



## THE 1946 PILBARA STRIKE: INTEGRATED HASS AND ENGLISH LEARNING UNIT FOR YEAR 10

### Rights and Freedoms: The 1946 Pilbara Strike

Includes lesson plans for HASS & English

This learning program has been developed by the Remembering the 1946 Pilbara Strike Committee, in conjunction with Striker families. Proudly funded by The West Australian Historical Society and Horizon Power.



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## Welcome

Thank you for your interest in learning more about the 1946 Pilbara Aboriginal Pastoral Workers Strike and sharing this important story of our shared history. We thank members of Striker families, teachers, writers, researchers and filmmakers for their input and support. These education units have been brought to you by the Remembering the 1946 Pilbara Strike Incorporation, a volunteer group. Funding was received by the Western Australian History Foundation and Horizon Power.

*“We came together to help retell this little-known story of courage, strength and working for change. May 1<sup>st</sup> 2026 marks the 80th anniversary of the 1946 Strike. Teachers and young people can reflect on our shared history here. These wide-ranging resources support schools aiming to be culturally responsive, by validating Aboriginal experiences and knowledge. Wangka Maya Language Centre and Nomads Educational and Charitable Foundation have helped us in this journey. Your feedback on classrooms using the education units or resources will be much appreciated.”*

Rose Murray  
Chairperson  
Remembering the 1946 Pilbara Strike Inc.  
[1946pilbarastrike@gmail.com](mailto:1946pilbarastrike@gmail.com)

The Remembering the 1946 Pilbara Strike Incorporation acknowledges all Aboriginal and Torres Strait Islander Traditional Custodians of Country and recognises their continuing connection to land, sea, culture and community. We pay our respects to Elders past and present.

**Content Warning:** Be aware that some resources contain the names, images and voices of people who have passed.

Graphic design by JILALGA DESIGNS.

# Rights and Freedoms: The 1946 Pilbara Strike

This unit of work will educate students about the 1946 Pilbara Strike as a historical struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples. It is designed to be taught as part of the Year 10 History Curriculum's focus on rights and freedoms.

The Pilbara Strike was the longest strike in Australian history where hundreds of Aboriginal workers walked off stations to demand fair pay and equal living conditions. It inspired later instances of industrial action, including the 1966 Gurindji Strike/Wave Hill Walk-off that led to equal wages for Aboriginal workers. It empowered Western Australian Aboriginal communities. Some of the Pilbara Strikers formed their own cooperatives and purchased stations of their own, and striking communities also formed bilingual schools.

This unit of work is designed to be taught before material on later key events in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander people. This unit will provide useful context for understanding later events including the 1967 referendum. When discussing the referendum, teachers can refer back to the importance of the struggle for fair pay and working conditions.

## This unit of work contains

1 x Year 10 History resource list

4 x Year 10 History lesson plans

1 x Year 10 History assessment

1 x Year 10 English lesson plan

## Guest speakers

There are many descendants of the Pilbara Strikers and other groups who had first-hand experience of the strike (police, pastoralists, Noongar families, other social justice activists) living in Western Australia, particular in the Pilbara region. If there are members of your community who have knowledge and experience of the Pilbara Strike and its legacy, invite them into your classroom as part of this unit to share with your students.

## Student's prior knowledge

These lessons are intended as part of a larger study of rights and freedoms within the History curriculum.

Students should have already developed some understanding of the concepts of rights and freedoms, and of "The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration" (WA10HAKUH5).

In Year 9, students would have studied: "The nature of contact between Aboriginal and Torres Strait Islander peoples and others and the impact that these interactions and colonisation had on the environment and people's lives" (WA4HAKUH3).

# History Lessons Resources List

## Film/video

Noakes, D. (1987) [\*How the West Was Lost\*](#). Ronin Films.

**Note:** Excerpts from this excellent documentary are used throughout this unit. Teachers may wish to view the film for their own learning and share other relevant excerpts with students. Stronger students may be interested in watching the whole documentary; however it is challenging and some students may have difficulty.

Roy Rosenzweig Center for History and New Media. (2018) The Pilbara Aboriginal Strike, YouTube. Available at: <https://www.youtube.com/watch?v=1CM5SyPsdRE> (Accessed: 16 May 2025).

Wangka Maya Pilbara Aboriginal Language Centre. (2006) [\*60 Years On: Remembering the 1946 Pilbara Indigenous Pastoral Workers' Strike\*](#) for purchase.

Excerpt from interview with Rose Murray, Chair of Remembering the 1946 Pilbara Strike Committee

## Articles

Byrne, L. (2021) *The long campaign by Aboriginal and Torres Strait Islander workers for equal pay - and the 1966 decision*. Australian Trade Union Institute. Available at: <https://atui.org.au/2021/03/11/the-long-campaign-by-indigenous-workers-for-equal-pay-and-the-1966-decision/> (Accessed: May 16, 2025).

Cohen, D. (2021) *Australian Aboriginal Workers Strike for Fair Wages and Equality, 1946-1949, The Commons Social Change Library*. The Commons Social Change Library. Available at: <https://commonslibrary.org/australian-aboriginal-workers-strike-for-fair-wages-and-equality-1946-1949/> (Accessed: May 16, 2025).

## Newspaper articles

The West Australian (1946) "Natives' Dispute. Commissioner's View. "Easy Prey for Malcontents.," 4 May, p.14. Available at: <https://trove.nla.gov.au/newspaper/article/50339290>.

Hewett, D. (1947) "Twelve Mile People Hard as Steel," Worker's Star, p. 2. Available at: <https://trove.nla.gov.au/newspaper/article/240643113>

## Picture book

Bina, S., McKenna, N. and Hale, M.M. (1982) *Waraja marrngu kanya majalu*. Strelley Literature Centre. Available at: <https://collected.uwa.edu.au/nodes/view/19043>

## Additional Resources

*Native Administration Act 1905–1936* (WA). AIATSIS digitised collection. Available at: [https://aiatsis.gov.au/sites/default/files/docs/digitised\\_collections/remove/52794.pdf](https://aiatsis.gov.au/sites/default/files/docs/digitised_collections/remove/52794.pdf) (Accessed: 22 February 2026).

# History Lesson Plan 1

## Curriculum links

### Historical knowledge and understanding:

The background to Aboriginal and Torres Strait Islander peoples' campaigns for rights and freedoms before 1965 (WA10HAKUH6)

The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change (WA10HAKUH7)

### Humanities and Social Sciences skills:

Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives (WA10HASKQ2)

## Learning objectives

- Students will understand basic historical details relating to the 1946 Pilbara Strike.
- Students will describe the struggle of Pilbara Aboriginal people before and during the 1946 Pilbara Strike.

## Resources

- Bina, S., McKenna, N. and Hale, M.M. (1982) *Waraja marrngu kanya majalu*. Strelley Literature Centre. Available at: <https://collected.uwa.edu.au/nodes/view/19043>
- For this lesson you will need the translated illustration of page 6 (on screen or paper) found here on page 4.
- Roy Rosenzweig Center for History and New Media. (2018) The Pilbara Aboriginal Strike, YouTube. Available at: <https://www.youtube.com/watch?v=1CM5SyPsdRE>

## Learning activities

### Intro exercise - [See, Think, Wonder](#) Visible Thinking routine (10 mins)

To encourage student interest in the topic and encourage thoughtful interpretations, use the 'See, Think, Wonder' Visible Thinking routine to have students examine a page from the picture book *Waraja marrngu kanya majalu*.

Explain to students:

- We are about to look at an illustration from a picture book called *Waraja marrngu kanya majalu* (One was taken by the boss) — produced in 1982 in the Aboriginal language of Nyangumarta. The story was told by S.Bina and the illustrator was N.McKenna.
- The book was published by the Strelley Literature Centre at the Strelley Pilbara Aboriginal community.
- This book tells a true story. It looks back to the 1940s, a significant period for the Pilbara Aboriginal community.

Provide students with the illustration from page 6 (final illustration/108.06.jpeg) — on paper or on screen. <https://collected.uwa.edu.au/nodes/view/19043>

Students are to answer the following questions individually in note form:

- **Step 1:** What do you see?
- **Step 2:** What do you think about that?
- **Step 3:** What does it make you wonder?

After students have had time to respond individually, hold a group discussion based around these questions.

After step 2, useful follow up questions might be:

- What else is going on here?
- What do you see that makes you say that?

After step 3, a useful follow up question might be:

- What questions do you now have?

Explain to students this book is about a significant historical episode in Western Australia in the 1940's — The Pilbara Strike. More than 800 Aboriginal station workers went on strike, demanding fair pay and working conditions.

Explain the learning objectives for the lesson:

- To understand basic historical details relating to the 1946 Pilbara Strike.
- To describe the struggle of Pilbara Aboriginal people before and during the 1946 Pilbara Strike.

Keep student questions in mind as you work through the unit of work and encourage students to come back to them.

**Differentiation note:** If you would like to do this same activity with a less complex stimulus text, consider using [Strikers Chained by Solomon Cocky Ngalyarrkiny](#).

### **Follow up class discussion to gauge prior knowledge: (5 mins)**

Gain an understanding of students' prior knowledge by asking these questions:

- Where is the Pilbara?
- What is a strike? What are strikes used for?
- Do you know of any examples of strikes throughout history?
- How do you think striking might help workers to achieve rights and freedoms?

### **Vocabulary exercise (10 mins)**

Students are to work individually or in pairs to look up definitions for the following terms and rewrite them in their own words:

- Assimilation
- Colonisation
- Rights
- Freedoms
- Industrial action
- Slavery
- *Marrngu* (Pilbara Aboriginal word meaning 'Aboriginal person')
- Pastoralist
- Squatter

- Socialist
- Communist
- Cooperative (form of organisation)

*Note: You may wish to divide these terms up and allocate them to different members of your class, who can then share with the broader group.*

## Introducing the Pilbara Strike (20 mins)

Students are to view the video '[The Pilbara Aboriginal Strike](#)', uploaded to YouTube by Roy Rosenzweig Center for History and New Media (RRCHNM). (3 mins 12 seconds)

As students watch the video, they are to answer the following questions in note form:

- What types of work did Aboriginal people do on stations?
- **Note:** Ensure domestic labour is articulated as well as pastoral work.
- What were the living conditions for Aboriginal individuals employed on stations in the Pilbara prior to the strike?
- How were Aboriginal workers on Pilbara stations paid?
- When did the Pilbara strike begin?
- Which organisations, institutions and people were opposed to the Pilbara strikers?
- Which organisations, institutions and people supported the Pilbara strikers?
- What did Pilbara Strikers do after they left the stations?
- What was the legacy of the Pilbara strike?

*Differentiation note:* Parts of the video are subtitled. You may need to support some students by reading these subtitles. It may be useful for students to watch the video multiple times.

## Conclusion/Summarise lesson (5 mins)

Encourage students to reflect on key takeaways from the lesson.

Ask students: What more do you want to learn about the experience of the Pilbara Strikers? How do you think you might gain that knowledge and understanding?

Record student responses so you can refer back to them in future lessons.

Tell students that next lesson they'll revisit *Waraja marrngu kanya majalu* in full and consider more closely the experience of the Pilbara Strikers.

# History Lesson Plan 2

## Curriculum links

### Historical knowledge and understanding:

The background to Aboriginal and Torres Strait Islander peoples' campaigns for rights and freedoms before 1965 (WA10HAKUH6)

The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change (WA10HAKUH7)

### Humanities and Social Science skills:

Identify the origin, purpose and context of primary sources and/or secondary sources (WA10HASKQ5)

Account for different interpretations and points of view/perspectives in information and/or data (WA10HASKA3)

## Learning objectives

- Students will deepen their understanding of historical details relating to the 1946 Pilbara Strike.
- Students will describe the struggle of Pilbara Aboriginal people before and during the 1946 Pilbara Strike and develop an understanding of different views and perspectives.
- Students will Compare representations of the Pilbara Strike in different sources (picture book, article, film).

## Resources

- Bina, S., McKenna, N. and Hale, M.M. (1982) *Waraja marrngu kanya majalu*. Strelley Literature Centre. Available at: <https://collected.uwa.edu.au/nodes/view/19043>
- For this lesson you will need the translation of the picture book
- Cohen, D. (2021) *Australian Aboriginal Workers Strike for Fair Wages and Equality, 1946-1949*, *The Commons Social Change Library*. The Commons Social Change Library. Available at: <https://commonslibrary.org/australian-aboriginal-workers-strike-for-fair-wages-and-equality-1946-1949/>
- **Film excerpt:** Clip 15 of *How the West Was Lost* (optional additional resource)

## Learning activities

### Introduction (5 mins)

Review previous lesson and introduce learning objectives to students:

- Students will deepen their understanding of historical details relating to the 1946 Pilbara Strike.
- Students will describe the struggle of Pilbara Aboriginal people before and during the 1946 Pilbara Strike and develop empathy for their experience.

Explain to students they will use *Waraja marrngu kanya* — the picture book they began analysing yesterday — to gain understanding of the Striker's experience.

## Reading *Waraja marrngu kanya majalu* (25 mins)

To give students a deeper understanding of what life was like for Pilbara Aboriginal people during the Strike, have students revisit *Waraja marrngu kanya majalu* in full.

<https://collected.uwa.edu.au/nodes/view/19043>

Provide students with the full text and translation of *Waraja marrngu kanya majalu*. At your discretion, have students read the text individually, in pairs or as a whole class. See Lesson 2 page 4

On completion, have students answer the following questions:

1. Summarise the picture book in 2-4 sentences.
2. Is the picture book a primary or secondary source? Explain.

*Differentiation note:* The following could be used as extension questions:

1. This picture book, and many others like it, were produced by the Strelley Pilbara Aboriginal Community. Do some independent research: Who are the 'Strelley Mob'? How are they connected to the Pilbara Strike? What did they achieve?
2. Why do you think the Strelley Mob would publish stories like this one?

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## Optional additional resource/activity

You may wish to show students an excerpt from the 1987 documentary *How the West Was Lost*, where Pilbara strikers retell and reenact this story.

The excerpt is from 46.32 – 56.52 (clip 15).

[Clip is available here](#) – You will need to download and upload to YouTube/Vimeo/website

Possible questions for students to discuss or reflect on include:

1. What similarities are there between the telling of the story in the picture book and the film?
2. What differences are there between the telling of the story in the picture book and the film?
3. What accounts for the differences between the telling in the picture book and the film? Why might they be different?

*Differentiation note:* Some parts of the excerpt are in Aboriginal language and are subtitled. Some students may need support.

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## Understanding different views and perspectives: [Step In, Step Out, Step Back Visible Thinking routine](#) (15 mins)

To encourage student perspective taking, and to have students consider more carefully the struggles of the Pilbara Strikers, use the 'Step In, Step Out, Step Back' Visible Thinking routine.

The routine works well in small groups: Consider having students answer these questions in discussion in groups of three. You may wish to have students write down their responses individually first.

Consider the perspective of one of the Aboriginal men arrested and chained in the story:

1. **Step In:** What do you think this person might feel, believe, know, or experience?

2. **Step Out:** What would you like or need to learn to understand this person's perspective better?
3. **Step Back:** What do you notice about your own perspective and what it takes to take somebody else's?

## Conclusion/Summarise lesson (5 mins)

Encourage students to reflect on and record key takeaways from the lesson.

Tell students that in the next lesson they'll be looking further into how the Pilbara Strikers created change, and which groups and individuals were influential in the Pilbara Strike.

## Homework activity: Delve deeper

To find out more about the historical events of the Pilbara Strike, read the article from the Commons Library by Dylan Cohen: ['Australian Aboriginal Workers Strike for Fair Wages and Equality, 1946-1949'](#)

Answer the following questions using the article:

1. What legal restrictions were put on Aboriginal station workers before the Pilbara Strike?
2. Who were some of the leaders of the Pilbara Strike? Summarise their roles.
3. When did the strike begin?
4. What were the demands of the strikers?
5. Where did the strikers base themselves?
6. How did authorities treat the strikers?
7. Summarise the 1949 High Court ruling.
8. When did Aboriginal workers gain equal wages?

*Differentiation note:* This article may be challenging for some students. Depending on your students, they may benefit from going through it together in class, rather than completing this activity at home themselves.

***Waraja marrngu kanya majalu.***  
**One man was taken by the boss.**

Storyteller: S. Bina Writer: M Hale Additional Edit: B Hale

Nyungu ngapingi wanikinyiyirni Muliyalanga.

Palamanga kurrngal nganarna warrkamu-jarrinyikinyiyirni palamangangarra juljungarra. Turlpanyiyirni palamakarti. Palaja yanayirni jarritingi tawunkarti. Tawunja palamanga nganarna pitjakarra waninyiyirni. Kanya palamanga waraja marrngu mana walypilalu kanya Ngulyimunyakarti. Palanga wurrarniyanganaku kanya waraja warrkamu tiyijinkarti.

Palaja nganarna kulpanyiyirni Muliyalakarti ngurra karta-karrinyiyirni. Palamanga japirrmarnanganinya Dooleylu. "Wanyjangu purnungurrara?" Palamanga ngakarnajaninyi kurrngal marrngu Ngulyimunyakarti. Palaja yijalu, manayi. Yanayi partijirri karta-karrinyiyi. Kunymanakatalu yajarnajaninyi, partijirri kulpanya.

Kunymanakatalu yajarnajaninyi, partijirri kulpanya. Palaja yijalu manajaninyi jinta kujarra kakurnupulinyi palamanga jiyin wirrirni janaku ngalyingi. Kanyajaninyi palanga kujarra.

Mirti-jirnipulu Muliyalakaniny. Nyarrangalaja kunymanakatalu manajaninyi kapurr. Jiyinmurntu kanyajaninyi Mapurlpakarti ngalpa-jirnijaninyi. Palamanga jiyin yinyji-pirni Janaku. Palaja wurrarna janaku muwarr, "Wirrilkulunyunurra wupujingi." Palanga japirrmarnanganinya, "Ngaranurta mankulunyunurra muwarrku marrngu?" "Munurla, warajarla nganarnamili Ngarnkawaru palanga wurrarniyili."

We used to live in Moolyella. A big mob of us used to work around there. A long time ago, people came from everywhere and worked. We all came together in Moolyella.

One Saturday we went into town, Marble Bar. In town we were watching a movie. From there a station owner came and picked up one person and took him back to Corunna Downs Station, south of Marble Bar.

We all went back to Moolyella then and camped there. Dooley asked us, "Where's that other bloke?" "That station owner took one man back to the station to work!" From there they sent a big mob of people to Corunna Downs Station. From there they went. They walked halfway and slept one night.

But the policeman was following up behind, he came halfway. Then the policeman caught up with them and got a few people and put a chain around their necks. But two others ran off. They ran all the way down to the mob working at Moolyella.

At Moolyella the policeman took more of the mob to the lock-up. They took them to the gaol at Marble Bar. They all went in there then. Then the chain was taken off them. The police said, "Who is going to write the name down in the office?" The policeman asked them, "Who's gonna talk for you mob?" They replied, "No we only got one spokesman who speaks for us, that is Don McLeod."

# History Lesson Plan 3

## Curriculum links

### Historical knowledge and understanding:

The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change. (WA10HAKUH7)

### Humanities and Social Sciences skills:

Identify the origin, purpose and context of primary and/or secondary sources. (WA10HASKQ5)

Use criteria to analyse the reliability, bias, usefulness and currency of primary and/or secondary sources. (WA10HASKA1)

Account for different interpretations and perspectives in information and/or data. (WA10HASKA3)

Analyse the 'big picture' by placing information into different contexts and identifying missing viewpoints or gaps in knowledge. (WA10HASKA4)

### Learning objective:

Understand how different newspapers represented the Pilbara Strike.

Identify bias and perspective in primary sources.

Explain why attitudes towards the strikers differed.

## Resources

- *The West Australian* (1946) "Natives' Dispute. Commissioner's View. "Easy Prey for Malcontents.," 4 May, p.14. Available at: <https://trove.nla.gov.au/newspaper/article/50339290>.
- Hewett, D. (1947) "Twelve Mile People Hard as Steel," *Worker's Star*, p. 2. Available at: <https://trove.nla.gov.au/newspaper/article/240643113>

## Learning Activities

### Introduction (5 mins)

Review previous lesson and introduce learning objective to students:

1. Understand how different newspapers represented the Pilbara Strike.
2. Identify bias and perspective in primary sources.

### Primary Source Analysis (35 mins)

Students should examine two primary sources from newspapers printed in Western Australia in the 1940s, in order to compare different attitudes to the Pilbara Strikers:

1. *The West Australian* (1946) "Natives' Dispute. Commissioner's View. "Easy Prey for Malcontents.," 4 May, p.14. Available at: <https://trove.nla.gov.au/newspaper/article/50339290>.

- Hewett, D. (1947) "Twelve Mile People Hard as Steel," *Worker's Star*, p. 2. Available at: <https://trove.nla.gov.au/newspaper/article/240643113>

Explain to students that *The West Australian* was one of the state's popular daily newspapers, while the *Worker's Star* was a weekly socialist newspaper.

*Differentiation note:* You may wish to read through articles with students and explain any unfamiliar vocabulary as you go. Alternatively, stronger students may read the text individually and look up unfamiliar terms.

For each of the newspaper articles, students should take notes structured around the following questions:

- What is its origin?
  - Where is it from?
  - Who created it?
  - When and where was it published?
- Who is its intended audience?
  - Who was it made for?
- What is the purpose of the source?
  - Why does it exist?
  - Why was it created?
  - What was the author trying to achieve?
- How reliable is the source?
  - Is the source complete or incomplete?
  - What point/s of view does the source contain?
  - What point/s of view does it leave out?
  - Is the source biased in any way? Is it propaganda?
  - Do other sources and your existing knowledge support or contradict it?

### **Class discussion (5 mins)**

Discuss students' findings as a class.

Key discussion questions could include:

- In what ways are the attitudes contained in these two sources different?
- Why do you think these different attitudes existed? How can you explain them?
- What attitudes do you think were dominant at the time? Why do you say that?

### **Conclusion/Summarise lesson (5 mins)**

Encourage students to reflect on and record key takeaways from the lesson – and note how attitudes can change over time.

# History Lesson Plan 4

## Curriculum links

### Historical knowledge and understanding

The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change (WA10HAKUH7)

The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and one other group (WA10HAKUH8)

### Humanities and Social Sciences skills

Draw evidence-based conclusions by evaluating information, taking into account multiple perspectives. (WA10HASKE1)

Develop explanations using evidence from a range of sources to support conclusions and/or arguments. (WA10HASKC3)

Analyse information, including change over time. (WA10HASKA2)

## Learning objective

Use secondary sources to describe the legacy of the Pilbara Strike and explain the changes it created.

## Resources

- Wangka Maya Pilbara Aboriginal Language Centre. (2006) [60 Years On: Remembering the 1946 Pilbara Indigenous Pastoral Workers' Strike](#) (may be purchased online or view via clip)
- Video of interview with Rose Murray <http://youtu.be/sPi-2URg0VY>
- Byrne, L. (2021) *The long campaign by Aboriginal and Torres Strait Islander workers for equal pay - and the 1966 decision*. Australian Trade Union Institute. Available at: <https://atui.org.au/2021/03/11/the-long-campaign-by-indigenous-workers-for-equal-pay-and-the-1966-decision/>.
- Noakes, D. (1987) *How The West Was Lost*. Director, Writers: David Noakes, Paul Roberts, Producers: Heather Williams, David Noakes, Assoc. Producers: Jacob Oberdoo, Paul Roberts Cinematographer: Philip Bull, Editor: Frank Rijavek  
Clip 12 from *How the West Was Lost* <https://vimeo.com/1025820852>

## Learning activities

### Introduction (5 mins)

Review previous lesson and introduce learning objective to students:

1. Use secondary sources to describe the legacy of the Pilbara Strike and explain the changes it created.

## Understanding the Legacy of the Pilbara Strike (30 mins)

Have students encounter various resources, depending on the time available and differentiation needs.

As students consider these resources, you may wish for them to take notes around the following focus question: *In what ways do you think the 1946 Pilbara Strike was significant in creating change for Aboriginal and Torres Strait Islander Australians?*

You may wish to divide up resources between small groups of students.

Available resources:

1. Interview footage with Rose Murray, descendant of Pilbara Strikers and Chair of Remembering the 1946 Pilbara Strike committee. (6 minute clip)
  - [Interview available here](#) Will need to be uploaded to YouTube or similar for distribution.
  - Differentiation note: This is an accessible resource for all students. Use this resource as a good, accessible summary.
2. Remembering the 1946 Pilbara Strike: 60 Years On film
  - *Differentiation note:* Some parts of the film are in an Aboriginal language and are subtitled. Some students may need support. Discussion of the strike's legacy begins at 8:30. Stronger students may wish to view the whole film (18 minutes). If you'd like a shorter, more accessible excerpt, use the [two-and-a-half minute clip here](#).
  - Speakers within this excerpt (10.13 – 12.44) are in order of appearance:
    - Doris Eaton
    - Eileen Rule
    - Bruce Thomas, Maggie Ginger, and Maryanne Foot
3. Article: '[The long campaign by Aboriginal and Torres Strait Islander workers for equal pay – and the 1966 decision](#)', ACTU Union History Blog.

This article puts the Pilbara Strike in the context of the industrial movement for fair pay and conditions for Aboriginal people, and the broader movement for Indigenous rights.

*Differentiation note:* This resource is recommended for stronger students, who can report back to the rest of the class on their findings.

4. [Clip 12 from How the West was Lost](#) (film), showing striker-led Aboriginal schools. (2 minutes 3 seconds).

*Differentiation note:* Some parts of the clip are in Aboriginal language and are subtitled. Some students may need support.

The clip shows children reading the picture book *Waraja marrngu kanya majalu* encountered by students in lessons 1 and 2.

If students have examined resources in groups, have them report back to the rest of the class.

## Considering the legacy of the Pilbara Strike: [Think-Pair-Share](#) Visible Thinking routine (10 mins)

Considering the video they've just viewed and what they've learnt so far, students should consider the following question:

*In what ways do you think the 1946 Pilbara Strike was significant in creating change for Aboriginal and Torres Strait Islander Australians?*

1. Students are to think individually about the question.
2. Students are to note down their response in writing.
3. Students are to share their response with a partner.
4. Discuss the question as a class.

When discussing as a class, consider touching on the following consequences of the strike:

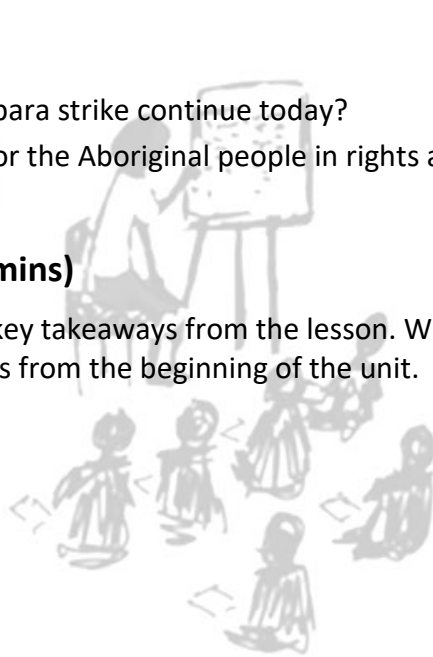
- Encouraged further industrial action (e.g. Wave Hill Walk-Off) – leading to fair wages for Aboriginal people
- Empowered Aboriginal people and provided them inspiration to create further social change
- Led to Aboriginal leadership in the mining industry
- Led Aboriginal communities to create their own stations and maintain connections to country and culture
- Led to groups establishing their own schools and teaching their own languages and history, using their own resources
- Built connections between Aboriginal communities in the North West and organisations in Perth and beyond

Follow up with final class discussions:

- In what ways does the legacy of the Pilbara strike continue today?
- How do the efforts to create change for the Aboriginal people in rights and freedoms continue?

### **Conclusion/Summarise lesson (5 mins)**

Encourage students to reflect on and record key takeaways from the lesson. Where possible, draw links back to student questions and reflections from the beginning of the unit.



# History Assessment Task: Report on changemakers in the Pilbara Strike

## Task Description

Students are to **evaluate** the role of **two** individuals or groups who made change in the 1946 Pilbara Aboriginal Strike and **explain** how their actions contributed to change in rights and freedoms.

Students are to refer to both **primary** and **secondary** sources in explaining the role of key changemakers.

## Changemakers

Pick **two** changemakers from the list below.

At least **one** of your choices should be an Aboriginal person/group.

### Aboriginal changemakers

- Clancy McKenna
- Dooley Bin Bin
- Daisy Bindi
- Peter Coppin
- Ernie Mitchell
- A changemaker of your choosing based on your own learning and research (with teacher approval)

### Non-Aboriginal changemakers

- Don McLeod
- Reverend Peter Hodge
- Committee for Defence of Native Rights
- Council for Aboriginal Rights
- A changemaker of your choosing based on your own learning and research (with teacher approval)

## Your report

Present your findings in report form.

For each of the changemakers you select, answer the following questions:

**What** methods did the person/group use to achieve change, and what was their role in the Pilbara Strike? (1-2 paragraphs)

Explain **attitudes and perspectives** held towards this person/group during the Pilbara Strike – and how they may have changed over time. (1-2 paragraphs)

**How significant** was the person/group's contribution to achieving social change and why? (1-2 paragraphs)

**Note:** You should answer each of these questions twice: Once for each changemaker.

You may wish to draw direct comparisons between the two changemakers within your response.

## Bibliography

Include an **annotated bibliography**. For each source, explain:

- a. Whether it is a primary or secondary source.
- b. How it was useful in helping you develop your understanding.
- c. Whether it contained opinion or bias.

Refer to **at least one** primary source and **at least one** secondary source regarding each changemaker.

## Curriculum links:

*Historical knowledge and understanding:*

- The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change ( WA10HAKUH7)
- The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and one other group (WA10HAKUH8)

*Humanities and Social Sciences skills:*

- Identify the origin, purpose and context of primary sources and/or secondary sources (WA10HASKQ5)
- Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources (WA10HASKA1)
- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives (WA10HASKE1)
- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments (WA10HASKC3)

## Marking criteria

- 1) Explains how the actions of individuals and groups contributed to change over time.
- 2) Explains the significance of historical events and developments.
- 3) Describes events and developments accurately, and explains patterns of change over time.
- 4) Uses evidence from a range of primary and secondary sources to support conclusions.
- 5) Analyses sources to identify perspectives, motivations, values, and attitudes.
- 6) Offers a well-structured and coherent response using accurate historical terminology.

# English Lesson Plan 1

## Curriculum links

Analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response (AC9E10LE03)

Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors (AC9E10LE01)

## Learning objectives

- Analyse how the Pilbara Strikers are represented in Dorothy Hewett's poem 'Clancy and Dooley and Don McLeod'.
- Explain how key language features in a poem influence an audience's response.

## Students' prior knowledge

This lesson is designed to be completed after students have already completed the three history lessons contained in this unit. It is presumed students have contextual knowledge of the Pilbara Strike.

It is assumed students have familiarity with course concepts of 'representation' and 'language features'.

## Resources

- Hewett, D. 1946. 'Clancy and Dooley and Don McLeod'. Available at: <https://unionsong.com/u399.html>.
- Optional resource: Clip 16 from *How the West Was Lost*.

## Learning activities

### Introduction (5 mins)

Explain to students today they'll analyse a 1946 poem about the Pilbara Strike by Dorothy Hewett.

Note that Hewett is also the author of the *Worker's Star* article they analysed as a primary source in their history lesson.

Introduce learning objectives:

- Analyse how the Pilbara Strikers are represented in Dorothy Hewett's poem 'Clancy and Dooley and Don McLeod'.
- Explain how key language features in a poem influence an audience's response.

## Read poem (10 mins)

Distribute copies of the poem to students and have them read individually. Then, read the poem aloud to the class.

*Note: There is some offensive language in the poem. Be aware of this and warn students. It might start good discussion: Why would the author choose to use this language?*

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## Optional additional resource

You may wish to show students a clip from the documentary *How The West Was Lost* (1987) where an excerpt from the poem is recited: 07:50 – 08:44

[Clip is available here](#) – You will need to download and upload to YouTube/Vimeo/website

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## First responses: 'What Makes You Say That?' Visible Thinking routine (10 mins)

Firstly, have students quickly note down individual answers to the question: What's going on in this poem?

Gather initial interpretations to the poem through class discussion. Structure discussion around the following two questions:

- What's going on in this poem?
- What makes you say that?

Encourage students to draw on their knowledge of context from their history lessons, and to look closely at the poem's construction when making their interpretations.

## Analyse language features: (20 mins)

Encourage students to now look more closely at the poem, to see how particular language features shape their interpretations.

Have students complete the following table, before reviewing answers as a class:

Language feature	Example/s from poem (quotes)	How does it influence an audience's response?
Metaphor		
Simile		
First person plural pronouns		
Repetition		

## Conclusion/Summarise lesson (5 mins)

Encourage students to reflect on key takeaways from the lesson.

Discussion questions could include:

- How has your understanding of context from your history classes helped you to understand this poem?
- What do you think Hewett might have been trying to achieve in writing this poem?

## Paragraph response (Homework activity)

Students should use their understanding and analysis developed this lesson to write a well-structured paragraph in response to the following question:

- How is one key language feature used to develop a representation of the Pilbara Strikers in Dorothy Hewett's poem 'Clancy and Dooley and Don McLeod'.

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## Possible next steps

If you wish to continue exploring the Pilbara Strike in English lessons, students could study the 2004 stage-play *Yandy* by Jolly Read, [available here](#). *Yandy* tells the story of the 1946 Pilbara Strike by focussing on the experience of strike leader Peter Coppin

