# Mabo decision

## Year 10 history (rights and freedoms)

### Australian curriculum Learning objectives

* [ACDSEH106](http://www.australiancurriculum.edu.au/Elements/47a3b79c-d9f3-4ddb-b18f-9e4600a316d6)[[1]](#footnote-1): The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology.

### Resources required

* [After Mabo: Fiction of terra nullius](http://aso.gov.au/titles/documentaries/after-mabo/clip1/)[[2]](#footnote-2) (duration: 3.01)
* [After Mabo: A country’s shame](http://aso.gov.au/titles/documentaries/after-mabo/clip2/)[[3]](#footnote-3) (duration: 3.02)
* [After Mabo: Law stick](http://aso.gov.au/titles/documentaries/after-mabo/clip3/)[[4]](#footnote-4) (duration: 3.01)
* [Mabo worksheet](http://www.capthat.com.au/sites/www.capthat.com.au/files/Mabo%20worksheet%20FINAL.docx)[[5]](#footnote-5)
* Access to student computers for research

Lesson outcome: Students learn more about the Mabo decision through a consideration of the reception of this decision by political parties and Indigenous groups at the time.

#### Lesson outline:

1. Commence lesson by conducting a brainstorm with students about what they already know about the Mabo decision.
2. Provide students with the Mabo worksheet. Students should complete the first task which involves defining key people and terms which students will encounter in the video clips. Students use their computers to complete the research required for this task. Students may then share their answers.
3. Prior to commencing the film clips, explain that students should look out for the information requested of them in the worksheet.
4. Show students *After Mabo* clips. In between each clip, provide students with time to make notes which may assist them in writing their answers to the questions on the worksheet.
5. Once all three clips have been viewed, conduct brief class discussion regarding the content of the clips and the understanding students have gained.
6. Students then commence work on the assigned questions on the worksheet.

### Homework/extension

Students complete final question for homework, allowing them to conduct sufficient research on Vincent Lingiari.

### Opportunity for further activity

Students begin to construct their own timeline of events which are significant in the plight for indigenous rights. As the unit on indigenous rights and freedoms continues, students can build upon this timeline.

1. <http://www.australiancurriculum.edu.au/Elements/47a3b79c-d9f3-4ddb-b18f-9e4600a316d6> [↑](#footnote-ref-1)
2. <http://aso.gov.au/titles/documentaries/after-mabo/clip1/> [↑](#footnote-ref-2)
3. <http://aso.gov.au/titles/documentaries/after-mabo/clip2/> [↑](#footnote-ref-3)
4. <http://aso.gov.au/titles/documentaries/after-mabo/clip3/> [↑](#footnote-ref-4)
5. <http://www.capthat.com.au/sites/www.capthat.com.au/files/Mabo%20worksheet%20FINAL.docx> [↑](#footnote-ref-5)