

Year 10 History CRP Unit

Migration Studies (Indigenous focus)

Movement from other countries to and within Australia has shaped contemporary Australian identity and continues to do so; great change began in the late 18th Century and continues today. Government policy can direct this, and impact individuals within society too. These impacts can be positive, negative, and limited in scope depending on context, and if we recognise the impact can be detrimental to society and the individuals within it then we need to work to change harmful policies and allow different cultures to thrive and build one another.

Statement of Inquiry

The global sharing of resources has the power to create both peace and conflict between cultures.

Inquiry Questions

- How has government policy impacted on Indigenous and national identity? (ACDSEH145) (ACDSEH147)
- How does the removal and collection of significant items continue to influence identity and culture?
- How can we reconcile tensions between repatriation and culture today?
- What is the difference between the "exchange" and "trafficking" of artefacts?
- What is historical empathy, and what purpose does it serve?
- What is repatriation?
- How can individuals bring about change to government policy?

Assessment

Summative assessment

- In expressing conflicting views on (make clear the link between this assessment piece and SOI and conceptual understanding, including migration and government policy impact)
- Current government policy on reconciliation, specifically how ownership of and its impact on identity

MYP Assessment criteria

- **C: Communicating**
 - i. communicate information and ideas effectively using an appropriate style for the audience and purpose
 - ii. structure information and ideas in a way that is appropriate to the specified format
 - iii. document sources of information using a recognized convention
- **D: Thinking critically**
 - i. discuss concepts, issues, models, visual representation and theories
 - ii. synthesize information to make valid, well supported arguments
 - iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
 - iv. interpret different perspectives and their implications

Teaching and learning sequence

Introduction to the difficulty and implications of labelling identity (beginning with an Indigenous focus) Show 'You Can't Ask That' (Indigenous Australians) and ask students to discuss the following questions:

- What do we call you?
- What ways do people incorrectly label your cultural identity?
- How do those labels make you feel?
- Where do you think these labels come from?
- Do you think that these cultural labels have changed over time?
- What types of things have, or can, cause these labels to change?
- Why would you work to change these labels, and considering your answer to the previous question how would we go about doing this?
- Do you think it is possible to cause such change (to reconcile)?

The above questions could be responded to in the following ways by teachers:

- Class discussion and brainstorming on board
- Have one question per butcher paper sheet, and have students move around table and respond on each sheet
- Small group discussion where students share responses to a question with the class to then discuss as a whole before moving on to next question
- Short written task where students respond independently to each question and submit to teacher for feedback.
- Teachers to take these responses and enter in a word cloud (<http://www.wordle.net/create> works well). Display these word clouds in the classroom the following lesson.

After the video, introduce the unit and Inquiry Questions.

Inform students they will be researching the removal and relocation of cultural artefacts, with a focus on ATSI artefacts. Inform students that the unit will contain only one assessment, however this will be comprised of three parts: a source analysis, and two pieces of empathetic writing.

Explicitly teach the terms "trafficked"; "exchanged"; "artefacts"; "repatriation". (These terms should be visibly displayed in all History classrooms)

Introduce students to first article '*Uni Refuses to Return Spears "stolen" by Cook*' from The Australian. Pose the following questions for students to consider:

- Are these the appropriate words to use in this context?
- What other terms could be used that could be more effective?
- What are the implications of these words? (Ensure students are clear about the word "implication" - talk to them about connotations)

Introduce 'ADAMANT' (Author, Date, Audience, Message, Agenda, Nature and Techniques)

FORMATIVE: Students will then use '*Uni Refuses to Return Spears "stolen" by Cook*' to create their own source analysis using ADAMANT.

Introduce the concept of Historical Empathy

- Ask students to react to this - *why* should we consider different viewpoints? Then explain to students the purpose; considering different perspectives in History and understanding the justification of actions we might strongly disagree with.
- Students participate in South Australia Timeline 1800 to Now role play, facilitated by Aboriginal Education ASETOs

Group work formative task

Read the following article as a class. <https://www.creativespirits.info/aboriginalculture...>

Separate students into small groups and have them respond to the following questions:

- a) Who does the author represent & who are the other stakeholders being discussed
- b) What attitudes and views does the author and/or other stakeholders represent/have (e.g. what is their position and why do they hold these views / what is their motivation and what makes them act that way)?
- c) Are these views and attitudes able to negotiate with other stakeholders and meet them all the way or part way? (e.g. reconcile their differences for an agreed settlement of some sort)? Explain your response or thinking in this regard?

Introduction of summative task

Part A: Source analysis

Teachers either to choose three articles from below and upload these to Daymap for students to use for their source analysis (refer to task sheet) or divide class into groups as outline below and have each group report back to the class so that a range of focus points can be considered.

Group 1. Government/Law Actions past and present

<https://www.arts.gov.au/sites/g/files/net1761/f/au...>
<http://www.smh.com.au/federal-politics/the-questio...>
<http://www.collectionslaw.com.au/1repatriation>
<https://www.loc.gov/law/help/repatriation-human-re...>
<http://www.environment.gov.au/node/22561>
<https://www.arts.gov.au/what-we-do/cultural-herita...>

Group 2. Museum Perspective

<http://www.ancient-origins.net/news-general/britis...>
<http://www.theaustralian.com.au/arts/review/repatr...>

Group 3. Community Perspective

<http://www.abc.net.au/news/2016-11-02/emotional-ho...>
<http://www.abc.net.au/news/2016-04-22/aboriginal-f...>
<https://www.theguardian.com/artanddesign/2015/apr/...>
<http://www.smh.com.au/national/spirits-cannot-rest...>
<http://theconversation.com/museums-are-returning-i...>
<http://www.nma.gov.au/history/aboriginal-torres-st...>

Group 4. Question of ownership

<http://www.cbsnews.com/news/a-tug-of-war-over-anci...>
<http://www.smh.com.au/federal-politics/the-questio...>

Group 5. What other countries are saying/doing

<http://edition.cnn.com/2016/06/07/us/stolen-artifa...>
http://www.nbcnews.com/id/36280732/ns/technology_a...

Part B: Historical Empathy

Students are to write two responses, one from the perspective of an institution that has taken possession of Indigenous artefacts, and the other the perspective from the original owners of these artefacts. Make it clear to students that both responses must refer to the same artefacts (refer to task sheet, and see differentiation section for varied modes of expression)