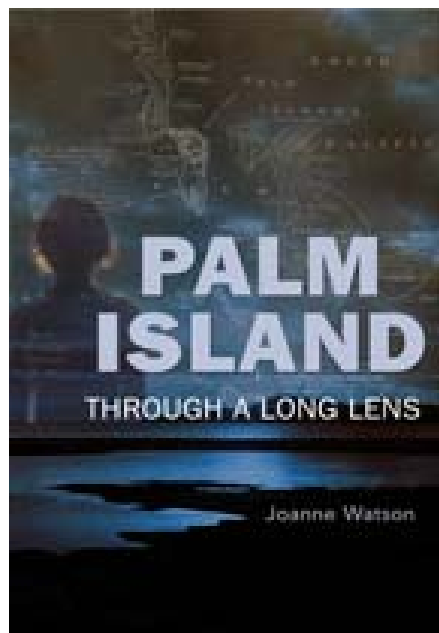


# Teachers' Notes: *Palm Island*

Aboriginal Studies Press



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## ***Palm Island: Through a long lens***

**Joanne Watson**

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## **Introduction to the teachers' notes**

### **The text: *Palm Island: through a long lens***

The study of history has consistently yielded an ironic conclusion – despite our knowledge of history, human beings tend not to learn from it. This principle is graphically illustrated by Joanne Watson as she takes us through the turbulent past of Palm Island. The people of this remote community were thrown together against their will, effectively imprisoned and forced to survive under the harshest of living conditions. To study into the past of Palm Island is not simply to study history. Palm Islanders have forged a vibrant community that has continued to defy decades of injustice breathtaking in scope and shocking in consequence. It demands recognition of the damage inflicted by government controls and draconian policies that continue to affect twenty-first century Indigenous Australians. *Palm Island: through a long lens* requires the reader's emotional commitment, a willingness to hear uncensored truths and a determination to share the burdens of the past and present in the hope that we can engender change for a better future.

### **Specific syllabus links**

This program will be useful in the following courses in New South Wales and their equivalents in the other states:

- Stage 6 Preliminary HSC Modern History Part I (Case study) or Part II (Historical investigation)
- Stage 6 Preliminary Aboriginal Studies Part II (Heritage and identity)
- Stage 5 HSIE (History)
- Stage 5 Aboriginal Studies
- Stage 5 English (Area of Study)

It has been specifically designed for use in the Stage 6 Preliminary HSC Modern History course as a Case Study, meeting the requirements of Part II of the New South Wales Modern History syllabus. Alternatively, history teachers could use the program to fulfil the requirements of Part III, Historical Investigation, but not both. Please note that the syllabus requires that the Case Study (one of two) and the Historical Investigation must be undertaken on different topics.

Across all Australian states and territories, this program fulfils the requirement of one of the Australian Curriculum's cross-curriculum priorities – Aboriginal and Torres Strait Islander perspectives. It will assist teachers in implementing this compulsory requirement in individual Key Learning Areas or as an integrated unit.

### **How to use these notes**

This program provides a guided study of the text, the background issues and methods of historical inquiry, in accordance with the syllabus outcomes. A guide to lesson structure has been offered, though teachers will need to apply their own discretion to the duration and organisation of the program. A series of resource sheets with activities guide students through a detailed study of each chapter. They are composed of useful commentaries, close analysis, supplementary information and a range of activities including group discussion, extended written activities, ICT tasks and independent research. The sheets

are fully reproducible and are suitable for formal assessment tasks, homework or extension work. Teachers are invited to photocopy the sheets for use by individual students in the classroom. Tasks are designed for completion in students' work books or on loose paper. Two assignment guide sheets are also included in the program for use in the classroom. These detail instructions and marking criteria for two assessment tasks.

### **Links to syllabus learning outcomes**

Teachers are provided with specific links to NSW Board of Studies syllabus outcomes for Stage 6 Modern History (Preliminary course). Material can be adapted to suit the syllabus requirements for equivalent year levels in the other Australian states. The introductory pages present a summary of the learning activities of the program. Two tables present syllabus outcomes statements linked to the learning materials provided.

### **Provisions for extension work**

To supplement this program, suggestions are provided for extension tasks that will challenge students to make more sophisticated written responses to the text and its concerns. Teachers may elect to further extend some students by imposing examination-style time limitations on certain tasks.

### **Provisions for students with learning difficulties**

Teachers can provide assistance with reading to students with learning difficulties, offering additional time in which to complete readings or perhaps assigning a reader. Teachers may focus on the development of oral responses rather than extended writing tasks, with a view to enabling students to improve their writing skills with practise. These strategies will help enable students with learning difficulties to achieve the learning outcomes of the program.

### Language considerations

The author of the book notes that the name 'Bwngcolman' refers to the historical residents of Palm Island – people who were deported to the island from various places throughout Queensland. The pronunciation of Bwngcolman is *Bwook-a-mun*. The island and sometimes its inhabitants are referred to in the local idiom as 'Palm' and 'Palms' throughout the book. The Traditional Owners of the land and waters of Great Palm Island (on which the settlement of Palm Island is situated) are the Manbarra people.

Indigenous Australians prefer to be identified by a language label. For example, using the expression 'Manbarra woman' makes it clear to which specific language group the person belongs. The terms 'Aboriginal people' and 'Indigenous people' have passed into accepted usage despite their originally generic meanings. The term 'Aboriginal people' can be seen to exclude Torres Strait Islander people, who feature in the history of Palm Island. It is important to be clear in identifying specific people groups, despite the apparent complexities of language. To distinguish terms as proper nouns naming cultural groups, it is important that they are capitalised when they appear in written language. It is appropriate to seek to

properly define distinct and individual nations and peoples when making reference to Indigenous Australians.

It is important that teachers deal authentically with topics relying on the life experiences of Indigenous Australians. The intensely personal and emotive topics that dominate Aboriginal literature call for sensitivity and cross-cultural empathy. Subconscious deference to stereotypes and misconceptions can be avoided through proper listening to, and contextualising of the course material.

Teachers should seek assistance from people in their local Indigenous community to obtain information about contemporary and historical issues. This helps to properly locate the study in the present, and bring its concerns into focus. Understand that Indigenous people may request that certain matters or stories remain private – be sensitive to this when conducting research. Ensure that students avoid generalising across different cultures when interpreting or presenting content that is culturally specific.

### Preparation

Teachers will need to provide sufficient copies of the book, *Palm Island: through a long lens* for each student to have their own copy. Reading must occur outside of class time (as prescribed in most HSC courses). Teachers should photocopy any required worksheets or other source material from the teachers' notes document before each lesson.

## Assessment plan

There are two assignments in this unit – a research task that incorporates an ICT task, and a project involving an extended written response. Other activities suggested in this program may also be used for assessment purposes.

## Program outline

This program structure enables teachers to work through the book in six weeks, organised into four distinct phases. Specific allocation of lesson time is left to individual discretion. An additional week of reading lessons could be added to this schedule to enable slower readers to cope with the reading demands of the program. A summary table appears on the following page with specific text references. Full details for teaching each phase begin on page 12.

- Week 1 Introduction and historical context**
- Synopsis of *Palm Island: through a long lens*
  - The geography of Palm Island
  - Summary of colonisation and dispossession
  - The traditional owners of Great Palm Island
  - The complexities of cultural identity

- Weeks 2 & 3 Socio-political context**
- The political background in Queensland

Social issues

The news media and Aboriginal deaths in custody

Facilities and services on Palm Island today

**Week 4      A world apart: Palm Island's administrative eras**

*Assignment 1: Close study of one administrative era on Palm Island (ICT task)*

Close study of ONE of the following historical periods on Palm or Fantome Island:

- Kenny's Time: From Carpet Snake Country to Hull River Reserve
- Curry's Time: 'A State of Constant Apprehension'
- The 1930 Rampage: 'As Straight as a Gun Barrel'
- Gribble's Time: 'Fiscal Restraint'
- Fantome Island, Phantom Welfare
- Bartlam's Time: 'We Couldn't Tolerate Any More', the 1957 Strike
- Whistleblowers' Time: 'A Certain Paradise for Certain People'

**Week 5      Depth study: The Mulrunji Doomadgee case**

Mulrunji Doomadgee

The inquest: its outcomes and implications

**Week 6      Conducting historical research**

Research methodologies

*Assignment 2 Independent research*



## Summary table

Week	Topics	Readings
<b>1</b> <b>Introduction and historical context</b>	<ul style="list-style-type: none"> <li>• Synopsis of <i>Palm Island: through a long lens</i></li> <li>• The geography of Palm Island</li> <li>• Summary of colonisation and dispossession</li> <li>• The traditional owners of Great Palm Island</li> <li>• The complexities of cultural identity</li> </ul>	<ul style="list-style-type: none"> <li>- Chapters 1, 2 &amp; 3</li> <li>- Photos and maps</li> </ul>
<b>2 &amp; 3</b> <b>Socio-political context</b>	<ul style="list-style-type: none"> <li>• The political background in Queensland</li> <li>• Social issues</li> <li>• The news media and Aboriginal deaths in custody</li> <li>• Facilities and services on Palm Island today</li> </ul>	<ul style="list-style-type: none"> <li>- Chapters 1, 2, 3, 6, 7, 8 &amp; 11</li> <li>- Online content</li> </ul>
<b>4</b> A world apart: Palm Island's administrative eras	<i>Assignment 1: Close study of one administrative era on Palm Island (ICT task)</i>	<ul style="list-style-type: none"> <li>- Chapters 3, 4, 5, 6, 7, 8, 9 &amp; 10</li> </ul>
<b>5</b> Depth study: The Mulrunji Doomadgee case	<ul style="list-style-type: none"> <li>• Mulrunji Doomadgee</li> <li>• The inquest: its outcomes and implications</li> </ul>	<ul style="list-style-type: none"> <li>- Chapters 1, 10, 11 &amp; 12</li> <li>- Conclusion</li> <li>- Additional media articles</li> <li>- Online content</li> </ul>
<b>6</b> <b>Conducting historical research</b>	<ul style="list-style-type: none"> <li>• Research methodologies</li> <li>• Close study of ONE historical period on Palm or Fantome Island</li> </ul> <p><i>Assignment 2 Independent research</i></p>	<ul style="list-style-type: none"> <li>- Online content</li> </ul>

## Reading plan

At Stage 6 level, students are expected to complete the reading of the text in their own time. A suggested reading plan is detailed in the table below. Each session should take approximately two hours to complete. As the content in this program is not presented chronologically, students should complete all the readings before commencing their study.

Sessions	Readings	Pages
1	Chapters 1 & 2	1-16, 17-23
2	Chapters 3 & 4	24-36, 37-54
3	Chapter 5	55-75
4	Chapter 6	76-91
5	Chapter 7	92-101
6	Chapter 8	102-120
7	Chapters 9 & 10	121-134, 135-145
8	Chapter 11 & Conclusion	146-156, 157- 161



## Learning outcomes table      NSW Board of Studies

Week of program	Learning outcomes NSW Stage 6 Modern History syllabus (Preliminary)
<p><b>1 Introduction and historical context</b></p> <p>Synopsis of <i>Palm Island: through a long lens</i></p>	<p><b>Students learn to:</b></p> <p>P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present</p> <p>P4.1 use historical terms and concepts appropriately</p> <p>P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</p>
<p><b>1 Introduction and historical context</b></p> <p>The geography of Palm Island</p>	<p><b>Students learn to:</b></p> <p>P3.1 ask relevant historical questions</p> <p>P3.2 locate, select and organise relevant information from different types of sources</p> <p>P3.3 comprehend and analyse sources for their usefulness and reliability</p> <p>P3.4 identify and account for differing perspectives and interpretations of the past</p>
<p><b>1 Introduction and historical context</b></p> <p>Summary of colonisation and dispossession</p>	<p><b>Students learn to:</b></p> <p>P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present</p> <p>P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present</p> <p>P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present</p>
<p><b>1 Introduction and historical context</b></p> <p>The traditional owners of Great Palm Island</p>	<p><b>Students learn to:</b></p> <p>P3.4 identify and account for differing perspectives and interpretations of the past</p> <p><b>Students learn about events in relation to:</b></p> <p>factors contributing to the events</p> <p>main features of the events</p> <p>impact of the events on the history of an individual nation, region and/or the world as a whole.</p> <p><b>Students learn about individuals and groups in relation to:</b></p> <p>their historical context</p> <p>racism</p> <p>sectarianism</p> <p>self-determination</p>
<p><b>1 Introduction and historical context</b></p>	<p><b>Students learn to:</b></p> <p>P2.1 identify forces and ideas and explain their significance in contributing to change and</p>

<p>The complexities of cultural identity</p>	<p>continuity from the eighteenth century to the present</p> <p>P3.1 ask relevant historical questions</p>
<p><b>2 &amp; 3 Socio-political context</b></p> <p>The political background in Queensland</p>	<p><b>Students learn about key features and issues of the modern world:</b></p> <p>political, economic, social and technological features of the selected case study</p> <p>forces for change that emerged in the period of the selected case study</p> <p>the nature of the political, social, economic and technological change that occurred in the period of the selected case study</p> <p>the impact of change on the society or period of the selected case study</p>
<p><b>2 &amp; 3 Socio-political context</b></p> <p>Social issues</p>	<p><b>Students learn to:</b></p> <p>P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p> <p><b>Students learn about individuals and groups in relation to:</b></p> <p>their historical context</p> <p>racism</p> <p>sectarianism</p> <p>self-determination</p>
<p><b>2 &amp; 3 Socio-political context</b></p> <p>The news media and Aboriginal deaths in custody</p>	<p><b>Students learn to:</b></p> <p>P3.2 locate, select and organise relevant information from different types of sources</p> <p>P3.3 comprehend and analyse sources for their usefulness and reliability</p> <p>P3.4 identify and account for differing perspectives and interpretations of the past</p> <p>P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p>
<p><b>2 &amp; 3 Socio-political context</b></p> <p>Facilities and services on Palm Island today</p>	<p><b>Students learn to:</b></p> <p>ask relevant historical questions about selected studies of the modern world</p> <p>locate, select and organise information from different types of sources, including information and communication technologies (ICT), to describe and analyse relevant features and issues of selected studies of the modern world</p>
<p><b>4 A world apart: Palm Island's admin. eras</b></p> <p><i>Assignment 1 Close study of one admin. era on Palm Island (ICT task)</i></p>	<p><b>Students learn to:</b></p> <p>P4.1 use historical terms and concepts appropriately</p> <p>P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</p> <p><b>Students learn to:</b></p> <p>locate, select and organise information from different types of sources, including information and communication technologies (ICT), to describe and analyse relevant features and issues of selected studies of the modern world</p>

<p><b>5 Depth study: The Mulrunji Doomadgee case</b> The inquest: its outcomes and implications</p>	<p><b>Students learn to:</b></p> <p>P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present</p> <p><b>Students learn to</b> account for and assess differing perspectives and interpretations of significant events, people and issues in selected studies of the modern world</p> <p>present the findings of investigations on selected studies of the modern world, analysing and synthesising information from different types of sources</p>
<p><b>5 Depth study: The Mulrunji Doomadgee case</b></p>	<p><b>Students learn to:</b></p> <p>P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present</p> <p>P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present</p> <p>P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present</p> <p><b>Students learn to:</b></p> <p>analyse the major events and issues relevant to selected studies of the modern world</p>
<p><b>6 Conducting historical research</b> <i>Assignment 2 Independent research</i></p>	<p><b>Students learn to:</b></p> <p>P3.2 locate, select and organise relevant information from different types of sources</p> <p>P3.3 comprehend and analyse sources for their usefulness and reliability</p> <p>P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p> <p>P4.1 use historical terms and concepts appropriately</p> <p><b>Students learn to:</b></p> <p>present the findings of investigations on selected studies of the modern world, analysing and synthesising information from different types of sources</p> <p>communicate an understanding of relevant concepts, features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT.</p>

## Teacher’s Guide

## Introduction and historical context

### Teaching this phase of the program

The resource sheets have been designed for teachers to photocopy for use in lessons. The group activity is designed as a starting point from which this phase of the program may be launched. Teachers should present the sheets in the order suggested below and have students work through the activities. The ICT

task and extension activities can be used in a supplementary manner at the teacher's discretion to complete this phase of the program.

- **Group activity**

Initiate a class discussion to help students become familiar with these terms:

colonisation	dispossession	Traditional Owners	segregation
bureaucracy	administration	penal settlement	transportation
exploitation	migrants	native title	self-determination
racism	assimilation (policy)	White Australia policy	sectarianism

- **Resource sheet 1 *Synopsis of Palm Island: through a long lens***

This resource sheet helps teachers introduce key concepts and a brief overview of the material. The book and its concerns is introduced, with a chapter summary and introduction to the author also presented. There are no activities included in this introductory resource sheet. It is intended as background reading only.

- **Resource sheet 2 *The geography of Palm Island***

This resource sheet presents a map that will help students gain an understanding of the geography of the island, its location relative to mainland Queensland and the positions of places of importance mentioned in the book.

- **Resource sheet 3 *Summary of colonisation and dispossession (2 pages)***

The information presented on these resource sheets sketches a background on which the early history of Palm Island can be built, ensuring that students are introduced to the social and political issues arising from the time of colonisation to the present.

- **Resource sheet 4 *The traditional owners of Great Palm Island***

This resource sheet presents a brief outline of significant events in Queensland's history that impacted upon the establishment of the Palm Island settlement and the people whose lives were affected as a consequence.

- **Resource sheet 5 *The complexities of cultural identity***

This resource sheet helps students establish an understanding of cultural identity, particularly in terms of the complex network of factors that influence and shape identity in social groups. It is designed to help students understand that Palm Island (and indeed all of Australia) is not culturally homogenous. Palm Island may be seen as a microcosm of wider society, in that there are

numerous Indigenous cultures and traditions represented, despite the efforts of politicians and mainstream society to characterise them as 'all the same'.

- **ICT task**

Assign this research question for students to investigate using online sources. Students should write a paragraph length response in their work books.

**What were some of the reasons that a person could be sent to Palm Island?**

*Answers should reflect the following points: Being 'disruptive', stealing, defending themselves or their property, fighting, being drunk, running away from another settlement, failing to cooperate with authorities, becoming pregnant to a white man, being of mixed ethnicity, and numerous other infractions. Being released from prison was another 'offence' punishable by transportation to Palm Island.*

- **Extension activity**

Ask students to locate and summarise the content of ONE secondary source about the history of Palm Island, using the library, a textbook or internet resources.

## **Resource sheet 1      Synopsis of *Palm Island: through a long lens***

### **Introducing the topic**

The study of history has consistently yielded an ironic conclusion – despite our knowledge of history, human beings tend not to learn from it. This principle is graphically illustrated by Joanne Watson as she takes us through the turbulent past of Palm Island. The people of this remote community were thrown together against their will, effectively imprisoned and forced to survive under the harshest of living conditions.

To study into the past of Palm Island is not simply to study history. Out of their past experiences, Palm Islanders have forged a vibrant community that has continued to defy decades of injustice breathtaking in scope and shocking in consequence. It demands recognition of the damage inflicted by government controls and draconian policies that continue to affect twenty-first century Indigenous Australians. *Palm Island: through a long lens* requires the reader's emotional commitment, a willingness to hear uncensored truths and a determination to share the burdens of the past and present in the hope that we can engender change for a better future.



## Introducing the author

Joanne Watson is a teacher in Australian social history, workplace relations, cultural studies and social health. She teaches in vocational education among Indigenous students in Queensland. Joanne has recorded oral histories in rural and urban settings in her work with Indigenous communities. Over the past three decades she has conducted extensive research into past and present community perspectives among Palm Island's inhabitants.

## Summary of chapters

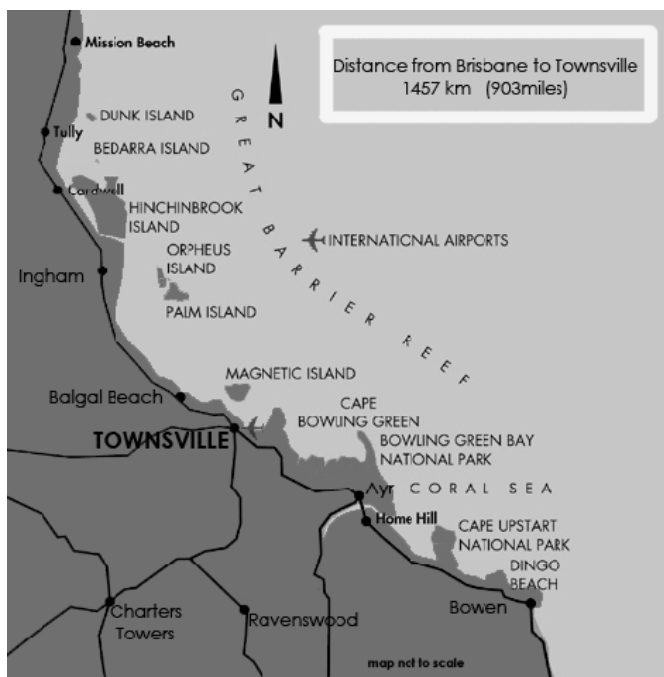
Chapters 1 and 2 provide an introduction to the Palm Island community, the problems and issues that came to a head most recently in 2004 after the tragic death in police custody of Mulrunji Doomadgee. Through Chapters 3, 4, 5, 6, 7 and 8 Watson traces the various phases of government control exercised over people's lives on Palm Island through Superintendents Kenny, Curry, Gribble and Bartlam. Chapters 9 and 10 chronicle the development of the 1957 workers' strike and the campaign for wage justice that ultimately led to compensation for workers across Queensland. Chapter 11 brings the reader back to the Mulrunji Doomadgee case, detailing the outcome of the inquest and the consequential aftermath in heart-wrenching detail. The Conclusion highlights the indomitable character and resilience of the people who continue to call Palm Island home. The future of the diverse community presently living on Palm Island is addressed in terms of the dynamics of power and privilege that will determine the future of its inhabitants.

## Reading plan

Students should read the entire book before commencing the study program. A suggested reading plan is provided on page 8 of this document.

## Resource sheet 2      The geography of Palm Island

Great Palm Island is a tropical island located 65 kilometres north-west of Townsville, Queensland. The Greater Palm group consists of a number of small islands, including Fantome, Curacoa and Orpheus Islands. Great Palm Island is the largest island in the group, and the site of the community known as Palm



Island (or Bwgcolman). The community is also known as 'the Mission', Palm Island Settlement, Palm or Palms. It was used as a place to effectively imprison Aboriginal people whom previous Queensland governments deemed 'troublesome'.

**Insert a detailed map of the township**

**Write an extended response to this question in your work book.**

⌘ What geographical features of Palm Island make it an 'ideal' place for bureaucrats to use as a penitentiary for 'troublesome' people?

### **Resource sheet 3      Summary of colonisation and dispossession (page 1)**

#### **Pre-colonial history**

Aboriginal and Torres Strait Islander Australians are the first nations of the Australian continent and its surrounding islands. Various language groups are believed to have travelled to Australia from Southeast Asian nations. Aboriginal Australians are culturally and ethnically distinct from Torres Strait Islander people, who are believed to have Melanesian island heritage. Historically, north-eastern Australia was explored by various European powers, including the Dutch, the Portuguese and the French before the 1770 expedition of James Cook on behalf of the British Empire.

#### **Invasion and colonisation**

The forced removal of Aboriginal and Torres Strait Islander people from their traditional land during Britain's colonisation of Australia began soon after this expedition. Initially, Australia was used as a penal

settlement for British convicts who were transported by ship to serve life sentences in colonies including New South Wales and Van Diemen's Land (Tasmania). Before long, colonies had been established at other places along the east coast, including Moreton Bay in Queensland.

### **The post-convict era**

In 1839, the transportation of convicts to Queensland ceased. Three years later, the colony began accepting free settlers. The colony had a growing demand for cheap labour. In the 1890s, South Pacific islanders known as 'Kanakas' were kidnapped from their homelands or lured by trickery and used as labourers to work in the sugar cane fields of Queensland. These people came from the Torres Strait Islands, Samoa, the Cook Islands, French Polynesia, New Zealand, Papua New Guinea, the Solomon Islands, Vanuatu, Tonga and Tuvalu, among others. They were essentially slaves, but as slavery had been officially abolished and was illegal, they were given clothes and a pittance in pay so that their masters could call them 'indentured labourers'. The White Australia policy of 1901 caused the Kanakas to be deported at a time when there were up to 10,000 Pacific Islanders living in Queensland.

### **Write extended answers to these questions in your work book.**

∞ Find out approximately how long researchers believe Queensland's Indigenous people have lived in the state.

∞ Find out the names of ONE explorer from each of the European nations mentioned above. What were the motives of these people and their governments in sending expeditions to Australia?

ξ Find out more about the Kanakas and the ways in which their exploitation at the hands of European colonisers affected them and their descendants. Consider the tactics used to remove the Kanakas from their home islands and their exploitation at the hands of the Europeans. In what ways is the history of the Kanakas similar to the treatment of Aboriginal and Torres Strait Islander people?

## **Summary of colonisation and dispossession (page 2)**

Throughout this study, we will see the way that forces that emerged in the past affected history, and their continued ability to influence the present.

**Discuss these questions and generate graphic organisers on the whiteboard to form whole-class answers to each one. Graphic organisers include diagrams such as mind maps, flow charts, Venn diagrams, web diagrams and other pictorial representations. Some examples can be seen below.**

ψ Write definitions for these words, then reflect on what you have learned about each issue.

- racism
- self-determination

- sectarianism
- bureaucracy

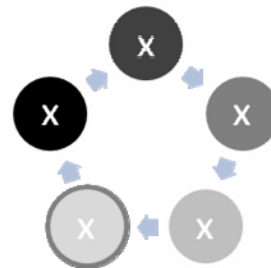
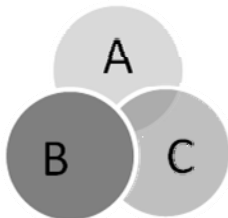
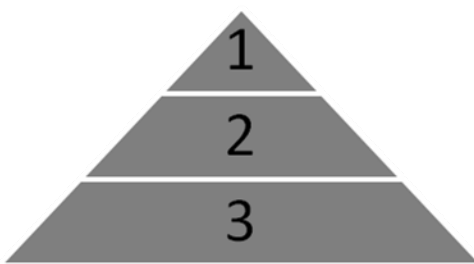
ζ Create a timeline that summarises the earliest uses of Palm Island by Europeans.

{ What were the 'official' reasons stated by authorities for creating a settlement on Palm Island?

| Describe the living conditions on the Hull River reserve.

} How did the Catholic authorities exert their influence on the reserve?

~ In what ways was the removal of Aboriginal and Torres Strait Islander people from their land made easier in the more remote areas of Australia?



## Resource sheet 4      The traditional owners of Great Palm Island

The Manbarra people claim the land and waters of Great Palm Island as their home. The population at the time of Captain Cook's 1770 voyage was estimated to be around 200. By 1900 this figure had shrunk to 50.

### Timeline of dispossession and development of territories in Queensland

Early 1800s      The Native Police Force was established. Paid by the Queensland government, this group's task was to use violence and other means to subdue the Indigenous people who resisted the forced land grabs of the colonisers. It was disbanded in 1897. Estimates suggest that more than 10,000 Aborigines were killed in bloody conflicts in colonial Queensland during the nineteenth century as people defended their families and their territory.

1850s	The gold rushes cause a rapid influx of Chinese people and other migrants
1865	Steam trains and rail lines operated in Queensland
1867-88	Sugar cane and beef cattle farming developed into major industries
1901	Queensland's population rose to over 500,000 people
1902	Brisbane was officially founded and made the state's capital
1914	World War I broke out; Indigenous people were among the Australian troops sent to fight
1920	Qantas began to provide flight services in outback Queensland
1920	British migration to Queensland was promoted
1935	Cane toads were introduced to control the cane beetles that threatened sugar crops
1939	World War II broke out; Australians were engaged in Europe and in the Pacific region
1968	Sir Joh Bjelke-Petersen was elected Premier (serving 19 years)
1982	Eddie Mabo's native title court action to claim ownership of his ancestral lands in the Torres Strait begins; it ended in 1992 with the historic High decision to formally recognise native title. Native title is a complex issue in regard to Palm Island, as the Bwgcolman people have historical, but not traditional, ties with the land. No free hold title is applicable, and the land is held in trust by the Palm Island Aboriginal Shire Council. The traditional owners are the Manbarra people, but only seven traditional owners remain living on the island today, and they have not registered a native title claim. In 1986, the Palm Island Community Council was awarded ownership of the island in a Deed of Grant in Trust. Palm Island Aboriginal Shire Council became a legitimate Queensland Local Government in 2004.
1990 - today	Queensland's population grows rapidly, causing a demand for additional infrastructure including roads, railways, electricity and water facilities.

**Write an extended answer to this question in your work book.**

⊖ How might Aboriginal involvement in World War I have influenced community relationships?

⊖ Choose TWO of these historical developments and write a page explaining the impact they had on the traditional owners of land in Queensland.

## **Resource sheet 5      The complexities of cultural identity**

Palm Island may be seen as a microcosm of wider Australian society in its composition. A wide range of diverse Indigenous cultures and traditions have been represented on the island over the years, which explains in part the difficulties in establishing social cohesion. Through these activities, challenge yourself to remember that the people of Palm Island were always, and remain culturally diverse and distinctive in the same way as a European of Scottish and English descent is distinctive from a Norwegian person. Being white-skinned or even speaking a common language are not the only factors that determine a

person's sense of belonging to a particular culture. The tendency of 'mainstream society' to characterise culturally diverse people that do not share the culture of the majority as 'all the same' is a starting point for racial intolerance and social injustice.

**Use your own cultural identity as a starting point to answer these questions.**

Ϟ What is cultural identity? \_\_\_\_\_

\_\_\_\_\_

ω What are the key factors that contribute to a person's cultural identity?

\_\_\_\_\_

\_\_\_\_\_

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**Discuss these questions with a partner, then write responses in your work book.**

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ξ How important are family connections to your cultural identity?

ψ What role does your community play in your sense of belonging (or alienation) in a culture?

ζ Do you feel that close relatives have more impact on your sense of cultural identity than your friends?  
Explain your response.

**Discuss the following question, then write an extended response of half a page in your work book.**

{ How important is tradition in your cultural group? Is this the same for your family, or is tradition valued differently in your family compared with your wider cultural group?

## Teacher's Guide                      Socio-political context

### Teaching this phase of the program

The resource sheets have been designed for teachers to photocopy for use in lessons. The group activity is designed as a starting point from which this phase of the program may be launched. Teachers should present the sheets in the order suggested below and have students work through the activities.

- **Group activity**

Explain to the class how historians reconstruct the past through **inquiry-based investigations**. Emphasise the importance of establishing **historical context** in these key areas - politics, society and technology. On the whiteboard, list these methods of establishing historical context:

perceiving  
recording  
interpreting

describing  
asking questions  
analysing sources

finding cause and effect relationships  
explaining

- **Resource sheet 6 *The political background in Queensland***

Show students the image in the section of illustrations that begin at page 108. Discuss the questions and ask them to write their personal responses in their work books.

- **Resource sheet 7 *Social issues (2 pages)***

Separate the class into pairs or trios and have them discuss the content of the two sheets, *Social issues*. Then have students individually complete the *Social issues* activity sheet and discussion. Can the group devise any broad solutions for some of these problems? Discuss, then have students complete the remaining activities in one or more subsequent lessons. The extended writing task may be completed at home.

- **Resource sheet 8 *The 1990 Royal Commission into Aboriginal Deaths in Custody***

The teacher should begin with an introduction to provide the context for these tasks on the issue of Aboriginal deaths in police custody. Ask students what they already know about the topic. The worksheet tasks call for internet-based research on an individual basis. Book the computer lab and/or library for a lesson in which students can complete the activities.

- **Resource sheet 9 *Facilities and services on Palm Island today (2 pages)***

Have students individually read the material and complete the activities on these resource sheets.

**Extension and ICT activity**

Discuss the stereotypical perceptions people have of tropical islands in Far North Queensland. How does Palm Island: a) fit with these stereotypes in some ways? b) contradict them in others? Create a short animated film that demonstrates this contradiction. Aim to make the film run for 60 seconds.

**Resource sheet 6      The political background in Queensland**

In 1916, the Chief Protector of Aborigines determined in 1916 to operate a penitentiary – a place of punishment – on Great Palm Island. Transportation to Palm Island continued until the late 1960s. Families were separated, with children being incarcerated in their gender groups and forbidden to speak their language. Curfews, seizure of property, censoring of mail and communications, supervised visits between family members, strict dietary rationing, control of finances, imposed labour, segregation, arbitrary law making and enforcement and invasion of privacy are just a few of the many injustices faced daily by Palm Island’s inhabitants. Government appointed administrators exercised total control over people’s lives.

ω What was the White Australia policy?

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ω What are the key ideas underpinning the policy of cultural assimilation?

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ξ In what ways were smaller cultural groups disadvantaged by this approach?



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## Resource sheet 7

## Social issues (page 1)

Palm Island's population grew through transportation of supposed 'criminals' to more than 1600 in twenty years. With more than 50 language groups represented among the inhabitants, all of whom were held against their will and threatened with starvation, violence and other punishments, it is no surprise that social harmony could not be achieved.

### Key problems on Palm Island

- crimes against children
- sexual assaults
- domestic violence
- general law and order problems, including theft, trespass and vandalism
- drunkenness
- chronic drug abuse
- average life expectancy of 50 years, thirty less than the Australian average
- high suicide rate
- poverty
- overcrowded housing
- high rates of student absenteeism
- undervaluing of education
- unemployment rate of 90%

### Causes

- repression and colonial practices
- continuing anger and grief over past treatment by the authorities
- the cultural gulf between authorities and residents
- bitter family divisions caused by forced separations and other interference

- historical disputes between families
- cultural clashes between different nations, clans and groups
- fragmented social fabric due to disruptions in kinship ties
- lack of education
- lack of continuation of cultural education
- absence of role models
- loss of self-worth
- boredom
- aimlessness
- racism and intolerance

### Social issues (page 2)

Study the photograph below (the first in the collection of images presented between pp 108-9 in the book), then answer the questions in your work book.

⌘ What major contrasts are apparent when you view this image?

⌘ How do the visual contrasts relate to the actual contrasts and contradictions that people have experienced on Palm Island?



Premier Peter Beattie and ministers on Palm Island, *Townsville Bulletin*, 26 July 2005. Courtesy of Newsphotos

ξ How do you believe a visit by a politicians under these circumstances would be received by the people of Palm Island? Is this reaction justified? Explain your response.

ψ Palm Island has been called 'Australia's Alcatraz'. Find out more about the prison island of Alcatraz (off San Francisco, USA) and explain why you think this comparison has been drawn. Write an extended response of 300 words in your work book. Refer to *Palm Island: through a long lens* in your response.

ζ Can you identify two different perspectives that exist in Townsville about Palm Island and its inhabitants that have arisen from past experiences? Explain your response.

### Discussion topic

There are ongoing social problems on Palm Island that have caused bitter divisions between individuals, families, groups and authorities. As a class, discuss ways in which authorities could approach solutions to these divisions, to create more harmonious and cooperative relationships.

## Resource sheet 8      The news media and Aboriginal deaths in custody

ω Use the internet to find information on ONE news story about each of the following topics:

### The findings of the 1990 Royal Commission into Aboriginal deaths in custody

Story title: \_\_\_\_\_

Author: \_\_\_\_\_

Source: \_\_\_\_\_

Summary of the story: \_\_\_\_\_

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### The death in custody of 33 year old Dion Woods in Perth

Story title: \_\_\_\_\_

Author: \_\_\_\_\_

Source: \_\_\_\_\_

Summary of the story: \_\_\_\_\_

ω How effectively did the writer of each of these articles avoid bias in their reporting?

ξ What types of sources did the writer of ONE of the articles use to research the story they wrote? Evaluate their reliability.

## Resource sheet 9      Facilities and services on Palm Island today (page 1)

Today, Palm Island community has access to a number of facilities and services that would have made life much easier for the ancestors of its current population.

### Social and community organisations

- Palm Island Community Justice Group
- Men's Group - a prison cell visitors program, a support service, and a children's night patrol
- a re-orientation program for youths to help reduce youth crime and suicide
- Coolgaree nippers club
- Palm Island Community and Youth Centre (PICYC) which offers:  
*a radio service (Bwgcorman Radio), an Internet Café, TAFE cooking classes, after-school and vacation care, monthly discos, drumming groups, family movie nights, bingo, a 23-seat community bus, year 12 senior certificate course through the State education and TAFE system*

### **Facilities operated by the State Government**

- a hospital
- Education Queensland Bwgcolman Community School (Prep to Grade 10)
- the Palm Island Community and Youth Centre (PICYC)
- a sewage treatment plant
- a local supermarket store
- police station
- courthouse
- permanent water-supply dam
- upgrading a number of roads
- Palm Island Airport
- Palm Island's pier and ferry-boat service
- barge services bringing food, machinery and fuel

### **Private retail enterprises**

- butcher
- fish-and-chip shop
- clothes shop
- Post Office
- BP service station

### **Sporting organisations**

- men's and women's boxing
- the Barracudas rugby league team
- 3 on 3 Basketball competition

## **Facilities and services on Palm Island today (page 2)**

### **Facilities operated by the Palm Island Council**

- the Palm Island Hotel (Coolgaree Bay Hotel, previously known as 'the canteen')
- garage
- Commonwealth Bank agency

### **Facilities operated by private organisations**

- St Michael's Catholic School (Prep to grade 7)

### **Other facilities**

- Palm Island Hospital

- Joyce Palmer Health Service, including:  
*community health centre, X-ray facilities, pharmacy, dental clinic, child health, sexual health, antenatal and specialist clinics*
- two doctors
- Royal Flying Doctors Service
- Air Sea Rescue
- community mental health team
- The Queensland Ambulance Service
- Qld Rural Fire Brigade
- SES unit

**ω Describe how these social and technological services might enrich the lives of:**

women \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

families with school-aged children \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

young men \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ω Identify some services that are unavailable to Palm Islanders. As a group, use the whiteboard to list a range of services that could really enrich life on the island and discuss the benefits of each one.**

**Teacher's Guide            A world apart: Palm Island's administrative eras**

**Teaching this phase of the program**

This phase of the program has an assessment task as its focus. There are no resource sheets presented apart from the assignment guide sheet designed for teachers to photocopy for use in lessons. Introduce the assignment by having students turn to the contents page of the book. There they will find the list of chapter titles (3 – 9) from which they must choose one to use as the focus of their close study. Ask students to revise the chapter they have selected, concentrating on skim reading techniques to locate key facts.

- **Group activity**

Using the whiteboard, have the class participate to make a list of document types that Joanne Watson used as primary source material during her research. Revise the ways in which historians reconstruct the past by establishing historical context in these key areas - politics, society and technology.

- **Assignment 1**

**Assignment 1 guide sheet: *Close study of one administrative era on Palm Island (ICT task)***

*Note: The ICT and Extension activities for this unit are covered within the parameters of Assignment 1. Extension will best be achieved through ability-appropriate modification of marking expectations.*

## **Assignment 1 guide sheet    *Close study of one administrative era on Palm Island***

### **Your task**

Read one of the following chapters to gain information about the true state of things on Palm Island and/or Fantome Island in your choice of ONE of the administrative eras covered by Chapters 3 to 9:

Ch 3 Kenny's Time: From Carpet Snake Country to Hull River Reserve

Ch 4 Curry's Time: 'A State of Constant Apprehension'

Ch 5 The 1930 Rampage: 'As Straight as a Gun Barrel'

Ch 6 Gribble's Time: 'Fiscal Restraint'

Ch 7 Fantome Island, Phantom Welfare

Ch 8 Bartlam's Time: 'We Couldn't Tolerate Any More', the 1957 Strike

Ch 9 Whistleblowers' Time: 'A Certain Paradise for Certain People'

### **Step 1**

Re-read the chapter you have selected for your close study.

### **Step 2**

Provide an A4 page summary of the key information presented in the book that seems to define this administrative era on Palm Island.

### **Step 3**

Develop an extended written response to the following question, referring closely to the primary and secondary historical sources used by Joanne Watson in the chapter.

### **Step 4**

Convert your written response into an illustrated PowerPoint presentation.

*Note: Teachers will be required to add their specific marking criteria to the assignment guide sheet based on their programming and outcomes specifications.*



## Teacher's Guide

## Depth study: The Mulrunji Doomadgee case

### Teaching this phase of the program

The resource sheets have been designed for teachers to photocopy for use in lessons. The group activity is designed as a starting point from which this phase of the program may be launched. Teachers should present the sheets in the order suggested below and have students work through the activities. The ICT task and extension activities can be used in a supplementary manner at the teacher's discretion to complete this phase of the program.

- **Group activity**

Using the whiteboard, have the class participate to make a list of document types that Joanne Watson used as primary source material during her research. Revise the ways in which historians reconstruct the past by establishing historical context in these key areas - politics, society and technology.

- **Resource sheet 10 *Mulrunji Doomadgee (2 pages)***

Ask students to revise their reading of Chapter 1 of the book, making brief notes on the revision sheet as they proceed. Discuss with the class various ways in which Joanne Watson's description of Mulrunji Doomadgee affected their emotions. Talk about the personal engagement with the case that is generated by an empathetic recount like this one. Have students complete the activities on the second sheet.

- **Resource sheet 11 *The inquest: its outcomes and implications***

Have students complete the tasks on the sheet. Then discuss the outcomes of the inquest in terms of students' expectations for a 'happy ending' to the story of Mulrunji, his family and community. Discuss the students' ideas about the implications of the legal outcomes of this case on the future of Palm Island, its people and Indigenous Australians generally. In what ways do students believe the wider Australian community has been (or will be) impacted by these events?

- **ICT task and extension activity**

Using MS Word or another word processing program, write reflectively about how **asking questions, interpreting recorded information** and **evaluating the reliability of sources** relate to finding out the truth about the death in custody of Mulrunji Doomadgee. (300 words)

## Resource sheet 10

## Mulrunji Doomadgee (page 1)

⌘ Skim read the first and eleventh chapters of *Palm Island: through a long lens*. Make brief summary notes that cover the key details of TWO aspects of the case, selecting from the list below.

- The death of Mulrunji Doomadgee
- The Palm Island riots of 2004
- The response of Palm Island and Townsville police
- The early court proceedings
- The opening of the Police and Citizens Youth Centre
- A questionable investigation
- The overturning of the coronial inquiry's findings
- The influence of the Director of Public Prosecutions
- Disciplinary action against the police
- A review of the DPP decision
- The trial of Chris Hurley
- The Appeal in the District Court
- The Supreme Court Appeal
- Another coronial inquiry

Aspect 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Aspect 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Mulrunji Doomadgee (page 2)

ω Collect information given in the first chapter of the book about Mulrunji Doomadgee. Make a list of dot points that summarise his personality and his relationships within the Palm Island community.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

ξ Write your own interpretation of the events that led to Mulrunji's arrest. What do the facts seem to suggest in your view about Mulrunji's behaviour and the behaviour of the arresting officers?

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ψ Write reflectively about the importance of evaluating **the reliability of sources** to find out the truth about the death in custody of Mulrunji Doomadgee. Make point form notes here, then complete a piece of extended writing (300 words) in your work book.

## Resource sheet 11                      The inquest: its outcomes and implications

Use these activities to guide you through a detailed study of the inquest and its outcomes.

ϖ In pairs or groups, discuss the main outcomes of the inquest into the death of Mulrunji Doomadgee.

ω Describe the roles of these key individuals in the Doomadgee family's fight for justice.

- Senior Sergeant Christopher Hurley - arresting officer

- Lloyd Bengaroo - Police Liaison Officer
- Christine Clements - coroner
- Leanne Clare - Director of Public Prosecutions (DPP)
- Sir Laurence Street - former Chief Justice of the Supreme Court of NSW
- Lex Wotton - councillor on the Palm Island Aboriginal Shire Council
- Alfred Lacey - Mayor of Palm Island

ξ Explain the role of these groups in the struggle for the rights of Palm Islanders.

- the Palm Island Aboriginal Shire Council
- the Queensland Police Force
- the Queensland State Government

ψ Design a graphic organiser, such as a mind map, to summarise the progress towards or away from justice achieved through the actions of ONE of the people or groups listed on this page. Complete this task on an A3 sheet of paper.

## Teacher's Guide

## Conducting historical research

### Teaching this phase of the program

The resource sheets have been designed for teachers to photocopy for use in lessons. There is no group activity in this phase of the program as additional time must be devoted to the assignment. Teachers should present the sheets in the order suggested below and have students work through the activities. The ICT task and extension activities can be used in a supplementary manner at the teacher's discretion to complete this phase of the program.

- **Resource sheet 12 *Research methodologies***

Discuss students' ideas about different types of research methodologies. Ask them to evaluate some examples of good and bad research designs, commenting on the strengths and flaws in each. Ensure that students understand what a research methodology is, and how it is written up correctly. Then have students work through the pre-research activity before beginning work on Assignment 2.

- **Assignment 2**

**Assignment 2 guide sheet *Independent research***      This resource sheet helps teachers

- **ICT task and extension activity**

Use your internet search engine skills to locate the URLs for each of these news reports. Then analyse ONE of these online sources in terms of what it demonstrates about each of these issues:

- self-esteem
- justice
- democracy in action

Hurley faces compo claim probe	Courier Mail, 23 Nov 2010
Hurley escapes charge	The Australian, 22 Nov 2010
Police get time for Palm Is action	Courier Mail, 30 Jun 2010
Hurley faces more CMC inquiries	Courier Mail, 18 Jun 2010
Watchdog to hand down Palm Island report	NEWS.com.au, 11 Jun 2010

## **Resource sheet 12      Research methodologies (Introduction to Assignment 2)**

This is an inquiry-based task that relies on a series of questions being used to gather historical facts. Devise and implement a research methodology that you will use to investigate a family story about a dramatic incident where human lives were put at risk because of one person's actions. If no such story exists in your immediate family, look to extended family or friends to find a suitable topic.

**Pre-research activity**

Think about the ways in which you have already discovered certain information about your past. What role did each of these factors play in that discovery?

Chance? \_\_\_\_\_

\_\_\_\_\_

Personal experience? \_\_\_\_\_

\_\_\_\_\_

Observation? \_\_\_\_\_

\_\_\_\_\_

Research? \_\_\_\_\_

\_\_\_\_\_

Stories? \_\_\_\_\_

\_\_\_\_\_

Tradition? \_\_\_\_\_

\_\_\_\_\_

**Assignment 2 guide sheet**

**Independent research**

**⌘ Devising a research design**

Write a description of the research design, including the following elements:

- Aim of the research
- Type of information needed
- Method/s of collecting the data
- Target people who possess the information you need
- Ethical considerations in collecting the data
- Possible biases and other factors that may affect the reliability of the data
- Measures you will take to enhance the reliability of the data you collect
- Your plans for handling the data, including confidentiality and safety measures
- How you will present your research findings
- Which people or groups may be interested in seeing your findings
- Wider implications for your research, including its effects on a person, group or community

First, think about who has the information you need and the best means through which you can ask questions of that person. Consider how you will record their responses. For example, you may wish to hand write notes as they speak, or record a personal interview through electronic means. Alternatively, perhaps emailed responses may be most helpful. After you have made these plans, contact the person and ask them if they are prepared to participate. If you obtain the interviewee's agreement, present your questions and collect their responses.

### ω **Implementing the research design**

Collect the data and proceed through the steps of the methodology you have described. When it comes time to interpret and analyse the information they provided, consider these questions.

- What factors should you take into consideration to ensure that the information is reliable?
- Are there other sources you could consult to verify the facts?
- To what degree might the individual's perceptions differ from the hard facts?

### ξ **Presenting your findings and drawing conclusions**

Present your research findings in any way you choose, according to the methodology you devised in the first task of this assignment.



*Note: Teachers will be required to add their specific marking criteria to the assignment guide sheet based on their programming and outcomes specifications.*

## **Additional resources**

*ABC The Drum: Exceptions to the rule of law on Palm Island*

<[www.abc.net.au/news/stories/2011/03/16/3165087.htm](http://www.abc.net.au/news/stories/2011/03/16/3165087.htm)>

*Australia: Palm Island's Dark History Of Aboriginal Repression*

<[www.countercurrents.org/hr-zimmer020305.htm](http://www.countercurrents.org/hr-zimmer020305.htm)>

*Map of Palm Island, QLD*

<[www.whereis.com/qld/palm-island](http://www.whereis.com/qld/palm-island)>

*Palm Island - Aboriginal and Torres Strait Islander Services*

<[www.atsip.qld.gov.au/people/communities/palm-island/](http://www.atsip.qld.gov.au/people/communities/palm-island/)>

*Palm Island Community Portal*

<[www.palmisland.com.au/](http://www.palmisland.com.au/)>

*Palm Island's Big Day Out - Queensland Rugby League*

<[www.qrl.com.au/default.aspx?s=article-display&id=25373](http://www.qrl.com.au/default.aspx?s=article-display&id=25373)>

*Queensland Historical Atlas: histories, cultures, landscapes*

<<http://www.qhatlas.com.au/content/palm-island>>

*TV doco puts Palm Island boxing on the map, Townsville Bulletin*

<[www.townsvillebulletin.com.au/article/2010/11/11/184171\\_sport.html](http://www.townsvillebulletin.com.au/article/2010/11/11/184171_sport.html)>

*Womensport Queensland 2011*

<[www.womensportqld.com.au/default.asp?PageID=757](http://www.womensportqld.com.au/default.asp?PageID=757)>

## Suggested responses

### Resource Sheet 2

1 Answers will vary. Could include isolation from major settlements (in the past), being an island in shark-infested waters, having a source of fresh water on the island, being a large land space that appeared unused, being able to easily defend the island's coastline and patrol it to prevent escapes, being able to impart the idea among the inhabitants that they were 'forgotten' by those on the mainland, being a natural means of containing the spread of disease epidemics, being able to control the spread of news (including complaints and reports of wrongdoing) by ensuring that people didn't leave the island, having little need for much transport-related infrastructure on the island.

### Resource Sheet 3

1 At least 40,000 years

2 Willem Janzoon (1605; Holland), Luis Vaez de Torres (1614; Portugal), Louis Antoine de Bougainville (1768; France), James Cook (1770; Britain)

3- 9 Answers will vary.

### Resource Sheet 6

1 A governmental policy that declared all non-white Australians must be deported. The government sought to prevent any non-Europeans from entering Australia, working here and intermarrying with white Australians.

2 The principle idea of assimilation is to force the smaller culture to be absorbed by the larger one, through the removal of the children of intercultural marriages and 're-training' of those children into the larger culture's way of life. This forcible approach to cultural homogeneity is based on the 'might is right' ideology that many capitalist, militaristic powers still use today to force their will on less advantaged powers.

3 Loss of autonomy and breakdown of traditions, cultural knowledge, family relationships and self-esteem. Loss of connection with traditional lands and waters owned by one's language group, loss of specific languages and spiritual traditions.

The artificially inflated valuing of one's culture and traditions at the expense of another group's.