

Teacher notes



Servant or Slave
History and English

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1. About the Resource

My own notes

About the Documentary

Servant or Slave uses first-person accounts, archival footage and reconstructions to give a powerful and evocative insight into the domestic servitude forced upon Aboriginal women in 20th Century Australia.

If your school has a Clickview account you can view the whole documentary [here](#)

About the Resource

This resource provides students and teachers with the opportunity to gain a greater understanding of:

- The Stolen Generations: the impact of policies of forced removal of Aboriginal and Torres Strait Islander children from their families;
- Stolen Wages and the struggle for reparations;
- The Sugar Labour Trade.

The activities in this resource have been designed to complement three short clips from the documentary and five additional vignettes. Throughout the resource, suggested tasks have been created to provide teachers and students with the opportunity and confidence to research aspects of Aboriginal and Torres Strait Islander experiences since the invasion of Australia. With links to the Australian Curriculum embedded throughout the resource, activities can be completed as a continuation of skill and knowledge development, or as individual activities to support teacher programmes. Activities have been designed to engage students in years 9-12, and it is advised that teachers tailor their complexity to suit their class. While this resource focuses on English and History, activities can be applied to a broader range of subjects such as Media Studies, Geography and Aboriginal and Torres Strait Islander Studies.

Australian Curriculum Links

Stage 5 History Content Descriptions

The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) ([ACDSEH143](#))

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 ([ACDSEH106](#))

Stage 5 History Skills

Evaluate the reliability and usefulness of primary and secondary sources ([ACHHS171](#))

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places ([ACHHS182](#))

Use historical terms and concepts ([ACHHS183](#))

1. About the Resource

continued

My own notes

Identify and locate relevant sources, using ICT and other methods ([ACHHS186](#))

Process and synthesise information from a range of sources for use as evidence in an historical argument ([ACHHS188](#))

Evaluate the reliability and usefulness of primary and secondary sources ([ACHHS189](#))

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced ([ACHHS192](#))

Select and use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS193](#))

Stage 5 English Content Descriptions

Create imaginative, informative and persuasive texts that present a [point of view](#) and advance or illustrate arguments, including texts that integrate visual, print and/or audio features ([ACELY1746](#))

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts ([ACELT1639](#))

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ([ACELY1744](#))

Evaluate the impact on audiences of different choices in the representation of still and moving images ([ACELA1572](#))

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts ([ACELY1739](#))

Recommendations before viewing in the classroom

As with all resources, teachers are encouraged to watch *Servant or Slave* and the associated clips before showing it to students. The content addresses some very significant themes and it is important teachers are comfortable with the content beforehand. These resources have been designed to help you feel confident to engage in safe discussions in your classroom.

Talk, if possible, with Aboriginal and Torres Strait Islander students, staff, families or community members before using *Servant or Slave* learning resources to make sure that they are comfortable with you sharing this content in your classroom. *Servant or Slave* raises themes that may be confronting to students, particularly Aboriginal and Torres Strait Islander students. Considering and pre-empting possible responses so as to be able to facilitate sensitive and informed debriefs and discussions is very important.

The resources have been designed to help teachers feel confident to engage students in safe discussions within the classroom. Some ideas to consider are:

Set classroom ground rules: Due to the sensitive nature of the content in *Servant or Slave*, setting classroom ground rules with your students before viewing is an important step in creating a safe space and helping develop mutual respect and understanding between the members of your classroom community.

- Be respectful: Each person has their own beliefs and values.
- Value diversity: Each person has their own world views, experiences and opinions.
- Listen politely: Each person has a right to contribute without pressure or intimidation.
- Act with courage, and respect others' thoughts and acts: Be brave in sharing

2. Pre-Viewing Activities

experiences, ideas and opinions.

- Appreciate privacy: Each person has the right to uphold their privacy.
- Act responsibly: Share feedback with thoughtful consideration and a positive attitude towards others.
- Work collaboratively with students to create a contract that outlines the expected standards of behaviour around using the interactive.
- Use the think/puzzle/explore reflection protocol to prompt discussion and reflection after viewing the interactive.

THINK: What ideas, emotions or situations did the clip make you think about?

PUZZLE: What ideas, people or situations in the clip puzzled you?

EXPLORE: What ideas presented in the clip would you like to explore further?

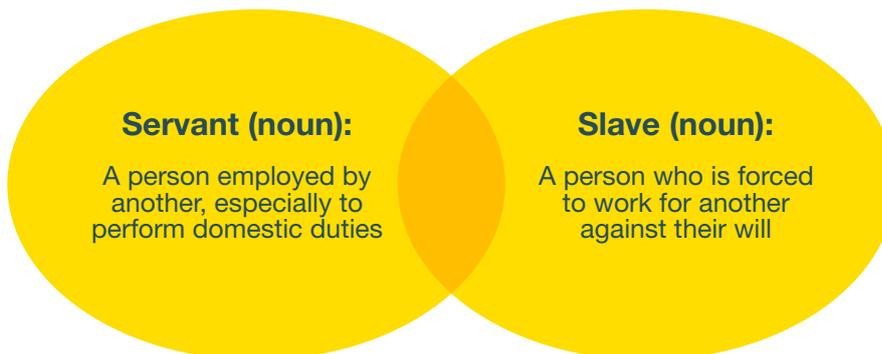
- Encourage students to frame discussion comments as their own (as in “I think”) and avoid forceful language (such as “you should”).
- When responding to others in classroom discussion or within the associated activities encourage students to challenge ideas rather than people.
- Allow adequate time at the end of each viewing session to debrief the content, associated activities and discussion.

Pre-Viewing Activities

The documentary’s title prompts the audience to consider whether the experiences of the women in the film were treated as ‘Servants’ or ‘Slaves’. Before viewing the film, it is important that students understand the difference between the two terms, and have an understanding of the government policies that led to the forcible removal of Aboriginal and Torres Strait Islander children from their families.

Use historical terms and concepts ([ACHHS183](#))

1. As a class, brainstorm definitions and associated connotations or characteristics, of the terms ‘Servant’ and ‘Slave’. Instruct students to create a Venn diagram showing the similarities and differences between these two terms.



Download a template [here](#)

You may later wish to compare your class responses to the personal and academic perspectives shared in *Servant or Slave* by engaging in the ‘Collecting Evidence’ activity below.

My own notes

2. Pre-Viewing Activities

continued

My own notes

Research

1. The Stolen Generations refers to the Aboriginal and Torres Strait Islander children who were forcibly removed from their families during different phases of Government policy in Australia. Research the following questions individually, in pairs, or in small groups. Record your information in a shared document such as [Google Docs](#) or [Padlet](#). Make sure to include a number of different sources and perspectives in your research.
 1. What were Australian government policies of 'Protection' and when were they implemented in Australia?
 2. How did the Protection policies regulate control over Aboriginal and Torres Strait Islander peoples in Australia?
 3. In the documentary *Servant or Slave* Larissa Behrendt comments "'Protection' was a kind of ironic word, just like 'welfare' was... The policies were more about 'protecting' white people from Aboriginal people."
What do you think is ironic, or problematic, about the term 'Protection,' in the context of government policy towards Aboriginal and Torres Strait Islander people in Australia?"
 4. What were the Australian government policies of 'Assimilation' and when did they operate in Australia?
 5. What were the aims of the Assimilation policies?
 6. a) What do Integration policies entail and what was their apparent purpose?
b) What do Self-determination policies entail and what were/are their apparent purpose?
c) How do these two policy frameworks differ from earlier Protection and Assimilation policies, and in what ways are they similar to, or different from,

History: ([ACHHS193](#)) ([ACHHS186](#)) ([ACHHS183](#)) ([ACHHS192](#))
2. Read through the research your classmates have collated in the shared document. Choose one fact that stands out to you the most, and record your personal reaction by making a comment next to the text in another colour, or by using a comment box. Consider the following questions to guide your response:
 1. Is this new information or something you already knew about?
 2. How does it make you feel? Are you shocked, angry, happy or disappointed? Why?
 3. What would you like to know more about? What questions has this information supported you to consider?

History: ([ACHHS193](#)) ([ACHHS186](#)) ([ACHHS183](#))
3. Create a timeline outlining the key events in the changing rights and freedoms of Aboriginal and Torres Strait Islander peoples across Australia from the late 19th Century through to the early 21st Century. You may want to use the [First Contact Classroom Poster](#) as a starting point.

History: ([ACDSEH143](#)) ([ACHHS182](#))

2. Pre-Viewing Activities

continued

My own notes

Questioning

Asking questions is an effective way for students to connect with new information that is being presented to them. While engaging with the resources, provide students with time to speculate and create questions that they would like answered while viewing the clips. This will develop students' comprehension and develop higher order thinking skills. You can begin this process after completing the previewing activities, by asking students to write down five questions that they would like answered while viewing the documentary clips.

English: ([ACELY1744](#))

Collecting Evidence

While viewing the documentary, consider the title '*Servant or Slave*', and record evidence that identifies which term is most accurate in describing the experiences of Aboriginal and Torres Strait Islander women forcibly trained in domestic service. Record your evidence in a table using [this template](#). A couple of View Point/Evidence examples have been listed as a starting place, but students are encouraged to make their own informed conclusions, and add their own evidence to the list. This information will be used to complete an extended paragraph after viewing all of the clips.

English: ([ACELY1739](#))

3. Disconnection from Family

My own notes

Clip 1: Disconnection from Family



Discussion Points

1. What does the word 'family' mean to you? How do you think you would feel being removed from your family, knowing you may never see them again?*

* Engaging this question may be difficult for students with experiences of being removed or separated from family. We recommend you consider this prior to deciding whether or not to include this discussion question in your classroom

2. How did the removal of the Wenberg children affect the relationship between the siblings? How did it affect their relationship with their own partners, children and families later in life?

"I wasn't brought up with them. If you're not brought up with someone, how could you connect?"—Valerie Linow (nee Wenberg)

"I grew up not knowing they were my sisters, and grew up not wanting to know. We're not close now; we're strangers, and the same with our brothers—they're strangers."—Rita Wenberg

*"I don't think I was meant to be a mother... We weren't brought up with a mother so how do you expect to be a mother to your children when you don't even know how to be a mother to them, when you never had one to help you, to guide you?"
— Rita Wenberg*

3. What do you think the aim(s)/purpose(s) of removing Aboriginal and Torres Strait Islander children from families were? Were they positive or negative? Why, why not? Support your response with evidence from the documentary.

English: ([ACELY1744](#))

English

1. **Exploring Perspectives:** In this task, you will be encouraged to compose a critical reflection that explores the impacts of the Stolen Generations experience on members of the Wenberg family's personal and interpersonal lives. Use direct quotes from the documentary to inform and inspire your composition, and aim to include the perspectives from at least 2-3 different family members. The family members who are presented in this clip are:

- John Wenberg
- Lily Wenberg

3. Disconnection from Family

continued

- Valerie Linow (nee Wenberg)
- Rita Wenberg
- Adelaide Wenberg

English: ([ACELY1746](#))

2. Documentary Techniques: Documentaries often use voice over (narration) as a technique for providing further information to an audience about the subject matter. Explain how voice over narration is used in this clip to extend on the information provided through interviews. Use direct quotes to support your response.

English: ([ACELA1572](#))

History

1. Comparative Task: *Servant or Slave* explores the perspectives and experiences of three of the women removed from the Wenberg family. Research the story of Vince Wenberg, one of Adelaide, Valerie and Rita's brothers, and write a 100-word comparison of his experiences at the Kinchela Boys Home at Kempsey, to those of his sisters at the Cootamundra Girls Home. What are some of the similarities and differences between these experiences, and what new knowledge or understandings did you gain from this further research?

The following webpages provide a recommended starting place for your research:

[Stolen Generations Testimonies](#)

[Kinchela Boys Home Stories](#)

History: ([ACHHS193](#))

2. Reflective Task: Imagine that Australia has been invaded by a foreign enemy who doesn't speak your language and doesn't acknowledge your cultural heritage and identity. You have been separated from your family members and friends, and don't know if you will ever see them again. You have been placed in an institution where you spend 12 hours a day completing domestic duties, without any fair recognition or remuneration. Write three diary entries outlining your experiences, and how these make you feel.

Extension Task

Private John Wenberg, the father of the three Wenberg sisters featured in *Servant or Slave*, was a soldier in the Second Australian Imperial Force. Research the experiences of Aboriginal and Torres Strait Islander soldiers serving Australia and write a report outlining their contributions and achievements, as well as some of the difficulties faced by these soldiers after returning home. In your answer consider:

- The contribution of Aboriginal and Torres Strait Islander soldiers serving Australia
- Discrimination after returning home from war
- Psychological consequences of serving in the war, and of being denied the honour and rights given to other returned servicemen and women after the war
- Changing rights and freedoms leading to citizenship for Aboriginal and Torres Strait Islander peoples

My own notes

3. Disconnection from Family

continued

You may find these articles useful in your research:

[AWM: Indigenous Australian servicemen](#)

[NSW State Library: Indigenous Australian Soldiers](#)

[SBS: Aboriginal soldiers fought on Gallipoli](#)

[Australian Government: Indigenous Australians at war](#)

[Reconciliation Australia: Forgotten Anzacs](#)

History: [\(ACHHS183\)](#) [\(ACHHS188\)](#) [\(ACHHS192\)](#)

My own notes

4 Abuse at the Institutions

My own notes

Clip 2: Abuse at the Institutions



Discussion Points:

1. What were the girls at Cootamundra Aboriginal Girls' Training Home expected to learn while staying there? What was the purpose of this training and for whose benefit was it?
2. Both Violet and Adelaide defied those in charge at the Cootamundra Aboriginal Girls' Training Home. Was their punishment fair or justified? Why or why not?
3. The clip explores the psychological, emotional, physical and sexual abuse experienced by children and young women at the home. How can such abuse impact on an individual's mental health, and be linked to ongoing personal and intergenerational traumas?
4. What does the documentary tell us about the strength and resilience of Aboriginal and Torres Strait Islander women in the face of injustice and abuse?

English: ([ACELY1744](#))

English

1. **Flash Fiction:** Flash fiction is creative writing that is usually no more than 50 words. It tells a story in a short amount of space using carefully selected words and figurative language techniques such as similes, metaphors, personification, assonance and alliteration. Write a piece of flash fiction that explores some of the emotions you think a young child would feel after being removed from their family and placed with strangers in a harsh environment.

English: ([ACELY1746](#))

2. **Visualising:** The [NSW office of Environment and Heritage website](#) provides a description of the former Cootamundra Hospital and the former Cootamundra Aboriginal Girls' Training Home. Use the descriptions provided on the site to sketch a bird's eye view of what the institutions would have looked like.
3. The women in the documentary speak about how the institution was an 'alienating' space that lacked any real 'warmth' or 'love' and talk about some of the traumatic punishment spaces such as the 'box room'. What does the physical or spatial environment indicate about the social environment.

4 Abuse at the Institutions continued

My own notes

4. Documentary Techniques: This clip uses several techniques to develop the audience's understanding of the women's experiences at the Cootamundra Aboriginal Girls' Training Home. Complete [this table](#) to analyse the effect of using each technique and its purpose in the documentary.

English: ([ACELY1744](#)) ([ACELA1572](#))

History

1. Annotated Bibliography: An annotated bibliography is a tool used by academics to create a detailed reference list of sources they will use when writing about a particular topic. An annotated bibliography includes a reference for the source, with a brief description outlining its usefulness and relevance to the topic. Create an annotated bibliography for an historian who is exploring the Stolen Generations. Ensure that your annotated bibliography contains at least 5-10 primary and secondary sources representing a range of different perspectives, including Aboriginal and Torres Strait Islander perspectives.

English: ([ACHHS186](#)) ([ACHHS188](#)) ([ACHHS192](#))

2. Research Task: Using your own research about the Cootamundra's Girls Home, and the information provided in the clip, answer the following questions:

- What was the purpose of the Cootamundra's Girls Home?
- What were the Aboriginal and Torres Strait Islander girls trained to do while staying at the institution?
- How did the Cootamundra Girls Home, and other institutions like this, contribute to the disconnection of Aboriginal and Torres Strait Islander peoples from their culture, Country and kin? What are some of the subsequent stories of both hardship and resilience?

History: ([ACHHS186](#)) ([ACHHS188](#)) ([ACHHS192](#))

Extension Task

Research another institution where Aboriginal and Torres Strait Islander children were sent after being removed from their families (e.g. [The Kinchela Boys Home](#) in New South Wales). Write an extended paragraph contrasting and comparing the experiences at both institutions. How were they similar and how were they different? Ensure that you include evidence to support your response, and that you take Aboriginal and Torres Strait Islander perspectives into account when compiling your evidence.

History: ([ACHHS188](#)) ([ACHHS192](#))

5. Long Term Consequences

My own notes

Clip 3: Long Term Consequences



Discussion Points

1. Torres Strait Islander cultures and identities, and what kind of impacts has this had on their sense of self, self-esteem and cultural pride?
2. How did the removal of the women presented in the documentary affect their relationships with other people later in life?
3. What does the clip suggest the women feel about what happened to them? How is this indicated through their language, tone and body language?

English: [\(ACELY1744\)](#)

English

1. Visualising: Rita Wenberg uses art as a way to deal with the emotional and psychological impact of her removal from her family, and the abuse suffered at the Cootamundra Girls' Training Home. Create your own artwork showing how you have faced, and/or overcome, a situation that was difficult for you. Write a 200-word reflection discussing the composition of your artwork, your creative decisions, visual techniques used, and how you created personal meaning as well as meaning for an audience.

English: [\(ACELY1744\)](#)

2. Radio Script: In this clip, respected Aboriginal author and academic Professor Larissa Behrendt comments, "I am sure it gives people some comfort to think that these were things that all happened in the past, but the fact of the matter is it's just not true". Do you agree or disagree with Larissa's assertion? Why or why not? Compose a short radio script between yourself and Larissa Behrendt, discussing the importance of acknowledging and understanding this statement and the intergenerational consequences experienced by members of the Stolen Generations and their families.

English: [\(ACELY1746\)](#)

5. Long Term Consequences continued

My own notes

History

1. Assessing Sources: Assess the usefulness and reliability of this clip for someone studying the impacts of the Stolen Generations on contemporary society.

History: ([ACHHS171](#))

2. Primary Sources: The *Bringing Them Home* Report was commissioned in 1997 as an inquiry into the experiences of Aboriginal and Torres Strait Islander children forcibly removed from their families during the Stolen Generations. Select three accounts and write a 300-word discussion outlining the short-term and long-term consequences of the government's Protection and Assimilation policies on Aboriginal and Torres Strait Islander peoples. Ensure that you include a reference list to support your discussion, and that Aboriginal and Torres Strait Islander perspectives are among your research and references.

History: ([ACDSEH106](#)) ([ACHHS192](#))

Extension Activity

Listening Task: In 2008, Prime Minister Kevin Rudd made a formal apology to Australia's Aboriginal and Torres Strait Islander communities on behalf of the Australian Parliament.

You can access the speech [here](#)

This [Fact Sheet](#) by Reconciliation Australia may also be a useful accompanying resource.

Listen to the speech and answer the following questions:

1. What does the Prime Minister apologise for in his speech?
2. What does he express he hopes would be the result of this apology for Australia's future?
3. What is the Prime Minister referring to when he states: "this blemished chapter in our nation's history"?
4. The Prime Minister uses the word "we" throughout his speech. What language technique is this, and who is he referring to? What is the effect of continually using this term?
5. Do you think it was necessary or practically and/or symbolically valuable for the Prime Minister to make an apology for the wrongs committed by past governments? Explain your answer.
6. Assess the usefulness and reliability of this speech for an historian trying to understand reconciliation in Australia. Refer to [State of Reconciliation in Australia report](#), particularly the domain of Historical Acceptance, as a reliable source that defines reconciliation in Australia according to five core dimensions.

6 Stolen Wages

My own notes

Clip 4: Stolen Wages (2x vignettes)

These activities and discussion points link to two vignettes about the stolen wages produced as supporting material for the documentary *Servant or Slave*. You can find the videos [here](#)



Discussion Points

1. What does the term 'Stolen Wages' refer to?
2. What happened to the wages that should have been paid to Aboriginal and Torres Strait Islander workers? How did this create a cycle of exploitation and inequality towards Aboriginal and Torres Strait Islander people in Australia?
3. In the documentary, Dr Fiona Skyring articulates, "I don't think you can actually separate the Stolen Generations from the Stolen Wages story; they're completely entwined." What is the relationship between Stolen Generations and Stolen Wages?

"Aboriginal wages were misappropriated by governments to cover their own liabilities, including the cost of moving people to missions and reserves, and the forcible removal of children. In essence, Aboriginal people unwittingly funded their own disenfranchisement."

- How much do you think the loss of wages has contributed to ongoing contemporary challenges or issues faced by Aboriginal and Torres Strait Islander people in Australia?

English: ([ACELY1744](#))

English

1. Interview: Imagine that you are a journalist covering the ongoing fight for the payment of reparations to members of the Stolen Generations and their families. Write a list of five questions you would ask historian Dr Fiona Skyring to help you write your article. Next write a list of five questions that you would like to ask Aboriginal and Torres Strait Islander people/families who have been directly or indirectly affected by the Stolen Wages situation. Think about how to do this appropriately and respectfully.

2. Complete the newspaper article as an extension activity.

English: ([ACELY1744](#))

6. Stolen Wages

.continued

My own notes

3. Infographic Poster: Infographics are a useful way to organise and represent both written and visual information in a way that is appealing to an audience, and highlights key information and numerical statistics. View examples of infographics using [Google Images](#) and [Canva](#) to familiarise yourself with the layout and structure of the text type. Then, use the information provided in the two clips, and your own research, to create an infographic that provides an overview of the Stolen Wages and reparation struggle for Aboriginal and Torres Strait Islander people. Consider how visual design techniques can help to create a clear message when arranging the format of your poster (such as salience, vector lines, size, colour, layout and positioning).

English: ([ACELY1746](#))

4. Persuasive Letter: Write a persuasive letter about the importance of, and imperative for, reparations to Aboriginal and Torres Strait Islander families for lost wages. Your response should include the stylistic features of a letter, as well as persuasive language techniques to highlight your key arguments.

You may wish to consider the following documentary quote by historian Ros Kidd in the context of constructing your argument: “An awful lot of the despair on the communities is rooted in the institutionalised disempowerment over generations... The government is responsible for the conditions today, legally responsible... They have a duty of care—they gave themselves that duty of care in their [past, Protectionist] laws and regulations.”

English: ([ACELY1746](#))

History

1. Surveys: Surveys are used to gather information about public opinion on a topic or issue in society. Create your own survey to evaluate both awareness and perspectives about the reparation struggle for Aboriginal and Torres Strait Islander people and their families. You can create a digital survey using [Google Forms](#) and provide a link to family members and friends to gather information. Try to engage people from a range of different cultural backgrounds, age groups and geographic locations. Share your findings with your class.

Note: We suggest students are supported in notifying prospective survey respondents that the survey deals with sensitive matters. Surveys should protect and respect respondents' privacy by providing opportunities to respond anonymously.

2. Research and Reflective Task: Imagine that you have been working part time for the past three months, however your employer keeps telling you that they are unable to pay you until business picks up. Eventually your employer tells you that they won't be paying you at all. Research your rights as an employee using the [Fair Work Website](#). Write a letter to your manager expressing your concern over the legalities of your situation. Ensure that you include an outline of their responsibilities and your entitlements. Imagine if, despite your legally justified letter, your rights were neither recognised nor responded to— how would this make you feel and in what ways would it affect you?

6 Stolen Wages

continued

My own notes

Extension Activity

Prepare a two-minute speech describing the cycle of poverty, and the economic and social impact of the Stolen Generations and Stolen Wages, on contemporary Aboriginal and Torres Strait Islander Australians. Include examples of the strength and resilience of Aboriginal and Torres Strait Islander peoples in the face of injustice and abuse. [This link](#) will take you to a mind map that shows one interpretation of how Stolen Wages may have resulted in cycles of poverty.

History: ([ACHHS188](#)) ([ACHHS192](#)) ([ACELY1746](#))

7 The Sugar Labor Trade

My own notes

Clip 5: The Sugar Labor Trade (3x vignettes)

[These three vignettes](#) explore the Sugar Labour Trade and were produced as supporting material for the documentary *Servant or Slave*. Between 1863 and 1904 about 60,000 South Sea Islanders were transported to the colony of Queensland to create the sugar plantations. Some Islanders were kidnapped or 'blackbirded' by Europeans who used their knowledge of Pacific Islander societies to coerce women, men and children to leave their home islands. After the introduction of a White Australia policy the Labour Trade formally ceased and the Australian government began to deport South Sea Islanders to their home islands resulting in more hardships and discrimination for those who had made Queensland home.



Discussion Points

1. What is meant by the term 'Blackbirding'?
2. What are some of the similarities and differences between Aboriginal and Torres Strait Islander Stolen Wages experiences, and South Sea Islander experiences of 'blackbirding'? How much money is owed to the South Sea Islander people today as a result of the unpaid wages? What qualitative ameliorations or changes would reparations of this quantity of money help to support?
3. Why were the South Sea Islanders later deported? What was the White Australia policy? What impacts has this policy had on race relations in Australia?
4. How does the Sugar Labour Trade story augment your understanding of the difference between the terms 'servant' and 'slave'?

English: ([ACELY1744](#))

English

1. **Newspaper Analysis:** Locate a contemporary newspaper article such as this [Sydney Morning Herald piece](#), addressing the issue of 'Blackbirding' and answer the following questions:
 - a) What is the title of the article? Who is the author? When and where was the article published?
 - b) What is the key idea explored in the text? What evidence is used to support this idea?
 - c) Have images been used to support the text? What is the purpose or effect of providing the images?

7 The Sugar Labor Trade continued

- d) Choose two language techniques that have been used by the author and explain their effect.
- e) Whose point of view is presented in the article? Whose point of view is excluded from the article?
- f) Does the author present an objective or subjective commentary of the topic? Provide evidence to support your answer.
- g) Could the article be interpreted differently by people with alternative perspective? Explain.

As an extension activity, you may wish to compare and contrast more than one article, and reflect on the new questions or knowledge arising out of engaging with more than one perspective.

English: ([ACELT1639](#)) ([ACELY1739](#))

2. Blackout Poetry: In this activity you are going to use the newspaper article that you located in the previous task to create a blackout poem. You can learn more about how to create a blackout poem by clicking [here](#).

Blackout poetry focuses on eliminating words in a written text, to create a new text in the poetic form, with a reconstructed meaning.

- a) How can the meaning of a text change based on what language or information is included in, or omitted from, it?
- b) Similarly, how can the meaning of a text change based on which perspectives are included in, or omitted from, it?
- c) What does this teach us about the importance of engaging with a range of perspectives—including Aboriginal and Torres Strait Islander perspectives—when researching and analysing both historical and contemporary issues?

History

- 1. Investigation:** Using your own research, create an interactive map showing the areas where ‘blackbirding’ has occurred across the globe. Include the names of the countries people were taken from, where they travelled to, and the dates that this occurred. You can create an interactive map using [Zeemaps](#).
- 2.** What are some of the similarities and differences in where and when instances of ‘blackbirding’ have taken place, and who has been subject to these experiences? Can you identify any similarities and differences between the nature and effects of the experiences themselves?
- 3. Poster:** Create a poster that provides information about the South Sea Islanders and the slave trade that existed in Australia. Your poster should contain information from a variety of sources and perspectives, and cover some of the following areas:
 - Travel to Australia and recruitment
 - The Pacific Labourers Act 1880 (Queensland)
 - Working Conditions
 - End of the Labour Trade

Your poster can be created digitally using an online tool such as [Glogster](#).

My own notes

7 The Sugar Labor Trade continued

4. Research Task: In 1847 Benjamin Boyd was the first person to illegally bring Melanesian labourers to NSW. Using a range of sources and perspectives, create a historical profile about Benjamin Boyd and his involvement in slave labour.

History: ([ACHHS193](#)) ([ACHHS192](#))

Extension Task

While viewing the documentary, you have been recording evidence to identify which term ('Servant' or 'Slave') is most accurate in describing the experiences of Aboriginal and Torres Strait Islander women forcibly trained in domestic service. Use this evidence and the research and reflections that you have completed throughout the topic to answer the following essay question:

Essay Question: Evaluate the following statement and write an extended response analysing the information explored in the documentary, alongside your own further research.

Without the allocation of fair wages or reparations, Aboriginal and Torres Strait Islander children were forcibly removed from their families and forced into domestic and labour services. This was slavery, and the economic foundations of this country were built on the exploitation of Aboriginal and Torres Strait Islander people across Australia.

History: ([ACHHS188](#)) ([ACHHS192](#))

English: ([ACELY1746](#))

My own notes



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Any questions? Contact us at sbslearn@sbs.com.au
Produced in collaboration with Chantelle Howlett

