



The Stolen Generations

Australian Curriculum: Stage 5 – The Making of the Modern World – Depth Study 2 (Australia and Asia) – Making a Nation

Australia Curriculum - Content

ACDSEH020: The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander people.

Australian Curriculum – Historical Skills

ACHHS164: Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places

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

NSW Syllabus: Stage 5 – Depth Study 2: Australia and Asia – Topic 2A Making a Nation

NSW Syllabus - Outcomes

HT5-1: Explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2: Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-4: Explains and analyses the causes and effects of events and developments in the modern world and Australia

Assumed Knowledge

N/A

Key Inquiry Questions

What do sources tell us about contact experiences between European settlers and Indigenous peoples, specifically in regard to the treatment of Indigenous families in the late nineteenth and early twentieth centuries?

What were the motivations behind the removal of Indigenous children from their families, what practices and laws were in place at the time, and what were the experiences of separation?



Time:	Activity overview:	Resources:
80-120 mins	<p>Write the following on the board for students to read when entering classroom:</p> <p><i>Between 1910 and 1970 many Indigenous children were forcibly removed from their families as a result of various government policies.</i></p> <p>Ask students “What name is given to these children?”</p> <p>Write the following on the board for students to read/copy:</p> <p><i>The term “Stolen Generations” is used for Aboriginal people forcefully taken away (stolen) from their families between the 1890s and 1970s, many to never to see their parents, siblings or relatives again. Because the period covers many decades we speak of “generations” (plural) rather than “generation”.</i></p> <p>In groups of 4 students create a KWL chart on the Stolen Generations (see Resources).</p> <p>Teacher briefs students on the “National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children From their Families” – known as the “Bringing Them Home” report (see Resources).</p> <p>Students are given a copy of the <i>Community Guide</i> to the Bringing Them Home report.</p> <p>Students work in their groups of 4 to create a timeline for their state</p>	<p>Dictionary of Sydney articles:</p> <ul style="list-style-type: none"> • Royleston - http://dictionaryofsydney.org/entry/royleston • Yarra Bay House - http://dictionaryofsydney.org/entry/yarra_bay_house • Bidura* - http://dictionaryofsydney.org/entry/bidura <p>Provided:</p> <p>Community Guide to the Bringing Them Home Report – Worksheet (1 per student)</p> <p>Community Guide to the Bringing Them Home Report https://www.humanrights.gov.au/bringing-them-home-community-guide-2007-update</p> <p>Summary (1 per student)</p> <p>Community Guide to the Bringing Them Home Report – Worksheet Answers (for teachers)</p> <p>KWL Charts information (for teachers)</p> <p>*The Bidura article contains an interesting section on the Stolen Generations, however the ‘Life in Bidura’ section of this article contains some material which may not be appropriate</p>

<p>using the information from page 3. This timeline should provide an outline of the progression of practices and laws put in place by non-Aboriginal Australian administrators and how they impacted on the rights of Indigenous people in regards to their children.</p> <p>Working individually, students read pages 2 and 6 to 9 of the report, and use this information to complete the Bringing Them Home worksheet.</p> <p>Students are given the Dictionary of Sydney articles chosen*, and are asked to write a creative writing piece from the perspective of an Indigenous child in the mid-1900s who has been removed forcibly from their family (they may or may not remember this event and/or their family) and their experiences in either Royelston, Bidura* or Yarra Bay House.</p> <p>To summarise this unit of work, students revisit their KWL chart in their groups of 4 and use arrows and different coloured pen to illustrate their changes of understanding, and add any new questions/things they would like to know to the “L” column.</p> <p>Students are handed the “summary” document to read for homework.</p> <p>Additional activity: Students are given a postcard sized piece of cardboard and are asked to decorate one side with image/words about the stolen generation</p> <p>Additional activity: Students undertake a personal research activity to further their understanding of the experience of Stolen Generations in</p>	<p>for students. As such, the teacher is advised to read the article before deciding whether to provide access to it.</p>
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	<p>Australian history.</p> <p>Additional activity: Students study some of the stories from the Bringing Them Home report. (http://www.humanrights.gov.au/publications/stories-report)</p>	
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