

THE HOWARD LIBRARY

LESSON 2: EXPLORING SOURCES RELATED TO AUSTRALIA'S INVOLVEMENT IN TIMOR-LESTE

The following lesson is aligned to the Australian Curriculum for Year 10 Civics and Citizenship. Students critically evaluate information and ideas from a range of sources related to Australia's involvement in peacekeeping in Timor-Leste.

Materials Required: Howard Library's *Peacekeeping in Timor-Leste Source Collection* (enough copies for each student to receive 1 of the 4 pages), and a class set of the *Source Analysis Worksheet*.

Lesson Duration: This lesson is designed to run for approx. 60 – 70 minutes

LINKS TO THE YEAR 10 CIVICS AND CITIZENSHIP CONTENT DESCRIPTIONS

Knowledge and Understanding	<p>The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091)</p> <p>The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)</p>
Civics and Citizenship Skills	<p>Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS097)</p> <p>Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)</p>

LESSON GOALS

Students will understand That many individuals, groups and nations took action to achieve peace and independence in Timor-Leste	Students will be able to Critically evaluate sources to identify the individuals and groups that helped to achieve peace and independence in Timor-Leste Reflect on the role they can play as citizens to promote peace and justice in Australia and internationally
---	---

LESSON INSTRUCTIONS

Warm-up Discussion Questions (5 to 10 mins – whole class)

- 1) Recap what students learnt last lesson about Peacekeeping in Timor-Leste. What is Peacekeeping? Why and how did Australia get involved in restoring peace to Timor-Leste?
- 2) In a speech to the Australian Parliament in 1999, Prime Minister John Howard said that the peacekeepers were going to ‘defend what this society believes to be right.’

Discuss as a class how sending peacekeeping troops to Timor-Leste could be said to defend each of these Australian values (taken from the Australian Values Statement that new visa applicants must sign):

- a. Democracy;
- b. The Rule of Law;
- c. A ‘fair go’ for all;
- d. Compassion for those in need.

Ask the class: Do these Australian values align with your personal values? Do you believe Australia has a responsibility to defend these values in neighbouring countries when major injustices occur? Do you believe you have a responsibility to stand up for these values locally, nationally, or internationally?

Activity 1 – Source Analysis Jigsaw Activity (30 – 40 mins– small groups)

- 1) Write the following statement on the board: Peace and Independence in Timor-Leste was achieved thanks to the collective effort of many individuals, groups, and nations.
- 2) Divide students into mixed ability groups of 4 students per group. Distribute copies of the **Peacekeeping in Timor-Leste Source Collection** to the groups so that each group member receives one of the four pages.
- 3) Inform students that each group member has been given a different page of sources to analyse. Each page features a written and a visual source. After analysing their allocated sources, they will need to present their findings to the rest of the group.
- 4) Students read their page of sources and work out whose efforts are being highlighted. Their page will relate to one of the following groups:
 - a. The people of Timor-Leste;
 - b. Activists;
 - c. INTERFET troops;
 - d. Nations working together.
- 5) Then, students analyse their page of sources using the **Source Analysis Worksheet**. They identify information and ideas to illustrate the contribution made by the people of Timor-Leste, activists, INTERFET troops, or nations working together.
- 6) After 20-30 minutes, students report back to the other members of their group about the information and ideas they have gathered.
- 7) After all group members have shared their findings, students discuss: whose efforts were *most important* to the achievement of peace and independence in Timor-Leste?

Wrap-up Discussion Questions (5 – 10 mins – whole class)

- 1) Did your group agree about whose contribution was most important? Did anybody think that the various groups' contributions were equally important? When researching an historical event, why is it important to look at a range of different perspectives and points of view?
- 2) In his autobiography, Prime Minister John Howard wrote, ‘when asked to list the achievements of my Prime Ministership of which I am most proud, I always include the liberation of East Timor in 1999. [...] Our nation was directly responsible for the birth of a very small country whose people remain deeply grateful for what we did.’
Do you agree that the birth of Timor-Leste as a new, independent nation should be counted as an Australian achievement? Why or why not?
- 3) In 1999, the uncontrolled violence in Timor-Leste lead to large protests across Australia, urging the government to send in a peacekeeping force. What protest movements are you aware of in the world today? Are there any issues – local, national, or international – that you would urge our government to take action on?