

It's mine: Discovering Australia

Strand

Time, Continuity and Change
Place and Space

Core learning outcomes

*Time,
Continuity
and Change*

TCC 3.2 Students create sequences and timelines about specific Australian changes and continuities.

*Place and
Space*

PS 3.1 Students compare how diverse groups have used and managed natural resources in different environments.

PS 3.4 Students use and make maps to identify coastal and land features, countries and continents, and climate zones.

PS 3.5 Students describe the values underlying personal and other people's actions regarding familiar places.

Purpose and overview

Activities assist students to investigate how historians have used evidence to understand how Australia was discovered.

Students are assisted to frame focus questions for investigation about who discovered Australia and to explore what 'discover' means. They prepare for their investigations by developing knowledge of coastal and land features and the world's continents, oceans and climatic zones. Students are introduced to the concepts of evidence and timelines and learn that conventional ways of recording time are European constructs. Sequences and timelines about Australian changes and continuities, specifically historical events associated with the 'discovery' of Australia, are developed. Conclusions are drawn from investigations by comparing how diverse groups have used and managed some Australian environments. Students analyse the motives and values underpinning the actions of these diverse groups and then reflect on their own values for Australia and how this is reflected in their own actions.

The activities are organised using an adapted version of the Model of Inquiry Learning. The phases of this model of inquiry may be made explicit to students.



Phases	Activities	Core learning outcomes	Assessment opportunities
1. Tuning in/ Organising ourselves	<ol style="list-style-type: none"> 1. Stimulus 2. Discovered! 3. Mapping our world 4. Starting an evidence timeline 	TCC 3.2 PS 3.4	Observation checklists for PS 3.4 and TCC 3.2 (Resources 2 and 5). Initial evidence of students' demonstrations of TCC 3.2 and PS 3.4 can be gathered during these activities.
2. Finding out/ Sorting out	<ol style="list-style-type: none"> 5. Storytelling as history 6. Early Australian explorers 7. Sorting the evidence 8. Australian traders 9. Chinese visitors 10. The Macassans 11. Sails away! 12. The unknown world 13. Spicy stories 14. Missing links 15. Rounding the Cape 16. Dutch competition 17. Filling in the gaps 18. Dutch off course! 19. French interest 20. Have a Captain Cook at this! 	TCC 3.2 PS 3.4	<p>Observation checklists for PS 3.4 and TCC 3.2 (Resources 2 and 5). Activities offer multiple opportunities to observe students' demonstrations of learning outcomes.</p> <p>Initial evidence of students' demonstrations of PS 3.1 and PS 3.5 can be gathered during these activities.</p>
3. Drawing conclusions	<ol style="list-style-type: none"> 21. Whose history is this? 22. It's mine! 23. Spain and Portugal own the world! 	PS 3.1 PS 3.5	Further evidence of students' demonstrations of PS 3.1 and PS 3.5 can be gathered during these activities.
4. Reflecting and evaluating	<ol style="list-style-type: none"> 24. How valuable is it? 25. I call Australia home 	PS 3.1 PS 3.5	<p>Classifying activity: (Resource 18) Students match how different groups used the land (PS 3.1) and how they valued Australia (PS 3.5).</p> <p>Personal choice presentation: (Activity 25) Students demonstrate what they personally value about Australia and how they enact this (PS 3.1 and PS 3.5).</p>

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Resources 2 and 5

Observation checklists are provided for assessment of PS 3.4 and TCC 3.2 (Resources 2 and 5). These checklists identify the multiple opportunities provided throughout the module to gather evidence. They also offer criteria to assist teacher judgments about demonstrations of PS 3.4 and TCC 3.2.

Assessing learning outcomes at different levels

Activities in this module are designed primarily for students working towards demonstrations of Level 3 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level.

Activities focus on using evidence to interpret histories, attitudes over time, change in Aboriginal cultures and Torres Strait Islander cultures, multiple perspectives of events and places and mapping. Activities may also provide contexts for students to demonstrate other learning outcomes at levels before and after Level 3. However, activities will need to be modified to enable students to experience meaningful learning. For example:

- Level 2: TCC 2.1, PS 2.4
- Level 3: TCC 3.1, TCC 3.5, CI 3.4, CI 3.5
- Level 4: TCC 4.1, PS 4.4, CI 4.4

Using this module

Activities may be omitted, modified, replaced or integrated to cater for the learning needs of students. To maintain a learning sequence and develop all of the learning outcomes, activities should be selected from each phase. Selection of activities should not neglect the learning outcomes to be developed in Phases 3 and 4.

Preparation

Prior to beginning this module:

- Create a stimulus display using old maps of Australia, Aboriginal or Torres Strait Islander artefacts or pictures, models or pictures of old sailing ships and a collection of spices.
- Collect a range of travel brochures.
- Find a blackline master of the world showing continents and major lines of latitude.
- Collect pictures of Marco Polo's travels, the kingdom of Genghis Khan and other images of Europe in the 12th and 13th centuries.

Geographical concepts and processes

Understanding spatial patterns, particularly by using, interpreting and creating maps, is essential for the activities in this module. There is an emphasis on using atlases as an important reference for information. The elaborations for PS 3.4 in the sourcebook guidelines provide a comprehensive list of concepts and processes associated with this core learning outcome. Where activities are modified to suit the needs of students and particular circumstances that may arise, elaborations of the core learning outcomes may assist. Teaching about cultural perceptions and perspectives about place and space over time are explained in the following sections.

Teaching history in primary school

In the national report on history studies in Australian schools (Taylor, T. 2000, *The Future of the Past: Final Report of the National Inquiry into School History*), Peel asserts that there are 'two essential outcomes of good history teaching — an appreciation of the problematic nature of evidence and an awareness that historians produce competing interpretations of the past ...' (p. 164).

The activities aim to develop students' abilities to use and interpret evidence, to appreciate that these interpretations change as further evidence appears, to consider the reliability and representativeness of evidence and to understand that there are a range of perspectives associated with events relating to Australia's 'discovery'.

The Year 5 *Social Studies Replacement Units 1 and 2* (Queensland Department of Education 1995) offers the following advice about teaching events in Australia's past:

Understanding the past involves language

Understanding our past involves using language — written, spoken or visual — to give meaning to particular events, objects and the actions of people in the past. 'History' does not exist without the observer: historical accounts are constructed by people. In this sense, historical accounts are inescapably value laden and contestable. Consequently, our understanding and portrayal of our history, a central factor in our sense of identity, is always subject to changing perspectives.

Interpretations of the past vary

The same events, objects and actions can be interpreted differently by different observers. Factors such as background knowledge, level of personal involvement or motives of the observer contribute to varying interpretations. It is to be expected that our understanding of Australia's history will develop in the light of new evidence, and as different observers study the same sources. Evidence which may be crucial to a more comprehensive understanding of our past may have been overlooked or undervalued by earlier generations of social scientists or other observers.

Terminology can have different meanings

Meanings given to terms will change over time as values and cultural practices shift, and new points of consensus or disagreement emerge. The same terms can also be given different meanings by a variety of audiences. Certain terms evoke strong emotional responses from different individuals or groups, depending upon their life experiences.

Terminology is value laden

Terms used to describe our past are value laden and can only be properly understood in context. Individual words, such as those highlighted below, are not intrinsically 'good' or 'bad', but gain their meaning from a particular context. The meanings and educational justification of the use of particular terms will depend upon the extent to which they are supported with factual information from a variety of sources. Terminology contributes to accuracy in description and an enhanced understanding of past events. Without supporting evidence, it can also be used to downplay, distort or otherwise place unwarranted emphasis on some aspects of an historical event to the neglect of other aspects.

A particular perspective and its corresponding terminology are valid in the classroom to the extent that they can be supported by historical evidence. Historical evidence incorporates textbooks and written history, but particularly from an Indigenous perspective, historical evidence also includes artefacts, sacred sites, paintings, knowledge of medicines, and most importantly, oral histories ... The teacher's presentation of a variety of perspectives on the past is central to a student's introduction to the way history is constructed and to the techniques of research and scholarship in the social sciences ...

Important terminology in this module relates to multiple perspectives

*... Terms such as **discovery**, **invasion**, **pioneers** or **exploration** should be used in the historical context. With approximately 40 000 years of **occupation** of Australia, **Indigenous** people had already discovered, explored and named all parts of the continent. Various parts were renamed by **European explorers**. In 1606, Luis Vaez de Torres mapped the passage through the island groups. In 1770, Captain Cook 'discovered' the eastern coast of Australia from a British perspective, but it must be borne in mind that he almost certainly had the benefit of earlier **Spanish**, **Dutch**, **Portuguese** and **French** maps, and in particular, Portuguese and French maps of parts of Australia.*

*Explorers of various nationalities traversed territory which was known to members of **Indigenous clans** or extended family groups who frequently provided **assistance** or **resistance**. It is historically accurate to distinguish between **Aboriginal explorers**, **European explorers**, **Chinese explorers** and others ... Without a qualifying adjective or statement about the nature of ... [these words] ... the implication is that the land had not been previously **used**, **opened**, or **occupied** by others, particularly **Indigenous people**. The expansion of the **European frontier** involved competition for **resources**, the destruction of resources, and the spiritual, familial and social displacement of Indigenous peoples, which led to enduring conflicts ...*

*... **Terra nullius** ('a land belonging to no-one' or 'empty land') is a concept that should be addressed.*

*It is strongly recommended that the perspectives of **Aboriginal groups** and **Torres Strait Islander communities**, which may differ according to locality, be included.*

Oral histories Oral histories are a valuable medium for gaining knowledge and understanding about people, families, places, events and history. Oral histories have been and will continue to be a major form of communication for Torres Strait Islander people and Aboriginal people. Oral history is also an important feature of European and other histories, and is accorded increasing status by historians as a means of understanding the past. Through oral histories, we are able to learn about what has happened in the past from people who may not have had the opportunity to record their experiences in a written format ... Many oral accounts eventually find their way into print as a permanent singular record of an event. All records, whether written or oral, can be biased, depending on factors such as the background of the authors/speakers, their life experiences and viewpoints, the purpose of their communication, their knowledge of the audience and so on.

In Indigenous cultures in particular, oral histories embrace more than storytelling, and are intricately incorporated in diverse and sophisticated dances, songs and mime. Oral histories continue to thrive in a number of forms in Aboriginal cultures. (pp. 10,11,17)

Increased understanding and awareness of Aboriginal and Torres Strait Islander cultures, lifestyles and histories is encouraged to enhance the effectiveness of this module. Activities such as cultural awareness in-service can enhance appreciation of the perspectives and multiple realities of Aboriginal and Torres Strait Islander peoples.

Dreaming and creation stories Phase two activities refer to Dreaming and creation stories. The term 'dreaming' refers to all that is understood by Aboriginal people about the origins of the environment, themselves and their cultures. It is a non-Aboriginal word applied to Aboriginal world views. These world views described in Dreaming and creation stories are very complex and continue to relate to the values and beliefs of Aboriginal people in all Australian lifestyles. It links with their past and present to determine the future. It is important to treat Dreaming concepts in a respectful manner.

Aboriginal and Torres Strait Islander Human Resources Protocols When working with Aboriginal communities and Torres Strait Islander communities, it is important that protocols are recognised. Refer to the Queensland School Curriculum Council website at www.qscc.qld.edu.au for the *Aboriginal and Torres Strait Islander Human Resources Protocols*.

The concept of chronology It is not necessary to use the activities in Phase 2 in the order in which they are presented. Student understandings of chronology develop best when earlier time periods are revisited. It is important that the evidence timeline that students begin to construct in Phase 1 is consistently used to synthesise information gathered, as students will use this timeline to draw conclusions and reflect and evaluate in Phases 3 and 4.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

Aborigines	expedition	navigation
cause–effect	explorer/exploration	ownership/possession/claim
climate	geography	resources
competition	goods	route
conflict	history/historian	seafarers
continents	Indigenous	superstition
coordinates	land and water forms	temperate zone
creation stories	e.g. ocean, continent,	terra nullius
direction	strait, archipelago,	timeline
discover/discovery	peninsula	Torres Strait Islanders
Dreaming	legend	trade
Equator	location	tropical zone
evidence	nations/countries	value

The terms used within activities should reflect a professional responsibility to present balanced accounts of Australia's past by introducing students to a variety of perspectives.

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. These include:

- Aboriginal and Torres Strait Islander Catholic Education Policy: www.qcec.qld.catholic.edu.au/www/index.cfm
- Education Queensland Aboriginal and Torres Strait Islander Education Policy and Guidelines: www.education.qld.gov.au/tal/atsi/html/guide/guide.htm

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- demonstrate an understanding of and value for cultural diversity
- begin to appreciate that constructions of knowledge are influenced by cultural, historical and social factors
- understand and appreciate that individuals and groups had/have different interpretations and perspectives about events, places, phenomena and attitudes
- begin to identify different values that groups of people in the past had for resources, places and other peoples, and how these values translated into actions
- consider Aboriginal people and Torres Strait Islander people as traditional landowners.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 3: *Australia's past: Australia circa 1788*
- Level 3: *Environments past and present: Management of Australian environments*
- Level 3: *Our future: Past and future study*
- Level 3: *New horizons: Immigration in Australia*
- Level 4: *Colonisation: Resources, power and exploration*
- Level 4: *Changing places: Changing global environments.*

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Possible links to *Mathematics* include time measurement, angles related to circles and compass points and coordinates used in maps.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Tuning in/Organising ourselves

Core learning outcomes emphasis: TCC 3.2, PS 3.4

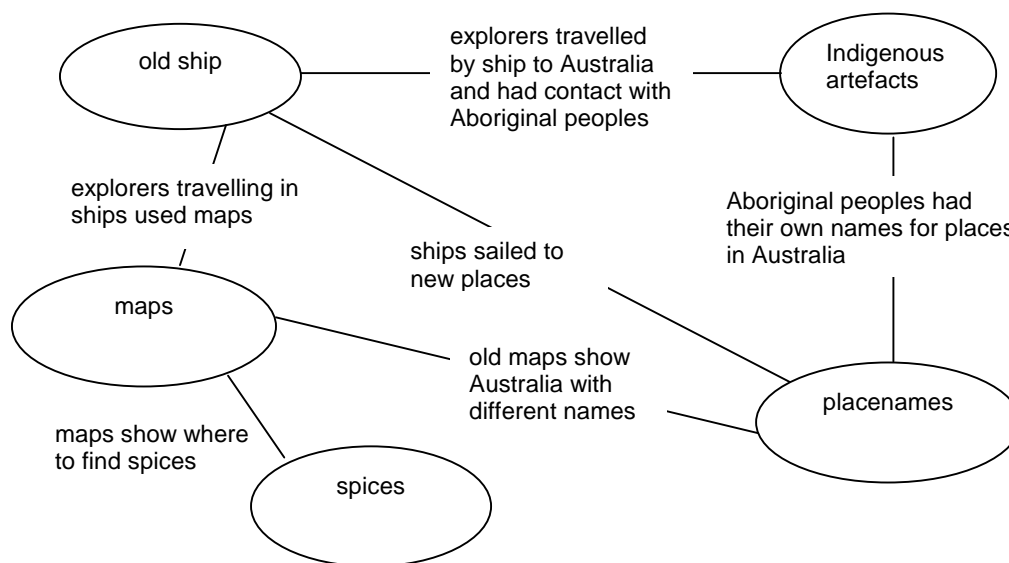
In this phase, students are assisted to frame focus questions about who discovered Australia and to explore what 'discover' means. Students prepare for an investigation into European exploration of Australia by developing sound knowledge of land and coastal features, world continents, oceans, climatic zones and compass points. They are introduced to the concepts of evidence and timelines and learn that the conventional ways of recording time are European constructs. Initial evidence of demonstrations of TCC 3.2 and PS 3.4 may be gathered.

Activity 1 Stimulus

Teaching considerations

This activity uses students' prior knowledge and assumptions, or lack of them, to stimulate the development of focus questions. Create a stimulus display related to the topic using a range of resources — for example, old maps of Australia from books about explorers; Aboriginal or Torres Strait Islander artefacts or pictures of such; word cards of past names for Australia and places within Australia such as New Holland and The Great South Land; a model of an old sailing ship; a collection of spices for students to smell.

Introduce the investigation into who 'discovered' Australia by encouraging students to explore the stimulus display. Initiate a discussion by asking students to talk about their knowledge of the items in the display and to consider how they may be connected. Record student responses on a concept web — for example:



Explain to students that they will be exploring how people from the past came to know about Australia and how non-Indigenous peoples came to live here. Explain that some people call this process of finding out about Australia and arriving here the 'discovery' of Australia. Ask students to:

- explain what they understand by the word 'discovery' (Can anyone be a discoverer? What does discovering involve?)
- brainstorm what they already know about the 'discovery' of Australia.

Record all ideas about the 'discovery' of Australia. Model how to frame key questions for an investigation based on this list — for example: 'We seem to have listed a number of people who "discovered" Australia (Aborigines, Captain Cook). What questions will help us find out who did "discover" Australia? What does "discovery" mean?'

Place these questions in a prominent place where they can be referred to during the investigation.

Activity 2 Discovered!

In pairs or small groups, ask students to brainstorm the meaning of 'discover'. Students share ideas then refer to relevant reference materials to begin to write a definition of the word. Assist students to create a class definition of the word 'discover'. Ask students if they have been discoverers and what they have 'discovered'.

- Have you 'discovered' a place? Where was it?
- Do you think someone else might have 'discovered' it before you?
- Can you still say you 'discovered' it?
- Does this change your understanding of the word 'discover'?

Activity 3 Mapping our world

Teaching considerations

Find a blackline master map of the world that shows all the continents, plus the Equator, Tropics of Capricorn and Cancer and the Antarctic and Arctic Circles. Trace this map onto an overhead transparency.

Explain to students that they will need some geographical knowledge about the world during their investigation. Students help to create a large map of the world by tracing the OHT projection onto a large sheet of paper.

Make sure Australia is at least 30 centimetres high and visible to all students when the map is attached to the wall. Alternatively, the world map may be smaller and a separate, larger map of Australia could be created for Australia-specific activities.

Resource 1

Assist students to label the seven continents, five oceans and the major lines of latitude on the map. Explain that continents are very large landmasses and most are surrounded by water. Have students identify the main oceans surrounding the continents and the two continents that are joined. Using a copy of the blackline master map, students create their own maps of the world by following the instructions on Resource 1.

Ask students what they know about the major lines of latitude. Explain that the Equator is a line of latitude at 0°. The world's tropical climatic zone occurs close to the Equator and extends to the Tropic of Capricorn and the Tropic of Cancer which are at 23½° North and South of the Equator. Ask students:

- Which parts of the world are the coldest?
- Which lines of latitude help define the coldest parts of the world?

Introduce the word temperate and explain that between the Tropics and the Arctic areas there are temperate zones. Add a compass rose to the wall map and introduce the concepts of north-east, north-west, south-east and south-west. Students apply their knowledge of intercardinal points and climatic zones to answer and design questions — for example:

- Which of the seven continents is in a frigid zone?
- What is the climate of northern Australia? southern Australia?
- Which continent(s) are north-west of Australia?
- Which island nation is north-west of Australia?
- Which sea is north-east of Queensland?
- In which direction is New Zealand from Australia?
- In which direction is Africa from Asia?

As students work through the activities in this module, create opportunities to use the language of direction. Activities will indicate when information such as placenames, sailing routes, legends and pictorial information should be added to the map.

Assessment Resource 2

Use Resource 2 to record initial evidence of students' demonstrations of PS 3.4.

Activity 4 Starting an evidence timeline

Teaching considerations

Make a timeline chart that extends across a wall and is visible to all students. Mark the current year on the right-hand end of the timeline and mark 45 000 years ago on the left-hand side. Students will contribute pictorial, textual and numerical information to this timeline.

Explain to students: 'To understand the past, we use information which can come in many forms, such as old books, maps, bones, photographs, rubbish and old china. This is called evidence. As more evidence builds up, we develop more knowledge. We are going to use evidence to help us create a picture of Australia's past and we will record this evidence on a timeline as we investigate.'

Explain to students that AD and BC are often used on historical timelines. Explain the meaning of AD and BC and how this is a European or Western way of recording time and naming years. You may wish to also introduce CE and BCE notation. Explain that non-European cultures such as Aboriginal, Torres Strait Islander and Asian cultures have their own ways of viewing and recording time in the past and/or present, including using different calendars and observing environmental changes.

Phase 2 Finding out/Sorting out

Core learning outcomes emphasis: TCC 3.2, PS 3.4

Students find, record and analyse information about groups associated with the discovery of Australia. Activities in this phase could be selected according to available time and the learning needs of students. Select activities that explore a range of groups associated with the discovery of Australia and include some activities that examine Aboriginal and Torres Strait Islander histories. This should ensure that students develop multiple perspectives about events, which is essential for the development of understandings in the following phases.

Resources 2 and 5

Activities provide multiple opportunities for students to demonstrate TCC 3.2 and PS 3.4 and these can be recorded on Resources 2 and 5. Some opportunities arise to assess demonstrations of PS 3.1 and PS 3.5.

Focus question:

- Who 'discovered' Australia?

Activity 5 Storytelling as history

Support materials and references

Teaching considerations

Western historical inquiry relies on evidence and the result of any investigation into Indigenous and European settlement that uses this process will produce results that are at odds with the beliefs of Indigenous cultures about their origins in the country. It is important that both perspectives are presented to students and that neither system is promoted as superior. It is important to be sensitive when teaching about Aboriginal oral histories (see Background information). Creation stories can be found in the *Year 5 Social Studies Replacement Units 1 and 2* (Queensland Department of Education 1995, pp. 24–26) and at the Aboriginal Nations Australia website at www.ablnat.com.au where the highly acclaimed animated *Dreaming Stories* can be viewed and copies of the video ordered.

Pose the questions:

- Who do you think 'discovered' Australia?
- Many people say it was Captain Cook. Have you heard this?
- Who was here before Captain Cook visited?
- Could these people claim to have 'discovered' Australia? Why or why not?

Suggest to students that they begin their investigations by exploring information about the original inhabitants of Australia. Assist students to design some questions about Indigenous Australians — for example:

- Who are the Indigenous peoples of Australia?
- Where did they live?
- Were they always here or did they come from somewhere else?

Explain that there are a number of beliefs about how Aboriginal peoples and Torres Strait Islander peoples came to occupy Australia — Aboriginal creation stories and Torres Strait Islander legends provide Indigenous explanations and there are also scientific theories, mainly developed by Europeans.

- Resource 3** Ask students to read and discuss Resource 3. Assist students to locate Aboriginal Dreaming stories and Torres Strait Islander legends that explain how these groups came to inhabit the land. Students could:
- invite guest Indigenous speakers to tell these stories
 - retell the stories in the tradition of oral storytelling
 - take turns at retelling the story to see what happens after repetition
 - consider the advantages and disadvantages of an oral record of history.

Activity 6 Early Australian explorers

- Resource 4** Explain that the current European tradition of history uses evidence to understand the past. Use Resource 4 to help students understand when Aboriginal people occupied various parts of Queensland.

Ask students to form groups and complete the activity on Resource 4. Discuss what can be learned about Aboriginal occupation of Queensland from the evidence listed on Resource 4.

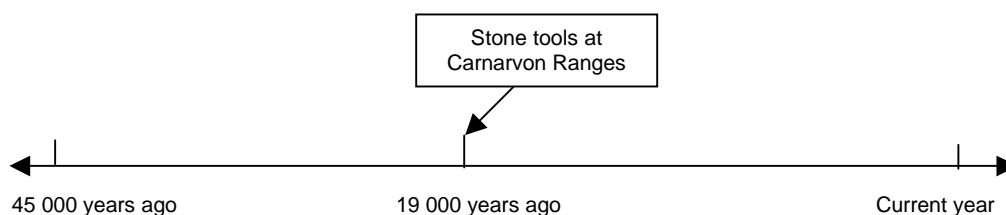
Teaching considerations

As examples emerge of the ways Aboriginal peoples and Torres Strait Islander peoples managed their environment, make these explicit to develop understandings associated with PS 3.1 and PS 3.5.

Activity 7 Sorting the evidence

Assist students to use the timeline to synthesise the evidence they just examined about Indigenous occupation of Queensland. Model how to proportionally plot the dates on the timeline.

- Resource 4** Organise students into small groups and give each group one of the dates from Resource 4. Ask each group to write a brief note about the evidence (what and where) and create an illustration. Assist students to estimate where these descriptions would be placed on the timeline and then paste them on — for example:



- Assessment Resource 5** Use Resource 5 to record initial evidence of students' demonstrations of TCC 3.2.

Activity 8 Australian traders

Ask students which Indigenous group was represented in the last activity and which other Indigenous group has occupied Australia for a long time. Ask students to locate the Torres Strait Islands on a map of Australia or Queensland. Explain that the original occupants of these islands are Torres Strait Islanders, not Aborigines. They have their own cultures, languages and belief systems.

- Resource 6** Ask students to use the map and table on Resource 6 to locate:
- the island groups of the Torres Strait
 - the Queensland boundary
 - the names used by Torres Strait Islander people for the island of New Guinea and the Australian mainland
 - islands which are north-east, south-west, south-east and so on of given places
 - trading routes within and beyond the islands.

Resource 7 Explain the importance of trade with Aboriginal groups. Compare the trade routes of the Torres Strait Islander groups on Resource 6 with those of Aboriginal groups (shown on Resource 7). Consider what contact Aboriginal groups and Torres Strait Islander groups had within their own cultural groups and beyond.

Support materials and references

Teaching considerations

Students can investigate Torres Strait Islander cultures by browsing print and electronic resources. As examples emerge of the ways Aboriginal peoples and Torres Strait Islander peoples managed their environment, make these explicit to develop understandings associated with PS 3.1 and PS 3.5.

Activity 9 Chinese visitors

Teaching considerations

Because evaluating the reliability of evidence may be too difficult for some students, this activity may be best suited to students needing extension, who can report their judgments to the class.

Resource 8 Explain to students that using evidence is like piecing clues together. Just as scientists use bones and fossils to imagine what dinosaurs were like, historians use evidence to make intelligent guesses about people of the past. Encourage students to complete the activity on Resource 8, discuss the evidence and judge whether it is trustworthy enough to be added to the evidence timeline.

Activity 10 The Macassans

Support materials and references

Teaching considerations

Too Many Captain Cooks (Tucker 1995) provides pictures to support this activity. The sequencing activity can assist students to understand what value Australia and its natural resources held for the Macassans and how they used these natural resources (PS 3.1 and PS 3.5).

Students use their map to identify Australia's closest neighbours.

- Might the people there have travelled to Australia?
- How would they have reached Australia?
- Why might they have come?
- Where might they have visited?
- Would they have believed they had 'discovered' Australia?
- What evidence might they have left behind?

Have students identify New Guinea, Timor and Sulawesi and label them on the wall map. Explain that groups of islands are called an archipelago. Assist students to use an atlas to identify the Republic of Indonesia and the port of Macassar (on the island of Sulawesi) and label these on the wall map.

Resources 9 and 10 Publish the sentences on Resource 9 in an unsequenced list. Organise the class into small groups. Each group cuts up the statements, then discusses and sequences them. Note: The sentences can be organised into more than one sequence. Ask students how historians might know about the Macassans. Students interpret a Macassan archaeological site in Arnhem Land by completing the activity on Resource 10.

Assessment Resource 5 Mark AD 1700 (or use CE/BCE notation) on the evidence timeline. Particular students might paste brief information about Macassan evidence onto the timeline as demonstrations of TCC 3.2.

Activity 11 Sails away!

Teaching considerations

This activity may be undertaken at any time during this phase.

Draw students' attention to the large gap on the timeline between the dates '2 000 years ago' (the last evidence date from Resource 4) and 1700 (the time of the Macassan visits). Ask what questions this gap creates for us — for example:

- Might other people have come to Australia?
- Where might they have come from?
- If they lived far away, how would they reach Australia?

Ask individual students or groups to investigate developments in sea travel and marine technology — for example:

- sailing developments from different times and places (not only Europe): buoyancy, shape, materials, technology
- marine inventions: loglines, sextant, semaphore communication, rudders and sails
- superstitions (such as sea monsters), theories associated with travel (such as the world being flat) and myths (black people burning up near the Equator, falling off the edge of the Earth).

**Assessment
Resource 5**

Students can create pictorial sequences of these developments to demonstrate TCC 3.2 (Resource 5).

Teaching considerations

These investigations can link with other key learning areas, such as Science, Mathematics and English.

Activity 12 The unknown world

Resource 11

Present Part A of Resource 11 on an OHT. Using the wall map for reference, assist students to identify the continents of Europe, Asia, Africa and Australia. Discuss the legend and consider the map — for example:

- People from which continent probably created this map?
- Which two oceans were known?
- Use an atlas to identify some seas within the two oceans known to Europeans in the 1400s.
- How might Europeans have gained their knowledge of these places?
- Which continents appear to be unknown?
- Would it be easier to reach Australia by land or sea or both? Why?
- What might be a good name for the map?
- What superstitions might have developed that would affect those sailing in unknown waters?
- If you lived in these times, would you want to know about unknown places? Why/why not?
- People from which place may have been next to 'discover' Australia?

**Assessment
Resource 2**

The checklist on Resource 2 may be used to record further evidence of students' demonstrations of PS 3.4.

Activity 13 Spicy stories

Teaching considerations

If appropriate, ask students to bring samples of spices to create spice-smelling boxes. Ensure all safety procedures are followed in relation to students smelling and handling spices.

If appropriate, organise a spice-smelling activity where students blindfold each other (or cover eyes) and try to guess which spice they are smelling and/or try to describe the smell. They may make lists of descriptions, such as warm, tingly, strong, pleasant.

Ask students to identify the spices used in packaged foods and to discuss spices used when cooking food. Invite students to imagine a diet without any spices.

Resource 12

Assist students to complete Resource 12. Select students to label these places on the wall map.

Explain that most of the spices that we are familiar with do not come from Europe, but from Asia. Ask:

- How might Europeans have 'discovered' spices?
- What would their response to spices be?
- Why might spices be part of the 'discovery' story of Australia?

Activity 14 Missing links

Support materials and references

Teaching considerations

This activity is linked to Activity 15. Gather pictures of Marco Polo's travels, the kingdom of Genghis Khan and images of Europe in the 12th and 13th centuries to support the text of the activity. *The Travels of Marco Polo* by Richard Humble is a useful resource.

Provide a brief overview of trade between the West (Europe) and the East (Asia) in the 12th and 13th centuries. Explain that Marco Polo of Italy travelled the Silk Road trade route to Asia. This road passed through deserts and rugged mountain ranges and covered great distances. This made direct trade between the East and West difficult as it took many years for goods to reach their destination. People in the West traded such things as gold coins, beautiful textiles and leather for spices, tea, silk, porcelain, carpets and other 'exotic' things. Marco Polo spent nearly 25 years working for the Chinese emperor Kublai Khan. When he returned to Italy, he brought back tales, samples of goods unfamiliar to Europeans and ideas about paper money, postal services, firecrackers and burning coal as fuel. This increased Europe's interest in the East and countries began to compete to find faster ways to bring Eastern goods to Europe. Many battles over ownership of trade routes were fought.

Resource 11

Ask students to list items that the East and West traded on Resource 11, Part B.

Activity 15 Rounding the Cape

Resource 13

Discuss the map of Vasco da Gama's route from Portugal to India (Resource 13):

- Why might the Portuguese want to travel to India?
- What indicates the wind currents and their directions on the map?
- What are the names of these currents and directions?
- Why might da Gama have gone further out to sea when sailing south to the bottom of Africa?
- Why might da Gama have *zigzagged* from India to Africa when he sailed in a *straight* line the other way?
- What would the climate at the Equator be like? Would it be like the climate in Europe?
- There was a belief at the time that the farther south people sailed, the hotter it became; in fact, so hot that people might burn up or go black like African people. What actually happened to the climate as da Gama sailed further south of the Equator?

Ask students to add relevant information to the wall map — for example, Portugal, India, the trade winds, da Gama's route. Using the map, ask students to infer:

- Where might the Portuguese have wanted to travel to after reaching India?
- What would be the quickest route?
- How might the people of India and Indonesia have felt about these sophisticated fast ships with guns arriving in their waters?
- If the sailors had caught the Roaring Forties and not eventually turned North, where might they have ended up?

Explain that the Portuguese did eventually find a way to the islands of Indonesia by going from the Cape of Good Hope to Mauritius to Java. Students add these places to the wall map.

Explain that some historians believe that Portuguese sailors sighted or landed in Australia. Evidence of such sightings or landings is limited. The Portuguese had a *policy of secrecy* to protect their knowledge of newly discovered lands. Portuguese sea captains had to bring their maps and journals to the Casa de India a Mina, a warehouse where all trading information was stored for the kings. However, in 1775 an earthquake destroyed the Casa de India a Mina and many of its contents were lost.

Ask students if the theory that the Portuguese landed in Australia can be placed on the evidence timeline and why or why not.

Assessment Resources 2 and 5

Record evidence of students' demonstrations of PS 3.4. To demonstrate TCC 3.2, students could describe da Gama's journey as a sequence of events by reading the map information.

Activity 16 Dutch competition

Resource 14

Explain that the words 'Holland' and 'Netherlands' are names for the same place. Ask students to use an atlas to identify Portugal and Holland and to add them to the wall map. Explain how Holland wanted to cash in on Portugal's spice trade. Copy the cause-effect table on Resource 14 and cut out each cause and effect. Ask students to match the statement pieces.

Resource 15

Using Resource 15, assign a Dutch sea captain to groups of students. Students research the captain and sea voyages and summarise the following information on a label:

Captain: Ship: Year of voyage: Part of Australia which was sighted or landed on:

Have students paste their labels onto the wall map. If possible, show the sea routes, and collaboratively make a legend of these voyages. Relate this to PS 3.5 by discussing what seemed to motivate Dutch exploration.

Activity 17 Filling in the gaps

Support materials and references

Teaching considerations

Australia in Old Maps 820–1770 by Eric Whitehouse is an excellent source of pre-Cook maps.

Resources 15 and 16

Use the previous examples of contact with and sightings of Australia to develop a picture of what was known of the so-called Great South Land by the 1700s. Present an OHT map of Australia (Resource 16, Map 1). Overlay the map with a blank OHT. Ask student groups to use a coloured OHT pen to trace the outline of those parts of Australia that were explored by the Dutch (Resource 15).

Remove the underlying map and ask students to imagine how people in the 1700s would see the continent of Australia: How might they think the gaps connected up? What might they want to do with this land? If possible, locate old maps that infer the Great South Land's shape and compare them to a current map of Australia. Present Resource 16 Map 2 and discuss Australia as the Dutch mapped it.

Assessment

Questioning individual students may provide further evidence of students' demonstrations of TCC 3.2 and PS 3.4

Activity 18 Dutch off course!

Support materials and references

Explain to students that some Dutch sailors heading for the Spice Islands were blown off course by the Roaring Forties and accidentally reached Australia. The Dutch then sent other vessels to explore Australia. Encourage students to use books, pictures and websites (see Support materials and references) to locate evidence of Dutch travels around Australia. Add this evidence to the timeline — for example:

- Dirk Hartog and the pewter dish
- the wreck of the *Batavia*
- Houtman naming coral reef islands after himself
- Torres Strait named after Commander Torres of the *Duyfken*
- places named after Dutch people, such as Tasmania, Cape Leeuwin, Zeehan, Groote Eylandt, Arnhem Land, Gulf of Carpentaria.

Assessment Resource 5

Ask students to mark the places with Dutch origins on the wall map. Use Resource 5 to record evidence of TCC 3.2.

Activity 19 French interest

Student groups conduct simple research into the following explorers to appreciate the extent of and reasons for French exploration around Australia in the 1700s and 1800s.

- Francois de Saint Allouarn
- Marion DuFresne
- Compte de la Pérouse
- Joseph Bruni D'Entrecasteaux
- Thomas Nicholas Baudin
- Louis de Freycinet
- Louis Duperrey
- Hyacinthe de Bougainville
- Dumont D'Urville.

Students use key words to make short notes, then write a paragraph for a brief oral presentation to the class, using a table such as the following:

French explorer:		
	Key words/notes	Paragraph
Name		
Ship		
Year of exploration		
Reason for exploration		
Australian waters or places visited		

Following the oral presentations, assist students to draw a general conclusion as to why the French set out to explore — for example: the French were interested in Australia; the French wanted to gather information about new people, plants and animals in the 1700s and 1800s.

Invite students to look up these explorers' last names in their atlas index to locate any places in Australia that may be named after them. Students may place relevant information such as travel routes and placenames on the wall map. French placenames can be added as evidence to the timeline — for example, '1700s, 1800s: The French map and name places on the Australian coast'.

Assessment Resource 2

Further evidence of students' demonstrations of PS 3.4 may be recorded on Resource 2.

Activity 20 Have a Captain Cook at this!

Discuss any occasions during the investigation when Captain Cook was mentioned. Ask why he seems to be so famous. Did he really 'discover' Australia as people say? Why do you think this?

Students identify books, videos, websites and other materials on Captain Cook. Compare the ease of finding information about him with the ease of finding information about a French explorer. What does this tell us? Begin a study of Captain Cook that focuses on his achievements, such as:

- Cook filled in more blanks on the world map than any other person.
- Cook tried using new navigation techniques (such as lines of longitude), ways of mapping and world exploration.
- Cook's ideas about the health of his crew resulted in low sickness and death rates compared to most sea travel of the day (for example, using limes to prevent scurvy).

Assessment

As students record information on the wall map and evidence timeline, gather further evidence of TCC 3.2 and PS 3.4.

Teaching considerations

It must be borne in mind that although Cook 'discovered' the eastern coast of Australia in 1770 from a British perspective, he almost certainly had the benefit of earlier Spanish, Dutch, Portuguese and French maps of parts of Australia. Other British explorers may be also investigated — for example, the importance of Matthew Flinders' circumnavigation of Australia.

Phase 3 Drawing conclusions

Core learning outcomes emphasis: PS 3.1, PS 3.5

Students use the synthesised information from Phase 2 activities to draw conclusions to the focus questions. They do this by comparing how different groups valued the places that they discovered in Australia and how this was reflected in how they managed these places. Activities offer opportunities to gather initial evidence of PS 3.1 and PS 3.5.

Focus questions:

- Whose history is this?
- What does 'discover' really mean?

Activity 21 Whose history is this?

Ask students to study the finished wall map and evidence timeline. Assist students to critique the information by asking questions such as:

- Is there evidence of women exploring Australia?
- Does this mean that women did not explore? Trade?
- Why might they be missing from the evidence we have?
- From which part of the world do most of the explorers come?
- Why might this be?
- Does this suggest that Indigenous Australians didn't do much exploring?
- How might we find more information?
- Whose history seems to be most represented?
- Whose history does this seem to be?

Discuss the accuracy of the following statements:

- More Europeans explored Australia than other groups of people.
- Indigenous Australians could not 'discover' Australia because they already lived here.
- Women and children didn't explore anywhere in past times.
- Not many Asian groups went exploring.

Activity 22 It's mine!

Support materials and references

Teaching considerations

The stories of invasion, resistance and settlement are included in the Level 3 sourcebook module *Australia's past: Australia circa 1788*, but some basic concepts can be developed here. *Year 5 Social Studies Replacement Units 1 and 2* (Queensland Department of Education 1995, p. 48) offers two perspectives on the notion of settlement versus invasion of Australia.

Assist students to reflect on how different explorers described Australia. Explain the concept of 'terra nullius' ('a land belonging to no-one' or 'empty land') and how it was used by Europeans to justify claiming the continent of Australia.

Ask students what might have happened if Captain Cook had been shipwrecked on the Great Barrier Reef and all his crew perished so Britain never saw his maps or knew that he took possession.

Assessment

Initial evidence may be gathered for PS 3.5 (how diverse groups *valued* a place) and further evidence of PS 3.1 (how diverse groups *used* a place).

Activity 23 Spain and Portugal own the world!

To develop the idea of 'ownership', explain that as European sailors discovered new lands in the 1500s, their countries claimed the lands the sailors discovered. Spain and Portugal believed that their sailors were the first to 'discover' new lands and decided to divide the world into two parts: Spain would own west of Europe and Portugal would own east of Europe (the Treaty of Tordesillas).

Resource 17

Ask students to complete the activity on Resource 17. This will enable them to view a physical representation of this dividing line. Ask students:

- Which part of Australia could Spain claim?
- Which part of Australia could Portugal claim?

- Why might Spain and Portugal feel they had a right to own the world?
- How does this attitude match the idea of 'terra nullius' referred to in Activity 22?

Explain that a Spanish explorer called Luis Vaez de Torres sailed through the Torres Strait (hence its name) but that Spain and Portugal did not seem interested in claiming or owning Australia. Ask students:

- Why do you think Spain was not interested in Australia?
- How might Aboriginal peoples and Torres Strait Islander peoples have felt about their homelands being 'owned' by Spain?
- How would you feel if another country claimed Australia today?

Assessment Further evidence of PS 3.5 can be gathered from students' oral or written answers.

Phase 4 Reflecting and evaluating

Core learning outcomes emphasis: PS 3.1, PS 3.5

Students evaluate how particular groups have managed and valued Australia and then reflect on how they themselves value Australia and how this affects their actions. Activities provide assessment information for PS 3.1 and PS 3.5.

Focus question:

- What has the 'discovery' of Australia got to do with me?

Activity 24 How valuable is it?

Recall why the various groups that have been added to the class map and evidence timeline came to or near to Australia and what they thought of Australia.

Resource 18 Assessment Ask students to complete the activity on Resource 18. This will provide recorded evidence of demonstrations of PS 3.1 and PS 3.5.

Support materials and references

Teaching considerations

The values underlying people's actions and the different ways people managed resources can be further developed using the book *Too Many Captain Cooks* by Alan Tucker. Text and pictures explore Indigenous perceptions of Europeans and compare how both groups managed resources.

Activity 25 I call Australia home

Ask students to create and explain a personal presentation — for example, illustration, object display, performance or written prose — which reflects how they value Australia as their home and how they enact this. Questions to prompt thinking could include:

- What do you like about Australia's climate, environment, lifestyle, people?
- How do you feel when you see Australians doing well in sport or at pop music?
- Which Australian icons do you like the most?
- How do you behave when you are in the built and natural environments?
- How do you act when you are around tourists and visitors?
- What things do you do that help your community?
- How do you respond to aspects of Indigenous culture in Australia, such as art, music, famous people, local people and media stories?
- What words do you associate with being Australian?

Explain that another name for this module might be 'Have a Captain Cook at this'. This is an Australian colloquialism. What does it mean? Why might it be a suitable name?

Assessment Student explanations of their presentations should provide evidence of PS 3.5 (values underlying *personal* actions in their familiar environment).

Continents, oceans and climatic zones of the world**Resource 1**

1. Mark the following lines of latitude on your map of the world:

- Equator
- Tropic of Capricorn
- Tropic of Cancer
- Antarctic Circle
- Arctic Circle.

2. Name the continents and oceans using the information in the following tables.

Continents
Australia
Asia
Antarctica
Africa
Europe
North America
South America

Oceans
Pacific Ocean
Indian Ocean
Southern Ocean
Atlantic Ocean
Arctic Ocean

3. Colour the climate zones using the information in the following table.

Climate zones	
orange	The tropical zone between the Tropics of Capricorn and Cancer
green	The temperate zones between the Tropics and the Arctic and Antarctic Zones
pink	The frigid zones north of the Arctic Circle and south of the Antarctic Circle

Checklist of student demonstrations of PS 3.4**Resource 2**

PS 3.4 Students use and make maps to identify coastal and land features, countries and continents, and climate zones.

Some activities may be modified, in which case the criteria will also need to be modified. An ability to demonstrate many of these processes and understandings, or modified versions of them, should provide evidence for teacher judgments about student demonstrations of PS 3.4.

Student name:

Activities in which opportunities to demonstrate PS 3.4 may arise	Possible criteria for PS 3.4	Date/activity				Demonstrated PS 3.4
3, 15	Identifies climatic zones.					
3, 15	Knows lines of latitude (Equator, Tropics of Capricorn and Cancer, Arctic and Antarctic Circles).					
3, 15	Uses lines of latitude to identify climatic zones.					
3, 8	Locates and describes places using intercardinal points (NW, NE, SW, SE).					
8, 10, 12, 13, 16, 20	Uses an atlas to locate places in <ul style="list-style-type: none"> – Queensland – Australia – the world. 					
8, 10, 13	Accurately marks places on a map.					
12, 15, 16	Identifies countries in continents.					
10, 12	Uses knowledge of continents and oceans to explain possible events.					
13, 20	Identifies coastal and land features, such as seas, islands, archipelagos, straits, capes, gulfs, bays, points and reefs.					
12, 17, 20	Relates old maps of Australia to contemporary ones.					
8, 15, 19, 20	Interprets map symbols, such as legends, wind currents, sailing routes and trade routes to gain information.					
15, 16, 18, 19, 20	Places information such as legends, placenames and sea routes on a map using map symbols.					
13, 19, 20	Uses atlas index and table of contents to locate placenames.					

Aboriginal history — creation stories**Resource 3**

Aboriginal history in traditional times was conveyed through oral histories. It was passed down through generations by either storytelling, art, dance or through the powerful combination of all these practices.

Creation stories tell how Aboriginal people believe they came to be here. Most Aboriginal people believe that they came from the land itself. There are many Aboriginal stories which support this belief.

Ancestral Beings who created this land, the people and the flora and fauna are known by different names depending on the local language group. Ancestral Beings should be regarded with respect as their actions provide the knowledge and understanding that guide rules for living, treating other people in a socially responsible manner, managing resources and ecologically sustainable environment practices, and religious ceremonies.

This belief has been supported by scientific evidence, as well as by creation stories of Aboriginal groups across Australia. It is difficult to say exactly how long Aboriginal groups have lived in Australia. The oldest human remains found here, in Lake Mungo, South Australia, were dated as being almost 40 000 years old.

Evidence of charcoal remains near Canberra suggests that firestick farming (or intentional burning of the bush) was possibly used there between 80 000 and 100 000 years ago.

Source: Education Department of South Australia 1988, *Aboriginal Dreaming Stories Years 3–4*, p. 23.



Aborigines — Bellenden Ker 1904 (Courtesy of John Oxley Library).

Aboriginal occupation in Queensland

Resource 4

Archaeological evidence indicates that Aboriginal groups occupied Queensland for approximately 40 000 years before the arrival of non-Indigenous people.

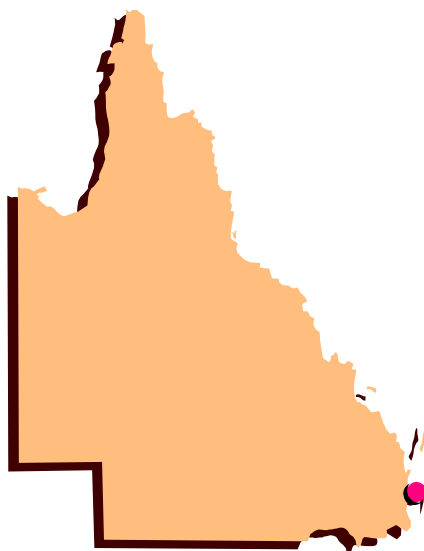
Time frame	Evidence of Aboriginal occupation in Queensland
45 000 years ago	Throughout Queensland: Increase in charcoal deposits, possibly as a result of an increased use of firestick farming techniques.
37 000 years ago	Ngarrabullgan Cave (near Chillagoe): Oldest known human occupation site in Queensland.
21 000 years ago	West coast of Stradbroke Island: Evidence of the remains of a transit camp site on Wallen Wallen Creek.
19 000 years ago	Kenniff Cave (Carnarvon Ranges): Site of large, heavy stone tools, such as choppers and dome-shaped scrapers.
18 000 years ago	Walkunder Arch Cave in the Chillagoe limestone: Evidence of human occupancy — animal bones and stone artefacts discovered along with evidence that ant beds or termite mounds were used as fuel for heating during the end of the last Ice Age.
9 000 years ago	Mount Moffatt (Carnarvon National Park): Tools technology found. Art style — hand stencils, feet and boomerang stencils, largest known red stencil of whole body.
8 000 years ago	South Molle Island — The Horn Quarry: Site of stone for ground-edge axes.
4 000 years ago	Bunya Mountains National Park: Evidence of human occupancy — use of tools, collection of foods such as cycad nuts, changes in art systems.
2 000 years ago	Sandstone Point (Moreton Bay): Evidence of human occupancy — shell middens, fish traps, base camps.

Adapted with permission from Flood, J. 1999, *The Riches of Ancient Australia: A Journey into Prehistory*, University of Queensland Press, St Lucia, Qld.

Activity

1. Underline the **evidence** in the table above.
2. Locate the places where the evidence was found on a map of Queensland.
3. Mark these places on the map opposite.

It should be remembered that all significant Aboriginal sites should be treated with care and respect.



Checklist of student demonstrations of TCC 3.2

Resource 5

TCC 3.2 Students create sequences and timelines about specific Australian changes and continuities.

Student name:

Activities in which opportunities to demonstrate TCC 3.2 may arise	Possible evidence for TCC 3.2	Date/activity				Demonstrated TCC 3.2
7, 9, 10, 18, 19, 20	Estimate where information about an event would go on a timeline and place the information appropriately.					
10	Sequence statements to create a logical chronology of events.					
11	Create a pictorial sequence of technological developments associated with an aspect of exploration.					
15	Give a sequential description of da Gama's journey using map information.					

Torres Strait Islands

Resource 6

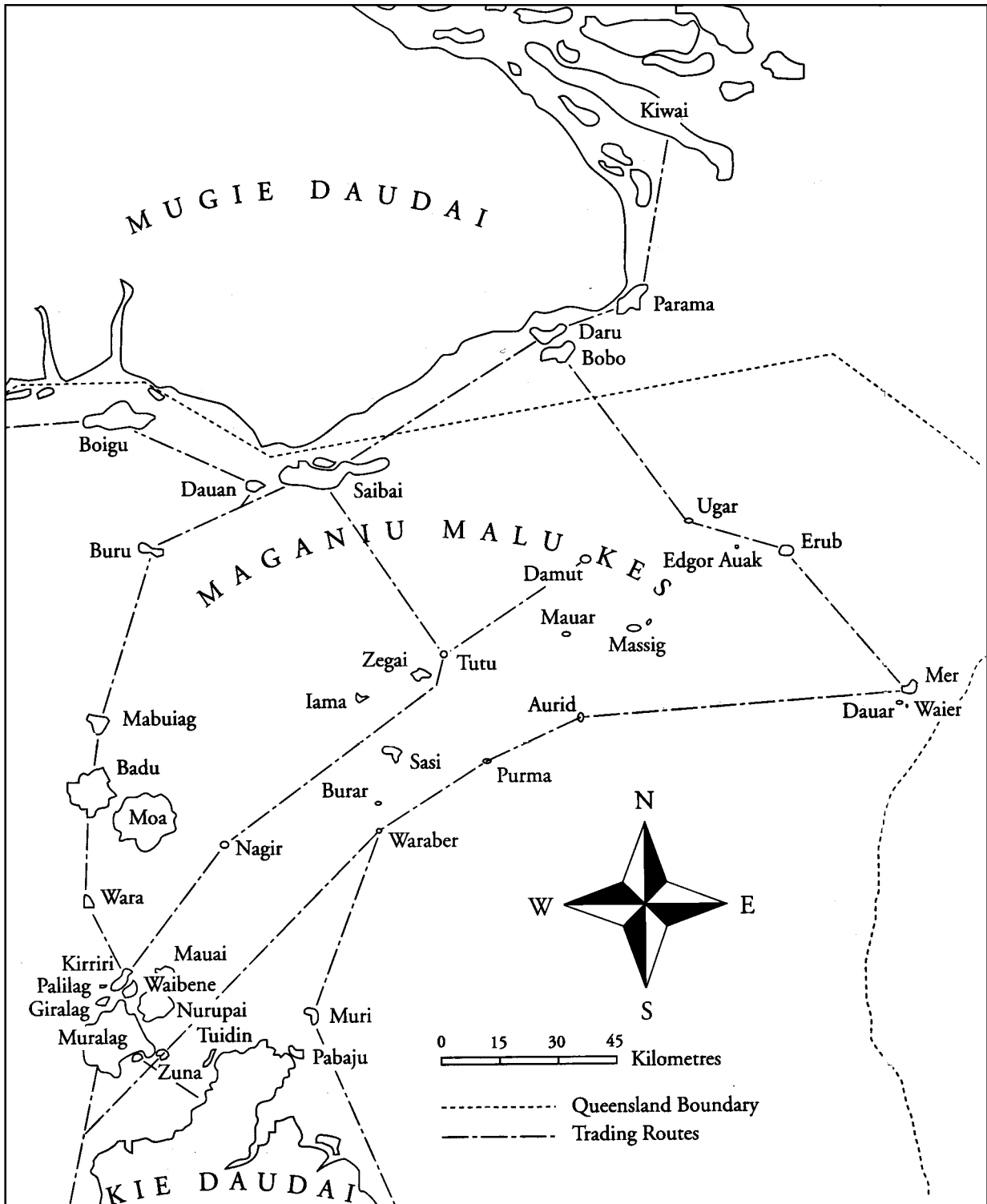
Part A

Indigenous name	Non-Indigenous name
Maganiu Malu Kes Kie Daudai/Keo Daudai Mugie Daudai/Op Daudai/Kebi Daudai	Torres Strait Islands Australia New Guinea (the island)
Eastern Group (geological structure — volcanic)	
Mer Erub Ugar Edgor Auak Dauar Waier	Murray Island Darnley Island Stephen Island Nepean Island Dauar Island Waier Island
Central Group (geological structure — coral and sand)	
Purma Massig Waraber Iama Aurid Tutu Damud/Damut Burar Zegai/Zazai Nagir	Coconut Island Yorke Island Sue Island Yam/Turtle Backed Island Aurid Warrior Island Dalrymple Island Bet Island Zegai Mt Ernest Island
Top Western Group (geological structure — continental)	
Boigu Saibai Dauan Buru	Talbot Island Saibai Island Cornwallis Island Turnagain Island
Near Western Group (geological structure — continental)	
Waiben/Waibene Keiri/Kiririri/Keirari Palilag Nurupai Gialag/Giralag Muralag Tuidin Mawai/Maurura/Mauai Zuna Muri Pabaju	Thursday Island Hammond Island Goode Island Horn Island Friday Island Prince of Wales Island Possession Island Wednesday Island Entrance Island Mt Aldolphus Island Albany Island
Mid-Western Group (geological structure — continental)	
Mabuiag Badu/Waikaid Moa Wara	Jervis Island Mulgrave Island Banks Island Hawkesbury Island
Papua New Guinean Islands with traditional links with the Torres Strait Islands	
Kiwai, Parama, Daru, Bobo	

Source: Adapted from Queensland Department of Education 1995, *Year 5 Social Studies Replacements Units 1 and 2*, Brisbane, pp. 98–100.

Torres Strait Islands (continued) Resource 6

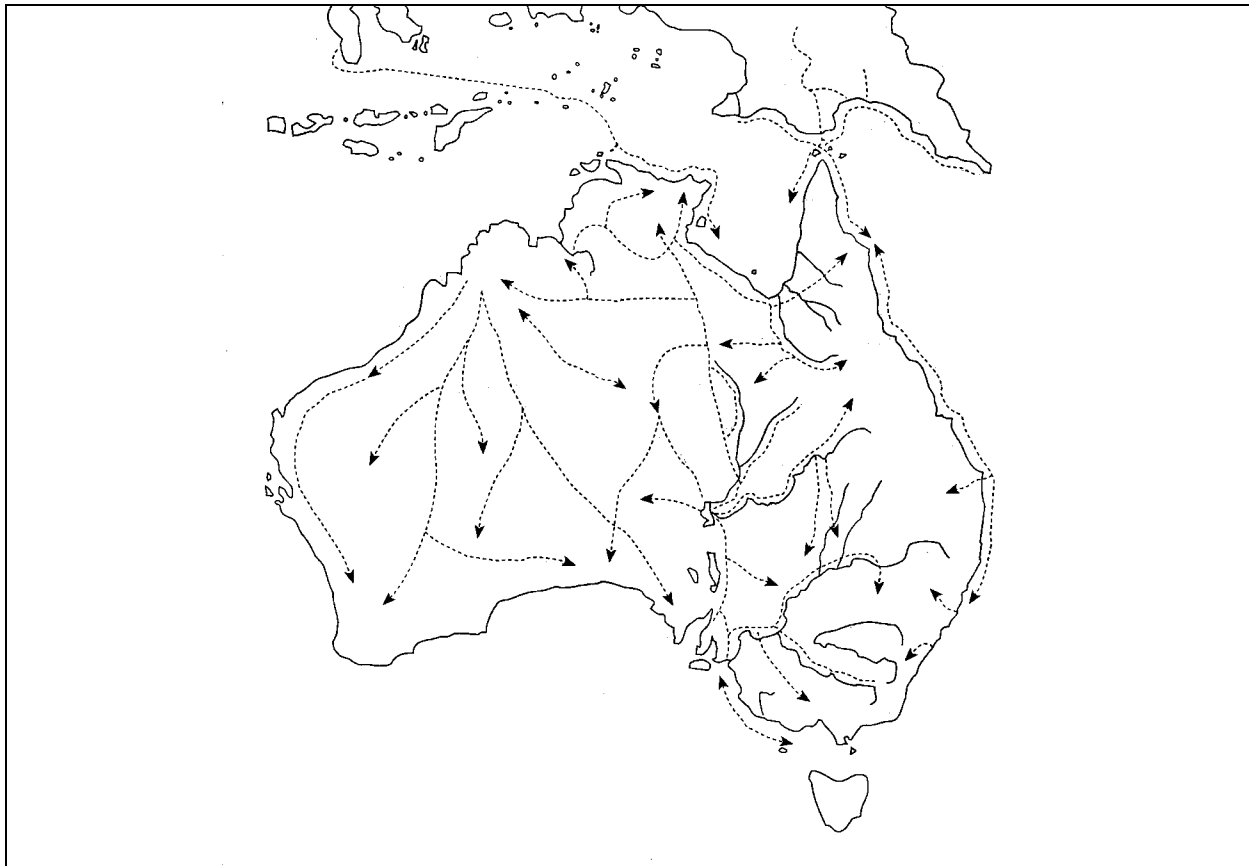
Part B: Canoe trading routes



Source: Thursday Island State High School 1985, *Torres Strait Studies: A Student Project of Thursday Island State High School*, p. 11.

Aboriginal trade routes

Resource 7



Source: Berndt, R.M. & C.H. 1988, *The World of the First Australians*, Aboriginal Studies Press, Canberra.

Note: This map does not show all the trade routes. It does not show, for example, the trade routes between the eastern coastline and the Great Divide, between the mainland and the island communities, or within Tasmania. Ideally, local Indigenous people will be invited to provide more regionally specific information.

Trade was an integral element in maintaining relationships between traditional Aboriginal groups. Language groups often met for ceremonial, economic, religious, social and trading purposes.

Groups travelled along Dreaming trails in order to reacquaint themselves with the travels of their Ancestral Beings. Each of these trails had landmarks and stories which formed a part of sacred and secular knowledge.

At the trade meetings, the sophisticated protocol of indebtedness began when one person gave a gift to another. Items for trade were often goods which were not readily available in all areas. Rare coloured ochres, shells, pituri (a plant used for ceremonies), grindstones, handicrafts, foods which were specific to an area (such as bunya nuts), information and ideas were all traded. Groups networked ideas relating to resource management and technological information.

Gifts and other items would often be traded to other groups many times over, thus arriving at destinations far from their origin.

In fact, non-Indigenous people in far north Queensland were surprised to find that Aboriginal people in that area had obtained and were using tin cans, buttons, mirrors and other items long before any face-to-face non-Indigenous contact.

When travelling in trade expeditions, visitors had to know the protocols of the groups whose land they travelled through. A common trading practice was to send messengers ahead with message sticks to announce their intention. When the messenger reached the boundary of another language group, a fire was lit to notify the local group of the presence of the messenger. The messenger then waited for a party or person from the local language group who would then escort the messenger to or through their area. Any diversion from the protocol could often attract a severe punishment.

Source: Adapted from Queensland Department of Education 1995, *Year 5 Social Studies Replacement Units 1 and 2*, Brisbane, pp. 101, 102.

Did the Chinese explore Australia?

Resource 8

Many centuries ago, China was a sophisticated empire with many ships and much knowledge about sea navigation. In the early 15th century, Chinese admiral Cheng Ho led seven great voyages of trade and exploration. He first sailed from China in 1405 with 62 ships and a crew of 27 000. Cheng Ho took his fleet to many places in Southern Asia and Eastern Africa.



These large Chinese sea expeditions ended when the last Ming emperor died. He was replaced by an emperor who thought that China had no need for foreign goods or ideas.

It has been suggested that the Chinese visited Australia many centuries before any European sailors came here. According to some historians, the Chinese could have reached the Australian coast more than 2 000 years ago. They base this idea on evidence such as the following:

1. It is **claimed** that there are ancient Chinese writings that describe the northern coast of Queensland.
2. It is **claimed** that there are ancient Chinese writings that describe kangaroos on display at the Imperial Zoo in China in the fourth century BC.
3. Aboriginal cave paintings in northern Australia are **said** to show Chinese boats.
4. Fragments of 14th-century porcelain were found on Groote Eylandt (off Northern Territory).
5. Descriptions of Aborigines using boomerangs are **claimed** to be in ancient Chinese writings.
6. A small jade Buddha carving was found in north Queensland in ancient soil deposits.
7. A 2 000-year-old vase found in Hong Kong shows a rough map **supposedly** of the east coast of Australia.

Source: adapted from Jacob, T. K. & Vellios, J. 1987, *Southland: The Maritime Exploration of Australia*, Teachers' Guide, Ministry of Education Western Australia, Perth, p. 64.

Activity: Discuss each piece of evidence. Sort the evidence into the correct boxes in the table below according to how trustworthy the evidence seems. Use the words in bold to help you. (You only have to place the number of the piece of evidence in the box.)

Did the Chinese explore Australia?	
Evidence that is trustworthy	Evidence that is not trustworthy

Conclusion:

Using the evidence above, I believe that the Chinese ...

- explored Australia a long time ago.
- may have explored Australia a long time ago.
- did not explore Australia a long time ago.

Sequencing information

Resource 9

1. The Macassans from the island of Sulawesi were famous traders.



2. They were also famed seafarers and sailed in boats called prahus.



3. The Macassans' most prized foods for trade were trepang (sea cucumber).



4. In the 1700s, the Macassans sailed to northern Australia to fish for trepang and sometimes shark fins.



5. They traded with the Aborigines — for example, the Macassans offered metal axes, knives, glass, pottery, cloth and tobacco in return for sandalwood, turtle shells and pearl shells.



6. The Macassans sailed to Australia between October and December, using the northerly monsoon winds.



7. They stayed for four or five months and spent this time boiling and smoking the trepang.



8. They brought tamarind tree seeds with them so that when they returned each year they would be able to use the tamarind fruit in their food.



9. When the winds came from the south-east, the Macassans could return to their islands.



10. When they returned, they sold the trepang to Chinese traders.



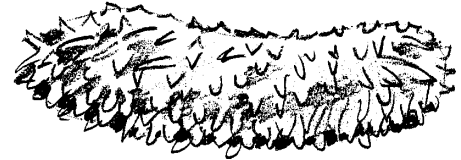
The Macassans

Resource 10

1. Imagine you are an archaeologist excavating an old site on the coast of Arnhem Land. You have spent several days removing a grove of tamarind trees from the area before excavation could begin.

2. You have found the following pieces of evidence (artefacts):

- remains of a large cauldron
- metal pieces that appear to be the remains of a pronged fishing spear
- fragments of a ceramic jar
- pieces of decaying wood from an old dugout canoe
- large deposits of ash
- many blackened stones.

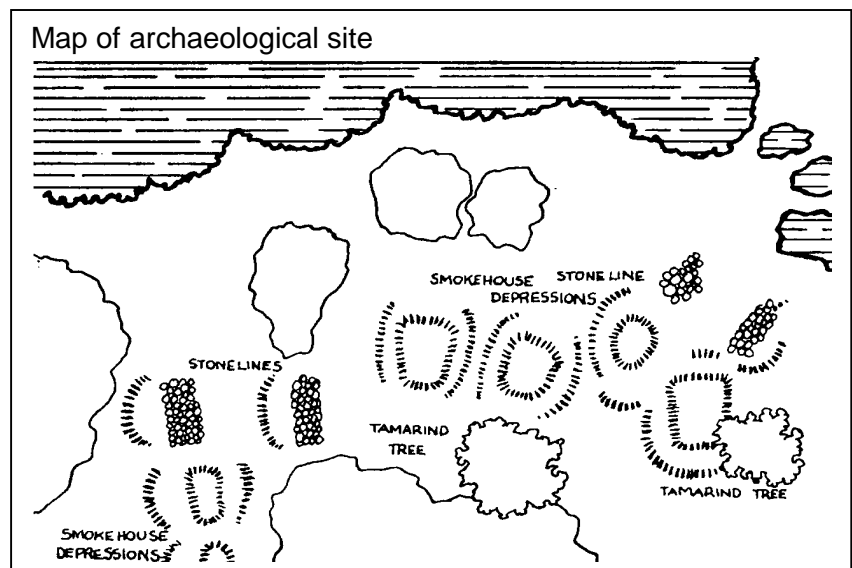


sea cucumber or trepang

3. You create the following map of the site.



tamarind tree



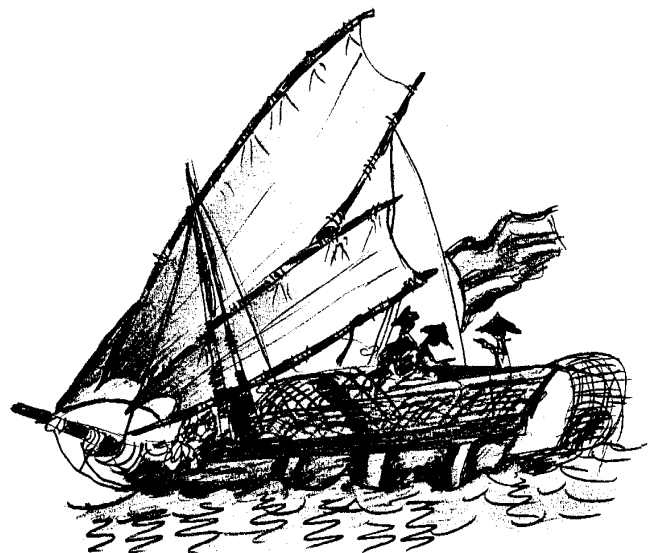
4. Create symbols for the artefacts you found and mark them on the map.

5. Answer the following:

- How many tamarind trees are still in this place?

- What would the smoke house be used for?

- What might the stone lines have once been?



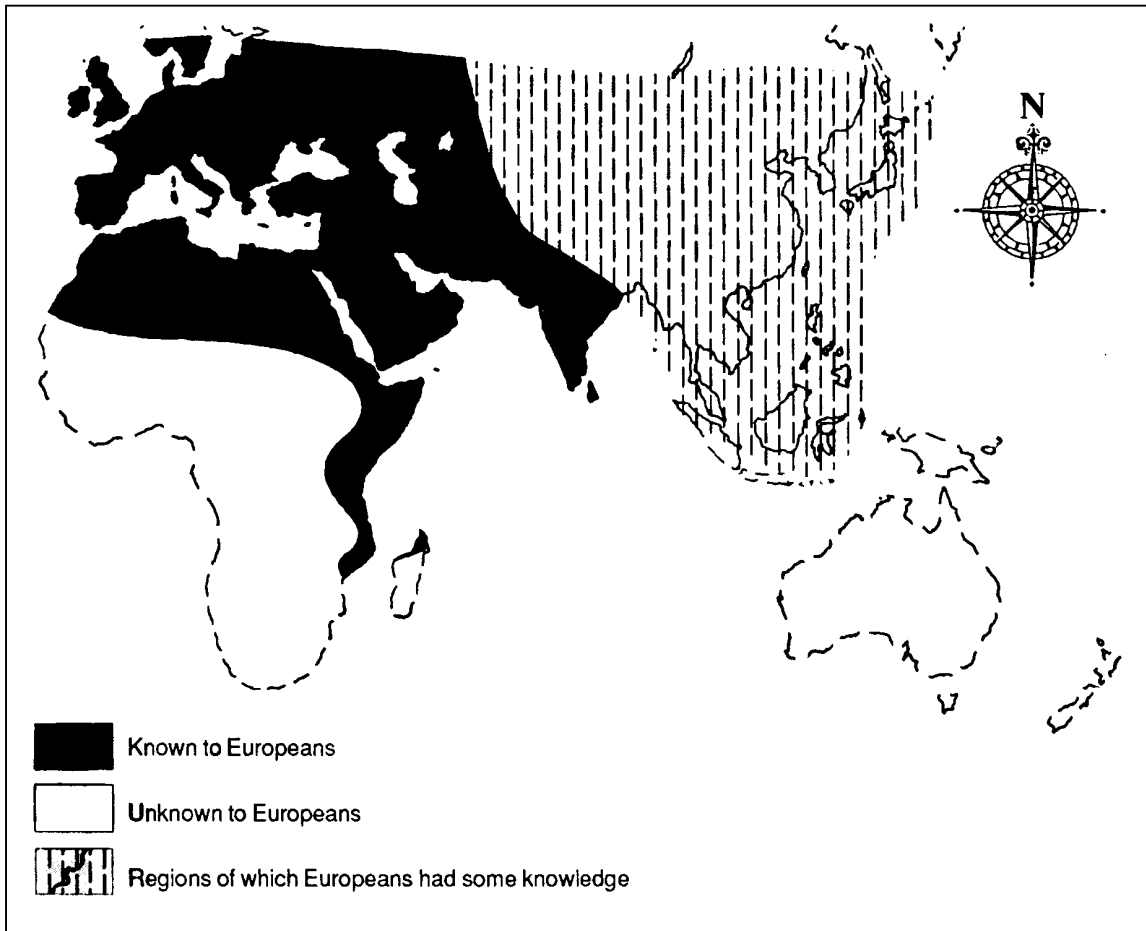
prahu

Source: adapted from Ministry of Education Western Australia 1987, *To Distant Shores: The Maritime Exploration of Australia, Study Guide*, Perth, pp. 29, 30.

European knowledge of the world in the 1400s

Resource 11

Part A:



Source: adapted from Jacob, T. K. & Vellios, J. 1987, *Southland: The Maritime Exploration of Australia*, Teachers' Guide, Ministry of Education Western Australia, Perth, p. 34.

Part B:

The Silk Road joining Europe and Asia (the West and the East)

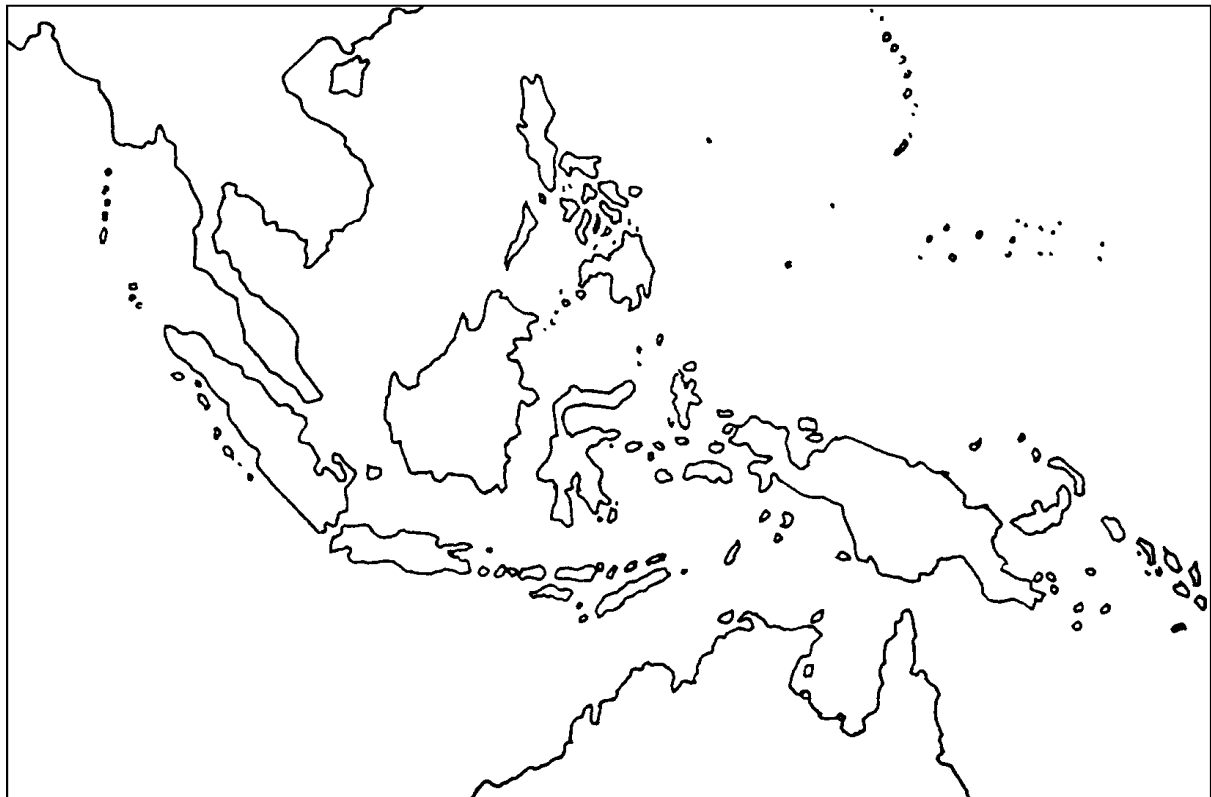
List the goods which reached Europe (the West) from Asia (the East).

Goods from the West	<div style="font-size: 2em; font-weight: bold;">← trade →</div>	Goods from the East

Spicy stories — the Spice Islands

Resource 12

Use your atlas to locate the places referred to in the boxes below — they may be islands or cities. Draw an arrow from the information box to the location on the map of Indonesia.



Pepper
Borneo now
Kalimantan

**Nutmeg, cloves,
mace**
Moluccas or Spice
Islands now called
Maluku

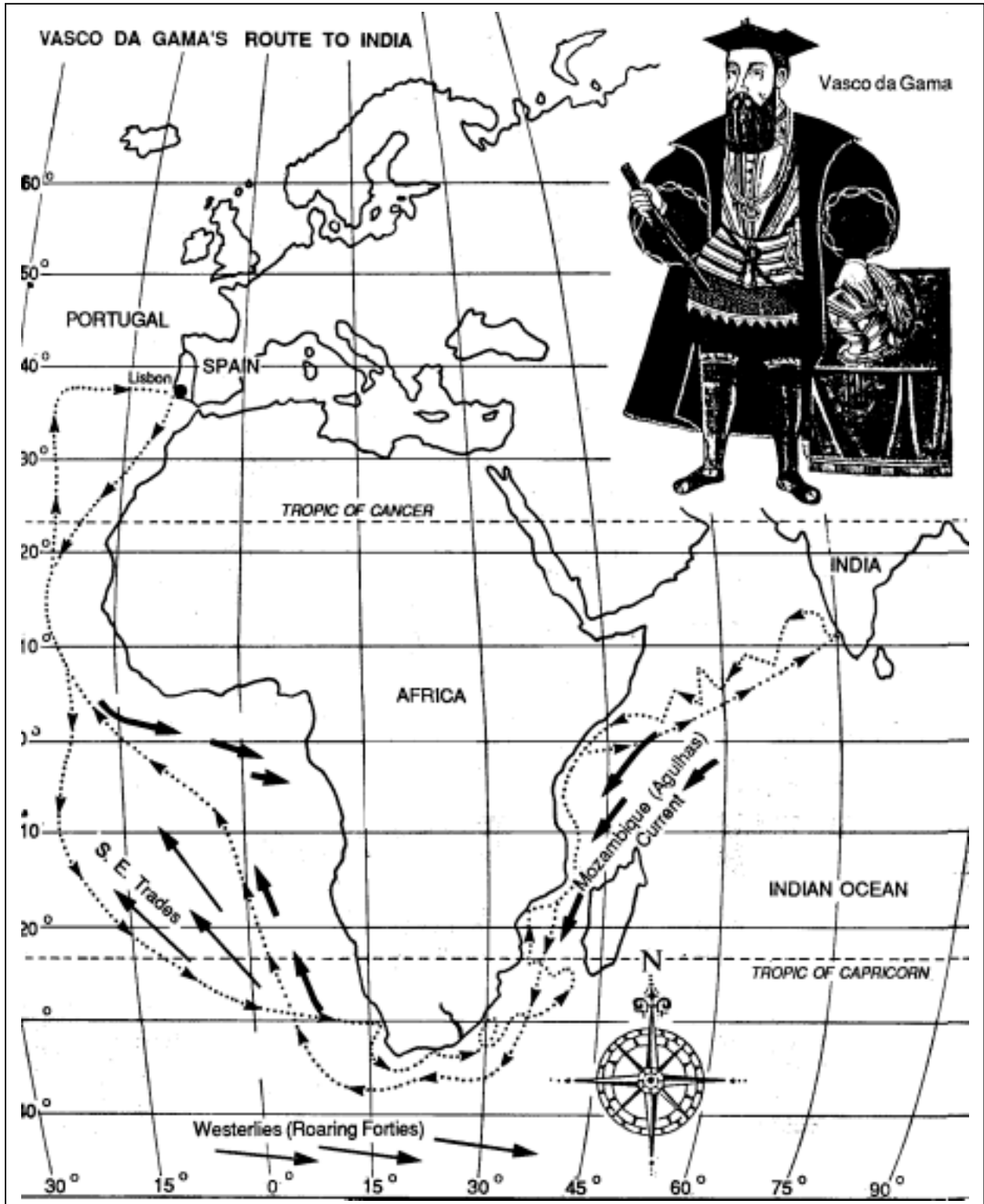


**Trading port for
spices**
Batawe or Batavia
now called Jakarta

Source: adapted from Ministry of Education Western Australia 1987, *To Distant Shores: The Maritime Exploration of Australia, Study Guide*, Perth, p. 41.

Da Gama's route east by sea 1497-1498

Resource 13



Source: adapted from Jacob, T. K. & Vellios, J. 1987, *Southland: The Maritime Exploration of Australia*, Teachers' Guide, Ministry of Education Western Australia, Perth, p. 75.

Cause–effect table**Resource 14**

Cause	Effects
1. Holland saw how rich Portugal was becoming, so Holland decided to follow Portugal's sea route to the East.
2. Portugal was mainly interested in India, so Holland set its sights on the Spice Islands.
3. The Dutch had sophisticated ships with guns, cannons and soldiers, so they conquered many islands, including the Spice Islands.
4. The Dutch took control of the spice trade to Europe, so Holland became very rich.
5. The Dutch set out to explore more unknown places so they could see if there were more riches to be traded.

Dutch sea voyages near Australia

Resource 15

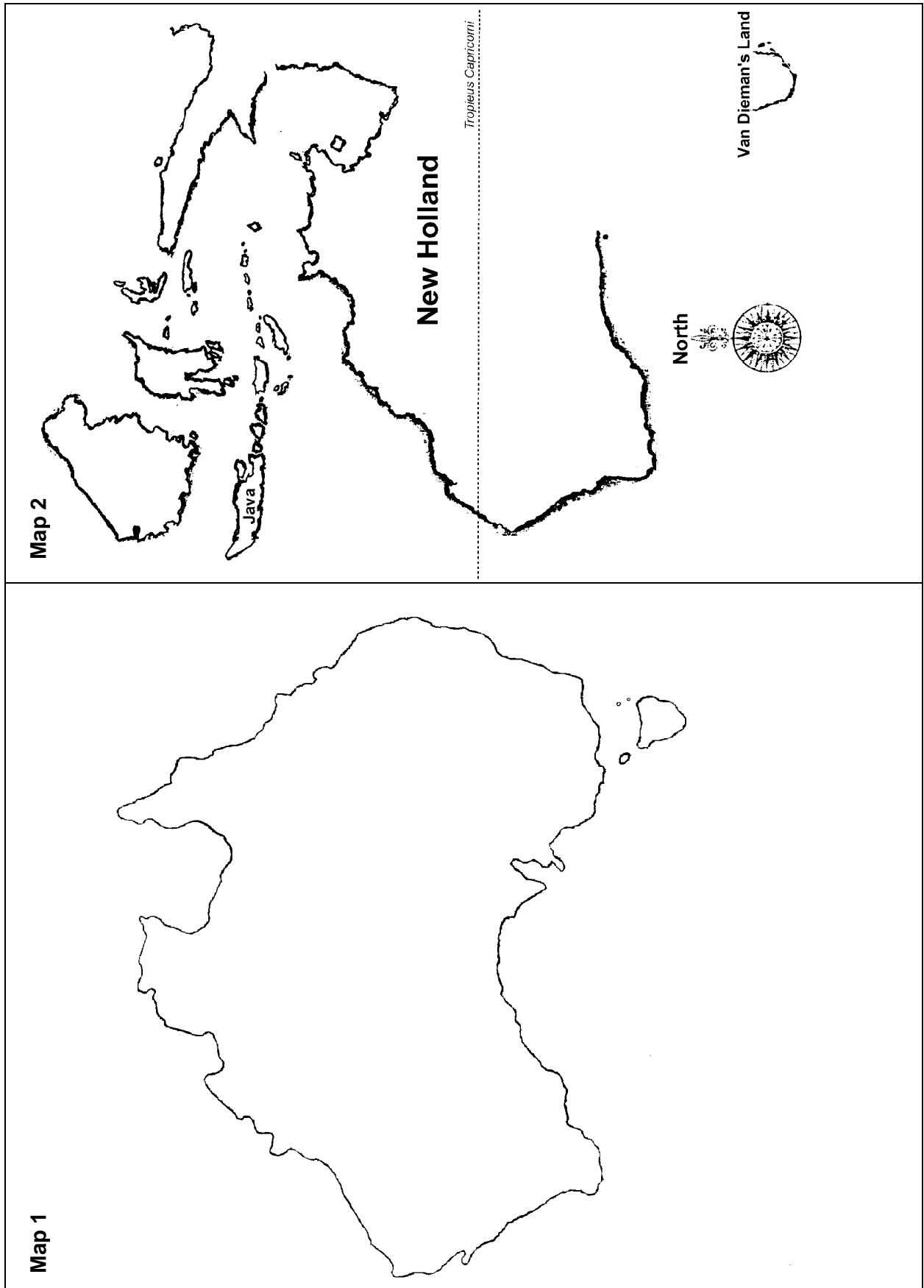
Year	Captain	Ship(s)	Purpose of journey	Places around Australia that were explored
1606	Willem Jansz	<i>Duyfken</i> (Little Dove)	To discover and explore New Guinea and other lands to the East and South.	Sighted Cape York Peninsula and sailed in the Gulf of Carpentaria. Charted 300 kilometres of the coastline along the western edge of Cape York Peninsula to Cape Keer-Weer.
1619	Frederik de Houtman	<i>Dordrecht</i> and <i>Amsterdam</i>	To trade with the East Indies.	Sighted the western coast of 'the Southland'. Named the area along the coastline 'd'Edelsland'. Came upon several low-lying islands, surrounded by coral reefs (Houtman Abrolhos).
1623	Jan Carstensz	<i>Pera</i> and <i>Arnhem</i>	To establish trade treaties with the people of Kai, Aru and Tanimbar islands and to explore Papua New Guinea.	Both ships sighted Cape York Peninsula. The <i>Pera</i> charted the Gulf of Carpentaria and named it after Pieter de Carpentier, the governor-general at Batavia. The <i>Arnhem</i> discovered that part of the Northern Territory now known as Arnhem Land.
1627	Francois Thijssen	<i>Gulden Zeepaard</i> (Golden Seahorse)	To trade with the East Indies.	Sailed some 1 000 nautical miles (1 852 kilometres) along the coast from Cape Leeuwin to Nuyts Archipelago and called the area 'Nuyts Land'.
1629	Francisco Pelsaert	<i>Batavia</i>	To trade with the East Indies.	Wrecked at Beacon Island in Houtman Abrolhos.
1629	Francisco Pelsaert	<i>Sardam</i>	To rescue the survivors of the <i>Batavia</i> wreck.	Rescued the survivors and returned to Batavia in the Dutch East Indies (modern Jakarta).
1642	Abel Jansz Tasman	<i>Heemskerk</i> and <i>Zeehaan</i>	To explore 'the Southland' and the south-eastern coast of Papua New Guinea. To find a sea passage to the Pacific. To establish trading relations with Chile.	Sighted land near Cape Sorell on the western coast of Tasmania in November. On 3 December, took formal possession of the area for Holland and named it 'Antonie van Diemen's Land'. The expedition then crossed the Tasman Sea and sighted New Zealand, which was named 'Staten Land'.
1644	Abel Jansz Tasman	<i>Limmen</i> , <i>Zeemeeuw</i> and <i>Bracq</i>	To determine whether 'the Southland' was connected to Van Diemen's Land and to seek a passage to the Pacific and the South American coast.	Charted the southern and western shores of the Gulf of Carpentaria, Groote Eylandt and the coast between Darwin and de Wits Land. The expedition confirmed that 'the Southland' was not connected to New Guinea and that Eendracht Land and the Gulf of Carpentaria were part of one landmass which Tasman called 'New Holland'.
1712	Marinus Wylsvliet	<i>Zuytdorp</i>	To trade with the East Indies.	Wrecked off the western coast of 'the Southland' on Houtman Abrolhos.
1727	Jan Steyns	<i>Zeewijk</i>	To trade with the East Indies.	Wrecked off the western coast of 'the Southland' on Houtman Abrolhos. The survivors built the <i>Sloepie</i> , in which they sailed to the East Indies.

Many other Dutch ships sighted and mapped parts of Australia in the 1600s and 1700s.

Source: adapted from Jacob, T. K. & Vellios, J. 1987, *Southland: The Maritime Exploration of Australia, Teachers' Guide*, Ministry of Education Western Australia, Perth, pp. 130–135.

Australia and New Holland (for OHT)

Resource 16

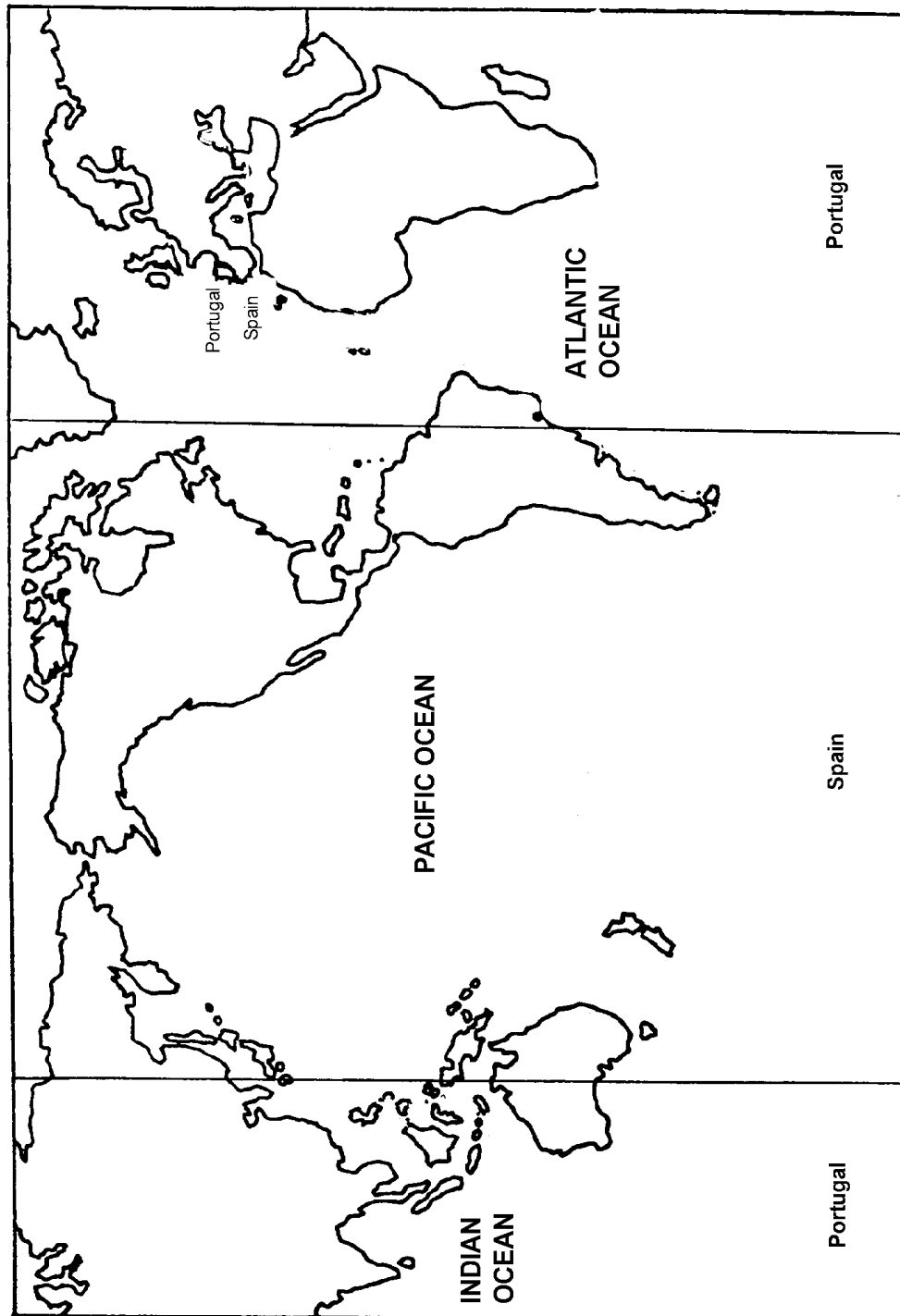


Spain and Portugal divide the world

Resource 17

In 1494, Spain and Portugal created the Treaty of Tordesillas that divided the world between them.

1. Cut out the map.
2. Bend the map so that the ends join. Tape the ends together.
3. Note which part of the world Spain would own and which part Portugal would own.



How did groups value Australia? Resource 18

1. Circle the explorer groups that you have studied.

- | | | | |
|-------------------|-------------------|--------------------------------|----------------|
| Aborigines | French | Spanish | British |
| Dutch | Tourists | Chinese | |
| Macassans | Portuguese | Torres Strait Islanders | |

2. Match each of the groups with the example of how it used Australia by writing the group in the appropriate box in the first column.
3. Classify how each group wanted to use the continent of Australia.
4. Match the way each group used Australia with how much they valued it (use the following ratings):
- ★ Not impressed
 - ★★ Maybe this place has something to offer
 - ★★★ This place is important

Group that came to Australia	How this group used Australia	Use of Australia	How these people valued Australia
	Note: These quotes are fictitious and are based on recorded impressions of explorers of Australia.	<ul style="list-style-type: none"> A place to live A place for trade A place to claim as part of our empire A place to find new things A place to visit <p style="font-size: small;">A few uses may be correct</p>	
	'We use the plants, animals and other materials in our Australian environment to lead an ecologically sustainable way of life.' (1700s)		
	'Our country will be a country made rich by scientific research. This place is of great interest to us with its different plants, animals and people.' (Jean Dupuis, sailor, 1768)		
	'I cannot wait to explore Australia's fine beaches and sunny weather. This will be a great holiday.' (Jose Carlos, Spain, 2001)		
	'Our voyage to the north coast of the South Land was disappointing. It has little of further interest or worth exploring.' (Maarten de Hoon, sailor, 1705)		
	'We love our Islands. Because we don't have a wide variety of resources, we trade with the Aborigines of northern Australia.' (1700s)		
	'We did not see any farming in this place. But the botanist Joseph Banks believes this land is rich with resources so we claimed the land for Britain.' (Peter Smith, sailor, 1770)		

Source: adapted from Jacob, T. K. & Vellios, J. 1987, *Southland: The Maritime Exploration of Australia, Teachers' Guide*, Ministry of Education Western Australia, Perth, p. 107

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Websites

(All websites listed were accessed in April 2002.)

Aboriginal Nations. www.ablnat.com.au/

Aboriginal Nations is responsible for the highly acclaimed animated *Dreaming* series shown on the ABC. The website includes information about the series and how to order copies of videos.

Australian Coastal Atlas. http://www.environment.gov.au/marine/coastal_atlas/index.html

Department of Natural Resources and Mines mapping services (previously known as Sunmap). <http://www.nrm.qld.gov.au/resourcenet/land/qrr/mapping/>

Queensland Museum. www.qmuseum.qld.gov.au/

The 1999 Pandora Expedition provides information about the Queensland archaeology of *The Pandora* shipwreck.

The Duyfken 1606 Replica Foundation. www.duyfken.com/

Includes an 'Ages of Discovery' page that provides a simple interactive history of exploration of the Pacific and Australia and 'Seafarer's links' to related websites.

The National Museum of Australia. www.nma.gov.au/

See 'Views of Nouvelle Hollande', an online presentation of 100 images of colonial Australia, including 19th-century voyages of exploration.

The Western Australian Maritime Museum. www.mm.wa.gov.au/

Provides information on maritime history, shipwrecks and archaeology.

Acknowledgments

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Aboriginal Dreaming Stories Years 3–4, Education Department of South Australia.

Southland: The Maritime Exploration of Australia, Teachers' Guide, Ministry of Education Western Australia, Perth.

The Riches of Ancient Australia: A Journey into Prehistory, University of Queensland Press, St Lucia, Qld.

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