

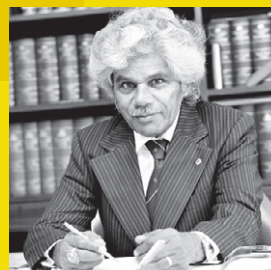
FINDERS KEEPERS

PERSONAL OBJECTS AS PRIMARY SOURCES

TEACHER RESOURCE

UPPER PRIMARY

NEVILLE BONNER



Contents

How to use this resource	3
Neville Bonner - Heart + Soul	4
An Indigenous politician's life	5
Emblems of a political life	7
The stylish senator	9
Appendices	11
Curriculum Links	15

How to use this resource

Welcome to the Museum of Australian Democracy's (MoAD) resource *FINDERS KEEPERS - personal objects as primary sources.*

This resource is designed to support the use of objects from the museum's collection in the upper primary classroom. MoAD is located in the nationally listed heritage building Old Parliament House in Parkes, Canberra. Old Parliament House was the home of the Federal Parliament from 1927 to 1988.

FINDERS

Museums collect objects with stories to tell – objects both ordinary and extraordinary. We are story-finders. MoAD collects objects that reveal the stories behind the ideas, movements, individuals and events that have shaped Australia's democracy. We seek stories that reveal the workings of Australia's government and our society's popular movements, about the lives of our prime ministers and those who have most influenced our political life.

KEEPERS

Some of us collect things for the stories they tell about our lives and our families, or about where we come from. Others collect things that have personal, aesthetic or emotional appeal for them.

NEVILLE BONNER Australia's first Indigenous federal parliamentarian

This resource focuses on the museum's **Neville Bonner Collection** and has been developed for upper primary students. Neville Bonner was Australia's first Indigenous federal parliamentarian and the collection includes personal objects donated to the museum by his family.

This resource includes:

- A short biography of the collector
- A selection of objects from the collection
- Information about the objects
- Suggestions for analysing these objects with students
- Suggested extension activities

This resource aligns with the Australian Curriculum v8.3.

We hope you enjoy exploring this collection – more information can be found at the following MoAD Learning websites:

- [Onsite schools programs](#)
- [Resources](#)

MoAD Learning, 2017

MoAD Learning would like to thank the donors of this collection for sharing their collection and stories with the museum.

NEVILLE BONNER

HEART + SOUL

MoAD LEARNING



Neville Bonner 1971
NATIONAL ARCHIVES OF AUSTRALIA, A1200, L96581

Neville Bonner was Australia's first Indigenous federal parliamentarian. He represented Queensland as a senator from 1971 to 1983. He is remembered as a man of great gravitas, and as a hard worker dedicated to his state, to his party and to the cause of advancing Aboriginal people. Neville's collection reflects his personal qualities of quiet strength and determination, as well as his great love for his family.

Australian Curriculum links v8.3

- **Humanities and Social Sciences**
Year 5; Year 6/7
- **Visual Arts**
Year 5 and 6
- **Media Arts**
Year 5 and 6
- **English**
Year 5 and 6

Want to know more?

- MoAD Blog
[From the Oral History collection: Heather Bonner](#)
- [The Biographical Dictionary of the Australian Senate](#)
- [ABC Splash](#)
[Australia's first Aboriginal member of parliament](#)

An Indigenous politician's life



This bark painting was made by Bill Congo, an Aboriginal elder and occasional artist on Palm Island. The bark painting shows Senator Neville Bonner's life in four scenes. It was probably given to the senator during one of his frequent visits to Palm Island where he had lived for many years.

The first scene shows Neville's birthplace at Ukerebagh Island, Tweed Heads, NSW. Baby Neville is sitting on his father's lap, near a humpy. The second scene depicts the time when Neville lived on Palm Island with his wife Mona and five sons, and hunted dugongs and turtles. The third section of the painting tells of Neville's move to Ipswich where he began to mix more with Europeans and became involved in politics. The final panel in the artwork is of Neville as a senator and shows him sitting in a circle with three other politicians.

Bark painting by Bill Congo c1970s

MUSEUM OF AUSTRALIAN DEMOCRACY COLLECTION

An Indigenous politician's life

Suggestions for analysing this source

- Begin by showing your students the bark painting (Appendix A). Allow time for your students to think about it.
- Start with the bottom section of the bark painting. Ask your students to use the sentence starter 'I see ...' to describe what they see for the whole class.
The aim is that each student either mentions a new detail or elaborates on what was said before. At this stage students avoid interpreting the section.
- Repeat this activity for the remaining sections of the bark painting.
- Start with the bottom section of the bark painting. Ask your students to use the sentence starter 'I think ...' to describe what they think is happening in each section.
Follow up their response with the question 'What did you see that makes you think that?'
This encourages students to justify their thinking by referencing details in the bark painting.
- Repeat this activity for the remaining sections of the bark painting.
- Share the museum label with your students.
Are any of their initial thoughts confirmed or challenged? Do they have any new questions?
- Get your students to research other parts of Neville Bonner's life. Use the links to MoAD's website to get started.
- Using this additional research, students, either individually or in small groups, select up to four events from Neville Bonner's life not depicted in the bark painting.
Students then create an artwork to depict these other life events.

Suggestions for extending this activity

- Get thinking
Ask your students to think about some important events from their life. How could they use media or visual arts to represent these events?
- Get doing
Using media or visual arts get your students to create an artwork telling their story.
- Get sharing
Display your students' artworks in the school library or another suitable area.
Make sure they create a museum label for their artwork. Use the label for the bark painting as an example.

Want to know more?

- MoAD Blog
[A life recorded on bark - Senator Neville Bonner](#)
- MoAD Collection
[Boomerang #2006-2443](#)

Emblems of a political life



In the 1960s Neville Bonner became interested in local politics and joined a group which became the One People of Australia League (OPAL). The pin represents Neville's lifetime commitment to the organisation as well as his hopes for Aboriginal people.

'One People of Australia League' (OPAL) pin

MUSEUM OF AUSTRALIAN DEMOCRACY COLLECTION

Emblems of a political life

Suggestions for analysing this source

- Ask your students to think about why people wear badges and pins.
Is anyone in class wearing a badge or pin?
What does it tell you about the wearer?
- Show your students the picture of the OPAL pin (Appendix B) and get them to think about the shape, images, patterns and the acronym used.
Allow time for your students to consider the object and write down their initial thoughts and questions.
- As a whole class or in small groups get your students to brainstorm:
 - o What they think they know about this object
 - o What they want to know about this object
- Share the museum label with your students and revisit the ideas from the brainstorming session.
Are any of their initial thoughts confirmed or challenged? Are any of their questions answered? Do they have any new questions?
- As a whole class, in small groups or individually create a list of questions for further investigation.
Students then research and report back to the whole class what they have found out.
- Using the information students have already collected about Neville Bonner, repeat this activity using Neville Bonner's [Liberal Party of Australia Life Member](#) badge.

Suggestions for extending this activity

- Get thinking
What organisation or issue would your students wear a badge or pin for? Are there any organisations or issues in the local community they feel strongly about?
- Get doing
Get your students to design and make a badge that highlights this organisation or issue.
- Get sharing
Display your students' badges in the school library or another suitable area.
Get your students to write a short explanation about the organisation or issue they chose and the design they created.

Want to know more?

- MoAD Collection
['One People of Australia League' \(OPAL\) pin #2006-2438](#)
- MoAD Website
[Wear Your Colours](#)

The stylish senator



Neville Bonner was a debonair man who, with his colourful ties and luxuriant head of hair, appeared dignified and elegant among his fellow senators. Items such as his R.M. Williams boots and personalised briefcase convey something of his individual style.

CLOCKWISE FROM TOP LEFT

**Items belonging to Neville Bonner -
Spectacles; Multi-coloured tie;
Black briefcase; Black leather boots**

MUSEUM OF AUSTRALIAN DEMOCRACY COLLECTION

The stylish senator

Suggestions for analysing this source

Everyday items often reveal much about our personal and professional lives. These objects from the museum's Neville Bonner Collection give us an insight into who he was and his life before and after politics.

- Begin by showing your students the photo of Neville Bonner and his personal objects (Appendix C and D).
- Ask your students to describe the items thinking about the colours, shape, size, why and when they would have been used and if they look the same today. Do your students think these objects tell the whole story of Neville Bonner's life or just a small part?
- Share with your students some information about Neville Bonner. Use the links at the start of this resource as well as the information below:

Neville Bonner loved his R.M. Williams boots. They were a reminder of his early years as a rural worker when he travelled widely, working as a dairy hand, station hand and stockman, picking vegetables, clearing land, ringbarking trees and building fences.

- Give your students a copy of the museum label. Ask them to circle any of the words they don't know the meaning of and then find a definition for it.
- Get your students to use a thesaurus to find alternative words with a similar meaning. If you use these alternative words does the description still make sense? Has the meaning been changed?
- Get your students to rewrite the museum label for someone their age.

Suggestions for extending this activity

- Get thinking
Ask your students to select 6-8 personal objects and write a list of up to 10 descriptive words about themselves.
- Get doing
Get your students to swap their objects and list of words with someone else in the class. Your students now become the curator - using the list of words and up to four of the objects, students write a short description similar to the museum label.
- Get sharing
Display the objects alongside the descriptions in the classroom. Invite other students to write a response to the description and object selection.

Want to know more?

- MoAD Collection
[Briefcase belonging to Neville Bonner #2012-0043](#)
[MoAD's collection](#) includes a number of objects owned by former Australian politicians. Find out about former Prime Minister Kevin Rudd's pair of R.M. Williams [riding boots](#).



Bark Painting by Bill Congoo c1970s
MUSEUM OF AUSTRALIAN DEMOCRACY COLLECTION



'One People of Australia League' (OPAL) pin
MUSEUM OF AUSTRALIAN DEMOCRACY COLLECTION

Appendix C



CLOCKWISE FROM TOP LEFT
Items belonging to Neville Bonner
Spectacles; Multi-coloured tie; Black briefcase; Black leather boots
MUSEUM OF AUSTRALIAN DEMOCRACY COLLECTION



Neville Bonner 1971
NATIONAL ARCHIVES OF AUSTRALIA, A1200, L96581

HASS

Year 5

- ACHASSI094** - Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges
- ACHASSI095** - Locate and collect relevant information and data from primary sources and secondary sources
- ACHASSI097** - Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines
- ACHASSI098** - Examine primary sources and secondary sources to determine their origin and purpose
- ACHASSI099** - Examine different viewpoints on actions, events, issues and phenomena in the past and present
- ACHASSI101** - Evaluate evidence to draw conclusions
- ACHASSI104** - Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects
- ACHASSK118** - How people with shared beliefs and values work together to achieve a civic goal

Year 6/7

- ACHASSI122** - Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges
- ACHASSI123** - Locate and collect relevant information and data from primary sources and secondary sources
- ACHASSI125** - Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines
- ACHASSI126** - Examine primary sources and secondary sources to determine their origin and purpose
- ACHASSI127** - Examine different viewpoints on actions, events, issues and phenomena in the past and present
- ACHASSI129** - Evaluate evidence to draw conclusions
- ACHASSI132** - Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects
- ACHASSK135** - Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children
- ACHASSK137** - The contribution of individuals and groups to the development of Australian society since Federation

Visual Arts

Year 5 and 6

- ACAVAM114** - Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions
- ACAVAM115** - Develop and apply techniques and processes when making their artworks
- ACAVAM116** - Plan the display of artworks to enhance their meaning for an audience
- ACAVAR117** - Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks

Media Arts

Year 5 and 6

- ACAMAM062** – Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text
- ACAMAM063** – Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text
- ACAMAM064** – Plan, produce and present media artworks for specific audiences and purposes using responsible media practice
- ACAMAR065** – Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks

English

Year 5

- ACELA1500** – Understand that the pronunciation, spelling and meanings of words have histories and change over time
- ACELA1504** – Understand how texts vary in purpose, structure and topic as well as the degree of formality
- ACELY1698** – Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context

Year 6

- ACELA1518** – Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects
- ACELA1525** – Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion
- ACELT1618** – Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways
- ACELY1714** – Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience