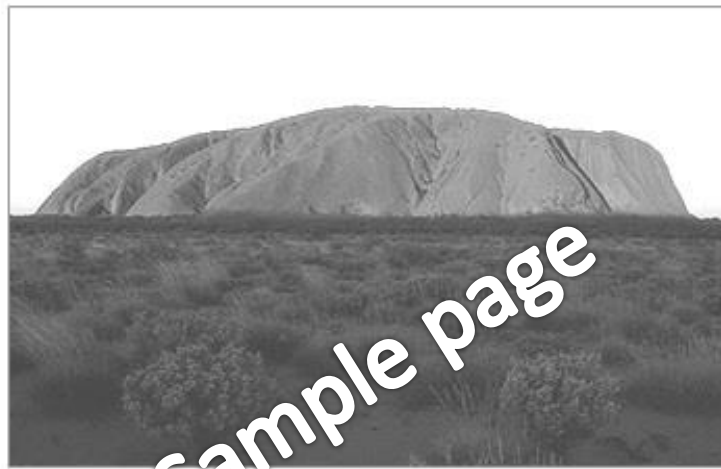


Australia ...



Sample page

The Wide, Brown Land For Me!

Adnil Press

Contents

Dedication	7
To the Parent or Educator	9
How to Present Each Lesson	10
<u>Introduction</u>	
Lesson 1 The First Australians	15
Lesson 2 Aboriginal Legends	19
<u>Discovery</u>	
Lesson 3 The Great South Land	25
Lesson 4 Spanish and Dutch Exploration	30
Lesson 5 Abel Tasman	35
Lesson 6 William Dampier	40
Lesson 7 Captain James Cook - Part 1	44
Lesson 8 Captain James Cook - Part 2	48
Lesson 9 Review Lesson - Discovery	54
<u>Settlement</u>	
Lesson 10 Settlement - Part 1	59
Lesson 11 Settlement - Part 2	62
Lesson 12 The Early Settlers - Part 1	66
Lesson 13 The Early Settlers - Part 2	69
Lesson 14 Governor Arthur and the Convicts	74
Lesson 15 Bushrangers	77
<u>Exploration</u>	
Lesson 16 The Coastline - Part 1	85
Lesson 17 The Coastline - Part 2	89
Lesson 18 Crossing the Blue Mountains	92
Lesson 19 The Riddle of the Rivers	96
Lesson 20 Charles Sturt - Part 1	100
Lesson 21 Charles Sturt - Part 2	105
Lesson 22 Edward John Eyre	108
Lesson 23 Eyre Goes West	112
Lesson 24 Crossing the Continent	115
Lesson 25 Burke and Wills	118

The Nation Develops

Lesson 26	.....	The Henty Family	.....	125
Lesson 27	.....	John Batman	.....	128
Lesson 28	.....	Gold!	.....	132
Lesson 29	.....	The Overland Telegraph	.....	137
Lesson 30	.....	Thomas Mort and Refrigeration	.....	140
Lesson 31	.....	The Chaffey Brothers	.....	143

Federation and Beyond

Lesson 32	.....	The Coming of Federation	.....	149
Lesson 33	.....	The Flag	.....	155
Lesson 34	.....	Australians in the Antarctic	.....	158
Lesson 35	.....	The Anzacs	.....	161
Lesson 36	.....	The Kokoda Trail	.....	166
Lesson 37	.....	Our National Anthem	.....	169
Lesson 38	.....	The Story Continues	.....	175
Australian Timeline				..... 177
Answers to Puzzles				..... 181
Further Reading suggestions				..... 187
End-note and Bibliography				..... 188

How to Present Each Lesson

For each lesson, a supply list is given, so that you can gather together what you need before each session begins. Some of the resources you'll need during this course are:

* Pencils, paper, scissors, glue, etc.

* An Atlas.

In particular, an Australian Atlas, showing clear views of the states, rivers, mountains, etc.

* Reference materials for further research.

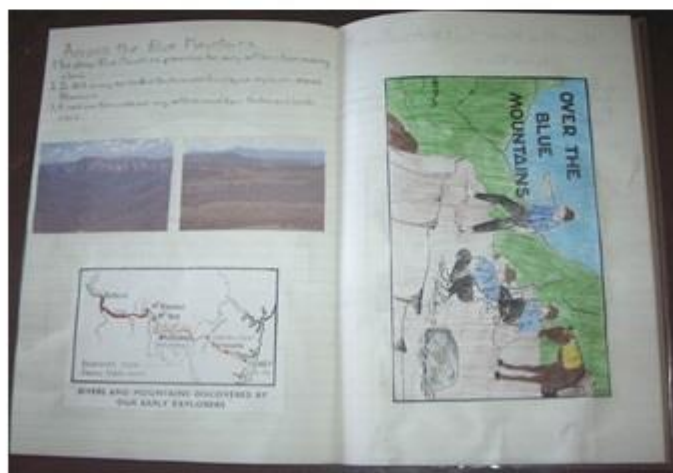
Encyclopedias, the Internet, etc.

* Student's notebook.

You'll need either a notebook with alternating blank and lined pages (preferred), or you could use a 3-ring binder. Along the way, there'll be writing activities, as well as student pages which are to be added to the notebook. The writing activities can be done by writing directly into the student's notebook, or, if you wish to ensure a suitable level of neatness is obtained, have them write first on a lined piece of paper, then glue this into their book. For each lesson, begin a new double-page, and write the title up the top. Then, add the written answers to the questions or other activities, and glue in any photos, maps and projects. If you wish, you may keep all the activities aside until the lessons are completed (stored in a zip-lock bag is a great way to go). Then, compile all the information together at the end. This will help ensure that the notebooks are presented in the best, neatest way possible.

To present each lesson, gather your resources together, and then read the information to the students. If you have an older child doing the course on their own, they could read the information themselves, but in a group situation, it is good for Mum or Dad to do this. Then, follow the instruction on the 'Things to Do' pages, and complete the activities. Sometimes you may do the questions orally, and by all means discuss the answers, but it is a good idea to also encourage written responses.

Try always to ensure excellent work is done in the student's notebooks, for when they are finished, they can be proud of their Australian History Notebook, and it will be a treasure, and an wonderful reference tool, for years to come.



An example of a completed notebook page.

Lesson 1

The First Australians

Supplies Needed for This Lesson:

A standard, 30cm wooden ruler	Hammer and nails (or a skewer)
String	Cardboard (optional – for boomerang)
Scissors & Glue	One copy of the student sheets for each student
Crayons or coloured pencils	Encyclopedias and / or access to the Internet

Many years ago, a tribe of natives made their way along a river, looking for a good place to set up camp. These were the Australian aborigines. They were a hunter-gatherer people, who lived in simple shelters, had respect for their elders and enjoyed their unique style of art and music. They also had their own ways of meeting together and discussing matters of importance to the tribe.

Hunters and Gatherers

The Australian aborigine ate wild fruits and vegetables, as well as kangaroos, emus and even snakes. Exceptionally skilled hunters, these natives made some precision weapons, of which the most well known would be the boomerang. It was a curved stick, that when thrown correctly, would return to its waiting sender. That is, unless it struck an animal. Then, the poor creature would drop dead as if it had been hit by a modern-day bullet. The skilled hunters would then return to their dwellings, and enjoy their tasty meal.

The Building of Shelters

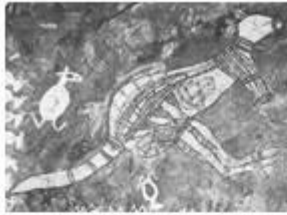
A tribe's camp consisted of basic shelters, known as 'wurlies', 'gunyahs', or 'mia-mias'. These were constructed using two support sticks and one larger sapling. Covering these with bark, twigs and branches gave the families a dry place to sleep. Always camping near the water, the tribe would move on once the food reserves became low. Because it was much easier than starting a fire with two dry sticks, they would take with them a live 'fire-stick' to light the fire at their next stop. New dwellings were then built, and the group settled into their freshly built home.



The Tribe's Leaders

Amongst the tribe were leaders, who were known as the elders and the medicine man. The elders were older men, who would make decisions and often counsel the tribe in times of crisis. Then there was the medicine man. He was primarily consulted by the sick, however, the most powerful duty he had was to 'point the bone'. A bone, usually the leg of a kangaroo, would be pointed at a tribal member who had done some wrong. This was a horrifying experience, for whoever the bone was pointed at believed he was cursed, and would give up all hope of life, pine away and eventually, die. Such was the power of the elders and the medicine man.

Art and Music



The aborigines were also skilled artists. Cleverly they would use coloured clay on rocks, weapons and even themselves. Often, their paintings would give the appearance of x-rays, as pictured here. By far their most recognized work, however, were the paintings they would do on their own bodies. These clever natives would spend hours creating a magnificent work of art, preparing for the special gathering known as a corroboree.

A corroboree was a special time of music, dance and story-telling. After covering their bodies with paint, the tribe would meet around the camp-fire for an evening full of noise and entertainment. Music was provided by use of special hand-made instruments. One such instrument was the didgeridoo, which was a hollow pipe, about 1 metre long. When the player would press his lips to it and blow, a loud, droning sound could be heard. The interesting thing about the didgeridoo was that the player breathed in at the same time as breathing out, which is a very difficult skill to master. As well as the music of this fascinating instrument, they would tap boomerangs or sticks together, and of course, sing. And thus the tribe would enjoy a marvellous evening of music and story-telling.

Sacred Ceremonies

Meeting together for a sacred ceremony, however, was a very different affair. Only the men were permitted to attend these, and they were a very solemn gathering. These meetings were so 'secret', that if by chance, a woman happened upon this ceremony, she was put to death! The ceremonies would be announced by use of a 'bull-roarer', which was a thin piece of wood about 4cm wide by 25-30cm long. When swung around in the air, this produced a tremendous roaring sound that could be heard many kilometres away, thus calling the men together. Once gathered, they would commence the ceremony. It was during these times that many of the rights, rituals and responsibilities were taught to the younger generation.

The Aboriginal People

The Australian aborigines hunted, camped, and shared with each other. They told stories, sang, and solved problems by use of the tribe's elders and medicine men. Importantly, the first Australians left their mark via their beautiful artwork, weapons and instruments, so that we may continue to learn about their history and their culture.



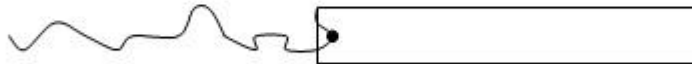
Lesson 1 – The First Australians - Things to Do:

For each lesson, there will be questions to answer, and activities to do. Each time, begin a new double-page, and write the title up the top. Then, add your written answers to the questions or other activities, and glue in any pictures, maps, projects and so forth. If you wish, you may keep all your activities aside until the lesson is completed (stored in a zip-lock bag is a great way to go). Then, compile all the information together at the end. This will help you to present your notebooks in the best, neatest way possible.

1. Questions to Answer.
 - a) What are the following:
boomerang; bull-roarer; didgeridoo; wurley.
 - b) What food did the aboriginals eat?
 - c) What weapons did they use?
 - d) What does 'pointing the bone' mean?
2. Find out if there are any places in your district with aboriginal names, and try to find out their meanings.
3. Aborigines would often go 'walkabout'. See if you can find out what this means, using encyclopedias or the Internet as your research tools.
4. Make a Bull-roarer!
Take a standard, 30cm wooden ruler.
Using a nail, skewer, or other sharp instrument, punch a hole in one end, as thus:



Then, thread a length of string through the hole – the exact length doesn't matter – but around 60cm is good.



Tie the string to the ruler, and make a loop in the other end, so you can hold onto it.

Now, make sure you're either outside or have plenty of room around you – including 'upwards' (no broken light-shades, please!) And, standing with the bull-roarer at your side, spin it round and round, upwards and downwards, as fast as you can. You should begin to hear a 'roaring' sound.



Congratulations – You have made your own bull-roarer!

Lesson 6

William Dampier

Supplies Needed for This Lesson:

Student Pages
Scissors & Glue
Atlas or World Globe

Coloured Pencils, crayons or markers
Modelling Clay

Poetry Recitation

Continue to recite the poem 'My Country' – one verse at a time, until you have learned it from memory. We won't be reminding you each lesson from now on, but do continue to practice it, so you will have it memorised by the end of this course.

We are now moving on from the Dutch explorers, to read about the English, and their discoveries of the 'Great South Land'.

William Dampier

As far as we know, the first Englishman to explore New Holland was a man by the name of 'William Dampier', who was a buccaneer, or a man of fortune. We first hear of him in a pirate ship under Captain Swan in the Atlantic Ocean. When the business of robbing Spanish ships in the Atlantic became too dangerous, Swan, in his vessel the 'Cygnets', decided to try his luck in the Indian Ocean. Accordingly he sailed east, and finally reached the Philippine Islands. There most of the crew, including Dampier, seized the ship, and under the command of a new leader, Captain Roebuck, sailed away, leaving Swan and a few of his friends behind.

Dampier at Cygnets Bay

After capturing many rich prizes, the new captain decided to seek out a quiet spot where his ship could be repaired. He made for the lonely north-west coast of New Holland, and in January, 1688, he beached his ship in 'Cygnets Bay', in 'King Sound', among islands we now call 'Buccaneer Archipelago'.

Dampier Returns to England

After a stay of about two months the 'Cygnets' again set sail. By this time Dampier had grown tired of living as a pirate, so at the Nicobar Islands, near India, he left his companions and returned to England. There he published an account of his travels. He did not speak well of New Holland. "The soil", he wrote, "is dry and sandy, and the natives know nothing about the building of houses, the growing of crops or the keeping of flocks and herds."

Dampier in the 'Roebuck'

King William III became very interested in Dampier's book. In 1699 he sent him out in the 'Roebuck' to find out about other parts of New Holland. Had Dampier approached our continent from the east he would have had a very different tale to tell. As it happened, he again touched the western coast, along which he sailed for 1,500 kilometres. As he made his way northward he named 'Shark Bay' and 'North West Cape'.

Along the North-West Coast

The only things that pleased him, as he made his way along the coast, were the sweet-scented shrubs and gay flowers. Among the plants he noted a vivid red flower, the Sturt Pea, and a pretty blue flower which has since been named after him. Among the animals he saw were the kangaroo and the turtle.



Dampier needed fresh water badly, but when he sent his men ashore they could find none. Several times he tried to speak to the natives, but they were very shy and kept well away.

He Sails For Timor

At last, when several of his men became ill with scurvy (see Lesson 3), Dampier set sail for Timor, where he took on board fresh supplies of food and water. He did not return to New Holland, but as soon as his men were well enough, he set sail for England.

Dampier Returns to England

His troubles, however, were not yet over. The 'Resolution' began to leak so badly that she went down near Ascensions Island, off the west coast of Africa. Fortunately, no lives were lost, and after a long wait, Dampier and his men were rescued by a passing ship and taken to England. There he reported that New Holland was a barren and useless country.

Because of Dampier's gloom, nearly 70 years were to pass before another English ship touched these shores.



Dampiera Flower

Lesson 6 – William Dampier - Things to Do:

1. Colour the map of Dampier's Voyage (next page). Draw, using a red pencil, a line showing his journey.
2. Colour, or copy, the following pictures. You should look up the flowers in an encyclopedia or on the Internet to ensure that you colour them correctly. Add these to the map, using the numbers below it as a guide.



The Cygnet is Beached



Natives



A Kangaroo
(Colour grey and brown).



Turtle



A Shark
(Light Grey)

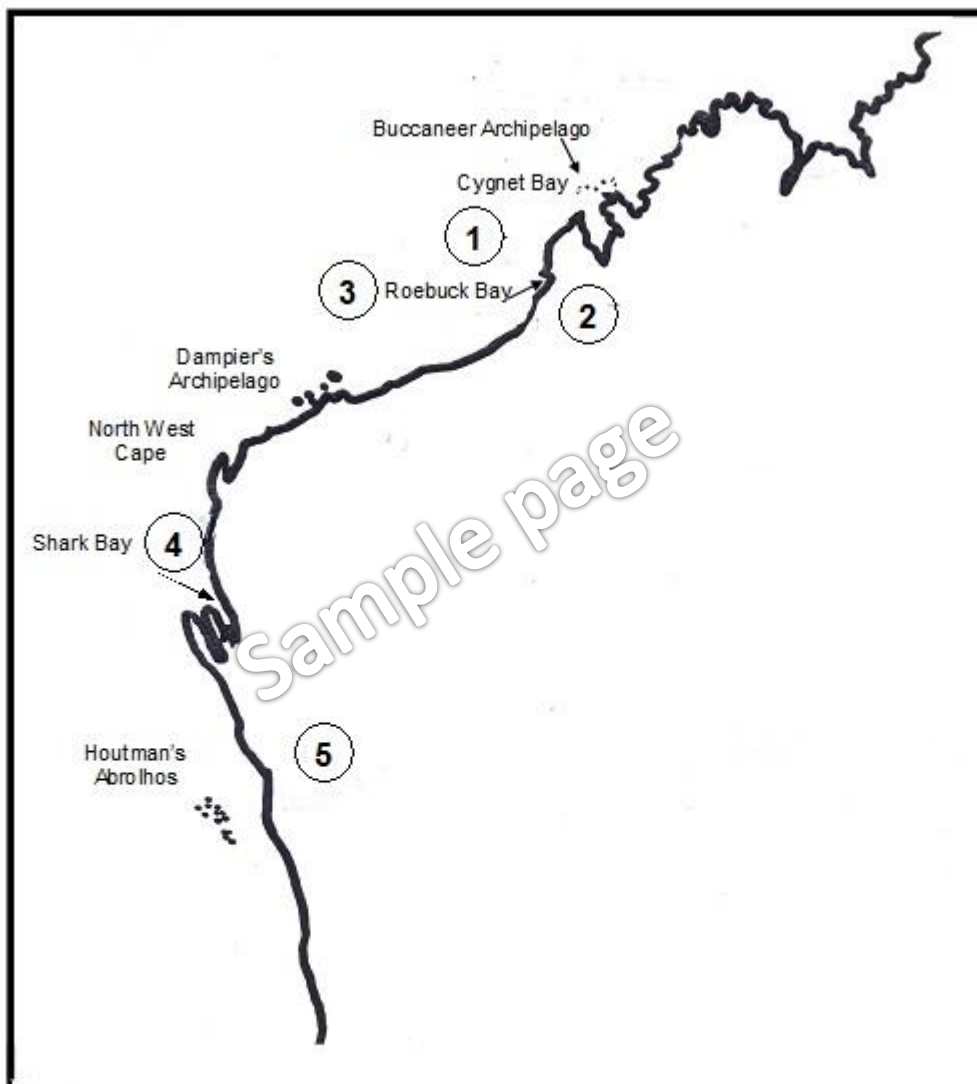


Dampiera Flower
(Blue petals, green leaves)



Sturt Desert Pea
(Red petals, black centre,
green leaves)

3. At the top of a lined page, write, 'William Dampier'. Write a summary of Dampier's two voyages, and the things he found.
4. On a world map or globe, follow Dampier's voyage to Australia. Find England, then Australia, and then 'Ascensions Island', where Dampier's ship sank. Finally, follow his voyage back to England.
5. Using modelling clay, shape a shark, turtle or kangaroo. Leave these aside to dry and then paint your model later in the week. Take a photo and add this to your notebook.



DAMPIER'S FIRST VISIT, 1688

1) The 'Cygnet' is beached and cleaned on the north-west coast of New Holland.

4) He arrives at Shark Bay in the 'Roebuck'.

DAMPIER'S SECOND VISIT, 1699

2), 3) Dampier sees natives and strange animals (3 - turtle).

5) He sees strange flowers but finds no water. He sails along 1.500 kilometres of barren coast.

Lesson 19

The Riddle of the Rivers

Supplies Needed for This Lesson:

Student Pages
Glue

Coloured Pencils, Crayons or Markers
Reference Books

It was soon noticed that the rivers, the 'Lachlan' and the 'Macquarie', discovered on the other side of the Blue Mountains, flowed to the west. Where did they end? The answer to this question was not found for many years.

Governor Macquarie was keenly interested in these inland rivers, and in 1817 he sent Surveyor-General 'John Oxley' to find their outlet.

Oxley's Expeditions

Oxley followed the course of the Lachlan for about 150 kilometres, only to meet with disappointment. He felt sure that the river flowed into a inland sea, but suddenly it ended in a vast swamp. Oxley then explored the Macquarie river, but with no better result. After tracing its course for about 200 kilometres, he found that it, too, spread out into a swamp.

Hume Begins His Expedition

Hamilton Hume was the owner of a station property near 'Lake George' in New South Wales. A fine bushranger offered to lead an expedition from Lake George to the southwest to find out about a part of the country now known as Victoria. The governor had gladly accepted his offer, and in October, 1824, Hume had set out with the object of reaching the southern coast. His party consisted of himself as the leader, a man named 'Hovell' as second-in-command, and six other men. With him he took six saddle horses, and he carried his provisions in two carts drawn by bullocks.

They Cross the Murrumbidgee

After two days' journey the explorers reached the 'Murrumbidgee', not far from where the town of Yass now stands. The river was so broad and swift that it was difficult to see how they could carry their goods across. Hume soon thought of a way. After taking off the wheels he covered his carts with tarpaulins to make them serve as punts. He then swam across the river, carrying a rope between his teeth. This he tied to a tree, and his men, by using the rope, were able to ferry the stores and other things across. The horses and oxen were made to swim the stream, after which Hume resumed his journey.

He Finds the Australian Alps

As the explorers journeyed on they passed through excellent grazing country. Soon, however, the country became so rough that they were obliged to abandon the carts and pack what they could on the horses and bullocks. It was in this rough country that they came upon the 'Tumut River', a tributary of the 'Murrumbidgee'. This is one of the important streams which was to be used in the 'Snowy River Scheme' (we'll read about this in a later lesson)

.They had not advanced far beyond the Tumut when a grand sight met their gaze. Away to the south they could see the snow-capped peaks of a range of lofty mountains. Hume named these the 'Australian Alps'. To avoid this rugged country he then turned more to the south-west.

Hume Discovers the Murray

Early one morning Hume, who always went ahead of the party, came running back in great delight. He had come upon a splendid river, larger than the Murrumbidgee. This he called the Hume, after his father. Later on, however, it was re-named the 'Murray'. To cross this fine stream the explorers constructed a boat of wickerwork covered with a tarpaulin. The crossing was made not far from where Albury now stands and the famous Hume Dam was constructed.

Further Discoveries

Continuing southward Hume passed through good country watered by many streams, including the 'Ovens' and the 'Goulburn'. These are tributaries of the Murray flowing from the Victorian side, and have since been used for very important irrigation purposes.

Finally Hume crossed the Great Dividing Range, and reached the coast at Corio Bay which is an arm of Port Phillip. The natives called the place 'Jillong', which we get 'Geelong', the name of the town now standing on Corio Bay.

Here Hovell made a blunder. He took these for the wide port before them was Western Port, when actually it was Port Phillip. Western Port is some distance to the east.

The Riddle of the Rivers Unsolved

After a few days' stay at Port Phillip, Hume began his return journey. He showed great skill in leading his party safely back to Sydney. He had found excellent grazing country. But he had not solved the riddle of the rivers. To those already known he added the Murray, the biggest one of all, and also smaller streams, all flowing *inland* to the west or north-west.

The Hume River Re-Named

About five years after Hume's return, an explorer by the name of 'Captain Charles Sturt' re-discovered Hume's great river. Not knowing that it was the stream Hume had found, he called it the Murray after an English statesman. It seems a pity that the name should have been changed and Hume thus deprived of the honour. But he has been remembered in other ways. A fine stone monument was erected to him at his old station home near Lake George, which was the starting place of his journey. A broad motor highway which runs between Melbourne and Sydney, and which follows much of his old track, is called the 'Hume Highway'.

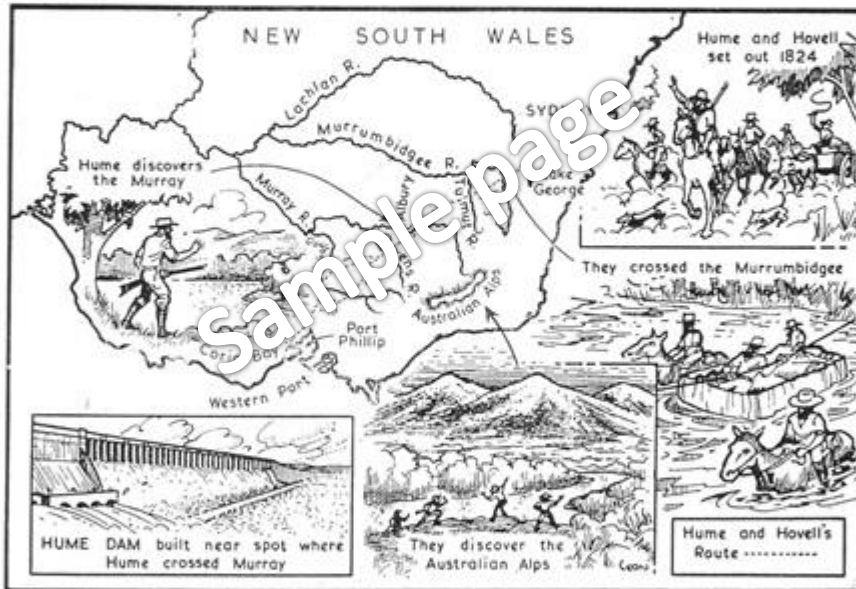


Hume Monument

Near the pleasant town of Albury, on the border between New South Wales and Victoria, a mighty weir has been built across the River Murray. Here we find one of Australia's largest dams. It has a total catchment area of 5,176 square kilometres. This 'Hume Dam', as it is called, is one of the greatest engineering works in our continent. It will always keep alive for us the memory of this fine explorer.

Lesson 19 – The Riddle of the Rivers - Things to Do

1. Answer these questions orally:
 - a) Why did Oxley fail to solve the problem of the riddle of the rivers?
 - b) For what purpose did Hume make a trip south from Lake George?
 - c) How did he cross the Murrumbidgee?
 - d) What is a *tributary*?
 - e) What mountains did he discover?
 - f) Why was Hume so delighted when he first saw the Murray?
 - g) How did his party cross this stream?
 - h) At what point did the expedition reach the Southern Ocean?
 - i) What did Hume notice about all the streams he discovered?
2. Begin a page in your notebook entitled 'Hamilton Hume; First to Discover the Murray'. Add the map below to your notebook. Trace the way Hume and Howell travelled with red pencil, and colour the pictures.



3. Find out all you can about a) The Hume Dam, and b) The Hume Highway. Try to find some pictures of these places (the Internet is one easy way to find these).

As well, add a picture of the Hume Monument to your notebook. You could find it in your reference materials, or simply copy the one on the [previous page](#).

4. Imagine you are Hume finding the Murray. Write an account of your discovery. Here is a start for you:

The 15th November, 1824, is a date I shall always remember. I was walking through the bush in advance of my party, when suddenly... (Now go on for yourself).