

# An Indigenous History of the Port

## Education Resource

LeFevre High School students interview Margaret and Kathleen Brodie to learn about the Aboriginal history in Port Adelaide.



This video can be watched in its entirety, or viewed as individual chapters.

### Contents:

**Introductions** – The sisters introduce themselves and talk about their Kaurna heritage.

**Glanville** - The sisters talk about their connections to the Glanville area.

**Prior to first contact** – What the Port Adelaide area was like prior to European

**First contact** – What it was like for the Aboriginal people when Europeans first arrived in South Australia

**Dreamtime stories** – The significance of Dreaming Stories for Aboriginal people

**Lartelare** – The significance of the park to the Aboriginal people and the stories passed by mother to daughter over four generations from Lartelare to Aunty Veronica Brodie.

**Cultural Interpretative Centre** - The sisters talk of their hopes for a cultural centre in Port Adelaide

### Credits:

**David Wilson**

**Kathleen Brodie**

**LeFevre High School students**

**Margaret Brodie**



Government of South Australia  
Department for Education and  
Child Development



*This video and education resource has been developed in partnership between DECD Outreach Education, the South Australian Maritime Museum and LeFevre High School. Outreach Education is a team of seconded teachers based in public organisations.*

## **Australian Curriculum links:**

### **HISTORY**

Concepts: **Continuity and change, cause and effect, perspectives, empathy and significance.**

#### **Year 4 - *First Contacts***

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.

#### **Year 5 - *The Australian Colonies***

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.

#### **Year 9 - *Making a nation***

The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples

### **GEOGRAPHY**

Concepts: **place, space, environment, interconnection and change.**

**Year 3** - The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia

**Year 4** - The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources

**Year 5** - The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places

**Year 7** - The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region

**Year 8** - The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples

**Year 10** - The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia

### **CROSS CURRICULUM PRIORITIES**

The cross curriculum priority, Aboriginal and Torres Strait Islander cultures and histories has a set of organising ideas that reflect the essential knowledge, understandings and skills. Examples include:

#### **Country / Place**

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.

Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

#### **Culture**

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.

#### **People**

Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

## **Suggested Inquiries:**

### **Prior to viewing the video:**

Before European occupation, there were hundreds of Aboriginal groups in Australia. This video tells the story of the Kurna people who lived in the Port Adelaide area.

Use the ABC website: [www.abc.net.au/indigenous/map/](http://www.abc.net.au/indigenous/map/) to see the locations of indigenous groups in Australia. Locate the regions in which the Kurna people lived, and identify the Port Adelaide area.

Discuss: How do people remember / talk about the past differently from others?

### **Introductions**

Listen to the way Lefevre High School students describe Port Adelaide prior to European occupation.

*Sketch an image of how you think the Port Adelaide area looked at this time.*

The sisters introduce themselves and talk about their Kurna heritage.

*How would you describe your family background and sense of belonging?*

### **Glanville**

The sisters talk about their connections to the Glanville area.

*Research your family's history. Create a family tree to show where your family were born / lived? Can you identify these locations on a map?*

*Research the history of the suburb or town that you live in. How do you develop a connection to the area in which you live, (eg. playing sports, family events, out of school activities)?*

### **Prior to first contact**

The river and coastal areas were abundant with food.

*Which food sources were identified by the Brodie sisters?*

*What other food sources would have been available to the Aboriginal people?*

Look at the image showing two Aboriginal men looking at a ship in the distance.

*What do you think would have been the conversation between these two men? What might they be thinking and feeling?*



*Two Aboriginal males on hill looking at ship in the distance, W. A. Cawthorne (SLNSW)*

The sisters talk about how Aboriginal men fished with nets.

An image in the video shows two Aboriginal men fishing in the Port River after European occupation.

*How have fishing methods changed over time? Develop a timeline to show these changes.*



*Aboriginal Men Fishing on the Port River, South Australian Maritime Museum Collection*

## First contact

This section shows drawings of early European occupation in Port Adelaide.

*What evidence is there today that the Aboriginal people lived in this area?*

Look at the images below. Find these locations on a current map of Port Adelaide and identify the changes that have occurred.

*What stories do these images tell?*



Gill, S. T. 1847. *Port Adelaide looking north along Commercial Road*. Art Gallery of South Australia



Adelaide, South Australia : Published for the Government by the proprietors Frearson and Brother, Oct. 1880. 1 print : wood engraving ; 35.4 x 55 cm



*Semaphore Road, Glanville, before improvements. Looking west.* A. Lovis, Fruiterer & Greengrocer in left corner. Exeter Railway Station in distance: 1929



*Ester Beattor, Gert and Eva Driscoll, Victoria Street Queenstown*, courtesy Marilyn Hicks. South Australian Maritime Museum Collection

*What do the following terms mean: dispossession, assimilation, integration, and colonisation?*

*What do you think Kathy Brodie meant when she said "colonisation, their future took away our history?"*

## Dreamtime stories

Dreaming stories pass on important lessons for life.

*What do you think are important lessons and values that help you to show empathy and care towards others?*

Margaret Brodie talks about her family's history and how these stories are passed down through generations.

*What do you know about your own family's history? How are your family's beliefs and values passed on to you? What is important to you and your family? Develop a collage to show this information.*

## Lartelare

Margaret talks about Lartelare as a matrimonial story.

*What does the term matrimonial mean?*

Look at the drawing of Colley Reserve, drawn by a European artist in 1836.

*For what purposes was it created?*

*What other opinions, point of view or perspectives could there be?*



John Michael SKIPPER  
Australia, 1815 - 1883  
*Holdfast Bay, South Australia 1836*  
1836, Holdfast Bay, South Australia  
watercolour on paper  
16.0 x 24.0 cm  
Morgan Thomas Bequest Fund 1942  
Art Gallery of South Australia, Adelaide

The sister's great grandmother was told to move off the Lartelare site (now New Port Quays) in the 1840s and walked from Glanville along the coast to what we now know as Glenelg.

*Use a map of Adelaide to mark the path you think Veronica's great grandmother took. How would you make the journey from Glanville to Glenelg today? Identify the route by car or public transport.*

The sisters talk about Laura Glanville Spender and how she walked 200km to be one of the first Aboriginal women to vote.

*The recognition and right for Aboriginal people to vote (1962) is a significant event in Australia's European history.*

*Identify other significant events for Aboriginal people. Research these events and place them on a time line in chronological order.*

### **Recognition for the Kurna people**

The development of Lartelare Park gives the Kurna people recognition.

*What are some other ways we can recognise the contributions Kurna people have made to the community?*

### **Cultural Interpretative Centre**

*Develop a 'T Chart' to show how a cultural interpretive centre might help Aboriginal people and non-indigenous Australians.*