

**A Tale of Two Stories – From Ship to Shore
Focussing on the First Nations Peoples
Perspective from the Shore**

By Elise Ellerman

(This is an adaptation of a Guided Inquiry Unit I developed and parts of the unit have been selected to share lesson ideas and activities here)

LESSON IDEAS and ACTIVITIES

Key focus question: What impact did James Cook’s arrival have on the Indigenous people and the environment in Australia?

Introduction to unit:

Before the lesson place a boat (picture or model/toy) and a globe or map on groupings of desks, or in an arrangement where groups of students can access these. This is to pique interest about the unit of study.

Use these stimulus pieces to address the following questions. Students uses Think, Pair, Share routine to respond to questions:

- If you could explore any part of the world where would you go and why?
- What challenges do you think you could encounter in a “new” country?
- What would you take with you? Would these provisions impact the people and land in the “new” country?
- If it appears as though there are no people living in the area, would it be reasonable to claim the land?
- If people were living there and it appeared to you that they lacked a social or religious structure, do you think you could or should claim the land as your own? Justify your response.

Lesson ideas for unit:

Set the scene: 1788, Australia

Briefly Discuss Australia’s first inhabitants. Explorers came and this affected Australia’s history.

Discuss primary sources (written, pictorial, artefacts)

Use primary sources, paintings from *The Lycett Album*, to draw conclusions about Australia prior to 1788

Resource – Source for *The Lycett Album*

<https://www.nla.gov.au/sites/default/files/thelycettalbum.pdf>

Work in groups of 3-4. Each group is allocated one of Lycett's paintings. Complete task and tables shown below.

Task: See Table 1 below for Lycett's painting you are to analyse in your group and then with your group, create and complete Table 2.

Click on the following website address to access *The Lycett Album*:

<https://www.nla.gov.au/sites/default/files/thelycettalbum.pdf>

Table 1 – Lycett's Paintings listed for group work

Group Number	Title of Painting	Page in album
1	Plate 2 <i>Aborigines Climbing a Tree with Two Aborigines Sitting beside a Fire, Others Spearing Birds</i>	38
2	Plate 3 <i>Aborigines Hunting Waterbirds</i>	39
3	Plate 5 <i>Fishing by Torchlight, Other Aborigines beside Camp Fires Cooking Fish</i>	41
4	Plate 7 <i>Two Aborigines Spearing eels</i>	43
5	Plate 8 <i>Aborigines Feeding from Beached Whales</i>	44
6	Plate 9 <i>Aborigines Hunting Kangaroos</i>	45
7	Plate 14 <i>Aborigines Spearing Fish, Others Diving for Crayfish, a Party Seated beside a Fire Cooking Fish</i>	50
8	Plate 17 <i>Aborigines Using Fire to Hunt Kangaroos</i>	53

Table 2

Title of Painting: _____

Life in Australia prior to 1788:	Evidence, clues and information from the painting about life in Australia prior to 1788
What was the environment like?	
What made up the Aboriginal diet?	
What evidence is there of science and technology being used in the environment (consider use of fire, tools as well as resources used to make these).	
What differences exist between then and now?	
What similarities exist between then and now?	
Any other observations?	

One group member shares their responses with the class.

Book: Teacher reads *Somebody's Land* by Adam Goodes, Ellie Laing and illustrated by David Hardy

Extract of the review of *Somebody's Land* sourced from the Reading Opens Doors blog:

This book is a celebration of Aboriginal and Torres Strait Islander peoples, the traditional custodians of the land and the gifts that are their culture, knowledge, stories, practices and deep connection to the land. It is also a story about Australia's shared history, the injustices and it introduces readers to the term, Terra Nullius which was used by the colonists who arrived on First Nation Country as well as the significance of acknowledging country.

This vibrant picture book explores how Captain Arthur Phillip raised the Union Jack flag, a symbol that the British had arrived and the land was theirs. The Flag was raised on Gadigal land, land that was inhabited by First Nations peoples for at least 60 000 years. No treaty was made with the First Nations peoples then, or since. The

Europeans claimed the land was Terra Nullius, a Latin word meaning, “nobody’s land”, but it was somebody’s land.

This book shows the rich and diverse ways the Aboriginal people connected with and nurtured the land. The text and illustrations show the Aboriginal people living in harmony and sustainably with the land that was lush, thriving and peaceful.

Using videos to further explore arrival of Europeans and Indigenous perspective to Cook’s arrival

- Explain *Read View Listen Connect* scaffold

Source for *Read View Listen Connect* scaffold:

<https://guidedinquiryoz.edublogs.org/guided-inquiry-process/immerse/>

Students complete this during and after watching the videos

- **Video:** Why did Europeans settle in Australia?

<https://www.australianhistorymysteries.info/casestudies/primary-first-fleet/>

- **Video:** First Australians, Episode 1 – They have come to stay – communicates

Indigenous perspective to Cook’s arrival <https://aso.gov.au/titles/documentaries/first-australians-episode-1/clip2/#>

Book: Teacher reads *The Rabbits* by John Marsden and Shaun Tan

Teacher leads discussion about the symbolism in the story

After hearing story, students brainstorm in groups some of the impacts of colonisation.

Artworks and videos – see task below the following resources for students to complete:

- Artworks by Guugu Yimithirr artist Wanda Gibson – students view these to study the story from an Aboriginal perspective. Website:
<https://www.slq.qld.gov.au/blog/talbot-family-treasures-wall-wanda-gibson-artworks?cid>
- Video (3m 42s) – ABC Education Clip: Aboriginal Ingenuity: Charles Sturt’s encounter in 1846.
<https://www.abc.net.au/tveducation/programs/aboriginal-ingenuity-charles-sturts-encounter/13502800>
- Video (start 45s, stop at 2m:45s) in the Sydney Royal Botanic Gardens - Cadi Jam Ora Aboriginal garden –explores Indigenous plants and those brought by Europeans.
<https://www.skillsone.com.au/vidgallery/horts-at-the-royal-botanic-gardens/>

Tasks relating to the artworks by Wanda Gibson and two videos above:

- In pairs, discuss response to paintings and two videos using the Connect Extend Challenge routine in relation to the big inquiry question. Document ideas.
- Source for Connect Extend Challenge routine:
<https://www.inquisitive.com/blog/2019/03/27/visible-thinking/#Connect-Extend-Challenge>

Guest speakers (consult school community to invite guest speakers, or contact guest authors included here):

- Guest authors – Rhonda Collard-Spratt, a Yamatji-Noongar woman, author and artist and author Jackie Ferro to share their book, *Grandfather Emu and How the Kangaroo got her Pouch*, a Dreaming Story. Aunty Rhonda will also discuss the relationship Aboriginal people have to the land, the term Terra Nullius and her experience as a fourth generation survivor from the Stolen Generations.
- In this unit Aunty Rhonda Collard-Spratt and Jacki Ferro have been included. If they are unable to attend personally in a school they are able to organise a Zoom meeting for classes. This can be arranged with Jacki Ferro via The Spirit of the Dreaming website (scroll to the bottom of the Home page) at
<https://www.spiritofthedreaming.com/>

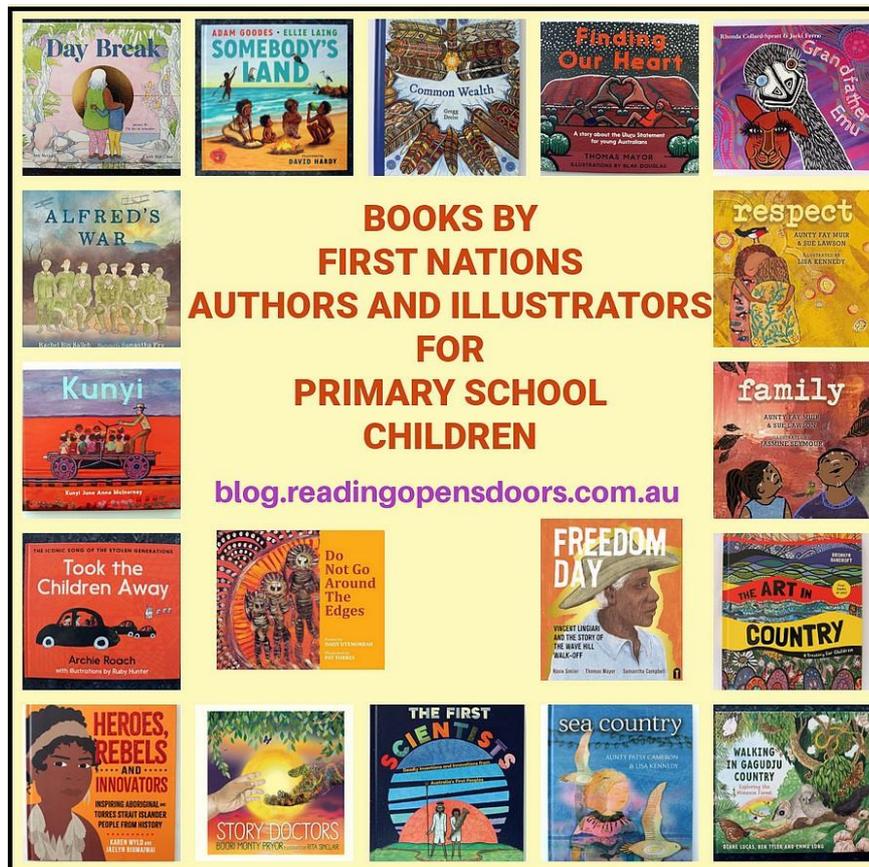
Exploration stations

- A few suggested materials that could be included in each station:

Station 1 – Picture books (these are suggestions only and not an exhaustive list)

For a review of the following books, please see the Reading opens Doors blog post here:

<https://blog.readingopensdoors.com.au/?p=1105>



Other picture books include:

- Our Home, Our Heartbeat by Adam Briggs, Kate Moon and illustrated by Rachael Sarra
- Looking After Country with Fire: Aboriginal Burning Knowledge With Uncle Kuu by Victor Steffensen and illustrated by Sandra Steffensen
- Our Country, Ancient Wonders by Mark Greenwood and illustrated by Frané Lessac
- Wiradjuri Country by Larry Brandy
- Welcome To Country by Aunty Joy Murphy and Lisa Kennedy

Station 2 – Informative texts

- Diary entries
- Paintings
- Artefacts
- Databases
- Nonfiction books
- Digital

Station 3 – Video Clips (could access via QR codes)

Station 4 – Virtual experiences

- Virtual tours in Uluru-Kata Tjuta National Park
<https://storiyspheres.com/search?q=uluru>
- National Museum of Australia – Digital excursions
<https://www.nma.gov.au/learn/digital-outreach>
- Virtual reality program to celebrate First Nations cultures
<https://createdigital.org.au/indigenous-creator-builds-virtual-reality-program-first-nations-cultures/>

Station 5 – Human Library (pre-organise people to attend lesson - in person or virtually - to engage in conversation with students and students have the opportunity to ask questions)

- Survey school community for possible interest and involvement with this
- Local authors and illustrators could be used
- Aboriginal Elders
- Speakers from Museum (check education programs and Museum educators)
- Historians
- Lecturers

Task for Exploration Stations:

Students work in small groups and consult the exploration topics to address one of the following topics. Students use school's notetaking method to record notes.

- The 4 topics are (4 ICs):

- Topic 1: The impact the introduction of animal and plant species as well as different farming practices had on the environment; or
Factors that contributed to the decline of Aboriginal population with British settlement. Consider one of the following:
- Topic 2: The introduction of diseases
- Topic 3: Dispossession of land
- Topic 4: Conflicts