

EBOOK CODE: REAU7079



Ages 9 - 12 years



Extension Activities

in Australian History



Section 1:
Captain James Cook

Section 2:
The Colonisers And
Native Peoples

Section 3:
Migrating To The
Australian Colonies

Section 4:
Notable Colonial People

Section 5:
Working For
Australians' Rights



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Contents

Teachers' Notes	4	German Settlers	
Australian Curriculum Links	4	Student Information Page	38
		Activity Page 1	39
		Activity Page 2	40
SECTION 1: CAPTAIN JAMES COOK		SECTION 4: NOTABLE COLONIAL PEOPLE	
Captain James Cook And Tupaia		Mary Reibey (1777 - 1855)	
Student Information Page	6	Student Information Page	42
Activity Page 1	7	Activity Page 1	43
Activity Page 2	8	Activity Page 2	44
Activity Page 3	9		
The Voyage To New Zealand		William Barak (1823 – 1903)	
Student Information Page	10	Student Information Page	45
Activity Page	11	Activity Page 1	46
		Activity Page 2	47
First Contact With The Māori People		William James Farrer (1845 – 1906)	
Student Information Page	12	Student Information Page	48
Activity Page 1	13	Activity Page 1	49
Activity Page 2	14	Activity Page 2	50
SECTION 2: THE COLONISERS AND NATIVE PEOPLES		SECTION 5: WORKING FOR AUSTRALIANS' RIGHTS	
First Impressions Of The Eora		The Changing Role Of Australian Women	
Student Information Page	16	Student Information Page	52
Activity Page 1	17	Activity Page	53
Activity Page 2	18		
Activity Page 3	19	A Woman's Right to Vote	
On The Other Side Of The World		Student Information Page	54
Student Information Page	20	Activity Page 1	55
Activity Page 1	21	Activity Page 2	56
Activity Page 2	22		
News From Sydney Cove		Working For Indigenous Rights	
Student Information Page	23	Student Information Page	57
Activity Page 1	24	Activity Page 1	58
Activity Page 2	25	Activity Page 2	59
Australia's Natural Wonders		Senator Neville Bonner (1922-1999)	
Student Information Page	26	Student Information Page	60
Activity Page 1	27	Activity Page 1	61
Activity Page 2	28	Activity Page 2	62
SECTION 3: MIGRATING TO THE AUSTRALIAN COLONIES		Answers	63-67
Free Settlers			
Student Information Page	30		
Activity Page 1	31		
Activity Page 2	32		
Activity Page 3	33		
A Passage To Australia			
Student Information Page	34		
Activity Page 1	35		
Activity Page 2	36		
Activity Page 3	37		

Teachers' Notes

Extension Activities in Australian History has been written to interlace with topics and themes explored in Books 4, 5 and 6 of the *Australian History Series*. Its aim is to delve into the scenes behind the people and events that have shaped Australia and to extend students' thinking skills in History. Activities and tasks could also be used for differentiated work in mainstream classes or differentiated homework. The book's five sections have been closely linked to the Australian Curriculum.

- The first section focuses on Captain James Cook's first voyage of discovery, which eventually brought him to Australia and examines the nature of the first contacts with Polynesian peoples on this journey.
- The second section encourages students to reflect upon the challenges of setting up a distant settlement in New South Wales and the effects this had on the First Australians.
- Section Three explores how migrants needed to develop the colonies when brought to Australia and the conditions under which they travelled. German migration to South Australia is given as a case study.
- The fourth section examines the lives of notable colonial persons who made significant contributions in various domains to Australian life.
- The final section looks at individuals and groups who worked towards achieving rights for all Australians, specifically women's suffrage and indigenous rights. It asks students to research further, other people who have continued this endeavour.

Australian Curriculum Links

Year 4

Historical Knowledge and Understanding

ACHHK078

ACHHK079

ACHHK080

Year 5

Historical Knowledge and Understanding

ACHHK096

AHCHHK097

Year 6

Historical Knowledge and Understanding

ACHHK114

Section 1:

Captain James Cook



Captain James Cook
<http://en.wikipedia.org/wiki/File:Captainjamescookportrait.jpg>

Year 4 - ACHHK078

The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts.

Captain Cook And Tupaia

On June 3rd 1769, Captain James Cook joined 150 international observers on the Pacific island of Tahiti to record the transit of Venus across the face of the Sun. An impressive fort was built just for this purpose. Astronomers hoped that their observations could help to calculate the Earth's distance from the Sun.

When the event was over, Cook's thoughts turned to his secret assignment – finding the Great South Land. He was to have unexpected help on this mission. Tupaia, a Polynesian navigator and respected priest, visited Cook in his map room on the Endeavour. Like Cook, Tupaia loved navigating the open seas and wanted to join the crew of the Endeavour to sail back to England.

Cook consented to take Tupaia on the voyage south for the following reasons:

- *Tupaia could consult Cook on the customs of the native peoples who they would meet during the voyage;*
- *Tupaia came from a culture that had been crossing the Pacific Ocean in outrigger canoes for hundreds of years;*
- *Tupaia spoke some English, which would help with communication.*

Tupaia's navigation skills

Polynesian peoples of the Pacific used many methods of navigation in their outrigger canoes (see image right). This knowledge was handed down to each generation in stories. Tupaia had learnt how to find his way at sea by fixing in his mind the position of the stars as they set on the horizon. He also observed the flight path of birds as they migrated and how clouds had a way of forming over particular islands. He noted the colour of the sea and the sky and the shape of the waves. Tupaia amazed Captain Cook one day when he drew a map of all the islands that lay 3000 kilometres to the north and to the south of his island home.



Sailing canoe of Otaheite by J. Webber 1778
Dixon Library, State Library of NSW [DL Pe 215]

Captain Cook departed from Tahiti on July 13th 1769 to find the legendary Great South Land and claim it for the British Crown. Tupaia and Joseph Banks climbed the high mast together and waved goodbye to the islanders of Tahiti.

Activity

Captain Cook And Tupaia 1

☐ Read the information on page 6, then complete the questions and tasks below.

1. How do we know that the observation of Venus was an important event for scientists at the time?

2. What did Captain Cook and Tupaia have in common?

3. How were Tupaia's navigation methods different to European methods?

4. Why do you think Tupaia wanted to accompany Cook back to England?

Research

☐ Choose one of the navigational instruments available to Captain Cook.

sextant chronometer Davis Quadrant magnetic compass

Make a sketch of the instrument and explain how it helped navigation.

First Impressions Of The Eora

Before settling at Sydney Cove on January 26th 1788, Governor Phillip and his marines had contact with Eora speaking people at Botany Bay. The Gweagal and Badiagal clans greeted the First Fleet with shouts of, "werre! werre!" (go away, go away). Governor Phillip offered the indigenous people beads, trinkets and mirrors, which they accepted. When more "floating islands" started to appear in the bay with "devils" climbing the huge white wings, the Gweagal became restless. They wanted the "white-faced ghosts" to leave and pointed to the water. News of the intruders travelled fast to other Eora people.



While exploring for a better site for the first settlement in Port Jackson, Phillip's party met with more Eora people on the northern side of the harbour. In Governor Phillip's first news despatch to London, he described the manly and confident appearance of the Cannalgal men (Eora speaking people). He named this meeting place Manly Cove.

Eora contact with the British

Governor Phillip was given orders from Lord Sydney, the Home Secretary, about the treatment of indigenous peoples of the new colony. The orders included:

"You are to endeavour by every means to open up communication with the natives, and conciliate their affections, enjoining all our subjects to live in harmony and kindness with them."

"...endeavour to procure an account of the number inhabiting the neighbourhood of the intended settlement, and report your opinion to one of our Secretaries of State in what manner our relationship with these people may be turned to the advantage of this colony."

In the first few days after settlement at Sydney Cove, unarmed Cadigal men (Eora speaking people) made contact with the Europeans. They showed the marines the best places to land and tie up their boats. The marines shared fish that they had caught with nets with the Cadigal. The two peoples also danced together in the warm evenings on the shoreline as shy Cadigal women looked on from a distance.

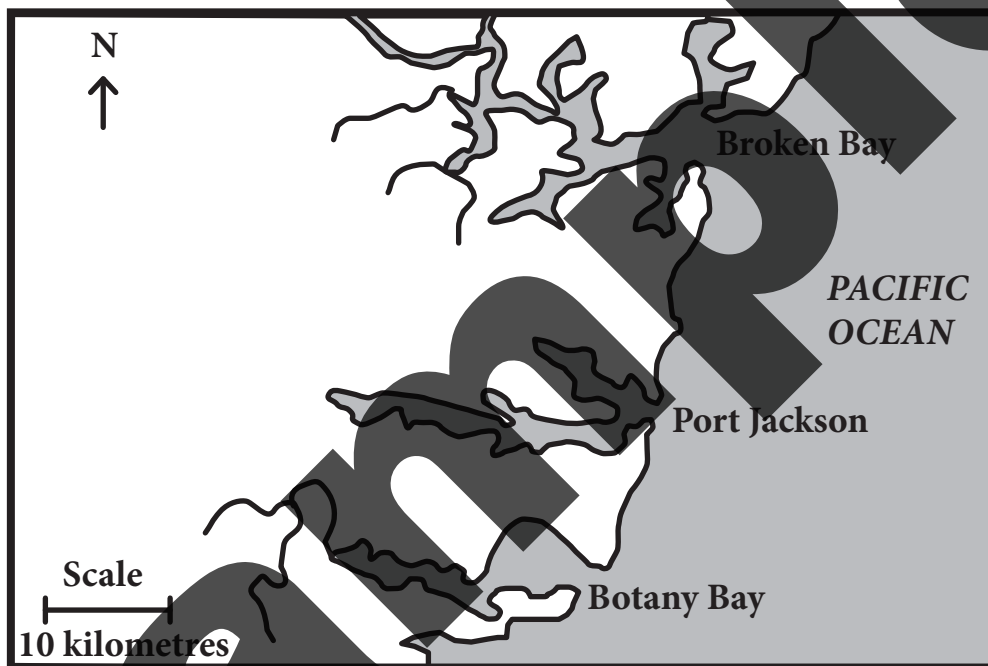
Activity

First Impressions Of The Eora 1



Consult the interactive map of "Locations of Aboriginal Groups in the Sydney Area" at: www.cityofsydney.nsw.gov.au/barani/themes/theme1.htm.

1. Locate and label the clans mentioned on page 16.
2. Use the map below to explain why it was easy for the Eora at Botany Bay to spread the news of the First Fleet to others.



3. Why do you think that the Gweagal and Bediagal clans thought that the Europeans were "ghosts"?

- ☐ Read the orders that Lord Sydney gave to Governor Arthur Phillip on page 16. Use a dictionary to help you with the words that you do not know.

4. What evidence can you find that Lord Sydney thought that Indigenous Australians might oppose the settlement of their land by the British?

The evidence I found is _____