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Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Australia: History and Politics in Down Under - From British Empire to Commonwealth of Nations

Das komplette Material finden Sie hier:

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Australia: History and Politics of Down Under

Aussie Associations

Task 1) What do you associate with Australia? Show your fellow students! You can:

<p>Make a noise</p> 	<p>Act/mime</p> 	<p>Describe the word you have in mind <u>without actually saying it</u></p>	<p>Draw a picture on the blackboard</p> 
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...!

Let the others guess what you mean. The one who guessed right can write the word on the blackboard.

Task 2) Arrange the words from task 1) in a mind map! Subdivide the mind map into chunks named “politics”, “history”, “culture” and two more. Then, put all allocated words in one of the chunks.



Aussie associations

doing doing

Did you know Australia is called Down Under because it is located in the southern hemisphere, which lies “down under” on a globe? 😊

The Stolen Generation and the Sorry Day

Task 6) Read the two texts below and answer the questions of the headlines.

Who were the Stolen Generations and what does “Sorry Day” stand for?

The term Stolen Generations describes the many Aboriginal - and some Torres Strait Islander - people who were forcibly removed from their families as children by past Australian Federal, State and Territory government agencies, and church missions, from the late 1800s to the 1970s. These removals were carried out under acts of their respective parliaments, and the children removed were sent either to institutions or adopted by non-Indigenous families.

Children taken by State and Territory authorities were often not permitted to have visits from their parents or families, such was the extent to which the separation from family, community and culture was enforced. Nearly every Aboriginal family and community was affected by these policies of forcible removal – those taken away, the parents, sisters and brothers, uncles and aunts, and the communities themselves.

On 26 May 1997, the "Bringing Them Home" report was tabled in Parliament. It suggested that the Prime Minister should apologize to the Stolen Generation and their families. Prime Minister John Howard refused to do so because he "did not subscribe to the black armband view of history". In response, a popular movement was created to celebrate 'Sorry Day' every 26th May since 1998. 2008 was the first year in which a Prime Minister, namely Kevin Rudd, did officially apologize for past laws, policies, and practices against Aboriginals.

Why were children removed from their families and homes?

Throughout the early 1900s, the Australian public was led to believe that Aboriginal children were disadvantaged and at risk in their own communities, and that they would receive a better education, a more loving family, and a more civilised upbringing in adopted white families or in government institutions. The reality was that Aboriginal children were being removed in order to be exposed to 'Anglo values' and 'work habits' with a view to them being employed by colonial settlers, and to stop their parents, families and communities from passing on their culture, language and identity to them. The children who were targeted for removal by the authorities to that time, had , in almost all cases one parent that was 'white' and one that was Aboriginal. The objective behind the removal of these children then was often one of racial assimilation.

“We didn't know anything about our culture.”

Task 7) Can you imagine what it would feel like to be taken away from your home and family without warning? Write down what you might think, feel and do in such a situation.

“We were completely brainwashed to think only like a white person. When they went to mix in white society, they found they were not accepted [because] they were Aboriginal. When they went and mixed with Aborigines, some found they couldn't identify with them either, because they had too much white ways in them. So that they were neither black nor white. They were simply a lost generation of children. I know. I was one of them.”

Source Speech Bubbles: *Confidential submission 617, New South Wales: woman removed at 8 years with her 3 sisters in the 1940s; placed in Cootamundra Girls' Home*

Solutions to the tasks

Task 1) *What do you associate with Australia? Show your fellow students! You can: make a noise/mime/describe/draw*

Operators: associate, make noise, mime, describe, and draw.

→ *Acting suits well for animals/sports, making noises for animals, abstract concepts (e.g. Australian map) for drawing and describing.*

Task 2) *Arrange the words from task 1) in a mind map! Subdivide the mind map into chunks named “politics”, “history”, “culture” and two more. Then, put all allocated words in one of the chunks.*

Operators: *Arrange words, subdivide, allocate*

Some examples for the chunks are given below:

- **Politics:** names of politicians, national holidays, Sorry Day, strict Australian immigration laws
- **History:** first European settlements in Australia, voyages of Europeans to Australia, participation of Australia in WW I and II
- **Culture:** Australian food (vegemite: yeast spread), Australia’s participation in Olympic Games, myths about the Uluru, interaction of Aboriginals and Australians with European ancestors
- **Geography:** territories and capitals, Uluru and Great Barrier Reef
- **Australian animals:** wombat, kangaroo, New Zealand’s flightless bird kiwi

Tasks 3) und 4) Expert Groups on Australia’s two histories

Die Aufteilung in Expertengruppen und Rückführung in die Stammgruppen hat den Vorteil, dass alle Schüler eine für ihre Gruppe wichtige Aufgabe übernehmen und eine entsprechende Motivation für die eigene Arbeit vorhanden ist.

Die Textaufteilung kann wie folgt aussehen:

Experts 1: II. 4-16

Experts 2: II. 17-39

Experts 3: II. 40-55

Für die Timeline und die Präsentation in den Gruppen sollten Jahreszahlen, wichtige Ereignisse und Namen sowie andere ‚key words‘ gesammelt werden. Außerdem empfiehlt sich die Nutzung von Symbolen (! + →) um Zusammenhänge zu verdeutlichen. Im Idealfall schreiben die Schüler Phrasen, aber keine vollständigen Sätze auf. So kann bei der Präsentation die freie Rede gewährleistet werden.



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