



Part 2

THE STOLEN GENERATIONS

What Happened to the Stolen Generations?

 **Mission** : to use sources to gain a better understanding about what happened to the stolen children and their families.

This was a belief that many people held known as 'eugenics'. It was related to Darwin's theory - that the stronger race could overcome the weaker through selective breeding. The Aboriginal Protector in Western Australia, O.A Neville believed that assimilation could be achieved by separating children with European ancestry and not letting them marry people of Indigenous ancestry. He said that eventually the European blood would 'overcome' and that in a few generations there would be no 'black' characteristics evident. By the early part of the 20th century the reserves were overcrowded and were becoming too expensive for the board to maintain. The definition of 'Aboriginal' was narrowed so that children who had more European ancestry than Indigenous, were no longer defined as Indigenous and did not qualify to live on the reserves. Hundreds of children were taken away from their families. Just because they were not 'Indigenous' enough to live on the reserves. They were sent to training homes so they could be assimilated into non-Indigenous culture.

Skwirk.com (website)

A



'I grew up feeling alone, a black girl in a white world, and I resented them for trying to make me white but they couldn't wash away thousands of years of dreaming.' **Aunty Rhonda Collard.**

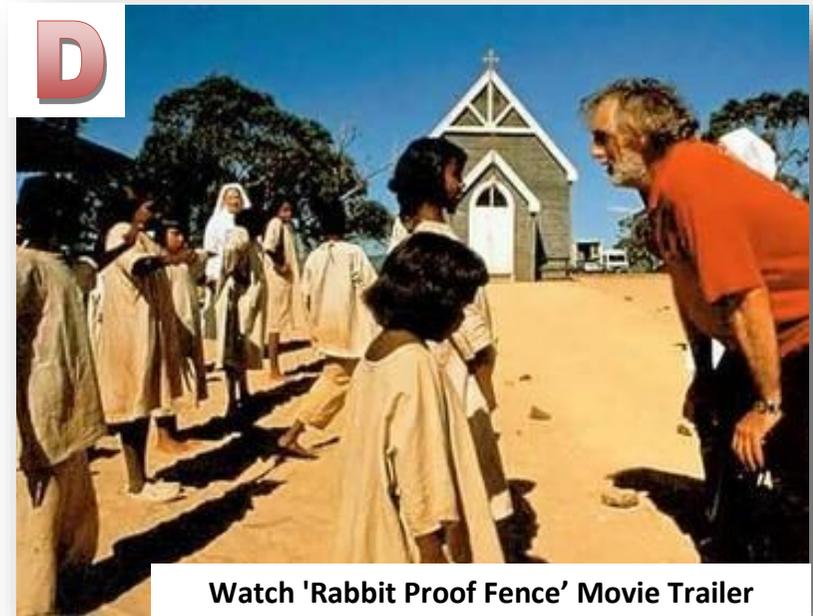
B

My first few years were spent in a **typical** Aboriginal family with parents, grandparents, aunts, uncles, cousins; some living with us, others neighbours. Older cousins who are classed as brothers and sisters, shared the role of caring for children. My memories are filled with their love, care and warmth. There was a sense of **belonging** which is only experienced when surrounded by family, especially brothers and sisters. This was stolen from us by the Law of Assimilation. Conflict and **trauma** followed - feelings I hadn't experienced before being taken away.

Nellie Egan

C

D



Watch 'Rabbit Proof Fence' Movie Trailer

The stolen children were raised on m _ _ _ _ _ or by f _ _ _ _ _ parents, totally cut off from their Aboriginality. They were severely punished when caught talking their Aboriginal language. Some children never learned anything t _ _ _ _ _ and received little or no education. Instead the girls were trained to be domestic s _ _ _ _ _ , the boys to be stockmen. Many of the stolen girls and boys were abused. Many babies born to girls raped by white men were also taken away from them, sometimes as soon as they were born.

Creativespirits.org

E

“We were each handed a pair of pyjamas with a number. Mr Borland, the manager, had given us earlier printed on the pocket, and a shirt and pair of shorts also. I was number 33. Not Bill. Not even Simon. Just number 33.” Bill Simon.

F



H

“There is no black or white, we are both of those. I am black and I am white. We were the product of white men raping our traditional women. We were an embarrassment. No-one wanted us. They just wanted us out of the way “.

Zita Wallace, taken aged eight years.

J

Beyond the Window : by Jacqui Stewart

G



To date, only one member of the Stolen Generation has been (1) **compensated** for the trauma inflicted on him. Bruce Trevorrow, was taken to the hospital on Christmas Day in 1957 for stomach pains when he was just 13 months old, was (2) **falsely** listed by the hospital as having no parents and suffering from (3) **neglect** and (4) **malnourishment**. Bruce was sent to live with a white foster family and never seen again by his father, who died eight years later. He wasn't reunited with his mother until he was 10 years old, after suffering through a childhood filled with self-doubt and (5) **discrimination** at school. In 1998, Bruce filed a lawsuit against the South Australian government, saying alcoholism, depression and loss of cultural identity were caused by his (6) **deceitful** upbringing.

Internet Article : How Stuff Works

K

Many (1) **deceptive** ways were used to (2) **whisk** Aboriginal babies and children from their families. Some children were removed from their homes by government officials. Children too young to remember when they were taken away were told that they were orphans. One mother was asked to sign a (3) **consent** form for (4) **routine** a vaccination, in fact she signed for her baby, to be sent to foster care, then later (5) **informed** that her daughter had died. Other children were taken for treatment to hospitals, never to be seen again by their families, who were also led to believe that their children had died. The majority of them were placed in more (6) **affluent** foster homes with white families, or they were taken to orphanages or church missions.

Website : How Stuff Works



“Mine has been a personal journey of sadness and survival. When I finally got access to my Government file, I read the letters written from my parents begging for my return. What nobody realised at the time I was taken was that I would never go back to my family again. When I was 20 I decided I needed to see my mum. It took me almost two years. I went into the office every day for two weeks and every day they said they couldn’t help me. Finally they gave me access to my file for half an hour. The hardest thing was being told as a child that your parents don’t want you. I went to where my mum lived and waited in the car for so long, you can’t describe the feeling. When my mum opened the door she said ‘I knew you’d come’. She died two weeks later.”

Deb Hocking



Do some research of your own and find out a little more about how the ‘Stolen Children’ were educated after they were taken away.

Be ready to share your findings



After we were taken away our grandmother died of grief. Our older brother is still suffering from the feeling of hopelessness he felt when he was unable to help her through her grief. At 14 he was too young to understand and deal with it. My mother died in 1976 and I never really got to know her. My younger sister, however, was relocated back to her when 15 because the authorities considered her an uncontrollable child and used our mother as an ‘appropriate’ solution to their problem. In reflection my sister suffered the culture shock of being taken away to a white environment. She was also expected to fit back into an Aboriginal family without counselling and support. A stone has a direct impact when thrown into still waters but its rippling effect goes far beyond.

The Assimilation policy was the stone cast by the government of the day. Its ripple is being felt today by our families, children and people.

Nellie Egan



What Happened to the Stolen Generations ?

 **Task:** study the sources provided to complete the tasks outlined below.

 Compare
  Question
  Add Word
  Vocab
  Choose
  Biased?
  List
  Meaning
  Seeing

A

Primary Secondary Tertiary

What was the widely held belief eugenics?

B

Primary Secondary Tertiary

'They couldn't wash away thousands of years of dreaming'

C

Primary Secondary Tertiary

Simplify these 3 words used in source C

Typical =	
Belonging =	
Trauma =	

D

Primary Secondary Tertiary

2 reasons are given for removing the children from their home

1 =	
2 =	

E

Primary Secondary Tertiary

Study source E and add the missing words below

M =	F =
T =	S =

F

Primary Secondary Tertiary

Why do you think being given a number was upsetting for Bill ?



Compare

Question

Add Word

Vocab

Message

Biased?

List

Meaning

Seeing

G

Primary

Secondary

Tertiary

Interpret the artist's picture (meaning of parts of the painting)



1. People on the floor =

2. Church =

3. Old tree =

4. Falling leaves =

Answers at : www.creativespirits.info/aboriginalculture/politics/stolen-generations-stories

H

Primary

Secondary

Tertiary

What is the main message of the cartoon ?



J

Primary

Secondary

Tertiary

Define the meaning of these words and phrases used in source J



Traditional women =

Embarrassment =

K

Primary

Secondary

Tertiary

Study source K and add a simpler version of the word noted below



1 = P _ _ _

2 = W _ _ _ _ _

3 = B _ _ T _ _ _ _ _

4 = H _ _ _ _

5 = B _ _ _ _ g

6 = L _ _ _ _

L

Primary

Secondary

Tertiary

Study source K and add a simpler version of the word noted below



1 = S _ _ _ _

2 = T _ _ _

3 = P _ _ _ _ _

4 = B _ _ _ _

5 = T _ _ _

6 = W _ _ _ _

M

Primary

Secondary

Tertiary

Compare this source to source H



Something corroborated =

Something corroborated =

Something NOT corroborated =

Something NOT corroborated =



Compare

Question

Add Word

Vocab

Message

Biased?

List

Meaning

Seeing

N

Primary

Secondary

Tertiary

List the ways that Deb or her family have been hurt or wronged



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

O

Primary

Secondary

Tertiary

Educating the Stolen Generations



Source / s of information :

Findings 1:

Findings 2:

Something to share:

P

Primary

Secondary

Tertiary

List the ways that Nellie or her family have been hurt or wronged



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.





The Stolen Generations: Testimonies 1



Lorraine Peters (3 mins)

How many children did her parents have taken away' ?

Why were Aboriginal communities damaged ?

How does she feel this situation can be healed?



Faye Clayton (3 mins)

What had her father done for Australia?

How often was she allowed to see her parents?

What was she told about her parents ?

What were they told about other Aboriginals?



Jack Charles (3 mins)

What type of abuse took place at the boys' home?

What was the aim of the program at the boys' home ?

What helped him to heal and become proud of being an Aboriginal?



Bill Simon (1 - 10 mins for questions and beyond for legacy / effects watch 10-20)

What does he mean by 'whitewashed' ?

What was he told about his own people ?

Something he remembers that made him laugh ?

A type of punishment at the boys' home ?

Why did he start to drink methylated spirits ?

Why was he unable to rebuild his relationship with his mum?

The Stolen Generations: Testimonies 2



Nita Marshal (watch the first 8 minutes)

Why do you think she is unsure about her age?

What was her mother able to do ?

How old was she when they took her away ?

Something she would do that other children would / could not ?

Something she recounts that made her laugh ?

One punishment ?

Details on contact with her mother?



Keith Kitchener (watch the first 10 minutes)

Why does he think he was sick as a child?

What was he paid for working 14 hours a day ?

Something he remembers that made him laugh?

What did he think about his new mother and father?

Why didn't he want to stay with his mother when they were eventually re-united?



Summary : can you see any common themes raised in these testimonies ?

Musical Interlude: Took The Children Away

 **Task** : enjoy a musical break, listen to the song completing the missing lyrics below.

https://www.youtube.com/watch?v=br83o_JpIFw

This story's right, this story's true
I would not tell lies to you
Like the _____ they did not keep
And how they fenced us in like _____.
Said to us come take our hand
Sent us off to _____ land.
Taught us to read, to write and _____
Then they took the children away,
Took the children away,
The children away.
Snatched from their mother's _____
Said this is for the best
Took them away.

The _____ and the policeman
Said you've got to understand
We'll give them what you can't _____
Teach them how to really live.
Teach them how to live they said
_____ them instead
Taught them that and taught them this
And others taught them _____
You took the children away
The children away
Breaking their mothers heart
_____ us all apart
Took them away

One dark day on Framingham
Come and didn't give a damn
My mother cried go get their dad
He came running, _____ mad
Mother's tears were falling down
Dad shaped up and s_____ his _____.
He said 'You _____ my kids and you fight me'
And they took us from our family.

Chorus

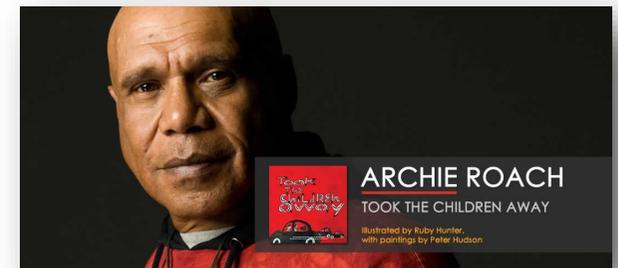
Told us what to do and _____
Told us all the white man's ways
Then they _____ us up again
And gave us gifts to ease the pain
Sent us off to _____
As we grew up we felt alone
Cause we were _____ white
Yet feeling black

One sweet day all the children came back
The children come back
The children come back
Back where their _____ grow strong
Back where they all _____

The children came back
Said the children come back
The children come back
Back where they understand
Back to their _____
The children come back

Back to their mother
Back to their father
Back to their sister
Back to their brother
Back to their _____
Back to their land
All the children come back
The children come back
The children come back
Yes I came back

Song by: Archibald William Roach



Musical Interlude: Took The Children Away

 **Task** : enjoy a musical break, listen to the song completing the missing lyrics below.

https://www.youtube.com/watch?v=br83o_JpIFw

This story's right, this story's true
I would not tell lies to you
Like the **promises** they did not keep
And how they fenced us in like **sheep**.
Said to us come take our hand
Sent us off to **mission** land.
Taught us to read, to write and **pray**
Then they took the children away,
Took the children away,
The children away.
Snatched from their mother's **breast**
Said this is for the best
Took them away.

The **welfare** and the policeman
Said you've got to understand
We'll give them what you can't **give**
Teach them how to really live.
Teach them how to live they said
Humiliated them instead
Taught them that and taught them this
And others taught them **prejudice**.
You took the children away
The children away
Breaking their mothers heart
Tearing us all apart
Took them away

One dark day on Framingham
Come and didn't give a damn
My mother cried go get their dad
He came running, **fighting** mad
Mother's tears were falling down
Dad shaped up and **stood his ground**.
He said 'You **touch** my kids and you fight me'
And they took us from our family.

Chorus

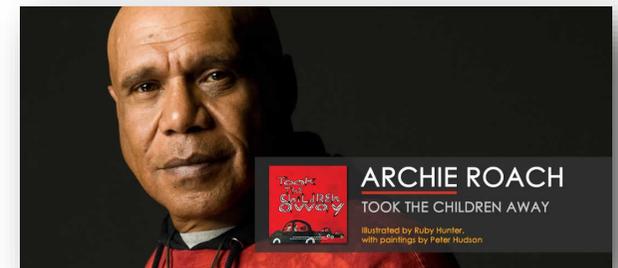
Told us what to do and **say**
Told us all the white man's ways
Then they **split** us up again
And gave us gifts to ease the pain
Sent us off to **foster homes**
As we grew up we felt alone
Cause we were **acting** white
Yet feeling black

One sweet day all the children came back
The children come back
The children come back
Back where their **hearts** grow strong
Back where they all **belong**

The children came back
Said the children come back
The children come back
Back where they understand
Back to their **mother's land**
The children come back

Back to their mother
Back to their father
Back to their sister
Back to their brother
Back to their **people**
Back to their land
All the children come back
The children come back
The children come back
Yes I came back

Song by: Archibald William Roach



Idea 29 / 101: Recorded Interviews

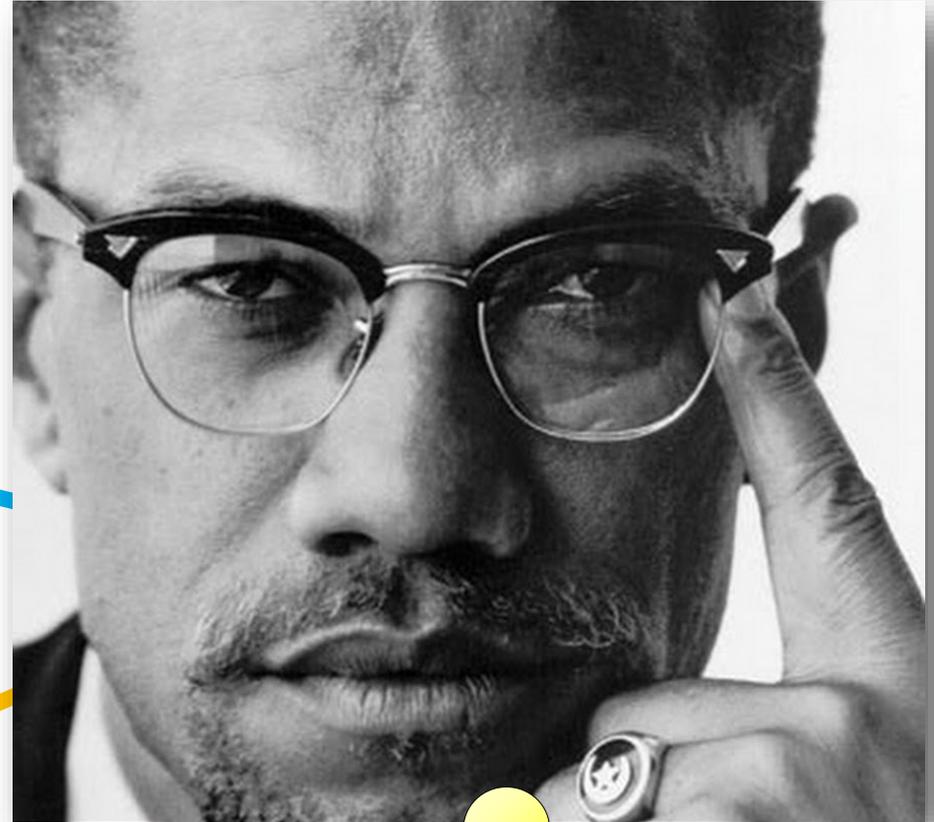
Get 101 Ideas for Secondary History Teachers, PDF eBook @ www.icHistory.com

How it works

A very simple but enjoyable activity to bring any event or person to life. Break students into small groups and assign roles EG

- 1: Camera Man
- 2: Interviewer
- 3: Interviewee
- 4: Costume and make up?

Record and or present to the rest of the class



Suggestions

Use with interview templates (Idea 15)

Skills

Public Speaking
Drama
Teamwork

Adapt to

Any event, topic or historical character.

Person Interviewed:

Interviewed by:

Date: _____



Question 1 : _____

Answer : _____

Question 2: _____

Answer : _____

Question 3: _____

Answer: _____

Question 4: _____

Answer: _____

Question 5: _____

Answer : _____

An interview with:

Zita Simmons

Agenda: The Stolen Generations

Interviewed by:

Date:



Mrs Simmons, thank you for sharing your story with us. How are you today?

Where were you born and how was your childhood?

How did you try to avoid being taken away?

Were you taken to a mission or placed with foster parents at first?

Were you allowed to see your mother again?

What happened to you in your new home?

What is your most unforgettable memory from this time?

I have another question for you Zita ..

Thank you for your honest answers, I have just one final thing to ask you...

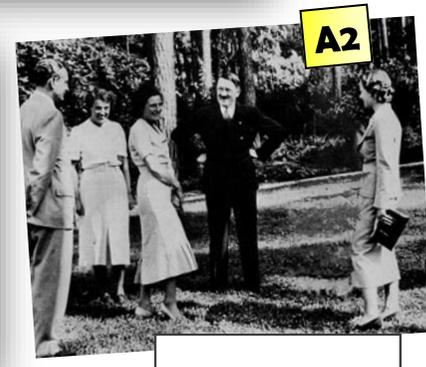
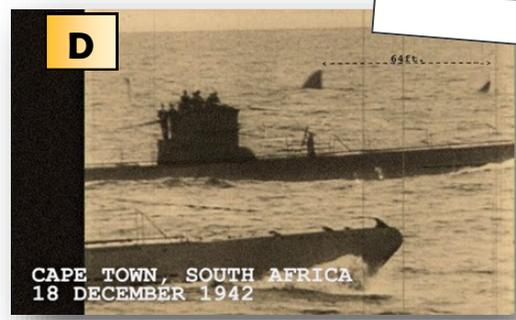
The Camera Never Lies ?

Mission: to consider the reliability and usefulness of photographic evidence.

- Photographs can be used to influence people just as much as written information. Here's how:
- 1: **Staged**: the people or objects in the photo are placed in an unusual way or unnatural pose or position.
 - 2: **Selected**: the photograph has been chosen as it captures the subject in a positive / negative way.
 - 3: **Doctored**: the photo has been changed / edited in some way after the image was taken.
 - 4: **Omitted**: the photographer leaves out something very important.
 - 5: **Snapshot**: a single photo only shows a split second in time, not what came before or after.
 - 6: **Trick**: the photo is taken in a way that tries to trick the viewer, such as an optical illusion.
- (As always, consider **provenance** when available and look out for forms of **propaganda**.)



Task: for the photos or pairs below label what they are 'guilty' of using 1-6 above.



Reasons the photo may be unreliable: remember C.O.P.

Reason the photo may be reliable: remember C.O.P.

Can you create a photo that lies?

Not reliable 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Very Reliable

What are the long term effects of assimilation ?

 **Task:** to consider the longer term effects of the policy of assimilation

Source A

Aboriginal people did not want to lose their traditional way of life or become white and Australian. The white community did not want to accept Aboriginal people into their society - racism was and is still rife in Australia. They also live with the very real gap in well being that affects their ability to thrive within broader Australian society.

Source C

There are much higher levels of depression, anxiety, post traumatic stress and suicide among the Stolen Generations. The loss of having their children taken away was devastating to many parents, who never recovered from their grief. Some parents could not go on living without their children, while others turned to alcohol as a coping mechanism.

Source B

Many of the Stolen Generations never experienced living in a healthy family situation, and never learned parenting skills. Living conditions in the institutions were highly controlled, and children were frequently punished harshly, were cold and hungry and received minimal if any affection. In some instances, this has resulted in generations of children raised in state care.

Source D

The removal of several generations of children severely disrupted Indigenous oral culture, and consequently much cultural knowledge was lost.

Source F

On Australia Day I am going to fight
Against the government for our Aboriginal rights
Fight to be with my real family and fight to be free
For I am an Aboriginal and proud to be me

E



G



SOURCE	Effect / s of the policy of assimilation	Specific causes
A		
B		
C		
D		
E		
F		
G		

Determining the usefulness of a source using NACHOS



Discover: how to judge the usefulness of a source using 'NACHOS' **Explore:** how useful the source presented below is **Skill:** source analysis and evaluation.

		Useful	Not Useful
N	Nature of the source. This means source type. EG: Letter, speech, diary, book, poster, newspaper report.	<input type="radio"/>	<input type="radio"/>
A	Author of the source. This is the who and when. Are they an expert. Is it a primary eyewitness or secondary information?	<input type="radio"/>	<input type="radio"/>
C	Content of the source. This means what it tells us. Does it contain important info, is it factual, opinion or biased?	<input type="radio"/>	<input type="radio"/>
H	Happening This is about context. What was happening when the source was made. Could this add or detract value?	<input type="radio"/>	<input type="radio"/>
O	Omitted is about limitations of the source. What is left out and the things it cannot tell us.	<input type="radio"/>	<input type="radio"/>
S	Special reason is about motive or why. Is it propaganda, persuasion or created for another specific purpose?	<input type="radio"/>	<input type="radio"/>
Conclude: the source is / is not useful. Answer should always have a 'yes' element!		Yes : <input type="radio"/>	

That today we honour the indigenous peoples of this land, the oldest continuing cultures in human history. We reflect on their past mistreatment. We reflect in particular on the mistreatment of those who were stolen generations - this blemished chapter in our nation's history. The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future. We apologise for the laws and policies of successive parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians. We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country. For the pain, suffering and hurt of these stolen generations, their descendants and for their families left behind, we say sorry. To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry. And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

Kevin Rudd, The Australian Prime Minister's Speech in Parliament, 2008.



How useful is source A ?

Intro : *Not useful / somewhat / very useful*

P1 : Content : does the **reliability** influence usefulness?

P2 : Origin Useful ?

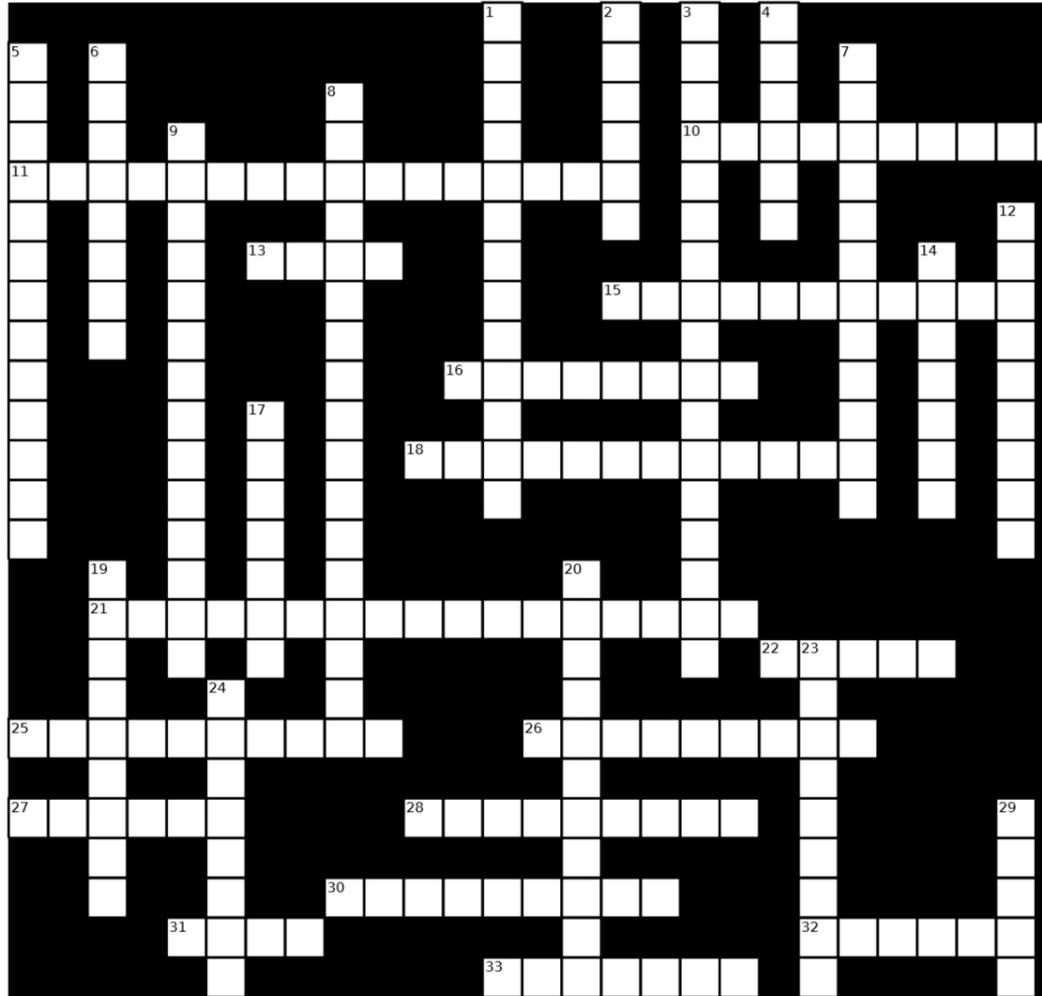
P3 : Other reason—(Purpose) ?

Puzzled About the Stolen Generations ?

 **Task :** unit review and revision !

Across

- 10 Important customs
- 11 Must see movie (**A**)
- 13 Parents were told their children had ...
- 15 Policy to take care of Aboriginal people
- 16 Opposite of superior
- 18 Merging or joining
- 21 White people thought this needed fixing
- 22 To neglect, hurt or harm
- 25 A social / health effect of assimilation
- 26 Who is this? (**B**)
- 27 The stolen children's new parents
- 28 Apologised (**C**)
- 30 An important Aboriginal spiritual idea
- 31 Aboriginals didn't want to own this
- 32 Replaced Aboriginal children's name
- 33 Not taken care of



Down

- 1 Similar to 15 across
- 2 The white man had to carry this ... (**D**)
- 3 Mentally stuck in a place
- 4 Long term impact
- 5 Believed in survival of the fittest
- 6 New capital
- 7 Teaching to 'unlearn' about their culture
- 8 Them (**E**)
- 9 To be treated unfairly due to race or colour
- 12 Another name for a group of people
- 14 Here (**F**)
- 17 Keep moving
- 19 Not black or white
- 20 This (**G**)
- 23 Smart weapon (**H**)
- 24 24 hours of repentance
- 29 28 said this ..



A



B



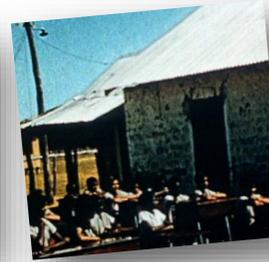
C



D



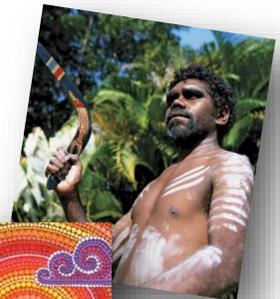
E



F



G



H

Assimilation on Trial



by icHistory

Assimilation On Trial



Mission: to decide if Australia's policy of Assimilation was a crime against Aboriginal people

The policy of **Assimilation** is on trial. You are going to turn the classroom into a courtroom and debate the pros and cons (for and against) of removing children from their Aboriginal homes. You will hear testimonies from those involved in the decision to remove the children and from those most affected by this. This will be a VERY difficult and maybe upsetting case to try ... being sensible and sensitive is very important during this activity .

The Australian Government is accused of stealing the children of and harming Aboriginal culture ... how will the jury rule?



The Judge

The Jury



Prosecuting	The Trial	Defending
Lawyer 1	1: Opening Statements	Lawyer 1
Aboriginal Elder	2: Aboriginal Cultural Beliefs	Auber Neville
Adam Roach	3: Reasons for Assimilation	Charles Darwin
Cathy Goodes	4: Parents and Communities	Simon Percival
Albert Freeman	5: Mission Life	Mary White
Bronwyn Unaipon	6: Life In Foster Homes	Emily Hurst
Bill Simon	7: The Legacy of Assimilation	Kevin Rudd
Whole Team	8: Debate : White Man's Burden (Worldwide)	Whole Team
Lawyer 2	9: Closing Statements	Lawyer 2

The Roles Explained

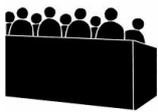
Judge (Teacher?)

You control the trial and ask each witness their name and role. Encourage teams to communicate silently using slips of paper during the trial. Check lawyers don't use any dirty tricks!



Jury

Your role is to listen carefully. You will make the decision as to which team gave the most persuasive and dramatic argument. Lookout for any lies that may be told during the trial!



Lawyers : choose 2 per team ?

Your role is to question your witnesses and cross examine those from the opposing team. You can prepare your own witnesses before the trial and raise **OBJECTIONS** if the opposing lawyer is asking unfair questions or going off topic. Don't forget your suit !



Witnesses

Learn about your character and prepare answers carefully. Be ready to answer questions (truthfully and dramatically) from your own AND the opposing team's lawyers. Bring evidence for the jury, extra points for props or costumes!



Prosecution Witnesses



2. Aboriginal Elder



You are an elder of your people.

Work with your lawyers on these types of questions

- 1: What is special about Aboriginal people?
- 2: Do you own the land where you live?
- 3: Are you making good use of the land?
- 4: Are your people unable to adapt to modern ways?
- 5: Think up another question and work with your lawyer

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

4. Cathy Goodes



You are a mother who had her children taken away

Work with your lawyers on these types of questions:

- 1: How did you try and stop your children being taken?
- 2: What happened when your children were taken?
- 3: Did you neglect your children?
- 4: What reasons were given for your children being taken away?
- 5: What happened after they were taken, have you seen them again?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

6. Emily Unaipon



You are one of the stolen children .

Work with you lawyers on these types of questions:

- 1: Where were you before moving to your new foster home?
- 2: Was your foster mother anything like your own mother?
- 3: Was there anything better about living with a white foster family?
- 4: Think up another question and work on your answer with your lawyer.

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

3. Adam Roach



You are a father who had his children taken away.

Work with your lawyers on these type of questions:

- 1: Do you think white people are superior to you?
- 2: Why did many white people think they are better?
- 3: How many children were taken away in total as part of the policy of assimilation?
- 4: Do you believe Aboriginal people needed taking care of by whites?
- 5: Why were your children taken away from you?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

5. Albert Freeman



You are one of the stolen children.

Work with your lawyers on these type of questions:

- 1: Tell us about when you were taken away
- 2: What was it like when you first arrived at the mission? How did you feel?
- 3: Did you learn anything useful in mission and were you taught anything about your Aboriginal heritage or culture?
- 4: Were you and the other children looked after in the mission?
- 5: Were you allowed to see your family?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

7. Bill Simon



You are one of the stolen children .

Work with you lawyers on these types of questions:

- 1: Do you feel like close to your biological mother?
- 2: How have Aboriginal communities been effected by this?
- 3: What has been the biggest, lasting effect of being stolen?
- 4: The government apologised in 2008 for the policy of assimilation. What did this statement say exactly? Is this enough for you?
- 5: Anything else to say?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!

Defence Witnesses



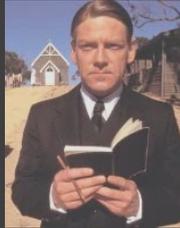
2. Auber Neville

You are the Commissioner for Native Affairs (1937)

Work with your lawyers on these types of questions

- 1: Did Aboriginals own the land?
- 2: Could the land be put to better use ?
- 3: Any examples of how Aboriginal people have not adapted to new ways ?
- 4: Think up another question and work on your answer with your lawyer.

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!



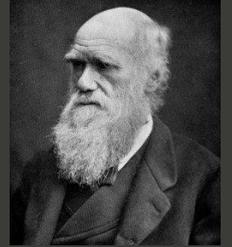
3. Charles Darwin

You have the famous naturalist who came up with the 'Survival of the Fittest' evolution theory

Work with your lawyers on these type of questions:

- 1: What makes white people superior to other native peoples around the world ?
- 2: What is the 'Aboriginal problem' ?
- 3: What are the policies of paternalism and protectionism?
- 4: Think up another question and work on your answer with your lawyer.

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!



4. Simon Percival

You are a Welfare Officer—it was your job to protect the Aboriginal people from themselves.

Work with you lawyers on these types of questions:

- 1: Did all Aboriginal parents take good care of their children?
- 2: Did you tell parents you were going to take their children —If not why?
- 3: Did you encourage or allow families to keep in contact with their children?
- 4: Think up another question and work on your answer with your lawyer.

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling



5. Mary White

You worked in a Mission, caring for the children and teaching them.

Work with your lawyers on these type of questions:

- 1: Why did you decide to work in the Mission ?
- 2: Could the children read and write when they first came to you?
- 3: What kind of spiritual education did you give the children? Was this important ?
- 4: Were any children neglected or poorly treated in the mission?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!



6. Emily Hurst

You are a white foster parent and raised Aboriginal children as your own

Work with you lawyers on these types of questions:

- 1: Why did you decide to raise these children?
- 2: How many Aboriginal children did you foster?
- 3: Did you take good care of your fostered children?
- 4: Why was it better for Aboriginal children to be raised by you and not their biological families?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!



7. Kevin Rudd

You were the Australian Prime Minister in 2008

Work with you lawyers on these types of questions:

- 1: Has the assimilation policy been a success?
- 2: Has there been any benefits to this policy?
- 3: Should more recent governments take any blame for what happened to the children and their families?
- 4: Do you have anything to say to these children and their families?

You may bring evidence to give to show to the jury, e.g. a photo, letter or something else. Beware, the opposing lawyer may cross examine you and challenge your answers. The jury will also be looking to see if you are telling lies and will deduct points if you do - Don't forget to dress for the occasion!



Team Lawyers



To do

Work with my witnesses and prepare answers

To do

Prepare evidence to show the jury

To do

Prepare to cross examine opposing witnesses

To do

Write and practise opening and closing statements

Opening statement notes:

My witness notes:

Opposing Witness Notes:

1

1

2

2

3

3

4

4

5

5

6

6

Closing statement notes:

Keep cross examination short and stay on topic!

Don't Forget

To raise objections during the trial

Don't Forget

The phrase "no further questions"

Don't Forget

To pitch to the **JURY** not to the **JUDGE**.

Check

Evidence?
Witness Props?
Briefcase?

Team Jury

Team Jury To Do List ...

- 1 : Select a presiding juror who will deliver the final verdict.
- 2 : Decide how you will reach a verdict ; vote, rounds won, high score, other?
- 3 : What happens in the event of a hung jury?
- 4 : Write out the meanings of the words posted to the right.
- 5 : Create a plan to turn the classroom into a courtroom- include places for the judge, jury, lawyers , a witness stand and witness chairs.
- 6 : Find the answers to trial questions below.



During the trial you must listen very carefully. You should put your opinions about assimilation to one side and judge only on what you see and hear during the trial. You should also be looking out for witnesses who may be telling lies or giving information that is not correct. Give a lower score for shaky testimony or lies. Find out the answers to the questions outlined below so you can judge if witnesses answer accurately and are credible. You may award two 'dramatic' bonus points per round for teams that play their parts well and / or bring props to or wear costumes during the trial. Similarly, reward participation bonus in the debate round for teams that have more people debating.

You must be comfortable that witnesses are not committing perjury. Find out the answers questions below before the trial starts.

	1-Opening Statements	2 : Aboriginal Culture	3 : Reasons for Assimilation	4 : Parents and Communities	5 : Mission Life	6 : Life in Foster Homes	7 : The Legacy	8 : Debate Round	9 : Closing statements	10 : Total
Check Prosecuting questions	✗	What is unique about Aboriginal people?	How many children were taken away in total?	Ways Aboriginal people tried to stop their children being taken away?	What did children learn in the Missions about Aboriginal culture?	What benefits were there for children living with white families?	List 3 negative effects to Aboriginal communities	✗	✗	✗
Check Defending Questions	✗	Did Aboriginal people claim ownership of the land?	Explain—survival of the fittest. What was the 'Aboriginal Problem'?	Why were parents often lied to when having their children removed?	What spiritual lesson were the children taught in the missions?	Where did most children go once they became adults?	What did the 2008 government apology statement say exactly?	✗	✗	✗
Prosecution Score	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 + participation : 10	: 10 Dramatic bonus : 2	116
Defence Score	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 Dramatic bonus : 2	: 10 + participation : 10	: 10 Dramatic bonus : 2	116

Prosecuting Rounds Won Defending Rounds Won



The Australian Government is accused of harming Aboriginal children and communities

How does the jury rule?

Guilty Not Guilty

Place Cards



Cut + Fold

Encourage lawyers to raise objections.
Encourage witnesses to use 'post its' / scraps of paper to communicate with their lawyers quietly during the trial.
Remind lawyers to end with 'no further questions'.
Remind witnesses and lawyers to pitch to the jury not the judge.
Let the trial flow whenever possible.

Judge



'Your Honour'



Remember to put your opinions about Assimilation to one side before the trial begins.
Give scores based only on what you see and hear during the trial.
Use post its / scrap paper to quietly communicate with other jury members during the trial.
Don't discuss the trial with witnesses or lawyers in or out of the courtroom.
Ensure the other jury members are focussed and listening carefully.
Take the jury out of the class / courtroom when deliberating the final verdict.
Leave a dramatic pause when reading out the final verdict.

Head Juror



Remember to put your opinions about Assimilation to one side before the trial begins.
Give scores based only on what you see and hear during the trial.
Use post its / scrap paper to quietly communicate with other jury members during the trial.
Don't discuss the trial with witnesses or lawyers in our out of the courtroom.
Ensure the other jury members are focussed and listening carefully.

Jury Member



Remember to put your opinions about Assimilation to one side before the trial begins.
Give scores based only on what you see and hear during the trial.
Use post its / scrap paper to quietly communicate with other jury members during the trial.
Don't discuss the trial with witnesses or lawyers in our out of the courtroom.
Ensure the other jury members are focussed and listening carefully.

Jury Member



Defence Lawyer



Remember to raise objections if opposing lawyers go off topic or 'harass' your witness.
Look for faults / lies with testimony of opposing witnesses.
Question errors during your cross-examination.
Keep questions reasonably short and simple.
Your main role during the debate round is to encourage others to speak out.
Don't forget to end your questioning with the phrase 'no further questions';
Show any evidence provided by witnesses to the jury.

Defence Lawyer



Remember to raise objections if opposing lawyers go off topic or 'harass' your witness.
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Prosecution Lawyer



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whole.

Try to show you wanted the best for the country as a

Try to get into character during the trial.

A. Neville



Commissioner for Native
Affairs

race ;

Be sensitive to the audience and your remarks about

Try to get into character during the trial.

C. Darwin



Naturalist

• ,protecting'

Show you felt the Aboriginal people needed

Sit straight and answer formally.

Try to get into character during the trial.

S. Percival



Welfare Officer

Sit straight and answer formally.

Try to get into character during the trial.

M. White



Mission Nun

Try to get into character during the trial.
Show you cared for these children as your own.

E. Hurst



Foster Parent

Try to get into character during the trial.

K. Rudd



Former Prime Minister

Try to get into character during the trial.
Got your face and body paint on ?
Do you have a traditional name?

A. Elder



Aboriginal Elder

Try to get into character during the trial.
Bring a photo of your children before they were taken?

A. Roach



Aboriginal Father

Try to get into character during the trial.
Answer carefully and thoughtfully. Pause after each
question asked for dramatic effect. Nod and agree
when you own lawyer speaks.

C. Goodes



Aboriginal Mother

Try to get into character during the trial.

A. Freeman



Stolen Child

Try to get into character during the trial.
Answer carefully and thoughtfully. Pause after each
question asked for dramatic effect. Nod and agree
when you own lawyer speaks.

B.Unaipon

Stolen Child



Try to get into character during the trial.
Answer carefully and thoughtfully. Pause after each
question asked for dramatic effect. Nod and agree
when you own lawyer speaks.

Bill Simon

Stolen Child



THE STOLEN GENERATIONS

(Part 2 of 2)

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