

South Australian Maritime Museum – Explorers Program

Extend student learning:

The following tasks and information is designed to further develop the **historical skills, concepts and understandings** gained from your visit to the Maritime Museum:

Glossary of Terms:

- **Artefact** – An historical object that has significance.
 - **Cartography** – The study and drawing of charts and maps.
 - **Celestial navigation** – Using the position of celestial bodies in the sky (stars, sun, moon and planets) to find your way.
 - **Chart** - A map used to navigate by sea or in the air.
 - **Circumnavigate** – To go around.
 - **Empire** – A group of countries all under the same authority. Eg. "*The British empire*"
 - **Exploration** – Searching or travelling to discover new things.
 - **Latitude** – The distance of a location North or South of the equator.
 - **Longitude** – A position East or West of the Prime Meridian.
 - **Navigation** – To travel a course in a ship or aircraft.
 - **Octant** – A navigational instrument used to measure the angle between two visible objects.
 - **Parallel ruler** – A tool used by navigators to draw parallel lines (side by side and always keeping the same distance) on charts.
 - **Provisions** – The supply of food or other necessities.
 - **Sextant** – A navigational instrument used to measure the angle between two visible objects.
 - **Spices** – A vegetable product used to season or flavour foods.
 - **Terra Australis** – A Latin name given to Australia before 1901, meaning unknown land.
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Mathematics:

- Develop a timeline that shows significant exploration of the Australian coast, including the Makassans in the 1600's, the Dutch, English, French and Portuguese explorers through until Matthew Flinders circumnavigation of the coastline in 1803.
- Research Matthew Flinders ship, *The Investigator*. Ship size, traveling speed, crew, etc.
- Develop a timeline of Matthew Flinders expedition from 1801. How long did the expedition last and what memorable events took place? Create an annotated timeline which includes dates and images of the events that took place.

Geography:

- Before Europeans drew maps of Australia, the Aboriginal people had already mapped the land. Research how this was done through music and songs.
- Prepare a map or chart that includes dates and labels showing the route taken by Matthew Flinders and his exploration of the Australian coast.
- Create a map of your classroom. Identify the features needed to draw an accurate and detailed map.
- Draw a map of your school yard. Use this map to develop an orienteering course for a friend to complete.

Literacy:

- Explorers kept journals – write a journal entry in which you reflect on your visit to the Maritime Museum.
- Matthew Flinders 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.”
Discuss what Matthew Flinders might have seen. Who made these ‘smokes,’ and why?
- List some of the questions that you would have asked the Aboriginal people if you were Matthew Flinders.
- Select one of these early explorers below that interests you.
Develop inquiry questions and research your chosen explorer. Present your findings in an interesting way.

Willem Jantz

Luis Vaez de Torres

Dirk Hartog

James Cook

William Dampier

Abel Tasman

Louis-Antoine de Bouganville

The Makassans

Marc-Joseph Marion Dufresne

Lois Francois de St Allouarn

- Sailors often made ship’s biscuit, sometimes called ‘hard tack’ because it was very hard and dry. It was made of flour, water and salt. Search the internet to find a recipe for ship’s biscuit and follow the instructions to bake your own.
- Matthew Flinders had a cat onboard his ship called Trim. He wrote the following poem about his cat:

TO THE MEMORY OF TRIM

The best and most illustrious of his race.

The most affectionate of friends, faithful of servants and best of creatures.

He made the tour of the globe and a voyage to Australia, which he circumnavigated and was ever the delight and pleasure of his fellow voyagers.

What does this poem tell us about Trim?

Create your own poem that describes your own pet, or a friend’s pet.

Critical thinking:

- Early Aboriginal cave drawings in Northern Australia show images of canoes and boats. Use the internet to find images of these paintings and discuss the information we can gain from these images.
- 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.
- Upon departure, European explorers took provisions of food and water with them on their journeys. Soon this food would run out and finding fresh food and water was a challenge. Using the list provided, develop a day’s menu for the sailors.

water	flour	beer	bread in butts (barrels)	spirits (rum)
salted beef	suet (pig fat)	raisins	pease (dried peas)	wheat
oil	sugar	vinegar	salt	portable soup
pork	mustard seed	sourcroust (pickled cabbage)		
- If you were Matthew Flinders, what would be one decision that you would have changed during your navigation of the South Australian coast?
- Create a graphic organiser that shows the tools used by the English explorers to navigate and record their journeys.
- Select a place in Australia you would like to explore. Consider the following questions: *Why do I want to go to this place? How will I get there? How long will it take? What will I need to bring? What plants, people, and physical features will I see along the way? What difficulties might I encounter? What will I see and do once I get there? What will I collect to bring home, such as photos or souvenirs?* Use maps and other resources to plan your trip. Record your journey on a map or create an illustrated journal to share with others.
- Bungaree was an Aboriginal person who sailed with Flinders in 1798 as a guide, interpreter and negotiator with local Indigenous groups. Research the first contacts between indigenous groups and explorers and develop a list of statements from your findings. Share these with your peers and invite them to stand on a values continuum to discuss the statements.