

Focus Questions

1. Where was Charlie Perkins born?
2. What sport did Charlie play?
3. He was one of the first Aboriginal people to be accepted at university. True or false?
4. What did Charlie become famous for while he was at university?
5. Complete the following sentence. Aboriginal people weren't counted as Australian _____ in their own country.
6. What inspired the Freedom Ride in Australia?
7. What was the aim of the Freedom Ride?
8. What did they find out about the treatment of Aboriginal people?
9. What impact did Charlie have on Indigenous rights in Australia?
10. Choose 3 words to describe Charlie Perkins.

Aboriginal and Torres Strait Islander people please note that this document contains images of people who have died.

Activity

Personal Response

Students will write a personal response to the BTN *Charlie Perkins* story. Ask students to finish one or more of the following incomplete sentences:

- Charlie Perkins was a significant Indigenous person because...
- Five words that I would use to describe Charlie Perkins are...
- The Freedom Ride was an important event because...
- It was interesting to learn...
- It was surprising to learn that...

Activity

Class Discussion

After watching the BTN *Charlie Perkins* story hold a class discussion. Here are some discussion starters:

- Who was Charlie Perkins?
- Where was Charlie Perkins from?
- What were some of Charlie Perkins' achievements?
- What was the Freedom Ride?
- What did the Freedom Ride achieve?
- What questions do you have after watching the BTN Charlie Perkins story?



Key Learning

Students will learn about the life and achievements of Charles Perkins. They will also investigate the changing rights and freedoms of Indigenous Australians.

Curriculum

HASS – Year 4

Sequence information about people's lives and events.

Civics and Citizenship – Year 5

How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples.

History – Year 6

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women, and children.

The contribution of individuals and groups, including Aboriginal and Torres Strait Islander people and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.

Activity

Key Words

Students will develop a glossary of words and terms that relate to the BTN *Charlie Perkins* story. Below are some words to get them started. Students will add words and meanings to their glossary as they come across unfamiliar words throughout their research.

Activist	Referendum	Segregation
Civil Rights	Protest	Discrimination

Activity

Charlie Perkins - Biography

Before students begin to construct their biographies, hold a class discussion to find out what they already know about biographical writing. Below are some discussion starters:

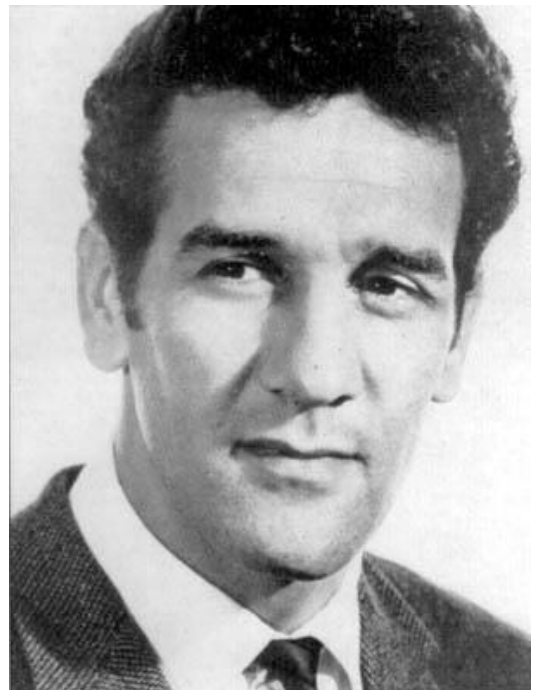
- What does a biography tell us about a person?
- Where can you look to find information for your biographical writing? It could include the internet, newspaper articles, magazine articles and interviews, other biographies, historical books or television interviews. Why is it important to use more than one source of information?
- What makes a biography interesting? For example, key information and facts, a timeline of events, photographs, illustrations and quotes.

Using the biography worksheet at the end of this activity, students will research and record information about Charlie Perkins. Some possible areas of research include:

- Where was Charlie Perkins from? Locate using Google Maps.
- When was he born? Describe his life growing up. Watch [this interview](#) with Charlie where he describes what life was like growing up in institutions.
- What were some of Charlie Perkins' achievements? Choose one to explore in more detail.
- How do we recognise his achievements?
- What were some of the challenges he faced?
- How has Charlie Perkins made an impact on Indigenous people's lives?
- What do you admire about Charlie Perkins?

Further investigation

- Imagine you could sit down and talk to Charlie Perkins. What questions would you ask about his life and achievements?
- Create a timeline of significant events in Charlie Perkins' life.



Activity

Freedom Ride

In 1965, Charlie Perkins led a group of students from the University of Sydney on a bus journey through regional New South Wales. Students will research in detail the Freedom Ride and the role he played in it. Here are some useful resources to help students with their research:

[Freedom Ride - BTN](#)

[1965 Freedom Ride - AIATSIS](#)

[Freedom Ride 1965 – National Museum Australia](#)

[Charles Perkins in Moree – ABC Education](#)

- What was the purpose of the Freedom Ride?
- Where did the Freedom Ride go? Show on a map.
- What role did Charlie Perkins play in the Freedom Ride?
- What inspired the Freedom Ride in Australia?
- What did they find out about the treatment of Aboriginal people?
- What instances of racism did they find?
- What is segregation? Give an example.
- What important event happened on the Freedom Ride in Moree?
- How did their trip make a difference to Indigenous rights?



Students will imagine they are a student travelling on the Freedom Ride and write a journal describing their experiences and feelings about it. [Ann Curthoy's diary](#) gives a great insight into what it was like being a student on the Freedom Ride. The questions below may help students to structure their journal.

- Why did you want to be a part of the Freedom Ride?
- What does the community think about it?
- How do you feel on the bus with the other students?
- What are some of the challenges?
- What do you hope Freedom Ride will achieve?

BTN Indigenous Rights stories

Watch these BTN stories to learn more about significant events for Aboriginal and Torres Strait Islander people.



[BTN 1967 Referendum story](#) | [Teacher Resource](#)



[BTN Wave Hill story](#) | [Teacher Resource](#)



[BTN Stolen Generations story](#)

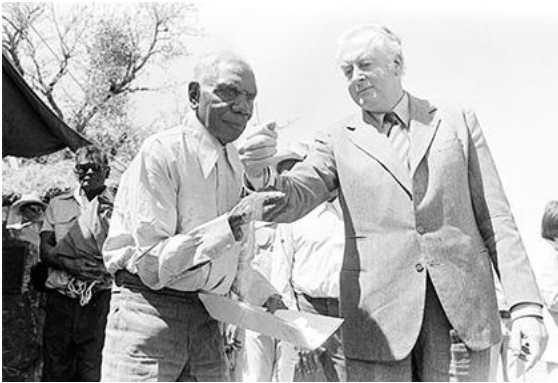


[BTN Mabo Legacy story](#) | [Teacher Resource](#)

Activity

Visual Literacy – Indigenous Rights

- What do you see in this image?
- What significant moment or event does the image relate to?
- What do you think is happening?
- If there are people in the image who do you think they are? How do you think they might be feeling?
- What question/s would you like to ask the people in the image?
- Create a caption for each image.



[Link to image](#)

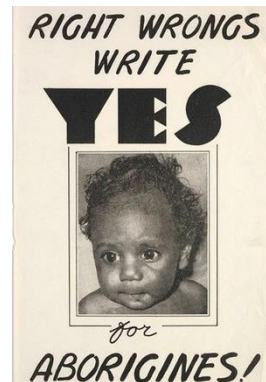


[Link to image](#)



A LARGE BLACKBOARD displayed outside the hall proclaimed, "Day of Mourning." Leaflets warned that, "Aborigines and persons of Aboriginal blood only are invited to attend." At 5 o'clock in the afternoon resolution of indignation, protest, was moved, passed.

[Link to image](#)



[Link to image](#)

Useful Websites

Charles Perkins – National Museum Australia

<https://www.nma.gov.au/explore/features/indigenous-rights/people/charles-perkins>

Freedom Ride – BTN

<https://www.abc.net.au/btn/classroom/freedom-ride/10527008>

Charles Perkins fights for racial equality – ABC Education

<https://education.abc.net.au/home#!/media/1264423/charles-perkins-fights-for-racial-equality>

Charles Perkins campaigns for Aboriginal rights – ABC Education

<https://education.abc.net.au/home#!/media/1264445/charles-perkins-campaigns-for-aboriginal-rights>

Freedom Ride, 1965 – National Museum Australia

<https://www.nma.gov.au/explore/features/indigenous-rights/civil-rights/freedom-ride>

1965 Freedom Ride - AIATSIS

<https://aiatsis.gov.au/explore/articles/1965-freedom-ride>

Biography – Charlie Perkins

Full name

Born

Family

Portrait of Charlie

Important contributions
Charlie made...

Interesting things about Charlie...

Achievements