

11.

Follow the Rabbit-Proof Fence

Key questions activity sheet

'Thousands of miles south, politicians and other officials were planning the destinies of children like Molly, Gracie and Daisy.' Pages 39–40, *Follow the Rabbit-Proof Fence*.

'The common belief at the time was that part-Aboriginal children were more intelligent than their darker relations and should be isolated and trained to be domestic servants and labourers. Policies were introduced by the government in an effort to improve the welfare and education needs of these children.' Page 40, *Follow the Rabbit-Proof Fence*.

In the *Bringing them home* education materials, you will find a timeline

<http://www.humanrights.gov.au/education/bth/timeline/index.html>. Using the timeline answer the questions below:

1. When were these laws or policies introduced in Western Australia? What was the main thing the law did about Indigenous children like Molly Craig?

.....

.....

.....

.....

.....

.....

.....

2. In the timeline, find a similar law that operated in another state or territory. When was it introduced? What did it mean for Indigenous children?

.....

.....

.....

.....

.....

.....

.....

3. The author of *Follow the Rabbit-Proof Fence* starts her story from when the first military post is set up in what is now called Western Australia. What reasons do you think the author had for starting here and not from when Molly, Gracie and Daisy were born or removed?

.....

.....

.....

.....

.....

.....

.....

