

## Lesson Plan – Albert Medal presented to Neighbour, an Aboriginal, for gallantry, 1911 [realia].

### KLA HISTORY

STAGE/S year 5 primary – year 8 secondary

TIME = 45mins per activity

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### PRIOR LEARNING

Read the story behind the medal.

[HTTP://WWW.NLA.GOV.AU/APPS/CDVIEW?PI=NLA.PIC-AN7853025-3&REFERERCODE=CAT](http://www.nla.gov.au/apps/cdview?PI=NLA.PIC-AN7853025-3&REFERERCODE=CAT)

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### OUTCOMES

These activities develop students' observation, questioning and research skills.

YEAR – 6

Develop questions about the past to inform inquiry. Identify points of view, perspectives, values and attitudes in historical sources. Develop historical texts, particularly narratives and descriptions, which incorporate evidence.

YEAR –8

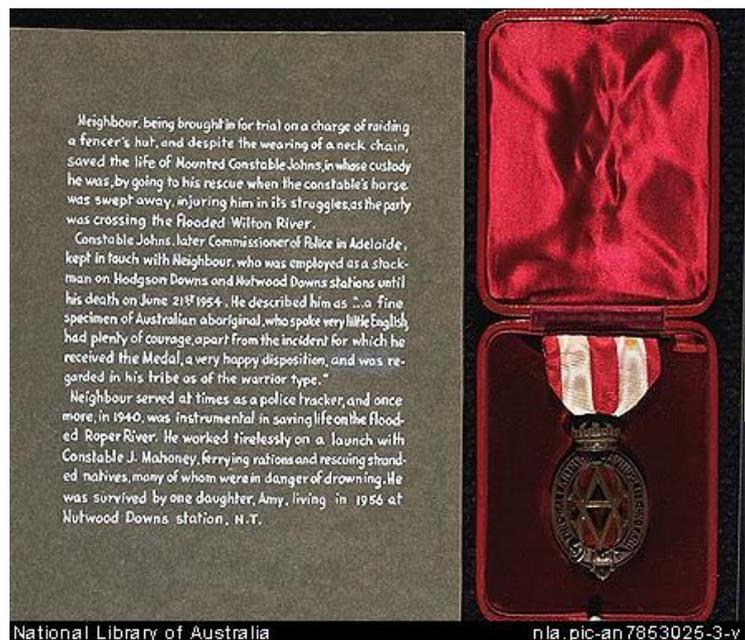
Formulate inquiry questions and plan inquiry.

Distinguish between fact and fiction. Identify and describe points of view, perspectives, values and attitudes in historical sources. Use historical terms and concepts.

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### RESOURCES

- Project image on whiteboard [HTTP://WWW.NLA.GOV.AU/APPS/CDVIEW?PI=NLA.PIC-AN7853025-3&REFERERCODE=CAT](http://www.nla.gov.au/apps/cdview?PI=NLA.PIC-AN7853025-3&REFERERCODE=CAT)
- Smart Board and or whiteboard markers
- 5 Character cards
- 9 Question cards



- 5 chairs set up at the front of the class.
- Fake microphone

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### LESSON DEVELOPMENT: ACTIVITY 1 CONDUCT A PRESS CONFERENCE

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Have the class interview key characters from the story for the news. Choose 5 students and hand each a character card. Ask them to start preparing a brief introduction. Get those students to come up the front and sit in the chairs.

**Characters** will introduce themselves to the class and outline their thoughts, feelings and about this story.

1. **Filmmaker** – you have been looking for examples of indigenous heroes to make a film. Describe why you want to make this film and the aspects of this story that interest you the most?
2. **Constable Johns** – Describe the impact of this event on you personally and professionally as a Police Officer and later as Commissioner of Police in Adelaide.
3. **His majesty King George V**– This is the first time that this medal has ever been awarded to an Indigenous person. Describe the implications of this for the Empire and for the colonies?
4. **Neighbour** –Describe the impact of this event on your life at the time. Did it also shape your future life and that of your family and if so how?
5. **Amy** (Neighbour’s daughter) Your father saved at least 31 people from certain death. How does that make you feel? What does the medal symbolize to you?

**Press Gallery** (Distribute the 9 question cards amongst the class. Ask each student with a card to stand and deliver their question to the character identified on their card.)

1. Amy - Do you think that your father’s medal is an inducement to others to do their duty even towards their enemies?
2. Neighbour - You were exempted of the sentence of imprisonment for your alleged crime of theft and awarded the Albert medal. Are you happy with these rewards, for your act of bravery? What other reward might you have preferred, had you been asked?
3. Constable Johns - Why did you try to keep in touch with Neighbour after this event?
4. Constable Johns - Is it usual Police procedure to have prisoners cross-flooded, crocodile infested rivers when bringing them in for custody? What steps should be taken to bring prisoners safely to their destination?
5. Neighbour - You had to walk over 250kms in neck chains before you even reached the flooded river. Can you describe what that was like?
6. Neighbour - White man’s law is largely based on the Ten Commandments. One of which is ‘tho shall not steal’. At this time had you ever heard of the Ten Commandments?

7. Your majesty King George V - Do you think the Albert medal should be reserved for a particular race?
8. Filmmaker - Is it important for Australians to know about this story? Why? What do you think overseas audiences will think of your film? Do you expect it to be a box office hit and if so why?
9. Your majesty King George V – you awarded Neighbour a second class bronze Albert Medal for gallantry on land. Neighbour later saved a further 30 people from drowning in yet another flood. Do you think you should upgrade him to a first class Albert medal?
10. Any other questions from the floor?

Have another student read an excerpt from the Royal Warrant.

[http://www.stephen-stratford.co.uk/am\\_warrant.htm](http://www.stephen-stratford.co.uk/am_warrant.htm)

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### LESSON DEVELOPMENT: ACTIVITY 2 BUILD A MIND MAP

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Ask the class to take a moment to imagine that they have shape shifted and become the Albert medal. Conduct a class brainstorm about how this feels. (Get a scribe to write responses on the whiteboard)

**Organise this brain dump into a mind map. Place the Albert Medal in the center and surround it with idea bubbles that cover the medal's production, design, use and any personal associations**

List all the materials that you are made of.  
 Which materials are natural and which are not?  
 Why did your maker choose these materials particularly?  
 How does your body feel?  
 How were you made?  
 What processes were used to make you?  
 Where and when were you made?

Are you expensive?  
 What do you symbolise?  
 How would you describe your design and decoration?  
 How might have your design and decoration changed overtime?

How do people see you?  
 How do people pick you up?  
 Where do people see you?  
 Would other cultures have different versions of you?  
 What art forms do you relate to?  
 What do you think you would need to do deserve you?  
 Do you know anyone who deserves to own you?

Who uses you?  
 When are you used?

Why are you used?

Are you displayed in a particular way on the body? Does it matter?

### **Follow up activities**

Have students read out the royal decree

Check out the honour roll to see other Albert medal winners.

## **CONCLUSION**

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Identifying and describing all the points of view, perspectives, values and attitudes in historical sources and how these might have changed overtime is an essential aspect of research.

Visual questioning is the process of coming to a greater level of understanding and empathy in relation to a particular experience. A cursory glance may tell only ½ the story where as conscious, thoughtful study may provide clues that were not at first apparent. Visual questioning enables us to judge what we see and to elicit ideas and information from non-verbal sources. Learning to see is a sophisticated skill that requires conscious effort to develop.

## **EVALUATION**

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### **Activity 1**

Did the exercise generate debate, dialogue and increase understanding of the issues surrounding the story. Did students use historical terms and concepts?

### **Activity 2**

Were the students able to personify the medal? Did the process of personification deepen their understanding of the medals significance? Were students able to identify and describe points of view, perspectives, values and attitudes in historical sources?