



Episode 4 - Always Was Always Will Be.

Overview

From the Frontier Wars to police in communities to the biggest weapons ever made. Militarism started in this continent when the British invaded over two hundred years ago, and it continues to this day. Boe Spearim, Aunty Sue Coleman-Haseldine, and Uncle Ned Hargreaves tell stories of struggles that are vital for all of us.

This episode provides additional context and perspectives for Humanities units from both National and State Curricula.

A selection of learning activities are arranged in a sequence with suggestions for Before, During and After listening.

The activities would be most relevant to:

Australian Curriculum	
History Year 10	<ul style="list-style-type: none"> ● Depth Study 2, Rights and Freedoms (1945–the present) <ul style="list-style-type: none"> ○ explains and analyses, uses evidence, applies historical terms and concepts, communicates effectively using oral, written, visual and digital forms.
QCA	
Modern History	<ul style="list-style-type: none"> ● (Yr 11) Unit 1-Topic 1 - Topic 1: Australian Frontier Wars, 1788–1930s. The podcast is an up to date and important resource to accompany unit plans such as https://themagicofinquirylearning.weebly.com/uploads/1/1/8/2/118225364/unit_plan_-_frontier_wars.pdf <ul style="list-style-type: none"> ○ comprehend terms, concepts and issues; devise historical questions and conduct research; analyse, evaluate and synthesise evidence from historical sources; create responses that communicate meaning.
Aboriginal and Torres St Islander Studies - Senior Syllabus	<ul style="list-style-type: none"> ● Unit 1-4 <ul style="list-style-type: none"> ○ define and use terminology, demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies, analyse worldviews, consider and organise information from sources, evaluate the significance of cultural interactions, create responses that communicate meaning to suit purpose
NESA	
Aboriginal Studies	<ul style="list-style-type: none"> ● Preliminary Course - Parts 1 & 2 ● HSC Course Part I – Social Justice and Human Rights Issues ● As part of the ‘immerse’ phase of a Guided Inquiry (https://guidedinquirydesign.com/gid-articles/)
Legal Studies	<ul style="list-style-type: none"> ● HSC Course Option 4 : Indigenous peoples (additional resource for vocabulary and definitions.) <ul style="list-style-type: none"> ○ define, outline, explain, evaluate, identify and investigate
Australian Curriculum - General Capabilities	



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Critical and Creative Thinking	<p>Inquiring</p> <ul style="list-style-type: none"> ● identify, explore and organise information and ideas ● pose questions <p>Generating ideas, possibilities and actions</p> <ul style="list-style-type: none"> ● imagine possibilities and connect ideas ● consider alternatives ● Reflecting on thinking and processes ● transfer knowledge into new contexts.
Ethical Understanding	<p>Understanding ethical concepts and issues</p> <ul style="list-style-type: none"> ● explore ethical concepts in context. ● Exploring values, rights and responsibilities ● examine values ● consider points of view.
Intercultural Understanding	<p>Recognising culture and developing respect</p> <ul style="list-style-type: none"> ● develop respect for cultural diversity. ● Interacting and empathising with others ● consider and develop multiple perspectives ● empathise with others

The selected learning activities are arranged in a sequence with suggestions for Before, During and After listening.

Suggested Learning Experiences:	
<p>Session One Before Listening</p>	<ul style="list-style-type: none"> ● Depending on your context, individual reflection and discussion could be important or even a Contract ● What do we already know? use a Chain Note strategy to assess prior knowledge. ● KWL charts - prepare a whole class version on paper or smart board. ● Predict - What events, concerns, issues might be spoken about in this episode? ● Use narrative as a way into the issue, by asking students the question, What would I do if?
<p>Session Two While listening</p> <p>Focus/discussion questions for each segment.</p>	<p>What did you Hear, Feel, Think, Wonder. Respond as you write/draw. What phrases/images stand out?</p> <p>00 to 6.35</p> <ul style="list-style-type: none"> ● What was the main difference between Aboriginal fighting or dispute pre invasion: ● Boe Spearim has a particular perspective. What do you notice about their perspective? What might be some of the features of their perspective? ● What is the significance of land, according to Boe Spearim? <p>22.35-29.34</p> <ul style="list-style-type: none"> ● What is the significance of the thorny devil? ● What happened at Maralinga? ● What company links Auntie Sue's country and West Papua? ● Was the Native Title Act of benefit, in Auntie Sue's opinion, why or why not? <p>29.56-33.00</p> <ul style="list-style-type: none"> ● What is the impact of a death in custody in the Yuendumu community? ● How would you explain the demand from the people of the community?

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<p>Session Three After listening</p>	<ul style="list-style-type: none"> • Reflect by writing in response to the questions. <ul style="list-style-type: none"> ◦ Did you learn about something new today? ◦ How did you feel about the story of? ◦ Do you have any questions that weren't answered? • Use the Big Paper strategy to slow down thinking, collect ideas and focus on the views of others • Write a letter to the editor (persuasive text) about your concern. • Create - an artistic/graphic response - poem, dance, song, artwork, mindmap, infographic. • Identify the locations and products of the company NIOA, what is the connection to Auntie Sue's country? • Use historical sources to investigate and share the history of one of the following: Pemulwuy, Windradyne, Tongerlongeter, Tarenorere, Dundalli, Yagan. • Formulate an inquiry question to explore one of the following terms like colonisation, settlement, invasion or any others you discover. Is there a difference in meanings or who uses them? • Formulate an inquiry question to explore the interconnections over time and space between colonial violence then and current struggles for justice particularly related to climate activism.
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Note:

- A useful and important guide for teachers is available from SBS
<https://www.sbs.com.au/learn/resources/aboriginal-and-torres-strait-islander-protocols-guide-for-teachers/>
- Queensland Studies provides a guide to Dialogue Circles and how they might be used for teaching and learning including for: hearing people's views on a topic; reciprocal sharing and learning.

Key concepts

- Connection to country/place
- Shared histories
- significance
- continuity and change
- interconnections
- perspectives and action

Additional References

- Facing History & Ourselves (2023) *Fostering Civil Dialogue*. Available at https://www.facinghistory.org/sites/default/files/2023-05/Fostering_Civil_Discourse.pdf
- Reynolds, H. (2006). *The other side of the frontier: Aboriginal resistance to the European invasion of Australia*. UNSW Press
- Ryan, L., Debenham, J., Brown, M., & Pascoe, W. (2019). Colonial frontier massacres in Australia, 1788–1930. *The University of Newcastle. The Centre for 21st Century Humanity*. Available from. <https://c21ch.newcastle.edu.au/colonialmassacres/map.php>
- SBS. (2022). *The Australian Wars*. Available from. <https://www.sbs.com.au/ondemand/tv-series/the-australian-wars>
- SBS Learn.(). *Understanding the Frontier Wars*. <https://www.sbs.com.au/learn/resources/understanding-the-frontier-wars/teacher-resource/>
- Spearim, Bo. (2020) *Frontier War Stories*. Available at <https://boespearim.podbean.com/>
- Wage Peace. (n.d.). *Frontier Wars Ceremonies*. <https://www.wagepeaceau.org/frontierwarsoverview/>