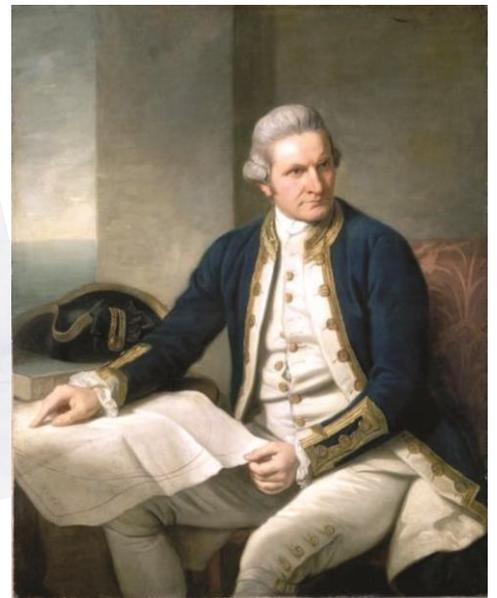


South Australian Maritime Museum

Exploration

Teacher Resource

This resource is designed to assist teachers in supporting students' learning as they engage with the *First Voyages* exhibition in the SA Maritime Museum and undertake the *Exploration* digital inquiry.



This education resource for schools has been developed through a partnership between DECD Outreach Education and the South Australian Maritime Museum. Outreach Education is a team of seconded teachers based in public organisations.



Government of South Australia
Department for Education and
Child Development



From the early 17th century European explorers searched the Pacific region looking for new goods to trade, land to settle, and specimens of flora and fauna to enhance scientific knowledge. This historical inquiry explores the concept of exploration, the journeys and discoveries that took place in the 18th and 19th centuries. Follow the points on the map and record your responses as you work through the tasks.

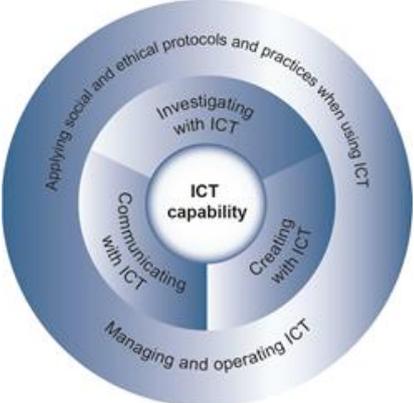
This digital inquiry comprises 12 learning challenges:

- A) Successful Exploration
- B) Original Inhabitants
- C) Macassan People
- D) Dutch Exploration
- E) Captain James Cook
- F) Matthew Flinders
- G) Work On board
- H) Bungaree
- I) Navigation
- J) Kangaroo Island / Whaling
- K) Convicts / Colonisation
- L) Science



Suitability: Year 4 students

Australian Curriculum Outcomes:

Learning Area	Learning Outcomes	App links
History	<p><u>First Contacts</u> By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They recognise the significance of events in bringing about change. 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.</p>	<p><i>Perspectives- Aboriginal and European</i> <i>Chronology –sequence events and changes</i></p>
Geography	<p><u>Geographical Inquiry and Skills</u> Collect and record relevant geographical data and information, by observing, by interviewing, conducting surveys and measuring, or from sources such as maps, photographs, satellite images, the media and the internet. Represent data by constructing tables and graphs. Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance.</p>	<p><i>Mapping</i> <i>Distance</i> <i>Location</i> <i>Scale</i></p>
English	<p><u>Interacting with others</u> Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information. Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.</p>	<p><i>Interpreting museum labels</i> <i>Biographies</i> <i>Historical stories, including Aboriginal perspectives</i></p>
Numeracy	<p>Understand the role of mathematics in the world and have the dispositions and capacities to use mathematical knowledge and skills purposefully. Students develop numeracy capability as they learn to organise and interpret historical events and developments. Students learn to use scaled timelines, including those involving negative and positive numbers, as well as calendars and dates to recall information on topics of historical significance and to illustrate the passing of time.</p>	<p><i>Chronology - timelines</i> <i>Significant dates</i> <i>Measurement, angles, time, percentages</i> <i>Geography- longitude & latitude</i> <i>Navigation</i></p>
Information and Communication Technology ICT	 <p>Applying social and ethical protocols and practices when using ICT</p> <p>Investigating with ICT</p> <p>Creating with ICT</p> <p>Managing and operating ICT</p> <p>Communicating with ICT</p>	<p>Applying social and ethical protocols and practices: Investigating with ICT:</p> <p>Investigating using ICT: Managing and operating ICT:</p> <p>Creating with ICT: Communicating with ICT:</p> <p><i>Working collaboratively</i> <i>Developing skills and attitudes</i></p> <p><i>Use of the digital learning resource in the museum, learning upon returning to school</i></p> <p><i>Use ‘book creator’ app to summarise & present student responses upon returning to school</i></p>

Historical concepts: Significance, evidence, perspective, contestability

Related concepts: Exploration, navigation, biology, discovery, geography, culture

Inquiry Questions:

- Why did the great voyages of exploration occur?
- What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?
- Why did Europeans settle in Australia?
- What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?

Challenge	Inquiry question & Response to inquiry	Background Information for Teachers	Pre / Post Visit Learning Engagements
<p><u>Successful Exploration</u></p> 	<p>Do you think you have what it takes to be a successful explorer? Talk with your partner about the skills you need to explore the Maritime Museum today.</p> <p>A. Circle the skills you will be using during your exploration today. You will be asked to give examples of how you used these skills when you return to school.</p> <ul style="list-style-type: none"> • Communication skills (speaking, listening, reading and writing) • Thinking skills (finding information) • Self-management skills (organising your time, keeping safe) • Social skills (cooperating and accepting responsibility) • Research skills (asking questions, observations, recording findings) 		<ul style="list-style-type: none"> • Does exploration still happen today? How has it changed and why? • Prior to your visit, unpack each of the skills that students may be using while undertaking their inquiry. Use a 'Y Chart' to identify what each one looks like, feels like and sounds like.
<p><u>Original Inhabitants</u></p> 	<p>1. Find and photograph an object in the upper level of the museum that shows how Aboriginal people lived prior to European occupation.</p> <p><i>This image shows two Aboriginal men looking at a ship in the distance. Record a video response to describe what they might they be thinking and feeling</i></p>  <p><i>Two Aboriginal males on hill looking at ship in the distance, W. A. Cawthorne (SLNSW)</i></p>	<p>It is difficult to work out exactly when humans first came to Australia as there are no written records. We do know that the first occupation occurred thousands of years ago, with Aboriginal people being the first/ original occupants of this land.</p> <p>Colonists perceptions of Aboriginal People: http://boundforsouthaustralia.net.au/journey-content/colonists%e2%80%99-perceptions-of-aboriginal-people.html</p>	<ul style="list-style-type: none"> • Use a fishbone graphic organiser to explore the cause and effect of the contact between the Aboriginal people and European people. • Aboriginal people have been in Australia for 50,000 – 100,000 years before the early Europeans explored the region. Use a piece of string to create a timeline, 5 metres long, with 1 cm representing 200 years. Show how long Aboriginal people have lived in Australia, the arrival of European explorers and the establishment of British colonies. • Use a map of South Australia to identify the places that have Aboriginal names. How did your suburb get its name? • Australian Indigenous Cultural Heritage: http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage

Macassan People



1. Find the swivel gun thought to have been used by the Macassans. Talk to your partner and record an audio response as to why the Macassans would have used this object.



The Macassan people lived in what is now known as Indonesia. The Macassan fishermen travelled to Australia for several hundred years in search of trepang, also known as sea slugs. They would take it back with them to trade with the Chinese.

Who discovered Australia? Resources for teachers and students:

http://www.nma.gov.au/online_features/cook_forster/resources/for_teachers

- Navigators of the Sea (ANMM): http://203.89.75.208/webdata/resources/pdfs/schools/Navigators_of_the_Seas.pdf

Dutch Exploration



1. Take two photographs of different maps to show the Australian continent at different periods of time.

2. Order the charts below from the oldest to most recent.



1659



1746



1790



1803

3. The official name for Australia is the Commonwealth of Australia. Circle the different names give to this country since the arrival of Europeans.



The first known Europeans to reach the western coast of Australia in 1606 was a Dutch man, Willem Janszoon. He described Australia as a harsh desert-like land. Other Dutch navigators explored the land in the following years, naming it New Holland. As years passed, charts and maps of the continent showed greater detail and became more accurate.

- Mapping Australia: (Scootle Resource) <http://www.scootle.edu.au/ec/viewing/R11076/index.html>

Captain James Cook



1. Photograph two objects in the exhibition related to James Cook's voyage

2. Draw a line on the map of Australia from 1787 to show Cook's route, sailing a figure 8 around New Zealand and then heading north, up along the east coast of Australia towards Indonesia.



Captain James Cook, commander of HMS *Endeavour* arrived in Tahiti in April 1769 to observe the transit of Venus. *Endeavour* continued on to New Zealand, and then sailed along the length of Australia's eastern coast, which had never before been recorded by Europeans. Cook claimed it for Britain and named it New South Wales. Cook and his crew then returned home, arriving in July 1771. This eventually led to the British invasion of Australia in 1788.

- Learn about Captain James Cook and his vessel, *HM Bark Endeavour*:

<http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/13584/>

- Captain James Cook biography (ANMM): http://203.89.75.208/webdata/resources/pdfs/schools/James_Cook.pdf

- Resources from the Australian National Maritime Museum - Suggested literature: <http://203.89.75.208/site/page.cfm?u=2148>

Matthew Flinders



- 1. What do you think caused the smoke that Matthew Flinders saw? Record an audio response.**
- 2. Find the Memory Cove plaque at the top of the stairs. This plaque was made of copper in memory of the eight seafarers from Flinders' ship Investigator who lost their lives near Port Lincoln. They had rowed ashore to collect drinking water and firewood but drowned on the return voyage when their boat capsized. Flinders named the site Memory Cove in their honour and named the islands in the bay after each of the lost crew.**
- 3. Only two parts of the plaque are left. How do we know that this event took place and what was written on the original plaque? Talk to your partner and record an audio response.**
- 4. Find and make a short video of another object near the plaque that was from Matthew Flinders ship, Investigator. Include audio response giving details about the object.**



Matthew Flinders was an Englishman and was the first European to circumnavigate, or sail all the way around, Australia. On returning to England he wrote a book titled *A Voyage to Terra Australis*. He recorded the following in his journal:

"The low eastern shore along which we have run this day, is generally sandy, but is covered with small trees... We noticed much smoke on the low land... and at noon also, great smokes were rising from the hills further up."

- Use a Venn Diagram to draw comparisons between the British colony established in New South Wales in 1788 and the establishment of the province of South Australia in 1836.

- What were the goals of Matthew Flinders' expedition? Why did he set sail? Did Matthew Flinders achieve these goals? Develop and write down 1 goal that you want to achieve. Identify the things you need to do to achieve this goal.

- If you were Matthew Flinders, what would be one decision that you would have changed during your navigation of the South Australian coast?

Work Onboard



- 1. Use the drawing tool to select one of the jobs below that interests you.**

Captain (commands and manages the people on board)

Navigator (knows where the ship's location is at all times)

Zoologist (studies animals)

Botanist (studies plants)

Artist (creates paintings or drawings)

Sailor (works to keep the ship operational)

Surgeon (attends to the health of crew)

Cook (prepares meals for the captain and crew)

Sail maker (maintains and repairs the sails)

- 2. Record an audio to describe the skills you would need to be successful in your job.**

- 3. Explore the upper level of the museum and photograph 2 objects related to your job.**

Matthew Flinders' ship, *Investigator* had 88 men on board. There were many jobs involved in maintaining a ship at sea.

- The European artists drew the Australian landscape, people and animals. Many of these images were sketched in Australia, and then coloured when the artists returned to Europe (the French produced detailed watercolours in Australia and on the ship. The drawings were published as engravings about a decade after the expedition returned) Find out what colours were traditionally used in Indigenous art works. Compare the use of colour in the drawings and paintings completed by the artists who were part of the European expeditions.

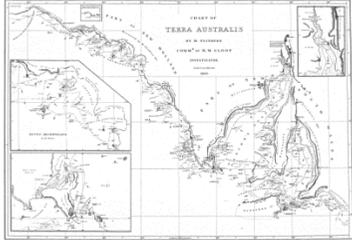
Bungaree



- 1. Find the portrait of Bungaree. Look at the way Bungaree is dressed. Show on a continuum if you agree or disagree with the way the English dressed him. English people gave him clothes as gifts but many commented that he was proud to wear them. Record an audio response giving reasons for your answer.**

Bungaree was from the Broken Bay group and sailed with Matthew Flinders. Flinders was impressed with Bungaree's 'good disposition' and invited him to sail with him on *Investigator*.

- Bungaree sailed with Flinders in 1798 as a guide, interpreter and negotiator with local Indigenous groups. Research the first contacts between indigenous groups and explorers. How was Bungaree treated? What kind of relationship did he have with the British and how did this change his life?

<p><u>Navigation</u></p> 	<p>1. Take two photographs to show instruments used in celestial navigation.</p> <p>2. Look at the chart Matthew Flinders drew as he charted the southern coast of Australia. Draw a mark to show the location of Adelaide.</p> <p>Work your way through the four navigational machines in the museum. Follow the instructions at the last machine to calculate Matthew Flinders' location on 5th August 1809. Use the drawing tool to record his location.</p> 	<p>Both Nicholas Baudin and Matthew Flinders charted the South Australian coast. As cartographers and navigators, these men used sextants to find their location on the earth's surface. They measured latitude by calculating the angles between their position on the earth and celestial bodies such as the sun, stars and moon. Longitude was calculated using a chronometer (a clock).</p>	<ul style="list-style-type: none"> • Nicholas Baudin, the leader of the French expedition, died of tuberculosis on the French island of Mauritius. He was 49 years old. Locate Mauritius on a world map and research the significance of this country for the French and English in the early 1800s. • Learn about navigation – calculating position using latitude and longitude: http://education.maritime.history.sa.gov.au/documents/SextantBooklet.pdf
<p><u>Kangaroo Island / Whaling</u></p> 	<p>1. Photograph two objects in the exhibition related to whaling.</p> <p>2. When the province of South Australia was proclaimed in 1836, whaling was the first industry. The whale population declined and most whaling stations were closed by 1860. Talk with your partner and give a reason as to why you think this happened.</p> <p>3. Nicholas Baudin's expedition collected live kangaroos from Kangaroo Island. Worried they were suffering from the damp on decks, Baudin evicted two of his scientists from their cabins to give the roos some creature comforts. Sick kangaroos were fed a diet of 'rice mash, wine and sugar'. Those that survived were delivered to Malmaison, Josephine Bonaparte's estate outside of Paris, where they joined her black swans and emus. Do you agree that it was right for Baudin's crew to take the kangaroos back to France? Record an audio response giving a reason for your answer.</p>	<p>Whalers living on Kangaroo Island learned that toothed whales travelled to the waters southwest of Kangaroo Island in the summer months. Sperm whales were valuable as the sperm oil from their skulls was used as a lubricant and train oil from their blubber was used to fuel lamps. Their teeth were used for scrimshaw.</p>	<ul style="list-style-type: none"> • Research what happened when Matthew Flinders and Nicholas Baudin met on 8th April 1802. Why did they meet and what happened during this encounter? Visit Encounter Bay near Victor Harbor to see where this meeting took place.
<p><u>Convicts / Colonisation</u></p> 	<p>1. Do you agree? 'It was a good idea to send convicts to Australia as punishment for their crimes in England.'</p> <p>Show your response on a continuum and record an audio response with reasons for your answer.</p> <p>2. Why do you think the government needed to build a gaol in South Australia? Record an audio response.</p>	<p>South Australia did not have any convicts and was established by free settlers. In 1836, 546 people arrived from England to establish the colony of South Australia. Initially there was no gaol in South Australia, as it was thought that everyone would be of good character and it would not be needed. However in 1841, five years after the first Europeans arrived, the Adelaide Gaol opened.</p>	<p>Learn more about convicts, online resources and learning engagements for students:</p> <p>BTN: www.abc.net.au/btn/story/s3934600.htm</p> <p>Convicts to Australia: http://members.iinet.net.au/~perthdps/convicts/index.html</p> <p>Convict Records: http://www.convictrecords.com.au/</p> <p>Convict Facts: http://www.convictrecords.com.au/facts</p> <p>Convicts transported from South Australia: http://www.jaunay.com/convicts.html</p>

Science



1. Find the display of preserved animals and use the notes in the exhibition to match the specimens to their correct names.



starfish
(*Archaster angulatus*)



leather jacket
(*Oligoplites saurus*)



butterfly fish
(*Chaetodontidae*)



weedy sea dragon
(*Phyllopteryx taeniolatus*)

Nicholas Baudin's ship had a team of twenty two scientists, anthropologists, botanists, mineralogists and natural history artists including the naturalist Francois Péron. Francois Péron undertook studies on board, including anatomy, anthropology, botany, zoology, meteorology, oceanography and naval hygiene!

Nicholas Baudin's scientific and cartographic achievements added enormously to the knowledge of Terra Australis, especially the discovery of new flora and fauna. Napoleon's instructions to Baudin had been quite specific; *'You will make up this collection of living animals of all kinds, insects, and especially of birds with beautiful plumage. As regards animals, I don't need to tell you how to choose between those intended for the menageries and those for a collection of pure pleasure. You will appreciate that it must comprise flowers, shrubs, seeds, shells, precious stones, timber for fine works of marquetry, insects, butterflies, etc. ...'*

- Imagine you are a naturalist, studying the natural world. Choose an item either from home or in the school grounds to study. Take a photograph of your object, and write some notes about it. Undertake further research about the object using resources such as books, internet and local organisations.

- What is a naturalist? What do they study and why? Identify an object in your school yard that a naturalist would study and provide scientific information about it.

- Describe what you would be doing if you were studying anatomy, anthropology, botany, zoology, meteorology or oceanography.

- Upon his return to France, Péron wrote a book titled *Voyage de découvertes aux Terres Australes*. What information do you think would have been included in his book? Identify one of the French discoveries in Australia between 1801 and 1804. Write an article about it as if you were one of the crew on board.