**BRIGIDINE COLLEGE, ST IVES**

**Year 10 Australian History**

**Rights and Freedoms**

**Lesson Plan: 31 October 2013**

**Year: 10 Class group: V Semester: 2 Teacher: Miss Radell Carlson**

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| **Depth study**  Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.  **Content descriptions**  *Historical Knowledge and Understanding*   * Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104) * The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)   *Historical Skills*   * Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184) * Identify the origin, purpose and context of primary and secondary sources(ACHHS187) | | |
| **Content** | **Teaching, Learning and Assessment Activities** | **Extensions and/or Adjustments** |
| Exam Revision on:   * Changing government policies towards Aboriginal peoples over time * The significance of Kevin Rudd’s apology to the Stolen Generations. | 1. Changing government policies towards Aboriginal people over time.   Students complete table on changing government policies, identifying the dates of the policies, their aims or why they were implemented and the impact that the policies had on Indigenous people.  Students identify which policies included the removal of children from their families.   1. The significance of Kevin Rudd’s apology to the Stolen Generations.   Students watch video clip of Kevin Rudd’s apology to the Stolen Generations.  Students read transcript of apology and answer the following questions:   1. List five specific things Kevin Rudd apologises for. 2. List five specific things he would like to see in the future. 3. Explain why the apology would be significant to Aboriginal people. | **Extensions**  Students research the objectives of the Aboriginal and Torres Strait Islander Commission and explain how their objectives express the policy of self-determination.  **Adjustments**  Comprehension questions on the policy of removing Aboriginal children from their families and the experiences of children who were removed from their families.  Adjusted source work on Kevin Rudd’s apology to the Stolen Generations. |