



TEACHERS' RESOURCES

RECOMMENDED FOR

Upper primary and lower secondary

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KEY CURRICULUM AREAS

- **Learning areas:** History, Social Science, Geography, Civics and Citizenship
- **General capabilities:** Personal and Social Capability, Ethical Understanding, Intercultural Understanding, Critical and Creative Thinking
- **Cross-curriculum priorities:** English, Visual Art, Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia

THEMES

- Australian History
- Australian Geography
- Australian Culture
- Australian Identity

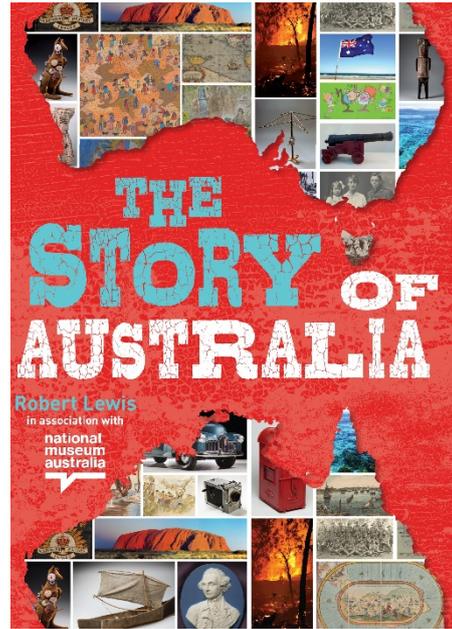
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The Story of Australia

Robert Lewis

In association with the
National Museum Australia

BOOK SUMMARY

How did Australia's earliest human inhabitants reach the island continent?

Which discovery ushered in a new era of immigration, prosperity and technological advancement?

How did a far-flung colony and military outpost transform into one of the wealthiest and most peaceful nations in the modern world?

Dip into the pages to discover the answers and more...

This detailed illustrated history of Australia journeys from the formation of the continent to the growth of a modern, thriving nation. Clear, accessible text offers explanations of key events and the people behind them.

From the enduring cultures of Australia's Indigenous people, European exploration and colonisation, and the tragic impacts of two world wars, *The Story of Australia* concludes with the exciting fast-paced development of the last decades of the 20th century.

The Story of Australia draws on the National Museum of Australia's rich collection of objects, photographs and artefacts. Entertaining, colourful and inviting, *The Story of Australia* is the essential history resource for every home and library.

ABOUT THE AUTHOR

Robert Lewis is a former history teacher and pioneer of the development of evidence-based inquiry units in history classrooms. He has written more than 300 classroom educational resources, mainly Australian history. He was awarded a New South Wales Premier's Young People's History Prize in 2008, and was recognised with the Outstanding Contribution to the Teaching and Learning of History Award from the History Teachers' Association of Victoria in 2013.

STUDY TOPICS

General Questions

Choose one historical object or photograph from the book and examine it closely. What does it tell you about the time period it comes from and the lives of the people who would have used the object (or the lives of the people featured in the photograph)? See *Worksheet 1* for more specific questions.

The book details key information and events that help us understand how Australia came to be as it is today. Choosing which pieces of history to include, and in how much detail, is an important part of creating such a book. Imagine you are writing a book about your own life. What key information and events would you include to show readers your history? Write an information report telling the story of you.

Year 4

Australia's First Peoples

Pages 5–27

1. How long ago do archaeologists and scientists believe the first people reached Australia? Is it approximately:
 - a. 100,000 years ago
 - b. 50,000 years ago
 - c. 12,000 years ago
 - d. 1 million years ago
2. How do historians believe the first people reached mainland Australia?
3. Can you name three types of evidence used when studying the history of Aboriginal and Torres Strait Islander peoples before British colonisation?
4. Which Australian animal was included in Aboriginal life, hunting and Dreaming stories?
5. Many historians believe Australia's first peoples adapted the natural environment to help with hunting and with the growth of useful plants. How? And what name is given to the technique?
6. Indigenous communities relied heavily on the land for food, tools and shelter, and made sure to look after it so that these resources were available to future generations (and many communities still do today). Why do you think totem animals were so important? How else did they ensure that they were looking after their environment and food sources?
7. Did more Indigenous people live near the coast or in central Australia before European colonisation? Why was that the case?
8. About how many languages were spoken in Australia before 1788?

Journey of a world navigator

Captain Cook, pages 32–7

1. What was the first goal of Captain Cook's expedition in 1769?
2. What was his secondary mission? Why was it important to keep his secondary mission a secret? See *Worksheet 2*.
3. How long was this expedition? Using the book and other resources, think about the technology available for Cook's expedition compared to today. Imagine you are part of Cook's expedition, and write a few paragraphs describing the journey.

Stories of the First Fleet

Pages 37–57

1. Read about the First Fleet.
 - a. How many ships were there?
 - b. What were the names of the ships?
 - c. What were the three types (purpose) of ship in the fleet?
 - d. About how many people travelled in the fleet?
2. Many different people travelled to Australia in the First Fleet. As well as convicts and officials, the ships also carried soldiers, doctors, scientists and more. How do you think the conditions the convicts experienced during the journey would have differed from the soldiers, doctors and scientists? What do



you think would have differed between their experiences when they arrived in Australia?

3. Choose one of the First Fleeters identified on page 46. Using the facts laid out in the book, and any other information you can find, write a story that details a day in their life in the Australian colony.

Contact between Indigenous Australians and the outside world

Pages 31, 50–2, 53, 76–80

1. Who did the Indigenous people of northern Australia trade with in the 18th and 19th centuries (and possibly earlier)? Where were these traders from, and what did they trade?
2. What evidence is there of this trade?
3. Who are the Eora people?
4. The arrival of the First Fleet was a time of upheaval for the Eora people. How do you think the Eora would have reacted when the ships sailed into the harbour?
5. Can you find examples in the book of ways the Eora people showed their distrust of the First Fleet settlers? In what ways did the Eora accept or work with the settlers?

Year 5

Reasons for the establishment of British colonies after 1800

Pages 37–43, 59–61, 69–74

1. In the early 1800s, many settlers were beginning to push the boundaries of the established settlements of New South Wales and Van Diemen's Land. Why do you think this was? In groups and using *Worksheet 3*, consider why Governor Macquarie didn't want the settlement to expand and brainstorm solutions for his concerns.
2. Two of the first established British colonies in Australia after 1800 were experiments in colonisation without convicts. Choosing either the 1829 settlement of Perth, or the 1836 settlement of Adelaide, research the methods, expectations, and realities of these processes. How did the settlement differ from the British settlement of Sydney?

Nature of the convict & colonial presence

Pages 61–87

1. The most common convict experience was being loaned out to a settler as a worker. Note some

other convict experiences described in the book. Which experience do you think was best for the convicts? Which experience do you think was best for the settlers?

2. Four new colonies were created between 1824 and 1835 for different reasons, and using different methods of colonisation (pp 72–74). Form a group of four and assign each member a colony. Using the information provided in the book, and any additional facts you may decide to research, write an account of life in the colony from the perspective of a settler, or, if your colony is Brisbane, a convict. Then, using *Worksheet 4*, compare the lives of your colonists.

Impact of developments and events upon the colonies

Wool industry – 84–6; Gold rush – 95–110, Sugar – 135–8, 162, 182–3

1. List four to six items that were key to the developing economy of the colonies in early 19th century.
2. The success of the wool industry was an important part of the growth of the colonies. List five reasons the industry succeeded in Australia.
3. The wool industry led to the spread of British/European settlers into new areas of the country. This had significant effects on the Aboriginal population. In groups, debate the positive and negative effects the growth of the wool industry had for Aboriginal people.
4. The gold rush had a huge impact on the growth of the Australian colonies. Research a mining town and examine how the gold rush changed the area, its natural environment and the living conditions of its inhabitants.
5. In the mid-late 1800s, the sugar cane industry expanded. How was this achieved? What effect did this have on Australian politics?

Migration to the colonies

Pages 96–8, 105–8, 137

1. List five or more reasons people emigrated to the Australian colonies in the 19th century. What political or social changes in different parts of the world influenced immigration?
2. The non-Indigenous population of Australia more than doubled after the discovery of gold. How was this wave of immigration different from the earlier British colonisation? (For example, consider where the immigrants were immigrants



from, what they had in common with one another and how were they different.)

3. In the 1800s, travelling to Australia was a long and dangerous journey. Many migrants faced the possibility of never seeing the people they'd left behind again. Imagine you are a migrant arriving in Australia in the 1860s. Using *Worksheet 5*, write a letter to a friend back home describing life in the colonies.

Shaping the colonies

Pages 108–15

1. Squatters often hindered the expansion of the colonies. How did they achieve this? Do you think that they should have been forced to stop obstructing the selectors? Why or why not?
2. Choose one of the explorers mentioned on pages 113–15. Research the land they discovered for the growing settlements, and report back to the class.

Year 6

Forming the Federation

Pages 148–73

1. The economic depression and severe drought that occurred in the 1890s were large factors in the push for Federation. Explore why these events made people living in the colonies want to create a united Australian nation.
2. Many issues divided the colonies. Take a look at some of the arguments against Federation outlined on pages 159–62. Divide the class into two groups, choose one of these issues and debate the ideas of each side.

Experiences of Australian democracy and citizenship

Referendum and constitution – 167, 172–3;
Parliament and national symbols – 169–171, 175–9;
Democracy and rights – 183–9

1. What is meant by 'referendum' and 'constitution'? Why do you think these are significant in a fair society?
2. What symbols and groups were present during the celebration of Federation? What do these tell you about Australia in 1901?
3. National symbols such as the coat of arms were created to represent the newly federated Australia. See *Worksheet 6*.
4. Were all people living in Australia granted the same rights and benefits after Federation? How did different people's rights differ?

Migration to Australia post Federation

Pages 180–3; 254–6

1. Read the passages on migration around the time of Federation, and after World War I. In groups, compare and contrast the differences in migrant experience and policy. What were the main concerns driving immigration policy in the 1900s? How had this changed by the 1930s? Do you think British migrants from each period would have had the same experiences?
2. Though laws like the *Immigration Restriction Act* and *The Pacific Island Labourers Act* were designed to prevent non-European immigrants coming to Australia, the government did allow entry to certain professions. Research these professions or simply list those mentioned in the book. Why do you think they were exempt? What does this tell you about the attitudes and events of the era?

Shaping Australian society

Women's rights – 165, 184–5, 194–5; Aboriginal rights – 184–9 and 337–346; Snowy Mountains Scheme – 321–3

1. Choose one of the female activists listed on page 185. Using the information provided in the box, and further research about daily life, conditions for women, and anything extra about your activist, write a narrative that shows a day in the life of your activist, including the conditions for women in Australia at the time, and some of the work your activist was conducting.
2. Compare the text on Aboriginal rights in chapters 6 and 10. What changes occurred in the 20th century? Research one of the significant events of people in Indigenous history described in these chapters, and write a report on what they achieved.
3. The Snowy Mountains Hydro-Electric Scheme had a direct impact upon farming, population growth and the economy in the regions surrounding the project. The success of the project was aided by the work of the migrant population. How were the migrants received into the community? How did multiculturalism change the community? Using *Worksheet 7*, compare what Australian society was like before and after the assimilation of other cultures and introduction of multiculturalism.



Year 7

The ancient world

Ancient migration – 4–8; Establishment of ancient societies – 4, 8–25; Key features of ancient societies – 8–27

Investigating the ancient past

Ancient Australian sources – 4–26

1. What are the two most popular theories on how humans spread across the globe? How do the two theories differ from each other?
 2. Why is Lake Mungo a significant archaeological site?
 3. How do we know about Aboriginal and Torres Strait Islander life prior to European colonisation? What types of sources are used in the book? Why do you think different types of sources could provide contrasting or even conflicting evidence?
 4. Read the description of Indigenous Australian life prior to British colonisation. Next, read a description of another society, such as another society you have studied, or the description of life in the colonies on pp 88–93. Contrast the two societies in terms of the following categories: social organisation; gender roles; childhood; beliefs, knowledge and spirituality; shelter; food and tools.
4. What were the key issues in arguments for and against federating the colonies?
 5. How did the First World War affect the Australian constitution?
 6. Voting rights and fair pay have been key issues in the advance of rights for various groups within Australian society. These issues have been debated in relation to at least three groups of people (some of them overlapping). Identify three or more groups who have been affected by these debates. In which eras were each group's rights debated? What similarities and differences can you find in the arguments of each era?
 7. If the Australian constitution were being redrafted today, what four issues do you think would be the most fiercely contested?
 8. Debate topic: Australia is a fairer country today than in 1901.

Australian democracy

Early government – 138–151, 152–167, The Australian constitution – 168–9, 172–3; Referenda – 233–4, 344–6

Australian identity

Australian inclusion and values – 132, 191–193, 337–346, 358–64, 368–78

1. The introduction of payment for members of parliament was created by politicians for their own benefit. Do you believe this statement is true? Why?
2. What type of education was introduced in Victoria in 1872 and then adopted by the other colonies? Why was this important to a fair and free society?
3. The table on pp 172–173 compares the constitutions of Australia, Great Britain and the USA in 1901, when Australia was federated. What difference or similarity between the three constitutions do you find most intriguing or most positive for the citizens of Australia?



FURTHER READING FROM PENGUIN RANDOM HOUSE AUSTRALIA



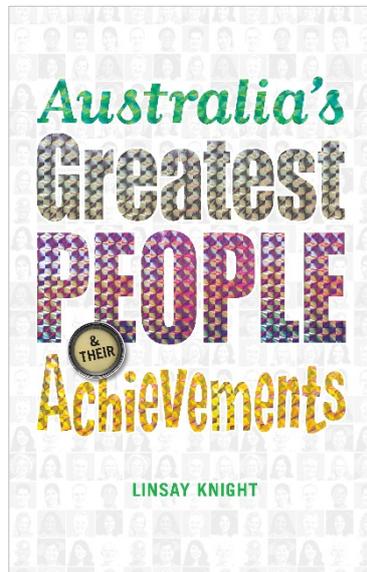
The Meet... series by various authors

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Teachers' resources available.



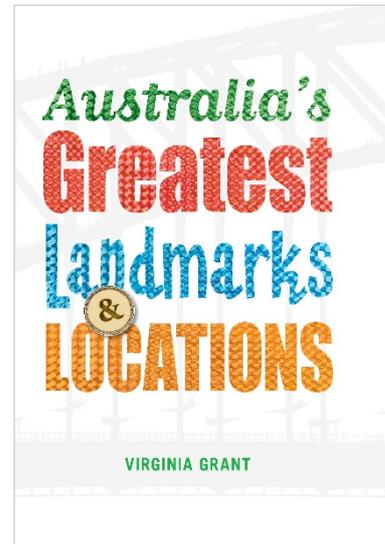
Australia's Greatest People and their Achievements by Linsay Knight

In *Australia's Greatest People and their Achievements*, you will discover many stories about great Australians who have helped shaped our nation.

Australia is a young country, but in the short time since our recorded history began we have achieved remarkable wealth and prosperity across many areas of life. From business to science, politics to sport, science to the arts, and entertainment to social justice, we are a country of achievers.

Filled with information, interesting fact pages, breakout boxes and loads of illustrations, this is a fun and inspiring book for people of all ages, and especially children aged 12+, to dip into.

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Australia's Greatest Landmarks and Locations by Virginia Grant

In *Australia's Greatest Landmarks and Locations*, you will discover the remarkable Australian landscape.

With jaw-dropping natural attractions and magnificent man-made structures, Australia has an abundance of truly great places. From north to south and east to west, this book showcases the nation's best known and most loved places, revealing their fascinating stories.

Few other countries can boast the geographic diversity of Australia, with its deserts, tropical and temperate forests, wetlands and snow-capped mountains. And with this diversity comes some incredible natural diversity, and a history of enormous cultural significance.

Teachers' resources available.



WORKSHEET 1: HISTORICAL EVIDENCE

Choose one of the objects below and examine it closely. Consider what it tells you about the time period it comes from and the lives of the people who would have used it. Answer the questions below.



What are your first impressions?

Without looking it up, can you tell what time period the object dates from? How?

How would this have been used? Is there a modern alternative?

Would the object have been widely available? What kind of person would have used it? Would a modern version of this object be used by the same kind of person now?

Is there any other information you can gain by examining the object?



WORKSHEET 3: PUSHING THE BOUNDARIES

In the early 1800s, many settlers were beginning to push the boundaries of the established colonies, which Governor Macquarie was reluctant to allow. Using the concerns mentioned below, and any others you can think of, brainstorm solutions for the concerns he faced.

Governor Macquarie's concerns	Possible solutions
It would be too difficult to control the population	
It would be expensive to provide amenities	



WORKSHEET 4: LIFE IN THE COLONIES

The new Australian colonies were created for different reasons, and using different methods. Form a group of four and assign each member a colony. Using the information provided in the book, and any additional facts you may decide to research, write an account of life in the colony from the perspective of a settler, or – if your colony is Brisbane – a convict. Then compare the lives of your colonists using the prompts below, and see if you can come up with your own categories.

	Brisbane 1824 Convict outpost	Perth 1829 Free settlement	Adelaide 1836 Planned free colonisation	Melbourne 1835 Ex-convicts and free settlers
Weather				
Agricultural land				
Size				
Laws				



WORKSHEET 6: COAT OF ARMS

When Australia was federated, national symbols were chosen to represent the new country's values and natural environment. Look at the list of symbols on page 177, and the coat of arms. Would you have chosen the same symbols to represent Australia or different ones? Brainstorm a list of symbols below that you think are important to Australia today, then design your own coat of arms.



The first Commonwealth Coat of Arms (1908)



1912 Commonwealth Coat of Arms

Symbol 1:	Symbol 2:	Symbol 3:	Symbol 4:	Symbol 5:

WORKSHEET 7: THE SNOWY MOUNTAINS SCHEME

The Snowy Mountains Hydro-Electric Scheme had a direct impact upon farming, population growth and the economy in the regions surrounding the project. The work of the migrant population was essential to the success of the project.

Using the table below, choose five or more aspects of a typical society, and compare what Australian society was like before and after the assimilation of other cultures and introduction of multiculturalism. For example, compare the languages spoken in the community, the foods eaten, the religious or political views of the society, its family structures, the type of jobs people did or aspired to do and so on.

Before	After



ORDER FORM

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<i>Australia's Greatest People & Their Achievements</i>	Lindsay Knight	9780857980205	7-10	\$24.99		
<i>Australia's Greatest Landmarks & Locations</i>	Virginia Grant	9780857983886	7-10	\$24.99		
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