



Questions

Aboriginal Identities Site Study- Ng:tja aka Douglas Grant

These questions are developed to ascertain the students' knowledge of the information and images contained on the slides titled 'Aboriginal Identities Site Study - Ng:tja aka Douglas Grant'.

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Syllabus Outcomes

AST4-ADJ-01 in Stage 4 teachers may adjust the Stage 5 outcomes as appropriate to the needs of students in Years 7 and 8), **AST5-IDE-01**, **ASTLS-IDE-01**, **AST5-IDE-02**, **AST5-IDE-02**, **ASTLS-IDE-02**, **HI4-APP-01**, **HI5-APP-01**, **HILS-SPE-01**, **HI4-SOU-01m**, **HI5-SOU-01**, **HILS-SPE-02**, **HI4-INQ-01**, **HI5-INQ-01**, **HILS-IEP-01**, **HI4-COM-01**, **HI5-COM-01**, **HILS-CPP-01**, **HILS-EPC-01**, **HILS-EPC-02**

Higher Order Thinking Skills

HOT Skill	Question Number
Knowledge	1 & 2
Comprehension	3 - 8
Application	9 - 11
Analysis	12 - 15
Synthesis	16 & 17
Evaluate	18 - 20

Questions

1. List the sources used for the Douglas Grant power point? (as per Teachers' instructions)
2. Define identity?
3. Describe factors that make up an individual's identity?
4. Describe factors that highlight Douglas Grant's identity/ies?
5. Explain ways in which Aboriginal Peoples maintain identity?
6. Explain the importance of Douglas Grant's identity/ies?
7. List Douglas Grants place of birth then, continue to list, name, date and measure the distance to the other places he travelled to during his lifetime? (timeline)
8. Summarise when Douglas Grant was in Belltrees and explain what type of work he did?
9. Calculate why you think Red Cross parcels were so important to prisoners of war? Solve what sorts of things might they have contained?
10. Listen, to slides 4 and 11, of the power point. Illustrate the significance of where Douglas grant first started work to where he finally rests?
11. Brainstorm Douglas Grants skills?
12. Investigate the glossaries provided and using the below three words, communicate the ideas and concepts of Douglas Grants time.
First Language
Culture
Constitution
13. Grant was given unusual freedom as a prisoner of war. Inquire what life as a prisoner of war was like, for those who were not so lucky? Use this Memorial resource <https://www.awm.gov.au/visit/exhibitions/stolenyears/ww1/germany> to find out more.
14. When the Second World War broke out William Cooper, an Aboriginal political activist, argued against Indigenous Australians enlisting for service. Question this argument? Why or why not you agree? This link <https://www.awm.gov.au/articles/indigenous-service/report-executive-summary> may be useful

15. Aboriginal Peoples continue to try and enlist even after being rejected, for overseas service. Analyse why you think men like Douglas Grant were so keen to volunteer?
16. Assemble the series of events that occurred that led to Douglas Grant being at Callan Park? Explain his time spent there?
17. Generalise Douglas Grants treatment during his time overseas?
18. Assess if there is a difference in Douglas Grant's treatment overseas to back in Australia?
19. Douglas Grant returned to Australia, appraise what work he did?
20. Assess/Form an opinion on Douglas Grant's ability, or disability to maintain identity?

Link to Glossaries

<https://curriculum.nsw.edu.au/learning-areas/hsie/aboriginal-studies-7-10-2024/glossary>

<https://curriculum.nsw.edu.au/learning-areas/hsie/history-7-10-2024/glossary>