



Teacher Resource

Vincent Lingiari

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. In which state or territory is Wave Hill located?
 - a. South Australia
 - b. Northern Territory
 - c. Western Australia
2. Who were the traditional owners of the area?
3. What year did Vincent Lingiari lead the Wave Hill walk-off?
4. Why did the Gurindji people go on strike?
5. What famous gesture symbolised the returning of land to the Gurindji people?

This document contains the names and images of Aboriginal and Torres Strait Islander people now deceased. It also contains links to sites that may use images of Aboriginal and Torres Strait Islander people now deceased.

Activity: Personal Response

After watching the BTN Vincent Lingiari story students will complete one or more of the following incomplete sentences:

- Vincent Lingiari was important because...
- It was interesting to learn...
- These are five words that I would use to describe Vincent Lingiari.
- This story made me feel...
- It is important to remember Vincent Lingiari because ...

Activity: Class Discussion

Discuss the BTN Vincent Lingiari story using the following discussion starters.

- Where is Wave Hill? Locate on a map.
- Who was Vincent Lingiari?
- Name one of his main achievements.
- Why was the Gurindji strike important?



EPISODE 23

19 August 2025

KEY LEARNING

Students will learn about the Wave Hill walk-off and the contribution that Vincent Lingiari has made to Australian society.

CURRICULUM

HASS – Year 3 and 4

Pose questions to investigate people, events, places and issues.

Locate and collect information and data from different sources, including observations.

HASS – Year 4

the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place.

HASS – Year 5

the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony.

the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment.

HASS – Year 6

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

History – Year 7

the social organisation and cultural practices of early First Nations Australians, and their continuity and change over time.

Activity: Key words

Students will brainstorm a list of key words that relate to the BTN Vincent Lingiari story. Here are some words to get them started.

Land rights

Native Title

First Nations peoples

Strike

Indigenous rights

Equality

Activist

Recognition

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

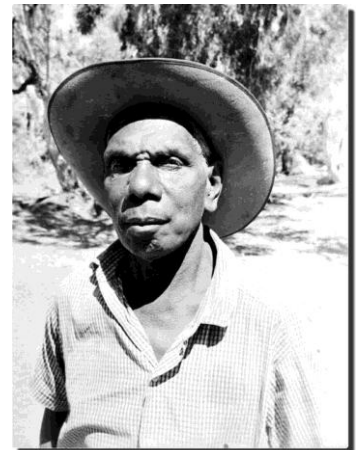
Further Investigation

- What is advocacy? Ask students to give an example of when Vincent Lingiari was an *advocate* on Indigenous issues.
- In Australia, people speak up for Indigenous rights in many ways, like signing *petitions*, joining *protests*, going on *strike*, working in *unions* and taking *action*. What are some ways the Wave Hill walk-off showed these strategies?

Activity: Who was Vincent Lingiari?

Students will develop a biography of Vincent Lingiari. Begin by discussing with students what a biography is. What information is included in a biography and what does it tell us about a person? Students can use the following questions to guide their research.

- When and where was Vincent Lingiari born?
- Who was his family?
- What was his occupation?
- How did he become a rights activist?
- What challenges did he face and how did he overcome them?
- What were his achievements?
- What is Vincent Lingiari's legacy?
- What do you admire about him?



Further Investigation

Interview

Imagine you could sit down and talk to Vincent Lingiari. What questions would you ask about his life and achievements?

Portrait

Create a portrait of Vincent Lingiari. Explore and experiment with different techniques and mediums to produce a portrait.

Journal Entry

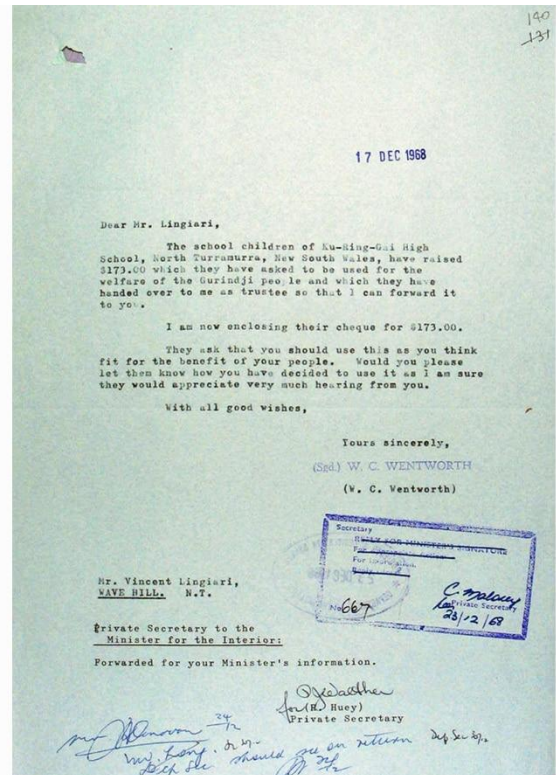
Imagine you are Vincent Lingiari. Choose a moment in your life to reflect on and write a journal entry.

Activity: Analysing a Source

Below is a letter to Gurindji elder and strike leader Vincent Lingiari from school students to raise money to support the Gurindji Wave Hill walk-off, 1968. (Source: National Archives of Australia. A1734, NT1968/2509)

Students will read the letter and respond to the questions below.

- When was the letter written?
- Who wrote the letter? Who was the letter for?
- What information was included in the letter?
- Why did they write the letter? What was the aim of the letter?
- How do you think Vincent Lingiari felt as she read the letter? Give reasons for your answer.
- Is this letter a primary or secondary source? Explain your answer.



Letter to Vincent Lingiari ([ABC Education](#))

Activity: Poetry

Poetry and lyrics – feel, think and wonder

As a class, listen to Paul Kelly's song "[From Little Things, Big Things Grow](#)". Alternatively take it in turns to read the [song lyrics](#) aloud.

In small groups respond to the following questions and then share your ideas with the class.

- Who are the main people and groups mentioned in the song?
- What events are being described? Why are they important?
- What emotions or messages do you think the artist wants to share?
- How does this song make you feel? Describe your emotions.
- Why is the meaning of the song title "[From Little Things, Big Things Grow](#)"? Write a short summary.

Further investigation

- Can you think of other songs that help us understand Australian history? Make a list.
- Choose one of the following songs, or choose one of your own, and conduct further research to find out what the song is about. Create a book of songs and background information to keep in your school library.

Song	Background
<i>"Treaty"</i> By Yothu Yindi	
<i>"Took the Children Away"</i> By Archie Roach	
<i>"Beds Are Burning"</i> By Midnight Oil	

Activity: Visual Literacy

Aboriginal land rights was an issue that Gough Whitlam tackled while he was Prime Minister. On August 16, 1975, Gough Whitlam returned traditional lands in the Northern Territory to the Gurindji people. This brought an end to their long struggle to reclaim their traditional country. The ceremony to officially hand back the land to the Gurindji people took place on August 16th, 1975, at Daguragu. Whitlam made a short speech before taking some sand and pouring it into the hands of Vincent Lingiari, the leader of the protest movement.

Show students the image of Prime Minister Gough Whitlam pouring soil into the hand of traditional landowner Vincent Lingiari. Hold a class discussion, responding to the following questions.

- What is happening in this photo?
- Why is this photograph symbolic? Consider that it is a reminder that all Australians share the same land and the same hopes.
- How does this image make you feel? Describe your emotions.



Learn more about land rights by watching BTN's [Mabo Day](#) and [Native Title](#) stories.

Examine further images -



[ABC News](#)



[ABC News](#)



[National Museum Australia](#)

Useful Websites

- [Vincent Lingiari the Leader](#) – ABC Education
- [Native Title](#) – BTN
- [Wave Hill Walk-Off](#) – National Museum Australia
- [Wave Hill Walk-Off \(classroom resource\)](#) – National Museum Australia
- [What's special about Wave Hill? \(learning module\)](#) – National Museum Australia
- [This Day Tonight: Two years after the 1966 Wave Hill walk-off](#) – ABC Education