Unit 7: Changing Lives, Changing Ways

Overview
This unit is about the arrival of the First Fleet and the impact it had on the Aboriginal and Torres Strait Islander people, convicts, soldiers and free settlers. During this unit students explore why the British came and who was involved. They investigate how Indigenous Australians lived prior to European colonisation, and the consequent changes to the lives of all those involved as a result of the event. Students will be required to consider the impact from different viewpoints gaining insight into the massive upheaval it created. They will begin to view sources of information with a critical lens questioning the perspectives of the authors. Students will be encouraged to make links between what happened in the past and Australian society today.

Understandings
- Many different groups of Aboriginal and Torres Strait Islander people have lived in Australia for more than 60,000 years.
- The arrival of the first fleet in 1778 created huge life changes for all the people involved.
- European colonisation caused conflict and violence and Indigenous Australians did not give up their land passively or easily.
- The people who record history retell events from their own perspective.
- As Australians it is important to have an accurate knowledge of the events that make up Australia’s history.

Rich Question
How does an accurate knowledge of events in Australia’s past help us to understand Australia today?

Contributing Questions
- How did the Aboriginal and Torres Strait Islander people live before Europeans came to Australia?
- Why did the British seek to colonise Australia?
- Who was affected by European colonisation, and how?
- What were living conditions like during the first years of European colonisation for all the people involved?
- Why did European colonisation cause so many conflicts?
- How do we know what really happened?

Background Notes
From the Yarra Healing website: essential learnings.

- Koorie people cared for specific areas of land. Knowledge regarding the extent of and responsibilities for this land was passed on by the Elders through generations. Territories were based on language group and clan associations, which in turn gave a person his/her strongest sense of identity.
- As with all societies, the resources, climate and topography within a territory strongly influenced the way of life of the Indigenous people who live there. The specific distribution of plants, animals and other resources was unique in each territory and affected the precise way the Koorie people developed a relationship with that specific environment. Within south-eastern Australia, Koorie lifestyles varied enormously.
• The dramatic decline in numbers and the destruction of clan groups was caused by disease and killings during the early years of European acts of invasion. Colonial expansion denied the use of traditional languages, land use and cultural transmission. Epidemics of imported diseases such as smallpox, measles, and influenza carried by sailors and convicts devastated many Aboriginal and Torres Strait Islander populations.

• Access to sacred sites, and rights to perform certain associated ceremonies, were denied to Aboriginal and Torres Strait Islander people, and spiritual connections and expressions were undermined.

• By introducing stock, converting forests to farmland and destroying native flora and fauna, Europeans caused the destruction of Aboriginal and Torres Strait Islander people's traditional ways of life.

• Conflict and violence were long and protracted. Indigenous Australians did not concede their land passively or easily.

• In spite of heroic resistance by Indigenous Australian groups, their numbers were drastically reduced. European weaponry and the physical and psychological effects of the culture clash made resistance difficult.

**Resources**

**Written texts**


French, J, 2006, *Fair Dinkum Histories: Shipwreck, Sailors and 60,000 Years*. Scholastic Press Gosford NSW


**Websites**

http://www.nla.gov.au/pub/endeavour/mantran/mantran.html This website contains the journals of Captain James Cook

http://www.captcook-ne.co.uk/


http://www.enchantedlearning.com/

http://www.wikipedia.org/

http://www.abc.net.au/dustechoes/

http://www.pictureaustralia.org/
Audio Visual
First Australians Series DVD, (2008) episode 1- ‘They came to stay’

Captain James Cook, ABC DVD, (2006)

Captain Cook; Obsession and Discovery, ABC DVD, (2008)


ABC series “Our History” series
• Indigenous Australians
• Living in Country
• The Eora

Guest speaker – an historian
**VELS Links**

Standards are indicated in italics.

### Physical, Personal and Social Learning Strand

**INTERPERSONAL DEVELOPMENT**

**Working in teams**

At Level 4, students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. They work cooperatively to allocate tasks and develop timelines. Students accept responsibility for their role and tasks. They explain the benefits of working in a team. They provide feedback to others and evaluate their own and the team’s performance.

**CIVICS AND CITIZENSHIP**

They consider the experiences of diverse cultural groups, including ATSI communities, and their contributions to Australian identity.

They consider the values important in a multicultural society such as respect and tolerance.

**Civic knowledge and understanding**

*They explain the concept of multiculturalism and describe the contribution of various cultural groups, including Aboriginal and Torres Strait Islander communities, to Australian identity.*

### Discipline Based Learning Strand

**THE ARTS**

**Creating and making (Drama)**

At Level 4, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works. They investigate a range of sources to generate ideas and manipulate arts elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas. In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their arts works and make changes to realise intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

**ENGLISH**

**Reading**

At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts.

**Writing**

At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.

**Speaking and listening**

At Level 4, students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.

When listening to spoken texts, they identify the main idea and supporting details and summarise them for others. They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

**HISTORY**

As students work towards the achievement of Level 4 standards in History, they develop an understanding of change and continuity over time through the history of the establishment and growth of Australia. They learn about the organisation and lifestyle of Aboriginal and Torres Strait Islander communities in the past, the impact of European settlement and as enduring cultures today. They learn about the significance of key events, such as European settlement. They learn about key people in Australia’s history who have brought about change. Through structured activities they explore links and comparisons with contemporary Australia. Students develop an understanding of the histories of the cultural groups which have contributed to the Australian identity. They explore the concepts of nation, culture and identity in both Australian and regional contexts, and learn that identity is complex, multifaceted and evolving.

Students use a range of written, visual, oral and electronic sources to study the past. With support, they frame research questions and plan their own inquiries using historical language and concepts such as time,
sequence, chronology, continuity, change, culture and tradition. They begin to question sources and make judgments about the viewpoints being expressed, the completeness of the evidence, and the values represented. They learn to develop explanations in a range of forms such as timelines, oral presentations, posters, multimedia presentations, reports and narratives.

**Historical knowledge and understanding**

At Level 4, students demonstrate their knowledge and understanding of significant events in Australian history including Aboriginal and Torres Strait Islander history, and European settlement. They demonstrate an understanding of the histories of some cultural groups which make up Australia today. They make links and appropriate comparisons with contemporary Australia. They compare and contrast the values and beliefs of Australians and people of other cultures. They compare aspects of different cultures and countries, in both the past and present, and ask questions about their own society. They sequence events and describe their significance in bringing about particular developments.

**Historical reasoning and interpretation**

At Level 4, students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries. They comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented. They use appropriate historical language and concepts to develop historical explanations. They present their understandings in a range of forms.

**MATHEMATICS**

**Space**

Students use the ideas of size, scale, and direction to describe relative location and objects in maps. They use compass directions, coordinates, scale and distance, and conventional symbols to describe routes between places shown on maps.

**Measurement, chance and data**

At Level 4, students use metric units to estimate and measure time.

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**Interdisciplinary Strand**

**COMMUNICATION**

**Listening, viewing and responding**

At Level 4, students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. They explain why peers may develop alternative interpretations.

**Presenting**

At Level 4, students summarise and organise ideas and information, logically and clearly in a range of presentations. They identify the features of an effective presentation and adapt elements of their own presentations to reflect them. Using provided criteria, they evaluate the effectiveness of their own and others' presentations.

**INFORMATION COMMUNICATION TECHNOLOGY**

**ICT for visualising thinking**

At Level 4, students apply ICT tools and techniques to represent and explore processes, patterns and cause-and-effect relationships. Students use ICT tools and techniques that support the organisation and analysis of concepts, issues and ideas and that allow relationships to be identified and inferences drawn from them.

**ICT for communicating**

Using recommended search engines, students refine their search strategies to locate information quickly. They evaluate the integrity of the located information based on its accuracy and the reliability of the web host.

**THINKING PROCESSES**

**Reasoning, processing and inquiry**

At Level 4, students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth. They distinguish between fact and opinion. They use the information they collect to develop concepts. They develop reasoned arguments using supporting evidence.

**Creativity**

At Level 4, students use creative thinking strategies to generate imaginative solutions when solving problems.

**Reflection, evaluation and metacognition**

At Level 4, students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness. They articulate their thinking processes. They document changes in their ideas and beliefs over time.
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<th>When</th>
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| Pre and post assessment. At the start of the unit and the end of the Building stage. | Timeline                 | To identify students’ initial concepts about time and the sequencing of key events in Australia’s history. To track development of their ideas from the start to the completion of the unit. | At the start of the unit students create a timeline of what they think the key events in Australia’s history are. Once the students have had sufficient time to record their initial ideas give them the following prompts:  
   a) If you haven’t already done so, add in European colonisation in a different colour.  
   b) If you haven’t already done so, add in Aboriginal and Torres Strait Islander history in a different colour.  
At the end of the unit repeat the activity. Ask students to compare and discuss how their ideas have changed. |
| Pre and post assessment. At the start of the unit and the end of the Building stage. | Draw and write            | To identify students’ initial understandings about Aboriginal and Torres Strait Islander people and the impact on them through European colonisation. To track changes in their ideas from the start to the completion of the unit. | Individually students draw and write what they think life was like for the Aboriginal and Torres Strait Islander people before, during and after European colonisation. They can use their OPVs that they have compiled during the unit to assist them. |
| End of Investigating stage  | Role-play                | To determine students’ understandings about the impact of European colonisation on all groups involved. To assess students ability to cooperate in groups to present a dramatic art work. | Students will need to research the impact of European colonisation on their groups in order to represent their point of view accurately. Prior to presenting the role-play develop a rubric with students incorporating the historic knowledge and understanding, cooperation and presentation skills. Use the rubric after the role-play to assist students to reflect on their performance and complete self and peer evaluations. |
| Personalising stage         | Reflective journal       | To assess each student’s ability to make connections between the past and Australia today. | Discuss events such as the Queen’s Birthday honours list, flag, republic issues, debate about changing the date of Australia Day. What is this day named by Aboriginal and Torres Strait Islander people and why? Support students to make links between the present and the past. Students individually respond to the question; How does an |
|          |          | accurate knowledge of events in Australia’s past help us to understand Australia today? |
### BUILDING

Activities planned during this stage of the unit are designed to build the foundational knowledge and skills the students will need to investigate this topic.

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<tr>
<th>Purpose</th>
<th>Activity</th>
<th>Teacher notes</th>
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<tr>
<td>To gather students’ prior knowledge and engage them in the unit.</td>
<td>Students to create a timeline of what they think the key events in Australia’s history are. Once the students have had sufficient time to record their initial ideas give them the following prompts: a) If you haven’t already done so, add in European colonisation in a different colour. b) If you haven’t already done so, add in Aboriginal and Torres Strait Islander history in a different colour. • In small groups students brainstorm anything they think they know about: Aboriginal and Torres Strait Islander people, free settlers, convicts, soldiers at the time of first European colonisation. Groups share their ideas and collate as a class poster. • Individually students draw and write what they think life was like for the Aboriginal and Torres Strait Islander people before, during and after European colonisation.</td>
<td>Keep the individual tasks on one side for comparison at the end of the unit. It is important that there is little input before the activity as you want to gather prior knowledge</td>
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<td>To help students to build a perception of what life was like on the ship and during early colonisation period.</td>
<td>Begin reading <em>Tom Appleby</em> by Jackie French as a serial story, or read extracts to give students a picture of what life was like from the perspective of a convict boy on the First Fleet. (Although this is historical fiction Jackie French’s novels are very well researched and historically accurate.</td>
<td>This is an ongoing activity that will have relevance throughout the unit.</td>
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<td>To establish immediate relevance between events of the past and contemporary Australia.</td>
<td>View a film clip of the ‘Apology to Stolen Generations’, which took place on 13th February 2008. (Alternatively you could use a text version as shared reading) Discussion: Why are we apologising? What are we apologising for? Why is this a significant historical event? What are the events that led to the apology?</td>
<td>Focus on the references to the way the Aboriginal and Torres Strait Islander people have been treated since 1788.</td>
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<td>To establish an understanding of what life was like for the Aboriginal and Torres Strait Islander people</td>
<td>Carousel or rotating activities</td>
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<td><strong>Reading</strong> - Chapter 4 <em>Shipwrecks, Sailors and 60,000 years</em>. Complete mind map naming and drawing symbols of life the Aboriginal and Torres Strait Islander people had in pre-contact days (food, shelter, life style, leisure, family, farming practises, art, tools, beliefs/rituals, trade)</td>
<td><strong>Painting</strong> – look at pictures of cave paintings, reading the</td>
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| To establish reasons for why the British wanted to establish a penal colony in Australia. | **Why did the British come?**

Use the following information sources to explore as a class the reasons why the British sent the First Fleet.

- Continue to read novel; *Tom Appleby Convict Boy* or use excerpts from the text.
- *Grim Crims and Convicts* pages 1-9
- Viewing excerpt from DVD ‘Oliver Twist’ to develop the image as to what conditions were like in Britain in 18th Century.
- View DVD *Captain James Cook* segment where Australia is discovered.

Commence a class timeline including the length of time Aboriginal and Torres Strait Islander people lived in Australia and key events leading up to the first fleet. Include pictures and information about important events. | The class timeline will be used as a reference point through out the unit and will be built on to help students conceptualise time and chronology. |

| To establish what students already know and to generate student wonderings about the topic. | **Discoveries and Wonderings**

- Complete a ‘hot potato’ activity where students record in groups what they already know about European colonisation, who, what, where, when, how and why. In hot potato students work in groups. Each group has a piece of poster paper with one of the questions on it eg. Who was involved in European colonisation? They have 5 mins to brainstorm then the poster is passed on to the next group to read and add further ideas.
- Ask students to predict what the effects of European colonisation may have been for all the groups of people involved.
- Ask students to individually write any questions they... | During the course of the unit revisit the students wonderings on a regular basis to identify which questions they have discovered answers to. Students... |
have on separate pieces of paper. Collect their questions in the following categories: Questions about; Captain Cook’s voyage, life for the Aboriginal and Torres Strait Islander people prior to European colonisation, the first fleet, life for the convicts, life for the soldiers, life for the Aboriginal and Torres Strait Islander people after the Europeans arrived, miscellaneous. Break students into 6 groups to work with one set of questions each. (Deal with the miscellaneous ones together as a whole class.) Ask the groups to formulate no more than 3 rich questions about their topic. Record these as wonderings on a discoveries and wonderings board.

| To establish how the historical research process works | Finding out about history | Use this activity to emphasise the importance of questioning the reliability of sources.

Brainstorm with students how they could investigate some of their questions and wonderings and what sources of information are reliable.

- Play Chinese whispers and discuss how stories sometimes change when they are passed on orally.
- Compare 2 versions of the same historical event to identify how the author’s perspective can influence what they record. Or ask students to write a recount of an event they all experienced such as a school assembly or sports day and compare the differences in their accounts.
- Invite an historian to speak to the students about how they investigate the past. What sources of information they use. How they know whether something is true.

**INVESTIGATING**

Activities at this stage of the unit are designed to take the investigation deeper. Students are required to work more independently and apply the skills and the knowledge they have developed.

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<th>Purpose</th>
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| To explore the impact of the arrival of the First Fleet on Aboriginal Australians as well as the people on board the First Fleet. | Viewing
View Episode 1- ‘They came to stay’ of the SBS series *First Australians* an additional useful resource at this stage is; DVD *Buried Alive: Sydney 1788-1792 Eyewitness accounts of the making of a nation*;
Discuss the impact of the arrival of the First Fleet on each of the different groups affected- the Aboriginal and Torres Strait Islander people (the Eora especially), the convicts, the soldiers, free settlers (eg officers’ wives and children)
Students individually commence an OPV (Other People’s View) to record the event from the perspective of each of the groups. Question prompts may include- what happened to them? What were the conditions like for them? What might they have been thinking/feeling? How did they act? | The OPV will be an important tool for students to continue to try and reflect from different people’s perspectives |
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<tr>
<th>As a class add to the timeline.</th>
<th>Excursion to Koorie Heritage Trust and Walking Birrarung- Yarra River Cultural Tour</th>
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<tr>
<td>To give students a real understanding of what life was like for Aboriginal and Torres Strait Islander people before European colonisation and how things changed afterwards.</td>
<td><strong>Discussion-</strong> what did you learn that you didn’t know before?</td>
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<td>In pairs (cross-grade) students share what they heard from their guides on the excursion.</td>
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<td>In groups of 3 students look at a photo from the excursion and recall what the guides told them about how it looked before. They imagine the scene as it would have been before European colonisation and draw a corresponding picture. Write a short explanation of how it has changed.</td>
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<td>Add to the OPV</td>
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<td>Add to the class timeline</td>
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<td>To give the students the opportunity to explore and imagine the impact of the arrival of the First Fleet on all of the groups involved through role-play.</td>
<td><strong>Role-play/improvising</strong></td>
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<td>Divide students into 5 groups and give them roles:</td>
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<td>Convicts (Males),</td>
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<td></td>
<td>Convicts (females and children)</td>
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<td></td>
<td>Marines (Marines, wives and children)</td>
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<td></td>
<td>Aboriginal and Torres Strait Islander people- (the Eora, men, women and children)</td>
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<td></td>
<td>Sailors (Captain, first mate, ordinary sailors, cabin boy)</td>
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<td>Ask the students to refer back to their OPVs and in groups imagine what it might have been like for this group of people when the First Fleet actually arrived. What would they see, think, feel, wonder? Groups have 5 mins to discuss this.</td>
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<td>Tell the children to close their eyes whilst you read a script to set the scene and help them imagine they are part of this scene. Stop when the convicts and the soldiers are about to step on the land. In groups they prepare a response in the form of a role-play to show what might have happened next from their perspective.</td>
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<td>To establish what students already know and what else they need to find out in order to accurately reflect on the experience using 4 of the De Bono’s Thinking Hats</td>
<td><strong>Red</strong>- how do you think these people felt during the arrival experience?</td>
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<td><strong>White</strong>- what facts did you have?</td>
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<td><strong>Black</strong>- what difficulties did you have in being able to carry out the role-play?</td>
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<td>It is important that students gain an authentic viewpoint. If unable to access this excursion investigate alternate venues or invite an Indigenous Australian cultural guide as a guest speaker.</td>
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<td>See script attached or adapt to suit own needs.</td>
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<td>Keep students in original groups to do the research and revision of role-play</td>
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**represent each group.**

Finding out this information will be the major investigation for the rest of the unit.

To assess students’ understandings through the revised presentation of role-play.

**Green**- what else do you need to know?

Each group shares their reflection. As a whole class discuss;

**Blue**- how could we find out? Revisit the concepts about authenticity of information and credibility of information during the ‘finding out about history task’.

Using the information gained from the Black Hat – make a link between their reflections and the need for further information.

Use resources such as: Viewing snippets DVDs watched previously, books, internet etc to gather further information on each of the groups.

Use this information to revise, display and present role-play. Complete self and peer assessments on the revised role plays

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<tr>
<td>Activities at this stage of the unit are designed to help students reflect on and put into practise what has been learned in real life contexts.</td>
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</table>
| To connect learning about the past with the present. To engage in creative thinking. | **Reflecting on the Learning:**  
Pose the question to students:  
If you were the person organising the colony how would you do it?  
Students work in mixed ability groups with experts from each of the five main role-play groups. They will need to draw on all the research and graphic organisers they have used so far. |  |
| --- | --- | --- |
| To assess each student’s ability to make connections between the past and Australia today. | Return to the big question:  
**How does an accurate knowledge of events in Australia’s past help us to understand Australia today?**  
Discuss events such as the Queen’s birthday honours list, flag, republic issues, debate about changing the date of Australia Day. Support students to make links between the present and the past. How does our understanding about European colonisation and it’s impact help us to understand these current issues?  
Students individually respond to the question as a reflective journal piece. | Use any current issues in the media to enable students to make these connections. |
| To identify how individual student’s ideas, attitudes and understandings changed over the course of the unit. | Complete Post assessment tasks – compare these with the tasks completed at the start of the unit.  
- Timeline  
- Individually students draw and write what they think life was like for the Aboriginal and Torres Strait Islander people before, during and after European colonisation. Discuss with the students how their ideas changed over the course of the unit? What helped you to learn this? |  |
| To embed learning by applying understandings in a real life context. | **Taking Action**  
Discuss with students: now that we know this how can we act on our learning? Act on possibilities.  
Actions could include finding out about local Indigenous Australian groups and recognising and acknowledging them as First Australians. | It is important that students generate and own the action. |
| Links to Literacy | Associated literature;  
|                  | *The Rabbits* by John Marsden and Shaun Tan  
|                  | *The Barrumbi Kids* by Leonie Norrington  
|                  | *Leaving Barrumbi* by Leonie Norrington  
|                  | *Two Hands Together* by Dianna Kid  
|                  | *Tom Appleby Convict Boy* by Jackie French  
|                  | *Macbeth and Son* by Jackie French  
|                  | *Walking the Boundaries* by Jackie French  
|                  | *The Goat Who Sailed the World* by Jackie French  
|                  | Reading and interpreting historical diaries  
|                  | Writing diary entries from the perspectives of different groups |
| Links to Numeracy | Time, scaled timelines, elapsed time  
|                  | Mapping |
Role Play activity- Suggested Script for initial role play

Divide students into the following groups:
- Convicts (Males),
- Convicts (females and children)
- Marines (Marines, wives and children)
- Aboriginal and Torres Strait Islander people- (the Cadigal of the Eora, men, women and children)
- Sailors (Captain, first mate, ordinary sailors, cabin boy)

Tell the students what groups they are in and give them a few minutes to discuss what they know about this group. Then instruct students to make themselves comfortable, close their eyes and listen and visualise this story.

The hulks are sitting in the harbour at Portsmouth waiting to embark on their long voyage to the Great South Land. The convicts have already been in the vessels for many, many months. Now the hulks have been let loose from their moorings. The convicts can feel the ebb and flow of the tides as the vessel gently rocks up and down. They used to be able to go outside and see the feeble sunlight occasionally. Usually it was when their labour was required on a road gang. They could smell the air although not fresh and sweet smelling because of the sewerage seeping from the ships, at least it was better than the close smell below the decks with hundreds of men crammed into such a small space. Now they were locked in. Crammed like sardines below the decks. Not able to roll over without touching the person lying next to them. It’s dark; so, so dark down there.

On the women’s ship it is not much different except there are a few little ones. Young children of the women convicts. They are crying, hungry, they don’t understand where they are or where they are going. Some of the women convicts are pregnant. They will probably give birth during the voyage. What kind of lives will their children have?

The convicts are setting out on a voyage that will take them so far away from the life they have known. They know nothing of this country they are going to. All they know is they have escaped the gallows. Will this new land be better than death? What will their life be like?

Above the decks stand the Marines. They are soldiers of the King. They signed up to do their duty by King and Country. Theirs is not to question why-just to obey orders. Beneath their feet is a mass of the sorriest human beings they have ever seen. Murderers, thieves, evil men and women, but some are unfortunate people who went outside the law to try and keep their family fed. The Marines and their families are not sure what to think about these convicts and whether they should pity them or despise them. The Marines and their families wonder where they are headed. What is expected of them? When will they ever see their homeland again? What kind of lives will the wives and children have in this new land? How long will they be there for? They are not all experienced sailors. It is their job to guard the convicts. To keep law and order. What will this journey bring?
The wives are following their husbands. It is their duty. What will their lives be like aboard this vessel for the next few months? Their quarters are so small. The whole family crammed into a small cabin the size of their closet or pantry back home. And the children. How will they continue their education? Their natural inclination is to play- but where? There is no space? How long will they have to endure this before they can return home- to England?

The sailors are making the ship ready to sail. This is a new assignment for all of them. For many it is the first time sailing under this Captain. For all of them it is a new voyage. They will be sailing into territory and seas they have never sailed before. It is a different cargo to usual. A human cargo. The unfortunate creatures are all locked away below the decks. Are they dangerous? What kind of people are locked below. And what of the Marines. They think they are pretty special. They are not prepared to pitch in and do the work. That is not their job- so they say.

Finally the sails are hoisted and the ships sail out of the harbour. The Marines and the sailors take their last glimpse of the shores of England. How long before they see these shores again? What of the family and loved ones they have left behind. How long before they see them again?

Down below the convicts sense a change in the rhythm of the sea. They must have finally set sail. How long before they see the sky and the sun again? How will their lives change now? Could it be any worse than what they have already experienced?

What can you smell?... What can you hear... What can you see?... What do you feel?...

For many months the journey continues. All aboard the vessels experience great heat, violent storms, days on end of darkness for those below the decks. Many suffer seasickness. A few die- but not many as the leader of this expedition Arthur Phillip makes sure that convicts, Marines and sailors alike have a regular intake of fresh food and vitamins. Whenever possible the convicts are allowed on deck to get some fresh air and to cleanse themselves and their living areas. They fight over space above decks as there is so little room for so many people. However there are many times when this is not possible and they remain in the dark, foul smelling place below decks for extended periods of time.

There are several stops along the way when the ships are restocked with supplies. It is a welcome break from the monotony of the voyage for the sailors and the Marines. But a time of further confinement for the convicts in case they try to escape. Finally after many months the anticipation is high. According to the navigators they must be close to land. Close to the place that Captain James Cook charted 17 years ago.

What would it feel like for the convicts... the marines... their wives and their children... and the sailors?... What are they anticipating?... What
are their hopes?... What are their dreams?... What are their fears?... What will the future bring?

On the shores of the Great South Land, the Eora Aboriginal people go about their daily business. The world is as it should be. The men hunt for food during the day. Depending on the time of year they fish or hunt. They know the ways of the land. They are at one with the land. The land provides what they need to survive and they in turn look after the land. In the waters off the beach at Botany Bay they collect seafood. They hunt kangaroo, lizards, possum or other fresh meat with their boomerangs and spears. Weapons that have stood the test of time over many generations.

The women and children gather roots and plants and berries to supplement their food and also provide medicine for those who may become ill. Once they have collected their food they spend time educating the children. They teach them the ways of their people. They sing and dance and tell stories so the children understand what is important and what they need to know.

There are many secret things that only the men know or only the women know. They pass their special stories down from generation to generation. Each clan or tribe has their special identity. They respect each other and keep the traditional laws. They respect the land and the spirit ancestors that watch over it and them.

What is their daily life like?... What is special?... What is sacred?... What is their place in the circle of life?... How do they relate to their special place and their people?

The young sailor is in the crow’s nest. It is his turn. His watch finishes soon. He has spent many hours up there watching over an endless sea. How many times has he wished he could see land? Thought he has seen land. Is it land this time or are his eyes playing tricks again? How often has he wished he has seen land? He rubs his eyes again. The vision is still there. This time it must be! Land! Land ahoy!

The Captain hears his cry.
The sailors hear his cry.
The Marines hear his cry.
Their wives and children hear his cry.
Down below the convicts hear his cry.

What is it like?... What awaits them?... It is the end... and it is a new beginning...

On the shore an Eora man sees the ship, and then another and another. He calls the others. They gather on the beach. The older people have seen this before. Many seasons ago. In fact it was 17 years ago. Ships like this sailed into their sight then sailed away again. They expect this to happen again. But this time they come closer. Closer and closer. They can see people on the
Spirit people. They are white. They must be spirit ancestors. Still they keep coming. Closer and closer.

What does the future hold?... What will my life be like?... How will it be the same as before?... How will it be different?...

Allow children to reflect on this image silently and independently. Then gather the children in their groups to discuss what they might be thinking and feeling at this point. Set children the task of role playing what comes next when the Europeans land? What is your group thinking and feeling? How might they react?