Instructional Objective

This lesson incorporates film and photographic evidence in order to compare the U.S. residential schools for Native Americans with the British policy of forced removal of Half-Caste Aboriginals in Australia. Students will be able to compare and contrast the rationales behind such government policies and conditions of the schools and camps. In addition, students will be able to put these policies in the broader context of national and global events.

Learning Activities Sequence

a. Show students photos of Native Americans and Aboriginals Before they entered the residential schools in the U.S., and the internment camps in Australia (photos are available in Related Files) Ask students why they would want the natives to look western (like the white man)? Ask students what they think the purpose of these schools are? Ask students, when they think these schools existed (students can take clues from the photos)?

b. Have students read the history of the Rabbit Proof Fence in order to gain background knowledge for the film. If you are not going to show the film, students can read any of the first hand accounts of Aboriginal Removal and official reports from the links listed in resources for the lessons (related files). Show the film (specific scenes can work if time is limited).

Put students in groups of four. Have each group create a poster depicting details that they have learned from the film on the policy of removal and assimilation, the conditions of the schools/camps, and the legacy of these policies today. Students must refer to documentary evidence to support their points. Groups will present their posters to the class. Posters can remain displayed for use in the final assessment.

c. Closure: Challenge students to find other groups that have been systematically removed. Give students the definition of genocide. Ask students if what they have studied in this lesson is genocide?

Evaluation

Students will construct a Venn diagram delineating the similarities and differences between the forced removal of indigenous peoples in the United States and Australia.
on the following points:
   a. Rationale for the policy
   b. Conditions of schools or camps
   c. Legacy of this policy today

They will then write in paragraph form a compare and contrast essay responding to the prompt:

Compare and contrast the removal of indigenous populations in the United States and Australia on the following points: the rationale for removal, the conditions of the schools/internment camps, and the legacy of these policies on the indigenous populations today.

The Posters displayed around the room can be used as an exhibit for students to decide what to include in their individual venn diagram.

V. **Materials and Resources**

See Related Files for lesson plan and resources