Teacher: Mrs Clarke

Subject: Year 10 History

Task: Civil Rights – Rights & Freedoms Assignment

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| **Historical Knowledge & Understanding** | **Achievement Standard** |
| *Rights and Freedoms*   * The significance of the civil rights movement, including the recognition of civil rights for Aboriginal and Torres Strait Islander peoples. * 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.   *Historical Skills & Concepts*   * Use historical terms and concepts. * Identify and select different kinds of questions about the past to inform historical inquiry. * Evaluate and enhance these questions. * Evaluate the reliability and usefulness of primary and secondary sources. * Identify and analyse the perspectives of people from the past. * Identify and analyse different historical interpretations (including your own). * Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced. * Select and use a range of communication forms and digital technology. | * Students refer to key events, the actions of individuals and groups, and beliefs and values to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) patterns of change and continuity over time. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) the causes and effects of events and developments and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their relative importance. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the context for people’s actions in the past. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the significance of events and developments from a range of perspectives. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) different interpretations of the past and [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the evidence used to support these interpretations. * Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) events and developments within a chronological framework, and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) relationships between events across different places and periods of time. When researching, students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop), [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) and modify questions to frame a historical inquiry. They [process](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Process), [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [synthesise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Synthesise) information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) sources to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) motivations, values and attitudes. When evaluating these sources, they [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions about their usefulness, taking into account their origin, purpose and context. They [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) and [justify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Justify) their own interpretations about the past. Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources. |

**Purpose:**

Research a civil rights event that is significant to Aboriginal or Torres Strait Islander peoples and create inquiry questions to answer with your research.

**Description:**

Choose **ONE** significant event from the list below –

1. 1962 right to vote federally
2. 1967 referendum
3. Yirrkala Bark Petition
4. Wave Hill strike
5. Tent Embassy
6. Mabo
7. *Bringing Them Home Report* (The Stolen Generations)
8. *Reconciliation movement*
9. 2008 Apology to *Australia’s Indigenous Peoples*

**Process:**

**Step One** – decide which civil rights event you will focus on. Begin background research on your civil rights event (definitions, dates etc).

**Step Two** – develop your research questions (who, what, when, where, why are good starting points but you **MUST** write these in to **FULL** questions). **NOTE:** One of your inquiry questions **MUST** be about methods used by activists to achieve change **AND** one individual or group that used this method.

**Step Three** – as you research, record your primary and secondary sources on a *reference list* page.

**Step Four** – start to answer the inquiry questions you developed using your research.

**Step Five** – Choose **THREE** of your sources and complete the table below.

**SAMPLE RESEARCH QUESTIONS** (You cannot use these as that would be plagiarism, they are **ONLY** an example).

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| **Research Area** | **Inquiry Questions** |
| Background, key events and developments | What civil rights of Aboriginal people is the Freedom Rides address? |
| Methods used by civil rights activists | What did the Freedom Rides do to praise public awareness? |
| The role of one individual or group | Who was Charles Perkins and what role did he play in the Freedom Rides? |
| Events that represent changes and continuities | What were some of the major events of the Freedom Rider?  What were the short-term and long-term changes that resulted from these events? |
| Significance of the event | What is the historical significance of the Freedom Rides for Aboriginal and Torres Strait Islander peoples? |
| Contestability | What were the criticisms about this event and the actions of Charles Perkins? |

**EVALUATE HISTORICAL SOURCES –** questions to ask when evaluating the usefulness, relevance and reliability of evidence in sources

|  |  |
| --- | --- |
| Useful | * What are the key ideas? * Which ideas are facts? * Which ideas are opinions? * How does this source help you respond to your investigation? |
| Relevant | * What is the purpose of this source? * When was it created? * Who is the audience? * What perspective is presented? |
| Reliable | * Who has created this source? * Where was this source created? * Why was this source created? * Who point of view is given? Who point of view is missing? Why? * Is there any bias in the point of view presented by the author? * What bias, attitude and values might affect this source? * Can I trust the author of this source? |

**SOURCES TABLE** – Step Five question.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name, origin, and purpose of source | Detail for reference list (reference details) | Type of source – primary or secondary  Mode of source (written, visual, spoken) | Identify whose perspective is represented in the source.  Is there any bias by the author? Why/Why not? | Identify the inquiry questions(s) that his source will help you answer.  How will this source help you answer the questions? |
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***Marking Rubric***

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| --- | --- | --- | --- | --- |
|  | *Historical Knowledge & Understanding* | *Evaluation of Sources* | *Questioning & Researching* | *Analysing & Interpreting* |
| **A** | Justifies the significance of a chosen case study and methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islanders.  Justifies the role of an individual or group in that case study in achieving change. | Evaluates the origins, purpose and context of historical sources that determine their relevance and reliability as evidence for the inquiry. | Develops, evaluates and enhances questions to frame a historical inquiry. | Analyses, synthesises and draws conclusions from a range of historical sources, including the identification of different perspectives, to answer inquiry questions. |
| **B** | Explains the significance of a chosen case study and methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples.  Explains the role of an individual or group in that case study in achieving change. | Evaluates the origins, purpose and context of historical sources that determines their worth as evidence for the inquiry. | Develops, evaluates and modifies questions to frame a historical inquiry. | Synthesises and draws conclusions from historical sources, identifying some perspectives, to answer inquiry questions. |
| **C** | Describes the significance of a chosen case study and methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples.  Explains the role of an individual or a group in that case study in achieving change. | Evaluates the origins, purpose and context of historical sources. | Develops and evaluates questions to frame a historical inquiry. | Identifies meanings and patterns from historical sources to answer inquiry questions. |
| **D** | Describes the significance of a chosen case study.  Describes the role of an individual or a group in that case study. | Identifies the usefulness of historical sources. | Develops questions to respond to a historical inquiry. | Uses questions and lists information from historical sources. |
| **E** | Describes aspects of the chosen case study.  Identifies aspects of the role of an individual or a group in that case study. | Identifies information from some historical sources. | Uses obvious questions to respond to a historical inquiry. | Answers some questions with vague responses, sources are unreliable, inquiry questions completely written. |