**FOCUS 7: Terra Nullius**

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| **OUTCOME** | **CONTENT** | **LEARNING SEQUENCE** | **RESOURCES** |
| HT2-3A student describes people, events and actions related to world exploration and its effects.  HT2-4A student describes and explains effects of British colonisation in Australia.  HT2-5A student applies skills of historical inquiry & communication. | Describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others, including Aboriginal resistance AHC  Explain the term [*terra nullius*](http://syllabus.bos.nsw.edu.au/glossary/hst/terra-nullius/?ajax) and describe how this affected the British attitude to Aboriginal and Torres Strait Islander peoples AHCCCT  Use sources to identify different [perspectives](http://syllabus.bos.nsw.edu.au/glossary/hst/perspective/?ajax) on the arrival of the British to Australia AHC  Outline the impact of early British [colonisation](http://syllabus.bos.nsw.edu.au/glossary/hst/colonisation/?ajax) on Aboriginal and Torres Strait Islander peoples' country AHC | **Ignition Activity Definition Speed Dating**   * Think Pair Share – brainstorm possible definitions for these words in pencil in their books or on a scrap of paper: Terra Nullius, habitation, uninhabited, crown, colonisation, invasion, resistance, conflict, ownership, property, perspective, culture, native title, possession, inhabitants, recognition, declaration and conquered. * Have the students form two concentric circles. Half the class line up in one circle and the other half in the other. Each person must have someone directly in front of them. Split the pairs up for this and they have to start at the person next to their partner. * Using a timer and a signal: the students on the inside circle are to rotate every thirty seconds to share their potential definition with the person in front of them from the outer circle until they are back with their original partner. Each pair records the information learned from the other people in the circle about what they believe is the definition. Repeat the process until all words have been reviewed. * As a whole group review the correct definitions and provide a copy for their books. Correct any misinterpretations of the words.   **Activity 1: Aboriginal versus European View of the Land**   * Read the worksheet Aboriginal versus European View of the Land * Create a Venn Diagram of key words comparing and contrasting Aboriginal and Europeans View of the Land * Discussion: Why were these perspectives were destined to conflict?   **Activity 2: Terra Nullius and Native Title**   * Read the worksheet Land Belonging to No One * Create a list of the three ways Captain Cook could have legally claimed Australia under European Law * Using the words or synonyms of the words from the Speed Dating Activity, write a 1 page letter to Captain Cook outlining why he illegally claimed Australia under the law of Terra Nullius and denied Aboriginals Native Title. * Review the “Bloody Boat People” political cartoon. What is the author’s purpose of this image? How does it challenge the traditional view of European Settlement? | <http://encyclopedia.kids.net.au/page/te/Terra_Nullius>  Aboriginal Versus European View of the Land Worksheet  Land Belonging to No One WorkSheet |
| **FOCUS 9: “Resistance and Revenge”** | | | |
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