

# South Australian Maritime Museum

## Explorers – Teacher Resource



**Suitability:** Years 4 - 5

### SAMM Education Session Outline:

- Facilitated education session learning about Mathew Flinders and Nicholas Baudin's exploration of the South Australian coast | 1801 – 1803.
- Explore the *First Voyages, Charting South Australia* exhibition, including Captain Cook's chest, the anchor from Mathew Flinders ship, (*The Investigator*), art works from Nicholas Baudin's voyage, scientific specimens and navigation instruments.
- Grab an Explorers Kit, solve the clues and follow the map to explore the museum, solving problems to uncover the name of Mathew Flinder's ship.
- Explore the Port River environment onboard the historic police vessel, Archie Badenoch and identify how the area has changed since the arrival of Europeans.

**Ipad inquiry trail:** Students engage in a short facilitated session (as outlined above), and use iPads to consolidate learning through a variety of inquiry based tasks. Student responses are uploaded, with a link sent to teachers so that they can be accessed upon returning to school. Please notify staff when making your booking if you wish to include this as part of your visit.

### Additional Resources to support your visit:

- Print out a booklet and use our models (located on the upper level) to find out how early explorers navigated across the globe in the 19<sup>th</sup> century.
- Print the Explorers Trail booklet to engage students as they view the Maritime Museum exhibits.

### Pre and Post Visit Learning Engagements aligned with the Australian Curriculum (HASS):

#### **Why did the great journeys of exploration occur?**

- Use the Internet to locate a variety of maps that show the earth at different periods of time. Draw comparisons between the maps and identify the changes that occurred through exploration.
- Early explorers took a voyage of discovery for many reasons, one of which was to increase opportunities for trade. Use a current map of the world and identify the products that were abundant in each region of the world and could have been traded 200 years ago. Use another map to identify the most popular products that are now exported from these regions. Have the products changed, and what could be the reasons behind this?

#### **Why did the Europeans settle in Australia?**

- When Matthew Flinders charted the coast of South Australia in 1801 – 1802, British colonies had already been established in New South Wales and Van Diemen's Land (Tasmania). Find out when and why these colonies were established. Use a Venn Diagram to draw comparisons between the British colony established in New South Wales in 1788 and the establishment of the province of South Australia in 1836.
- South Australia was originally established as a whaling colony, with stations established on Kangaroo Island. Research the whaling industry, including the history of whaling in South Australia and find out why it was unsustainable. What are your views on whaling today? Stand on a values continuum to discuss this with your peers.

#### **What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?**

- Aboriginal people have been in Australia for 50,000 – 100,000 years before the early Europeans explored the region. Use a piece of string to create a timeline, 5 metres long, with 1 cm representing 200 years. Show how long Aboriginal people have lived in Australia, the arrival of European explorers and the establishment of British colonies.
- Use a map of South Australia to identify the places that have Aboriginal names.
- Before Europeans drew maps of Australia, the Aboriginal people had already mapped the land. Research how this was done through music and songs.

## What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?

- 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.
- 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. How was Bungaree treated? What kind of relationship did he have with the British and how did this change his life?
- Use a fishbone graphic organiser to explore the cause and effect of the contact between the Aboriginal people and European explorers and settlers.

### Historical Skills, Knowledge and Understanding:

#### **Chronology, Terms and Concepts:**

- Create your own glossary of terms related to navigation and exploration.
- 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.
- Create a graphic organiser that shows the tools used by the English explorers to navigate and record their journeys.
- Matthew Flinders holds great significance for South Australia, as he named many places, gulfs and harbours. Explorers have named places for centuries, and we also name places after explorers we think are significant. Look at a current map of Kangaroo Island. Identify the places that were named by Matthew Flinders (English) and Nicholas Baudin (French). Identify the features of these places and talk about the names you would have given to them.

### Historical Questions and Research:

- List some of the questions that you would have asked the Aboriginal people if you were Matthew Flinders.
- Select one of the explorers below that interests you.

Develop inquiry questions and research your chosen explorer, including their contacts with other societies and any impacts. Present your findings in an interesting way.

*Willem Jantz*

*Luis Vaez de Torres*

*Marc-Joseph Marion Dufresne*

*James Cook*

*Dirk Hartog*

*Lois Francois de St Allouarn*

*William Dampier*

*Abel Tasman*

*Louis-Antoine de Bouganville*

### Analysis and use of sources:

- Research Matthew Flinders ship, *The Investigator*: Ship size, travelling speed, crew, etc. Use this information to make a model of this vessel. How have the designs of ships changed since this time? What causes these changes to occur?
- Discuss: How do we know that Aboriginal people have lived in Australia for thousands of years?
- 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.
- 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

bread in butts (barrels)

spirits (rum)

salted beef

suet (pig fat)

raisins

pease (dried peas)

wheat

oil

sugar

vinegar portable soup

salt

pork

mustard seed

sauerkraut (pickled cabbage)

beer

### Perspectives and Interpretations:

- Explorers kept journals – write a journal entry in which you reflect on your visit to the Maritime Museum.
- 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.
- If you were Matthew Flinders, what would be one decision that you would have changed during your navigation of the South Australian coast?

## Explanation and Communication:

- 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?
- 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 schoolyard. Use this map to develop an orienteering course for a friend to complete.
- 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.

- 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.



## 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 meaning 'Southern Land,' given to Australia.

