Differentiating existing learning sequences for English as an Additional Language students

History, Civics and Citizenship, Levels 9 and 10, for EAL learners at Level C4

Existing learning sequences linked to particular learning areas in the Victorian Curriculum F–10 can be adapted to support differentiated teaching for English as an Additional Language (EAL) students. Teachers can adapt, remove or add to elements of their learning sequences in order to cater for all students in their classrooms.

1. Identify an existing learning sequence

**Existing learning sequence:** The 1967 Referendum

**Curriculum area and levels:** History, Civics and Citizenship, Levels 9 and 10

2. Identify the level of language learning of your students

The EAL curriculum is a continuum structured as three EAL pathways (A, B, C). Each pathway describes a different stage of English-language learning (early, mid and late), and each pathway is divided into different levels of language learning (A1, A2, BL, B1, B2, B3, CL, C1, C2, C3, C4).

While the implementation of the EAL curriculum is the responsibility of all teachers, the EAL specialist plays a leading role in its delivery, as the expert in the field. Your EAL specialist will determine the most appropriate pathway for each EAL learner in your classroom and advise you of their current level of learning.

**The differentiation suggestions provided in this document are for students working at Level C4 of the EAL curriculum.**

EAL learners at Level C4 will typically be able to:

* display greater independence, versatility and accuracy when using English
* discuss and debate information taken from challenging spoken texts and class discussions across the curriculum
* understand and produce a range of texts from across the curriculum with more independence.

3. Adapt the learning sequence to differentiate for EAL students

| Existing learning sequence | Differentiated teaching for EAL learners at Level C4 |
| --- | --- |
| **Overview** | Overview |
| **Learning intentions:**   * Students will develop an understanding of the significant events, ideas, individuals and places that led to the 1967 Referendum * Students will evaluate the changes the Referendum brought to Aboriginal and Torres Strait Islander peoples * Students will use historical sources as evidence to examine a range of historical perspectives and interpretations of reasons for, and causes and effects of the 1967 Referendum * Students will consider the thoughts, feelings and reasons for action of people at the time * Students will recognise the evidence used to support these interpretations | **Learning intentions:**   * Students will develop an understanding of the significant events, ideas, individuals and places that led to the 1967 Referendum * Students will evaluate the changes the Referendum brought to Aboriginal and Torres Strait Islander peoples * Students will use historical sources as evidence to examine a range of historical perspectives and interpretations of reasons for, and causes and effects of the 1967 Referendum * Students will consider the thoughts, feelings and reasons for action of people at the time * Students will recognise the evidence used to support these interpretations * Students will develop the complex academic language required to discuss the 1967 Referendum and the context of that period * Students will be able to explain a new strategy they can use to help them understand a difficult text |
| **Relevant content descriptions in History, Levels 9 and 10:**  Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability ([VCHHC123](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC123))  Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values [(VCHHC124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC124)  Evaluate different historical interpretations and contested debates [(VCHHC125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC125)  Identify and evaluate patterns of continuity and change in the development of the modern world and Australia [(VCHHC126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC126)  Evaluate the historical significance of an event, idea, individual or place [(VCHHC128)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC128)  Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum … and the different perspectives of these events [(VCHHK154)](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCHHK154)  Effects of 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 [(VCHHK155)](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCHHK155)  Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia [(VCHHK156)](http://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCHHK156)  **Relevant content description in Civics and Citizenship, Levels 9 and 10:**  Analysing how citizens’ political choices are shaped, including the influence of the media [(VCCCG030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG030) | **Additional EAL Level C4 content descriptions:**  Negotiate with peers and teachers in the full range of classroom situations ([VCEALC736](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC736))  Use available repertoire of spoken English to participate effectively in a mainstream classroom ([VCEALC737](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC737))  Extract key information or ideas from a variety of texts across the curriculum areas, with reduced support [(VCEALC739](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC739))  Contribute to and manage effective group work ([VCEALC740](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC740))  Sustain complex ideas and information in coherent spoken texts, taking account of audience and purpose ([VCEALL748](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL748))  Use existing vocabulary knowledge to determine the meaning of new words ([VCEALL754](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL754))  Read independently a wide range of accessible texts ([VCEALC758](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC758))  Extract and manipulate relevant information from a range of texts ([VCEALC759](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC759))  Demonstrate understanding of complex language ([VCEALL771](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL771))  Demonstrate a broad technical vocabulary across the curriculum areas ([VCEALL774](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL774))  Use an expanded vocabulary appropriate for the curriculum area ([VCEALL793](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL793)) |
| **Relevant achievement standard in History:**  By the end of Level 10, students … explain the context for people’s actions in the past. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.  Students analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by the significant events, ideas, location, beliefs and values … Students construct and communicate an argument about the past using a range of reliable sources of evidence.  **Relevant achievement standard in Civics and Citizenship:**  [Students] explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. They analyse a range of factors that influence identities and attitudes to diversity | **Relevant achievement standard:**  At Level C4 students demonstrate greater autonomy and control over their use of English … They take part in extended discourse on factual and interpersonal topics … They extract information from challenging spoken texts, using guide questions and taking notes on key ideas.  [They] compare and make judgements about different texts … and read a wide range of … texts from across the curriculum with a high degree of independence.  They locate and organise source information from a range of reference sources …  [They] write, with appropriate support, the full range of extended fictional and factual text types undertaken across the curriculum. |

| Existing learning sequence | Differentiated teaching for EAL learners at Level C4 |
| --- | --- |
| Teaching and learning activities | Teaching and learning activities  Differentiated teaching is required to support EAL learners with the following learning activities. |
| **Activity 1: Rights for all Australians**  In this activity, students will consider the concept of human rights, drawing on their prior learning. | **Activity 1: Rights for all Australians**  **Tip:** By Level C4, EAL learners should be able to access the curriculum with much less support; however, there will still be gaps in their learning because at these curriculum levels (Levels 9­ and 10), EAL learners will have entered the Australian schooling system in later years. For this unit of work, prior knowledge of Australian government, history, culture, society and politics cannot be assumed. Therefore, even at Level C4, it is important to evaluate the pre-existing knowledge of your EAL learners and their needs. Eliciting information about political and historical situations in other countries and making comparisons and connections can also be an opportunity to educate the class about other contexts. |
| Display visual material associated with the 1967 Referendum to provide students with a context and reference point. | Display visual material associated with the 1967 Referendum to provide students with a context and reference point.  Images may include those in [The 1967 Referendum: Sample History Unit](https://www.vcaa.vic.edu.au/Documents/viccurric/history/1967_Referendum_History.pdf), such as:   * ‘Vote “YES” for Aborigines’ (leaflet authorised by Kath Walker, secretary of FCAA and the Queensland Council for the Advancement of Aborigines and Torres Strait Islanders) * ‘END DISCRIMINATION – VOTE “YES” ON MAY 27’  (the front cover of the special Referendum issue of *Smoke Signals*, the journal of the Aboriginal Advancement League).   Encourage students to describe what they can see in the visual material. For example:   * Which words stand out on the page? * Who or what is in the foreground of the image? * Who or what is in the background?   Encourage students to use this information to predict what the topic will be about. |
| The 1967 Referendum gives equal rights to Aboriginal and Torres Strait Islander peoples. Rights we expect. | Write the following statement on the board:  The 1967 Referendum give equal rights to Aboriginal and Torres Strait Islander peoples. Rights we expect.  Underline the key terms in the statement, indicated below in **bold** with a star (\*).  The (\*)**1967 Referendum**(\*) gives (\*)**equal rights**(\*) to (\*)**Aboriginal and Torres Strait Islander peoples**(\*). (\*)**Rights** we **expect**(\*).  Use a question matrix ([Appendix 2](#App2)) to form questions about the key words and concepts in this statement.  Collate the questions in a central place in the classroom. Revisit these questions throughout the unit so students can see the progress of their learning.  Use the questions for a class discussion to establish existing knowledge.  See [Appendix 1 – Vocabulary reference table](#App1) for a helpful vocabulary table that you can refer to and add to throughout the learning activities. You may need to pre-teach some of this vocabulary to students. |
| Use a Think, Pair, Share strategy to have students brainstorm the human rights that we expect as citizens and residents of Australia. (As a prompt, have students consider legal rights, political rights, workplace rights, rights to social security and social rights.) | **Brainstorm:** What is a ‘right’? What are some examples of basic human rights?  **Tip:** Some EAL learners may not have experienced the connection between nationality, citizenship and the entitlement to rights that we associate with living in Australia. For example, Karen and Karenni students often identify more strongly with their ethnic group than with the country they were displaced from or where they came to reside, such as Myanmar or Thailand. Afghan students may have been raised in Iran or Pakistan, but have no rights to citizenship in either of those countries.  Furthermore, EAL learners from refugee and asylum seeker backgrounds may have very complex and possibly traumatic associations with violation of human rights in their own backgrounds. Therefore, sensitivity is important in discussions around this topic. It is also important to recognise that experiences of human rights in Australia are different for different groups of people who live here. |
| Have students report back on their findings to the class and use the results to develop a class list. Ask students to sort and record that list under the headings:   * Political and civil rights * Social, economic and cultural rights. | **Review**: Provide students with paraphrases of each article of the Universal Declaration of Human Rights ([Appendix 3](#App3)).  Have students work in pairs or groups of three to put the paraphrases into the following two categories:   * Political and civil rights * Social, economic and cultural rights.   Check students’ responses and discuss.  **Tip:** When configuring groups for this activity, EAL learners at Level C4 would benefit from the opportunity to converse and use their available repertoire of increasingly complex vocabulary to discuss academic concepts with non-EAL learners of a similar academic ability.  **Tip**: Provide EAL learners with as many opportunities as possible to practise applying new terminology and concepts. Make connections explicit by revisiting previous lessons, language and learning. For example, students may have recently explored the significance of the Universal Declaration of Human Rights ([VCHHK151](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK151)) and the causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 ([VCHHK152](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK152)). Therefore, the next activity is designed to reinforce this learning and make clear its application to this topic. For those EAL learners who have not explored these topics recently, this is an opportunity to gain the knowledge that will assist them to complete the tasks in this unit.  **Optional task:** Match each article of the Universal Declaration of Human Rights (UDHR) with its associated paraphrase ([Appendix 4](#App4)).   1. Attach each article of the UDHR to a different location in the classroom. 2. Give each student one paraphrase to match. 3. Demonstrate the task by reading out an article from the UDHR and asking students to identify if they have the paraphrase. 4. Encourage the student with the matching paraphrase to identify the key words that helped them match the two together. An example is shown in the first article and its paraphrase. 5. Have students complete the matching task and stand in their locations around the room. 6. Check student responses and encourage students to identify the key words that helped them match the two together.   **Tip:** At Level C4, EAL learners have a broader technical vocabulary across the curriculum, and they are beginning to understand complex texts more independently. Therefore, focus on strategies and skills EAL learners can apply to enhance understanding and develop their independence, such as using contextual cues, making connections to prior learning, forming their own questions to prompt deeper understanding, recognising and using synonyms, and identifying and defining key terms. There are examples of this earlier in Activity 1.  **Discuss**: Do you think these human rights are currently upheld for people who live in Australia? Encourage students to provide a specific example, using the word ‘because’, such as:   * Right to work – ‘Yes, I believe this is upheld **because** we are able to find a job and apply for it. It is based on our qualifications and experience, not on our class or ethnicity.’ * Protections against racial discrimination – ‘Yes, I believe this is upheld **because** a person can’t choose not to not employ someone because of their race.’ * Right to health care – ‘Yes, I believe this is upheld **because** we’ve got Medicare.’ * Right to education – ‘Yes, **because** we’ve got government-funded schools.’   **Tip**: EAL learners can have a wealth of knowledge about other languages, countries and cultures, which can be used to educate and inform the class about other contexts. In this learning sequence, comparisons can be made between the rights experienced by Australian citizens and residents, and those in other countries. Cultural sensitivity may be required depending on the students’ backgrounds and experiences. Encouraging the class to explore the difference between rights that are expected and the reality of how those rights are experienced by new Australians can help enhance curiosity and compassion in the classroom. |
| **Activity 2: Indigenous rights – 1950s and 1960s: Source analysis** | **Activity 2: Indigenous rights – 1950s and 1960s: Source analysis**  Complete one of the following tasks:   * Watch [History of Indigenous rights in Australia video (ABC Education, 2018)](https://education.abc.net.au/home?WT.svl=explore#!/media/2893132/history-of-indigenous-rights-in-australia) (14 minutes). After viewing, encourage students to express their thoughts or questions. * Display contrasting visuals of Indigenous and non-Indigenous Australians from the 1950s and 1960s (Indigenous rights) sourced from appropriate websites. Choose images from the same location for a more accurate comparison; for example, Sydney. Discuss students’ observations. Ask: ‘What do you notice?’   **Tip:** At Level C4, EAL learners may be functioning at a similar level to their peers in many respects; however, keep in mind that some tasks that we assume to be commonplace in education (such as using timelines, tables, diagrams and charts) may not be used in education systems in other countries in the same way. EAL learners may need explicit teaching of how to complete some ‘commonplace’ tasks. Modelling how to complete a task and providing examples can give EAL learners more confidence and clarity. The following source analysis activity features many different kinds of texts, for which EAL learners at Level C4 may or may not require additional support. |
| Provide students with a copy of Student Materials 1: Indigenous rights ­– 1950s (pages 21­–24 in [The 1967 Referendum: Sample History Unit](https://www.vcaa.vic.edu.au/Documents/viccurric/history/1967_Referendum_History.pdf)). | Display or project Source 1.2: Aboriginal Rights in the 1950s and 60s from [The 1967 Referendum: Sample History Unit](https://www.vcaa.vic.edu.au/Documents/viccurric/history/1967_Referendum_History.pdf) page 21 onto the board.   * Review: Read each of the rights listed and discuss which category they belong to: Political and civil rights or Social, economic and cultural rights. * Discuss whether or not each of these are rights students would expect as an Australian citizen or resident. * Explain the formatting and content of the table. Have students highlight all the Ns in one colour (the rights Aboriginal and Torres Strait Islander peoples did not have), and all the Ys in another colour (the rights they did have). * Discuss: In which state or territory did Aboriginal and Torres Strait Islander peoples have the fewest rights? And in which states or territories did Aboriginal and Torres Strait Islander peoples have the most rights? Why do you think this happened?   **Tip**: Provide EAL learners with ample thinking time when asking increasingly complex questions. Give them opportunities to practise the language to share their ideas with their peers before asking them to share their ideas with the class.  Demonstrate how to complete the Task: Source Analysis Table worksheet (pages 25–26 in [The 1967 Referendum: Sample History Unit](https://www.vcaa.vic.edu.au/Documents/viccurric/history/1967_Referendum_History.pdf)). Use Source 1.2 for this demonstration. Elicit responses from students and complete the worksheet together. Point to where the key information for each section of the analysis can be found on the source material.  Provide students with a copy of Student Materials 1: Indigenous rights ­– 1950s (pages 21­–24 in [The 1967 Referendum: Sample History Unit](https://www.vcaa.vic.edu.au/Documents/viccurric/history/1967_Referendum_History.pdf)). |
| Have students select three sources from the student materials and complete the Task: Source Analysis Table worksheet (pages 25–26 in [The 1967 Referendum: Sample History Unit](https://www.vcaa.vic.edu.au/Documents/viccurric/history/1967_Referendum_History.pdf)). Have students work in groups to analyse three or more of the sources, ensuring that all of them are covered. | Have students select two or three sources from the student materials and complete the Task: Source Analysis Table worksheet (pages 25–26 in [The 1967 Referendum: Sample History Unit](https://www.vcaa.vic.edu.au/Documents/viccurric/history/1967_Referendum_History.pdf)). Make sure that all of the sources are covered. This work can be done with EAL students paired together, or paired with non-EAL students.  **Tip:** Give EAL learners the opportunity to practise how to articulate their answer and ideas with a classmate before inviting them into open discussion.  **Tip:** Always assess the accessibility of texts for your EAL learners. Consider the text type and whether students from other places or contexts can access the content without teacher support. You may need to reduce the number or length of texts, set up specific groupings with other students, or allow access to additional online resources to help your EAL learners with this task. Bilingual dictionaries can also help students access complex vocabulary. |
| With reference to the three sources, have students discuss and respond to the following:   * Describe what this source is about. * Identify what sorts of rights the source identifies. * Explain what the sources tell us about the rights of Aboriginal and Torres Strait Islander peoples in the 1950s and 1960s. * Identify the similarities and differences between sources and explain how the sources inform us about the period. * Evaluate which source is the most useful in understanding the lives of Aboriginal and Torres Strait Islander peoples in the 1950s and 1960s.   Students should come up with a set of criteria that they use to evaluate each source’s usefulness. Factors they could be encouraged to consider are the perspective of the source, whether it contains factual detail, and whether it is supported by other evidence. | Have students discuss and write down responses to the following:   * Describe what this source is about. * Identify what sorts of rights the source identifies. * Explain what the sources tell us about the rights of Aboriginal and Torres Strait Islander peoples in the 1950s and 1960s. * Identify the similarities and differences between sources and explain how the sources inform us about the period.   Use [Appendix 5](#App5) to help students evaluate which source is the most useful in understanding the lives of Aboriginal and Torres Strait Islander peoples in the 1950s and 1960s. Students are provided with three factors to evaluate each source’s usefulness. They should decide on two more factors to add to these criteria. |
| Have groups report back on their source analysis. As a class, vote on which source was the most useful, encouraging students to justify their selection with specific evidence. | Have groups report back on their source analysis. As a class, vote on which source was the most useful, encouraging students to justify their selection with evidence from [Appendix 5](#App5). |
| **Activity 3: Indigenous rights – 1950s and 1960s: Reflection on source analysis** | **Activity 3: Indigenous rights – 1950s and 1960s: Reflection on source analysis**  Use [Appendix 6](#App6) to compare the rights of Aboriginal and Torres Strait Islander peoples with the rights that students expect as Australian citizens or residents today.  Have students use source analysis material from the previous activity to complete the first part of the task (pre-1967 rights of Aboriginal and Torres Strait Islander peoples).  Show students one or both of the following videos:   * [Meyne Wyatt – Monologue from City of Gold Q&A video (abcqanda, YouTube, 2020)](https://www.youtube.com/watch?v=ys2FTUmOnIg) (This is an excellent resource but will require pauses, explanations and clarification throughout due to the fast pace of the monologue.) * [Ask us anything: Aboriginal and Torres Strait Islander people video (The University of Sydney, YouTube, 2018)](https://www.youtube.com/watch/SHVbVBLlhCM)   Have students use the insights gained from the videos to complete the second section of the task.  Invite students to think about their own experience of being in Australia. Ask:  While we know we have these rights in Australia, what is your experience here? Are you always treated accordingly? |
| Discuss with students:   * How do the pre-1967 rights of Aboriginal and Torres Strait Islander peoples compare with the rights that students expect as Australian citizens or residents today? * Identify two changes to the rights of Aboriginal and Torres Strait Islander peoples. Explain the significance of these changes. * Are there groups in today’s society that may feel disconnected from mainstream Australia? * What are some of the positives about a multicultural society? * What are some of the negatives? What role do we play as active community members in uniting Australian society? | Discuss with students:   * How do the pre-1967 rights of Aboriginal and Torres Strait Islander peoples compare with the rights that students expect as Australian citizens or residents today? * Identify two changes to the rights of Aboriginal and Torres Strait Islander peoples. Explain the significance of these changes. * Are there other groups in today’s society that may feel disconnected from mainstream Australia? * What are some positives about a multicultural society? * What are some of the negatives? What role do we play as active community members in uniting Australian society?   **Tip:** These discussion questions are a great opportunity to explore the experiences of EAL learners in Australia. Keep in mind that students from Aboriginal and Torres Strait Islander backgrounds may also be EAL/D learners. It could be interesting here to look at [The AIATSIS Map of Indigenous Australia](https://aiatsis.gov.au/explore/map-indigenous-australia), and explore the reality of rights when English is not your home language. For example:   * What is the reality when English is not your home language? * How does language become a barrier to the rights that other residents or citizens experience? |

Additional resources

You can access the EAL curriculum on the [Victorian Curriculum F–10 website](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims).

You can access a range of resources to assist with implementing the EAL curriculum on the [VCAA English as an Additional Language webpage](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english-as-an-additional-language/Pages/default.aspx), including profiles of EAL learners, sample progressions through the EAL pathways, a language and learning interview, FAQs, professional learning opportunities and links to external resources.

Appendices

Appendix 1 – Vocabulary reference table

|  |  |  |  |
| --- | --- | --- | --- |
| **Content-specific vocabulary** | **Linguistic-specific vocabulary  (verbs of instruction)** | **Language for interaction** | **Language for clarification** |
| referendum  Indigenous  non-Indigenous  right  human rights  paraphrase  political rights  social rights  cultural rights  economic rights  collective rights  third generation rights  upheld  article  source  identify  period  factor  connected  disconnected  pluralist society  active citizens  slave  torture  degrading  imprison  trial  harm  persecuted  social security  fair wage  union  accordingly  quantitative  qualitative  table  principle  laws  regulations  settlements  reserves  journal  Aborigines Act  timeline  accordingly  ‘on paper’ (idiom) | Describe …  Underline …  Form questions …  Brainstorm …  Categorise …  Match …  Identify …  Provide specific examples.  Highlight … | What did you underline?  What questions have you got?  Where do you think this goes?  Where should I put this one?  I think this goes here because …  What do you think?  Yes, I agree.  I’m not sure about that.  I don’t think so.  How about …?  I believe this is upheld because …  I can see this is similar because …  I can see this is different because … | Can you repeat that word for me please?  What does that mean?  Can you give me a synonym for this word?  Can you put that in different words so I can understand it more clearly?  I don’t understand the task, can you explain it again in different words?  Can you show me how to do this one?  What does this represent? |

Appendix 2 – Question matrix

The **1967 Referendum** gives **equal rights** to **Aboriginal and Torres Strait Islander peoples**. **Rights** we **expect**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **is/are?** | **did/do?** | **can?** | **will?** | **might?** |
| **What?** | What is the 1967 Referendum?  What is a referendum? | What did the Referendum do? |  |  | What might the impact have been on Aboriginal and Torres Strait Islander peoples at that time? |
| **Where?** |  |  |  |  | Where might the greatest impact have been? |
| **When?** |  |  |  | When will human rights abuses ever end? |  |
| **Which?** |  | Which groups of Aboriginal and Torres Strait Islander peoples were affected the most? |  |  |  |
| **Who?** |  |  | Who can feel the impact of this today? |  |  |
| **Why?** |  |  |  |  |  |
| **How?** | How am I similar to these people? |  |  | How will I ever truly understand what it was like for them? |  |

Appendix 3 – Paraphrases of the Universal Declaration of Human Rights

This resource may be cut up for the activity.

| **Paraphrase of each article in the Universal Declaration of Human Rights** |
| --- |
| Everyone is free and we should all be treated in the same way. People should be good to one another. |
| Everyone is equal despite different skin colour, religion, language, gender, ability, etc. |
| Everyone has the right to live in freedom and safety. |
| No-one has the right to treat you as a slave. And you should not make anyone else your slave. |
| No-one has the right to hurt you, torture you or treat you in a way that is degrading. |
| Everyone has the right to be treated equally by the law. |
| The law is the same for everyone. It should be applied in the same way to everyone. |
| Everyone has the right to ask for legal help when their rights are not respected. |
| No-one has the right to imprison you unfairly or kick you out of your own country. |
| Everyone has the right to a fair and public trial. |
| Everyone should be considered innocent until a trial determines they are guilty. |
| Everyone has the right to ask for help if someone tries to harm them. No-one can enter your home without a good reason, nor can they open your mail, bother you or your family, or speak badly of you if it is not true. |
| Everyone has the right to travel as they want to. |
| Everyone has the right to go to another country and ask for protection (if they are being persecuted or are in danger of being persecuted). |
| Everyone has the right to belong to a country. No-one has the right to prevent you from belonging to another country or changing your nationality if you wish to. |
| Everyone has the right to marry and have a family. The people who are getting married must consent to it without persuasion from anyone else. |
| Everyone has the right to own property and have their own possessions. |
| Everyone has the right to practise and observe all aspects of their own religion. Everyone can change their religion if they want to. |
| Everyone has the right to say what they think and give their opinion. Everyone has the right to seek and provide information. |
| Everyone has the right to take part in meetings and meet with others in a peaceful way. No-one can be forced to do this. |
| Everyone has the right to help choose the government. Everyone has the right to take part in the government of their country. |
| Everyone has the right to social security and to opportunities to develop their skills. |
| Everyone has the right to work for a fair wage in a safe environment. Everyone can join a union if they want to. |
| Everyone has the right to rest and have holidays. |
| Everyone has the right to an adequate standard of living and medical help if they are sick. |
| Everyone has the right to go to school. |
| Everyone has the right to share and participate in their community, through the arts, science, literature, and other cultural and social activities. |
| Everyone must respect the 'social order' that protects these rights. |
| Everyone must respect the rights of others, the community and public property. |
| No-one has the right to take away any of the rights in this declaration. |

Appendix 4 – Matching task

This resource can be cut up for the activity.

**Tip**: Remind students that the Universal Declaration of Human Rights is an international document and therefore includes some spellings that are different to those they are learning; for example, ‘organization’ instead of ‘organisation’, ‘no one’ instead of ‘no-one’.

| **Paraphrase of human rights** | **Article in the Universal Declaration of Human Rights** |
| --- | --- |
| Everyone is **free** and we should all be treated in the **same way**. People should **be good to one another**. | Article 1: All human beings are **born free** and **equal** in dignity and rights. They are endowed with reason and conscience and should act towards one another in a **spirit of brotherhood**. |
| Everyone is equal despite different skin colour, religion, language, gender, ability, etc. | Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty. |
| Everyone has the right to live in freedom and safety. | Article 3: Everyone has the right to life, liberty and security of person. |
| No-one has the right to treat you as a slave. And you should not make anyone else your slave. | Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms. |
| No-one has the right to hurt you, torture you or treat you in a way that is degrading. | Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. |
| Everyone has the right to be treated equally by the law. | Article 6: Everyone has the right to recognition everywhere as a person before the law. |
| The law is the same for everyone. It should be applied in the same way to everyone. | Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination. |
| Everyone has the right to ask for legal help when their rights are not respected. | Article 8: Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law. |
| No-one has the right to imprison you unfairly or kick you out of your own country. | Article 9: No one shall be subjected to arbitrary arrest, detention or exile. |
| Everyone has the right to a fair and public trial. | Article 10: Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him. |
| Everyone should be considered innocent until a trial determines they are guilty. | Article 11: (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.  (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed. |
| Everyone has the right to ask for help if someone tries to harm them. No-one can enter your home without a good reason, nor can they open your mail, bother you or your family, or speak badly of you if it is not true. | Article 12: No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks. |
| Everyone has the right to travel as they want to. | Article 13: (1) Everyone has the right to freedom of movement and residence within the borders of each state.  (2) Everyone has the right to leave any country, including his own, and to return to his country. |
| Everyone has the right to go to another country and ask for protection (if they are being persecuted or are in danger of being persecuted). | Article 14: (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.  (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations. |
| Everyone has the right to belong to a country. No‑one has the right to prevent you from belonging to another country or changing your nationality if you wish to. | Article 15: (1) Everyone has the right to a nationality.  (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality. |
| Everyone has the right to marry and have a family. The people who are getting married must consent to it without persuasion from anyone else. | Article 16: (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.  (2) Marriage shall be entered into only with the free and full consent of the intending spouses.  (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State. |
| Everyone has the right to own property and have their own possessions. | Article 17: (1) Everyone has the right to own property alone as well as in association with others.  (2) No one shall be arbitrarily deprived of his property. |
| Everyone has the right to practise and observe all aspects of their own religion. Everyone can change their religion if they want to. | Article 18: Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance. |
| Everyone has the right to say what they think and give their opinion. Everyone has the right to seek and provide information. | Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. |
| Everyone has the right to take part in meetings and meet with others in a peaceful way. No-one can be forced to do this. | Article 20: (1) Everyone has the right to freedom of peaceful assembly and association.  (2) No one may be compelled to belong to an association. |
| Everyone has the right to help choose the government. Everyone has the right to take part in the government of their country. | Article 21: (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.  (2) Everyone has the right of equal access to public service in his country.  (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures. |
| Everyone has the right to social security and to opportunities to develop their skills. | Article 22: Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality. |
| Everyone has the right to work for a fair wage in a safe environment. Everyone can join a union if they want to. | Article 23: (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.  (2) Everyone, without any discrimination, has the right to equal pay for equal work.  (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.  (4) Everyone has the right to form and to join trade unions for the protection of his interests. |
| Everyone has the right to rest and have holidays. | Article 24: Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay. |
| Everyone has the right to an adequate standard of living and medical help if they are sick. | Article 25: (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.  (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection. |
| Everyone has the right to go to school. | Article 26: (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.  (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.  (3) Parents have a prior right to choose the kind of education that shall be given to their children. |
| Everyone has the right to share and participate in their community, through the arts, science, literature, and other cultural and social activities. | Article 27: (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.  (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author. |
| Everyone must respect the 'social order' that protects these rights. | Article 28: Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized. |
| Everyone must respect the rights of others, the community and public property. | Article 29: (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.  (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.  (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations. |
| No-one has the right to take away any of the rights in this declaration. | Article 30: Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein. |

Appendix 5 – Source evaluation: Is the source useful?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source** | **Perspective of the source?** | **Factual detail?** | **Other evidence?** | **(Other factor)** | **(Other factor)** |
| **1.1 Five Basic Principles** |  |  |  |  |  |
| **1.2 Aboriginal rights in the 1950s and 1960s** |  |  |  |  |  |
| **1.3 Living conditions** |  |  |  |  |  |
| **1.4 Rules at Lake Tyers** |  |  |  |  |  |
| **1.5 Grazing and Pastoral Industry Wages 1964** |  |  |  |  |  |
| **1.6 Timeline** |  |  |  |  |  |

Appendix 6 – Compare rights pre- and post-1967 Referendum

Are these to be the rights of Australian citizens and residents pre- and post- the 1967 Referendum?   
Use your sources to decide. Write Y (yes) or N (no) in the first two answer columns.

We know we have rights as citizens and residents of Australia legally, but is this your experience living here? Do you feel these rights are always upheld for you in Australia? Compare what is written ‘on paper’ with your own experiences by writing Y (yes) or N (no) in the final answer column.

| **Human rights** | **Pre-1967 (on paper)** | **Post-1967 (on paper)** | **Your experience in Australia** |
| --- | --- | --- | --- |
| Everyone is free and we should all be treated in the same way. People should be good to one another. |  |  |  |
| Everyone is equal despite different skin colour, religion, language, gender, ability, etc. |  |  |  |
| Everyone has the right to live in freedom and safety. |  |  |  |
| No-one has the right to treat you as a slave. And you should not make anyone else your slave. |  |  |  |
| No-one has the right to hurt you, torture you or treat you in a way that is degrading. |  |  |  |
| Everyone has the right to be treated equally by the law. |  |  |  |
| The law is the same for everyone. It should be applied in the same way to everyone. |  |  |  |
| Everyone has the right to ask for legal help when their rights are not respected. |  |  |  |
| No-one has the right to imprison you unfairly or kick you out of your own country. |  |  |  |
| Everyone has the right to a fair and public trial. |  |  |  |
| Everyone should be considered innocent until a trial determines they are guilty. |  |  |  |
| Everyone has the right to ask for help if someone tries to harm them. Noone can enter your home without a good reason, nor can they open your mail, bother you or your family, or speak badly of you if it is not true. |  |  |  |
| Everyone has the right to travel as they want to. |  |  |  |
| Everyone has the right to go to another country and ask for protection (if they are being persecuted or are in danger of being persecuted). |  |  |  |
| Everyone has the right to belong to a country. No-one has the right to prevent you from belonging to another country or changing your nationality if you wish to. |  |  |  |
| Everyone has the right to marry and have a family. The people who are getting married must consent to it without persuasion from anyone else. |  |  |  |
| Everyone has the right to own property and have their own possessions. |  |  |  |
| Everyone has the right to practise and observe all aspects of their own religion. Everyone can change their religion if they want to. |  |  |  |
| Everyone has the right to say what they think and give their opinion. Everyone has the right to seek and provide information. |  |  |  |
| Everyone has the right to take part in meetings and meet with others in a peaceful way. No-one can be forced to do this. |  |  |  |
| Everyone has the right to help choose the government. Everyone has the right to take part in the government of their country. |  |  |  |
| Everyone has the right to social security and to opportunities to develop their skills. |  |  |  |
| Everyone has the right to work for a fair wage in a safe environment. Everyone can join a union if they want to. |  |  |  |
| Everyone has the right to rest and have holidays. |  |  |  |
| Everyone has the right to an adequate standard of living and medical help if they are sick. |  |  |  |
| Everyone has the right to go to school. |  |  |  |
| Everyone has the right to share and participate in their community, through the arts, science, literature and other cultural and social activities. |  |  |  |
| Everyone must respect the 'social order' that protects these rights. |  |  |  |
| Everyone must respect the rights of others, the community and public property. |  |  |  |
| No-one has the right to take away any of the rights in this declaration. |  |  |  |