Information and Communications Technology

Indigenous rights

SOSE Level 6 (History)

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Sample Unit

Information and Communications Technology

SOSE Level 6 (History)

Indigenous rights

This unit is designed to enable students to focus on significant people and events, to explore underlying values and beliefs within a relevant context, and to identify issues related to continuity and change both in the movement for civil and political rights and opposition to it.

In groups, students research an event which is significant to Aboriginal and Torres Strait Islanders in their struggle for civil and political rights. Students present their final conclusions using a slide show presentation. The effectiveness of these slides as a visual medium of communication is enhanced by the use of suitable graphics, sound and photographs.

Learning outcomes

This unit focuses on CSF learning outcomes in the History strand of Studies of Society and Environment and the Information strand of Technology but could be developed to include activities that focus on other key learning areas.

The relevant learning outcome and indicators for level 6 SOSE (History) are:

6.3 Analyse the movement of Aboriginal and Torres Strait Islander communities for civil and political rights. SOHI0603

- Identify which civil and political rights were denied to Aboriginal and Torres Strait Islander communities.
- Analyse the reasons why civil and political rights were denied to Aboriginal and Torres Strait Islander communities.
- Outline the different ways in which Aboriginal and Torres Strait Islander communities campaigned for civil and political rights.
- Evaluate the degree to which Aboriginal and Torres Strait Islander communities have been successful in their campaigns.
The relevant learning outcome and indicator for level 6 **Technology (Information)** are:

6.2 Analyse and develop solutions to information problems, both individually and as a team member, using a range of information technology skills, processes and equipment.

TEIN0602

- Apply a range of techniques, equipment and procedures that minimise the cost, effort and speed of processing the solutions and maximise the effectiveness of the finished information products.

**Links to other key learning areas**

**The Arts**

Art

6.1 Make and present art works which explore themes, issues and ideas. ARAR0601

Dance

6.1 Make and present dances which explore themes, issues and ideas. ARDA0601

**English**

Speaking and listening

6.3 Identify and control the linguistic structures and features of a range of spoken texts to present complex themes and issues. ENSL0603

**Health and Physical Education**

Self and relationships

6.2 Identify the major tasks involved in establishing personal identity. HPSR0602

**ICT chart reference**

Application: **Multimedia**

Example: Combines still or moving images with other data types to produce files that meet particular audience needs, e.g. prepares a presentation analysing ATSIC movements for civil and political rights supported by a multimedia visual presentation.

**Unit objectives**

This unit is designed to enable students to:

- investigate a range of written, oral and visual evidence such as films, posters, music and newspapers
- describe an indigenous movement for civil or political rights and evaluate its success
- work cooperatively to achieve a common goal
- use information and communications technology knowledge and skills to design, create and present multimedia slides to support an oral presentation.
Prior learning

Students will need the following knowledge and skills to begin this unit:

Information and communications technology (ICT)
- scan/import/select graphics
- animate slide elements
- select and edit colour scheme and background
- create speaker’s notes and print them in handout format.

Studies of Society and Environment
- summarise and record accurate notes
- identify key ideas
- compare and contrast viewpoints
- formulate conclusions
- use evidence to support conclusions.

Teacher notes

The classroom activities in this unit are influenced by a range of factors, including the accessibility and location of computers, preferred teaching styles, students’ learning styles and time.

This unit requires students to work in small groups. Students use the worksheets (pages 8–11) to work through a number of activities. Student worksheets are available as Microsoft Word files and can be modified as required. Teachers may choose to incorporate the activities as required rather than distributing them as handouts.

Teachers introduce the topic by presenting an overview of twentieth-century indigenous experiences. This can be achieved through learning activities such as viewing of a suitable video (see Resources, page 6).

In commencing the activities for the unit, students research a case study on Aboriginal and Torres Strait Islander rights.

In groups, students research an Aboriginal and Torres Strait Island communities’ event or movement for civil and political rights. The events to be covered by the class are:
- 1938 day of mourning
- 1967 referendum
- 1972 tent embassy.

Groups report on one of these events. The report is in the form of an oral presentation supported by a PowerPoint file.

Their presentations to the class are to cover the following questions:
- What event or movement did the indigenous communities use to activate their cause?
- Who was involved? What did they do? What happened? Where did the campaign take place?
- Why were the communities campaigning? What civil or political rights were denied? What reasons were given for the denial of rights?
- What were the results of their actions? In what ways, if any, were they successful?
- How did the indigenous communities communicate their position?
Activity 1: Planning

In this activity students identify what they already know about the Aboriginal and Torres Strait Island communities’ events and movements for civil and political rights, and what they need to learn. Worksheet 1 (page 8) helps students identify, organise and plan tasks to research one of the events in preparation for a slide show. In groups, students follow the instructions on Worksheet 1. Students identify who will complete what task and how long each task they have identified will take.

Activity 2: Researching

Teachers provide students with a list of resources to help support their research, (see Resources, page 6). Students use these resources, and any others they locate, to help answer the questions in their chosen historical case study on Aboriginal and Torres Strait Island communities. It may be possible for students to find Australians who remember details about the more recent events (e.g. 1967 referendum, 1972 tent embassy). Students collect data and then determine, as a group, their conclusions on the event or movement for civil and political rights. Depending on students’ abilities teachers revisit how to develop a storyboard on paper. Helpful hints are provided on Worksheet 2 (page 9) to guide students. A guest speaker could also address the class on some relevant issues and students could then incorporate this information into their presentations.

Activity 3: Preparing for your presentation

Before beginning this activity, teachers discuss and demonstrate the style of presentation to students and explain how speaker’s notes are useful. Using Worksheet 3 (page 10), students develop speaker’s notes to assist with the presentation. Students use the ‘Notes view’ option in PowerPoint to create these notes.

Activity 4: Presentations

Following the instructions on Worksheet 4 (page 10), each group gives an oral presentation of their findings, which is supported by a PowerPoint file. The class takes notes on each group/speaker by either annotating a slide handout of each group’s talk or by using the guide questions identified in the case study as note organisers. Using the assessment criteria (page 11) the class then provides feedback to the presenters on how effectively they think the guide questions were covered in the talks. Each group also evaluates its own presentation.
Assessment

Student learning can be assessed against CSF learning outcomes and indicators as detailed in the Assessment Table below. Suggested strategies for collecting assessment data are also included.

<table>
<thead>
<tr>
<th>What to assess</th>
<th>Relevant indicators</th>
<th>Gathering assessment information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>SOSE History SOHI0603</td>
<td>• Collect computer-generated charts or timelines.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Comment on the validity of evidence acquired from a range of sources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reports submitted from individuals and groups of their findings and plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Storyboard summaries of layout and content for PowerPoint slide presentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Collect electronic version of groups’ PowerPoint files.</td>
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<tr>
<td></td>
<td></td>
<td>• Oral presentations and oral or written comments about each groups’ presentation and the other groups’ presentations.</td>
</tr>
<tr>
<td>Skills</td>
<td>TECHNOLOGY Information TEIN0602</td>
<td>• Application of a range of techniques, equipment and procedures that minimise the cost, effort and speed of processing the solutions and maximise the effectiveness of the finished information products.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Collect computer-generated charts or timelines.</td>
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<td></td>
<td></td>
<td>• Oral presentations and oral or written comments about each groups’ presentation and the other groups’ presentations.</td>
</tr>
</tbody>
</table>
Resources

Publications

Audiovisual
*Encyclopaedia of Aboriginal Australia* (CD-ROM) available from Video Education Australasia (VEA).

Software
Microsoft PowerPoint.

Websites
At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.
Australia’s Cultural Network
www.acn.net.au
Australian Archives
www.aa.gov.au

Frontier (links to video series and CD-ROM of the same title)
www.abc.net.au/frontier/

Lore of the Land (links to CD-ROM of the same title)
www.loreoftheland.com.au

Museum of Victoria

Victorian Curriculum and Assessment Authority
www.vcaa.vic.edu.au
This site contains the ICT Teacher Resource that provides advice about different ICT functions used in the unit.

**Student worksheets**
1. Planning (page 8)
2. Researching (page 9)
3. Preparing for your presentation (page 10)
4. Presentations (page 10).
Indigenous rights

In this unit you will:

• create and present a PowerPoint presentation focussing on important issues in Aboriginal and Torres Strait Islander rights.

Case study – Aboriginal and Torres Strait Islander rights

Your group is to research an Aboriginal and Torres Strait Islander communities’ event or movement for civil and political rights. The events to be covered by the class are:

• 1938 day of mourning
• 1967 referendum
• 1972 tent embassy.

Your group reports on one of these events. The report is in the form of an oral presentation supported by a PowerPoint file.

The presentation to the class is to cover the following questions:

• What event or movement did the indigenous communities use to activate their cause?
• Who was involved? What did they do? What happened? Where did the campaign take place?
• Why were the communities campaigning? What were the civil or political rights denied? What reasons were given for the denial of rights?
• What were the results of their actions? In what ways, if any, were they successful?
• How did the indigenous communities communicate their position?

1 Planning

Your group needs to identify:

• what it already knows about the movement
• what it needs to know
• what tasks need to be done and by whom
• how long each task will take.

Remember the tasks include the preparation of the PowerPoint file and delivery of the talk. All team members need to take responsibility for at least one task. Discuss the approximate time required for each task, and then allocate equally the responsibilities.
You could use the following headings to guide your planning:

<table>
<thead>
<tr>
<th>List of tasks</th>
<th>Issues or questions about task</th>
<th>Person (to do task)</th>
<th>Progress report – issues arising (date)</th>
<th>1st Draft written material – group input (date)</th>
<th>Task to be completed (date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tr>
</tbody>
</table>

2. **Researching**

Use a range of resources, such as reference books and the Internet, to help answer the questions in the case study. It may be possible to find Australians who remember details about the more recent events. Gather all of the data and then determine, as a group, your conclusions.

When preparing PowerPoint slides it is important to present only the key facts or thoughts about each aspect of the talk. Chronologies and summaries are useful ways of presenting information.

Chronology – is the listing of events in order of occurrence.

Summary – is a brief description of facts or statements about an event.

**Helpful hints!**

1. The sequence, content and layout of the slides could be represented on paper in the form of storyboards. Putting your ideas on a storyboard will enable all members of the group to contribute their ideas to the presentation format and content.

2. Once you are pleased with the paper version of your presentation, a file can be created.

3. Before applying a design to your slides, check that there are no typographical errors and that the information is correct.

4. Include any graphics that are relevant to the slides and contribute to visual impact. You could use a clip art library, scan photographs from printed material or download images from the Internet. Remember to correctly source these if they come from published material.

5. If you are going to distribute a handout for the class, print it in six-slide format, with ‘No design’. You can then apply the design of your choice after the printing process. Hint: dark backgrounds are better for viewing slides.
Preparing for your presentation

Speaker’s notes can be developed in PowerPoint. Use the ‘Notes view’ option to create these notes. You can refer to these when rehearsing the talk.

Try timing your talk by using the ‘Rehearse timing’ option located in the Slide Show drop-down menu.

Consider how the delivery of the talk could be improved by the volume of speech, the words used and body language.

Presentations

Present your talk to the class.

The following may assist with your presentation:

Question and comments
Make sure there is an opportunity for questions and comments from your audience.

Class Evaluation
Your classmates will evaluate your presentation — they will consider if it is interesting and informative.

Group Evaluation
Likewise, your own group will evaluate the success of the presentation.

Remember
Your classmates can take notes by either annotating a slide handout of each groups’ talk or they can use the guide questions identified in the case study as note organisers.
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and skills</td>
</tr>
<tr>
<td>The information demonstrates that the group has researched and understands the issue.</td>
</tr>
<tr>
<td>Skilled in using the Internet to locate relevant information:</td>
</tr>
<tr>
<td>• websites referenced</td>
</tr>
<tr>
<td>• information useful.</td>
</tr>
<tr>
<td>Skilled in producing a presentation that:</td>
</tr>
<tr>
<td>• was informative</td>
</tr>
<tr>
<td>• was interesting to the audience</td>
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<tr>
<td>• included an image captured by using a digital camera or scanner.</td>
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<tr>
<td>Skilled in delivering the presentation, including:</td>
</tr>
<tr>
<td>• speed</td>
</tr>
<tr>
<td>• clarity of speech</td>
</tr>
<tr>
<td>• volume and pitch</td>
</tr>
<tr>
<td>• awareness of audience reactions</td>
</tr>
<tr>
<td>• style.</td>
</tr>
<tr>
<td>Overall assessment:</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>