights campaigners in Australia
- discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples

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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)

Students:

- outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle (ACDSEH134)

Students:

- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of ONE individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)
- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)

Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Research

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- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)
- select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

Teaching strategies

Getting started

This section examines the contribution of one of the most significant figures in the struggle for Indigenous rights in the 20th century – Charles Perkins. This topic could begin with two discussion questions:

a What qualities and attributes does a leader require to succeed?

b Do leaders arise in response for the need for change or do leaders create campaigns for change?

Teaching tips

- Among the Freedom Riders was an arts students and part-time reporter for the ABC, Darce Cassidy. He insisted on taking a tape recorder on the journey to record what happened along the way. These recordings have become an invaluable historical record of the racism that the Freedom Riders faced in the country towns that they visited. Play Darce Cassidy's recordings to students (see obook extras). The recordings begin with the Freedom Riders attempting to buy admission tokens for Aboriginal children to enter the Moree public swimming pool, and the hostility they faced. While students listen to the recordings, have them note down:
    - Any examples of racist comments from the white townspeople (For example, 'there's no problem with the white people in Moree. The problem is all with the Aborigines', and 'I believe the Aborigines will be assimilated in time, but at the moment their standards of hygiene are just not good enough to mix with the kids from the town'. Later in the recording a woman says, 'The only good one's a dead one' and 'I'd rather run the lot of them out of the swimming pool … and the university students as well. They're the ones that cause trouble in this town. Get them out of town'.)

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- Initially, the Freedom Riders enabled a group of Aboriginal children to swim in the white-only pool. How did they feel about that? (Suggested answer: They were overjoyed and singing songs.)
- After the Freedom Riders left Moree, the ban on Aboriginal children entering the swimming pool was restored. What excuse did the mayor of the town give for reinstating the ban? (Suggested answer: Because of all the trouble the student activists had caused.)
- Why did the Freedom Riders turn back to Moree rather than continue on to Lismore? (Suggested answer: To make a stand at the Moree pool and to make an example out of it. The press was ready and willing to give attention to desegregation of the Moree pool.)
- How were the Freedom Riders treated in Moree that Saturday night after making a stand at the pool? (Suggested answer: They were liberally coated in eggs and rotten vegetables and they were forced to leave.)
- How useful is this recording as a source for showing the racism the Freedom Riders faced in country towns? (Suggested answer: This recording is very useful, as it is a first-hand account of what happened on the Freedom Rides and the racist opposition and comments the Freedom Riders experienced.)

- For a helpful website to assist students with APPLY 7.9, see obook extras.
- The Australian Biography website (see obook extras) has the transcript of a full interview with Charles Perkins. Tapes 4 and 5 particularly focus on the Freedom Rides and excerpts from these could be used as sources for students to investigate Charles Perkins and the Freedom Rides further.
- For further helpful information about the 1976 Referendum, including a table showing the different and contradictory state laws in place before the referendum, see obook extras.
- Students could design their own poster to campaign for the 'Yes' vote. They should decide what issue they focus on and how they want to get their message across.

Activities

Additional activity 7.10: The 1967 Referendum

This activity will take approximately 25 minutes and is a great way for students to begin to develop a historical argument, as the syllabus requires.

The 1967 Referendum was the most successful referendum ever held in Australia, with nearly 91% of voters saying yes to the changes to the constitution. Study the chart on page 53, in Source 7.39 and complete the following activities:

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a The highest NO vote, at 19.05%, was in Western Australia. Can you suggest two possible reasons for this?

b The following reasons have been offered for the overwhelming success of this referendum:

- There was a genuine desire on the part of Australians to make sure that the Indigenous people were treated equally.
- There was a belief that these changes to the constitution were fair, but that they would not make much difference to the ways that people lived.
- The referendum had the support of both major political parties.
- If the Federal Government was given the power to make laws for Aborigines, it there was the belief that it would be fairer and more progressive than the state governments.

To what extent do you agree with these reasons? Arrange them in order of significance and justify the reason that you placed first.

Suggested solutions

Suggested solutions: INTERPRET 7.6

1 Read Source 7.35 to answer the following questions:

a What were the aims of the Aboriginal rights movement, according to the source?

The aims of the Aboriginal rights movement, according to Source 7.35, were to gain recognition, respect, genuinely equal treatment, with full access to decent housing, jobs, education and community facilities. They also wanted to retain their identity as Aboriginal people, with a strong system of kinship and connection to their own country.

b What inspired the student group to hold a Freedom Ride?

Australian students were demonstrating in support of African-American civil rights in America, and they were stung by an observer's query about why they were focusing their attention on this cause, when they had similar prejudices back in Australia. Inspired by the successful 1961 Freedom Rides in the United States, they decided to do a similar thing in Australia and visit country towns known for their discriminatory behaviour.

c What was the impact of the Freedom Ride for the civil rights of Indigenous peoples?

The impact of the Freedom Ride for the civil rights of Indigenous peoples was that Moree and Kempsey pools were desegregated and so too (eventually) was the Walgett RSL Club. Charles Perkins became a well known leader, and student support for Indigenous rights continued to grow. The Freedom Rides led to other campaigns, such as the 'Vote Yes'

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campaign during the 1967 Referendum, wage equality for pastoral workers and campaigns for land rights.

Suggested solutions: APPLY 7.9

1 Charles Perkins was the first Aboriginal person to graduate from an Australian university. A former professional soccer player with a charismatic personality, he was also the first Aboriginal person to head a government department. Conduct research to prepare a presentation about Charles Perkins, including the following aspects of his life and achievements.

a What was Perkins' childhood like and how did this motivate him with regard to his later activism?

Charles Perkins was born at the Alice Springs Telegraph Station Aboriginal Reserve in the Northern Territory in 1936. He grew up in a dormitory and was given limited schooling and limited freedom on the reserve. He saw first-hand the policies of segregation and assimilation in practice: full-blood Aboriginal people were separated from half-castes and half-cast children were regularly taken from their parents to be assimilated into white society. At the age of 10, he was sent to St Francis House, a home for boys in Adelaide, where he was given formal schooling. His childhood motivated him with regard to his later activism as he experienced first-hand life on a reservation and the hardships that entailed. He saw the inequalities and suffering experienced by Aboriginal people and experienced a lot of racism, both at the reserve and at the boys' home. He wanted to give Aboriginal people a better future.

b What were some of his sporting and academic achievements?

He went to England and played professional soccer with the English club, Everton, and when he returned to Australia he played for the Adelaide Croation Club and the Sydney Club, Pan-Hellenic. He graduated from the University of Sydney with a Bachelor of Arts – the first Aboriginal person in Australia to graduate from University. Later, in 1998, he was awarded an honorary doctorate of letters by the University of Western Sydney.

c What was the Australian Freedom Ride and what was Perkins' role in it?

In 1965, while he was studying at Sydney University, Perkins founded the Student Action for Aborigines (SAFA), in 1965, with Gary Williams. This group decided to go on a Freedom Ride and Charles Perkins was the main organiser. In the Freedom Ride, 30 students travelled throughout NSW to country towns to highlight the discrimination, racism and segregation faced by Aboriginal people. Perkins was able to effectively use the media to bring these issues to the attention of Australians all over Australia. The Freedom Ride positioned Perkins as a national Aboriginal leader and spokesmen.

d Assess the role that he played in improving life for Indigenous people in Australia.

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Perkins played a crucial role in improving life for Indigenous people in Australia. The Freedom Ride was successful in ending segregation in many towns, and led to further campaigns on behalf of Aboriginal people. Perkins became the manager of the Foundation for Aboriginal Affairs, an organisation that took an active role in campaigning for the 'Yes' vote in the 1967 Referendum, which gave the Federal government power to make laws for Aboriginal people and enabled them to be counted in the census. The referendum was an overwhelming success, with 90.77% of the population voting 'Yes'. He went on to hold important government positions, in which he fought for the rights of Aboriginal people. In 1969 he joined the Commonwealth Office of Aboriginal Affairs and by 1984 he was Secretary of the Department of Aboriginal Affairs.

2 Use Source 7.37 to:

a Identify the towns of Walgett, Moree and Kempsey

Students identify these towns.

b Conduct research on the activities and focus of the Freedom Riders in these towns. Use the information to create a video or written diary of the events in one of these towns from the perspective of a non-Indigenous local resident and from the perspective of an Indigenous local resident.

Student videos and diaries will vary. Note that the focus of the Freedom Riders was the discrimination and segregation faced by Aboriginal people of these towns, along with the poor living conditions on the reserves. They protested at segregated pools, parks, clubs, pubs and RSLs. In Moree, they assisted Aboriginal children from the local reserve to enter the public pool, but angry locals tried to stop them. They also interviewed locals to show first hand just how shocking the discrimination was in these towns. Their activities generated a lot of anger from the white locals. Outside Walgett, white residents ran the Freedom Riders' bus off the road.

Suggested solutions: EXTEND 7.3

1 Listen to the songs inspired by Vincent Lingiari and the Gurindji walk-off: 'The Gurindji Blues' by Ted Egan and 'From Little Things Big Things Grow' by Kev Carmody and Paul Kelly. Write a short paragraph to explain why these songs are useful historical sources.

Student responses will vary. Sample answer:

These songs are useful historical sources because they show the harsh conditions and discrimination faced by the Gurindji people. 'The Gurindji Blues' was written 1969 by Ted Egan and then recorded by Galarrwuy Yunupingu. Ted Egan lived and taught in the Northern Territory and became acutely aware of the discrimination faced by Aboriginal people, which he then wrote about in his songs. 'The Gurindji Blues' highlighted issues faced by the Gurindji, such as 'long time work, no wages' and that they were working for Lord Vestey for

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'little bit four; sugar and tea' yet the land originally belonged to them. It is significant to note that the recording of the song sold 20,000 copies and it financed the Aboriginal Tent Embassy in Canberra for its first six months. It created awareness of the injustices faced by the Gurindji people, and is useful as a song of protest from the time of the Wave Hill walk-off.

'From Little Things Big Things Grow' was written by Kev Carmody, an indigenous singer-songwriter, and Paul Kelly, in the 1980s, after the success of the Girindji people in gaining rights to their land. It is a song of celebration of the victory won by Vincent Lingiari against all the odds. It is a song of how the Girindgi people stood up to those with 'power and privilege' and gained what was rightfully theirs. This song is a useful historical source as it tells the story of Vincent Lingiari's fight and shows how his victory was celebrated by both Indigenous and white Australians.

Suggested solutions: INTERPRET 7.7

1 The 1967 Referendum proposed to delete the words bolded in the sections of the constitution shown in Source 7.40.

a Discuss why the original wording was included in these phrases. What does it tell us about Australian attitudes to Aboriginal people?

The original wording was included in these phrases so that the Commonwealth government would not have responsibility for Aboriginal people and so the Aboriginal people would not be counted in the census.

b What implications did the inclusion of these phrases have for Aboriginal and Torres Strait Islanders?

The implications that the inclusion of these phrases had for Aboriginal and Torres Strait Islanders was that different state governments made contradictory laws in regard to Aboriginal people, which provided a lot of confusion. By not counting Aboriginal people in the census, they were not seen as true citizens and human beings in the Commonwealth of Australia.

c What did the removal of these phrases open the way for?

The removal of these phrases opened the way for Commonwealth government to make consistent laws for Aboriginal people and promote their welfare. It also allowed Aboriginal people to be counted in the census, opening the way for them to be recognised as true citizens.

2 How could the signs shown in Source 7.41 influence non-Indigenous Australians to support the referendum?

The signs shown in Source 7.41 could influence non-Indigenous Australians to support the referendum as an Aboriginal man is holding the signs with a white boy, while a pair of well

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dressed, respectable white men look on approvingly. This shows that white people are in support of Aboriginal rights and persuades non-Indigenous people that this is a good, and respectable cause to support.

Suggested solutions: REVIEW 7.7

1 Identify the rights and freedoms Aboriginal and Torres Strait Islander peoples obtained in each of the following years: 1959, 1962, 1967, 1968, 1975.

1959 – Aboriginal people gained the right to welfare payments from the Australian government under the *Social Services Act.*

1962 – Aboriginal people obtained the right to vote in federal elections.

1967 – Aboriginal people obtained the right for the Federal government to make laws for them and to be counted in the census.

1968 – Aboriginal people were granted equal pay with other Australians.

1975 – The Girindji people were given 33 000 square kilometres of land. For the first time, a specific group of Aboriginal and Torres Strait Islander peoples had recognition of their connection to the land.

2 Describe the aims and achievements of the Australian Freedom Ride.

The aim of the Australian Freedom Ride was to travel to country towns in NSW and show the discrimination and segregation faced by Aboriginal people in these towns. They achieved the desegregation of public pools, pubs and clubs. The Freedom Rides focussed national attention on Aboriginal issues and led to further successful campaigns, such as the 1967 Referendum campaign, wage equality for pastoral workers and campaigns for land rights.

3 What was the Wave Hill walk-off? Explain its significance in the struggles for rights and freedoms by Aboriginal and Torres Strait Islander peoples.

The Wave Hill walk-off was when the Gurindji farm workers walked-off Wave Hill Station in response to the refusal of the station owner to pay the Gurindji people the same wages of as the non-Indigenous workers. Vincent Lingiari, the Gurindji leader who led the walk-off, campaigned for land rights for the Gurindji people. The Wave Hill walk-off was significant as it achieved the landmark legislation, the *Aboriginal Land Rights (Northern Territory) Act 1976*, which granted the Gurindji and other Aboriginal tribes in the Northern Territory title to some of their traditional land, including over 3300 square kilometres of land to the Gurindji people. This was the first time a specific group of Aboriginal and Torres Strait Islander peoples had recognition of their connection to the land.

Resources

obook extras

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Student resources

Website: Charles Perkins and the Freedom Rides

This is a helpful website to assist with APPLY 7.9. Refer to the 'Charles Perkins' tab, along with the 'Freedom Rides' tab.

http://perkinsforfreedom.weebly.com/charles-perkins.html

Teacher resources

ABC: Darce Cassidy's recordings of the Freedom Rides

This is valuable primary source material of the Freedom Rides and the sort of racism the students faced in Moree.

http://www.abc.net.au/archives/80days/stories/2012/01/19/3414788.htm

Australian Biography: Charles Perkins

A fascinating interview with Charles Perkins. Tapes 4 and 5 particularly focus on the Freedom Rides.

http://www.australianbiography.gov.au/subjects/perkins/

The 1967 Referendum

A helpful website, including primary sources, with information about the 1967 Referendum.

http://www.creativespirits.info/aboriginalculture/history/australian-1967-referendum

Land rights

Teaching support for pages 54–56

Syllabus links

NSW syllabus links

A study of Rights and Freedoms is part of Depth Study 4 and is the core depth study for *The Modern World and Australia* from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

A student:

- explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3

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- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

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)

Students:

- outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle (ACDSEH134)

Students:

- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of ONE individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

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- recognise that historians may interpret events and developments differently (ACHHS173, ACHHS191)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Explanation and communication

- select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

Teaching strategies

Getting started

In this section, students are introduced to the movement for land rights that developed from the Wave Hill struggle. A good introductory discussion point would be the traditional relationship that Indigenous people had to the land.

Before European colonisation, the Aborigines had no concept of individual ownership of land. They thought of themselves as belonging to the land rather than the land belonging to them. The loss of connection to the land, to sacred sites, places of significance and burial places of their ancestors was one of the most significant reasons why Indigenous people suffered ill health (both physical and mental), and problems such as substance abuse.

Ask students to suggest incidents that could help them to understand the impact of this sense of loss. For example:

- If it is a religious school, ask students how they would feel if their chapel, prayer room, synagogue, mosque or temple was destroyed by vandals.
- Ask students how they would feel if their own house, a place of happy memories, was forcibly acquired and demolished to make way for a freeway.
- Ask students how they would feel if a local park where they played as a child and learned to ride a bicycle, was to be turned into a housing estate.

This should assist students to grasp the significance of land and the importance that Indigenous people have placed on the struggle for land rights.

Teaching tips

- Information about the Aboriginal flag to assist students with EXTEND 7.4 can be found in obook extras.
- Key terms:

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- Terra Nullius: Land belonging to no-one. It was the legal doctrine that was applied when the British settled Australia. Up until *Mabo*, this doctrine was upheld to extinguish (put out) all native title claims.
- Crown land: Land owned by the government.
- Land ownership: Entails exclusive rights over the land.
- Pastoral leases: Gives rights over the land to use it for pastoral purposes.
- Native title: Claimed by Aboriginal and Torres Strait Islander people, giving them the legal right to use and enjoy their land for traditional purposes.

For your information

Until *Mabo* the legal doctrine of *terra nullius* prevented Aboriginal people getting land rights in the courts. For example, the Yolngu people had unsuccessfully attempted to stop bauxite mining on the Gove Peninsula for four years and then took the Federal Government and the Nabalco Mining Company to court over the matter. In this case, known as the Gove Land Rights Case (1971), Justice Blackburn of the Northern Territory Supreme Court refused to give land rights to the Aboriginal people, because the land was declared to be *terra nullius* at settlement. This meant all the land was claimed for the crown (government), which extinguished all native title. The Gove Land Rights case was the first time Aboriginal people had taken court action for land rights. Even though it was unsuccessful, it paved the way for other Aboriginal activists to use the Australian court system to make their land rights claims. In *Mabo* (1992) the High Court found that native title could exist on crown land and had not been extinguished by British settlement. In *Wik* (1996) the High Court also found that native title could also co-exist on pastoral leases. Pastoral leases did not extinguish native title as the pastoral leases did not give exclusive rights to the land.

Activities

Additional activity 7.11: The destruction of the Tent Embassy

This activity will take approximately 60 minutes and is a great way for students to identify and analyse the reasons for different perspectives in a particular historical context, as the syllabus requires.

In July 1972, six months after it was established, the Tent Embassy was dismantled by police and eight Aboriginal people were arrested. The government had changed local trespass laws making it illegal to camp on public land, which allowed them to legally remove the Tent Embassy. The Tent Embassy and its removal divided the Australian population.

Working with a partner, use this information and additional websites (see obook extras) to write two different newspaper articles, from two different perspectives on the police removal of the Tent Embassy in 1972. The headlines are:

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At last! Illegal Aboriginal Tent Eyesore removed from Canberra's Tranquil Lawns

Brutal and Violent Destruction of Peaceful Aboriginal Tent Protest

Suggested solutions

Suggested solutions: EXTEND 7.4

1 Find out what the symbols and colours on the Aboriginal flag represent, and create a visual presentation to explain this information.

Student responses will vary.

The Aboriginal flag was designed by the Aboriginal artist Harold Thomas in 1971. It was originally designed as a symbol for the land rights movement, but in 1995 it was made a national flag of Australia. Harold Thomas has explained the meaning of his flag. He stated:

Black: represents the Aboriginal people of Australia

Red: represents the red earth, the red ochre and a spiritual relation to the land

Yellow: represents the Sun, the giver of life and protector

Suggested solutions: APPLY 7.10

1 Write a paragraph explaining the contribution Eddie Mabo made to the rights and freedoms of Aboriginal and Torres Strait Island peoples.

Eddie Mabo was a Torres Strait Islander activist who won a historic land rights case in the High Court of Australia. The judgement meant that the Islanders had a right to their traditional land because they had been the original owners before European settlement. This was a significant decision as it overturned the legal doctrine of *terra nullius* and opened the way for other native title claims on Crown land, where Aboriginal people maintained their identity and their customs. Eddie Mabo, through his court challenge, gave Aboriginal and Torres Strait Islander peoples the right to claim native title to their lands.

Suggested solutions: REVIEW 7.8

1 Who were the prime ministers responsible for introducing and passing the *Aboriginal Land Rights Act 1976?* What did this Act mean for Indigenous people?

The prime ministers responsible for introducing and passing the *Aboriginal Land Rights Act 1976* were Whitlam and Fraser. This Act officially granted land title to the Gurindji and other tribes in the Northern Territory.

2 When was the Tent Embassy first established?

The Tent Embassy was first established in 1972.

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3 What was the purpose of the Tent Embassy? List key demands.

The purpose of the Tent Embassy was to protest Aboriginal land rights. The demands were:

- legal and title rights to land currently being mined
- the preservation of all sacred sites
- compensation for lands not returnable – a $6 billion down-payment and an annual percentage of gross national income.

4 Where was Eddie Mabo's traditional land?

Eddie Mabo's traditional land was in the Torres Strait.

5 What was the High Court's ruling in the Wik case?

The High Court's ruling in the Wik case was that native title and pastoral leases could co-exist, but that the pastoralists' rights should come before Indigenous rights.

6 Why was the Australian government asked to explain their actions to the United Nations Committee for the Elimination of Racial Discrimination?

The Australian government was asked to explain their actions to the United Nations Committee for the Elimination of Racial Discrimination because of the Native Title Amendment Bill, 1997, which effectively ended native title, not only on pastoral land, but also on most other Crown land.

Resources

obook extras

Student resources

Website: Australian Institute of Aboriginal and Torres Strait Islander Studies – Aboriginal flag

This website details the meaning and history of the Aboriginal flag, to assist with EXTEND 7.4

http://aiatsis.gov.au/explore/culture-rights/topic/aboriginal-flag

Website: The Aboriginal Tent Embassy

An informative article on the history of the Aboriginal Tent Embassy, including primary sources such as newspaper articles and video evidence from the time of the removal and destruction of the embassy in July 1972.

http://www.creativespirits.info/aboriginalculture/history/aboriginal-tent-embassy-canberra

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Website: Aboriginal Embassy – Confrontation

A helpful article outlining the Aboriginal clashes with police in 1972, including photos and other primary source documents.

http://indigenousrights.net.au/land_rights/aboriginal_embassy,_1972/confrontation

Towards reconciliation

Teaching support for pages 57–62

Syllabus links

NSW syllabus links

A study of Rights and Freedoms is part of Depth Study 4 and is the core depth study for *The Modern World and Australia* from the NSW History Syllabus. The content descriptions for this depth study are as follows:

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A student:

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- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

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)

Students:

- outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms

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Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle (ACDSEH134)

Students:

- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of ONE individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)
- sequence historical events to demonstrate the relationship between different periods, people and places (ACHHS164, ACHHS182)

Analysis and use of sources

- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)

Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191)
- recognise that historians may interpret events and developments differently (ACHHS173, ACHHS191)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Research

- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)

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- select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

Teaching strategies

Getting started

This section examines the progress of the reconciliation movement over the past 20 years. The reconciliation movement has had several peaks and troughs, often related to changes of government. The Aboriginal and Torres Strait Islander Commission began with great hope but foundered as a result of mismanagement and lack of political will on the part of some leaders.

A question for students to think about as they work through the questions and activities related to this section:

Should there be specific government organisations dedicated to improving rights for Aborigines, or is it better to treat Aborigines as part of mainstream Australia?

Teaching tips

- Information on Lowitja O'Donoghue to assist students with APPLY 7.11 can be found in obook extras.
- The video of Paul Keating's Redfern Park speech can be found in obook extras. Show students this video. How did the Aboriginal audience react when Prime Minister Keating started to say 'We committed the murders. We took the children from their mothers…'? Why do you think the taking of the children from their mothers received such a vocal reaction? Why do you think this speech has been heralded as a major breakthrough on the path to reconciliation?
- Prime Minister John Howard conducted a TV interview with SBS presenter Dennis Grant on a range of issues. The transcript of this interview can be found in obook extras. The last question at the bottom of the transcript concerns why Prime Minister John Howard refused to apologise for the Stolen Generations. Read out both Grant's question and PM Howard's reply. Note down and analyse Howard's reasons for not apologising and use this discussion to springboard into the class debate below.
- Class debate: To apologise or not to apologise? After reading pp 58–61, have a class debate/discussion focussing on whether John Howard was right not to apologise to the Indigenous people for the Stolen Generations. List the differing viewpoints on the board, for example:

No to an apology	Yes to an apology
• Present day Australians should not have to apologise for actions committed in the past,	• Even if present day Australians did not remove children or treat Aboriginal people with cruelty

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actions for which they were not responsible. • Despite the negative outcomes, people in the past believed that they were doing the right thing and therefore should not be criticised. • Many children benefited from being removed from their families. • An apology is just a token and will do nothing to improve Aboriginal rights and living conditions. • If an apology was given it would leave the government open to compensation claims.	and discrimination, they are still the beneficiaries of the removal of Indigenous people from the land on which we now dwell. • An apology does not always mean that the giver of the apology is guilty. Saying sorry to Indigenous people is akin to saying sorry to a friend on the occasion of a relative's death. It is a way for European Australians to show that they care about the wrongs that the Indigenous people have suffered. • It is possible that some Aboriginal children did benefit from being removed from their families, but the majority of evidence (collected by Sir Ronald Wilson for the Bringing them Home Report) suggests a pattern of neglect, exploitation and discrimination. • An apology acknowledges that past injustices occurred and so helps the reconciliation process move forward.

• A video of Midnight Oil performing their song 'Beds Are Burning', along with the lyrics and an analysis of the meaning of the song can be found in obook extras. Show students this song and have them discuss what this song means, and why it was such an important song in the process of reconciliation with Indigenous peoples.

• Class discussion: Was the Sydney Olympics a significant landmark on the path towards reconciliation?

Activities

Additional activity 7.12: Uluru Handback

This activity will take approximately 60 minutes and is a great way for students to research the 'handback' of Uluru to the traditional owners and analyse the reasons for different perspectives in a particular historical context, as the syllabus requires.

In 1985, the Hawke government handed Uluru and the land surrounding this Australian landmark back to the traditional owners, the Anangu people. The decision to do this grew out of the Aboriginal Land Rights Act of 1976. Research this handback using the following questions as a guide:

a What was the background to the native title claim on the Uluru National Park?

b Why did the Hawke government decide to hand the area back to the Anangu?

c What were the conditions of the handback?

d Why did some Australians object to the handing back of Uluru?

Use the material you have collected to write a letter to the editor of a mainstream newspaper, either for or against the handing back of Uluru. (250 to 300 words)

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Visit the weblinks in the obook extras panel for some further information on the handing back of Uluru.

Suggested solutions

Suggested solutions: APPLY 1.11

1 Research the career of Lowitja O'Donoghue and evaluate her contribution to the rights and freedoms of Indigenous Australians. Summarise your findings in bullet points.

Here are some summary points on the career of Lowitja O'Donoghue:

- Lowitja O'Donoghue began her career as a nurse in South Australia. She was initially rejected from Royal Adelaide Hospital's training program due to her Aboriginality. She joined the Aborigines' Advancement League and, with Dr Charles Duguid, campaigned for her entry. She was accepted in 1954 and graduated as South Australia's first qualified Aboriginal nurse, paving the way for other Aboriginal people to be granted access to these professions.
- In 1962, she began working as an Aboriginal Liaison Officer with the South Australian Department of Education, promoting access to education for Aboriginal Australians.
- She became a Welfare Officer with the South Australia Department of Aboriginal Affairs, promoting the welfare of Aboriginal people, particularly around Coober Pedy.
- In 1967, she joined the Commonwealth Public Service. She became a Junior Administrative Officer in the Adelaide Office of the Department of Aboriginal Affairs, rising to the Director of this Department in South Australia after 8 years. She was in charge of making sure that Commonwealth welfare policies in regard to Aboriginal people were implemented in South Australia at a local level.
- From 1990–1996, she was the first Chairperson of the Aboriginal and Torres Strait Islander Commission. She highlighted issues faced by Indigenous peoples, for example, the high number of Aboriginal deaths in custody.
- In 1992 she was the first Aboriginal Australian to address the United Nations General Assembly, at the launch of the UN International Year of the World's Indigenous People.
- In 1993 she was a leading member of the Aboriginal team which consulted with the Federal Government over the *Native Title Act*.

She has been given many awards in recognition of her fight against discrimination, for equal rights and a voice for Indigenous Australians. Some examples are:

1976 – She was inducted into the Order of Australia for her work for the welfare of Aboriginal Australians.

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1984 – She was named the Australian of the Year.

1999 – She was made a Companion of the Order of Australia.

O'Donoghue has been given honorary doctorates from five different Australian universities. She has contributed enormously to the rights and freedoms of Indigenous Australians. She was removed from her mother at the age of two, and this experience created a deep desire within her to fight for justice for Aboriginal people. She has fought against discrimination and given a voice to Aboriginal people.

Suggested solutions: INTERPRET 7.8

1 Identify parts of Source 7.8 where it could be argued that an Australian Prime Minister was acknowledging past injustices to Indigenous Australians.

It could be argued that an Australian Prime Minister was acknowledging past injustices to Indigenous Australians when he states that 'the problem starts with us non-Aboriginal Australians' and he goes on to note the injustices by taking responsibility for them and using the word 'we'. For example, he states, 'We did the dispossession. We took the traditional lands and smashed the traditional way of life. We brought the diseases. The alcohol. We committed the murders…'

2 List the issues Paul Keating identifies for Indigenous Australians in his Redfern Park speech.

The issues Paul Keating identifies for Indigenous Australians in his Redfern Park speech are:

- the past dispossession of their land and with it, their traditional way of life
- the diseases and alcohol brought by white Australians
- the murders committed by white Australians
- the children taken by white Australians
- the discrimination, prejudice and lack of empathy shown by white Australians.

Suggested solutions: INTERPRET 7.9

1 Discuss Prime Minister Howard's reasoning for not wanting to make an official apology. Do you agree or disagree? Why?

Prime Minister Howard's reasoning for not wanting to make an official apology was that 'Australians of this generation should not be required to accept guilt and blame for past actions and policies over which they had no control'. Students may have different viewpoints on whether they agree with this statement.

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2 Compare and contrast Prime Minister Keating's Redfern Park Speech (source 7.49) with Prime Minister Howard's Australian Reconciliation Convention speech (source 7.52).

Paul Keating and John Howard both acknowledged past injustices in their respective speeches. They both acknowledged the hurt and trauma suffered by Indigenous peoples. However, John Howard removes the blame for the past discriminatory practices from the present generations and does not want to portray Australia's history since 1788 as little more than a 'disgraceful record of imperialism, exploitation and racism'. In contrast, Paul Keating does portray Australia's history in this way and takes responsibility for the injustices, using the word 'we'. He says 'we did the dispossessing… We committed the murders. We took the children from their mothers…'

3 What conclusions can you draw from Source 7.53 as evidence of the acceptance or rejection of Howard's Australian Convention speech?

Source 7.53 shows some delegates at Howard's Australian Convention rejecting his speech. They are expressing their rejection by turning their backs on him.

Suggested solutions: REVIEW 7.9

1 What is the official meaning of reconciliation?

The official meaning of reconciliation, according to an Australian government website is 'unity and respect between Aboriginal and Torres Strait Islanders and non-Indigenous Australians. It is about respect for Aboriginal and Torres Strait Islander heritage and valuing justice and equity for all Australians'.

2 Explain what ATSIC was. Outline the reasons given for its closure.

ATSIC was the Aboriginal and Torres Strait Islander Commission, which was established in 1990. It was a group of people elected by Indigenous Australians and designed to be an organisation through which all Indigenous peoples could be formally involved in government processes. It was closed because there were criticisms of the organisation. Some argued there were a lack of achievements by ATSIC for Aboriginal communities. Some felt there were problems with the structure of the organisation and that the Western democratic process did not work well with traditional Indigenous values, where family group relationships are most important. Many felt that a lack of funding and responsibility for the areas of health care, social security or education limited what ATSIC could achieve. There were further concerns about mismanagement and funding discrepancies, so ATSIC was abolished in 2004 by the Howard government.

3 What was the *Bringing Them Home* report? Explain how it is linked to Sorry Day.

The *Bringing Them Home* report was the 1997 report by the Human Rights and Equal Opportunities Commission, which investigated the removal of Aboriginal and Torres Strait

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Islander children from their families. The report stated that the removal of children had been widespread and continued to have a devastating impact on Indigenous people. One of the official recommendations of the *Bringing Them Home Report* was that a formal, official apology be made by Australian parliaments to acknowledge the wrongs that past governments committed in removing Aboriginal children from their parents. The federal government, however, was slow to respond to this recommendation. In response, the first 'Sorry Day' was held on 26 May 1998, to mark the anniversary of the handing down of the *Bringing Them Home* report. Each year since then, events were staged to commemorate the findings and consider the government's response to the recommendations in the report. On 13 February 2008, the new Labor Prime Minister, Kevin Rudd, formally apologised to Indigenous Australians for the Stolen Generations.

4 What role did the 2000 Sydney Olympics play in the reconciliation process?

The 2000 Sydney Olympics provided an important role in the reconciliation process as it provided a stage for popular support of reconciliation. Cathy Freeman became one of the most popular individuals in Australia when she both lit the Olympic flame at the opening ceremony and then won the 400 metres final. Her victory lap, where she draped herself in both the Aboriginal and Australian flags, was seen as a decisive moment in the history of reconciliation. At the closing ceremony, Midnight Oil performed 'Beds Are Burning' in support of Aboriginal and Torres Strait Islander peoples in specially designed 'Sorry suits'.

Resources

obook extras

Student resources

Website: State Library of South Australia: Lowitja O'Donoghue – Elder of our nation

An article on the life and career of Lowitja O'Donoghue to assist with APPLY 7.11.

http://www.slsa.sa.gov.au/women_and_politics/abor1.htm

Website: Return of the land to the traditional owners

This website provides information on the return of Uluru, including further links to more information and primary sources, including a radio story, newspaper article and cartoon from the time.

http://learnline.cdu.edu.au/tourism/uluru/background/history/anangu.html

Website: 20th Anniversary Handback of Uluru – a brief background

This website from the Australian government provides information on the handback of Uluru to the traditional owners, including the history of Uluru and reasons for the handback.

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http://www.environment.gov.au/resource/20th-anniversary-handback-brief-background-uluru-kata-tjuta-national-park

Teacher resources

Prime Minister Paul Keating's Redfern Address

This website contains a video of Paul Keating's Redfern Address and discusses why it was such an important speech.

http://www.abc.net.au/archives/80days/stories/2012/01/19/3415316.htm

18 December 1997, Transcript of Prime Minister Howard's TV interview on SBS

The last question by interviewer Dennis Grant deals with Howard's reasons for his refusal to offer an apology to the Stolen Generations.

http://pmtranscripts.dpmc.gov.au/browse.php?did=10564

Lyrics: Midnight Oil's 'Beds Are Burning'

This website has the video, meaning and the lyrics of this important protest song.

http://www.songfacts.com/detail.php?id=2946

The Apology to the Stolen Generations

Teaching support for page 63

Syllabus links

NSW syllabus links

A study of Rights and Freedoms is part of Depth Study 4 and is the core depth study for *The Modern World and Australia* from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

A student:

- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9

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Content

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)

Students:

- outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)

Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Research

- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)

Teaching strategies

Getting started

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To think about why 'sorry' is such an important word, have students imagine a situation where a close friend or family member has done something wrong against you and has deeply hurt you. Why is sorry such an important thing for your friend to say? How does the word 'sorry' help bring people back together? Can the victim of the offense ever truly forgive if there is no apology? Can there ever be true reconciliation between people without an apology? How important is an apology for moving on from the wrongs of the past?

Teaching tips

- The video of Prime Minister Rudd's apology to the Stolen Generations, along with the full transcript of his speech, can be found in obook extras. Watch the video, read the transcript and have students reflect on:
    - What past mistreatment does Prime Minister Rudd refer to?
    - What suffering does Prime Minister Rudd apologise for?
    - What future does he see for all Australians? To what extent do you believe that future has been realised?
- After students complete the additional activity 7.13, ask: How do you feel about the apology to the Stolen Generations? Was it the right thing for Prime Minister Rudd to do? How much do you think it has helped the healing and reconciliation process?

Differentiate

Some students may find the skill of developing historical texts, particularly explanations of historical arguments, difficult to grasp, while others may be looking for a bit more of a challenge in this area. These suggestions can help you modify the level of difficulty of this skill and help you personalise learning for different ability levels.

This activity will take 30 minutes. It is useful for practising the skill of developing historical texts, particularly explanations and historical arguments that use evidence from a range of sources, as the syllabus requires.

While there is still a long way to go before genuine reconciliation with Indigenous Australians is achieved, there have been many significant steps forward along the way towards this goal.

For less able students:

List the five most important steps towards reconciliation that you have examined in this chapter so far. List them in order of importance. Which one do you think has been the most important step and why? Justify the reason for your decision using at least two sources.

For more able students:

Write an extended response that answers the question: 'Kevin Rudd's apology to the Stolen Generations was the most significant step towards reconciliation with Indigenous people'. Do

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you agree? Provide reasons for your point of view and use a range of sources to justify your answer.

Activities

Additional activity 7.13: Responses to the Apology

This activity will take approximately 45 minutes and is a great way for students to examine a range of sources and to then identify and analyse the reasons for different perspectives in a particular historical context, as the syllabus requires.

Look up quotes from both Indigenous and non-Indigenous people from the time of Prime Minister Rudd's apology, which express how they felt about the apology (see obook extras). Also look up a newspaper article from the time, which explains the mood in the public galleries, and Indigenous singer-songwriter Archie Roach's response to Rudd's apology (see obook extras).

Use quotes from these sources to write the answer to the question:

'How did both Indigenous and non-Indigenous Australians respond to Prime Minister Rudd's apology?' Include both positive and negative responses in your answer.

Suggested solutions

Suggested solutions: Review 7.10

1 What did Prime Minister Rudd's apology actually say? What did he apologise for?

Prime Minister Rudd's apology said 'we apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country. For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry…'

2 What challenges did Indigenous Australians face after the apology?

Indigenous peoples faced challenges after the apology as they did not gain an offer of compensation after the apology, and some saw the symbolism of the apology as meaningless unless it was immediately accompanied by practical measures to remove Aboriginal and Torres Strait Islander disadvantage and bring about true reconciliation.

Resources

obook extras

Student resources

Website: 'Sorry' Apology to the Stolen Generations

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This website examines the media response to the apology, poll results from the time and with quotes from both Indigenous and non-Indigenous people as to their response to the apology (scroll down to the 'responses to the apology' section).

http://www.creativespirits.info/aboriginalculture/politics/sorry-apology-to-stolen-generations

Website: The Age – Outburst of Emotion Echoes Across the Land

The first page of this article conveys the mood inside Parliament House at the time of the apology, and Archie Roach's response to the apology.

http://www.theage.com.au/news/national/australias-new-beginning/2008/02/13/1202760398783.html

Teacher resources

Australian Government: Apology to Australia's Indigenous Peoples

This government website provides a video, along with a full transcript, of Prime Minister Rudd's apology to the Stolen Generations.

http://www.australia.gov.au/about-australia/our-country/our-people/apology-to-australias-indigenous-peoples

Checkpoint 7.3

Teaching support for pages 64–65

Teaching strategies

Teaching tips

- This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.
- The activities can be completed in class or as homework depending on your needs. For example, you may like to:
  - Involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation.

  OR

  - Set the questions as a written in-class test (either as open book or under exam conditions) and assign marks or have a student peer mark the responses.

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- Depending on the level to which each student is able to complete these activities, one of three graded Checkpoints student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet:

- Students who score less than 50% should be directed to complete the **Support** worksheet for this section: Worksheet 7.3 A

A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.

- Students who score between 50–75% should be directed to complete the **Consolidate** worksheet for this section: Worksheet 7.3 B

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section: Worksheet 7.3 C

Rich task

- The Rich Task in this section is designed to engage students and encourage them to focus on a particular historical skill as they work through a more complex task or problem. Rich tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome.

- In this Rich Task, students are being asked to focus on developing the historical skills of comprehension: chronology, terms and concepts, analysis and use of sources, perspectives and interpretations, research and explanation and communication.

- In particular, students are being asked to put themselves in the position of the judge presiding over the Wik case, and decide whether the Wik and Thayorre peoples had a continuing claim on the land, or whether the pastoral leases extinguished their native title. Note that the High Court decided in favour of the Wik and Thayorre peoples. The court found that pastoral leases did not give the pastoral lease holders exclusive rights over the land and so native title could co-exist with the pastoral leases.

- For more information on these particular skills, you can encourage your students to refer to ‘The historian’s toolkit – concepts and skills’ at the end of this book.

Suggested solutions

Suggested solutions: CHECKPOINT 7.3

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HOW HAVE INDIGENOUS PEOPLES IN AUSTRALIA ACHIEVED CHANGE?

Outline the aims and methods of the US civil rights movement

1 Outline what the American civil rights movement was trying to achieve. Identify the methods it used to help achieve those aims. (5 marks)

The American civil rights movement was trying to achieve an end to segregation, discrimination and violence against African Americans. Before the civil rights movement, they were denied the same opportunities in employment, housing, health and education as enjoyed by 'white' citizens. There were also obstacles in place to prevent African Americans voting. The civil rights movement used civil disobedience – that is, the use of non-violent protest including marches, sit-ins and refusal to respect unfair laws.

Explain how the Freedom Rides in the US inspired civil rights campaigners in Australia

2 Explain what the NSW Freedom Ride took from the original American Freedom Rides. (5 marks)

The NSW Freedom Ride was inspired by the success of the original American Freedom Rides. The American Freedom Riders travelled to the southern states of America and rode side by side, black with white, and peacefully ignored segregation signs when eating at restaurants, drinking at public fountains or using the public toilet facilities. In doing so, they highlighted the racism in the southern states and gained national attention for the issue. In September 1961, the Attorney General Robert Kennedy intervened and insisted that all states comply with federal desegregation laws. The NSW Freedom Ride emulated their strategy and their use of non-violent civil disobedience to bring national attention to the racism in NSW country towns.

Discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples

3 Discuss the success of the NSW Freedom Ride in bringing change for Indigenous Australians. (5 marks)

The NSW Freedom Ride was very successful in bringing change for Indigenous Australians. Desegregation occurred in these towns. For example, Moree and Kempsey pools were desegregated and so too (eventually) was the Walgett RSL Club. Charles Perkins, the Indigenous leader of the Freedom Ride, became a well known leader and student support for Indigenous rights continued to grow. The Freedom Rides inspired and led to other campaigns, such as the 'Vote Yes' campaign during the 1967 Referendum, wage equality for pastoral workers and campaigns for land rights.

Outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander people's struggle for rights and freedoms

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4 Create a timeline covering the period from 1960–-2000. On the timeline identify the key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms. (10 marks)

Students may have different examples key developments. Here are some examples of key developments they may include:

- 1959 – Aboriginal people gained the right to welfare payments from the Australian government under the *Social Services Act.*
- 1962 – Aboriginal people obtained the right to vote in federal elections.
- 1965 – There was desegregation of public areas in NSW country towns.
- 1967 – In the 1967 referendum, Aboriginal people obtained the right for the Federal government to make laws for them and to be counted in the census.
- 1968 – Aboriginal people were granted equal pay with other Australians.
- 1975 – The Girindji people were given 33 000 square kilometres of land. For the first time, a specific group of Aboriginal and Torres Strait Islander peoples had recognition of their connection to the land.
- 1992 – The *Mabo* decision overturned the legal principle of *terra nullius* and granted native title to a group of Torres Strait Islander people.
- 1992 – Prime Minister Paul Keating delivered his 'Redfern Park Speech' which was hailed as a major breakthrough on the path to reconciliation.
- 1993 – The *Native Title Act* enshrined the *Mabo* decision into law.
- 1996 – The *Wik* decision stated that native title could co-exist with a pastoral lease, but that the pastoralists' rights should come before Indigenous rights.
- 1997 – The *Bringing Them Home* report was released, which noted that the removal of Aboriginal children from their families had been widespread and continued to have a devastating impact on Indigenous people.
- 2008 – Prime Minister Rudd made an official apology for the Stolen Generations.

5 For each event you have placed on the timeline, outline the background, aim and significance of the development. (10 marks)

A) When the Australian colonies federated in 1901, Aboriginal and Torres Strait Islander peoples were not considered to be a part of the new country. The Commonwealth Parliament passed Acts that discriminated against the Indigenous people, including legislation that prevented Indigenous people receiving welfare payments. In the 1930s, the Indigenous people of Australia began to protest their lack of citizenship rights. The

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most significant protest was the Day of Mourning Protest in 1938, where Aboriginal leader Jack Patten called for full citizenship rights and for the right to be included in modern Australia. Finally, in 1959, Aboriginal people received the right to welfare payments, although these payments had to be paid to a third party. The significance of this development was that Indigenous people were beginning to be seen as Australians.

B) When the Australian colonies federated in 1901, Aboriginal and Torres Strait Islander peoples were not entitled to vote in federal elections (unless they had been previously registered to vote in their state). This was because they were not seen as citizens of the new country. Indigenous people began to campaign for the right to vote. After the Day of Mourning Protest in 1938, Jack Patten led a delegation of Aboriginal people to meet Prime Minister Joseph Lyons. He spoke with the Prime Minister of the importance of citizenship rights – including the right to vote – for Aboriginal people, and presented the Prime Minister with a 10-point plan for realising those rights. Finally, in 1962, the Indigenous people of Australia obtained the right to vote in federal elections. The significance of this development was that Indigenous people could now participate in the democratic process and have a say in who governed the country.

C) In 1965 Aboriginal people campaigned for an end to racism shown to Indigenous peoples in country towns in NSW. They did this by travelling in buses around New South Wales in the NSW Freedom Ride. They used peaceful protests in the towns and exposed the segregation policies in the towns, such as in the public swimming pool and in bars, clubs, pubs and cinemas. The Freedom Riders highlighted racial discrimination, and segregation in towns in NSW ended. This campaign began the momentum for the 'Vote Yes' campaign in the 1967 Referendum.

D) When the Australian colonies federated in 1901, the founding document, or the Constitution, was drawn up and discriminated against Aboriginal people. Section 51 (xxvi) stated that the Commonwealth Parliament could make laws for "people of any race, other than the aboriginal people in any State", which meant that Aboriginal affairs were controlled by the various state governments. This meant there were inconsistent laws across states and Indigenous Australians who were acting within the law in New South Wales could be arrested for doing the same thing in Queensland. Section 127 stated that in the event of a census "aboriginal natives shall not be counted". This meant Aboriginal people were not seen as part of the nation of Australia. The Indigenous people campaigned for a change to the constitution to remove these discriminatory sections and to enable the Federal parliament to make laws to address the inequalities that they were facing. In the 1967 Referendum, over 90% of Australians voted 'yes,' showing overwhelming support for the improvement of the rights of Indigenous people. The significance of the referendum was that Indigenous people were now counted in the census, regarded as citizens and the Commonwealth Parliament began to make laws for the improvement of the rights and freedoms of Indigenous Australians.

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E) Before 1968 one of the major inequalities for Indigenous people was that employers were able to pay them less than white Australians. In fact, as Jack Patten spoke about at the Aboriginal Day of Mourning Protest in 1938, Aboriginal people often received only rations, rather than payment, for work. One of the major reforms after the 1967 Referendum was that the Federal Government made a law that Indigenous people were to be given equal pay as other Australians. The significance of this Act was that it was another step towards equality for Indigenous Australians. However, this also had some unintended consequences as some Indigenous Australians in farming communities were sacked because their employers could not afford the higher wages.

F) In 1966, The Gurindji farm workers walked off Wave Hill Station because the owners refused to pay the Gurindji workers the same wage as the non-Indigenous workers. The leader of the walk-off, Vincent Lingiari also protested that the traditional lands be returned to the Gurindji people. Lingiari and other Gurindji leaders petitioned the Governor General in 1967, arguing that morally the land was theirs and should be returned to them. The walk-off ended in 1973 and in 1975 Prime Minister Gough Whitlam symbolically poured earth into Vincent Lingiari's hand as he handed over 3300 square kilometres of land back to the Gurindji people. The *Aboriginal Land Rights (Northern Territory) Act 1976* granted the Gurindji and other Aboriginal tribes in the Northern Territory title to some of their traditional land. This was extremely significant as it was the first time that a specific group of Aboriginal peoples had formal recognition of their connection to the land.

G) In 1972, an Aboriginal Tent Embassy was established on the lawn in front of the Australian Parliament in 1972, where the Indigenous leaders of the embassy campaigned for land rights. Beginning in 1982, Eddie Mabo fought a court case in which he sought to be granted native title to his land in the Torres Strait. In 1992, the case was finally decided in the High Court, and Eddie Mabo and his people were given native title to their land. The case was especially significant because the High Court overturned the legal doctrine of *terra nullius* and opened the way for more Aboriginal and Torres Strait Islander people to claim native title to their lands, if they could show they had maintained their identity and customs associated with the land.

H) December 1992 was the beginning of the United Nations International Year of the World's Indigenous People. In the Aboriginal heartland of Redfern, Prime Minister Paul Keating launched the UN's year with a landmark speech, focussed on Indigenous issues. He took responsibility for the past policies of governments that had caused Indigenous people harm. It was significant as it was the first time an Australian prime minister had publically acknowledged the injustices Indigenous people had experienced because of past polices.

I) The landmark *Mabo* decision in 1992 was formally enshrined into law with the *Native Title Act 1993*. It confirmed land ownership for non-Indigenous Australians who had already purchased property. It also declared that future native title claimants must prove

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that Indigenous people had an unbroken link with the land in question. The Act was significant as the federal government then established a National Native Title tribunal and developed a research process that was necessary before a native title application could be made.

J) After the *Mabo* decision in 1992, the question remained as to whether native title could be claimed on land that was subject to a pastoral lease. The question was significant as pastoral leases accounted for 42 per cent of the Australian land mass. The Wik people of Cape York argued in court that pastoral leases and native title could coexist. In the *Wik* decision of 1996, the court agreed, but stressed that the pastoralists' rights should come before Indigenous rights. This case was significant as it did recognise native title rights on pastoral leases. However, pastoralists expressed criticism of the arrangement, and the *Native Title Amendment Bill 1997* effectively ended claims to native title, not only on pastoral land but also on most other Crown land.

K) From the late 1800s to the 1970s, many thousands of Aboriginal children were forcibly removed from their families and placed into state care and raised in missions or placed with white families. This was part of the State and Commonwealth government's policy of assimilation, where they believed that by removing Aboriginal children from their parents, they could bring them up in European ways and they could then 'blend in' to White Australia. The Human Rights and Equal Opportunity Commission investigated the extent and effects of this policy. They released their report, called *Bringing Them Home*, in 1997, which revealed that the removal of children had been widespread and continued to have a devastating impact on Indigenous people. The significance of this development was that 'Sorry Day' was then organised to campaign for an official apology for these policies on Indigenous people.

L) In 2008, Prime Minister Kevin Rudd made an official apology for the Stolen Generations on behalf of the Commonwealth Parliament. It was a significant step towards achieving reconciliation with Indigenous peoples.

Outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples

6 Outline what you regard as the most successful methods employed in bringing about the changes in rights and freedoms for Aboriginal and Torres Strait Islander peoples that you noted in question 4. (5 marks)

Student answers will vary. Here is a sample answer:

I regard the most successful methods employed in bringing about the changes in rights and freedoms for Aboriginal and Torres Strait Islander peoples as the Freedom Rides of 1965, the Gurindji walk-off in 1966 and the *Mabo (1992)* and *Wik (1996)* court cases which obtained land rights for Indigenous people. The Freedom Rides were so successful because the students who protested did so peacefully and their leader, Charles Perkins, made excellent

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use of the media to gain national attention to the issue of racism in country towns. This Freedom Ride encouraged other campaigns, such as the 'Vote Yes' campaign for the 1967 Referendum. The Gurindji walk-off in 1966 was so successful as the Gurindji workers continued their protest over many years and the leaders petitioned the Governor General for the return of their lands. The *Mabo (1992)* and *Wik (1996)* court cases were contested over many years and were able to legally obtain native title rights.

Investigate and explain the role of an individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms

7 Select one individual or group who you have studied in this section, and explain the role they have played in securing rights and freedoms for Aboriginal and Torres Strait Islander peoples. (10 marks)

Student answers will vary. Here is a sample answer on Charles Perkins:

Charles Perkins was born at the Alice Springs Telegraph Station Aboriginal Reserve in the Northern Territory in 1936. In 1965, while he was studying at Sydney University, Perkins founded the Student Action for Aborigines (SAFA), in 1965, with Gary Williams. This group decided to go on a Freedom Ride and Charles Perkins was the main organiser. In the Freedom Ride, 30 students travelled throughout NSW to country towns to highlight the discrimination, racism and segregation faced by Aboriginal people. Perkins was able to effectively use the media to bring these issues to the attention of Australians all over Australia. The Freedom Ride positioned Perkins as a national Aboriginal leader and spokesmen. Perkins played a crucial role in improving life for Indigenous people in Australia. The Freedom Ride was successful in ending segregation in many towns, and led to further campaigns on behalf of Aboriginal people. Perkins became the manager of the Foundation for Aboriginal Affairs, an organisation that took an active role in campaigning for the 'Yes' vote in the 1967 Referendum, which gave the Federal government power to make laws for Aboriginal people and enabled them to be counted in the census. The referendum was an overwhelming success, with 90.77% of the population voting 'Yes'. He went on to hold important government positions, in which he fought for the rights of Aboriginal people. In 1969 he joined the Commonwealth Office of Aboriginal Affairs and by 1984 he was Secretary of the Department of Aboriginal Affairs. He was an inspirational Aboriginal leader and activist.

Suggested solutions: RICH TASK

You be the judge

Read the arguments presented for the Wik and Thayorre peoples in their claim for land rights, and the arguments presented by the Queensland government, the Commonwealth government and the states opposing the claim. Discuss these ideas in class, and follow up with further research. Then write your own judgement on these key questions.

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1 Were the Holyroyd and Mitchelton leases like all modern leases or were they different? If so, how?

This Rich Task asks students to be the judge, so their answers will vary.

They could argue that the Holyroyd and Mitchelton leases were not like all modern day leases, as they did not involve exclusive rights to the land. Pastoral leases historically often included instructions about how the land was to be used and that the land should be shared with Aboriginal people. On the other hand, they could argue that the Holyroyd and Mitchelton leases were like all modern leases as their lease did give the pastoralists exclusive rights to the land.

2 Did the Wik and Thayorre peoples have a continuing claim on the land or were their claims extinguished by the granting of the leases?

This Rich Task asks students to be the judge, so their answers will vary.

They could argue that the Wik and Thayorre people did have a continuing claim on the land as it was their traditional home, and they lived there before the leases were granted and through the entire life of the leases. Their claims were not extinguished the granting of the leases because the granting of the leases did not mean that the pastoralists had exclusive rights to the land and so the pastoral lease could be shared with the Aboriginal people so they can continue their traditional way of life. On the other hand, they could argue that the granting of pastoral leases over the Wik and Thayorre people's land extinguished their claim to native title as the pastoral lease gave them exclusive rights to the land, so no other rights to the land are now available.

Resources

obook extras

Student resources

Support Worksheet: Checkpoint worksheet 7.3 A

A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.

Consolidate Worksheet: Checkpoint worksheet 7.3 B

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

Extend Worksheet: Checkpoint worksheet 7.3 C

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

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The Struggle for Rights and Freedoms Continues

Teaching support for pages 66–70

Syllabus links

NSW syllabus links

A study of Rights and Freedoms is part of Depth Study 4 and is the core depth study for *The Modern World and Australia* from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

A student:

- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

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 (ACDSEH143)

Students:

- identify current struggles for civil rights and freedoms throughout the world, such as the United Nations Convention on the Rights of the Child (1990) and the Declaration on the Rights of Indigenous Peoples (2007)

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Analysis and use of sources

- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)

Explanation and communication

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- select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

Teaching strategies

Getting started

Look at the photo in Source 7.61. Describe the scene. What words and feelings come to mind as you look at this picture? How does this show the gap between the living standards of Indigenous and non-Indigenous Australians?

Teaching tips

- The Universal Declaration on Human Rights (which was examined on pp 28–30) was supposed to be an all-encompassing statement on the rights that all humans share. However, in recent years, the United Nations has then gone to specifically set out rights in relation to children in the Rights of the Child (1990) and Indigenous people in the Rights of Indigenous Peoples (2007). Why do you think the United Nations took the step of specifically creating lists of rights for these groups of people? What might the United Nations be hoping to achieve?
- The United Nations Convention on the Rights of the Child (1990) is mentioned in the syllabus as one of the current struggles for civil rights and freedoms throughout the world. After reading pp 66–70, have students look up this Convention (see obook extras) and note down the areas which need improving in relation to Australia's Indigenous children.
- After reading pp 66–70, have students also look up the Declaration of the Rights of Indigenous Peoples (2007) in obook extras. Read the preamble and the articles and answer the following questions:
    - What reasons does the United Nations give for making this declaration? (For example, what are they concerned about, convinced about and believe?)
    - Choose five articles that you believe still not have been achieved in the Australian context and explain why they need national attention.
- Class discussion: In what ways does this section of the text demonstrate that true reconciliation has still yet to be realised?

Activities

Additional activity 7.14: Closing the Gap

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This activity will take approximately 60–-90 minutes and is a great way for students to select and use a range of communication forms, such as oral, graphic, written and digital to communicate effectively about the past for different audiences and different purposes, as the syllabus requires.

Look up the latest 'Closing the Gap' Report (the 2015 Report can be found in obook extras) and complete the following activities:

1 Note down at least five areas the report highlights where Indigenous Australians are still at a disadvantage as compared to non-Indigenous Australians (for example, life expectancy, high rates of treatable and preventable conditions etc).

2 In a group, choose one particular area that interests you. Brainstorm ways in which the government could help improve outcomes for Indigenous people in this area.

3 Choose a communication form, for example, a speech, letter, poster or Powerpoint presentation to make your own recommendations to the Federal government as to how the gap you identified might be closed.

Suggested solutions

Suggested solutions: INTERPRET 7.10

1 Graphs such as those shown in Source 7.62 and 7.63 give historians information. Use these graphs to identify:

a similarities between Indigenous and non-Indigenous Australians

Even though the rates are quite different, the two graphs do show some similar trends. Source 7.62 shows that school retention rates for Indigenous and non-Indigenous students are both increasing over time. Source 7.63 shows that death rates for Indigenous infants and all infants are both declining over time.

b differences between Indigenous and non-Indigenous Australians

Non-Indigenous students have a consistently higher school retention rate than non-Indigenous students. All Australian infants have consistently lower infant mortality rates than non-Indigenous infants.

c trends in both Indigenous and non-Indigenous school retention rates and death rates of infants.

Non-indigenous student school retention rates are fairly steady, with a slight trend to increase. Indigenous students school retention rates have increased significantly, and despite a small slump, are also trending to increase. The death rate of Indigenous infants has fluctuated, but showed a downward trend since 2005. However, in 2010 there has been a

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slight increase in infant mortality of Indigenous infants. All Australian infants have had a consistently low infant mortality rate, with a slight trend towards decreasing further.

2 Using the information you have gathered, predict future directions for both Indigenous and non-Indigenous school retention rates and death rates of infants.

According to Source 7.62, the direction for the school retention rate for non-Indigenous students and Indigenous students should increase. According to Source 7.63, the future direction for the mortality rate for Indigenous infants is a slight increase, whereas the future direction for the mortality rate for all Australian infants is a slight decrease.

Suggested solutions: APPLY 7.12

1 As a class, discuss how effective the 'Closing the Gap' program has been in improving the rights and freedoms of Indigenous Australians. Summarise the key points raised during your discussion.

Class discussions will vary. The 'Closing the Gap' program has had mixed results. There have been improvements in the area of preschool attendance; reading, writing and numeracy; mortality for Indigenous children and Year 12 achievement. There has been little or no progress in closing the life-expectancy gap and halving the gap in employment outcomes.

Suggested solutions: REVIEW 7.11

1 Explain how the struggle for rights and freedoms for Indigenous Australians has continued since Kevin Rudd's apology.

The struggle for rights and freedoms for Indigenous Australians has continued since Kevin Rudd's apology, focussing on practical measures to improve the health, education and job opportunities of Indigenous people. In fact, after the Apology to the Stolen Generations, there has been significant worsening of social wellbeing in many communities, particularly rural communities.

2 What was the Intervention? How successful do you think it has been?

The Intervention was the Northern Territory National Emergency Response, which was the Federal Government's response to the 2007 report by the Northern Territory, *Little Children are Sacred.* This 2007 report highlighted the extent of sexual abuse among children in the state. The Intervention acted on the report's recommendations, which recommended restricted welfare payments to ensure money was spent on food and other necessities, rather than on alcohol; putting bans on the sale of alcohol and hard-core pornography in Indigenous townships; medical checks of children for evidence of sexual abuse and that additional police be assigned to investigate claims of sexual abuse of children. As to its success, it should be noted that in 2010, Mal Brough, the Coalition minister responsible for the Intervention, complained that bureaucracy and poor leadership had held up key work. Data was also released at this time as part of a report called *Closing the Gap*, which indicated that reports of

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child sex abuse, alcohol-related violence and assault had increased since 2007. This suggests that the Intervention has not been successful.

Resources

obook extras

Student resources

Website: The UN Convention on the Rights of the Child (Simplified Version)

This gives all the articles in the UN Convention on the Rights of the Child in simple, easy-to-understand language.

https://www.unicef.org.au/Discover/What-we-do/Convention-on-the-Rights-of-the-Child/childfriendlycrc.aspx

Website: The UN Declaration on the Rights of Indigenous People

This outlines the preamble to and the articles of the UN Declaration on the Rights of Indigenous People.

https://www.humanrights.gov.au/publications/un-declaration-rights-indigenous-peoples-1

Website: Closing the Gap – Progress and Priorities Report 2015

This report notes some of the progress made so far but also examines the areas that still need attention in regards to Indigenous affairs in Australia.

https://www.humanrights.gov.au/sites/default/files/document/publication/CTG_progress_and_priorities_report_2015.pdf

Indigenous rights: the international scene

Teaching support for pages 71–72

Syllabus links

NSW syllabus links

A study of Rights and Freedoms is part of Depth Study 4 and is the core depth study for *The Modern World and Australia* from the NSW History Syllabus. The content descriptions for this depth study are as follows:

Outcomes

A student:

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- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Content

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 (ACDSEH143)

Students:

- identify different methods used globally to attain civil rights and freedoms
- evaluate the methods and effectiveness of ONE campaign for civil rights and freedoms in Australia or another country

Historical skills

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)

Research

- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)
- select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

Teaching strategies

Teaching tips

- After students have completed APPLY 7.3, have them choose ONE campaign for civil rights and freedoms in Australia or another country (as the syllabus requires) and evaluate the methods and effectiveness of this campaign by drawing up the following table:

The aims of the campaign	The methods of the	How effective was the

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	campaign	campaign in achieving its aims?

For your information

The Treaty of Waitangi is the foundation document of New Zealand. Signed in 1840 by over 500 Maori people, including chiefs, the document gave sovereignty of New Zealand to the British Crown, along with an exclusive right to the Crown to buy any land that the Maori may wish to sell. In return, the Maori were given full rights of ownership over their lands, forests, fisheries and all other natural possessions, along with the full rights and privileges of British subjects. The British Crown did not honour the Treaty, and neither has the New Zealand government, by taking Maori lands, water and other natural resources, without their consent or any provision of compensation. This is why protesters are holding a sign 'Honour the Treaty of Waitangi' in Source 7.67. More information about the Treaty of Waitangi can be found in obook extras.

Activities

Additional activity 7.15: Comparing countries

This activity will take approximately 50 minutes and is a great way for students to compare and contrast Australian history in regards to its Indigenous peoples with other settler societies in order to make a fair judgement about Australian history.

After reading pp 71–72, draw up a table (as below) to summarise the similarities and differences between the experience of Australia and the other settler societies of New Zealand, the United States and Canada.

Country	New Zealand	United States	Canada
Similarities to Australia			
Differences to Australia			

Now write the answer to the question: After examining the other settler societies, how does Australia compare in regard to the rights and freedoms of our Indigenous peoples, along with their land rights?

Suggested solutions

Suggested solutions: APPLY 7.13

1 Conduct research to investigate the methods by civil rights campaigners to gain civil rights in one of the settler societies, other than Australia. Present your findings in a 300-word report.

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Student answers will vary, depending on the society that they choose. Here are a few points on New Zealand:

- The Māori protest movement really gained momentum in the 1960s. For example, there were protests against Māori players being excluded from the All Blacks Rugby tours of South Africa (as South Africa's apartheid policy did not allow people of different races to play on the same team).
- In 1967, the *Māori Affairs Amendment Act* was passed by the New Zealand government. This allowed more interference by New Zealand governments into Māori lands. The Māori campaigned against this Act and saw it as an attempt to further undermine the Treaty of Waitangi.
- This Act was the spark that ignited the Māori land rights protest movement. In 1968, there was the first boycott of Waitangi Day (the national day to celebrate the Treaty of Waitangi) by Māori elders.
- In 1971, the Māori civil rights group Nga Tomatoa interrupted Waitangi Day speeches by performing the haka, and they attempted to destroy the flag of New Zealand. Protests have continued at every Waitangi Day since.
- In 1975, there was a Land March, were over 5000 people walked the length of New Zealand's North Island to protest Māori land losses.
- In 1975 – the *Treaty of Waitangi Act* enshrined the Treaty of Waitangi into New Zealand law and established the Waitangi Tribunal to stop further breaches of the Treaty occurring. However, this tribunal did not have the power to right the wrongs of historical breaches of the treaty.
- In 1977 – protesters occupied Raglan Golf Course after the area was not returned to the traditional owners after it had been used as an airstrip in World War II. The traditional owners eventually won their case.
- In 1977–1978 – protesters occupied Bastion Point as the Ngati Whatua claimed that they were being deprived of their land. The protesters were forcibly removed by police. Eventually, in 1985, the Treaty of Waitangi Act was amended to give the power of the Waitangi Tribunal to investigate historical breaches to the Treaty. The first claim they investigated was the claim of the Ngati Whatua at Bastion Point. The Tribunal found that there had been a breach of the Treaty and the land was returned to the traditional owners, along with monetary compensation for the damage caused by the unlawful taking of their land.
- The civil rights group Nga Tomatoa also promoted the use Māori language with 'Māori Language Week'. Fluent Māori speakers were trained to be teachers so that young people might learn their native language. They also campaigned for *te reo Māori* (the Māori language) to be an official language of New Zealand, and this was achieved in

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1987, with the *Māori Language Act*. Landmarks were changed back to their original Māori name and government buildings included Māori names in all their signage. Māori television began broadcasting in *te reo Māori* in 2004, and there are *te reo Māori* radio stations.

- Campaigns were also made for the official recognition of the Māori Tino Rangatirantanga Flag. The civil rights group Te Ata Tino Toa campaigned for it to fly on the Auckland Harbour Bridge on Waitangi Day. The group performed bungee jumps off the Auckland Harbour Bridge, caused traffic jams on the Auckland Harbour Bridge and lobbied the government. In 2009, the Prime Minister John Key agreed to fly it alongside the New Zealand Flag on the Auckland Harbour Bridge and other official buildings to show the government's partnership with the Māori people.

Suggested solutions: REVIEW 7.12

1 In which countries did Britain sign treaties with the Indigenous peoples?

Britain signed treaties with the Indigenous peoples in New Zealand and the United States.

2 Which country formally recognised the rights of its Indigenous peoples in 1998?

The country that formally recognised the rights of its Indigenous peoples in 1998 was Canada.

Resources

obook extras

Teacher resources

The Treaty of Waitangi

A brief history of New Zealand's Treaty of Waitangi, the founding document of the nation.

http://www.nzhistory.net.nz/politics/treaty/the-treaty-in-brief

Checkpoint 7.4

Teaching support for page 73

Teaching strategies

Teaching tips

- This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the

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questions in the Checkpoint is linked specifically to a content dot-point taken from the K–10 History syllabus in order to help you identify gaps in student understanding.

- The activities can be completed in class or as homework depending on your needs. For example, you may like to:

  - Involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation.

  OR

  - Set the questions as a written in-class test (either as open book or under exam conditions) and assign marks or have student peers mark the responses.

- Depending on the level to which each student is able to complete these activities, one of three graded Checkpoints student worksheets can be assigned to **support**, **consolidate** or **extend** individual students and personalise learning in your class. These worksheets are available electronically (as part of the Teacher obook).

Assigning the appropriate Checkpoint student worksheet:

- Students who score less than 50% should be directed to complete the **Support** worksheet for this section: Worksheet 7.4 A

A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.

- Students who score between 50–75% should be directed to complete the **Consolidate** worksheet for this section: Worksheet 7.4 B

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

- Students who score more than 75% should be directed to complete the **Extend** worksheet for this section: Worksheet 7.4 C

Rich task

- The Rich Task in this section is designed to engage students and encourage them to focus on a particular historical skill as they work through a more complex task or problem. Rich tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome.

- In this Rich Task, students are being asked to focus on developing the historical skills of research and explanation and communication. In particular, students are being asked to investigate the world's indigenous peoples, identify the major issues facing these

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peoples and prepare an awareness campaign to highlight these issues at the next International Day of the World's Indigenous Peoples.

- For more information on these particular skills, you can encourage your students to refer to 'The historian's toolkit – concepts and skills' at the end of this book.

Suggested solutions

Suggested solutions: CHECKPOINT 7.4

HOW DO ACTIVISTS CONTINUE TO STRUGGLE FOR CIVIL RIGHTS AND FREEDOMS?

Identify current struggles for civil rights and freedoms throughout the world

1 Identify the standing of Indigenous peoples in the settler societies most similar to Australia: New Zealand, the United States and Canada. (5 marks)

In New Zealand, the Indigenous peoples, the Māori, have rights to their land under the Treaty of Waitangi, signed in 1840. However, the British exploited the Māori and took over tribal lands, both legally and illegally. This led to the destruction of the Māori way of life and family ties were broken, which contributed to poverty within the Māori population. While there have been gains in cultural reconciliation and politics, poverty, alcohol and violence within Māori communities remain. In the United States, the Supreme Court ruled in 1823 that Native Americans were the rightful occupants of their land and they had just and legal claims to the land. This meant that the US government repeatedly made treaties for the land with the Native Americans. Unfortunately, these treaties were often broken and the Native Americans were pushed on to more and more remote and barren land. They suffered loss of land, destruction of their traditional lifestyles and consequently, an increase in poverty and crime. Native Americans were also expected to assimilate, leading to loss of identity. In Canada, the courts recognised both the Indigenous peoples' rights to the land and sovereignty. Formal recognition of First Nations, Inuit and Metis people was marked by a 'statement of reconciliation' in 1998. 'Indian Residential Schools' had a negative impact on the Indigenous people of Canada and in 2008, the Canadian government established the Truth and Reconciliation Commission to investigate the impacts and consequences of these schools on Indigenous Canadian children during the 20th century.

Identify different methods used globally to attain civil rights and freedoms

2 Refer to your investigation of civil rights campaigns in a settler society other than Australia. What methods were used by activists there to gain rights and freedoms for their Indigenous peoples? Compare these to methods used in civil rights campaigns in Australia (10 marks)

Student answers will vary, depending on their choice of settler society. Here is a sample answer on New Zealand:

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The 1960s was a time of intense civil rights campaigns in both Australia and New Zealand. In New Zealand, there were protests against the exclusion of Māori people from the All Blacks as they toured South Africa, along with protests for land rights, such as the first boycott of Waitangi Day by Māori elders in 1968. The boycott of Waitangi Day was very similar to the 1938 Day of Mourning, where Aboriginal elders in Australia boycotted Australia Day celebrations and refused to participate in the re-enactment of the landing of the First Fleet. In the 1970s, land rights protests in New Zealand continued, with the occupation of traditional lands, such as the occupation of Ragland Golf Course in 1977 and Bastion Point in 1977–78. The traditional owners of the lands in Australia and New Zealand both used peaceful protests to get their point across, but there were also differences.

For example, the Gurindji people of the Northern Territory walked off their jobs at Wave Hill Cattle Station, whereas the traditional owners of the land in New Zealand actually occupied the land they were seeking to have repatriated. In New Zealand, activists campaigned for the promotion of the Māori language through awareness weeks, and for the recognition of the Māori language as an official language of New Zealand, which was achieved in 1987. This was an important campaign for the Indigenous people of New Zealand as they shared a common language. In contrast, this has never been part of the civil rights agenda for Indigenous Australians as they have hundreds of different languages. The importance of the Indigenous flag in protests has been revealed in both Australia and New Zealand. In 1977 the Aboriginal Flag was designed for land rights campaigns and in 1995 it was made a national flag of Australia. Cathy Freeman flew it in her victory lap, alongside the Australian Flag, after winning the women's 400m at the Sydney Olympic Games in 2000 as a symbol of reconciliation. The advocacy group, Te Ata Tino Toa in New Zealand, campaigned for the flag to be flown on the Auckland Harbour Bridge. They bungee jumped off the bridge, caused traffic jams and lobbied the government. In 2009, Prime Minister John Key flew the Māori flag on top of the Auckland Harbour Bridge and other official buildings on Waitangi Day, as a symbol of the partnership of Indigenous and non-Indigenous New Zealand people.

Evaluate the methods and effectiveness of one campaign for civil rights and freedoms in Australia or another country

3 Select one 21st-century campaign for civil rights and freedoms in Australia, or one other country you have studied, and evaluate the effectiveness of the methods used. (10 marks)

Student answers will vary. Here is a sample answer on Australia.

The Freedom Rides of 1961 were a very effective method of challenging the discrimination faced by Indigenous people in country NSW. The method was successful as the students who rode into NSW towns protested peacefully, and used civil disobedience, such as helping Aboriginal children gain entry into a white-only pool. Their peaceful protests highlighted the discrimination that Indigenous people faced as they were met with anger and violence by the local people, and the leader of the Freedom Rides, Charles Perkins, used the media effectively to gain national attention to the issues of segregation and discrimination in

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country NSW. As a result of the Freedom Rides, NSW country towns were desegregated. The Freedom Rides provided the impetus for other campaigns that followed, such as the 'Vote Yes' campaign during the 1967 Referendum to remove discrimination against Aboriginal people in the Australian constitution.

The Wave Hill walk-off was also another very effective method used by Indigenous people, in this instance, to gain land rights. The Gurindji farm workers walked off Wave Hill Station in 1966 and refused to work for less than equal pay. Their leader, Vincent Lingiari, and other Gurindji leaders petitioned the Governor General for rights to their land. Their petition was successful, when the *Aboriginal Land Rights (Northern Territory) Act 1976*, was passed, granting the Gurindji and other Aboriginal tribes in the Northern Territory title to some of their traditional land. Finally, the method of taking land rights claims to court also proved very successful, for a short time. Both the *Mabo (1992)* and *Wik (1996)* cases were decided in the favour of the Indigenous people by the High Court, giving the respective Indigenous claimants native title rights. However, under the *Native Title Amendment Bill (1997)*, the Australian government effectively ended Native Title, which has been a backwards step for Indigenous land rights.

Suggested solutions: RICH TASK

The International Day of the World's Indigenous Peoples

Paul Keating's Redfern Park speech (see Source 7.49) introduced the United Nations Year of the World's Indigenous Peoples. This had been proposed and accepted in 1990 'with a view to strengthening international cooperation for the solution of problems faced by indigenous communities in areas such as human rights, the environment, development, education and health.'

Since 1990, the United Nations has proclaimed two International Decades for the World's Indigenous Peoples. The first decade was 2005–2014. Each year, 9 August in an International Decade has been proclaimed as the International Day of Indigenous Peoples. This focus of the United Nations shows that there is considerable international work being done to secure the rights and freedoms of Indigenous peoples.

1 As a class, discuss why the United Nations continues to focus on the world's Indigenous peoples. See how many Indigenous peoples you are all aware of.

The United Nations continues to focus on the world's Indigenous peoples because their human rights, education, health and employment prospects are consistently lower than their non-Indigenous counterparts. To see how many Indigenous peoples the class is aware of, it might be helpful to go through each of the continents and see if you can name some of the Indigenous people of that continent.

2 In groups, select an Indigenous People to investigate. A useful starting point could be the United Nations fact sheets at the UN website, where you can find the following information:

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- name of the Indigenous people and the area they live
- the countries that control the area they live in
- major issues facing the Indigenous people
- campaigns at a local, national or global level that have attempted to secure rights and freedoms for the Indigenous people
- the success of those campaigns.

3 As a class, on a world map mark the location of the Indigenous peoples that have been investigated, and discuss the issues facing them.

4 Compile a list that identifies the major issues facing Indigenous peoples in the world today, and the campaigns that are trying to help them.

5 Prepare a campaign that could highlight these issues for the next International Day of the World's Indigenous Peoples.

Student answers will vary, depending on their choice of Indigenous people.

Resources

obook extras

Student resources

Support Worksheet: Checkpoint worksheet 7.4 A

A photocopiable/digitally assignable worksheet designed to support students understanding and help bring them up to the expected level.

Consolidate Worksheet: Checkpoint worksheet 7.4 B

A photocopiable/digitally assignable worksheet designed to consolidate the understanding of students.

Diagnostic Worksheet – Extend: Checkpoint worksheet 7.4 C

A photocopiable/digitally assignable worksheet designed to extend and engage capable students.

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