



THE 1946 PILBARA STRIKE: INTEGRATED HASS, ENGLISH AND ART LEARNING UNIT FOR YEAR 6

Australia as a nation: The 1946 Pilbara Strike

Includes lesson plans for HASS, English & Visual Arts

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.



HORIZON
POWER



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 1st 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

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.

The 1946 Pilbara Strike

Overview

Background

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.

Contents

This unit of work contains:

5 x Year 6 HASS lesson plan

2 x Year 6 ENGLISH lesson plan

1 x Year 6 VISUAL ARTS lesson plan

Prior Knowledge

By the time they reach Year 6, students have covered:

- Patterns of colonial settlement and impact on the daily lives
- Resources can be natural, human, or capital – how are these used sustainably
- the concepts of democratic values, justice and rights and responsibilities as they further develop their understanding of laws, including how they affect the lives of citizens.

Curriculum Links

Curriculum links are provided below for the Western Australian Curriculum (updated 2026) and the Australian Curriculum v9.

Composite Year 5/6 Classes

This Unit of work is well-suited to be used in composite 5/6 Classes, covering the following from the Year 5 HASS Curriculum:

- **WA5HAKUC1** values such as freedom, equality, fairness and justice
- **WA5HAKUC3** How regulations and laws affect the lives of citizens
For example:
 - the different types of laws
 - how laws protect human rights
- **WA5HAKUC4** How citizens with shared beliefs and values work together to achieve a civic goal

Western Australian Curriculum (SCSA)					
Key Concepts	Justice	Rights and Responsibilities	Cause and effect	Continuity and Change	Truth-Telling
Key Inquiry Questions	How did the Pilbara Strike of 1946 impact Australian Society in the 20 th Century? What changed for the Pilbara strikers of 1946? What remained the same?				
General Capabilities	Critical and Creative Thinking / Ethical Understanding / Intercultural Understanding / Literacy				
Cross-Curricular Priorities	Aboriginal and Torres Strait Islander histories and cultures				
HASS					
Knowledge and Understanding	History	WA6HAKUH2 Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children			
Skills	Questioning and Researching	WA6HASKQ1 Identify current understandings, consider possible misconceptions and identify personal views on a topic WA6HASKQ2 Develop and refine a range of questions required to plan an inquiry WA6HASKQ3 Locate and collect information and/or data from a range of appropriate primary sources and secondary sources WA6HASKQ4 Record selected information and/or data using a variety of methods			
	Analysing	WA6HASKA1 Develop and use criteria to determine the relevancy of information WA6HASKA2 Analyse information and/or data collected			
	Evaluating	WA6HASKE1 Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps			
	Communicating and Reflecting	WA6HASKC1 Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts WA6HASKC2 Reflect on learning, identify new understandings and act on findings in different ways			
English					
Language	Language for expressing and developing ideas	WA6ELALA2 Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups			
Literature	Literature and contexts	WA6ELICO1 Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors			
	Creating Literature	WA6ELICR1 Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices			
Literacy	Texts in context	WA6ELYT1 Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created			
	Interacting with others	WA6ELYI1 Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions			
	Analysing, interpreting, and evaluating	WA6ELYA3 Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources.			
Visual Arts					
Ideas	ACAIVAM114 Exploration of artwork inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artist's belief or viewpoint				
Skills	ACAIVAM115 Development and application of artistic techniques and processes with: line (lines that create an illusion) texture (real and simulated) value (highlights; shadows; form) to create artwork				

Cultural Considerations

It is important to inform any Aboriginal staff or senior family members, or Aboriginal teaching staff that you will be using this resource in your classroom. There are Cultural considerations to be observed regarding people who may have passed away especially recently.

If you are delivering this resource in the Pilbara regions, senior Aboriginal people or AEIO's can give advice. It may also be appropriate in some contexts to send a letter home before covering this content, as per your school's policies on sharing sensitive cultural and historical experiences.

The resource has the potential to add greater understanding in your school community of the effect of state legislation and policies on every Aboriginal family as workers and citizens. 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.

Unit Outline

Lesson 1 (HASS 1): Activating Prior Learning – Constitutional Rights				
Descriptor	Learning Intentions	Focus Questions	Success Criteria	Resources
<p>Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children (WA6HAKUH2)</p> <p>Identify current understandings, consider possible misconceptions and identify personal views on a topic (WA6HASKQ1)</p> <p>Develop and refine a range of questions required to plan an inquiry (WA6HASKQ2)</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (WA6HASKQ3)</p>	Describe the rights held by Australian Citizens at Federation and identify whether First Nations people had the same rights.	<p>What are the key values of the Australian Constitution?</p> <p>Did it include Aboriginal and Torres Strait Islander peoples as citizens?</p>	<p>I can explain the key values of the Australian Constitution</p> <p>I can evaluate whether the Constitution represented the rights of ALL Australians</p> <p>I can develop questions to investigate the rights of First Nations Australians in the early years of the 20th Century</p>	<p>Lesson 1 Powerpoint</p> <p>KWL Chart (using powerpoint, on butchers paper or in student workbooks as preferred)</p>
Lesson 2 (HASS 2): Contrast rights of Aboriginal people vs citizens				
Descriptor	Learning Intentions	Focus Questions	Success Criteria	Resources
Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait	Contrast citizens' rights as protected in the Constitution with the restrictions on the lives of Aboriginal people in early	<p>What do these sources tell us about the rights of Aboriginal people?</p> <p>How do these rights compare to those of</p>	<p>I can compare different historical sources to find answers to my questions</p> <p>I can use criteria (such</p>	<p>Lesson 2 Powerpoint</p> <p>Venn Diagram Worksheet</p> <p>Student workbooks or devices (e.g. tablets) if</p>

<p>Islander peoples, migrants, women and children (WA6HAKUH2)</p> <p>Develop and use criteria to determine the relevancy of information (WA6HASKA1)</p> <p>Record selected information and/or data using a variety of methods (WA6HASKQ4)</p> <p>Analyse information and/or data collected (WA6HASKA2)</p> <p>Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (WA6HASKE1)</p>	<p>Western Australia (between 1880s – 1940s).</p>	<p>citizens during the same period?</p>	<p>as dates) to find and record relevant information</p> <p>I can display the information I have gathered in a chart and use it to compare the rights of different Australians in the early 20th Century</p>	<p>preferred</p>
--	---	---	---	------------------

Lesson 3 (ENGLISH 1): William (Nyaparu) Gardiner – My Life Story


Descriptor	Learning Intentions	Focus Questions	Success Criteria	Resources
<p>Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors (WA6ELICO1)</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources (WA6ELYA3)</p> <p>Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (WA6ELYI1)</p>	<p>Read a story and elicit relevant information about William Gardiner's working life and (by inference) that of other Aboriginal people in the Pilbara, and describe the context of Mr Gardiner's working life. Mini-lesson on Pilbara languages.</p>	<p>Why did Mr Gardiner do so many different types of work? What does this tell us about his life? What were his working conditions? How was he paid?</p>	<p>I can respond to stories from William (Nyaparu) Gardiner's life</p> <p>I can summarise a story and infer meaning from what I have read</p> <p>I can work in groups and as a class to share information and opinions</p>	<p>Lesson 3 Powerpoint</p> <p>Worksheet 1: Reading Comprehension activity</p> <p>Worksheet 2: Reading Comprehension – copies of 8 stories from <i>My Life Story</i> by William (Nyaparu) Gardiner for group reading</p>

Lesson 4 (HASS 3): Situation of Aboriginal workers in the Pilbara region

Descriptor	Learning Intentions	Focus Questions	Success Criteria	Resources
<p>Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants,</p>	<p>Identify types of work carried out by Aboriginal people and how they were paid.</p>	<p>What are the primary sources and secondary sources about this time?</p>	<p>I can describe the working conditions of Aboriginal people in the Pilbara wool and cattle industry in the 1940s</p>	<p>Lesson 4 Powerpoint</p> <p>Blank cards for group brainstorm</p>

<p>women and children (WA6HAKUH2)</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (WA6HASKQ3)</p> <p>Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (WA6HASKE1)</p>	<p>Case study: the Pilbara wool and cattle industry in the 1940s.</p> <p>Consider what civic actions could be taken to change this situation.</p>	<p>What do the videos say about payment for work?</p> <p>How did this income compare to how people were living prior to colonisation (and being forced into the European labour force)?</p>	<p>I can collect information from primary and secondary sources such as photos, videos and maps</p> <p>I can brainstorm different actions that could have been taken to improve the workers' situation, and what the impact might have been</p>	
---	---	---	---	--

Lesson 5 (ENGLISH 2): Rose Murray – One station, two girls

Descriptor	Learning Intentions	Focus Questions	Success Criteria	Resources
<p>Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors (WA6ELICO1)</p> <p>Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices (WA6ELICR1)</p> <p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups (WA6ELALA2)</p>	<p>Compare the two girls in the story.</p> <p>Choose one of those two characters and write what happens next in the story from their perspective. Use powerful verbs to create a picture for the reader.</p>	<p>What is the life experience of the two girls in the story?</p> 	<p>I can connect my knowledge of the Pilbara stations with information in the text to compare two story characters</p> <p>I can write a paragraph from the perspective of one of the characters</p> <p>I can use powerful verbs to create a clear picture for the reader</p>	<p>Lesson 5 Powerpoint including Text: <i>One Station, Two Girls</i> by Rose Murray (electronic copy)</p> <p>Worksheet – Character Study</p> <p>Printed copy of text if required</p>

Lesson 6 (HASS 4): The Strike

Descriptor	Learning Intentions	Focus Questions	Success Criteria	Resources
<p>Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children (WA6HAKUH2)</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (WA6HASKQ3)</p>	<p>Demanding the right of pay for work done: how the Pilbara Strikers organised themselves and why they decided on the actions they took.</p> <p>Students learn how civic action can be taken to change unfair working</p>	<p>How did the strikers organise themselves?</p> <p>How did they decide what action to take?</p> <p>How might their decision to strike change their lives and the lives of their families (the elderly and young, or their connection to land)?</p>	<p>I can locate and collect information about the main people and events of the Pilbara Walk-Off from a range of sources</p> <p>I can record the information I collect using a variety of methods (note-taking, tables, matching cards)</p>	<p>Lesson 6 Powerpoint</p> <p>Ipads or devices – if not available, printed copies of sources for groups to explore</p>

Record selected information and/or data using a variety of methods (WA6HASKQ4)	situations by looking at how the Strikers organised themselves and the actions they took.		I can identify some of the challenges the strikers faced and how they overcame these.	
Lesson 7 (VISUAL ARTS 1): Scenes from Strelley				
Descriptor	Learning Intentions	Focus Questions	Success Criteria	Resources
<p>Exploration of artwork inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artist's belief or viewpoint (ACAVAM114)</p> <p>Development and application of artistic techniques and processes with:</p> <p>-line (lines that create an illusion)</p> <p>-texture (real and simulated)</p> <p>-value (highlights; shadows; form) to create artwork (ACAVAM115)</p>	Students will explore selected artworks from Pilbara strikers and artists from Strelley station, focusing on the use of line, texture, and value to express viewpoints about their life and experiences.	<p>What does this artwork show us about life in the Strelley community or the Pilbara strike?</p> <p>How does the artist use line and shading?</p> <p>How do they create texture in their work using line and shape?</p>	<p>I can identify the use of line, texture, and shading in the work of artists from Strelley</p> <p>I can apply my knowledge of the Pilbara Walk-off to make connections with the art</p> <p>I can create a pencil drawing of a scene from the Pilbara Walk-off, focusing on line, texture or shading.</p>	<p>Lesson 7 Powerpoint (includes embedded podcast episode about Daisy Bindi)</p> <p>OR</p> <p>Printed copies of artworks</p> <p>Drawing paper</p> <p>Lead pencils</p>
Lesson 8 (HASS 5): The Impact of the Strike / Assessment Task				
Descriptor	Learning Intentions	Focus Questions	Success Criteria	Resources
<p>Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children (WA6HAKUH2)</p> <p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts (WA6HASKC1)</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (WA6HASKC2)</p> <p>Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created (WA6ELYT1)</p>	Accurately describe the Aboriginal workers' situation, from the perspective of a worker on a Pilbara cattle station and illustrate how this situation changed because of the Pilbara Strike.	<p>What changed for Aboriginal workers because of the Pilbara Strikes of 1946-49?</p> <p>What remained the same?</p>	<p>I can explain the causes and effects of the Pilbara Strike and how it changed the experience of Aboriginal people in WA</p> <p>I base my conclusion about the Pilbara Strike on the research and resources we have explored in this unit</p> <p>I can create an accurate before / after depiction to show my learning</p>	<p>Lesson 8 Powerpoint</p> <p>Assessment Task Worksheet</p>

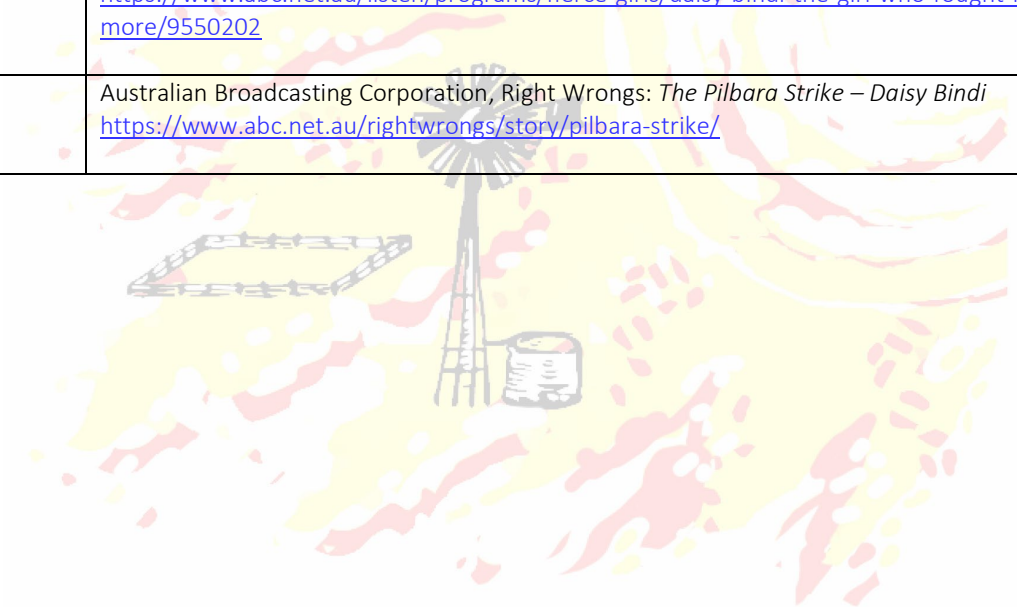
References and Resources

Curriculum Links	
WA Curriculum	https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/p-10-hass-curriculum

Resource Links	
General	Australian Broadcasting Corporation <i>Right Wrongs: The 1967 Referendum, Our Constitution and Aboriginal and Torres Strait Islander Lives</i> https://www.abc.net.au/rightwrongs/
	The Australian Constitution (video) http://www.australianconstitutioncentre.org.au/
	https://www.noongarculture.org.au/wp-content/uploads/2013/07/IntroductiontoNoongarCultureforweb.pdf
Western Australian Legislation	<i>Aborigines Protection Act 1886</i> https://www.findandconnect.gov.au/guide/wa/WE00403
	<i>Aborigines Act 1905</i> https://www.findandconnect.gov.au/guide/wa/WE00406
	<i>Native Welfare Act 1905</i> https://www.legislation.wa.gov.au/legislation/statutes.nsf/main_mrtitle_9579_homepage.html
Pilbara Strike Web Resources	Australian Council of Trade Unions (ACTU) <i>Remembering the Pilbara Strike</i> https://atui.org.au/2023/04/27/remembering-the-pilbara-strike-1946-1949/
	Children's Ground <i>The 1946 Pilbara Strike: A Landmark Event in Australia's History</i> https://childrensground.org.au/1946-pilbara-strike/
	Roy Rosenzweig Centre for History and New Media [video]: <i>The Pilbara Aboriginal Strike</i> https://youtu.be/1CM5SyPsdRE?si=VQ1489Rk8FPhKXpc
	Commons Social Change Library: <i>Australian Aboriginal Workers Strike for Fair Wages and Equality, 1946-1949</i> https://commonslibrary.org/australian-aboriginal-workers-strike-for-fair-wages-and-equality-1946-1949/
	Deadly Story: <i>Pilbara Strike</i> https://deadlystory.com/page/culture/history/Pilbara_Strike
	Red Dirt Riders [video]: <i>The Pilbara Strike</i> https://youtu.be/3MznJD7xcDA
	David Donavon, Independent Australia [News Article]: <i>The Aboriginal Stockman's Struggle for Equal Pay</i> https://independentaustralia.net/australia/australia-display/the-aboriginal-stockmens-struggle-for-equal-pay,3123

	Museum of Australian Democracy: <i>The 1946 Strike</i> https://marnti-warajanga.moadoph.gov.au/the_1946_strike.html
	PilbaraStrike.org: <i>Remembering the Pilbara Strike</i> https://www.pilbarastrike.org/
	Pilbara Strike.org: <i>Timeline</i> https://pilbarastrike.org/content/timeline.html
	Sovereign Union: <i>How the West Was Lost - short 'Australian Screen version'</i> [video] https://www.youtube.com/watch?v=BsD24sQfn2g&t=6s
	Wangka Maya Aboriginal Language Centre: <i>The 1946 Strike</i> https://www.wangkamaya.org.au/history/01-the-1946-strike

Key Figures	
Daisy Bindi	Australian Broadcasting Corporation, Fierce Girls [podcasts]: <i>Daisy Bindi – the girl who fought for more</i> https://www.abc.net.au/listen/programs/fierce-girls/daisy-bindi-the-girl-who-fought-for-more/9550202
	Australian Broadcasting Corporation, Right Wrongs: <i>The Pilbara Strike – Daisy Bindi</i> https://www.abc.net.au/rightwrongs/story/pilbara-strike/



The 1946 Pilbara Strike – Lesson Plan 1

Lesson Plan 1 of 8			
Year: 6	Learning Area: HASS	Time: 40 mins	
<p>WA Curriculum Content Descriptor(s)</p> <p>WA6HAKUH2 Changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children</p> <p>WA6HASKQ2 Develop and refine a range of questions required to plan an inquiry</p> <p>WA6HASKA2 Analyse information and/or data collected</p>			
<p>Learning Intention</p> <p>Describe the rights held by Australian Citizens at Federation and identify whether First Nations people had the same rights.</p>			
<p>Focus Questions</p> <p>What are the key values of the Australian Constitution?</p> <p>Did the Australian Constitution include Aboriginal and Torres Strait Islander peoples as citizens?</p>		<p>Success Criteria</p> <p>I can explain the key values of the Australian Constitution</p> <p>I can develop questions to investigate how First Nations Australians were represented in the Constitution</p> <p>I can compare different historical sources to find answers to my questions</p>	
<p>Students’ Prior Knowledge</p> <p>In Year 5, students have covered</p> <ul style="list-style-type: none"> - How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) - The key values that underpin Australia’s democracy, including freedom, equality, fairness and justice <p>Students may have also completed previous learning about the constitution – this lesson can serve as a diagnostic check of how familiar students are with this content.</p>			
<p>Assessment</p> <ul style="list-style-type: none"> - Informal diagnostic assessment to establish student knowledge - KWL chart 			
Time	Teaching and Learning Strategies	Focus Questions / Activities	Preparation and Resources
10min	<p>Check for prior knowledge</p> <p>KWL Chart</p>	<p>Introduction</p> <p>Slide 1: Outline Lesson Intention and Success Criteria</p> <p>Slide 2: Question/response to establish student knowledge of the Constitution</p> <p>Slide 3: Fill out first two columns of KWL Chart as a class (What I Know, What I Want to Know)</p>	<p>Lesson 1 Powerpoint: Slides 1-4</p> <p>KWL Chart (printed out, on butcher paper, or individually written in workbooks if preferred)</p>

		<p>Slide 7:</p> <p>S.127 of Constitution:</p> <p>'In reckoning the numbers of the people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal natives shall not be counted.'</p> <p>Discuss as a class what this section means for our question about equal rights for all people in Australia.</p> <table border="1" data-bbox="513 474 1149 1218"> <thead> <tr> <th data-bbox="513 474 727 555">What I Know</th> <th data-bbox="727 474 938 555">What I Want to Know</th> <th data-bbox="938 474 1149 555">What I Learned</th> </tr> </thead> <tbody> <tr> <td data-bbox="513 555 727 873"><i>Citizens' rights are defined in the Constitution</i></td> <td data-bbox="727 555 938 873"><i>What rights did they have?</i></td> <td data-bbox="938 555 1149 873"> <i>Rights:</i> <i>Nobody could take your land from you</i> <i>Free to follow your own religion</i> </td> </tr> <tr> <td data-bbox="513 873 727 1066"><i>The rights of Citizens in the Constitution</i></td> <td data-bbox="727 873 938 1066"><i>Did all people in Australia have the same rights?</i></td> <td data-bbox="938 873 1149 1066">First Nations people are not citizens under Constitution</td> </tr> <tr> <td data-bbox="513 1066 727 1218">Aboriginal people in WA are subject to State laws</td> <td data-bbox="727 1066 938 1218">What did those laws say?</td> <td data-bbox="938 1066 1149 1218"></td> </tr> </tbody> </table>	What I Know	What I Want to Know	What I Learned	<i>Citizens' rights are defined in the Constitution</i>	<i>What rights did they have?</i>	<i>Rights:</i> <i>Nobody could take your land from you</i> <i>Free to follow your own religion</i>	<i>The rights of Citizens in the Constitution</i>	<i>Did all people in Australia have the same rights?</i>	First Nations people are not citizens under Constitution	Aboriginal people in WA are subject to State laws	What did those laws say?		KWL Chart
What I Know	What I Want to Know	What I Learned													
<i>Citizens' rights are defined in the Constitution</i>	<i>What rights did they have?</i>	<i>Rights:</i> <i>Nobody could take your land from you</i> <i>Free to follow your own religion</i>													
<i>The rights of Citizens in the Constitution</i>	<i>Did all people in Australia have the same rights?</i>	First Nations people are not citizens under Constitution													
Aboriginal people in WA are subject to State laws	What did those laws say?														
5min	<p>Re-cap learnings using KWL Chart.</p> <p>Answer student queries / clarify any key points.</p> <p>Formative assessment by observation of answers.</p>	<p>Conclusion</p> <p>Discuss findings on KWL Chart for the lesson and include additional queries raised for next lesson.</p> <ul style="list-style-type: none"> - What do we need to find out? - Where can we look for this information? - What do we need to be mindful of? (e.g. bias from historical sources) <p>Example queries:</p> <p><i>Aboriginal people are not counted in the Constitution, does this mean they are citizens?</i></p> <p><i>Where were the laws affecting the lives of Aboriginal people in WA found?</i></p> <p><i>What kinds of rights were restricted by those laws?</i></p>	<p>Lesson 1 Powerpoint: Slides</p> <p>KWL Chart</p>												

The 1946 Pilbara Strike – Lesson Plan 2

Lesson Plan 2 of 8			
Year: 6	Learning Area: HASS	Time: 40 mins	
<p>WA Curriculum Content Descriptor(s)</p> <p>WA6HAKUH2 Changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children</p> <p>WA6HASKA1 Develop and use criteria to determine the relevancy of information</p> <p>WA6HASKQ4 Record selected information and/or data using a variety of methods</p> <p>WA6HASKA2 Analyse information and/or data collected</p> <p>WA6HASKE1 Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p>			
<p>Learning Intention</p> <p>Contrast citizens’ rights as protected in the Constitution with the restrictions on the lives of Aboriginal people in early Western Australia (between 1880s – 1940s).</p>			
<p>Focus Questions</p> <p>What do these sources tell us about the rights of Aboriginal people?</p> <p>How do these rights compare to those of citizens during the same period?</p>		<p>Success Criteria</p> <p>I can compare different historical sources to find answers to my questions</p> <p>I can use criteria (such as dates) to find and record relevant information</p> <p>I can display the information I have gathered in a chart and use it to compare the rights of different Australians in the early 20th Century</p>	
<p>Students’ Prior Knowledge</p> <p>In the previous lesson, students have covered the big ideas of the Constitution and the rights of Australian Citizens. They have learned that Aboriginal Australians were not included as Citizens. Students have completed a KWL throughout the previous lesson and listed what they would like to find out about Aboriginal Australian’s rights at this time.</p>			
Assessment			
Venn Diagram Worksheet in pairs – Compare and Contrast			
Time	Teaching and Learning Strategies	Focus Questions / Activities	Preparation and Resources
10min	Recap previous lesson	<p>Introduction</p> <p>Slide 1 Identify Learning Intention and Success Criteria for the lesson.</p> <p>Recap what was covered in Lesson 1 using KWL Chart, including the rights of Australian Citizens:</p> <ul style="list-style-type: none"> • Right to vote and be counted in a census • Right to freedom of movement 	<p>Completed KWL Chart from Previous Lesson.</p> <p>Lesson 2 Powerpoint Slides 1-2</p>

15min	Paired work -	<p>Slide 8 – Compare and Contrast</p> <p>Refresh how to use/complete a Venn Diagram</p> <p>Direct students to the rights of Australian Citizens from Lesson 1 (Use KWL Chart)</p> <p>Discuss as a class what could be included in each section, using the information they have covered so far.</p> <p>e.g. For Aboriginal Australians only:</p> <ul style="list-style-type: none"> • Not counted as Citizens without special consideration • Unable to vote • Unable to travel around without permission (Freedom of Movement) • Unable to speak own language, or practice own religion • May be taken from their family by Protector of Aborigines <p>Students work with a partner to complete Venn Diagram in note form.</p>	Venn Diagram worksheets
5min	Shared discussion	<p>Conclusion</p> <p>Share results as a class.</p> <p>Recap what we now know about the situation of Aboriginal Australians in this time period:</p> <p><i>WA laws meant Aboriginal people were no longer living under their own system of law, they were working jobs, speaking English, not able to move freely....</i></p>	

The 1946 Pilbara Strike – Lesson Plan 3

Lesson Plan 3 of 8			
Year: 6	Learning Area: English	Time: 40 mins	
<p>WA Curriculum Content Descriptor(s)</p> <p>Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors (WA6ELICO1)</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources (WA6ELYA3)</p> <p>Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (WA6ELYI1)</p>			
<p>Learning Intention</p> <p>Read a story and elicit relevant information about William Gardiner’s working life and (by inference) that of other Aboriginal people in the Pilbara, and describe the context of Mr Gardiner’s working life.</p>			
<p>Focus Questions</p> <p>Why did Mr Gardiner do so many different types of work?</p> <p>What does this tell us about his life?</p>		<p>Success Criteria</p> <ul style="list-style-type: none"> • I can respond to stories from William Nyaparu Gardiner’s life. • I can summarise a story and infer meaning from what I have read • I can work in groups and as a class to share information and opinions 	
<p>Students’ Prior Knowledge</p> <p>In lessons 1-2 of this unit (HASS), students have compared the rights of Australian citizens after Federation with the First Nations people of Australia, and the restrictions placed on the latter in WA.</p>			
<p>Assessment</p> <p>Reading Comprehension worksheet</p> <p>Contributions to class discussion</p>			
Time	Teaching and Learning Strategies	Focus Questions / Activities	Preparation and Resources

		<p>2. Identify the work Mr Gardiner discusses.</p> <p>Each group report on the above to the class.</p>	
10min	Class discussion	<p>Conclusion Slide 4: Discussion</p> <p>Students are each required to contribute to discussion about the author's life:</p> <p><i>Why did Mr Gardiner do so many different types of work?</i> <i>What does this tell us about his life?</i> <i>Were his family with him?</i> <i>Where do you think they all stayed when he worked?</i> <i>What were his working conditions like?</i> <i>How did he get paid?</i></p>	Lesson 3 Powerpoint Slide 4

The 1946 Pilbara Strike – Lesson Plan 4

Lesson Plan 4 of 8			
Year: 6	Learning Area: HASS	Time: 40 mins	
WA Curriculum Content Descriptor(s) WAGHAKUH2 Changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children			
Learning Intention Identify types of work carried out by Aboriginal people and how they were paid. Case study: the Pilbara wool and cattle industry in the 1940s. Consider what civic actions could be taken to change this situation.			
Focus Questions What are the primary sources and secondary sources about this time? How were Aboriginal workers paid for their work? What were the options for Aboriginal workers to improve their situation?		Success Criteria I can describe the working conditions of Aboriginal people in the Pilbara wool and cattle industry in the 1940s I can collect information from primary and secondary sources such as photos, videos and maps I can brainstorm different actions that could have been taken to improve the workers’ situation, and what the impact might have been	
Students’ Prior Knowledge Students have learned that Aboriginal people were not afforded the same rights as other citizens under the Constitution and that Western Australian laws made in respect of Aboriginal people afforded rights of control over their lives to the Protector of Aborigines. Students have also read stories by William Gardiner in English lesson and identified some of the types of work people like Mr Gardiner were doing at the time.			
Assessment			
Brainstorm results			
Time	Teaching and Learning Strategies	Focus Questions / Activities	Preparation and Resources
5min	Review Prior Learning Class discussion Direct teaching using maps and photos	Introduction Recap what has been learned in previous lessons, esp. restrictions for Aboriginal Australians at this time Slide 1: Learning Intentions and Success Criteria Slides 2-3: Maps Direct teach location, geographic isolation, guide inquiry about Aboriginal language groups and cattle station life. <i>How would people have communicated?</i> <i>How did they move around?</i>	KWL Chart and Venn Diagram from Lessons 1-2 Lesson 4 Powerpoint Slides 1-3

20min		<p>Working Conditions</p> <p>Slides 4-11</p> <p>Show images of Aboriginal adults and children, male and female, at work during the period 1940s-1960s.</p> <p>Students discuss and describe what the picture show about the work being done by Aboriginal people.</p> <p>Students record the types of work identified and who was doing which type.</p> <p>Students work in groups of 5 to discuss and record information about the images and identify:</p> <ul style="list-style-type: none"> • Who is working in each photo • What are they doing? • What do the working conditions appear to be? • What comment do you want to make about the work (Does the work look hard?) <p>Slide 12</p> <p>How were people paid?</p> <p>Students to identify primary/secondary material.</p> <p><i>What does the video say about payment for work?</i></p> <p><i>Was it enough for them to live well?</i></p> <p><i>How did this income compare to how people were living prior to colonisation and being forced into the European labour force?</i></p>	Whiteboards or HASS books for note taking
10min	Group work	<p>Brainstorm</p> <p>Slide 13</p> <p>Group students into mixed-ability groups with some blank cards to write their ideas on what actions they think might be an effective action for the workers to take.</p> <p>Students to consider the situation of Aboriginal workers and contribute to discussion of available civic actions available to workers to stand up for their right to be paid equally and discuss the viability of each:</p> <ul style="list-style-type: none"> • Write a letter • Talk to the boss • Protest • Strike • Unionise <p>Alert the media?</p> <p>Would there be benefits of acting as a large group, or singularly?</p>	1 blank card for each group to brainstorm

5min	Recap and class discussion	Conclusion Call on a student from each group to contribute a different action. Class discussion – things we would like to know: <i>What does it say about how Aboriginal labour was valued?</i> <i>Was this fair?</i> <i>What did Aboriginal people do about it?</i> <i>How much of the Australian economy was based on unpaid Aboriginal labour?</i>	
------	----------------------------	--	--

The 1946 Pilbara Strike – Lesson Plan 5

Lesson Plan 5 of 8			
Year: 6	Learning Area: English	Time: 40 mins	
<p>WA Curriculum Content Descriptor(s)</p> <p>Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors (WA6ELICO1)</p> <p>Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices (WA6ELICR1)</p> <p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups (WA6ELALA2)</p>			
<p>Learning Intention</p> <p>Compare the two girls in the story.</p> <p>Choose one of those two characters and write what happens next in the story from their perspective. Use powerful verbs to create a picture for the reader.</p>			
<p>Focus Questions</p> <p>How do Lily and Sally’s lives differ?</p> <p>What are their perspectives on the events happening around them?</p>		<p>Success Criteria</p> <p>I can connect my knowledge of the Pilbara stations with information in the text to compare two story characters</p> <p>I can write a paragraph from the perspective of one of the characters</p> <p>I can use powerful verbs to create a clear picture for the reader</p>	
<p>Students’ Prior Knowledge</p> <p>Students have knowledge of narrative texts, citizenship and work roles of Aboriginal people.</p>			
<p>Assessment</p> <p>Formative assessment throughout Class discussion</p> <p>Writing activity worksheet: Character Study</p>			
Time	Teaching and Learning Strategies	Focus Questions / Activities	Preparation and Resources
5min	Review of prior learning	<p>Introduction</p> <p>Slide 1: Learning Intentions and Success Criteria</p> <p>Note to students - using what we have learned about the Aboriginal workers on the Pilbara stations</p> <p>Quickly recap what we know...</p>	Lesson 5 Powerpoint
10min	Read Story	<p>Slides 2-5: Read the provided excerpt from <i>One Station, Two Girls</i> aloud.</p> <p>Encourage students to visualize the setting and characters as they read/listen, noting any powerful verbs that help this.</p>	<p>Text:</p> <p><i>One Station, Two Girls</i> by Rose Murray</p> <p>(on powerpoint or hardcopy)</p>

10min	Character study Discussion	<p>Slide 7: Character Study</p> <p>Students fill out the character study chart for Lily and Sally.</p> <p>Facilitate a class discussion comparing the two characters.</p> <p>Ask guiding questions:</p> <ul style="list-style-type: none"> • How do Lily and Sally’s lives differ? • What are their perspectives on the events happening around them? 	
10min	Independent Writing Activity	<p>Slide 8: Write a paragraph from the point of view of either Lily or Sally.</p> <p>Encourage students to use vivid vocabulary as they express the character’s thoughts and feelings about their situation.</p> <p>Prompt for Writing:</p> <p><i>"Write a paragraph to describe what happens next for Lily or Sally. How do you think she is feeling as she navigates the next part of her day?"</i></p>	
5min	Sharing and Review	<p>Share some paragraphs aloud (volunteers).</p> <p>Discuss how different perspectives can affect our understanding of a story.</p> <p>Follow-Up Questions:</p> <ul style="list-style-type: none"> • <i>How do the historical context and setting influence the characters' actions?</i> • <i>What literary devices did you notice in the story?</i> • <i>Can you identify a moment in the story where the characters’ perspectives might change?</i> 	

The 1946 Pilbara Strike – Lesson Plan 6

Lesson Plan 6 of 8		
Year: 6	Learning Area: HASS	Time: 40 mins
<p>WA Curriculum Content Descriptor(s)</p> <p>Changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children (WA6HAKUH2)</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (WA6HASKQ3)</p> <p>Record selected information and/or data using a variety of methods (WA6HASKQ4)</p>		
<p>Learning Intention</p> <p>Demanding the right of pay for work done: students learn how civic action can be taken to change unfair working situations by looking at how the Strikers organised themselves and the actions they took.</p>		
<p>Focus Questions</p> <p>When and how did the strike take place?</p> <p>Who were the key figures involved?</p> <p>How did the strikers organise themselves?</p>	<p>Success Criteria</p> <p>I can locate and collect information about the main people and events of the Pilbara Walk-Off from a range of sources</p> <p>I can record the information I collect using a variety of methods (note-taking, tables, matching cards)</p> <p>I can identify some of the challenges the strikers faced and how they overcame these.</p>	
<p>Students’ Prior Knowledge</p> <p>Students have had brief introduction to the geographic and economic setting of the Pilbara wool and cattle industry. They have gained introduction to the types of work Aboriginal people did on the stations, how they were often paid and the living conditions they endured on wool and cattle stations in northwest Western Australia. They have started to consider the rights of workers and the actions potentially available to them to change the situation</p>		
<p>Assessment</p> <p>Three activity sheets (Timeline sequencing, note-taking about key figures, linking challenges to solutions). Marked as a class.</p> <p>Formative assessment from classroom discussions.</p>		
<p>Lesson Preparation</p> <p>Set up three stations around the room:</p> <ul style="list-style-type: none"> • Timeline <ul style="list-style-type: none"> ○ 1 x cut-and-paste worksheet per student/pair OR 1 x set large timeline cards printed and laminated ○ Scissors and Glue (or students provide their own) • Key Figures <ul style="list-style-type: none"> ○ 1 x worksheet per pair <i>Filled and blank options are available – the filled version can be customised for differentiation by removing</i> 		

some sections to reduce workload

- Resources about key figures or QR codes to research printed
- Creative Solutions
 - 1 x worksheet per student

Time	Teaching and Learning Strategies	Focus Questions / Activities	Preparation and Resources						
5min	Recap prior knowledge. Introduce main activity	Slide 1: Learning Intentions and Success Criteria Slides 2-4: Stations Introduce stations - working to investigate some important aspects of the strike: 1. The sequence of major events 2. Some of the key figures that lead the strike 3. The challenges faced by the strikers and what actions they took to overcome these	Powerpoint Lesson 6 Stations set up as per Lesson Prep instructions						
30min	Sequencing events, research and note-taking	10 minute stations. Students will take a pencil case and clipboards or HASS workbooks to each station. Students need to complete as much as they can at each station before moving to the next when the 10minute timer goes. Key Figures station students can work in pairs. <table border="1" data-bbox="502 1146 1134 1592"> <tr> <td>Timeline</td> <td>Students complete a cut-and-paste card sort to sequence major events of the strike in chronological order.</td> </tr> <tr> <td>Key Figures</td> <td>Students work in pairs to take notes from pages about Dooley Binbin, Clancy McKenna, Don McLeod and Daisy Bindi</td> </tr> <tr> <td>Creative Solutions</td> <td>Match challenges to the action taken. Think of one additional challenge + solution</td> </tr> </table>	Timeline	Students complete a cut-and-paste card sort to sequence major events of the strike in chronological order.	Key Figures	Students work in pairs to take notes from pages about Dooley Binbin, Clancy McKenna, Don McLeod and Daisy Bindi	Creative Solutions	Match challenges to the action taken. Think of one additional challenge + solution	Stations as per Lesson Prep instructions 10min timer
Timeline	Students complete a cut-and-paste card sort to sequence major events of the strike in chronological order.								
Key Figures	Students work in pairs to take notes from pages about Dooley Binbin, Clancy McKenna, Don McLeod and Daisy Bindi								
Creative Solutions	Match challenges to the action taken. Think of one additional challenge + solution								
5min	Conclusion	Come together as a class and share findings.							

The 1946 Pilbara Strike – Lesson Plan 7

Lesson Plan 7 of 8			
Year: 6	Learning Area: Visual Arts	Time: 40 mins	
<p>WA Curriculum Content Descriptor(s)</p> <p>Exploration of artwork inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artist's belief or viewpoint (ACAVAM114)</p> <p>Development and application of artistic techniques and processes with:</p> <p>line (lines that create an illusion)</p> <p>texture (real and simulated)</p> <p>value (highlights; shadows; form)</p> <p>to create artwork (ACAVAM115)</p>			
<p>Learning Intention</p> <p>Students will explore selected artworks from Pilbara strikers and artists from Strelley station, focusing on the use of line, texture, and value to express viewpoints about their life and experiences.</p>			
<p>Focus Questions</p> <p>What does this artwork show us about life in the Strelley community or the Pilbara Strike?</p> <p>How does the artist use line and shading?</p> <p>How do they create texture in their work using line and shape?</p>		<p>Success Criteria</p> <p>I can identify the use of line, texture, and shading in the work of artists from Strelley</p> <p>I can apply my knowledge of the Pilbara Strike to make connections with the art</p> <p>I can create a pencil drawing of a scene from the Pilbara WalkOff, focusing on line, texture or shading.</p>	
<p>Students' Prior Knowledge</p> <p>Students have completed 6 lessons in this unit (HASS and English) exploring the treatment of Aboriginal Australians in the early 20th century, the kinds of work they did in the Pilbara before the strike, and the civil actions that were taken when the strike began.</p>			
<p>Assessment</p> <p>Observe student participation in discussions and group work.</p> <p>Review individual artworks for understanding of technique usage and expression of viewpoint.</p>			
Time	Teaching and Learning Strategies	Focus Questions / Activities	Preparation and Resources
5min	Discussion – introducing artworks, activating prior knowledge	<p>Introduction</p> <p>Slide 1: Lesson Intention and Success Criteria</p> <p>Introduce/review focus techniques of the lesson:</p> <ul style="list-style-type: none"> line using line and shape to create implied texture shading (value) 	<p>Lesson 7 Powerpoint (optional)</p> <p>Selected artworks from Strelley 1983 Calendar (electronic or printed)</p>

		<p>Slide 2: Introduce origin of artworks – activating knowledge from HASS lessons by locating Strelley on a map. All artworks in this lesson are by artists from the Strelley community.</p>	
15min	Development of technique (Making / Responding)	<p>Technique study</p> <p>Slides 3-8: Strelley Calendar art Show students selected artworks from Strelley calendar. Simultaneous discussion and practice of different techniques [Option for printed artworks: Divide students into small groups and assign each group one of the artworks]</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • What does this artwork show us about life in the Strelley community? • How does the artist use line and shading? • How do they create texture in their work? <p>Slide 9: Solomon Cocky Ngalyarrkiny This artwork shows a scene from the Pilbara Strike. Questions for discussion:</p> <ul style="list-style-type: none"> • What is happening in this scene? • Can different types of lines (thick, thin, straight, curved) help convey emotion and viewpoint? • Find examples in the work – for example feelings of uncertainty, struggle, or community. <p>Slide 10: Fred Bradman Repeat the process/discussion for this image of life after the strike – an example of how strikers found alternative work to support their community (for example feelings of achievement, connection to land, or community)</p>	<p>Lesson 7 Powerpoint (optional)</p> <p>Drawing paper</p> <p>Lead pencils</p> <p>Selected artworks from Strelley 1983 Calendar and Solomon Cocky Ngalyarrkiny (slides or printed)</p>
15min	Making	<p>Slide 11: Drawing Task Outline the task: create a pencil drawing of a scene from the Pilbara Walkoff.</p> <ul style="list-style-type: none"> • Lead pencil only (no colour) • Pick a focus: <ul style="list-style-type: none"> ○ Line ○ Shading ○ Creating texture through line and shape <p>Students work independently to create their scene. Suggestions of scenes on the slideshow for students who</p>	<p>Lesson 7 Slideshow (optional)</p> <p>Drawing paper</p> <p>Lead pencils</p> <p>Podcast episode (ABC Fierce Girls – Daisy Bindi)</p>

		<p>need support to generate ideas.</p> <p>Slide 12: Podcast episode about Daisy Bindi can be played while students are drawing as an extra stimulus</p>	
5min	Responding	<p>Conclusion</p> <p>Select a few students to present their artwork and reflect on:</p> <ul style="list-style-type: none"> • Why they chose their specific viewpoint • How they used line, shading or created texture to illustrate that viewpoint 	

The 1946 Pilbara Strike – Lesson Plan 8

Lesson Plan 8 of 8			
Year: 6	Learning Area: HASS	Time: 40 mins	
<p>WA Curriculum Content Descriptor(s)</p> <p>Changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children (WA6HAKUH2)</p> <p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts (WA6HASKC1)</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (WA6HASKC2)</p> <p>Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created (WA6ELYT1)</p>			
<p>Learning Intention</p> <p>The assessment task requires students to accurately describe the Aboriginal workers’ situation, from the perspective of a worker on a Pilbara cattle station and illustrate how this situation changed because of the Pilbara Strike.</p>			
<p>Focus Questions</p> <p>What changed for Aboriginal workers because of the Pilbara Strikes of 1946-49?</p> <p>What remained the same?</p>		<p>Success Criteria</p> <p>I can explain the causes and effects of the Pilbara Strike and how it changed the experience of Aboriginal people in WA</p> <p>I base my conclusion about the Pilbara Strike on the research and resources we have explored in this unit</p> <p>I can create an accurate before / after depiction to show my learning</p>	
<p>Students’ Prior Knowledge</p> <p>Students have completed seven lessons in this unit, including a brief introduction to the geographic and economic setting of the Pilbara wool and cattle industry. They have discussed the types of work Aboriginal people did on the stations, how they were often paid and the living conditions they endured on wool and cattle stations in northwest Western Australia.</p>			
<p>Assessment</p> <p>The assessment task requires students to accurately describe the Aboriginal workers’ situation, from the perspective of a worker on a Pilbara cattle station and illustrate how this situation changed because of the Pilbara Strike.</p> <p>Open book – students are encouraged to use resources from previous lessons to assist them in this task.</p> <p>See Assessment Task Rubric for more details.</p>			
Time	Teaching and Learning Strategies	Focus Questions / Activities	Preparation and Resources
5min	Introduction, recap of prior learning	<p>Slide 1: Learning Intentions and Success Criteria</p> <p>Slide 2: Video from The Pilbara Aboriginal Strike https://youtu.be/1CM5SyPsdRE Pause at 0.50</p> <ul style="list-style-type: none"> • What terms used in this video to describe the Aboriginal labour force? • What do you think “we gotta run our own show” means? 	Lesson 8 Powerpoint Slides 1-2

		<ul style="list-style-type: none"> • What did the workers decide they needed to do? 	
5min	Class discussion	<p>Slide 3-5: Impact of the Strike</p> <p>Discuss as a class the demands of the strike and to what extent these were met.</p> <p>What were the benefits that came from this movement?</p>	Lesson 8 Powerpoint Slides 3-5
25min	Assessment	<p>Slide 6: Assessment: Before and After</p> <p>Using all the completed activities from this unit of work, students create a Before/After labelled picture of an Aboriginal worker in the Pilbara (1945 vs 1955).</p> <p><i>“Use everything you have learned in this unit to create a picture of the impact of the Pilbara Strike, and how life changed for many Aboriginal workers and their families. You can demonstrate your understanding through a combination of text and drawing; just make sure you show as much as you can about how these changes impacted people’s lives. Use your past lesson work to help you.”</i></p> <p>Consider:</p> <ul style="list-style-type: none"> • Rights and responsibilities • Everyday life • Working conditions 	Lesson 8 Powerpoint Slide 6 Assessment Task Sheet
5min	Conclusion	Physical Value Continuum	