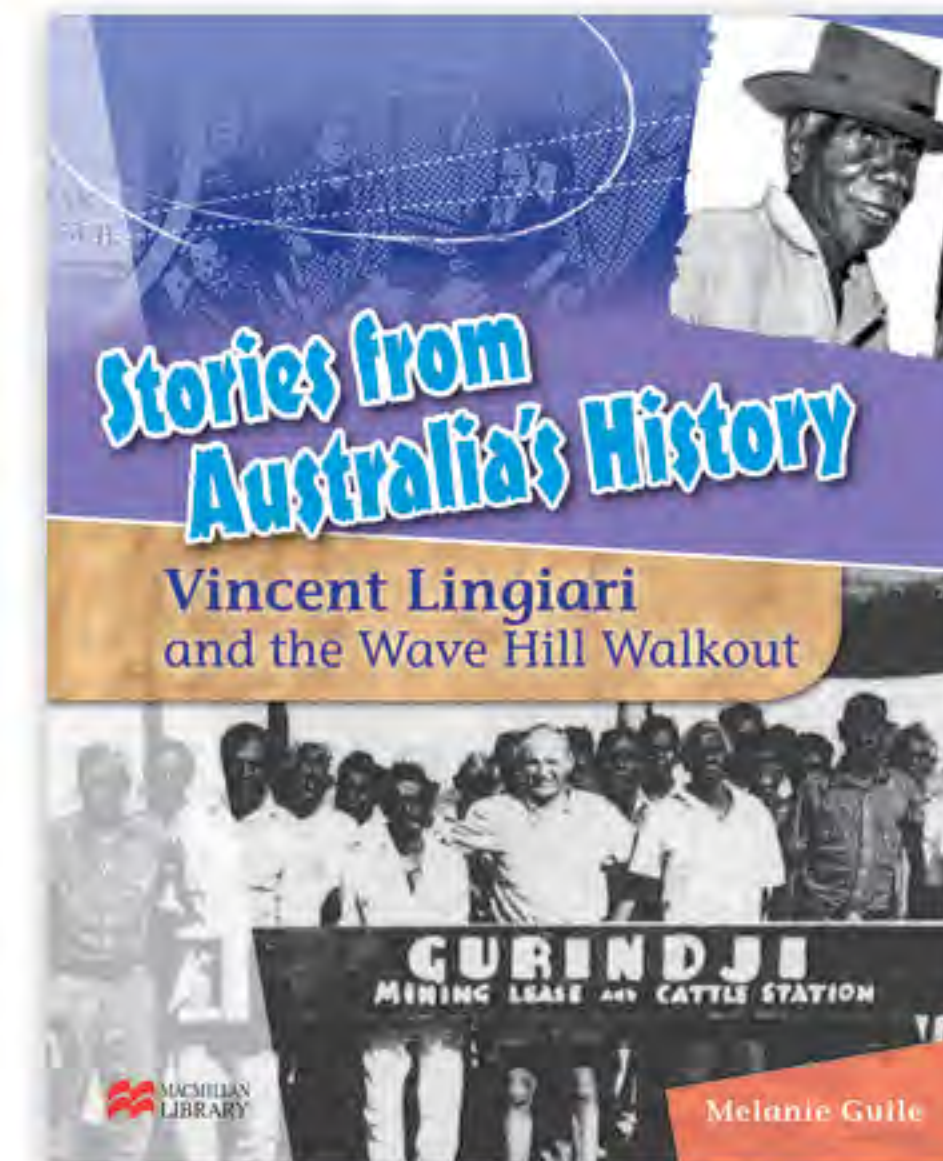
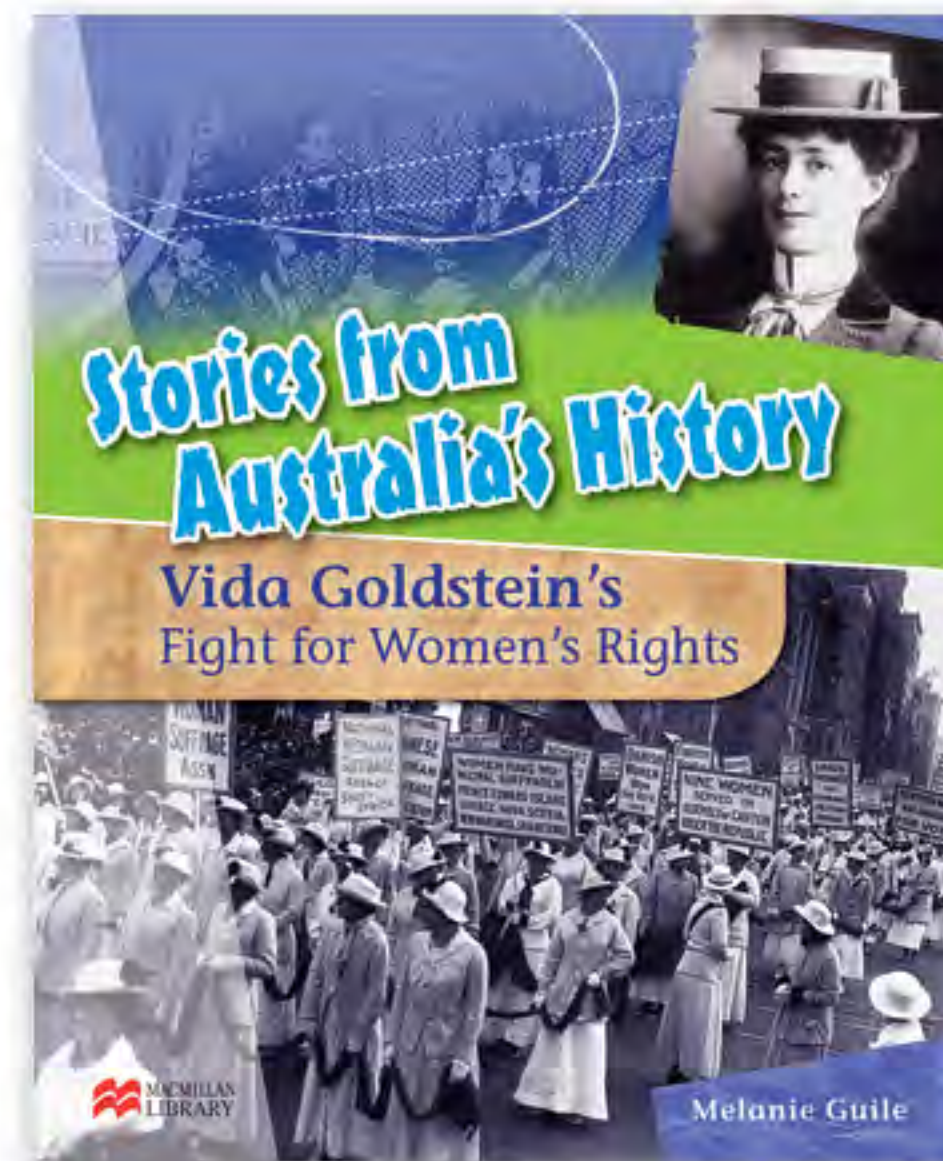
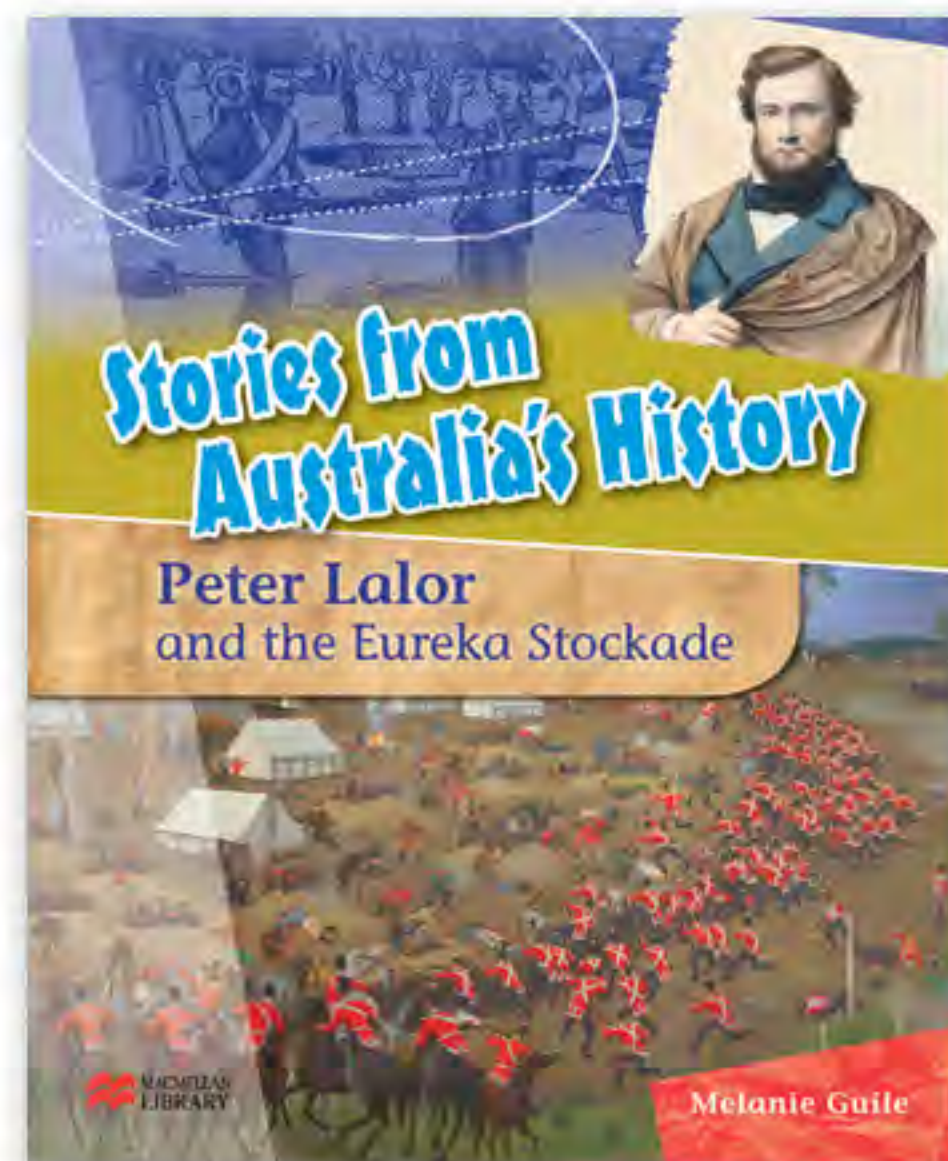
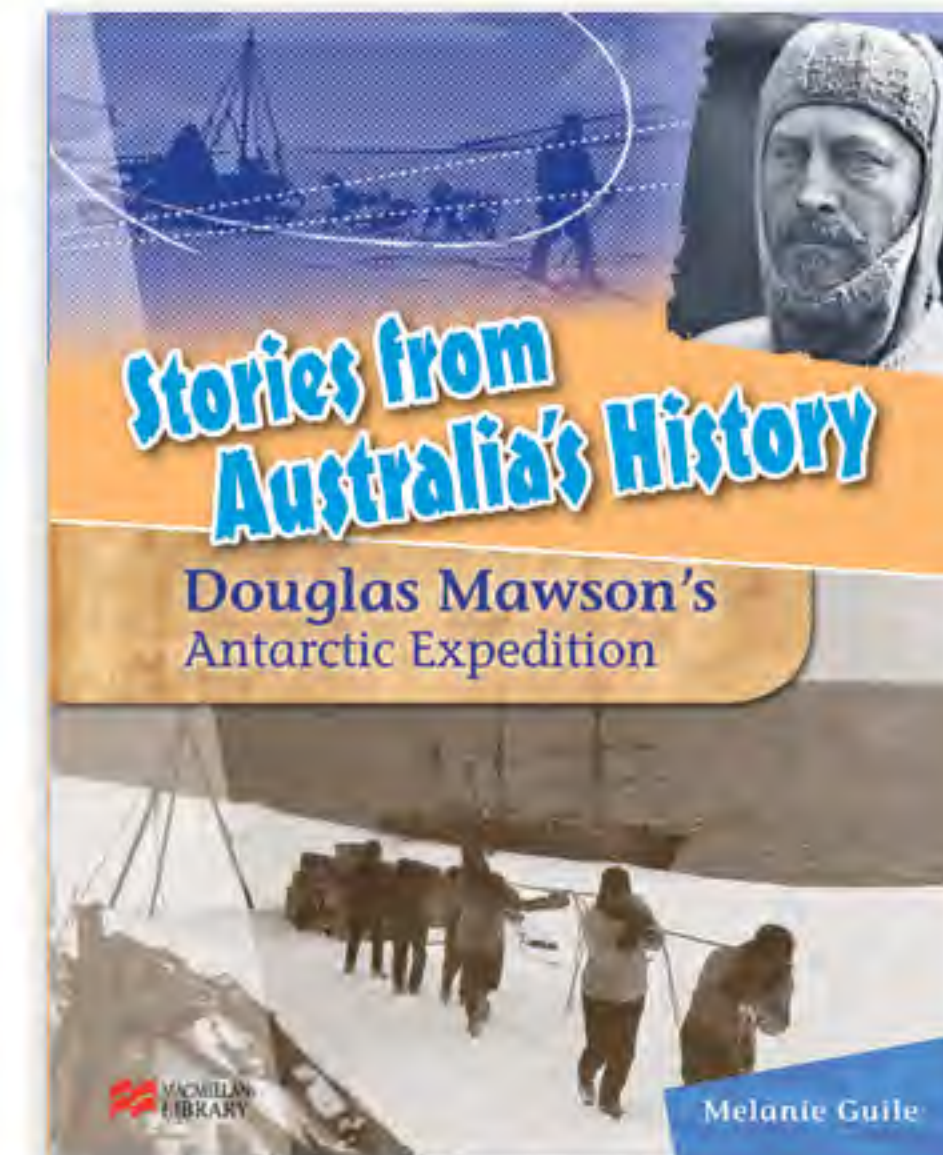
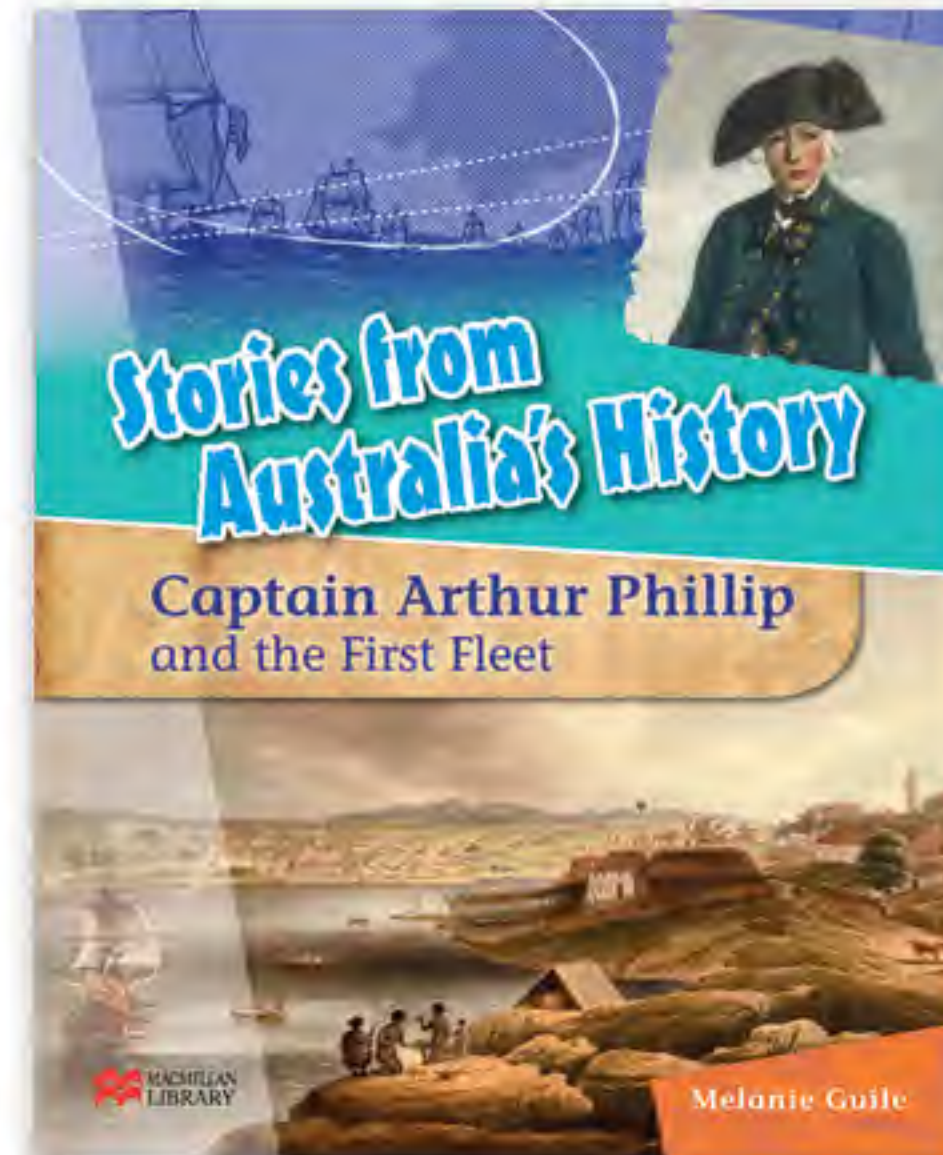
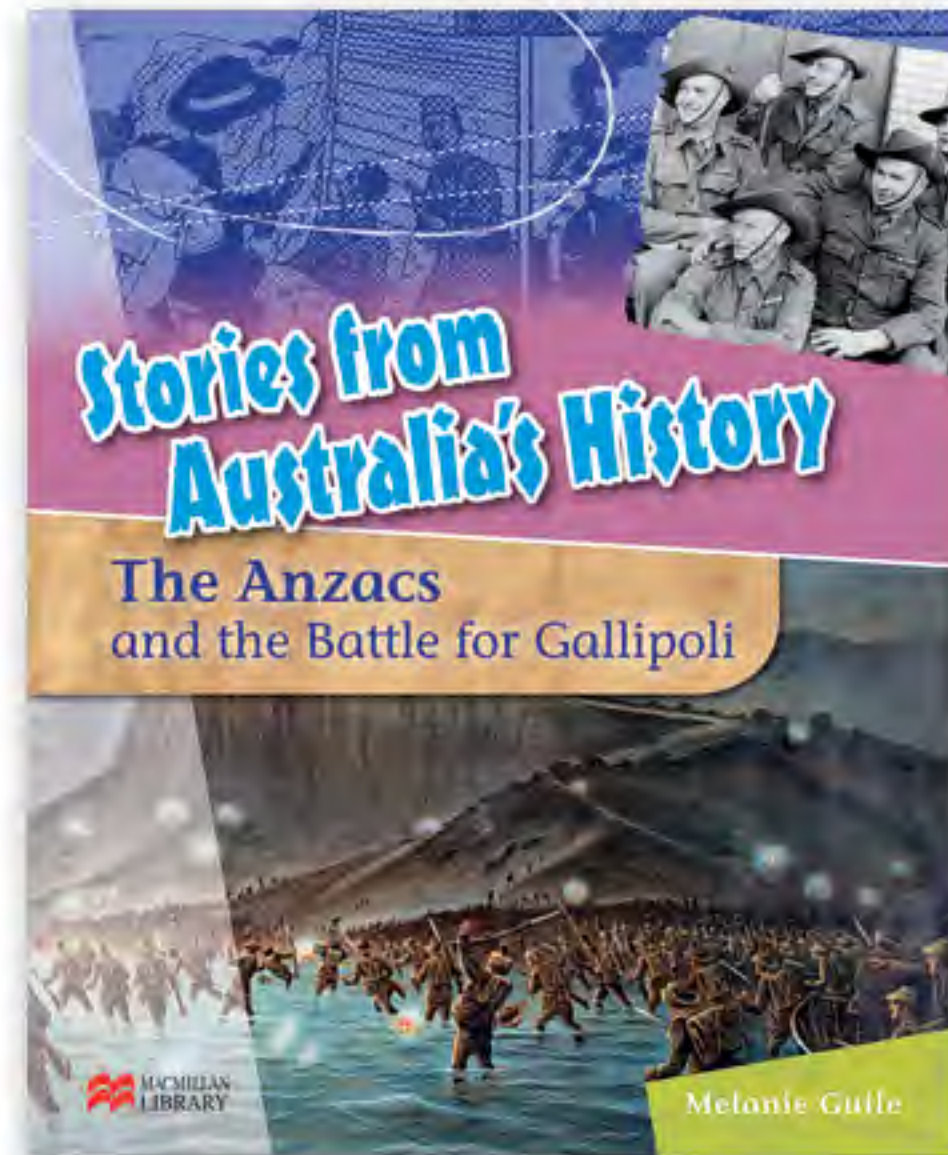


Stories from Australia's History



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Macmillan Education
Australia



about the series

Stories from Australia's History is a ground-breaking non-fiction series that brings Australian history to life. It uses graphic-style pages as well as conventional information text to tell Australia's greatest historical stories and to highlight the relevance of these historical events to modern Australia.

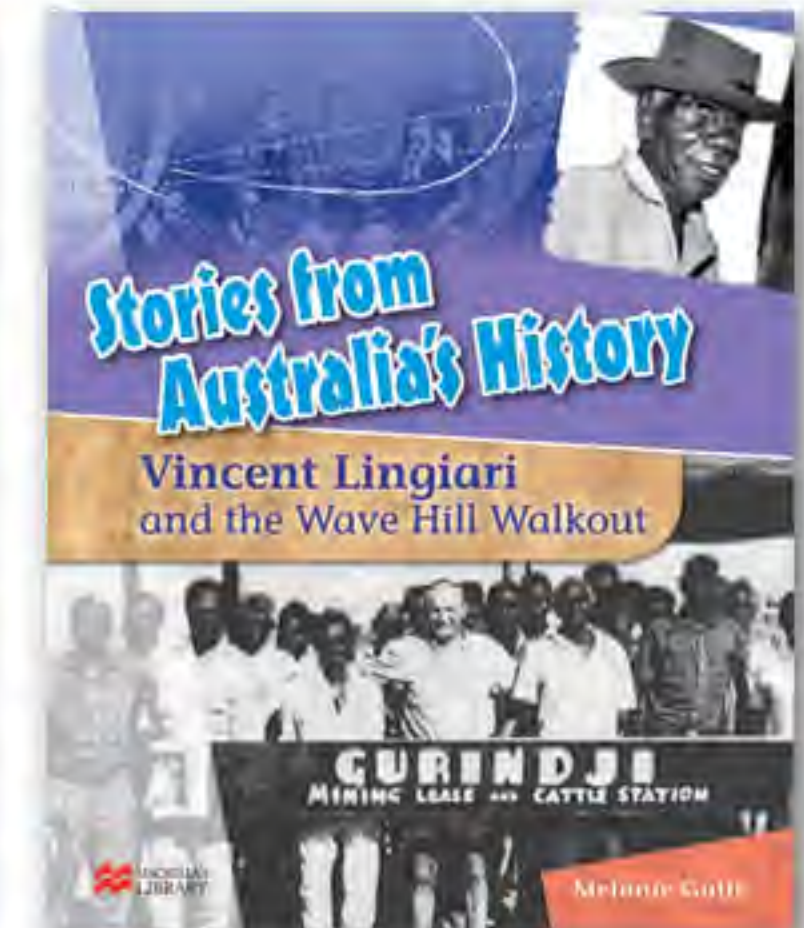
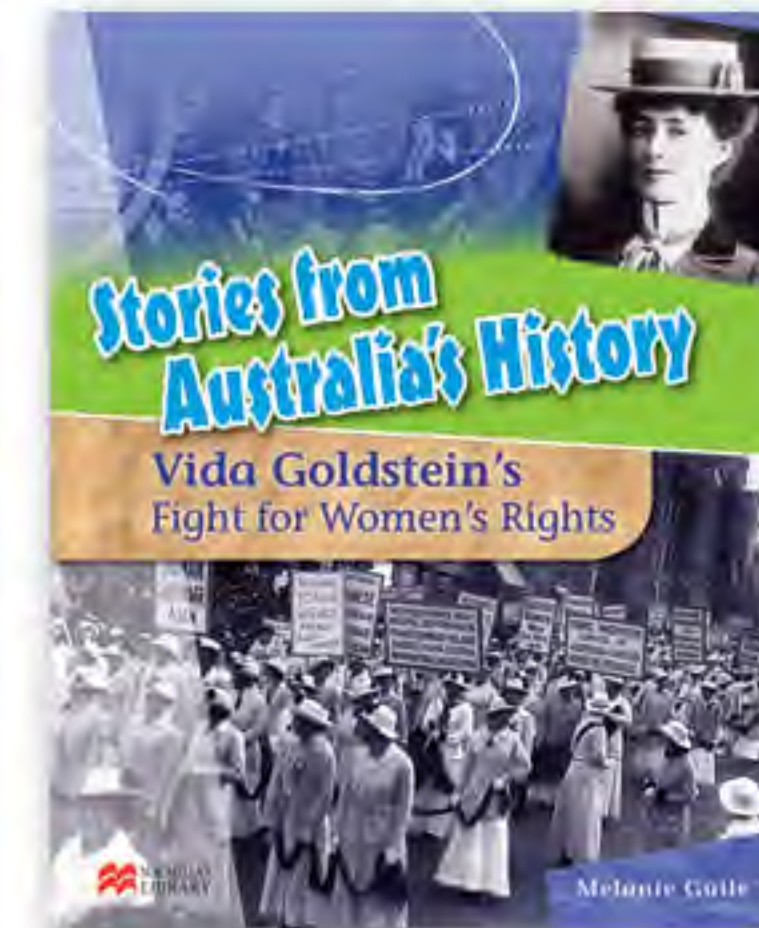
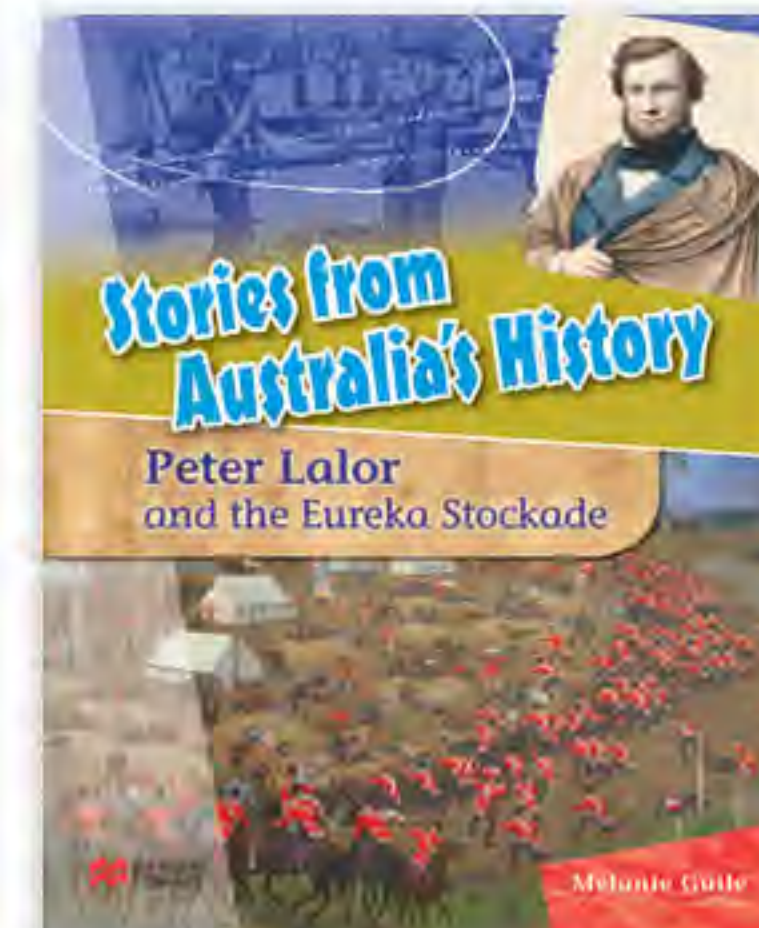
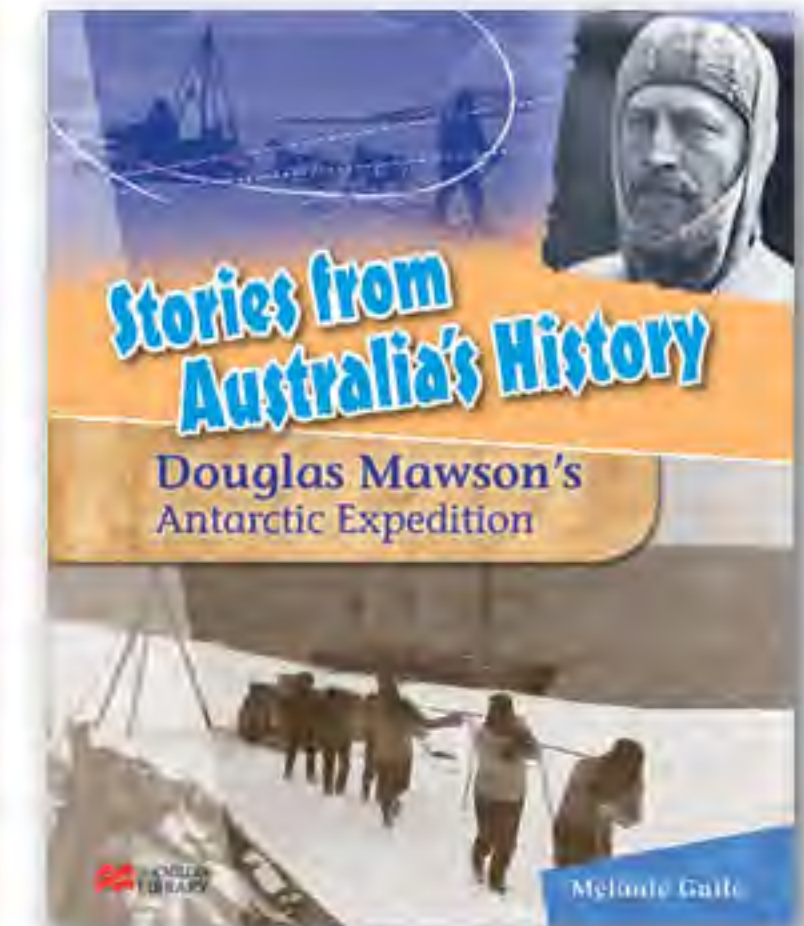
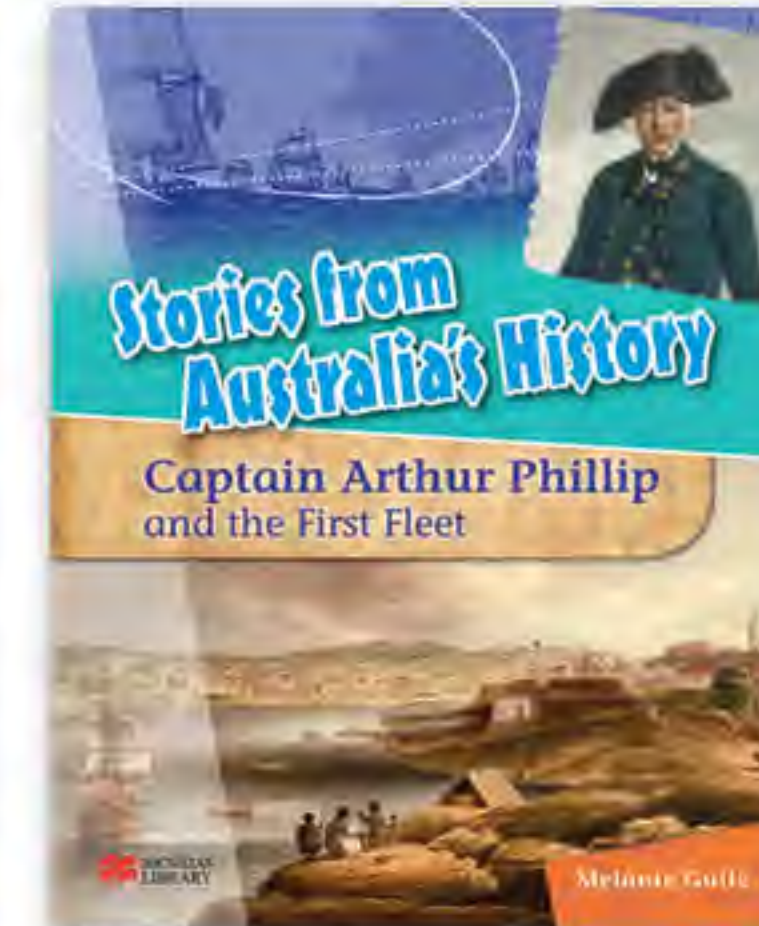
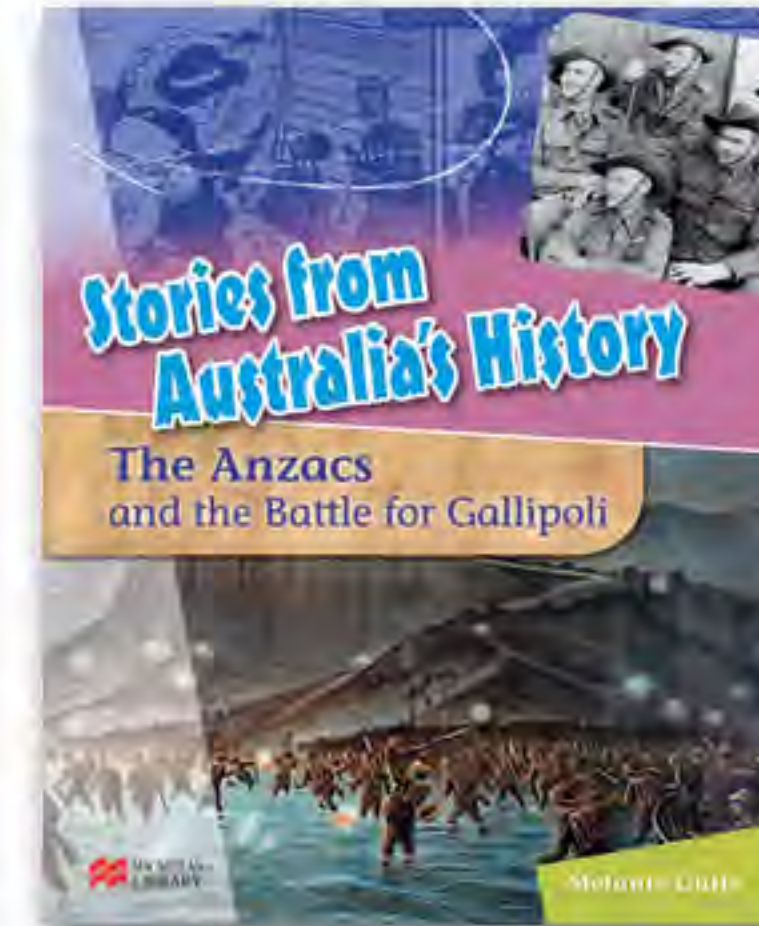
Each book focuses on one significant event, and relays the story of the people, the ideas and the actions behind the event and how it changed Australia's development as a nation. The series' approach promotes critical thinking and analysis through an emphasis on causes and effects, key personalities and their roles, and the long-term outcomes for Australian society.

Level: middle–upper primary

Curriculum/Topic areas: SOSE/HSIE: History (famous Australians, milestones in Aust history), Civics and citizenship

Key features:

- **graphic-novel** style artwork
- a variety of text types, including extracts from **diaries**, **letters**, **newspaper articles** and **quotes**
- a focus on promoting **critical thinking** and **classroom discussion**
- practical suggestions for investigating the topic further.



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GRAPHIC
PAGES!

When a word is printed in **bold**, you can look up its meaning in the Glossary on page 31.

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GRAPHIC
PAGES!

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GRAPHIC
PAGES!

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When a word is printed in **bold**, you can look up its meaning in the Glossary on page 31.

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When a word is printed in **bold**, you can look up its meaning in the Glossary on page 31.

The big picture

In the 1770s, Britain had too many prisoners. Laws were harsh and people were jailed even for small crimes such as stealing clothes or food. During the 1700s, **convicts** were **transported** to America, but after the War of American Independence between 1775 and 1783, the Americans refused to take them. **British** jails became terribly overcrowded.



British jails were so crowded that many convicts were imprisoned in old ships called hulks. This painting is of a hulk called *Discovery*, which Captain Cook sailed on his last voyage.

Meanwhile, the explorer Captain James Cook returned from his voyages in the South Pacific. Cook's scientist, Joseph Banks, reported that Botany Bay on the eastern coast of Australia was a good place for a **settlement**. The British Government decided to send unwanted convicts there.

Captain Arthur Phillip

Arthur Phillip was appointed captain of the First Fleet, and **governor** in December 1786. He was ordered to create a settlement in the unmapped bushland of New South Wales. Convicts would be his workforce. The nearest British settlement would be far, far away.

Preparing the fleet

By March 1787, six transport ships loaded with about 800 convicts were ready to sail to Australia. It took weeks to load the food, tools and building materials into the **cargo** ships that sailed with them, because the fleet had to carry supplies to last two years. After that, the colony would have to grow all of its own food. On 13 May 1787, the First Fleet was ready to leave. Led by the flagship HMS *Sirius* and the smaller HMS *Supply*, the fleet sailed for Botany Bay.

This painting by William Bradley, an officer on the First Fleet, portrays the ships leaving Portsmouth, England.



Eyewitness words

Watkin Tench, an officer in the First Fleet, described the mood on board before sailing:

“...the ships were... healthy, and the prisoners in high spirits. Few complaints... were... heard among them... any attempt... to escape should be punished with instant death.”

‘The big picture’ introduction to the significant event in Australia’s History

‘Eyewitness words’ quotations from key people in history

28 January
1913

Eleven days later, Mawson reached the top of a hill and saw Cape Denison in the far distance...

MAYBE I'LL MAKE IT BACK TO THE HUT AFTER ALL...

...but he was almost out of food.

A FEW HUNDRED METRES TO EITHER SIDE, AND IT WOULD HAVE BEEN LOST TO SIGHT. IT'S ANOTHER MIRACLE!

To the Far Eastern Party
Distance to Aladdin's cave
is 37 kilometres.
Ship Aurora is waiting
at Cape Denison for your
return. Food is in the bag.
28 January 1913.

The next day...

WHAT'S THIS?

Mawson stumbled upon a food store put there that day by a search party from the Hut.

The food and the note gave Mawson the energy he needed to go on.

1 February
7 p.m.

ALADDIN'S CAVE AT LAST!

A PINEAPPLE AND ORANGES! THE AURORA MUST HAVE BROUGHT THEM.

Mawson was safe, warm and well-fed at last, just nine kilometres from the Hut and safety.

But then...

I CAN'T GO OUT IN THIS BLIZZARD.

Graphic-style artwork brings the stories to life

Primary source material (quotes and extracts) are included and identified by colour

The battle at Anzac Cove

26 April 1915 The day after the landing at Anzac Cove, the officers were worried.

THE MEN ARE EXHAUSTED AND MORE TURKISH TROOPS ARE ARRIVING.

I THINK WE NEED TO GET THE TROOPS OUT. I WILL WRITE TO GENERAL HAMILTON.

WE'VE LOST 5000 MEN, DEAD AND WOUNDED.

On board HMS Queen Elizabeth, General Hamilton did not agree...

I have no fresh troops to replace those in the firing line. I know my (request) is most serious but if we are to (withdraw) it must be at once...

Sir William Birdwood, Commander, Anzac troops

Later that day, at Turkish headquarters...

THEY ARE PINNED DOWN ON THE BEACHES AND CANNOT ADVANCE.

GENERAL VON SANDERS, THE BRITISH TROOPS ACROSS THE PENINSULA HAVE BEEN SLAUGHTERED.

GOOD WORK. COLONEL KEMAL IS HOLDING THE LINE AT ANZAC COVE.

WE'VE LOST 8000 MEN, SIR, AND WE'RE SHORT OF AMMUNITION.

I WILL SEND 5000 EXTRA TROOPS TO ANZAC COVE FOR A COUNTERATTACK.

WE WILL THROW THE ENEMY INTO THE SEA!

However, the Turks could not drive the Anzacs away.

Your news is indeed serious. But there is nothing for it but to dig right in and stick it out... Ian Hamilton

P.S. You have got through the difficult business, now you only have to dig, dig, dig, until you are safe.

At Anzac Cove, there was constant fighting but neither side could gain ground. Bodies of Turks and Anzacs piled up, but nothing changed. Days and weeks went by...

HILL 971

BABY 700

RUSSELL'S TOP

THE SPHINX

THE MEE

MOHAKI VALLEY

THE ANZACS

Exposed to big gun fire from the Turks above

Dugouts for officers

Tent hospital

Mules for transport

Barges for bringing water, food and ammunition from ships

British warships firing on Turkish trenches

Where the Anzacs should have landed...

During May, June and July, the fighting went on...

The effects of Vida Goldstein's work

Vida Goldstein's work for women's rights has had important effects across Australia.

Women in politics

As a result of Vida Goldstein's leadership, Australian women were among the first in the world to get the right to vote. By standing for **election** herself, Vida Goldstein paved the way for other women to succeed in **politics**. Her work to change unfair laws made the lives of Australian women and children better than in many other parts of the world.

Whatever happened to...

Thomas Bent?

After backing the Women's Suffrage Bill, Thomas Bent remained Premier of Victoria. In 1908, he was **knighted** Sir Thomas Bent, even though he was well known for his dishonest business dealings. After he died in 1909, a statue of him was put up in Brighton, Victoria. The Melbourne suburb of Bentleigh was also named after him.

Women in power

Australian women have come a long way since Vida Goldstein's day. In 1921, Edith Cowan from Western Australia became the first woman to be elected to an Australian **parliament**. Then, in 1980, Susan Ryan became the first woman minister in the **Federal** Cabinet. The Federal Sex **Discrimination** Act was passed in 1984, making it illegal to treat women unfairly in the workplace. In spite of this progress, the fight for equal rights for women continues.

What does it mean?

discrimination: The unfair treatment of another person based on things such as their sex or race.

Timelines contextualise the significant events in history

Timeline

This timeline shows the most important events in the history of women's voting in Australia.

1869

Mrs Harriet Dugdale writes to the *Argus* newspaper calling for women's right to vote.



1884

The Victorian Women's Suffrage Society is started.

1899

Western Australian women get the vote.

1903

Tasmanian women get the vote. Vida Goldstein becomes the first woman in Australia to stand for election.



1908

Victorian women get the vote.



1962

Indigenous Australian men and women get the right to vote.

1870

1880

1890

1900

1910

1920

1960

1891

The 'Monster Petition' is presented to the Victorian Parliament.

1894

South Australia gives votes to women, plus the right to stand for election.

1902

Australian women, but not Indigenous Australian women, get voting rights in federal elections, plus the right to stand for election.

1905

Queensland women get the vote.

1921

Edith Cowan from Western Australia becomes the first woman to be elected to an Australian parliament.



1902

New South Wales women get the vote.

'What do you think?' promotes critical thinking and classroom discussion and debate

What do you think?

The Eureka Stockade raises many questions about justice, law and order, and the rights and wrongs of people's actions. Try the following activities to test your own ideas about these important subjects.

Who is right?

The two sides in the Eureka Stockade had different ideas about laws and the importance of obeying them. Read the following opinions and have a discussion in class about who you think was right.

The government

Keeping law and order is very important. No matter what their reasons, if people threaten violence and break the law, the government must stop them, by force if necessary.



The miners

Laws should not be obeyed if they are obviously unfair. If peaceful protests do not work, people must resort to violence or things will never change.



What does it mean?

protest: A protest is an organised gathering of people who have all come together to complain about the same thing.

What would you do?

The following scenes actually occurred at the time of the Eureka Stockade. Read each scene, then choose what you would do.

Scene 1

You are Henry Goodenough, a trooper at Ballarat. You have been ordered to put on miners' clothes and spy on the men protesting at Bakery Hill. The other miners kneel and swear loyalty to the Eureka flag. You know that this is an act of treason. Would you...

- A** try to persuade the miners to stop
- B** change sides, swear the oath and fight for the diggers
- C** kneel before the flag and pretend to join in, then betray the diggers?

Scene 2

You are Father Patrick Smyth, a Catholic priest who has tried to persuade the miners not to fight. After the Eureka Stockade, a miner brings the badly wounded Peter Lalor to your house for help. Would you...

- A** hide Lalor and call a doctor for him
- B** not let him in, but suggest a friend who might help
- C** call the troopers?

Scene 3

You are Governor Hotham. You receive many reports of brutal acts carried out by Commissioner Rede's troopers after the battle of Eureka. Would you...

- A** remove Commissioner Rede from his post
- B** order an enquiry into the actions of the troopers
- C** praise the troopers for keeping law and order?

Once you have chosen what you would do in each scene, find out what actually happened on page 31.

'Find out more' resources for further research

Find out more

Websites

<http://www.creativespirits.info/aboriginalculture/spirituality/>
This website explains **Indigenous peoples'** connection to the land. It also explores a wide range of Indigenous issues, including history, land rights, justice and the law.

<http://australianmuseum.net.au/Stories-of-the-Dreaming>
This page on Indigenous Australia is a section of the Australian Museum website. It includes very useful explanations of the meaning and importance of land to Australia's Indigenous peoples.

<http://www.abc.net.au/gnt/history/Transcripts/s1147120.htm>
This page from the ABC website includes the story behind the song 'From Little Things Big Things Grow', written by Paul Kelly and Kev Carmody. The song tells the story of the land rights struggle of the Gurindji people.

Book

The Unlucky Australians, Frank Hardy, 1968
Frank Hardy's eyewitness account of the Gurindji people's struggle includes original accounts of the Wave Hill walkout by the Indigenous Australians involved, including Vincent Lingiari.

DVD

The First Australians, Special Broadcasting Service (SBS), 2008
This outstanding documentary tells the history of the European invasion of Australia from an Indigenous viewpoint. It includes original images, writings and eyewitness accounts.

Glossary

- convict** someone serving a sentence in jail for committing a crime
elder a senior Indigenous Australian who is responsible for a whole group
Europeans people from Europe
expedition a journey of discovery
Freedom Day an annual celebration to remember the Wave Hill walkout
indigenous peoples the original peoples of a country or region
leased occupied land or property in return for regular payments
multicultural with many different cultures
pastoral used for the grazing of animals
petition a written request signed by lots of people
Royal Commission a government enquiry
settlement a place where people live
stockmen workers who look after livestock such as cattle
underdogs people who have less money or power than the rest of society
union an organisation that bargains with employers for workers' rights
welfare a government organisation that oversees the health, happiness and fortunes of a group

What actually happened in the 'What would you do?' scenes described on page 29:

Scene 1: C. Bill Jeffrey helped the strikers and their families by giving them food from his own store. Later he was sacked from his job.

Scene 2: A and B. Vincent Lingiari confronted his former boss about the stolen property and also made a complaint to the police. He got some of his property back, but the thieves were never punished.

Scene 3: C. Although he did not approve of the strike, Paddy Carroll helped the strikers and sent them truckloads of food.

why graphic history?

Why graphic history?

Because the graphic style:

- is perfect for telling stories/linear narratives
- is easy to read and understand
- conveys a wealth of details that text alone cannot capture
- motivates both reluctant and competent readers
- holds readers' attention to the end
- allows different viewpoints to be shown simultaneously
- enables students to handle more demanding concepts than they could cope with in text-only form.



Vida Goldstein's
Fight for Women's Rights

Peter Lalor and
the Eureka
Stockade



*Isn't graphic history
'history-lite'?*

No.

These books are serious histories. The standards of accuracy are as high as for formal, adult history books:

- Each book is meticulously researched using primary sources, including original journals, letters, photographs, newspaper reports, eyewitness accounts, etc. – all cited.
- Extracts from original documents and direct historical quotations are included as part of the narrative, and highlighted.
- All graphic details are represented accurately, based on contemporary sources. Accurate details include landscapes; architecture and interiors; armoury; vehicles and ships; clothing; physical features of the main characters.
- The series is written by a professional historian who is also a trained teacher. The graphic sections are created by highly regarded and successful graphic illustrators.

***Is graphic history
'dumbing-down' the
subject matter?***

No.

These books are both easy to read *and* demanding. They stretch students intellectually in the following ways:

- The books are fact-dense, in both text and graphics.
- Each title includes a map, timeline, glossary and index. Key terms are defined in-text.
- Historical situations are presented from different points of view, e.g. the Anzac landing is presented from both Turkish and Allied perspectives. A 'viewpoints' feature in each title compares original quotations from opposing sides.
- Ethical and moral issues are explicitly addressed and topics for discussion and debate are included.
- Historical background information is included to contextualise events.
- Extension activities encourage critical and analytical thinking, and opportunities for further research are provided.

ABOUT THE AUTHOR: **MELANIE GUILLE**

Melanie Guile has two degrees in Literature and a teaching diploma from the University of Melbourne. Over many years she lectured in Literature at Victorian colleges and universities, and spent seven years in the 1990s as a children's literature specialist at Melbourne University's School of Early Childhood Studies. Melanie is now a full-time professional writer who has had published more than 40 fiction and non-fiction titles for children and adults. In 2005, Melanie's series *Children in Australian History* won the Best Primary Book Series award at the APA Awards for Excellence in Educational Publishing.

more titles
in this series

Stories from Australia's History set 2 (coming in 2011)

- Charles Perkins and the Freedom Ride
- Fanny Durack's Olympic Quest
- C.Y. O'Connor and the Goldfields Pipeline
- 'Weary' Dunlop and the Burma Railway
- Burke and Wills' Expedition to Cross Australia
- Ned Kelly and the Kelly Gang