



Victorian Essential Learning Standards

Sample Unit

The 1967 Referendum

Levels 5 and 6 Civics and Citizenship, Level 6 the Humanities – History, Levels 5 and 6 Communication, Levels 5 and 6 Thinking Processes

Contents

Introduction	1
Learning focus	1
Physical, Personal and Social Learning	1
Discipline-based Learning	2
Interdisciplinary Learning	2
Victorian Essential Learning Standards	3
Teaching and Learning Activities	5
1. Select a task	8
2. Research	9
3. Presentations	10
4. Reviews	10
Milestones	11
Assessment	12
Unit resources	15
Online resources	15
Audio-visual resources	16
Books	17
Student materials	18
Teacher materials	18
Glossary	19





Introduction

The 1967 Referendum was a significant milestone in the progress towards equal rights for Indigenous Australians. It holds great symbolic importance for Indigenous Australians. In the campaign for the referendum, Victorians played a significant role.

In *The 1967 Referendum*, students evaluate the significance of the 1967 Referendum by:

- reflecting on the civil, political and social rights enjoyed by citizens in a democracy
- analysing democratic values, including freedom, equality and respect
- examining the Referendum's historical, social and political context
- understanding the importance of referendums as a process of constitutional change
- analysing a range of primary sources, including photographs, speeches, songs, slogans, pamphlets and statistical data
- developing strategies in brainstorming, questioning and note-making
- researching and presenting a point of view on a significant issue
- understanding the importance of context, audience and purpose in presenting a point of view.

This resource will be supplemented by other online materials developed in collaboration with the Victorian Aboriginal Education Association Incorporated (VAEAI).

The VCAA acknowledges the support of Social Education Victoria (SEV) and the History Teachers Association of Victoria (HTAV) in the planning of this unit. The VCAA also acknowledges the contribution of Sue Gordon.

Learning focus

This unit addresses learning focus statements from all three strands. These include:

Physical, Personal and Social Learning

Civics and Citizenship Level 5

- learn about significant milestones in the development of Australian rights
- consider Aboriginal and Torres Strait Islander rights
- research issues and events of importance to the community



Civics and Citizenship Level 6

- investigate historical and contemporary issues regarding the Constitution
- investigate the nature and history of human rights
- explore human rights issues, including the human rights of Indigenous communities
- learn about the past and present Government policies in relation to Indigenous people
- learn about the values and beliefs which support a harmonious multicultural society
- evaluate the effectiveness of democratic processes in bringing about change.

Discipline-based Learning

The Humanities – History Level 6

- learn about the struggles of Aboriginal and Torres Strait Islander communities to gain political and social rights
- analyse significant events which have led to improvements in political and civil rights for groups of Australians
- frame research questions and locate relevant resources
- evaluate sources in terms of origin, context, information, reliability, completeness, objectivity and bias
- use historical conventions

Interdisciplinary Learning

Thinking Processes Level 5

- seek evidence to support conclusions and investigate the validity of other people's ideas
- use discipline-based methodologies to conduct inquiries and gather, analyse and synthesize information
- distinguish between sources
- synthesize self-directed and teacher-directed information
- recognise the complexity of ideas and concepts and employ thinking strategies to develop connections.

Thinking Processes Level 6

- develop skills in synthesizing complex information and solving problems that include a wide range of variables
- develop questioning techniques to probe and elicit information from a variety of sources
- explore different perspectives and issues in depth
- select appropriate strategies to process and organise information

Communication Level 5

- explore implicit and explicit meaning in sources
- share with others the meaning they have constructed and discuss differences
- reflect on and evaluate the effectiveness of a range of media in communicating a similar message
- present information, ideas and opinions for a variety of purposes, to a range of audiences

- identify the key messages these sources seek to communicate; structure ideas logically and coherently

Communication Level 6

- respond to a range of texts and reflect on how cultural and societal norms and ideology influence their production
- develop a high level of expertise in the language and communication forms of History and Civics and Citizenship
- communicate complex ideas
- organise information, ideas and opinions into a coherent structure
- adjust presentation to audience and purpose.

Victorian Essential Learning Standards

The 1967 Referendum can be used to assess a range of Victorian Essential Learning Standards.

The table below is an example of how this unit might be used to assess some Level 5 and Level 6 standards.

Strand	Domain	Dimension	Key elements of standards Students:
Physical, Personal and Social Learning	Civics and Citizenship (Level 5)	Civic knowledge and understanding	... identify significant developments in the ... achievement of political rights in Australia
	Civics and Citizenship (Level 6)	Civic knowledge and understanding	... explain how the Australian Constitution affects their lives and human rights issues
Discipline-based Learning	The Humanities – History (Level 6)	Historical knowledge and understanding	... evaluate the impact of colonisation on Aboriginal and Torres Strait Islander communities and the fight for civil and political rights ... compare different perspectives about a significant event and make links between historical and contemporary issues
		Historical reasoning and interpretation	... identify, comprehend and evaluate a range of primary and secondary sources ... critically evaluate sources of evidence for context, reliability, information, completeness, objectivity and bias ... use appropriate historical language and concepts ... use evidence to support arguments ... communicate historical explanations in a variety of ... forms

Strand	Domain	Dimension	Key elements of standards Students:
Interdisciplinary Learning	Thinking Processes (Level 5)	Reasoning, processing and inquiry	... locate and select relevant information from varied sources ... use a range of appropriate strategies to evaluate evidence and consider various points of view
	Thinking Processes (Level 6)	Reasoning, processing and inquiry	... discriminate in the way they use a variety of sources ... process and synthesize complex information and complete activities focusing on problem solving and decision making
	Communication (Level 5)	Listening, viewing and responding	... interpret complex information and evaluate the effectiveness of its presentation ... use specialised language and symbols appropriate to the contexts in which they are working ... consider various points of view, apply prior knowledge to new situations, challenge assumptions and justify interpretations
		Presenting	... use the communication conventions, forms and language appropriate to the subject to convey a clear message ... to meet the needs of the context, purpose and audience
	Communication (Level 6)	Listening, viewing and responding	... identify the ways in which complex messages are effectively conveyed and apply this knowledge to their communication ... consider alternative views, recognise multiple possible interpretations and respond with insight
		Presenting	... select suitable resources and technologies to effectively communicate ... use subject-specific language and conventions to communicate complex information



Teaching and Learning Activities

Teachers should read the background material *About the 1967 Referendum* (see *Unit resources* page 15) before beginning the teaching and learning activities.

The teaching and learning resources in this sample unit are self-contained. However, the *Resources* section contains a list of resources that may be used to support student research. In 2007, the National Museum published *Collaborating for Indigenous Rights*, which has extensive online materials about the 1967 Referendum (<http://www.nma.gov.au/index.html>). Teachers may choose to supplement inquiry questions in the activities with further online materials.

Activity 1: Rights for all Australians

In this activity, students will consider the notion of citizens' rights. They will use the results of their discussion, as well as Student Materials 1, to analyse the rights of Aborigines in the 1950s and 1960s.

Rights we expect

Use a Think, Pair, Share strategy to have students brainstorm the rights that we expect as citizens of Australia. (As a prompt, have students consider legal rights, political rights, workplace rights, rights to social security, social rights.)

Have share groups 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', 'civil' and 'social' rights.

Indigenous rights – 1950s and 1960s

Provide students with a copy of *Student Material 1: Indigenous rights - 1950s and 1960s* (see *Unit resources* page 15).

Read through the document with students and ensure they are familiar with key terms used (such as 'detrribalised' in Source 1, and the right to 'move around freely', which refers to Aborigines' ability to move off missions and reserves in order to work or visit others.)

Have students work in groups to analyse two or more of the sources ensuring that all of them are covered. Students should discuss and write down answers to the following:

- What is this source about?
- What sorts of rights does it talk about?
- What does it tell us about the right of Aborigines in the 1950s and 1960s?

Have students report back on their source analysis. Have students write a list of rights of Aborigines based on the examples in the sources.

Discuss with students: How do these rights compare with the rights that students expect as Australian citizens?



For further background information, students might also access *Collaborating for Indigenous Rights* (<http://www.nma.gov.au/indigenoustrights/>). See the menu *Australia in the 1950s*.

Activity 2: What's a referendum?

In this activity, students will consider the Australian Constitution and its provisions covering Aborigines. They will also consider the way that the Constitution can be changed.

Provide students with a copy of Student Material 2: What's a referendum? (see *Unit resources* page 15).

Read through the definition and the provisions covering Aborigines. Discuss with students the implications of each of the Constitutional provisions.

- What does Section 51 say about the powers of the Federal Government to pass laws about Aborigines?
- What are the implications of not being counted in the population? What's a census? How do governments use census data?
- How might Indigenous Australians of the 1960s have felt about Section 127?

Read through the definition and provisions covering a referendum. Why might those who made the Constitution have made it so difficult to change?

Have students complete a flow chart which outlines the steps in passing a referendum in their notebooks.

Conduct a class referendum on a proposition that requires a 'Yes' or 'No' answer. Allocate students to a particular State/Territory (around three students per State and two per Territory). Have students vote as individuals. Show students what a double majority means by counting:

- The class vote as a whole (representing all of Australia)
- The votes of each State (note that the Territories only count in the national vote).

Activity 3: The petitions

In this activity, students consider the role of petitions and the ways they were used in this campaign.

Provide students with copies of Student Material 3: The petitions (see *Unit resources* page 15) and read through them as a class.

Ask for volunteers to role-play gathering the signatures at the football or in a shopping centre. Discuss effective strategies for collecting signatures.

The petition is a traditional method of making a request to Parliament. If people today wanted to bring the Parliament's attention to an issue, what other strategies could they use?



After class discussion, have students in groups or pairs to examine the two sources in detail and discuss the following questions:

- Why does the petition use expressions like ‘Your petitioners humbly pray’?
- Why are names and addresses needed on a petition?
- In what issues today might a petition be a useful part of a process of change?
- What simple message did Doug Nicholls convey?
- Why was it Doug’s job ‘to lead ‘em to the table’ and Alick Jackomos’ job to collect signatures?
- Why do you think the campaigners were so successful in collecting signatures?

Activity 4: The Referendum campaign leaflets

In this activity, students consider the main arguments used in the lead-up to the Referendum.

Distribute Student Materials 4: The Referendum campaign leaflets (see *Unit resources* page 15).

Read and discuss these leaflets as a class and write a class summary of the hopes raised in the Queensland leaflet. Then ask students to complete the following, quoting from the leaflets.

- The campaign for a YES vote often referred to equal rights. We see this in ... The picture ... The words ...
- The emphasis on the future is seen in the emphasis on children and young people in the campaign. We see this in ...
- The campaign included the idea that special help might be given to Aborigines because of their special disadvantages. This is shown in the words ... in ...
- The 1967 Referendum was affected by the feeling that other countries were judging Australians. This is shown in the words ... in ...
- One reason for the Constitutional changes is that the Constitution as it stood did not belong in the modern world. We see this in the words ... in ...
- The campaign included the notion that the different rules for Aborigines in different States needed to be replaced. We see this in the words ... in ...

Activity 5: Campaign songs and slogans

In this activity, students examine the persuasive techniques used in the popular campaign to support the Referendum.

Provide students with a copy of Student Materials 5: Campaign songs and slogans (see *Unit resources* page 15).

- Have students rule a page in two with the headings ‘Persuasive techniques used’ and ‘Possible impacts on readers/listeners’. Have them analyse Sources 5.1 and 5.2
- Ask students to select which one of the slogans they think is most effective and explain their reasons why
- Ask students to imagine they were part of this campaign and write their own slogan or song, or design a placard or poster
- Share these slogans and responses with the class.



Activity 6: The Referendum results and aftermath

In this activity, students analyse the Referendum results, and consider what happened afterwards and how the Referendum was later seen.

Distribute Student Materials 6: The Referendum results and aftermath (see *Unit resources* page 15).

Have students discuss the following questions based on these sources in small groups:

Source 6.1

- What does the overall result tell us about the support for this Referendum?
- What do the State returns suggest about the support in Victoria? Can you suggest any reasons for this?
- Why might Western Australia have returned the highest 'No' vote?
- Of the ten electorates with the highest 'No' vote, nine were rural. Why might this be so?

Source 6.2

- Is the cartoon optimistic or pessimistic about the outcome of the Referendum? Explain your view.

Source 6.4

- Why might there be such variety in the views of Aboriginal people interviewed in 1997 (30 years after the Referendum)?

Interpreting the results

Have students discuss the following interpretations which have been given of the results of the Referendum:

It was a vote to better conditions for Aborigines.

People voted for assimilation and equality.

Most people were confused about the Constitutional change but wanted Aborigines to be treated more fairly.

Which of the above explanations seems most accurate? On what basis did you make this judgment? What other evidence might you need?

Have students individually write five sentences which to them sum up the significance of the 1967 Referendum. Have them explain their sentences to another student. Have each student read a sentence to the class.

Activity 7: Assessment Task

1. Select a task

Have students complete one of the following:

Task A

You are asked to make a speech and/or multimedia presentation for the 40th anniversary of the 1967 Referendum.



or

Task B

You are asked to make a speech and/or multimedia presentation on the role of one or more key Indigenous leaders in the Referendum campaign (for example, Faith Bandler, Bill Onus, Doug Nicholls, Joe McGuinness, Kath Walker – later known as Oodgeroo Noonaccul).

Ask students to form groups based on their choice of topic.

For Task A, suggest that they brainstorm the main points they would wish to make about the Referendum. These points should enable them to start revision and research, so that all main points they wish to make are illustrated by historical sources.

For Task B, suggest that students clarify the questions they wish to answer about their chosen individual. For example:

- What was their background?
- What did they do?
- What effect did they have?
- How did they see the Referendum afterwards?

While students could research in groups, their presentation should be individual or have clear individual components for assessment purposes.

Have all students complete a bibliography of sources used.

2. Research

Provide students with time and access to resources so they can research the 1967 Referendum further. Students should investigate, explain and illustrate their main points. Remind them about conventions relating to citing sources and completing a bibliography. Make sure that they use quotation marks where appropriate, and record all sources used.

See *Unit resources* page 15 for key online resources for investigations including:

Australian Biography

This includes interviews and other materials about Faith Bandler, HC ‘Nugget’ Coombs and Charles Perkins.

Australian Dictionary of Biography, Online Edition

This is useful for biographical material on participants in the campaign.

Australian Referendums 1906–1999 CD-ROM

This CD-ROM is available free-of-charge from the Australian Electoral Commission.

Collaborating for Indigenous Rights: The 1967 Referendum

This National Museum of Australia publication includes excellent and up-to-date materials under the headings: ‘Earlier attempts’, ‘Australia in the 1950s’, ‘Early petitions’, ‘National petition campaign 1962-3’, ‘Parliament and Cabinet debates’, ‘FAA’, ‘Cabinet decision’, ‘Campaigning’, ‘Victory aftermath’.



Indigenous Australians and the Vote

This Australian Electoral Commission publication looks at the history of the Indigenous vote in Australia.

Film Australia Digital Learning

This contains teaching and learning materials relating to Indigenous Australia, as well as an index of materials available online.

Time Frame: Citizens at Last

This contains material and interviews from this 1997 ABC program.

3. Presentations

Presentations could be made to the class, another group of students, an assembly to mark the 40th anniversary of the 1967 Referendum, a parent or a community group.

4. Reviews

Ask each student to write a brief review of their research task that comments on any difficulties encountered in the research, the actual preparation involved, and how they felt it went.



Further Research Activities

Milestones

Have students complete group research on other timeline milestones in the development of Indigenous civil and political rights. The following contains a list of suggested topics and some resources to start the investigation:

Online resources

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 guaranteed. 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.

1938 Day of Mourning

<http://www.curriculum.edu.au/ddunits/units/ls3struggles-glance.htm>

1965 Freedom Ride

<http://www.freedomride.net/index.html>

1966 Wave Hill Strike

<http://www.abc.net.au/message/archive/common/time3.htm>

1992 Mabo High Court decision

<http://www.nla.gov.au/ms/findaids/8822.html>

The 'Stolen Generation'

<http://www.humanrights.gov.au/education/bth/index.htm>

Other Referendums

Have students research the campaign, the issues and the results of another referendum. There is a good deal of information available on the recent Republican Referendum.

Visit the Federal Parliamentary Library for a beginning:

<http://www.aph.gov.au/library/pubs/rp/1998-99/99rp25.htm>



Assessment

The Victorian Essential Learning Standards supports a combination of assessment practices:

- Assessment of learning (summative)
- Assessment for learning (formative)
- Assessment as learning (ongoing)

Further information on these can be found at:

<http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/default.htm>

When assessing student achievement, assessment criteria can be developed from relevant standards and associated tasks or activities. The table below shows a range of assessment criteria, tools and strategies applicable to this unit. Teachers could choose to use some or all of these or use the unit to assess other standards.

Standards	Assessment criteria (Examples)	Evidence
Thinking Processes (Level 5) <i>Reasoning, processing and inquiry</i>	Ability to: <ul style="list-style-type: none">• locate and select relevant information from varied sources• use a range of appropriate strategies to evaluate evidence and consider their own and others' points of view.	Observation of feedback on activities Research task oral presentation Research task written presentation
Thinking Processes (Level 6) <i>Reasoning, processing and inquiry</i>	<ul style="list-style-type: none">• discriminate in the way they use a variety of sources• process and synthesise complex information and complete activities focusing on problem solving and decision making	Selection of resources for assessment task Use of sources in presenting a coherent speech or multimedia presentation which analyses the significance of the 1967 Referendum
Communication (Level 5) <i>Listening, viewing and responding</i>	<ul style="list-style-type: none">• interpret complex information and evaluate the effectiveness of its presentation• use specialised language and symbols as appropriate to the contexts in which they are working.• consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.	Observation of student discussion, analysis and feedback on primary sources Use of appropriate terminology and concepts (such as assimilation, political rights, referendum) in classroom discussion and in assessment presentation Observation of response to teaching and learning activities based on sources, response to other points of view, presentation of viewpoints based on evidence in presenting assessment task.

Standards	Assessment criteria (Examples)	Evidence
Communication (Level 5) <i>Presenting</i>	<ul style="list-style-type: none"> • use the communication conventions, forms and language appropriate to the subject to convey a clear message ... to meet the needs of the context, purpose and audience. 	Use of relevant language and terms in assessment presentation on the 1967 Referendum Well structured assessment presentation which clearly outlines the significance of the 1967 Referendum Adjusting assessment presentation to suit audience and purpose
Communication (Level 6) <i>Listening, viewing and responding</i>	<ul style="list-style-type: none"> • identify the ways in which complex messages are effectively conveyed and apply this knowledge to their communication. • consider alternative views, recognise multiple possible interpretations and respond with insight. 	Observation of student responses to analysis and evaluation of primary sources in teaching and learning activities Display awareness of complexity of issues and perspectives surrounding the 1967 Referendum in responses to teaching and learning activities and in assessment presentation
Communication (Level 6) <i>Presenting</i>	<ul style="list-style-type: none"> • select suitable resources and technologies to effectively communicate • use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information. 	Selection of appropriate means to present assessment task Uses Civics and Citizenship and History concepts in presenting assessment task
Civics and Citizenship (Level 5) <i>Civic knowledge and understanding</i>	<ul style="list-style-type: none"> • identify significant developments in the ...achievement of political rights in Australia 	Assessment task identifies the significance of the 1967 Referendum
Civics and Citizenship (Level 6) <i>Civic knowledge and understanding</i>	<ul style="list-style-type: none"> • explain how the Australian Constitution affects their lives and human rights issues 	Response to activities and assessment task identifies the role and importance of the Australian Constitution and the need for it to be changed to implement equal rights for Indigenous Australians



Standards	Assessment criteria (Examples)	Evidence
<p>The Humanities – History (Level 6)</p> <p><i>Historical knowledge and understanding</i></p>	<ul style="list-style-type: none"> • evaluate the impact of colonisation on Aboriginal and Torres Strait Islander communities and the fight for civil and political rights. • compare different perspectives about a significant event and make links between historical and contemporary issues. 	<p>Response to teaching and learning activities and assessment task display understanding of historical background and issues involved in the 1967 Referendum</p> <p>Assessment task shows understanding of the achievements of the 1967 referendum and the issues about equal rights for Indigenous Australians which still exist today.</p>
<p>The Humanities – History (Level 6)</p> <p><i>Historical knowledge and understanding</i></p>	<ul style="list-style-type: none"> • identify, comprehend and evaluate a range of primary and secondary sources • critically evaluate sources of evidence for context, reliability, information, reliability, completeness, objectivity and bias. • use appropriate historical language and concepts • use evidence to support arguments 	<p>Observation of student responses to evaluation of sources.</p> <p>Assessment task use of sources</p> <p>Observation of evaluation of primary sources used in teaching and learning activities</p> <p>Use of language and concepts in assessment task and in teaching and learning activities</p> <p>Justification of points of view based on evidence in response to teaching and learning activities and in assessment task. Use of accurate bibliographic details and historical conventions to cite resources.</p>

See the *Assessment resource* for advice on developing rubrics.



Unit resources

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Online resources

Australian Biography

<http://www.australianbiography.gov.au/>

Includes interviews and other materials about Faith Bandler, HC ‘Nugget’ Coombs and Charles Perkins.

Australian Dictionary of Biography, Online Edition

<http://www.adb.online.anu.edu.au/adbonline.htm>

Useful for biographical material on participants in the campaign.

Australian 1967 Referendums 1906-1999, CD-ROM

[http://www.aec.gov.au/content/When/1967 Referendums/1967 Referendums_cdrom.htm](http://www.aec.gov.au/content/When/1967%20Referendums/1967%20Referendums_cdrom.htm)

Available free of charge from the Australian Electoral Commission.

Collaborating for Indigenous Rights: The 1967 Referendum

<http://www.nma.gov.au/index.html>

This National Museum of Australia resource includes excellent and up-to-date materials under the following headings: ‘Earlier Attempts’, ‘Australia in the 1950s’, ‘Early Petitions’, ‘National Petition Campaign, 1962-3’, ‘Parliament and Cabinet Debates’, ‘FAAA’, ‘Cabinet Decision’, ‘Campaigning’, ‘Victory Aftermath’.

Indigenous Australians and the Vote

<http://www.aec.gov.au/content/when/history/index.htm>

This Australian Electoral Commission website looks at the history of the Indigenous vote in Australia.

Film Australia Digital Learning

<http://www.filmaust.com.au/learning/>

Contains teaching and learning materials relating to Indigenous Australia, as well as an index of materials available online.

Mission Voices

<http://www.abc.net.au/missionvoices/>

This website tells the story of some of the missions and reserves in Victoria. The Victorian Government supported the establishment of 34 Aboriginal missions and reserves, while over 200 existed across Australia. Some of these sites lasted many years, while others closed soon after their formation. The Victorian Government strictly controlled life on the missions and reserves through an Aborigines Protection Board based in Melbourne. This site tells the story of Ebenezer, Lake Tyers, Coranderrk, Cummeragunja, Framlingham and Lake Condah. The photographs and stories give students a strong feel for life on these missions and reserves.



National Archives of Australia

<http://www.naa.gov.au/publications/fact/fs150.html>

'Fact Sheet 150' provides a useful overview of the 1967 Referendum and records relating to it.

Time Frame: Citizens at Last

<http://www.abc.net.au/time/episodes/ep5.htm>

This 1997 ABC video features accessible material and interviews.

Audio-visual resources

The Aboriginal Civil Rights Movement, Exploring Indigenous Australia

Video Education Australasia, 1999

This 30-minute program was made for secondary school students. It considers the denial of rights, early struggles, the 1967 Referendum, self-determination and continuing issues.

100 Years: the Australian Story (Episode 4)

ABC, 2001

Entitled 'The Unfinished Business', this hour-long episode covers looks at the experiences of Indigenous Australians throughout the 20th century, including the 1967 Referendum.

Time Frame: Citizens at Last

<http://www.abc.net.au/time/episodes/ep5.htm>

This 1997 ABC program focuses on the 1960s but gives some coverage of events since.

The Fair Go

ABC Open Learning, Canute Films, 1999

This video covers the 1960s and 1970s in detail.

Digilearn resources, Department of Education

<http://www.education.vic.gov.au/studentlearning/teachingresources/elearning/digilearn.htm>

Digilearn is a new portal for Government school teachers accessing Digital Learning Resources for use in the classroom.

- Making a difference: Barak (Digilearn identifier L5205)
- Making a difference: Charles Perkins (Digilearn identifier L5209)
- Making a difference: David Unaipon (Digilearn identifier L5211)
- Making a difference: Michael Long (Digilearn identifier L5216)
- Making a difference: Windradyne (Digilearn identifier L3248)
- Making a difference: Yagan (Digilearn identifier L5206)
- Mervyn Bishop: mission life (Digilearn identifier L4111)
- Mervyn Bishop: photographer (Digilearn identifier L3247)
- Mervyn Bishop: the early years (Digilearn identifier L4108)
- Mervyn Bishop: the old days (Digilearn identifier L4110)
- Mining Indigenous land (Digilearn identifier L1437)



Books

The 1967 Referendum, or When Aborigines Didn't get the Vote

Bain Attwood and Andrew Markus, Aboriginal Studies Press, Canberra, 1997

This is the most important text for this topic. Includes detailed commentary and many primary sources.

Struggle for Aboriginal Rights: A Documentary History

Bain Attwood and Andrew Markus, Allen & Unwin, St Leonards, NSW, 1999

Includes many primary sources.

Rights for Aborigines

Bain Attwood, Allen & Unwin, Crows Nest, NSW, 2003

Includes a detailed discussion of the 1967 Referendum.

Chronicles of Australian Contemporary History

Mary Cannon, Longman, Melbourne, 1996

Includes a chapter on the 1967 Referendum.

Civil Rights: How Indigenous Australians Won Formal Equality

John Chesterman, University of Queensland Press, St Lucia, 2005

A detailed study of the complex process of change that took place during the 1950s, 1960s and 1970s.

Citizens Without Rights: Aborigines and Australian Citizenship

John Chesterman and B. Galligan, Cambridge University Press, Melbourne, 1997

Includes a chapter on the 1967 Referendum.

Invasion to Embassy: Land in Aboriginal Politics, 1770-1972

Heather Goodall, Allen & Unwin, St Leonards, NSW, 1996

Includes a chapter on the 1967 Referendum.

Australia's Democracy: A Short History,

John Hirst, Allen & Unwin and Curriculum Corporation, Crows Nest NSW and Carlton Vic, 2002.

Seeking Racial Justice: An Insider's Memoir of the Movement for Aboriginal Advancement, 1938-1978

Jack Horner, Aboriginal Studies Press, Canberra, 2004

A detailed study of the Aboriginal rights movement in the middle part of the century.

Encyclopedia of Aboriginal Australia

D. Horton (General Editor), Australian Institute of Aboriginal and Torres Strait Islander Studies, Canberra, 1994

Includes entries on 'Referendum 1967', 'Referendum 1944', 'Aboriginal Advancement Leagues', 'FCAATSI', 'Office of Aboriginal Affairs', and people like Bandler, Faith, McGinness, Onus and Oodgeroo Noonuccal.

Macquarie Atlas of Indigenous Australia

Bill Arthur and Frances Morphy (General Editors), Macquarie, Sydney, 2005

Includes chapters on governance, political participation and social justice.



Black and White Together: FCAATSI: The Federal Council for the Advancement of Aboriginal and Torres Strait Islanders 1958-1973

Sue Taffe, Queensland University Press, Brisbane, 2005

A detailed look at this important body.

‘The Commonwealth Referendum of 1967: Australian Indigenous Citizenship, an interpretation of historical events’

[http://www.oodgeroo.qut.edu.au/academicpage/1967 Referendum19.jsp](http://www.oodgeroo.qut.edu.au/academicpage/1967%20Referendum19.jsp)

A detailed look at the history of Australian Indigenous citizenship from Penny Tripcony.

This paper was originally presented to the Aboriginal Nations and the Australian Constitution Conference at Old Parliament House in Canberra.

Victims or Victors? The Story of the Aborigines Advancement League

Victorian Aborigines Advancement League, South Yarra, Hyland House, 1985

Student materials

The following student materials are accessible at:

http://vels.vcaa.vic.edu.au/support/level5/referendum_res.html

Student Materials 1: Indigenous rights – 1950s and 1960s

Student Materials 2: What is a referendum?

Student Materials 3: The petitions

Student Materials 4: The Referendum campaign leaflets

Student Materials 5: Campaign songs and slogans

Student Materials 6: The Referendum results and aftermath

Teacher materials

About the 1967 Referendum

This document includes an essay on the 1967 Referendum. It is accessible at

http://vels.vcaa.vic.edu.au/support/level5/referendum_res.html

Teaching and learning resource

This document provides information about teaching and learning strategies referred to in the unit. It is accessible at <http://vels.vcaa.vic.edu.au/support/teaching.html>

Assessment resource

This document provides information about assessment strategies referred to in the unit. It is accessible at http://vels.vcaa.vic.edu.au/support/assessment_reporting.html



Glossary

Aboriginality is the term used in the national movement among Aboriginal people in the late 1960s and 1970s to assert Aboriginal identity and highlight and celebrate what is specific to Aboriginal culture.

Assimilation refers to the process by which a dominant cultural group absorbs another group which eventually ceases to exist. Assimilation policies regarding Aborigines were formally endorsed by all State Governments from the 1930s to the 1960s. The removal of Aboriginal children of mixed descent was part of this process.

Civil rights refer to the shared political, legal and social rights of citizenship that are provided for by Commonwealth and State laws.

Constitution refers to the Australian Constitution drawn up at Federation. The basis of Australian governance since 1901, it can only be amended through referendums.

Discrimination based on race was a focus of the United Nations *Declaration of Human Rights* in 1948. Australia also signed a United Nations convention on the elimination of racial discrimination in 1966.

FCAA (later FCAATSI) refers to the Federal Council for Aboriginal Advancement (1958 – 1973). The first national organisation for Aborigines, it included Aboriginal and non-Aboriginal leaders and a range of affiliated organisations.

Freedom Rides refers to the awareness-raising bus rides through rural NSW undertaken by Sydney University students in 1965. Led by Charles Perkins, and inspired by the US Civil Rights Movement, the rides highlighted the inequality in country towns where segregation was practised.

Integration was the term preferred by many Aborigines to describe their relationship to other Australians in the late 1950s and 1960s. In contrast to assimilation, it implies both Aboriginal choice and the retention of cultural identity.

Land rights is an umbrella term covering Aboriginal rights to livelihood, the special relationship Aborigines have with the land, and Aborigines' prior ownership of Australia. It can refer to the land rights based on native title recognised after the Mabo decision in 1992.

Referendum changes to the Australian Constitution require a 'double majority' – the support of the majority of voters, and of a majority of voters in a majority of States. In 1967, voters from the States, but not from the Northern Territory or the Australian Capital Territory, took part.

Segregation refers to the policy of separating Aborigines from the general public in missions and reserves. Other forms of segregation especially common in rural communities include the different treatment of Aborigines and their exclusion from public facilities.

Self-determination is the process by which a distinct people gain control over their lives as a people.

Sovereignty is the term for the exclusive rights exercised by a distinct group of people over a particular territory.

Tent Embassy usually refers to the Tent Embassy set up to protest about land rights on the lawns of Parliament House, Canberra, on Australia Day 1972.



Teacher Resource