



# Humanities and Social Sciences: History

Teaching, learning and assessment exemplar

**Year 10**

**Investigating rights and freedoms**



## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Background**

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Aboriginal and Torres Strait Islander people are advised that this document may contain images, voices or names of deceased persons, as well as historical documents, policies and texts, which may include language that is now considered outdated or inappropriate.

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## The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

### The Humanities and Social Sciences curriculum

The mandated curriculum is presented in the year level syllabus documents.

The Humanities and Social Sciences curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.



## **This exemplar**

This Humanities and Social Sciences exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for 16 lessons.

### **Catering for diversity**

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



## Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:






- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, a sample assessment task and marking key
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

## Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

## Resources legend

The following symbols are used in this exemplar to provide teachers with information on the nature of the resources included in the lesson sequence:

Symbol	Name	Description	Examples of use
	Multimedia	Video or audio materials to be shown to the class	<ul style="list-style-type: none"><li>• YouTube clips</li><li>• documentary</li><li>• podcasts</li></ul>
	Webpage	Online information source	<ul style="list-style-type: none"><li>• news article</li><li>• museum website</li><li>• government website</li></ul>
	Student resource	Resource that students need to access for learning	<ul style="list-style-type: none"><li>• student worksheets</li><li>• graphic organiser template</li><li>• interactive webpage</li></ul>
	Lesson materials	Materials that require teacher preparation prior to lesson	<ul style="list-style-type: none"><li>• collection of images</li><li>• card-sort activities</li><li>• materials for practical activities</li></ul>
	Teacher support resource	Additional information to support teachers in the suggested lesson	<ul style="list-style-type: none"><li>• thinking routine instructions</li><li>• example of completed graphic organisers</li><li>• additional information on topic</li></ul>

Stock images from Microsoft 365<sup>®</sup> used with permission from Microsoft<sup>®</sup>.



## Best practice

### Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: Humanities and Social Sciences.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

**Ways of teaching** – teachers can locate additional information on the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-teaching>.

### Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

**Ways of assessing** – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-assessing>.

### Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



## **Investigating rights and freedoms**

This exemplar can be used to develop students' understanding of key concepts, knowledge and skills as they apply to the rights and freedoms of Australia's Aboriginal and Torres Strait Islander peoples.

If the suggested learning experiences and the relevant syllabus content for this unit have been studied, students will be well positioned to address the requirements of the assessment task to the best of their ability. The assessment task consists of the development of Museum boards regarding key events and people in the Aboriginal and Torres Strait Islander peoples' fight for rights and freedoms.



## Important information for teaching this unit

This teaching, learning and assessment exemplar includes a range of lessons covering challenging content regarding the fight for the rights and freedoms of Aboriginal and Torres Strait Islander peoples. This content includes events and legislation in the past which were harmful to Aboriginal and Torres Strait Islander peoples.

To support teachers in delivering this content in an appropriate and safe manner, it is recommended that teachers familiarise themselves with the following resources. Please note that this is not an exhaustive list, rather, it is a starting point for ongoing professional learning. Many of the ideas raised in the teaching of one topic are also relevant to other topics.

### Teaching of Aboriginal and Torres Strait Islander peoples' histories



<https://www.aitsl.edu.au/teach/cultural-responsiveness/building-a-culturally-responsive-australian-teaching-workforce>



<https://www.narragunnawali.org.au/humanities-and-social-sciences-history>



<https://www.narragunnawali.org.au/professional-learning/64/anti-racism-strategy-evaluation-and-planning>



<https://aiatsis.gov.au/education/guide-evaluating-and-selecting-education-resources>

A range of content warnings have been included in this teaching, learning and assessment exemplar. These content warnings are written notices that precede potentially sensitive content and can be found in the Teacher information section of relevant lessons. They flag the contents of the recommended resources so that teachers and students can prepare themselves to adequately engage or disengage for their own wellbeing, creating safe spaces for students to effectively learn.



## Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

In Humanities and Social Sciences, students build on their understanding of important concepts and continue to develop their awareness of the complexity of the natural environment, social issues and the impact of technological advances. Students consider how the relationship between knowledge, technology and values influences their own role within society.

In Year 10, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.

Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity and adapt to future conditions.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental change on the full range of scales, from local to global and in a range of locations. The geography of human wellbeing is investigated through comparison between Australia and less economically developed countries.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from the lead up to World War II to the present, with an emphasis on Australia in its global context. They consider the impacts of world events on human rights and freedom of different groups of people.



## Achievement standard

By the end of the year:

Students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Students describe key features of the Westminster system and Australia's democratic values. They make comparisons between Australia's democracy and the political system of one other country. Students identify the international agreements Australia has ratified, and make connections between these agreements and the rights and responsibilities of citizens. They explain how Australia's democracy, and other democracies, may be undermined, and identify the safeguards that protect Australia's democratic system.

Students use economic indicators to analyse the economic performance of the Australian economy. They describe how government policy is used to manage the economy and improve economic performance and living standards, including the redistribution of income and wealth. Students describe how businesses respond to changing economic conditions, and the processes that businesses can use to improve productivity. They explain the challenges of ethical decision-making in business, and the future implications of changes to the working environment.

Students describe how the places in which people live influence their wellbeing and opportunities. They describe the interconnections between people and natural environments, and compare how the characteristics of places and natural environments can be influenced, changed and managed by people over time. Students predict the consequences of the changes, and describe the alternate views on strategies to sustainably manage a geographical challenge.

Students identify the causes and effects of World War II and the development of people's rights and freedoms, describing their significance from a range of perspectives. They refer to key events, the actions of individuals and groups, and beliefs and values, to explain patterns of change and continuity over time. Students describe different interpretations of the past, and identify the evidence used to support these interpretations.



The background features several overlapping circles and arcs in a light red color, scattered across the top half of the page. A solid red rectangular block is positioned in the lower right quadrant, containing the text.

## Lessons 1–16

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## Lesson 1

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The Western Australian Curriculum content addressed in this lesson is below.

### Investigating rights and freedoms

- The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration

### Questioning and researching

- Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives

### Analysing

- Analyse the 'big picture'

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### Resources



Facing History – Fundamental Freedoms: Eleanor Roosevelt, the Holocaust, and the Universal Declaration of Human Rights

<https://www.facinghistory.org/resource-library/video/fundamental-freedoms-eleanor-roosevelt-holocaust-and-universal-declaration>



The United Nations – Eleanor Roosevelt's fight for human rights

<https://www.youtube.com/watch?v=NtG9z2rwmUU>



Thoughtful Learning – Asking and Answering the 5W's and H Questions

<https://k12.thoughtfullearning.com/minilesson/asking-and-answering-5-ws-and-h-questions>



Australian Human Rights Commission – The International Human Rights System: What role did Australia play?

<https://humanrights.gov.au/our-work/education/international-human-rights-system>



Museum of Democracy at Old Parliament House – Dr Evatt goes to San Francisco

<https://www.moadoph.gov.au/blog/dr-evatt-goes-to-san-francisco/#>

### Teacher information

Aboriginal and Torres Strait Islander teachers and students are advised that the resources used in this lesson contain images, voices, videos and names of deceased persons.

Users are warned that there are words and descriptions that may be culturally sensitive, and which might not normally be used in certain public or community contexts.

Terms and annotations that reflect the attitude of the author or the period in which the item was written, may be considered inappropriate today.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand the historical context of the 1940s and the need for a <i>Universal Declaration of Human Rights</i> (UDHR)</li><li>• recognise the role of Eleanor Roosevelt in drafting and promoting the UDHR</li><li>• examine Australia's contribution to the UDHR, particularly the role of Dr H V 'Doc' Evatt.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• explain why the UDHR was created and its significance in the aftermath of World War II</li><li>• identify and describe Eleanor Roosevelt's contributions to human rights and the UDHR</li><li>• summarise the role of Dr Evatt and Australia in the formation of the UDHR.</li></ul>

### Introduction

- Class discussion: what do students know about human rights, Eleanor Roosevelt, the United Nations, and how and why the *Universal Declaration of Human Rights* came into being?
- Have a class discussion regarding the following questions:
  - What was happening in the world in the 1940s?
  - Why was a *Universal Declaration of Human Rights* considered necessary in the 1940s, particularly after World War II?

### Main activity

- Show the *Fundamental Freedoms: Eleanor Roosevelt, the Holocaust, and the Universal Declaration of Human Rights and Eleanor Roosevelt's fight for human rights* videos.
- Using 'Asking' and 'Answering' in the *5 Ws and H* questions instructional strategy, students take notes on Eleanor Roosevelt's contribution to the *Universal Declaration of Human Rights*.
- Read the *The International Human Rights System: What role did Australia play?* and the *Dr Evatt goes to San Francisco* webpages concerning 'Doc' Evatt's and Australia's role.
- Students add notes on Doc Evatt to their *5 Ws and H* instructional strategy.

### Review of learning

- Students are to write a summary paragraph on Eleanor Roosevelt or Doc Evatt and briefly describe their contribution to the establishment of the UDHR and their importance in making sure the Declaration was signed.

## Lesson 2

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The Western Australian Curriculum content addressed in this lesson is below.

### Investigating rights and freedoms

- The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration

### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena

### Communicating and reflecting

- Reflect on why all findings are tentative
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### Resources



The United Nations – The Universal Declaration of Human Rights

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>



United Nations Foundation – 70 years of impact: Insights on the Universal Declaration of Human Rights

<https://unfoundation.org/blog/post/70-years-of-impact-insights-on-the-universal-declaration-of-human-rights/>



IDI Global – Why the Universal Declaration of Human Rights is still relevant, 70 years on

<https://www.odi.org/blogs/10711-why-universal-declaration-human-rights-still-relevant-70-years>



Center for Strategic And International Students – Why the UDHR Still Matters

<https://www.csis.org/analysis/why-udhr-still-matters>



Project Zero: Harvard Graduate School of Education – Tug for Truth

<https://pz.harvard.edu/resources/tug-for-truth>

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## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand the historical context and significance of the <i>Universal Declaration of Human Rights</i> (UDHR) post-World War II.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• explain why the UDHR was established and how it aimed to prevent future human rights violations</li><li>• identify key Articles in the UDHR and articulate their importance</li><li>• list five reasons why the UDHR remains relevant today and recognise its potential limitations.</li></ul>

### Introduction

- As a class, discuss why such rights were considered important post-World War II and some of the main points of the Declaration which include:
  - ‘barbarous acts’ of World War II have made ‘the common people’ realise that rights need to be protected
  - rights need to be protected by the rule of law
  - there is a need for universal protection and to promote these amongst nations and peoples.
- Students access the text of the *Universal Declaration of Human Rights* webpage and read the Preamble and the various Articles.
- Project *The Universal Declaration of Human Rights* webpage onto the whiteboard and make specific reference to the Preamble and particular Articles through the discussion.
- Students are to write a sentence explaining why they think the *Universal Declaration of Human Rights* is important. Do they think some Articles are more important than others? Why/why not?
- This can be discussed in pairs.

### Main activity

- Allocate students a webpage from ‘Resources’.
- Students need to read the allocated webpage/s and write five reasons why the UDHR is still important today. If any limitations to the UDHR are mentioned they need to list these as well.
- Using the *Tug for Truth* thinking routine, students are to think about their response to the question: Do you think the *Universal Declaration of Human Rights* has a place in the present and for the future?

### Review of learning

As a class students reflect on the success and importance of the *United Declaration of Human Rights*.

## Lesson 3

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The Western Australian Curriculum content addressed in this lesson is below.

### Investigating rights and freedoms

- The background to Aboriginal and Torres Strait Islander peoples' campaigns for rights and freedoms before 1965

### Questioning and researching

- Identify the origin, purpose and context of primary sources and/or secondary sources

### Analysing

- Analyse information and/or data in different formats
- 

### Resources



National Museum Australia Digital Classroom – Rights and freedoms Defining Moments, 1945–present – what would you do if?

<https://digital-classroom.nma.gov.au/learning-modules/rights-and-freedoms-defining-moments-1945-present/what-would-you-do-if>



National Museum Australia Digital Classroom – Rights and freedoms Defining Moments, 1945–present

[https://digital-classroom.nma.gov.au/learning-modules/rights-and-freedoms-defining-moments-1945-present?view\\_mode=student](https://digital-classroom.nma.gov.au/learning-modules/rights-and-freedoms-defining-moments-1945-present?view_mode=student)



Project Zero: Harvard Graduate School of Education – Circle of Viewpoints

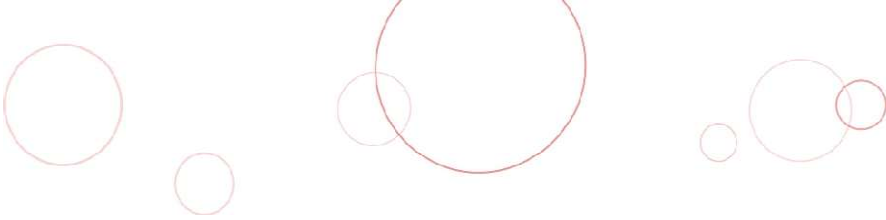
[https://pz.harvard.edu/sites/default/files/Circle%20of%20Viewpoints\\_0.pdf](https://pz.harvard.edu/sites/default/files/Circle%20of%20Viewpoints_0.pdf)

### Teacher information

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## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand key legislative changes and policies that shaped rights and freedoms in Australia from 1945 to the present.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• explain the significance of each Act and policy in shaping rights and freedoms in Australia</li><li>• identify how these changes affected different groups within Australian society</li><li>• present personal viewpoints on the progress and challenges related to human rights in Australia.</li></ul>

### Introduction

- Work through the Introductory activity in the *Rights and freedoms Defining Moments, 1945–present – what would you do if?* student activity as a class.

### Main activity

- Students are to read and complete the activities in *Rights and freedoms Defining Moments, 1945–present* webpage related to the following Acts and policies:
  - 1949 *Nationality and Citizenship Act*
  - 1959 *Social Services Act*
  - 1962 Aboriginal and Torres Strait Islander Australians' right to vote.

### Review of learning

- Students select one of the Acts and policies, then complete the *Circle of Viewpoints* thinking routine.

## Lessons 4–5

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The Western Australian Curriculum content addressed in these lessons is below.

### Investigating rights and freedoms

- The background to Aboriginal and Torres Strait Islander peoples' campaigns for rights and freedoms before 1965

### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena

### Communicating and reflecting

- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments
- 

### Resources



Summary of Information from:



Kaartdijin Noongar – Impacts of law post-1905

<https://www.noongarculture.org.au/impacts-of-law-post-1905/>



Kaartdijin Noongar – History of the Stolen Generation

<https://www.noongarculture.org.au/stolen-generations/?searched=yes>



The Carrolup Story – The Control of Aboriginal People: 1905 Aborigines Act

<https://www.carrolup.info/the-control-of-aboriginal-people-1905-aborigines-act/>



K20 Center – I Used to think, Now I know

<https://learn.k20center.ou.edu/strategy/137>



K20 Center – Fishbone

<https://learn.k20center.ou.edu/strategy/1664>



Healing Foundation – Stolen Generations Survivor's Stories

<https://healingfoundation.org.au/schools/#stolen-generations-survivor's-stories>



Harvard Graduate School of Education – Projecting Across Time

<https://pz.harvard.edu/resources/projecting-across-time>

### Teacher information

Teachers will need to create information sheets using the above websites. These can be presented as a PowerPoint or paper fact sheet.

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### Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand the purpose and key provisions of the <i>Aborigines Act 1905 (WA)</i></li><li>• examine personal accounts from Stolen Generations survivors to understand the long-term consequences of government policies.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• outline the <i>Aborigines Act 1905 (WA)</i></li><li>• use a graphic organiser to organise and analyse the impacts of the Act</li><li>• identify and describe the personal experiences of a Stolen Generations survivor and connect these stories to the broader impacts of government policies.</li></ul>

### Introduction

Students complete the 'I Used to think' section of the *I Used to Think, Now I know* instructional strategy. They share this with a partner.

### Main activity

- Using the webpages listed in Resources students are to write the impacts of the *Aborigines Act 1905* for Aboriginal and Torres Strait Islander peoples. Students complete a Fishbone structured overview.
- They can use the following sub-topics:
  - What is the *Aborigines Act, 1905 (WA)*?
  - key points of the *Act*
  - missions
  - impacts on children
  - impacts on Aboriginal and Torres Strait Islander peoples
  - other information.
- Using their *Fishbone* structured overview information, students are to complete the *Projecting Across Time* thinking routine.
- Allocate a survivor's story from the *Stolen Generations Survivor's Stories* website to each student
- Students read the story and write specific examples of the experiences of these survivor's and the impact these experiences had on their lives and families.

### Review of learning

- Students complete the 'Now I know' section of the *I Used to Think, Now I know* instructional strategy.

## Lessons 6–7

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The Western Australian Curriculum content addressed in these lessons is below.

### Investigating rights and freedoms

- The background to Aboriginal and Torres Strait Islander peoples' campaigns for rights and freedoms before 1965

### Questioning and researching

- Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives

### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena

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### Resources



Australian Human Rights Commission – The history of Aboriginal and Torres Strait Islander peoples advocating for the right to be heard

<https://humanrights.gov.au/know-your-rights/rights-of-individuals/aboriginal-and-torres-strait-islander-peoples-rights/articles-aboriginal-and-torres-strait-islander-peoples/history-aboriginal-and-torres-strait>



Harvard Graduate School of Education – Think, Pair, Share

<https://pz.harvard.edu/resources/think-pair-share>



K20 Center – Question Generating

<https://learn.k20center.ou.edu/strategy/167>



K20 Center – Cornell Notes System

<https://learn.k20center.ou.edu/strategy/56>



K20 Center – 30-second Spotlight

<https://learn.k20center.ou.edu/strategy/3748>

### Teacher information

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## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand important Aboriginal and Torres Strait Islander protest movements prior to 1965.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify and describe key Aboriginal and Torres Strait Islander peoples protest movements before 1965, including who, what, when, where and why</li><li>• explain how early protest movements compare to later, larger-scale protests.</li></ul>

### Introduction

- Using a *Think, Pair, Share* thinking routine students are to brainstorm Aboriginal and Torres Strait Islander peoples' protest movements and what they know about them.
- Students include specific details, such as who, what, when, where, why, outcomes and impacts.
- Discuss the scale of the protest movements. Are they global, national etc.?

### Main activity

- Project *The history of Aboriginal and Torres Strait Islander peoples advocating for the right to be heard* webpage on the whiteboard.
- Read through some of the protests and have a discussion with the class regarding:
  - How these are different to the later larger-scale protests?
  - Were these protests effective for the people directly involved?
  - What can be the lasting impacts of these protest movements?
- Allocate students one of the protests outlined on *The history of Aboriginal and Torres Strait Islander peoples advocating for the right to be heard* webpage and using the *Question Generating* instructional strategy, they develop research questions.
- Only give protests prior to 1965.
- Students use these questions to further research their chosen protests.
- Students use the *Cornell Notes System* structured overview to record the answers to their questions.

### Review of learning

- Students use the *30-second Spotlight* instructional strategy to summarise their information and present to the class. These should be presented in chronological order.

## Lesson 8

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The Western Australian Curriculum content addressed in this lesson is below.

### Investigating rights and freedoms

- The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change

### Analysing

- Account for different interpretations and points of view/perspectives in information and/or data

### Communicating and reflecting

- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments
- 

### Resources



National Library of Australia – Direct Action

<https://www.library.gov.au/learn/digital-classroom/participation-and-protest/direct-action>



Australia's Defining Moments – Rights and freedoms Defining Moments, 1945–present

<https://digital-classroom.nma.gov.au/learning-modules/rights-and-freedoms-defining-moments-1945-present>



K20 Center – Caption This

<https://learn.k20center.ou.edu/strategy/82>

### Teacher information

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Teachers can use the *Rights and freedoms Defining Moments, 1945–present* website to select direct action events post-1965 regarding civil rights of Aboriginal and Torres Strait Islander peoples.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>investigate significant direct-action events and the impact they had for the civil rights of Aboriginal and Torres Strait Islander peoples.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>accurately define and differentiate between direct action, civil action and civil disobedience</li><li>complete research activities on a direct-action event, demonstrating a clear understanding of its causes, actions and outcomes</li><li>identify and analyse three relevant photographs connected to their chosen event.</li></ul>

### Introduction

- Write the following terms on the whiteboard:
  - direct action
  - civil action
  - civil disobedience.
- Students are to write what they think these terms mean based on prior learning and their understanding of the terms.
- Put the definitions from the *Direct Action* webpage on the whiteboard. How accurate was their understanding? Students add the definitions to their notes.

### Main activity

- Using the teacher selected direct action events from the *Rights and freedoms Defining Moments, 1945–present* student resource students complete the activities for their selected event.

### Review of learning

- Using the information they have learned, students are to find three photos relevant to their chosen event and use the *Caption this* instructional strategy. These photos can be printed and displayed around the classroom.

## Lessons 9–10

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The Western Australian Curriculum content addressed in these lessons is below.

### Investigating rights and freedoms

- The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change

### Analysing

- Analyse information and/or data in different formats

### Communicating and reflecting

- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts
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### Resources



K20 Center – Gallery Walk

<https://learn.k20center.ou.edu/strategy/118>



Summary of information from:



Australian Human Rights Commission (2025) – The history of Aboriginal and Torres Strait Islander peoples advocating for the right to be heard

<https://tinyurl.com/2u8dvbck>



Parliament of Australia (2023) – Commonwealth laws relating to Aboriginal and Torres Strait Islander peoples: a quick guide

<https://tinyurl.com/2kmtx657>



AIATSIS (2025) – The Stolen Generations

<https://aiatsis.gov.au/explore/stolen-generations>



Australia’s Defining Moments (2025) – Rights and freedoms Defining Moments, 1945–present

<https://digital-classroom.nma.gov.au/learning-modules/rights-and-freedoms-defining-moments-1945-present>



National Indigenous Australians Agency (2025) – Culture and Empowering Communities

<https://www.niaa.gov.au/our-work/culture-and-empowering-communities>



K20 Center (2020) – Jigsaw

<https://learn.k20center.ou.edu/strategy/179>



Venngage (2024) – How to make an infographic

<https://venngage.com/blog/how-to-make-an-infographic-in-5-steps/>



Project Zero: Harvard Graduate School of Education (2015) – +1 Routine

<https://pz.harvard.edu/sites/default/files/%2B1%20Routine.pdf>

## Teacher information

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Teachers create fact sheets of information regarding the legislation, policies, statements and reports which have impacted on the civil rights of Aboriginal and Torres Strait Islander peoples. This information can be presented as a PowerPoint or paper fact sheet.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>investigate key legislation, policies, reports, and statements that have shaped the civil rights of Aboriginal and Torres Strait Islander peoples.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>identify five key learnings about direct action events</li><li>research relevant legislation, policies, reports and statements which have impacted on the civil rights of Aboriginal and Torres Strait Islander peoples</li><li>create a clear and informative infographic summarising their research.</li></ul>

## Introduction

- Using the photos from the previous lesson's *Caption this* instructional strategy, students participate in a *Gallery Walk* and write things they learned about direct action events in Aboriginal and Torres Strait Islander peoples' civil rights movements.

## Main activity

- Using the *Jigsaw* instructional strategy divide students into groups and allocate each group a fact sheet on:
  - legislation
  - policies
  - reports
  - statements.
- Students participate in the *Jigsaw* instructional strategy.
- Students are to create an infographic of what they learned of the legislation, policies, reports and statements which have impacted on the civil rights of Aboriginal and Torres Strait Islander peoples.

## Review of learning

- Students participate in the *+1 Routine* thinking routine regarding the impacts of the relevant legislation, policies, reports and statements have had on the civil rights of Aboriginal and Torres Strait Islander peoples.

## Lessons 11–12

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The Western Australian Curriculum content addressed in these lessons is below.

### Investigating rights and freedoms

- The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and **one** other group

### Questioning and researching

- Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed with and without the use of digital and spatial technologies

### Analysing

- Analyse information and/or data in different formats

### Communicating and reflecting

- Reflect on why all findings are tentative
- 

### Resources



Reconciliation Australia – Bridging Now to Next – NRW 2025

<https://www.reconciliation.org.au/bridging-now-to-next-nrw-2025/>



Harvard Graduate School of Education – Lessons for Dialogue

[https://pz.harvard.edu/sites/default/files/Lenses%20for%20Dialogue\\_0.pdf](https://pz.harvard.edu/sites/default/files/Lenses%20for%20Dialogue_0.pdf)



Reconciliation Australia – What is Reconciliation?

<https://www.reconciliation.org.au/reconciliation/what-is-reconciliation/>



Reconciliation WA – How a process of truth-telling can help heal deep racial wounds in Western Australia

<https://www.recwa.org.au/how-a-process-of-truth-telling-can-help-heal-deep-racial-wounds-in-western-australia/#:~:text=In%20a%20statement%2C%20a%20WA,our%20State%2C%E2%80%9D%20they%20said>



Government of Western Australia – The Wadjemup Project

<https://www.wa.gov.au/organisation/department-of-the-premier-and-cabinet/the-wadjemup-project>



K20 Center – Looks Like, Sounds Like, Feels Like

<https://learn.k20center.ou.edu/strategy/88>

### Teacher information

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This lesson will be taught post-2025 Reconciliation Week, it is recommended that this Introduction activity can be updated for each Reconciliation Week theme.

### Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the significance of reconciliation and truth-telling in Australia.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• research and articulate key definitions, examples, and impacts of reconciliation and truth-telling</li><li>• design an engaging and informative poster promoting reconciliation and truth-telling</li><li>• reflect on the importance of reconciliation and truth-telling in Australia.</li></ul>

### Introduction

- Put the *2025 National Reconciliation Week poster Bridging Now to Next – NRW 2025* webpage on the whiteboard.
- Use the *Lessons for Dialogue* thinking routine to facilitate a discussion around the importance of reconciliation for all Australians.

### Main activity

- Divide students into pairs. Using *How a process of truth-telling can help heal deep racial wounds in Western Australia* and *The Wadjemup Project* webpage, one of the pair will research truth telling. Using the *What is Reconciliation?* webpage, the other of the pair will research reconciliation.
- Students are to research:
  - definitions
  - examples
  - importance
  - impacts on the rights and freedoms of Aboriginal and Torres Strait Islander peoples.
- Once students complete their research, they share what they have learnt with their partner.
- Using their research on reconciliation and truth telling students create an informational poster promoting reconciliation and truth telling to improve the rights and freedoms of Aboriginal and Torres Strait Islander peoples. The audience for the poster is high school students.
- Students create a *Looks Like, Sounds Like, Feels Like* thinking routine of what rights and freedoms of Aboriginal and Torres Strait Islander peoples will be like with reconciliation and truth telling as fundamental components of continuing efforts.

### Review of learning

- Using their *Looks Like, Sounds Like, Feels Like* thinking routine students are to write a paragraph reflecting on the importance of reconciliation and truth telling.

## Lesson 13

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The Western Australian Curriculum content addressed in this lesson is below.

### Investigating rights and freedoms

- The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and **one** other group

### Analysing

- Analyse the ‘big picture’
- Apply subject-specific skills and concepts in familiar, new and hypothetical situations

### Evaluating

- Critically evaluate information and/or data and ideas from a range of sources
- 

### Resources



7News Australia – The Uluru Statement From the Heart Explained

<https://www.youtube.com/watch?v=ZLydUctegZE>



The Uluru Statement – Uluru Statement from the Heart

<https://ulurustatement.org/the-statement/view-the-statement/>



ABC Behind the News – National Reconciliation Week

<https://www.abc.net.au/btn/high/national-reconciliation-week/103905128>



K20 Center – SWOT (Strengths, Weaknesses, Opportunities, Threats)

<https://learn.k20center.ou.edu/strategy/4056>



K20 Center – Bell ringers and exit tickets

<https://learn.k20center.ou.edu/strategy/125>

### Teacher information

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## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand the reasons the Voice referendum failed and the impact this has on all Australians.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify three distinct perspectives on the <i>Uluru Statement from the Heart</i></li><li>• discuss the social, moral, and ethical issues raised by the <i>Uluru Statement</i></li><li>• complete a SWOT analysis of the Voice referendum, identifying strengths, weaknesses, opportunities and threats</li><li>• apply their analysis of the referendum to a personal reflection.</li></ul>

### Introduction

- View the *Uluru Statement From the Heart Explained* video and students write three different perspectives about the *Uluru Statement from the Heart*.
- Share the *Uluru Statement from the Heart* with the class on the whiteboard from the *Uluru Statement from the Heart* webpage.
- Discuss what the key messages were and what stood out to students in terms of social, moral and ethical issues.

### Main activity

- Show the *National Reconciliation Week* video regarding the failure of the Voice referendum.
- For each of the key questions asked in the video students write two main points from the answers given.
- In groups of two or three students create a SWOT (Strengths, Weaknesses, Opportunities, Threats) instructional strategy regarding the strengths and the weaknesses of the Voice referendum arguments.

### Review of learning

- Using the *Exit ticket* instructional strategy, students write a reflection on the following statement regarding the Voice referendum: 'When we have power over our destiny our children will flourish'.

## Lesson 14

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The Western Australian Curriculum content addressed in this lesson is below.

### Investigating rights and freedoms

- The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and **one** other group

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### Resources

-  Project Zero: Harvard Graduate School of Education – Projecting Across Time  
<https://pz.harvard.edu/sites/default/files/Projecting%20Across%20Time.pdf>
-  Project Zero: Harvard Graduate School of Education – Unveiling Stories  
[https://pz.harvard.edu/sites/default/files/Unveiling%20Stories\\_0.pdf](https://pz.harvard.edu/sites/default/files/Unveiling%20Stories_0.pdf)
-  Project Plan – 5 Ws and H  
<https://www.productplan.com/glossary/5-ws-and-h/>
-  Project Zero: Harvard Graduate School of Education – Headlines  
[https://pz.harvard.edu/sites/default/files/Headlines\\_3.pdf](https://pz.harvard.edu/sites/default/files/Headlines_3.pdf)

### Teacher information

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Students study at least one group, such as (this list is neither prescriptive nor exhaustive):

- the socially disadvantaged; for example, generational poverty, refugees
- people of different genders
- people of different cultures and ethnicities; for example, Aboriginal and Torres Strait Islander peoples, culturally and linguistically diverse people
- people with a disability
- people of different ages; for example, the elderly, children.

Teachers should select a group relevant to their cohort and develop resources for this group to be used in conjunction with each activity.

Teachers will need to develop:

- a collage of photos of the experiences of the chosen group of people from 1900 to 2020s. The photos should reflect the changing nature of the rights and freedoms, and ways of life of this group of people. These can include significant events, people and legislation that impacted on the rights and freedoms of the group of people.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the rights and freedoms of one other group and the continuing efforts to improve the rights and freedoms of this group.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify significant events in history that have changed the rights and freedoms of their chosen group</li><li>• research specific events depicted in historical images</li><li>• analyse findings to create a meaningful headline or caption that represents the importance of the event in improving the rights and freedoms of the group.</li></ul>

### Introduction

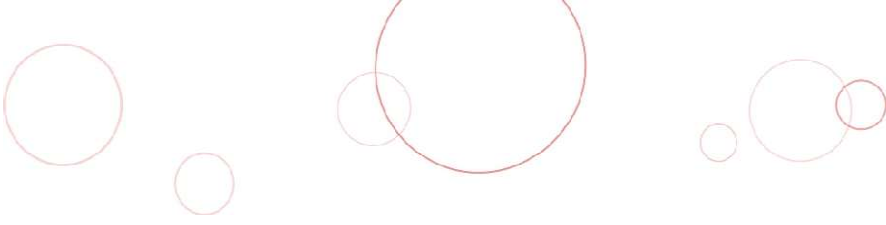
- Use the *Projecting Across Time* thinking routine for students to reflect on what they know about the rights and freedoms for the chosen group of people.
- Use these reflections to have a class discussion regarding the rights and freedoms of this group.

### Main activity

- Using the teacher-developed collage outlined in Teacher Information, use the *Unveiling Stories* thinking routine to discover events throughout history that have changed the rights and freedoms of this group of people.
- Students participate in the *Unveiling Stories* thinking routine.
- Students are to select one or two photos from the collage and research the event that the photo represents.
- Students use the *5 Ws and H* instructional strategy to develop research questions.

### Review of learning

- Using their research and the *Headlines* thinking routine students are to create a headline/caption for the photos they have selected. They need to comment on the importance of what the photo represents in the efforts to improve the rights and freedoms of the group of people.



## **Lessons 15–16 Assessment**

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See Appendix A: Assessment task – Museum display.



## **Appendix A**

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Assessment task

Museum display



## Task details

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<b>Title</b>	Museum display
<b>Description</b>	Students have two lessons to research and create a museum display about the rights and freedoms of Aboriginal and Torres Strait Islander peoples.
<b>Way of assessing</b>	Written work
<b>Evidence to be collected</b>	Museum display information
<b>Suggested time</b>	Two lessons (Lesson 15–16)
<b>Differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Content descriptions

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### Knowledge and understanding

- The background to Aboriginal and Torres Strait Islander peoples' campaigns for rights and freedoms before 1965
- The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change
- The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and **one** other group

### Humanities and Social Sciences skills

#### Questioning and researching

- Identify the origin, purpose and context of primary sources and/or secondary sources
- Use appropriate ethical protocols, including specific formats for acknowledging information produced by others and understand that these formats vary between organisations

#### Analysing

- Analyse information and/or data in different formats

#### Evaluating

- Critically evaluate information and/or data and ideas from a range of sources

#### Communicating and reflecting

- Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate
- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts

## Key concepts

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Source, evidence, continuity and change, empathy.



## Instructions to students

You have been invited to be a part of a curation team on a new project called 'The Rights and Freedoms of Aboriginal and Torres Strait Islander peoples'.

You are to:

- submit three primary sources regarding events, people, legislation and policies regarding the rights and freedoms of Aboriginal and Torres Strait Islander peoples. The sources should be:
  - from across the time period from 1945 to the 2020s
  - a variety of primary sources, such as: photos, speeches, letters, artefacts
  - representing different aspects of the rights and freedoms of Aboriginal and Torres Strait Islander peoples.
- create the display label that will help visitors to the museum understand how these sources communicate the events, people, legislation and policies regarding the rights and freedoms of Aboriginal and Torres Strait Islander peoples. The display label should:
  - identify the type, origin and purpose of each source
  - explain what the source contributes to an understanding of the rights and freedoms of Aboriginal and Torres Strait Islander peoples
  - be presented in a consistent format, using historical terms and concepts appropriate for display in a museum display
  - assess the significance of the event, people, legislation and policies on the rights and freedoms of Aboriginal and Torres Strait Islander peoples.

## Marking key

Description	Marks
<b>Sources: For each source (3x2 marks)</b>	
Each source meets the following criteria: <ul style="list-style-type: none"> <li>originates from the time period from 1945 to the 2020s</li> <li>presents a variety of primary sources, such as: photos, speeches, letters, ornaments</li> <li>represents different aspects of the rights and freedoms of Aboriginal and Torres Strait Islander peoples</li> </ul>	2
Each source meets some of the following criteria: <ul style="list-style-type: none"> <li>originates from the time period from 1945 to the 2020s</li> <li>presents a variety of primary sources, such as: photos, speeches, letters, ornaments</li> <li>represents different aspects of the rights and freedoms of Aboriginal and Torres Strait Islander peoples</li> </ul>	1
<b>Subtotal</b>	<b>/6</b>
<b>Exhibition Labels: Type, origin and purpose of each source</b>	
Identifies the type, origin and purpose of each source	3
Identifies the type, origin or purpose of some sources	2
Attempts to identify the type and/or origin of some sources	1
<b>Subtotal</b>	<b>/3</b>
<b>Contribution to the understanding of the rights and freedoms of Aboriginal and Torres Strait Islander peoples</b>	
Explains how the sources contribute to an understanding of the rights and freedoms of Aboriginal and Torres Strait Islander peoples	4
Describes how the sources contribute to an understanding of the rights and freedoms of Aboriginal and Torres Strait Islander peoples	3
Briefly outlines what some of the sources contribute to an understanding of the rights and freedoms of Aboriginal and Torres Strait Islander peoples	2
States how some of the source contributes to an understanding of the rights and freedoms of Aboriginal and Torres Strait Islander peoples	1
<b>Subtotal</b>	<b>/4</b>
<b>Format, use of historical terms and concepts appropriate for display in a museum exhibition.</b>	
Assesses the significance of the event, people, legislation and policies on the rights and freedoms of Aboriginal and Torres Strait Islander peoples	5
Explains the significance of the event, people, legislation and policies on the rights and freedoms of Aboriginal and Torres Strait Islander peoples	4
Describes the significance of the event, people, legislation and policies on the rights and freedoms of Aboriginal and Torres Strait Islander peoples	3
Outlines the significance of the event, people, legislation and policies on the rights and freedoms of Aboriginal and Torres Strait Islander peoples	2
States the significance of the event, people, legislation and policies on the rights and freedoms of Aboriginal and Torres Strait Islander peoples	1
<b>Subtotal</b>	<b>/5</b>
<b>Total</b>	<b>/18</b>



