






Year 6 Learning Grid Week 10

Reading

Read for at least 20 minutes each day. Once completed, colour in the square.

Monday	Tuesday	Wednesday	Thursday	Friday
				

- Log in to Literacy Pro and choose some books to read.
- Search Literacy Pro and choose the site Scholastic Learning Zone.
- Choose Australia as the country.
- Org ID: 5CCG (all capitals)
- Go to the library tab.
- Read the book at least 3 times before you try the quiz.

Complete the template attached named “Guided Reading”

Writing – Historical Recounts

Type into Youtube: Mabo Day and Native Title: Who was Eddie Mabo and what was his legacy (BTN)

Using your block planner, plan a historical recount based on the Mabo Decision. As you find more information during the week, add the information into your block planner.

Once you have finished adding the information, type up your historical recount on a word document.

Grammar

Simple, compound and complex sentences.

Use the words below to write sentences. Can you use the same word and write 3 different sentences?

Challenge—highlight the main clause in green, subordinate clause in red and verb in blue.

Challenge— can you write a simple, compound and complex sentence about Eddie Mabo and the Native Title Act?

Vocabulary

Land rights, native title, colonisation, terra nullius, inhabited, ownership, proposal, inheritance, high court, government, challenge

Using the internet or a dictionary, find the meanings of these words. Write the meanings and the words onto separate cards and shuffle them. Have a family member try to match the meaning card to the vocabulary card.

Morning Routine—Background Knowledge

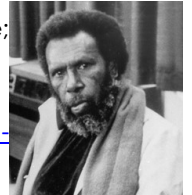
Research Eddie Mabo and the Mabo decision and complete these activities in the template attached labelled ‘Morning Routine’.

Write down 8 new facts that you learn about this landmark case.

Some examples of websites to look at are;

[https://aiatsis.gov.au/explore/articles/eddie-](https://aiatsis.gov.au/explore/articles/eddie-mabo)






https://kids.kiddle.co/Eddie_Mabo



Retrieval Practice

Write down 5 facts that you remember about the Stolen generations—make sure you include supporting details.

Write down 5 facts that you remember about Mr Kevin Rudd's apology —make sure you include supporting details.

Monday	Tuesday	Wednesday	Thursday	Friday
				

Citizenship

SquizKids is a national podcast designed for kids with the latest world news and current affairs.

Visit www.squizkids.com.au and listen to the podcast for today. Once you have listened to the podcast choose one of the following activities to complete based on the topic discussed:

- ◆ write a two minute speech
- ◆ Talk to a family member
- ◆ Write a newspaper article
- ◆ Create a song/rap

HSIE

Log in to inquisitive and do the bookmarked lessons. The instructions are below:

Log in to : <http://inq.co/class/h4f>

Enter the code : 1711

Look through the lessons that are available.

Science

When a solid, for example, in a powder form, is added to a liquid, it might dissolve. When this happens the particles of the solid completely disperse in the liquid so that they are no longer visible. For example, when table salt is dissolved in water, a liquid solution is formed that contains a dissolved salt. The salt is not changed into another chemical substance: the salt remains as salt but is now dissolved in water.

Complete this experiment at home and fill in the table provided with your experiment procedure, details and your results.

Not all substances will dissolve in water. Test this out and record your finding.

Cooking

Baked Banana Chips

What you'll need:

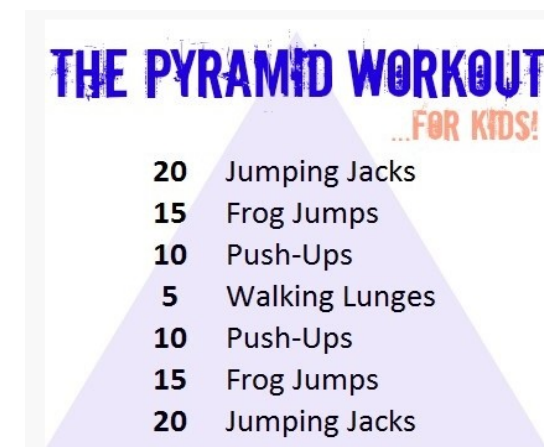
2 lemons (juiced)

2 Bananas

1. Preheat oven to 120°C or 100°C fan-forced. Line a baking tray with paper and set aside.
2. Juice lemons and pour juice into a bowl
3. Slice bananas into even pieces
4. Dip bananas into lemon juice and place onto the baking tray
5. Cook banana chips for 3 hours, turning halfway through the cooking time.

Creative Arts / Physical Education

- ◆ Follow the link to engage in a yoga session at home: <https://www.youtube.com/watch?v=X655B4ISakg>
- ◆ Do 30 minutes of physical activity each day.
- ◆ Research Aboriginal Rock art—Create one of your own.
- ◆ Plank challenge: Every morning do a plank. For the first plank, try to make 30 seconds. Beat your time by 10 seconds every day.
- ◆ Follow the link for a workout at home: https://www.youtube.com/watch?v=L_A_HjHZxfl&t=321s
- ◆ Pyramid workout: In your backyard or home, complete the following pyramid workout



Reading—Rabbit Proof Fence

Now that you have finished reading the Rabbit Proof Fence by Doris Pilkington Garimra, the end of Rabbit-Proof Fence states:

Aboriginal children were forcibly removed from their families throughout Australia until 1970. Today many of these Aboriginal people continue to suffer from this destruction of identity, family life and culture.

We call them the Stolen Generations.

The concept of the Stolen Generations is still controversial in Australia. Some Australians deny the idea, while others recognise it and agree that these children and their families suffered greatly. In 2008, the Australian government publicly acknowledged and apologised for the policies, which caused the Stolen Generations.

Answer the questions below:

1. What is your opinion on the Stolen Generations?
2. Why do you think some Australians deny the idea of the Stolen Generations?
3. What do they think the impact of the Stolen Generations has been on the Australian Aboriginal community? Think about the effects on the children, as well as on the communities in general.
4. How do you think the Australian Aboriginals' situation is in Australia today?
5. What problems might there be between them and the government?
6. Do they think the government has a responsibility to help them? Why/why not?

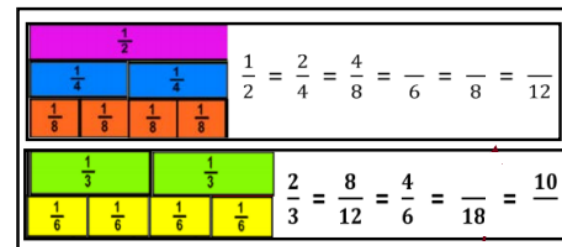


Mathematics

- ◆ Practise adding and subtracting numbers. Use cards to select numbers.
- ◆ Practise multiplying and dividing numbers. Use cards to select numbers.
- ◆ Practise and recall times tables daily
- ◆ Measure lengths of items around the house in combinations of centimetres and millimetres, then convert between centimetres and millimetres (for example, 45 mm = 4 cm + 5mm = 4 1/2 cm = 4.5 cm)
- ◆ Measure lengths of items around the house in combinations of metres and centimetres, then convert between metres and centimetres (for example, 425 cm = 4 m + 25 cm = 4 1/4 m = 4.25 m)
- ◆ Practice making equivalent fractions. Look for the common multiple when doing this. Challenge yourself by making difficult fractions.

NB-Please select the level that you've been working on in class.

Some examples:



$$3 \times 7 = 21$$

$$3 \times 5 = 15$$

$$3 \times 2 = 6$$

$$15 + 6 = 21$$

$$3 \times 217 = 651$$

$$3 \times 200 = 600$$

$$3 \times 10 = 30$$

$$3 \times 7 = 21$$

$$600 + 30 + 21 = 651$$

$$3 \times 200 = 3 \times 2 \times 100 = 6 \times 100 = 600$$

Select cards to make a number to divide by 3 / third, for example,



Divide your number by 3 by partitioning it into multiples of 3 that you do know, for example,

$$15 \div 3 = 5 \quad \frac{1}{3} \text{ of } 15 = 5$$

$$16 \div 3 = 5 \text{ r } 1 \quad \frac{1}{3} \text{ of } 16 = 5 \text{ r } 1$$

$$47 \div 3 = 15 \text{ r } 2 \quad \frac{1}{3} \text{ of } 47 = 15 \text{ r } 2$$

$$30 \div 3 = 10 \quad \frac{1}{3} \text{ of } 30 = 10$$

$$214 \div 3 = 71 \text{ r } 1 \quad \frac{1}{3} \text{ of } 214 = 71 \text{ r } 1$$

Record the quotient.

Explain to a friend how you divided by 3 / thirded.

Reflection: How can we divide by 3 / third?

Guided Reading: Comprehension

Read the Text attached (Named Mabo Day) to answer the following questions:

1. Find the definitions of the words:

- Injustice: _____
- Rights: Native Title: _____
- Land rights: _____
- Terra Nullius: _____
- Crown Land: _____

2. Answer these questions in as much detail as you can.

a. What is the Native Title?

b. Why was Mabo such an important case?

c. How did this story make you feel? Why?

d. Imagine if someone told you that your house wasn't yours. Describe and explain your emotions.

3. Answer the following questions about Murray Island. You may need to do a little research.

a. Where is Murray Island located?

b. What is the land size of Murray Island?

c. What language do the people of Murray Island speak?

d. On a new page complete one of the two choices for the last question.

Describe the landscape of the island. Refer to the legend on Eddie Mabo's maps to identify rainforest, grassland and beach areas.

OR

Draw the Torres Strait Island flag. Explain what do the flags symbols and colours represent?

Mabo Day

There are certain Australians that we remember and celebrate. People who did extraordinary things, who made a difference and changed history for the better. Eddie Koiki Mabo is one of them. A man who took on the Australian legal system to fight an injustice and change the way Australian history was told.

Eddie was born on the Island of Mer also known as Murray Island in the Torres Strait off the tip of Northern Queensland. For thousands of years it had been the home of the Meriam people and from the time he was little Eddie learned about the importance of his culture.

But the country he grew up in didn't recognise even the basic rights of its first people. Indigenous Australians had to fight to be able to vote, to be paid equally, to be served in shops and go to theatres and hospitals with white Australians.

When he was a young man Eddie joined the fight for Indigenous rights. But it was in the 70's, while working as a gardener at James Cook University, that he made a discovery that would change his life. Eddie made friends with some historians at the university. He would tell them proudly about the land he owned on Mer which had been handed down to him by his ancestors. The historians had to tell him that, in fact, his people didn't own the land at all. Murray Island was officially Crown Land; owned by the Commonwealth of Australia and had been ever since British settlers arrived.

REPORTER: When Captain Cook arrived in Australia land could be claimed by the Crown if it was "Terra Nullius" or land belonging to no-one. The law said Indigenous societies didn't count because they didn't have laws or governments and they didn't own land.

But Eddie knew that wasn't true. In 1981 he was invited to speak about his people at a conference and a lawyer who was listening thought maybe Mabo could prove that terra nullius was wrong. So he and some of his fellow Murray Islanders took their case to the highest court in Australia. Mabo vs the State of Queensland became one of the most famous court cases in Australian history.

Mabo wasn't just fighting for the Meriam people. If he won it would mean other Indigenous people could claim land rights. That was controversial. Some worried about the future of Aussie industries which used the land. But others saw it as a chance to right a great wrong in Australia's past. On June 3rd in 1992 the high court made its decision.

RICHARD MORECROFT, NEWS ANCHOR: The High Court has recognised that there were people here and their descendants have rights.

Terra nullius was overturned and Indigenous land rights or Native Title was acknowledged. Despite some people's fears it didn't mean white people could have their homes taken away. It did mean people who were still living on and connected to their traditional land could finally have a say on what happened to it.

Sadly, Eddie Koiki Mabo didn't get to see his victory. He died just five months before the court verdict at the age of 55. But he hasn't been forgotten. His story has been celebrated in art and in films like this. The library where he liked to study in James Cook University is now named after him. And every year on the third of June people around Australia celebrate Mabo day.

Transcript received from the BTS video: Mabo Day. **Broadcasted on** Tuesday 28th May 2013, 10:00am.
From: <https://www.abc.net.au/btn/classroom/mabo-day/10530494>. Retrieved on the 25th March 2020.

Who was Eddie Mabo and why was he important?

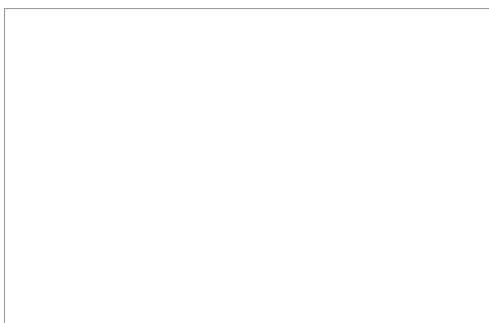
Eddie Koiki Mabo was a Torres Strait Islander. The Torres Strait Islander People are a separate group of people to the Aboriginal People of Australia. They live on a group of islands in the Torres Strait, which separates Cape York Peninsula from Papua New Guinea. Initially, the Islanders enjoyed more independence under European control than the mainland Aboriginal People but in 1879 the Queensland Government annexed the islands and put them under the same policies of protection and segregation as the rest of Australia.

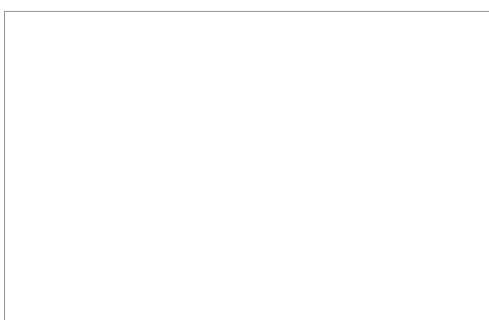
1  Look at the map of the Torres Strait Islands. Eddie Mabo came from Murray Island. Can you find it? (Hint: Murray Island is its English name.)

2 What is its Meriam (language of the Eastern Islands of the Torres Strait) name?

The Aboriginal People and the Torres Strait Islander People both have their own flag. These flags represent the unique identity of each group. Flying the Aboriginal and Torres Strait Islander flags demonstrates Australia's recognition of the First Nation Peoples. The Australian flag is still the most important flag and should always fly at the extreme left or higher than the other flags.

3 Draw an image of the Aboriginal and Torres Strait Island flags and explain the meaning of the colours and symbols.





Eddie Mabo is famous for his campaigning for Indigenous land rights and his role in a landmark decision of the High Court of Australia that overturned the legal doctrine of “terra nullius”. The Torres Strait Islands were the first place in Australia where Native Title was recognised under Australian law.

The High Court had to decide if, in fact, Australia was “terra nullius” before it was claimed by the British.

4 What is the meaning of “terra nullius”?

In 1770 Europeans and Aboriginal and Torres Strait Islander Peoples had very different points of view on Australia. A point of view can be influenced by a person’s personal background, personal experiences, beliefs, values and political views.

5 What do you think the points of view about “terra nullius” would have been for these two groups of people in 1770? Do a circle of viewpoints with your class or group then summarise your ideas in the thought bubbles below.

**Aboriginal and
Torres Strait Islander peoples**

Terra Nullius



Europeans

Terra Nullius




Over 200 years later the European view of “terra nullius” still stood. Eddie Mabo believed Australian laws on land ownership were wrong and fought to change them. The legal case *Mabo and others v Queensland (No 2)* (1992) ran for ten years.

6

Imagine you were asked to prepare a legal case for the High Court of Australia for this matter.

With a partner or group choose to be the plaintiff (*Eddie Mabo and others*) or the defendant (*The State of Queensland*).

 Use the websites provided by your teacher to research your case. Write your brief (a summary of the facts in a legal case given to a barrister to argue in court) below.



Client Brief

7 When you have finished your brief, join with another group (on the same side as you) and share your arguments. Add any new ones to your brief.

8 Choose one person from each group to enter the Alley Debate.

You should have two groups – the plaintiffs and the defendants. The groups form two lines facing each other. Each side takes turns to argue their case. The rest of the people are the High Court judges who will vote on the case and hand down their verdict after all arguments have been given.

9 The decision of the High Court in the case of *Eddie Mabo and others v The State of Queensland* is:

10 After Native Title was recognised in 1992 many people still had different points of view. Look at the following sources and answer the questions about the usefulness of the sources and the point of view they show.

a  Source: ABC TV News Report 3 June, 1992

Write T for true or F for false in the boxes.

This video is a useful source because:

- ☐ It shows how important the Mabo case was.
- ☐ It gives the opinion of the Aboriginal and Torres Strait Islander People about the case.
- ☐ It shows that all Aboriginal and Torres Strait Islander Peoples' land claims will be accepted regardless of their location.

b  Look at the image and answer the questions.

This cartoon is a useful source because:

- ☐ It shows that the review of the Mabo Legislation included trying to bury it.
- ☐ It shows Aboriginal and Torres Strait Islander Peoples perspective of Native Title.
- ☐ It shows that five years after the High Court ruling the Mabo decision was still not settled.



Source: Geoff Pryor 1997

- c  Look at the image of the newspaper article and answer the questions.

This newspaper article is a useful source because:

- ☐ It shows a mining perspective of the Mabo case.
- ☐ It gives facts about the economy.
- ☐ It is unbiased.

THE AGE FRIDAY 6 AUGUST 1993

If we get MABO wrong. We'll all lose, again.

We simply cannot afford to do more damage to our economy. Our children's generation will be the real sufferers.

Their future depends upon a prosperous Australia, in which mining must play a key role.

That role is now under threat.

Mining and Metals are our biggest export earners by far.

Export income earned by the Australian mining industry has been absolutely vital to our standard of living.

It's created many of our jobs.

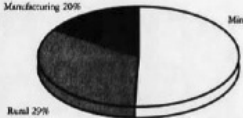
It's allowed us to provide schools and hospitals and welfare for all Australians.

It's enabled governments to provide services like power and water.

And helped us pay for a better environment.

More than 50 cents of every dollar of exported products comes from the mining and metals industry.

Contributions to Merchandise Export Earnings 1991/92



And for a debt-ridden economy like Australia's these things are vital.

So naturally enough, if exploration and development are slowed down, there'll be a serious decline in mining activity.

And ultimately a lower standard of living for all Australians.


Now you may ask, why are we telling you all of this?

Well, quite simply the future of the Australian mining industry is looking grim.

The Commonwealth Government's response to MABO threatens the future of the Mining Industry.

Put simply, the MABO High Court decision is one that the Australian mining industry recognises. And we are certainly prepared to work within the rules of that decision.

Minerals Industry Investment Expenditure 1984/85 dollars



The complex and bureaucratic proposals which are being suggested will make it increasingly difficult to attract the domestic and foreign investment this country badly needs.

And the legal complexities have been confused by non-legal considerations, including politics.

This will inevitably deter investment in the Australian industry. Investors will simply choose other opportunities overseas.

Aboriginal advancement is critical.

The problems of Aboriginal communities are something all of Australia should face.

For years the mining industry has worked closely with Aboriginal communities.

If the right policy is in place, disadvantaged Australians can be assisted. Damaging our economy won't help anyone.

But loading the complex legal issues surrounding MABO onto the national task of reconciliation is counter-productive to both.

The Commonwealth Proposals for MABO go beyond the High Court's decision, confusing the social and legal questions.

There's no question the mining industry is being discriminated against, compared with other industries.

Current Government proposals to link all issues of Aboriginal disadvantage together with issues of land management create far too many problems.

And a new layer of rules to set up new processes in both Federal and State arenas can only add to the complexities and delays in getting a new project started.

Australia with its growing debt and falling living standards can't afford to hold up exploration and mining with vetoes, tribunals and doubts about leases.


Companies will invest in other places if they can't be sure about us. We have to remove the uncertainty.

In finding an appropriate solution to MABO the Commonwealth Government must be practical and work in proper consultation with all parties and work within the bounds of the High Court's decision.

It must encourage a strong and growing economy in the interests of both Aboriginal and non-Aboriginal Australians.

If you want more information on a practical solution please write to:

The Executive Director
Australian Mining Industry Council
PO Box 963
Deakin ACT 2602

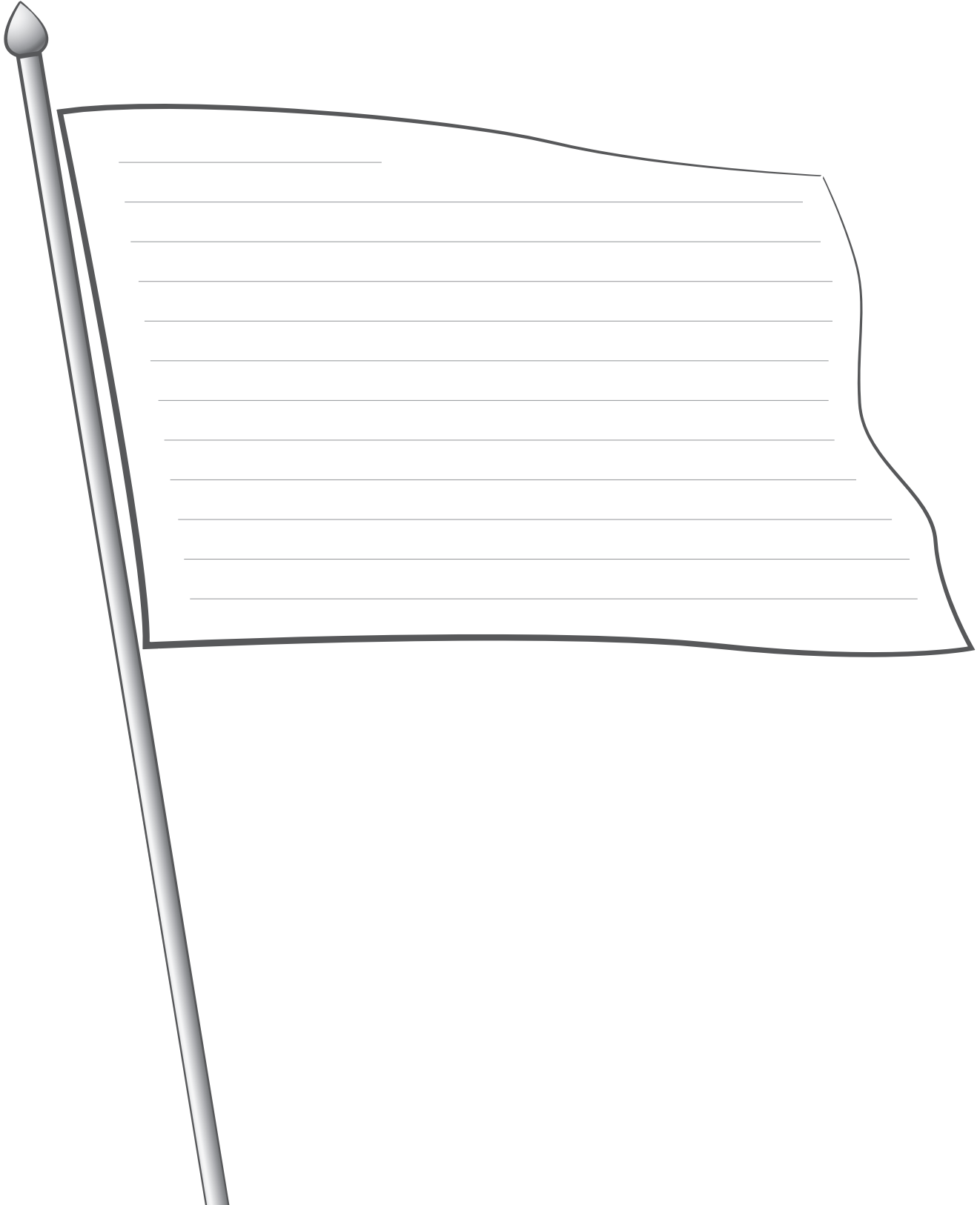
Australian Mining Industry. 

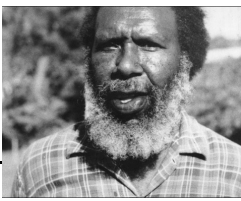
Source: *The Age* (Melbourne, Victoria) 6 August, 1993



Research if there is anywhere in the world still classified as “terra nullius”?

If you find somewhere explain why you should be able to make a claim.





The Mabo Decision Student Knowledge Organiser



Vocabulary

Word	Definition
Terra Nullius	land that is legally deemed to be unoccupied or uninhabited.
Entitled	believing oneself to be inherently deserving of privileges or special treatment.
Legislation	the process of making or enacting laws.
Native title	the right of indigenous peoples to own their traditional lands and waters, as recognized by common law.
Treaty	a formally concluded and ratified agreement between states.
Mer	Murray Island, in the Torres Strait
High Court	a supreme court of justice.
Claim	formally request or demand; say that one owns or has earned (something).
dispossession	the action of depriving someone of land, property, or other possessions.
Plaintiff	a person who brings a case against another in a court of law.

What was it?

The Mabo Case was a significant legal case in Australia that **recognised the land rights** of the **Meriam people, traditional owners of the Murray Islands in the Torres Strait**.

When:

- The case was lodged in May 1982.
- On 3 June 1992, six of the seven judges agreed that the Meriam held traditional ownership of the lands of Mer.

Who was involved?

Eddie Mabo
The High Court of Australia
Mer People—David Passi, Sam Passi, Celuia Mapo

Why?

For 40,000 to 60,000 years before the British arrived in 1788, Aboriginal and Torres Strait Islanders have occupied Australia. When the British arrived, they declared Australia terra nullius. Due to this decision, the unique connection between the Aboriginal and Torres Strait Islander people and their land was not recognised. The system treated Indigenous peoples as if they **did not exist**. Australia was regarded as **terra nullius**, meaning an empty continent in which the land belonged to no one. It was a convenient approach because it permitted the British settlers to strip Aboriginal people of their lands without compensation. Mabo changed this.

Results:

On 3rd June in 1992, ten years after the start of the Mabo case, there was a **turning point** for the recognition of Aboriginal and Torres Strait Island people's rights. The **High Court of Australia** made the decision that **terra nullius should not have been applied**. This meant that the Aboriginal and Torres Strait Island people had a **unique connection** and, most importantly, **rights to the land**. The Australian Parliament also passed the **Native Title Act in 1993**. Eddie Mabo died in January 1992, just five months before the High Court made its decision.

After an extended **10-year struggle**, Eddie Mabo succeeded against the odds in convincing the High Court that **Australian law** was based on **racial discrimination** and false understandings.

1974	1981	1982	1985	1988	1992	1992
Torres Strait Islander Eddie Koiki Mabo, who is at the time working as a gardener at James Cook University in Townsville, finds out he does not own the land back on Murray Island where he grew up.	A land rights conference is held at James Cook University where Mr Mabo makes a speech outlining the land ownership and inheritance system on Murray Island. A lawyer suggests taking the case to the court system.	Mr Mabo, Sam Passi, David Passi, Celuia Mapo Salee and James Rice make a legal claim for ownership of their lands on Murray Island.	The QLD Government passes the QLD Coast Islands Declaratory Act in an attempt to nullify any claims Torres Strait Islanders have to the land. It declares that when the Torres Strait Islands were taken by the QLD Government under the Coast Island Act in 1879, title to the islands was transferred to the state of QLD and not subject to other claims.	The High Court finds the Queensland Coast Islands Declaratory Act contravenes section 10 of the Federal Racial Discrimination Act 1975, and is therefore invalid. Under the Constitution, federal acts of parliament take precedence over state acts of parliament. The decision hinges on the ruling that if native title rights did exist they should be viewed as part of the human right to own and inherit property; therefore the Coast Islands Act unfairly compromised the property rights of people in the Torres Strait.	The High Court rejects the notion of terra nullius and recognises the Meriam people as the native title holders of traditional lands on Murray Island. The ruling finds that native title exists separate from Crown claims to the land, as long as a connection to the land for people claiming native title remains. It is hailed as a momentous victory by the Indigenous rights movement, but within the mining and pastoral sectors unease grows over the implications of the ruling. Sadly Mr Mabo is not present to celebrate the victory. He died of cancer five months earlier, aged 56.	Then prime minister Paul Keating makes an address to a 2,000-strong crowd in Redfern, where he says the blame for the plight of Indigenous Australia lies with non-Aboriginal Australians. The speech, known afterwards as the Redfern Address, is hailed as one of the most important speeches by an Australian prime minister, and signals Mr Keating's decision to move to enshrine the ruling of Mabo case into parliamentary law.

Morning Routine

Mabo Decision facts: Research the Mabo Decision and write down 8 facts.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Retrieval Practice: Write down 5 facts that you remember about the **Stolen Generation**. Make sure you include supporting details.

1. _____
2. _____
3. _____
4. _____
5. _____

Retrieval Practice: Write down 5 facts that you remember about **Kevin Rudd's Apology**. Make sure you include supporting details.

1. _____
2. _____
3. _____
4. _____
5. _____

Timeline: Using the two websites listed in the learning grid, create a timeline below of Mr Eddie Mabo's life and the Mabo decision.

Experiment name- _____

Equipment needed- What items do you need to complete this experiment:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Results- What changes did you notice throughout the experiment:

Diagram- Draw a labelled diagram of you experiment on a black page and attach it to this page.

Prediction- What do you think will happen:

Method- How will you conduct this experiment:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Conclusion- What did you learn:
