

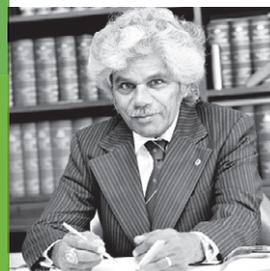
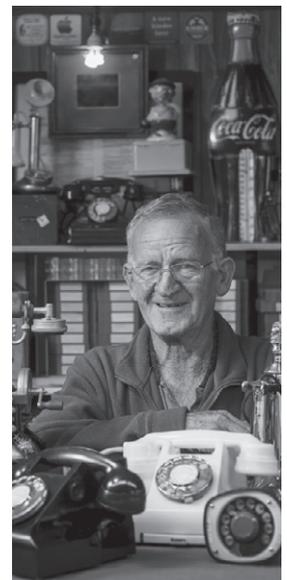
# FINDERS KEEPERS

PERSONAL OBJECTS AS PRIMARY SOURCES

**TEACHER RESOURCE**

SECONDARY

**ANNE PICOT**



How to use this resource	3
Anne Picot - Passion + Protest	4
Wearing your politics	5
Being seen and heard	7
Appendices	9
Curriculum Links	13

## 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 secondary 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.

#### **ANNE PICOT**

##### **Activist**

This resource focuses on the museum's **Anne Picot Collection** and has been developed for secondary students. Anne Picot's collection reflects a life spent fighting for the things she believes in. Her badges and T-shirts demonstrate her belief in the need to stand up and be counted. These badges and T-shirts were not collected for the sake of collecting; they piled up as Anne took to the streets for protests over the decades.

This resource includes:

- Information about the collector and their collection
- 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.



Anne Picot campaigning at a Refugee Action Coalition rally in Sydney in July 2013.

PHOTOGRAPHER: MARK ROBOLDI

Anne Picot describes herself as an 'activist for democracy and accountability'. For over 40 years, she has been involved in dozens of campaigns and protests on issues such as the Iraq War, refugees, climate change and Indigenous land rights. Anne has been involved with so many protests she doesn't even remember her first. She was one of the organisers of a protest against the Iraq War in 2003. This demonstration attracted 400,000 people and was the largest she ever attended. She says the failure to stop the war remains her biggest regret.

### Australian Curriculum links v8.3

- **Civics and Citizenship**  
Year 8; Year 9
- **History**  
Year 10

### Want to know more?

- MoAD Website
  - [Power of 1: does your vote count?](#)
- MoAD Blogs
  - [Freedom of speech: 'Life itself'](#)
  - [Why wear a badge at election time?](#)
  - [Wearing your politics](#)



On the 18 March 2003 British astronomer Will Saunders and environmental campaigner David Burgess climbed the sails of the Sydney Opera House to paint 'NO WAR' on the iconic building. They were arrested, but their supporters passionately argued for their release.

The incident occurred a few weeks after the large-scale protests against the Iraq War, with a protest in Sydney's Hyde Park attracting more than 200,000 people.

**'No War: Free Will and Dave' badge 2003**

MUSEUM OF AUSTRALIAN DEMOCRACY COLLECTION

### Suggestions for analysing this source

- Start by showing your students a selection of badges from the Anne Picot Collection (Appendix A).  
Discuss the reasons why people might wear badges, especially those with political messages.
- Show your students the *No War: Free Will and Dave badge* (Appendix B).  
Get them to think about the text, images and colours used.
- As a whole class or individually, create a list of questions for research using the prompts: Who, What, Where, When, Why and How.
- Share the museum label with your students and revisit the list of questions. Are any of their questions answered? Do they have any new questions?  
Get your students to research what happened to Will Saunders and David Burgess after they were arrested.  
What do your students think about the actions of the two activists and the sentence they received.  
  
Information for teachers:  
For their protest actions, Will Saunders and David Burgess were convicted of malicious damage, sentenced to nine months of weekend detention and made to pay \$151,000 in compensation.
- Do we have the right to protest in Australia?  
Get your students to research and compare the various state and territory laws regarding protesting. Can you protest outside Australian Parliament House in Canberra?

### Suggestions for extending this activity

- Consider  
Because badges are cheap and easy to produce, protestors are empowered by creating and wearing badges of their own making. Ask your students to select an organisation or issue they would wear a badge for.
- Create  
The size of Anne's badges range from 20 mm to 60 mm in diameter. Size limitations mean that the badge needs to be well designed for the message or slogan to be effective.  
Ask your students to design and make a badge which highlights the organisation or issue they selected.
- Collaborate  
Ask your students to wear the badge at school and record and then reflect on how others reacted.

### Want to know more?

- MoAD Website  
[Wear Your Colours](#)
- MoAD Blog  
[Memorable marches in Australian history](#)



Uranium mining and nuclear power were two of the most controversial public issues in Australia in the 1970s and 1980s. In the late 1990s, thousands of Australians protested against plans to mine uranium at Jabiluka. This badge features a photograph of a nuclear mushroom cloud overlapped with a red strike through symbol. A blue ribbon has been fixed to the back of the badge and cut in a similar way to an award ribbon.

**Anti-nuclear badge** c1998-2005

MUSEUM OF AUSTRALIAN DEMOCRACY COLLECTION

## Being seen and heard

### Suggestions for analysing this source

Badges are one of the most common ways of promoting a political cause because they are cheap and easy to produce. The Museum of Australian Democracy collects badges because they reveal the stories about the people, causes and events that have shaped Australia's history and democracy.

- Begin by showing your students the badge (Appendix C).  
Ask your students to think about the images, colours, and unique features. Allow time for your students to consider the badge and write down their initial thoughts and questions.
- As a whole class or individually get your students to brainstorm:
  - What they think they know about this badge
  - What they want to know about this badge
- 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?

Information for teachers:

In the late 1990s, Australian rock band Midnight Oil joined thousands of Australians in protesting against plans to mine uranium at Jabiluka on a lease inside the world heritage listed Kakadu National Park.

- Ask your students to research the history of the site and create a timeline or mind map of events.
- Using their research get your students to write a press statement about the Jabiluka mine development from the perspective of a key stakeholder, eg, the mining company executives, activists or local Aboriginal communities.  
Students then share these with the rest of the class and reflect on the different perspectives.

### Suggestions for extending this activity

- Consider  
Ask your students to think about political or social issues that have been prominent in the media in the last few years.  
Are there any they feel particularly concerned about?
- Create  
Ask your students to write a protest song or poem referring to their chosen issue.  
Refer to the *Songs of Influence: Australian songs of protest* (Appendix D) for inspiration.  
Consider the power of this medium for protest.
- Collaborate  
Ask your students to swap their song or poem with someone else.  
Ask your students to creatively reflect and respond to the song or poem.



CLOCKWISE FROM TOP LEFT:

- 'Troops out Howard out' badge
- 'Defend the Austudy Five' badge
- 'Close the Bases' badge
- 'Justice for East Timor!' badge
- Anti-nuclear badge
- 'Our Future: TAFE' badge

CENTRE: 'Nursing cuts make me sick!' badge

MUSEUM OF AUSTRALIAN DEMOCRACY COLLECTION



'No War: Free Will & Dave' badge 2003  
MUSEUM OF AUSTRALIAN DEMOCRACY COLLECTION



Anti-nuclear badge c1998-2005  
MUSEUM OF AUSTRALIAN DEMOCRACY COLLECTION

## Songs of Influence: Australian songs of protest

A protest song is a powerful way to raise awareness and unite opinion on issues large and small. A protest song describes and explains society. It can celebrate a situation, or it can confront and criticise. It can voice anger, pain, pride or resistance or it can say, with simple strength, we are here and we matter. A protest song can make people think differently and take action.

This list of protest songs features a variety of people, places, eras and musical genres.

*I am Woman*, Helen Reddy, 1972

*And the Band Played Waltzing Matilda*, Eric Bogle, 1971

*One Day in October*, Peter Hicks, 1998

*Treaty*, Yothu Yindi, 1991

*Let the Franklin Flow*, Gordon Franklin Wilderness Ensemble, 1983

*Like a Dog*, Powderfinger, 2000

*US Forces*, Midnight Oil, 1982

*Sam Griffith*, Jack Luscombe, 1953

*(I'm) Stranded*, The Saints, 1976

*Love and Justice*, Kavisha Mazzella and choir, 2008

*Down City Streets*, Ruby Hunter, 2005

*I Was Only 19 (A Walk in the Light Green)*, Redgum, 1983

*Thou Shalt Not Steal*, Kev Carmody, 1988

*The Death of Ben Hall*, Sally Sloan, c1953

*Took the Children Away*, Archie Roach, 1990

*The Equal Pay Song*, Lola Wright, 2001

*77%*, The Herd, 2003

*Come and Check Your Head*, Blue King Brown, 2006

*Mamma Mia Dammi Cento Lire*, Lucia and Domenico de Bortoli, 2002

*Anthem*, Tiddas, 1996

*Brown Skin Baby (They Took Me Away)*, Kunmanara Randall, c2007

*Waltjim Bat Matilda*, Ali and June Mills, 1996

*No Dams*, Tim O'Loughlin and Angie McGowan, 2005

*Weevils in the Flour*, Declan Affley, c1970s

*From Little Things (Big Things Grow)*, Paul Kelly and The Messengers, 1991

*Blackfella Whitefella*, The Warumpi Band, 1984

*The Ballad of 1981*, Helen Palmer and Doreen Bridges, c1950

*I Don't Like It*, Pauline Pantsdown, 1998

*Menstruation Blues*, Robyn Archer, 1977

## **Civics and citizenship**

### **Year 8**

#### **Knowledge and understanding**

- ACHCK061** - The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement
- ACHCK062** - How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action

#### **Skills**

- ACHCS068** - Develop a range of questions to investigate Australia's political and legal systems
- ACHCS069** - Identify, gather and sort information and ideas from a range of sources
- ACHCS070** - Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues
- ACHCS071** - Appreciate multiple perspectives and use strategies to mediate differences
- ACHCS073** - Present evidence-based civics and citizenship arguments using subject-specific language
- ACHCS074** - Reflect on their role as a citizen in Australia's democracy

### **Year 9**

#### **Knowledge and Understanding**

- ACHCK076** - How citizens' political choices are shaped, including the influence of the media
- ACHCK079** - How and why individuals and groups, including religious groups, participate in and contribute to civic life
- ACHCK080** - The influence of a range of media, including social media, in shaping identities and attitudes to diversity

#### **Skills**

- ACHCS083** - Identify, gather and sort information and ideas from a range of sources and reference as appropriate
- ACHCS084** - Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues
- ACHCS085** - Account for different interpretations and points of view
- ACHCS086** - Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues
- ACHCS089** - Reflect on their role as a citizen in Australian, regional and global contexts

## History

### Year 10

#### The environment movement (1960s – present)

- ACDSEH127** - Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998

#### Skills

- ACHHS182** - Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- ACHHS187** - Identify the origin, purpose and context of primary and secondary sources
- ACHHS189** - Evaluate the reliability and usefulness of primary and secondary sources
- ACHHS190** - Identify and analyse the perspectives of people from the past
- ACHHS191** - Identify and analyse different historical interpretations (including their own)
- ACHHS192** - Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
- ACHHS193** - Select and use a range of communication forms (oral, graphic, written) and digital technologies