

## STATE OF EMERGENCY

Middle Phase (Grades 6-10)

Pre-visit activities

Suggested teaching and learning experiences	Subject and learning focus
<p><b>Research tips:</b></p> <ol style="list-style-type: none"> <li>Use the background notes to brief the students about the exhibition.</li> <li>As best practice, make sure you contact local elders and Indigenous groups for first-hand knowledge and local histories. If you require assistance with this, please contact kuril dhagun on 07 3842 9887 or <a href="mailto:learning@slq.qld.gov.au">learning@slq.qld.gov.au</a></li> </ol> <p><b>The voice of Aborigines</b></p> <ol style="list-style-type: none"> <li>Stream the webcast <i>First Australians</i> Episode 6: A fair deal for a dark race. (<a href="http://www.sbs.com.au/firstaustralians/index/index/epid/6">www.sbs.com.au/firstaustralians/index/index/epid/6</a>)</li> <li>Explore <i>The Journey Timeline</i> (<a href="http://www.programs.sbs.com.au/firstaustralians/content">www.programs.sbs.com.au/firstaustralians/content</a>) from 1900. Click on the sub-stories, by hovering your mouse over the different circles.           <ul style="list-style-type: none"> <li>Discuss <i>protectionism</i>. What were conditions like in missions or camps? What was the purpose of the camps? What was a <i>protector</i>? How did they exert their power? What were the laws they were enforcing? Visit Cherbourg Ration Shed Museum online (<a href="http://rationshed.com.au">rationshed.com.au</a>) or Yugambeh Museum (<a href="http://www.yugambeh.com">www.yugambeh.com</a>) for extra excursion opportunities offering first-hand accounts of mission life.</li> <li>What was the <i>stolen generation</i>? Discuss the laws which forced the removal of children. What was the intention of assimilation? What was the distinction between <i>half castes</i> and <i>full bloods</i>? Examine the terminology and reflect on how we talk about someone's race or identity today. How would a policy like this be received today?</li> <li>What is a civil rights movement? Who were the early leaders of the Aboriginal civil rights movement? How did these groups organise themselves? What actions did they take to stand up for their rights?</li> <li>What was the Day of Mourning? Why do you think the Day of Mourning occurred on the 150<sup>th</sup> anniversary of Australia Day? What does Australia Day mean to Aboriginal people? (Visit <a href="http://www.aiatsi.gov.au">www.aiatsi.gov.au</a> for Day of Mourning online gallery.)</li> </ul> </li> </ol>	<p><b>History</b></p> <p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders. (ACHHK114)</p> <p>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders, to the development of Australian society. (ACHHK116)</p> <p>Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including 1938 Day of Mourning and the Stolen Generations. (ACDSEH106)</p> <p>The significance of the following for</p>

- c. Examine *The Australian Abo Call* newspaper – April 1938 (<http://trove.nla.gov.au/ndp/del/page/4536065?zoomLevel=1&searchTerm=day%20of%20mourning&searchLimits=>).
- Who is the paper representing? What was the name of the group behind the paper?
  - Discuss the terminology used with regards to bias and agenda. Why was the publication necessary?
  - How was the newspaper distributed and what was the non-Indigenous community's reaction to its content?
  - What are the moral and ethical positions represented in the text? Determine how our language and attitudes have evolved over time. Would people accept these “ten points” of basic human rights today?
  - Draw comparisons between *The Australian Abo Call* and current publications representing the rights or interests of groups of people, e.g. Greenpeace ([www.greenpeace.org](http://www.greenpeace.org)), Brisbane Blacks Monthly (<http://brisbaneblacksmonthly.weebly.com/>), Australian Youth Climate Coalition (<http://aycc.org.au>), Getup ([www.getup.com.au](http://www.getup.com.au)).

#### Laws

- a. Visit the Indigenous Suffrage Timeline produced by the Queensland Parliament ([www.parliament.qld.gov.au/documents/explore/education/factsheets/Factsheet\\_10.5\\_IndigenousSuffrageTimeline.pdf](http://www.parliament.qld.gov.au/documents/explore/education/factsheets/Factsheet_10.5_IndigenousSuffrageTimeline.pdf)).
- Work through the timeline to explore legislation affecting Aboriginal civil rights. When were Aborigines granted the right to vote federally?
  - Discuss the laws that restricted Aborigines' right to vote or be counted in the census. Debate the doctrine of *terra nullius* and its application in Australia during colonisation.
  - Discuss the language used in the name of the acts. What about classifying Aborigines as *Flora and Fauna* under the *Aborigines Act 1905*?
  - Do you think legislative titles like *preservation* and *protection* were actually intended to protect Aborigines? What were conditions for people living under protection laws like? Discuss the belief of some non-Indigenous people that Aborigines were a “dying race”.

#### Freedom rides, referendum and self-determination

- a. Watch the *Freedom Rides* key story on the SBS website ([www.programs.sbs.com.au/firstaustralians/content/](http://www.programs.sbs.com.au/firstaustralians/content/)).
- Who was Charlie Perkins? Reflect on your own experience and discuss how first-hand encounters influence and/or change your pre-conceived ideas. What do you think these people discovered on their tour? How did the freedom rides give momentum to the civil rights movement?
  - What is a referendum? What was the mandate of the 1967 referendum? Which laws were to be changed?

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)

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual group in the struggle. (ACDSEH134)

#### English

Understand the uses of objective and subjective language and bias. (ACELA1517)

Understand how language can have inclusive and exclusive social effects, and can empower and disempower people. (ACEIA1565)

Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices. (ACELY1749)

b. Search Picture Australia for images of the 1967 referendum; in particular protest and advertising material ([www.nla.gov.au](http://www.nla.gov.au)).

- Discuss the imagery and text used. What makes an effective poster?
- Why do you think it was the most successful referendum in Australian history?
- How had attitudes changed over the course of Australian colonisation?
- Who were the influential figures in effecting change?

Suggested teaching and learning experiences	Subject and learning focus
<p><b>State of Emergency, level 1</b></p> <ol style="list-style-type: none"> <li>Complete the following activities.</li> <li>Comment on your visit via the visitors' book, on-screen survey or post-visit email.</li> </ol> <p>Take your time exploring the <i>State of Emergency</i> exhibition. What is your initial impression walking into the gallery? What is the first thing you notice? How do you feel in this space? As you walk around the exhibition, take notes on some of the objects you see. Which images or media attract your attention? Why do you think that is?</p> <ul style="list-style-type: none"> <li>Read the Australian Aborigines and the XII Commonwealth Games information. What was the controversy surrounding the baton relay?</li> <li>Locate the <i>Commonwealth Games Act</i>. What powers were granted to police under the Act? Who was given the power to declare a State of Emergency? What do you notice about the wording of the Act?</li> <li>Read the Politics information. What was the name of the protest group that formed prior to the Games? Which other sporting events of the time were used as a political stage?</li> <li>Watch the Tiga Bayles digital story. What does Tiga say about the importance of flying the Aboriginal flag at the Games? What do you think about the National Black Protest Committee's plan to picket during the flagship race of the Games? The chant of the Games was "the whole world is watching" – what do you make of this statement?</li> <li>Read the Statement of Protest document located in the black folder. What is this document? How does it make you feel? Describe the language. What is the tone of the demands made in the document?</li> <li>Explore the Black Nation folder of newspaper clippings. Who does the paper represent? Who is the intended audience? Are the stories written objectively or subjectively? Locate a story that interests you and make some notes to share with your class.</li> <li>Read Noel Preston's diary extract. How does his recount of events make you feel? What happened in his story? What is the importance of documentation, like diaries, in preserving history? Pretend you are a protestor or police officer who has just been at the Commonwealth Games; write your own diary recount.</li> </ul>	<p><b>English</b></p> <p>Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts. (ACELT1615)</p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion. (ACELA1525)</p> <p>Evaluate the impact on audiences of different choices in the representation of still and moving images. (ACELA1572)</p> <p>Evaluate the social, moral and ethical positions represented in texts. (ACELT1812)</p> <p>Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts. (ACELT1639)</p> <p><b>History</b></p>

**kuril dhagun, level 1**

- Walk through the Indigenous Knowledge Centre (*kuril dhagun*) and out to the Talking Circle. Once settled, begin your discussion with an acknowledgement / Welcome to Country. (South Bank was originally a meeting place for the traditional landowners, the *Turrbal* and *Yuggera* people.) ([communities.govnet.qld.gov.au/oatsip/documents/welcome-to-country.pdf](http://communities.govnet.qld.gov.au/oatsip/documents/welcome-to-country.pdf))
- As a class, share your answers and stories from your experiences in *State of Emergency*.
- Discuss the exhibition and its significance in the 21<sup>st</sup> century with regards to both Indigenous and non-Indigenous Australians.

**River walk**

If you have time during your visit, walk along the river's edge past the Cultural Centre. Try to imagine this land 300 years ago. What might it have been like for the traditional custodians of the land? Sketch or record your thoughts and share them with the group. (When you get back to school, you might like to search for old photos/images of this area and tag them in Historypin [www.historypin.com/map](http://www.historypin.com/map).)

The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders, to the development of Australian society. (ACHHK116)

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual group in the struggle. (ACDSEH134)

**Middle Phase (Grades 6-10)**

**Post-visit activities**

<b>Suggested teaching and learning experiences</b>	<b>Subject and learning focus</b>
<p><b>Class debate: Politics in sport</b>            Prepare an in-class debate on politics in sport. Develop a topic to be debated for and against. Research the topic and draw from materials in the exhibition to support your argument. Use examples from other incidences where sporting events have been used as a political stage.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• What are the political issues in your examples? Are there any themes in sporting protests?</li> <li>• What are the rules around political protest at sporting events? Are they stringent enough or too tough?</li> <li>• What are the benefits and disadvantages of using sporting events as a political stage?</li> <li>• How will you persuade your audience to see things your way?</li> </ul> <p><b>Design a political poster</b>            Design and create a poster representing a political issue of relevance to you. Present these designs in a gallery showcase and vote on your favorite political poster. Posters may be in the style of a campaign, protest or advertisement and can be created using mixed media. Evaluate the most popular posters and award prizes to the winners.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• What is the political issue represented? Is the message clear? Do you agree with the views represented in the poster?</li> <li>• Which poster draws your attention? Why? What features of this poster work and don't work?</li> <li>• Has the poster taught you something new? What was it?</li> <li>• What makes an effective poster?</li> </ul>	<p><b>English</b>            Participate in and contribute to discussions, clarify and interrogate ideas, share and evaluate information, experiences and opinions. (ACELY1709)</p> <p>Present or publish an informative and persuasive idea to promote a point of view, advance or illustrate an argument, and influence an audience.</p> <p>Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience. (ACELT1812)</p> <p>Investigate how vocabulary choices, including evaluating language, can express shades of meaning, feeling and opinion. (ACELA1523)</p>

**Extension: Digital campaign**

Use a blogging platform such as Wordpress ([www.wordpress.com](http://www.wordpress.com)), Blogger ([www.blogger.com](http://www.blogger.com)) or Joomla ([www.joomla.com](http://www.joomla.com)) to create a class blog. This blog will be used to showcase students' work.

- Using a “newsroom” structure, create a team to manage the blog and designate roles like editor, sub-editor, photographer, web designer and artist.
- Hold a news conference to discuss editorial content, design, and logistics of digitising works.
- Create the blog and then begin the digitisation process. Photograph the posters or, if they are born digital, simply upload them.
- Prepare an artist statement to accompany the posters or interview each other about your works. These should describe the political issue being represented and the devices being used to portray the message. Also, the statement or interview should outline why the issue is important to the artist and suggest positive action that can be taken to enact change.
- Use social media to advertise the blog page. Send parents the link to the blog.

**History**

Process and synthesise information from a range of sources for use as evidence in an historical argument. (ACHHS170)

**ICT Capabilities Continuum**

Design and modify creative digital solutions, for particular audiences and for a range of purposes. (Year 10)

Select and use appropriate ICT tools safely to share and exchange information and to collaborate with others (for example contributing to the content of a wiki; blogging and posting to bulletin boards). (Year 10)

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