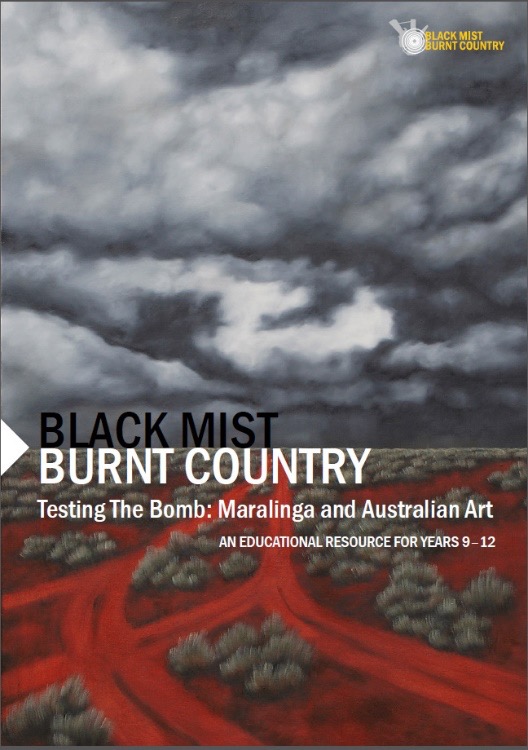
***Black Mist Burnt Country***

***Testing the Bomb. Maralinga and Australian Art***

*Information for Teachers*

**The Exhibition**

*Black Mist Burnt Country* introduces secondary school students to the secret nuclear testing programme conducted by the British government in Australia, between 1952 and 1963.

Featuring fifty works by over thirty Indigenous and non-Indigenous artists including modernist painters and present-day contemporary artists the exhibition encompasses the history and fallout of nuclear weapons in Australia.

**The Resource**

An education resource developed for students visiting the exhibition places the artworks in their historical and political context, and provides a stimulus for discussions on land rights, civil rights, environmental disasters, World War II, the Cold War and the arms race.

A specific focus on the impact of the nuclear testing on the Maralinga Indigenous communities encourages students to examine themes of loss of access to sacred land, short and long-term health issues and the contamination of natural resources.

Students complete a range of activities to engage them with a diversity of art styles and examine the connections of each work to important historical moments and movements.

The resource has been developed by Dr Jo Clyne, History Teachers Association of Victoria.

**Hard Copy**

Teachers can request a free hard copy of the resource to be sent to their school.

Please visit the exhibitions website to submit your request at

<http://blackmistburntcountry.com.au/index.php/about/>

**Digital Download**

Free digital downloads are also available *at*

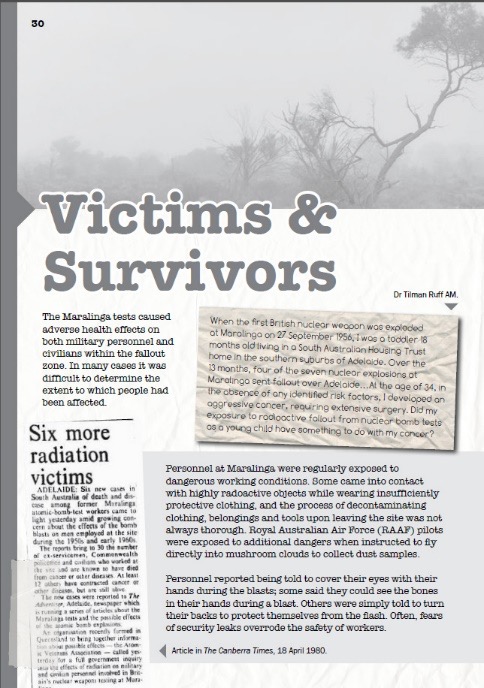
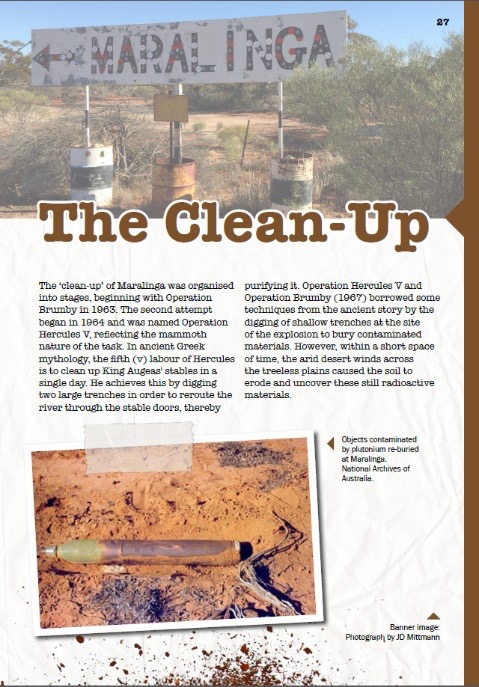
<http://www.blackmistburntcountry.com.au/index.php/resources/>

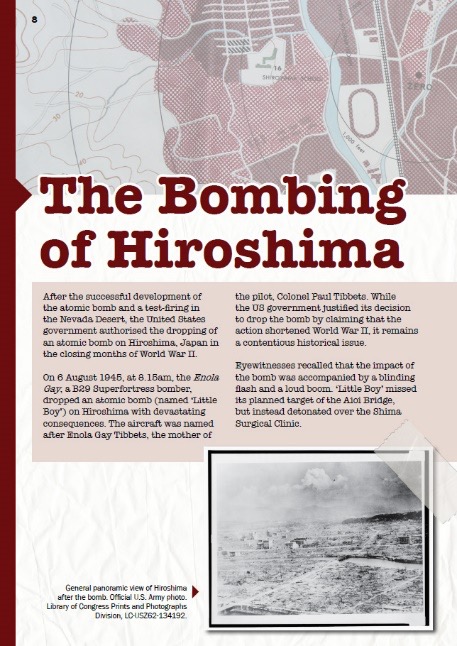
**How to Use the Resource in the Exhibition (2 hours)**

Ensure that students have downloaded the digital version of the resource prior to visiting the exhibition.

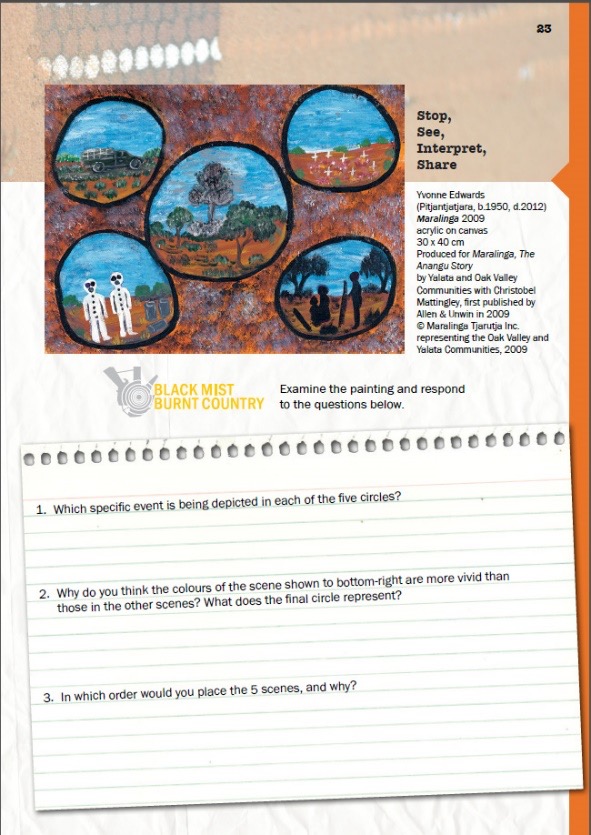
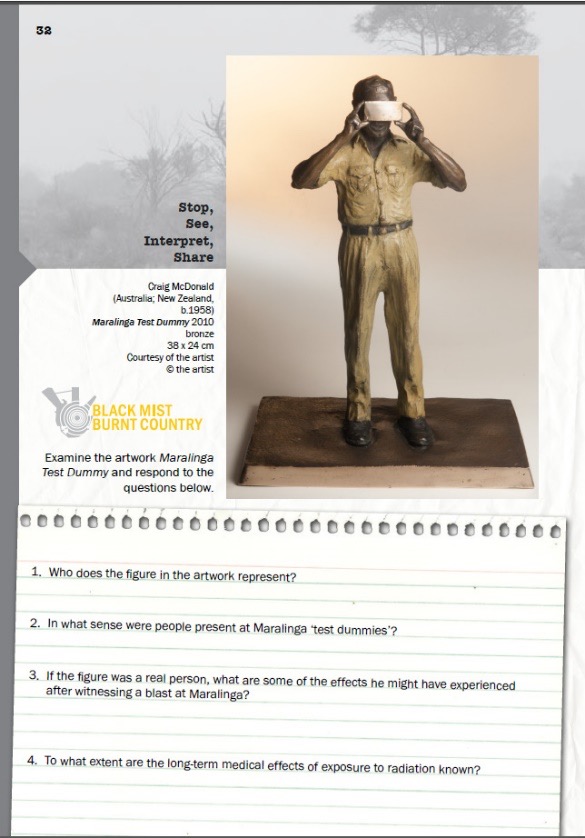
1. **Allocate a theme from the resource to each pair or small group of students. The choices are:**

* The Development of the A-Bomb
* The Bombing of Hiroshima
* British Tests in Australia
* Maralinga: Ground Zero
* Indigenous Culture and Lang Rights
* Impact on Country and Environment
* The Clean-Up
* Victims and Survivors
* ‘Ban the Bomb’: The Australian Anti-Nuclear Movement
* Australia’s Nuclear Future

1. **Students have 30 minutes to read the content of their section and complete the inquiry questions for their theme.**

1. **Tour of the Exhibition**  
   The class can then tour the exhibition – each pair/small group is responsible for presenting their allocated topic to the other members of the class (students present in the order of the themes listed above). They have 10 minutes to:

* Share the important historical facts of their theme.
* Use their answers to the inquiry questions in their section to interpret artwork for the other students.

1. **Conclude the session by leading a class discussion using the following prompts:**

* What new information have you received since you walked through the doors of the exhibition?
* Has the exhibition changed your outlook in any way? How?

**Curriculum**

*Black Mist Burnt Country* is recommended for students studying History, Geography, Art or English in Levels 9–12.

It can be linked to the following units in each state:

**VICTORIA**

**History: Year 9/10**

**Rights and Freedoms (1945 – The Present)**

* Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965. [(VCHHK152)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK152)
* Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia. [(VCHHK156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK156)

**The Globalising World**

***Environment Movement***

* Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society [(VCHHK157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK157)

*Elaboration*

-- Discussing the effects of nuclear warfare and M.A.D in raising concerns about the environment.

-- Explaining reason why the United Kingdom conducted 12 major nuclear weapons tests in Australia between 1952 and 1957 at the Montebello Islands, Emu Field and Maralinga and why opposition to the testing grew in the 1950’s.

* Causes and developments of the major global influences on Australia [(VCHHK158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK158)
* Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia [(VCHHK159)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK159)

The full Victorian Curriculum document can be accessed [here](http://victoriancurriculum.vcaa.vic.edu.au/the-humanities/history/curriculum/f-10).

**VCE**

**Unit 2: Twentieth Century History 1945–2000**

* Origins of the Cold War.
* Bombing of Hiroshima and Nagasaki.

The full VCE History curriculum study design can be accessed [here](http://www.vcaa.vic.edu.au/Documents/vce/history/HistorySD-2016.pdf).

**Geography: Year 10**

**Environmental Change and Management**

* Different types and distribution of environmental changes and the forms it takes in different places. [(VCGGK144)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK144)
* Environmental, economic and technological factors that influence environmental change and human responses to its management. [(VCGGK145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK145)
* Environmental worldviews of people and their implications for environmental management. [(VCGGK146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK146)
* Causes and consequences of an environmental change, comparing examples from Australia and at least one other country. [(VCGGK147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK147)
* Aboriginal and Torres Strait Islander peoples’ approaches to custodial responsibility and environmental management in different regions of Australia. [(VCGGK148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK148)
* Application of environmental economic and social criteria in evaluating management responses to an environmental change, and the predicted outcomes and further consequences of management responses on the environment and places, comparing examples from Australia and at least one other country. [(VCGGK149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK149)

**VCE**

**Unit 1: Hazards and Disasters**

The full VCE Geography curriculum study design can be accessed [here](http://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD_2016.pdf).

**QUEENSLAND**

**History: Year 10**

**Rights and Freedoms (1945 – The Present)**

* Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations. [(ACDSEH104)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH104)
* Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle. [(ACDSEH134)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH134)
* The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007). [(ACDSEH143)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH143)

**The Environment Movement (1960s – The Present)**

* The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia. [(ACDSEH028)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH028)
* The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade. [(ACDSEH125)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH125)
* The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment including the [concept](http://www.australiancurriculum.edu.au/glossary/popup?a=H&t=concept) of ‘[sustainability](http://www.australiancurriculum.edu.au/glossary/popup?a=H&t=sustainability)’. [(ACDSEH126)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH126)
* 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. [(ACDSEH127)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH127)
* Responses of governments, including the Australian Government, and international organisations to environmental threats since the 1960s, including deforestation and climate change. [(ACDSEH128)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH128)

The full Queensland History curriculum document can be accessed [here](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/history/curriculum/f-10?layout=1%23level8).

**NEW SOUTH WALES**

**History: Stage 5**

**Depth Study 4: Rights and Freedoms (1945 – Present)**

* Background to the struggle of [Aboriginal and Torres Strait Islander](http://syllabus.bostes.nsw.edu.au/glossary/hst/aboriginal/?ajax) peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the [Stolen Generations](http://syllabus.bostes.nsw.edu.au/glossary/hst/stolen-generations/?ajax). (ACDSEH104)
* The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of [Indigenous Peoples](http://syllabus.bostes.nsw.edu.au/glossary/hst/indigenous-peoples/?ajax). (ACDSEH143)

**Depth Study 5: The Globalising World**

The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia. (ACDSEH028)

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. (ACDSEH127)

Responses of governments, including the Australian government, and international organisations to environmental threats since the 1960s, including deforestation and climate change. (ACDSEH128)

The full New South Wales History curriculum document can be accessed [here](http://syllabus.bos.nsw.edu.au/hsie/history-k10/content/).

**SOUTH AUSTRALIA**

**History: Year 10**

**Rights and Freedoms (1945 – The Present)**

* The origins and [significance](http://www.australiancurriculum.edu.au/glossary/popup?a=H&t=significance) of the Universal Declaration of Human Rights, including Australia’s involvement in the [development](http://www.australiancurriculum.edu.au/glossary/popup?a=H&t=development) of the declaration. [(ACDSEH023)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH023)
* Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations. [(ACDSEH104)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH104)
* The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007). [(ACDSEH143)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH143)

**The Globalising World (The Environment Movement 1960s – Present )**

* The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia. [(ACDSEH028)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH028)
* 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. [(ACDSEH127)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH127)
* Responses of governments, including the Australian Government, and international organisations to environmental threats since the 1960s, including deforestation and climate change. [(ACDSEH128)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH128)

The full Australian Curriculum document can be accessed [here](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/history/curriculum/f-10?layout=1).

**Western Australia** *(not on the tour schedule, but students can access the resources online)*

**Depth Study 2: Investigating Rights and Freedoms (1945–The Present)**

* The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration. ([ACDSEH023](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACDSEH023))
* The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations. ([ACDSEH104](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACDSEH104))

The full Western Australian Humanities and Social Sciences Curriculum document can be accessed [here](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences).