



Unsung ANZAC heroes 4: analysing data related to Aboriginal and Torres Strait Islander ANZACS



Number four of four lessons

- Unsung ANZAC heroes 1: ANZAC origins
- Unsung ANZAC heroes 2: Aboriginal and Torres Strait Islander ANZACS
- Unsung ANZAC heroes 3: analysing data related to Aboriginal and Torres Strait Islander ANZACS
- **Unsung ANZAC heroes 4: biographical research on ANZACS**

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
	✓	✓	

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
✓	✓					✓ ✓	

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓		✓	✓	

TOPIC INFORMATION

PURPOSE

To provide opportunities for students to:

- broaden their knowledge base regarding ANZACS;
- broaden their knowledge and understanding of our shared black & white histories;
- identify the injustices suffered by Aboriginal and Torres Strait ANZACS; and
- develop research skills.

STUDENT OUTCOMES

Students:

- identify and appreciate the contributions given by Aboriginal and Torres Strait Islander ANZACS in armed services campaigns that were endorsed by the Australian Federal Government;
- develop an understanding of the injustices experienced by Aboriginal and Torres Strait Islander ANZACS; and
- further develop understanding and respect for Aboriginal and Torres Strait Islander cultures





KEY BACKGROUND POINTS

The contribution made by Aboriginal and Torres Strait Islander peoples in the armed services is not widely known or acknowledged. They were involved as early as 1899-1902 in the second Anglo Boer War and all subsequent armed services campaigns, namely:

Campaign	Date	Number of Aboriginal and Torres Strait Islander people involved
First World War	1914-1918	350-500
Second World War	1939-1945	approximately 3,000
Malayan Emergency	1948-1960	
Korean War	1950-1953	
Vietnam War	1962-1973	
Persian Gulf War	1990-1991	
East Timor	1999-	
Afghanistan	2001-	
Iraq and Kurdistan	2003-	

Social Context:

- The actual number of Aboriginal and Torres Strait Islander ANZACS is unknown because it was not until 1941/42 when there was a physical threat of Japanese invasion of 'home soil' that they (Aboriginal peoples of non-mixed race) were allowed to enlist. Prior to this time many who chose to enlist claimed they were of Indian or Maori descent.
- Between 1860 and 1940 each state in the Commonwealth enacted and enforced laws empowering a "Chief Protector" to take charge of the lives of Aboriginal people until they attained maturity (titles of Government Acts differ from state to state).

Legal issues:

- In 1901 *The Constitution* excluded Aboriginal people by not regarding them as Australian citizens.
- In 1909, the *Defense Act 1909* (Commonwealth) prevented those who were not of 'substantially European descent' from being able to enlist in any of the armed forces.
- It was only in May 1917 that an army order allowed the enlistment of 'half-castes' due to the shortage of volunteers and the carnage on the Western Front. (Note: the term 'half-castes' is a derogatory term, offensive to many Aboriginal people, and it reflects the attitudes and policies of that era.)

Who went to war?

- It is estimated that between 350 and 500 Indigenous men enlisted for World War 1 ...
- ... and about 3,000 for World War II.
- Nine percent of Australian men enlisted. About twenty percent of men at Raukkan, an Aboriginal community in South Australia, went to war.

CULTURAL & PROTOCOL CONSIDERATIONS

- When exploring historical issues terminology that is now considered offensive is encountered and it will be necessary to clarify why this is the current view. Offensive terms include: half-caste, full-blood, native.
- When considering the contribution made by Aboriginal and Torres Strait Islander ANZACS it is important to acknowledge the sacrifice they made at severing their spiritual connection to their Traditional Land to fight for Australia.
- Aboriginal and Torres Strait Islander cultures are diverse and thus it is important not to make generalizations.
- Recommend contact with local Aboriginal community for specific advice on how to refer to deceased people about whom reference is made in this unit of work. There are protocols for the deceased depending on length of time, status in community ...





RESOURCES

Medium	Author, producer, developer etc	Title	Source
CD-ROM	DUIT Multimedia	<i>Moorditj</i>	http://moorditj.net.au
Website	Australian Government	<i>ANZAC Day</i> <i>Encyclopedia of Indigenous Australian Servicemen</i> <i>Gift to a Nation</i>	http://www.acn.net.au/articles/anzac/ (extract of article enclosed as information sheet) http://www.awm.gov.au/encyclopedia/aborigines (selected articles enclosed as information sheets) http://www.naa.gov.au/whats-on/online/feature-exhibits/gift.aspx
Website	Peter Charlton-Courier Mail	<i>Unsung Heroes</i>	http://www.news.com.au/couriermail/extras/oq/book5indigenous.html
Website	Australian War Memorial	<i>Harry Thorpe</i>	http://www.awm.gov.au/fiftyaustralians/46.asp

Warning:

Please note, you may prefer, if working with primary aged children, to download and edit some web articles to remove references to soldiers' activities with prostitutes and the prevalence of contracting sexually transmitted diseases.

Information sheet 1 included has been edited for this reason. The specific articles provided above are all appropriate to use with primary students. Care and direction may be required when students engage in selecting an ANZAC for bibliographic study in lesson 4.

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- student writing materials
- student photocopies of web article *Harry Thorpe*
- overhead transparency of **LEARNING GUIDE 3: Biographical record – Harry Thorpe**
- overhead projector and pens
- student photocopies of **LEARNING GUIDE 4: Biographical record**
- access to internet and general resources

LESSON STEPS

Preparation:

The lessons in this unit of work are intended as a guide only. Please feel free to use them in any way that suits your students' needs.

- **Read** Key Background Points and Cultural and Protocol Considerations.
- **Photocopy** for students and read web article *Harry Thorpe*.
- **Prepare** overhead transparency **LEARNING GUIDE 3: Harry Thorpe**.
- **Organize IT** (access to internet ...).
- **Borrow** O/H projector & pens.
- **Photocopy** for students **LEARNING GUIDE 4: Biographical Record**.





Implementation

Whole Class

- Review through class discussion and questioning what students generally know about Aboriginal and Torres Strait Islander ANZACS (e. g. revisit outcomes of previous learning).
- Inform students that the unit of work is now being directed to learning more about individual Aboriginal and Torres Strait Islander ANZACS.
- Explore and explain the nature of a biographical account of a person's life and in particular: What would be important to focus on for an Aboriginal or Torres Strait Islander ANZAC?
- Provide students with copies of web article Harry Thorpe.
- Read article either together or individually.
- Discuss main points.
- Complete as a class LEARNING GUIDE 3: Harry Thorpe with teacher recording on the overhead transparency to model how to complete the learning guide.
- Provide students with copies of Learning Guide 4: Biographical Record.
- Discuss how they can choose an Aboriginal or Torres Strait Islander ANZAC, eg by
 - asking local Elders if they know of any ANZAC whom they could interview / invite to the school;
 - making enquiries at the local RSL; or
 - searching on the internet on sites like these:
<http://www.awm.gov.au/encyclopedia/aborigines/indigenous.htm>
<http://www.naa.gov.au/whats-on/online/feature-exhibits/gift.aspx>

Working individually

- **Complete LEARNING GUIDE 4: Biographical record.**

Whole Class

- **Display and share** completed work on **LEARNING GUIDE 4: Biographical record.**
- **Discuss and question** what local recognition/acknowledgement is given or could be given to local Aboriginal or Torres Strait Islander ANZACS.

ASSESSMENT

Through observation of participation in class activities and the completed **LEARNING GUIDE 4: Biographical record**, assess the level of achievement of the following stated outcomes:

Students:

- identify and appreciate the contributions given by Aboriginal and Torres Strait Islander ANZACs in armed services campaigns that were endorsed by the Australian Federal Government;
- develop an understanding of the injustices experienced by Aboriginal and Torres Strait Islander ANZACs; and
- further develop understanding and respect for Aboriginal and Torres Strait Islander cultures.

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LEARNING GUIDE 3: Biographical record – Harry Thorpe (1886–1918)

Features	Text
Birth date	
Family History parents/extended family country/'mob' /group early childhood	
Pre armed-service adult life	
Involvement in the armed services when enlisted and with which service group personal attributes (if known) details of service achievements	



LEARNING GUIDE 4: Biographical record

Student's name Date

INSTUCTIONS:

- **Write** your name.
- **Select** an Aboriginal or Torres Strait Islander ANZAC for this research task.
- **Engage** in research.
- **Complete** this biographical record.

Name of ANZAC..... **Dates**

Features	Text
Birth date	
Family History parents/extended family country/'mob' /group early childhood	
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