

EBOOK CODE: REAU5078



PHOTOCOPY  
MASTERS

Ages 7 - 10 years

# History of *Australia* for Juniors



By Lindsay Marsh

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# Teachers' Notes

The *History of Australia for Juniors* is a teacher-friendly resource which encourages students, aged between 7 and 10, to develop their historical knowledge and critical thinking skills. The book is divided into four comprehensive sections.

The first section explores the lifestyles of Indigenous Australians before colonisation, the Dutch's sojourn to Australia and the impact of British colonisation.

The second section of the book tracks the journeys of white colonisers who were determined to find new land within Australia to expand the colony. The role that indigenous guides and trackers played in inland exploration is also investigated, as is the Gold Rush.

The third section examines the lives and roles of Australian bushrangers, while the fourth section includes fun activities designed to consolidate students' historical knowledge of Australia.

The activity sheets are all curriculum linked and the answers are provided throughout the book on the pages entitled Teachers' Notes.

## Australian Curriculum Links

### Year 3

#### Historical Knowledge and Understanding

ACHHK060

ACHHK063

#### Historical Skills

ACHHS065

ACHHS066

ACHHS067

ACHHS068

### Year 4

#### Historical Knowledge and Understanding

ACHHK077

ACHHK079

ACHHK080

#### Historical Skills

ACHHS081

ACHHS082

ACHHS083

ACHHS084

### Year 5

#### Historical Knowledge and Understanding

ACHHK093

ACHHK094

ACHHK095

#### Historical Skills

ACHHS098

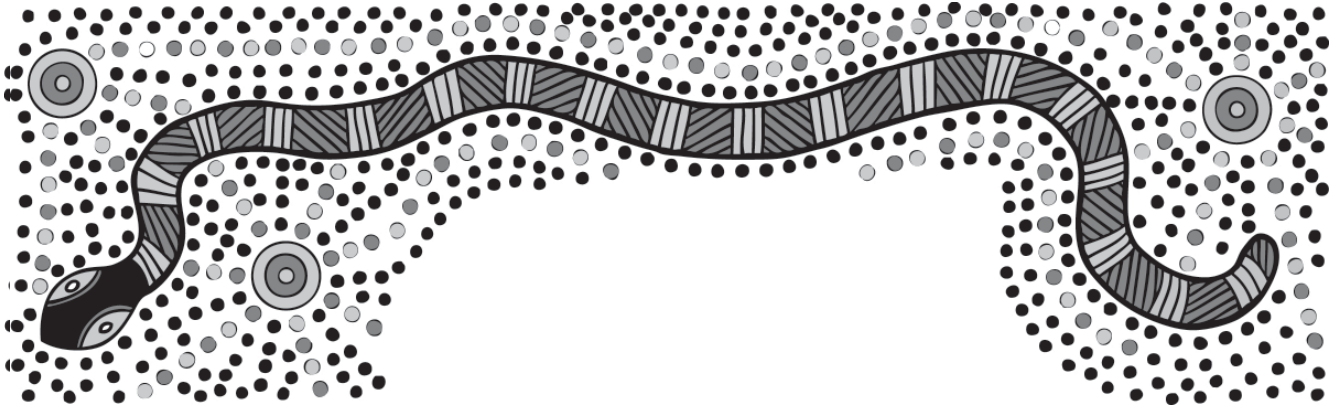
ACHHS099

ACHHS100

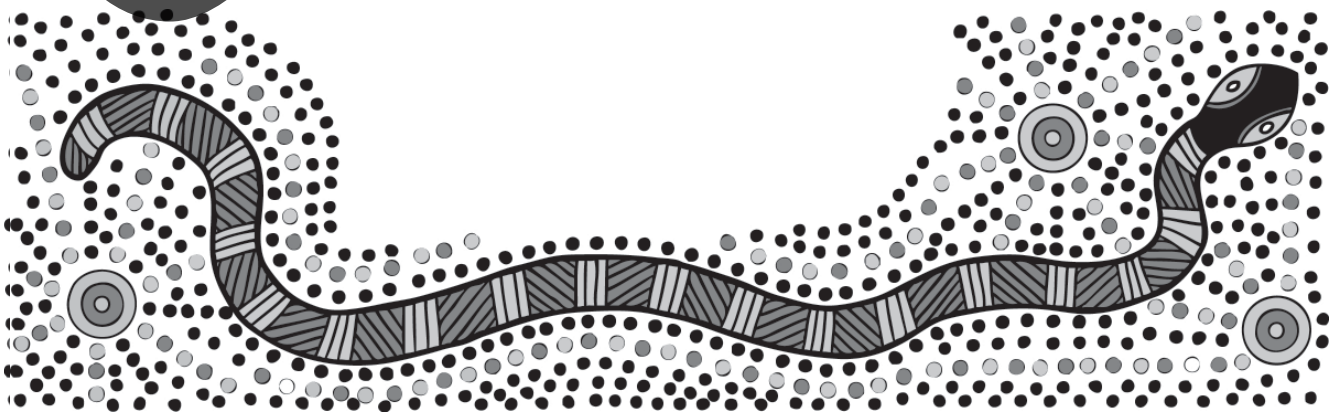
ACHHS101

ACHHS102

ACHHS103



# Section 1: In the Beginning...



# The Very First Australians

## Sheet 1

- Read out the information at the top of the sheet, then ask the students to look at the sources.
- The students should recognise the first source as a human fossil or skeleton. Tell them that many indigenous skeletons have been dug up at traditional indigenous burial sites and experts have tested these skeletons to determine for how long indigenous people have inhabited Australia. You could discuss the Mungo Man and the Mungo Lady – indigenous skeletons dug up at Lake Mungo in New South Wales. Experts believe that the Mungo Man is 40,000 years old and the Mungo Lady is between 40,000 and 68,000 years old, making her the oldest fossil in Australia.
- The students should label the second source rock art. Tell the students that indigenous art work can be found at indigenous rock shelters on the walls. Experts are able to date the art work and understand more about the indigenous way of life by what the people represented in their art.
- The students should label the third source either an artefact, hunting tool or spear.
- As a class think of a definition for primary sources of evidence (sources which have been created at the time of the event, rather than after the event). Discuss why all of the sources shown are primary sources.

### **Extension Activities:**

- Set up sand trays around the classroom to simulate an archaeological dig.
- Take students to local rock shelters to see rock engravings and paintings, or to museums which display indigenous artefacts.

## Sheet 2:

- Read out the information at the top of the sheet then ask the students to complete the activities individually.
- The hunting tools are: the boomerang (A), the spear (B) and the fishing net (D). The gathering tools are: the coolamon (C), the digging stick (E) and the basket (F).
- A boomerang was made from wood taken from trees; spears were made from wood and stone and tied together using the stems of plants; fishing nets were made from the fibres from barks of trees; coolamons were carved from wood, as were digging sticks. Baskets were made from stems of plants and from strips of bark softened in water.

## Sheet 3:

- Read out the information at the top of the sheet then ask the students to complete the activities individually.
- Foods gathered: honeycombs, birds' eggs, berries, wattle seeds, yams, lilies, mussels, moths, macadamia nuts, flowers, grubs. Foods hunted: possums, frogs, pigeons, echidnas, wallabies, goannas, fish, cockatoos, ducks.
- The paintbrush should be matched with the 2nd description. The paint should be matched with the 4th description. The canvas should be matched with the 3rd description and the clap sticks should be matched with the 1st description.

## Sheet 4:

- Visit ► [www.aaia.com.au](http://www.aaia.com.au) and click on Culture to find out the meanings of more indigenous shapes and markings.

# The Very First Australians 1

▶ Activity Page

- The very first people to set foot in Australia were Indigenous Australians.
- They walked from Asia to Australia on land bridges, which are now underwater.
- They have lived in Australia for approximately 50,000 to 60,000 years.
- We know this because we have dug up and dated their skeletons and items that they have used. We have also uncovered and dated their art work.

Fill out the information.



Name of source:

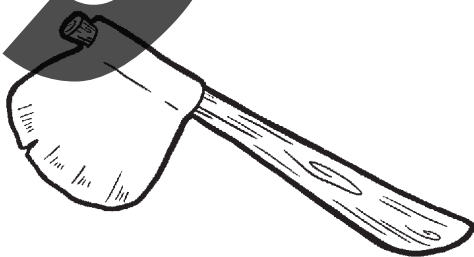
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Name of source:

\_\_\_\_\_

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Name of source:

\_\_\_\_\_

These are all primary sources of evidence because ...

\_\_\_\_\_

# The Very First Australians 2

▶ Activity Page

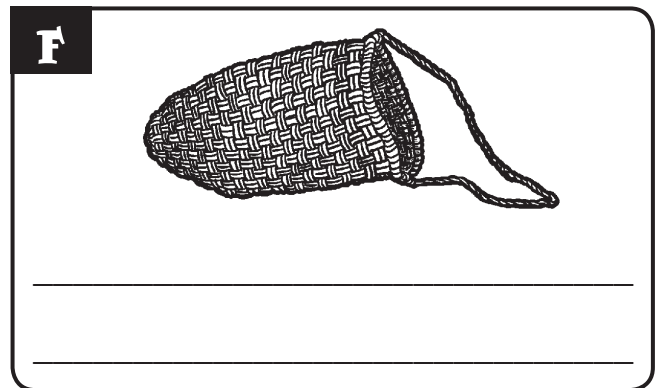
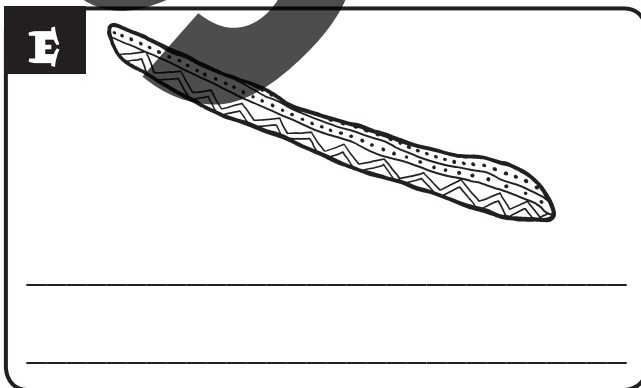
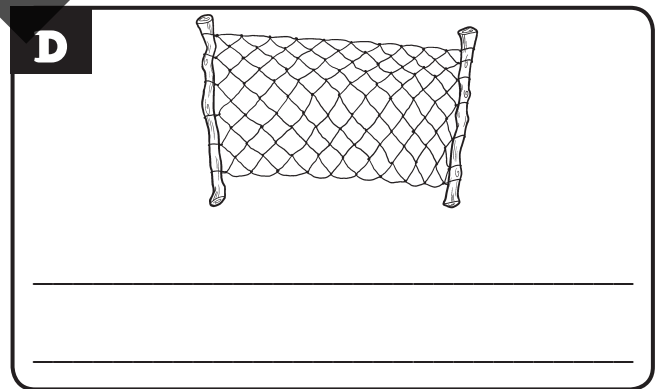
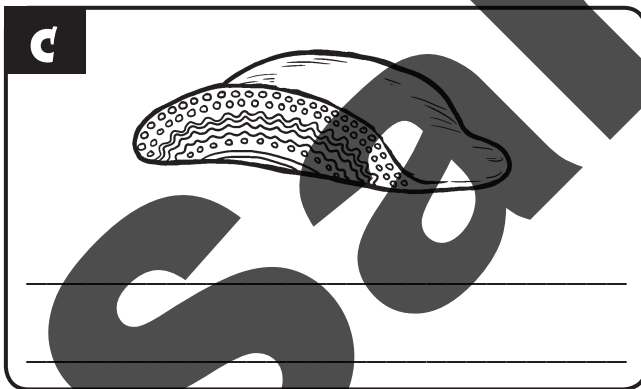
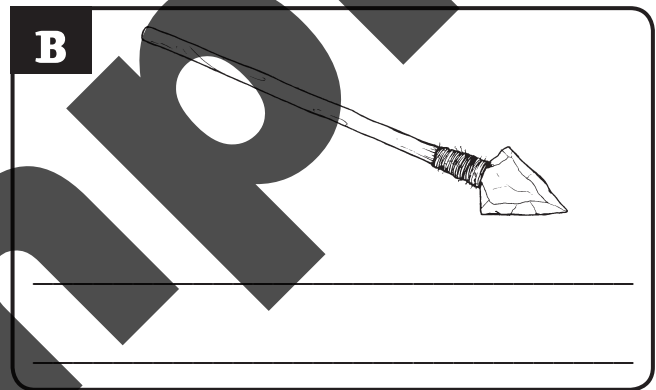
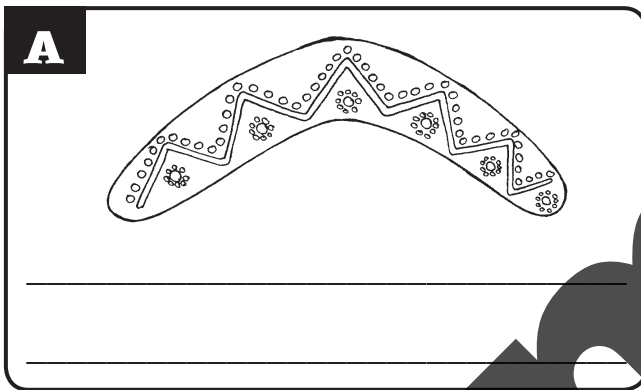
- The Indigenous Australians travelled to Australia in groups, known as clans. The groups settled in different spots and spoke different languages.
- They made their own hunting and gathering tools from whatever they could find in their environment. The hunting tools were used to kill animals. The gathering tools were used to collect food from above ground and under the ground.

Use the words to label the hunting and gathering tools.

**fishing net**  
**spear**

**boomerang**  
**coolamon**

**digging stick**  
**basket**



Colour the hunting tools green and the gathering tools yellow.  
Say what each item might have been made from.

# The British Built Colonies

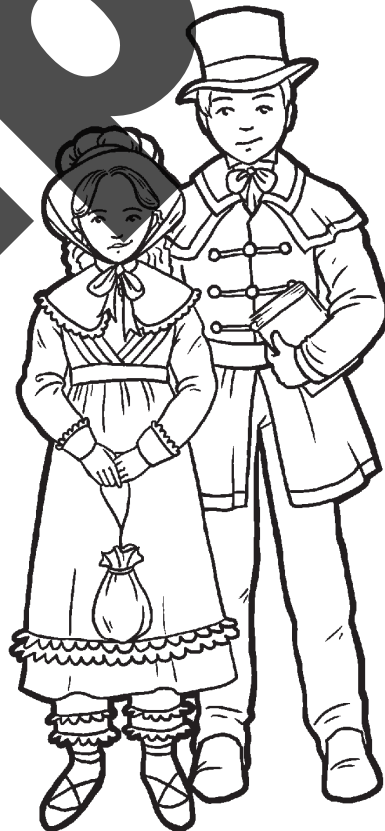
▶ Activity Page

- In 1790 the Second Fleet arrived.
- In 1791 the Third Fleet arrived.
- Convicts were sent to Australia on ships up until 1840.
- Colonies were set up all over Australia.
- Some colonies were made up of 'free settlers' - people who came to Australia by choice.

Place the colonies in the order that they were established.

Victoria (1835)    Western Australia (1829)    Tasmania (1803)  
South Australia (1836)    Queensland (1824)

A vertical timeline consisting of a central vertical line with five horizontal boxes branching off to the right. Each box contains a circled number from 1 to 5, intended for students to write the names of the colonies in chronological order of establishment.



List the types of jobs/skills that would have been needed to set up the new colonies.

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## Life as an Australian Convict

- Read out the information at the top of the sheet and then ask the students to get into pairs and read the poem and answer the questions.

### Answers:

1. The animal that the poet compares himself to is a horse.
2. The convict is given the job of ploughing the land.
3. He describes his accommodation as poor, basic, small and dirty, suggested by the words 'hovel', 'built of mud and clay', 'rotten straw' and 'fence us in'.
4. The poet probably 'daren't say nay' to sleeping on rotten straw for fear of punishment.

- When students have completed the activity sheet you could provide them with more information about convict life.

### Further information on convict life:

- While the vast majority of convicts in Australia were English and Welsh (70%), Irish (24%) and Scottish (5%), the convict population became fairly multicultural when convicts were sent from various British outposts, such as India and Canada. Maoris from New Zealand, the Chinese from Hong Kong and slaves from the Caribbean also arrived.
- Good behaviour meant that convicts rarely served their full sentences, because they could apply for a Ticket of Leave, a Certificate of Freedom, a Conditional Pardon or even an Absolute Pardon. These allowed convicts to earn their own livings and live independently. Convicts sentenced to seven years of transportation could normally qualify for a Ticket of Leave after four years, while those serving fourteen year sentences could expect to serve between six to eight years. 'Lifers' could qualify for their 'ticket' after about ten to twelve years.
- Convicts also worked for free settlers and small land holders. By 1821 there was a growing number of freed convicts who were appointed to positions of trust and responsibility as well as being granted land. In the mid-1830s only around 6% of the convict population were locked up.

### Extension Activities:

- Visit ► [www.convictcentral.com](http://www.convictcentral.com) to see if any of the students' ancestors were sent to Australia as convicts.
- Look at other Australian folk songs which record the hardships of convict life such as "Jim Jones", "Moreton Bay" and "Macquarie Harbour".
- Students could write their own folk songs, imagining that they are a convict.
- Go to ► [www.portarthur.org.au/](http://www.portarthur.org.au/) to explore the historical colony of Port Arthur, known for its harsh treatment of convicts.

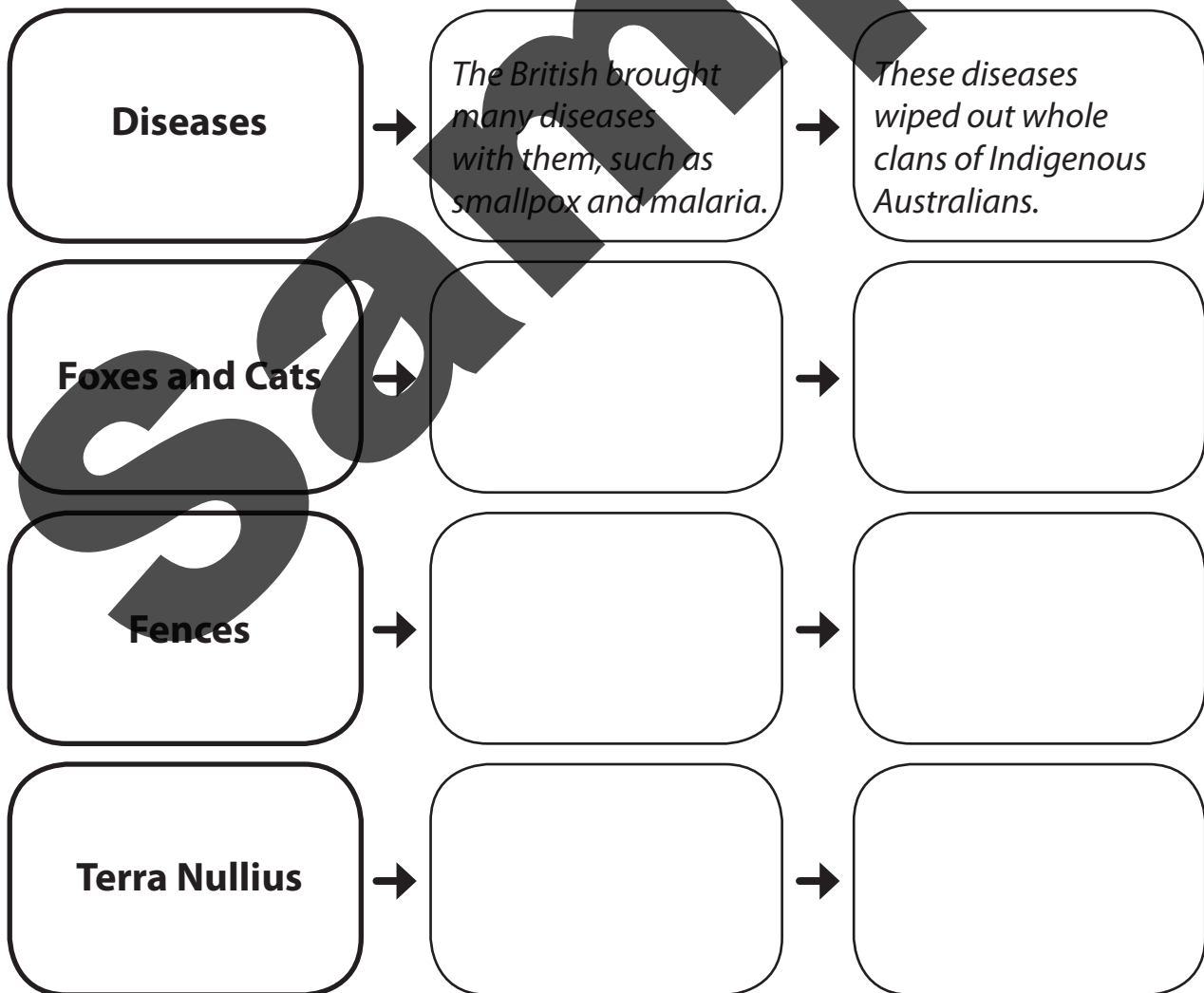
# How Indigenous Australians Coped 1

▶ Activity Page

- When the British set up colonies around Australia, the lives of Indigenous Australians were disrupted.
- The British brought many diseases with them (e.g. smallpox and malaria), which wiped out whole clans of Indigenous Australians.
- The British brought foxes and cats with them which fouled natural water supplies and made it difficult for Indigenous Australians to access fresh water.
- The British fenced off large amounts of land so the Indigenous Australians couldn't move from place to place to access food.
- The British claimed that Indigenous Australians had no right to sell or buy land because Australia was 'terra nullius' (belonged to no one).

## Consequences

Use the information above to complete the consequence chart.



## How Indigenous Australians Coped 2

▶ Activity Page

- At first the relationship between Indigenous Australians and the colonisers was a fairly friendly one.
- As time passed, Indigenous Australians realised how the colonisers were affecting their lifestyles.
- Conflicts broke out between the two groups. The Pinjarra Battle is an example of one such conflict. It happened in Western Australia between the colonisers and an indigenous tribe known as the Nyungars.

Look at the consequence chart to see how the conflict grew.

The colonists hunted wildlife for food.	<i>reaction</i>	The Nyungar people hunted farm animals.
The colonists built fences and farm buildings.	<i>reaction</i>	The Nyungar people used firestick farming. Crops and farm buildings were destroyed.
Soldiers issued flour rations to the Nyungar people.	<i>reaction</i>	The Nyungar men stole 445 kilograms of flour from Shenton Mill.
Three Nyungars were arrested by the colonists for theft. They were sent to Fremantle for trial, found guilty and flogged in public.	<i>reaction</i>	Calyute, a Nyungar man, planned revenge for the flogging of three of his men by trying to ambush Thomas Peel, a colonist. He killed Nesbitt, a soldier instead. The Nyungar people go into hiding.

In the speech bubbles write the colonists' and the Indigenous Australians' thoughts about the Pinjarra Battle. Use the information above to help you.

**Indigenous Australian**

**Colonist**

