

Lesson Plan: Australia's Stolen Generation and Aboriginal Policy

Unit: Race Stratification

Teacher: Jill Ferris (Mr. Hanson)

Course: Sociology

Date: Monday, March 17, 2008

50. Content:

- a. Unit goal: I want my students to understand the relationship between race, ethnicity and discrimination.
- b. Lesson goal: I want my students to apply what they have learned about race to the case study of Australia's aboriginal policy. I believe this is important as it is illustrative of the racial problems that have plagued other nations, allowing students a view of racism without being personally invested in the situation.

51. Framing:

- a. Content context: Among other factors like class and gender, race has been a traditional stratifying factor, especially in the United States. This will be the last issue that we will consider with regards to societal stratification.
- b. Classroom context: We spent last week learning about race, ethnicity, identity and social construction. We will now apply this to learning about Australia's Stolen Generation.
- c. Big Picture: On February 13, the Prime Minister of Australia apologized for the government's actions which resulted in the stolen generation. While the legal ramifications of this apology are yet to be determined (in one case, an aboriginal man (Bruce Trevorrow) was granted compensation by the Southern Australia Supreme Court for wrongdoings by the government), this is still a significant step of recognition by a government.

52. Objective(s): The student will be able to chart two oral history accounts from Noongar elders (Eric Krakouer and one of five randomly assigned stories).

53. Instructional Procedures: (60 min.)

- a. Framing: Read Prime Minister's speech (5 min.)
- b. Vocab lesson (5 min.)
- c. Read Eric Krakouer account. (7 min.)
- d. What did you learn about family, food, housing, work, school, race relations? (7 min.)
- e. Pass out other accounts. Homework: make a chart comparing the two Noongar elder's stories. (Venn diagram?) Consider the framework of the categories above.
- f. Documentary about Carrolup (28 min). Pass around *Koorah Coolingah*.
- g. End framing: We've talked about race as socially constructed. What are the implications of social construction? (2 min.)
- h. Begin homework. (6 min.)

54. Materials/Equipment: documentary, photocopied accounts, *Koorah Coolingah*, Prime Minister's speech.

55. Assessment/Evaluation: Completion of venn diagram for homework.

56. End Framing:

- a. Homework: Make a venn diagram comparing Eric Krakouer's account with another randomly assigned account. Should include information about six categories: food, family, housing, work, schooling, race relations.