



States and territories: Key questions and Comparison chart

This activity assists students to take a closer look at the history of the separation of Aboriginal and Torres Strait Islander children from their families - specific to each state or territory. Examining a different scale of history encourages students to learn a range of details about differences within Indigenous history. During this activity, students should access both the *History and Laws* resource sheets to gain a deeper understanding of the policies and practices that lead to separations.

Resources

- 🌀 Resource sheets - The Histories
 - *New South Wales and the Australian Capital Territory* resource sheet
 - *Northern Territory* resource sheet
 - *Queensland* resource sheet
 - *South Australia* resource sheet
 - *Tasmania* resource sheet
 - *Victoria* resource sheet
 - *Western Australia* resource sheet
- 🌀 Worksheets - Key Questions
 - *Key Questions: Australian Capital Territory and New South Wales* worksheet
 - *Key Questions: Northern Territory* worksheet
 - *Key Questions: Queensland* worksheet
 - *Key Questions: South Australia* worksheet
 - *Key Questions: Tasmania* worksheet
 - *Key Questions: Victoria* worksheet
 - *Key Questions: Western Australia* worksheet
- 🌀 State/territories comparison worksheet

Step 1 - Reading the histories

Students are asked to read both the *History and Laws* resource sheets specific to their own state or territory. Dependent upon resources, students may use the *Bringing them home* website to access these resources. Alternatively, they can be distributed as hand-outs.

After reading the *History and Laws* resource sheets for the relevant state or territory, students work through a set of key questions. At this stage, students should work individually. The key questions have been designed to assist students to identify information from the text and to consolidate materials from two different sources.

After completing the key questions for their own state, students should choose another state's laws and history to explore. Teachers may choose to form seven groups, assigning one additional state history to each group, or alternatively allow students to choose which other state or territory they would like to learn about. As with their own state, students work through a set of key questions to consolidate the information they have discovered in the *History and Laws* resource sheets.

The information gathered here will be used in the comparison activity to follow.

Step 2 - Comparing the histories

A comparison between the students' state/territory and another state/territory forms the final part of this activity. Using the *Bringing them home - state/territories comparison worksheet*, students should work within their groups to identify five similarities and differences between the states/territories they have analysed.

After completing the worksheet, teachers should engage students in a class discussion to consolidate this new information. The following focus questions may be useful to start the discussion:

- 🌀 What differences did you notice between what happened in both states/territories?
- 🌀 How would you explain how these differences came about? What factors do you think gave rise to these differences?
- 🌀 What are the common threads?
- 🌀 What new information have you learned about the removal of Indigenous children from their families?