

5.

Track the History

Timeline activity sheet

Part A – Using the timeline

1. List five events from the *Track the History* timeline that directly relate to the separation of Aboriginal and Torres Strait Islander children from their families in the table below:

1.	
2.	
3.	
4.	
5.	

2. The timeline contains a number of events that are not directly connected to the removal of Indigenous children from their families. They do, however, have an indirect connection. Using the timeline, find the events that match the dates below and write a sentence or two on how you think the event is related to the removal of Indigenous children.

Date	Event	How is it connected to the separation of Aboriginal and Torres Strait Islander children from their families?
1770	James Cook claims possession of the whole east coast of Australia. Cook raises the British flag at Possession Island, off Cape York Peninsula in Queensland.	Cook's landing is significant because it marked the first non-Aboriginal and Torres Strait Islander settlement of Australia, and the beginning of white colonisation.
1901		
1937		

Date	Event	How is it connected to the separation of Aboriginal and Torres Strait Islander children from their families?
1948		
1967		
1993		
1996		

Part B – Group discussion: time, people and places

1. Working in groups, discuss how the concepts of time, people and place help us to understand history. Here are some focus questions and propositions to start your discussion.

The timeline contains issues that are not directly connected with the removal of Indigenous children. For example, there are dates concerning Australia’s independence from Britain. This is almost a thread of history in its own right.

What other ‘threads of history’ are in the timeline?

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Why do you think they are there?

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Events take place in a social context. They are often connected with events that may initially seem quite separate and independent. History should not be seen as development in a line, but as set of relationships between things, events, ideas and people.

What do you think is meant by 'social context'?

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What does this mean about the way we think about the history of removals?

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Should we be looking for patterns? How can we do this?

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2. When the discussion is complete reflect on the opinions you have heard from your classmates and write a paragraph below. Identify the points of discussion you viewed as most important.

Personal perspective

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