

A Strange New Land Facilitated Program

Overview : Early Settlers to the Swan River Colony encountered a strange new land when they arrived. They found a different culture, a different landscape, and had to adapt to very different living conditions. Did they get what they hoped for? Investigate the challenges and changes experienced by the new and traditional residents of Western Australia.

Duration : One hour facilitated experience with a Museum Education Officer.

Please allow approximately 45 minutes additional time for self-guided gallery exploration using Student Activity sheets and Adult Helper Guide.

What your class will experience:

- Examine the lives of some of the early inhabitants of the Swan River Colony.
- Investigate their responses to various challenges posed by their experiences in the colony.
- Use historical evidence and artefacts to help interpret the history of colonisation in Western Australia.

Excursion Booking and Enquiries:

For enquiries and bookings please contact:

Western Australian Museum – Perth
Education

Phone: 9427 2792

Fax: 9427 2883

Email: education@museum.wa.gov.au



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Curriculum

Society & Environment

Time, Continuity and Change

Students understand that people's actions and values are shaped by their understanding and interpretation of the past, which reflect the range, social, and cultural diversity.

Key Messages

1. There are a variety of different historical narratives and perspectives of Western Australian history.
2. Change impacts on people, lifestyles and communities.
3. Historical evidence and artefacts can be used to interpret the past.

Galleries



Western Australia: Land and People
Hackett Hall, Level 1



At the Museum

Facilitated Program

One hour

The facilitated component of *A Strange New Land* takes place in one of the Museum's learning spaces. An Education Officer will guide students in examining the lives of some of the early inhabitants of the Swan River Colony, and investigating the challenges and changes experienced by the traditional and new residents of Western Australia. Students will explore these concepts with the aid of historical artefacts.

Please have your students split into five groups for this experience. Each group will require one adult supervisor to assist them with the activities.

Self-guided Experience

Approximately 45 minutes

The self-guided component of *A Strange New Land* takes place in the Museum's galleries. Using the questions contained within the Adult Helper Guide, group leaders will be able to assist students to complete their activity sheets and explore our history collection.

Please allow for time to explore the galleries before or after your facilitated experience. Maps are available at the Front Desk to assist you in locating these galleries, or please ask a staff member for directions.

Photocopy

Please bring with you on the day of your excursion:

- *A Strange New Land Adult Helper Guide* (for every adult)
- *A Strange New Land Student sheets* (for every student)

Related Museum Resources

Planning Your Excursion

- Excursion Management Plan
- Excursion Essentials



Available online at www.museum.wa.gov.au/education

Publications

- *A Day at the Museum* – a general Museum-wide trail.

Available for purchase, please enquire at time of booking.

Classroom Activities

From this list, please select some activities that are suitable for the age and ability of your students.

- **Traditional life:** Research traditional Aboriginal culture prior to the European settlement of Western Australia.
 - Write a short story, poem or play about the how an Aboriginal family group experienced the colonisation of Western Australia.
 - Visit the *Katta Djinoong* gallery at the *Western Australian Museum - Perth* to gain a sense of the range of different traditional Aboriginal cultures and how they might have been different or the same as European cultures.
 - Research how European and traditional Aboriginal cultures recorded their stories and histories, and discuss how children today can record their own memories in ways which will last through time.

- **Historical artwork interpretation:**
 - Select an historical artwork/s from the period of early settlement in Western Australia and have students investigate what it can tell them about this period in our history. Use prompting questions such as:
 - Is the picture an accurate rendering of the event / image / subject?
 - Is the artwork showing a particular point of view?
 - What impression would this picture have given people living back in England?
 - Investigate the new plant and animal species that the early settlers found when they arrived. Look at the pictures that people drew of the Western Australian flora and fauna and discuss why people thought they were so unusual.

- **Introduced species:** Investigate the animals and plants that were brought to the Swan River Colony by the English settlers. What has been the effect of these introduced species on our native flora, fauna and landscape? Have they been harmful or helpful? What do you think the traditional Aboriginal people thought of these new plants and animals?

- **Swan River Mania:** Have students research 'Swan River Mania'. What was it? How did it affect the settlement of Perth? Did people get what they hoped for? Describe the difficulties the new settlers faced living on the Swan River.

- **Famous faces:** In small groups or individually, students can research, write and present information to the class on notable individuals in Western Australian history. There could be a selection of individuals giving a broad cross-section of early settlers and their experiences of colonisation, such as James Stirling, George Fletcher Moore, Yagan, John Septimus Roe, Francis Gregory, Thomas Peel, Ellen Stirling or Helen Dance.

- **Letters home:** Each student can imagine they are a colonist and could write a letter 'home' or make a diary entry detailing an aspect of their life in the early colony. What are their experiences? What are some challenges they have encountered? What do they miss from home? Would they recommend friends or family join them in the Swan River Colony?
- **Newsflash:** Each student can pretend to be a journalist writing an article in the local paper about something that had an impact on the colony. For example, the lack of good farming land, the scarcity of supplies, the introduction of convicts etc. What is their point of view, and would it have been the same as the residents of Perth? Justify their opinion to the readers of the Swan River Colony.
- **Class debate:** Hold a 'Town Meeting' to debate the case for the introduction of convicts to the Swan River Colony.
- **Comic capers:** Research the life of convicts in Western Australia, and create a comic strip of the daily life of a convict. Perhaps it could portray an escape or the type of work they had to do. Give students a range of words to use in the strip, for example: ticket of leave, crime, punishment, prison, cell, flogging, cat o' nine tails, chains, leg irons.
- **What's cooking?:** Research food rations and farming in the early colony. What foods were commonly available? What foods were luxuries? In groups, students can prepare a meal that early settlers would have eaten and serve it to their classmates. What did it taste like? Would you like to eat like this all of the time?
- **Beautiful buildings:** Find paintings or old photos of the early buildings in Perth, Fremantle and Guildford and compare them to how they look today. Are they still there? What are they used for today, or what has replaced them? What can this tell us about the history of Perth and the types of buildings that have heritage value?
- **Fun and games:** Students can explore some old-fashioned games or toys that colonial children would have played. There were no shops and little money, and supplies took a long time to arrive, so children had to be creative!
- **Puppet play:** Have students make puppets from old socks, wooden spoons, cardboard, or anything else they can find and put on a puppet show to entertain the class. Their olden-days puppets might be soldiers, policemen, ladies, children or convicts! Use recycled materials such as cardboard, boxes, and craft items to build a dolls house, ship or puppet theatre to play-act life in the Swan River Colony.
- **Excursion extras:**
 - Visit the *Art Gallery of Western Australia* and view the artworks from the times of early European settlement.
 - Visit the *Battye Library* at the *State Library of Western Australia* to research some primary sources (newspapers, letters, journals and maps) of the early colony.

A Strange New Land Adult Helper Guide

Photocopy

A Strange New Land Adult Helper Guide (for every adult).

How To Use This Guide

Use the questions contained within this guide to encourage discussion of key concepts while you explore our collection of history-related displays with your group of students.

Please allow approximately 45 minutes additional time for self-guided gallery exploration using Student Activity sheets and Adult Helper Guide.

Galleries

You will visit one gallery. The following icon is used within this document and the Student Activity sheets to identify which gallery you should be in.



Western Australia: Land and People
Hackett Hall, Level 1



Western Australia: Land and People


Hackett Hall, Level 1

Western Australia: Land and People
Hackett Hall, Level 1

Early arrivals

The Noongar people living along the Swan River used many resources in many different ways.

Find this resource and find out the three different names it has:




- Common name: _____
- Noongar name: _____
- Scientific name: _____

List four ways in which this plant was used by Noongar people:


- _____
- _____
- _____
- _____

Look around and see if you can find one way that the early settlers used this plant (Hint: look at the cottage)

Choose one of the Noongar food sources shown in this display and draw a picture of it below, along with an interesting fact.




Would the early settlers been interested in eating this food? Why or why not?

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Western Australia: Land and People
Hackett Hall, Level 1


The Noongar people recognised six seasons by observing the changes in the weather, natural environment and resource availability.

Find the diagram of the Seasons Wheel and draw a picture of at least one resource that would be abundant around this time of year.



Talk about it: Do the seasons always match up with the calendar that we use? Have you ever heard people say that the seasons in Perth are changing or are not what they used to be? Does today's weather reflect the season you are in?



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Early arrivals

Direct students to the display of the Aboriginal food sources.

Research indicates that Aboriginal people were living in Australia as early as 60,000 years ago. The Swan River Colony (which then became Perth) was settled in 1829 under the leadership of Governor James Stirling.

This display shows the type of resources that would have been used by the Noongar people who lived around the Swan River area for thousands of years before European Settlers arrived.

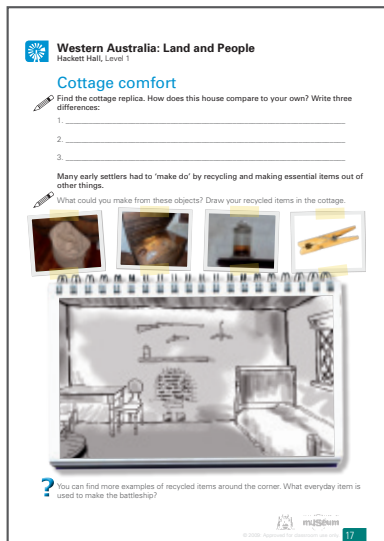
Do you think that the Noongar people changed the land that they lived on?

- Traditional Aboriginal groups used sustainable practices, moving to different areas according to available resources and seasonal changes.
- They were practical and innovative, using many different parts of the same resource for various purposes and ensuring that there was minimal waste.
- There were only small impacts on the landscape and natural resources as a result of Aboriginal inhabitants, such as:
 - their use of fire to clear land or trap animals,
 - changing wetlands to trap fish,
 - hunting native animals,
 - gathering native plants for food and
 - using natural resources to make tools and other objects.

How has the land changed since the arrival of European settlers?

- Wetlands were drained and land was cleared for building homes, roads and farming.
- Along the Swan River, canals were cut for transporting goods along the river, sandbars were removed and areas were filled in, affecting the size and shape of the river significantly.
- Introduced animals such as sheep, rabbits and foxes impacted on the land and native flora and fauna.
- The increase in population and industry has continued to change natural landscapes around the Perth area and beyond.

Help students to identify the resources in this display that relate to their activity sheet questions, and encourage them to identify the sustainable practises used by local Aboriginal groups.



Cottage comfort

Walk inside the cottage replica.

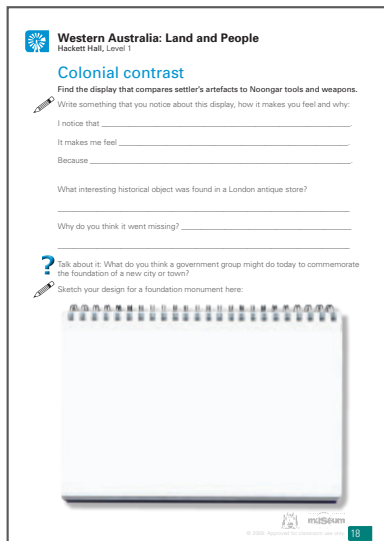
This cottage is a replica of a room lived in by early settler George Fletcher Moore, who was a well-known lawyer, land owner, farmer and explorer. He was also one of the few people at the time to try and understand the Aboriginal culture, learn their language, and see things from their point of view.

- **How would this home compare to the houses the settlers left in England?**
 - Homes in England may have been larger, more established, multi-storey and in a very crowded, dirty street.
 - People living in England would have accumulated more personal belongings over time.
- **What do you think the Aboriginal people thought of the settler's houses?**
 - Aboriginal shelters would have looked different. To see a good example of a South-west shelter (mia) you may wish to visit the *Katta Djinoong* gallery in this Museum.
 - Noongar shelters were made from local natural materials such as the Grass Tree (Balga). Some of these natural materials were also used to make parts of the settler's homes, but the new homes were more permanent structures and used a larger amount of resources.
 - Many of the new homes would have been built on land that was previously used for hunting, living or travelling across. Some areas may have had spiritual significance.
- **What sorts of challenges do you think settlers would have to face, living in a home such as this? How would settlers deal with these things?**
 - Encourage students to share their ideas on issues such as:
 - Insects and other animals.
 - Temperature extremes.
 - Lack of furniture and other household items.
- **Would most settlers have been able to bring many belongings to this new home? Would there have been many places to obtain new supplies? How would settlers have managed with limited supplies?**
 - People would have to minimise waste and save things that were in limited supply.
 - Many settlers would have recycled, making old things into something new.
 - Many people would have had to tolerate a less comfortable or entertaining life than they were used to.



Western Australia: Land and People

Hackett Hall, Level 1



Colonial contrast

Find the cabinet that displays Aboriginal weapons and tools next to the English settler's items.

■ What is this display trying to show us?

- Encourage students to observe that this display highlights the differences between the culture, tools and weapons owned and used by the Aboriginal people and the settlers.

Look at the silver Stirling Cup, which was presented to Captain James Stirling in 1833. Read the inscription on the cup.

■ Why did James Stirling receive this cup?

- This cup was presented to Stirling to honour his contributions to the colony.

■ Do you think that everybody felt the same way? Were all the settlers happy with Stirling? How do you think the Aboriginal people felt about Stirling?

- Discuss contrasting perspectives, including different experiences of settlement, dependent on a person's position in society or line of work.

■ Read the information on the Foundation Tree Box, next to the Stirling Cup. What was the significance of the cutting down of a tree.

- As mentioned in the information panel, the cutting of a tree could be seen as 'taming' a wild land, or it could be seen as the removal and destruction of native wildlife.

■ Look at the weapons in this display. When conflict arose between these two cultural groups, would it be a 'fair fight'?

- Discuss the students thoughts on how each group would manage different viewpoints on matters, and what the results of conflict might be.

■ Who do you think had more 'right' to live here? Why?

- Discuss students' thoughts and encourage them to support their answers with reasons.

For further discussion points on the issues of cultural differences and conflict, between local Aboriginal groups and settlers, please refer to the text panels outlining the events from 1829.



Western Australia: Land and People
Hackett Hall, Level 1

Here comes the bride
Find the brown wedding dress and the picture of the ladies standing in St Georges Terrace.
Why do you think people continued to wear clothes like this, even though they were living in a different climate?

? Think about it: If you visit another country for a holiday, do you change the sort of clothes that you wear? Share your ideas with a friend.

Painting study
Early explorers and settlers were interested in sharing their new experiences with their families and friends back home.
Many of the settlers drew pictures of the native flora and fauna, but this wildlife was so unusual that these early pictures were a little inaccurate.

 Draw an Australian animal from memory. Can a friend identify it?





Here comes the bride

Turn to face the brown wedding dress

- Would this dress be suitable for a wedding in hot weather? What does this tell you about how prepared the settlers were for this new land?

- The settlers liked to be reminded of home, and 'keep up appearances'. They continued the traditions and fashions of England, even if it was wearing clothes totally wrong for their new climate!

Painting study

Locate the wall of paintings beside/behind the cottage replica.

- Have you ever visited a new place and seen different plants or animals for the first time? How do you think the new settlers felt when they found new animals or plants?

- Early explorers and settlers were fascinated with the different animals and plants they found in Australia. They wanted to share their experiences with others.

Focus on the picture of the Vlamingh expedition entering the Swan River, c.1696.

- Why do you think the people in the boat have caught the Black Swan?

- The Black Swan was seen as an unusual species. The people in this picture were trying to catch one to take home and study.
- Students may notice that this picture dates back much earlier than the Swan River Colony settlement. This is a good opportunity to explain to students that several explorers surveyed the area before it was settled by Stirling.

Find the picture of the 'Australian Echidna', c.1800.

- Does it look like echidnas that you have seen? Why do you think this is so?

- As there were so many new and different animal and plant species, artists tended to draw them using features similar to those that they remembered from their homeland.
- Often people copy each other's work, so like 'Chinese Whispers' it changes the way it looks, or this picture may have been drawn from memory and the artist made it look a bit different on recall.






Western Australia: Land and People
Hackett Hall, Level 1

Introducing animals

Find the display of animals. Fill in the table below and write down five species introduced by the early settlers, and five native species from Western Australia.



Introduced species	WA native species

Were the introduced animals suited to this strange new land? Choose one animal and list two positive effects and two negative effects of its introduction to Western Australia:

Animal: _____

Positive effects of introduction	Negative effects of introduction

Introducing industries

Explore the gallery and choose one of the many industries that were introduced into Western Australia such as farming, mining, logging, whaling, oil and gas or fishing.

List some of the positive and negative impacts of this industry and write down any interesting facts that you learn.

Positive outcomes	Industry		Interesting facts
	Negative impacts		

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Introducing animals

Around the corner, find the display about introduced species.

■ Were the introduced animals suited to this strange new land? Can you think of the impact / effect these new animals may have had on the native animals and landscape?

- Land was cleared for farms, so a lot of natural habitat was lost.
- Animals such as sheep affected land areas that had to be used for grazing.
- Rabbits burrowed and degraded the land and were competition for native wildlife.
- The Red Fox was a predator to native animals.

Introducing industries

Walk with students as they explore the rest of this gallery. They will discover the many industries that were introduced (and some abolished) into Western Australia, including farming, logging, mining and whaling.

- As students investigate these industries, help them to complete their activity sheets.
- Positive outcomes of industries included employment opportunities and increasing Australia's trade and economy.
- Negative impacts included the effect on the environment (land clearance, pollution, salinity), loss of native wildlife and impact on threatened species, impacts on cultural groups and isolation of those people working in remote areas.

A Strange New Land Student Activity sheets

Photocopy

A Strange New Land Student Activity sheets (for every student).

How to use Student Activity sheets

Use the questions contained within the Adult Helper Guide to encourage discussion while students use their Student Activity sheets.

Galleries

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Western Australia: Land and People
Hackett Hall, Level 1

A Strange New Land



Investgate the challenges and changes experienced by the new and traditional residents of Western Australia.



Western Australia: Land and People

Hackett Hall, Level 1

Early arrivals

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Find this resource and find out the three different names it has:



Common name: _____

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List four ways in which this plant was used by Noongar people:

1. _____

2. _____

3. _____

4. _____

Look around and see if you can find one way that the early settlers used this plant (Hint: look at the cottage)



Choose one of the Noongar food sources shown in this display and draw a picture of it below, along with an interesting fact:





Would the early settlers been interested in eating this food? Why or why not?



WESTERN AUSTRALIAN
museum



Western Australia: Land and People

Hackett Hall, Level 1

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Western Australia: Land and People

Hackett Hall, Level 1

Cottage comfort



Find the cottage replica. How does this house compare to your own? Write three differences:

1. _____
2. _____
3. _____

Many early settlers had to 'make do' by recycling and making essential items out of other things.



What could you make from these objects? Draw your recycled items in the cottage.



You can find more examples of recycled items around the corner. What everyday item is used to make the battleship?



WESTERN AUSTRALIAN
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Western Australia: Land and People

Hackett Hall, Level 1

Colonial contrast

Find the display that compares settler's artefacts to Noongar tools and weapons.



Write something that you notice about this display, how it makes you feel and why:

I notice that _____.

It makes me feel _____.

Because _____.

What interesting historical object was found in a London antique store?

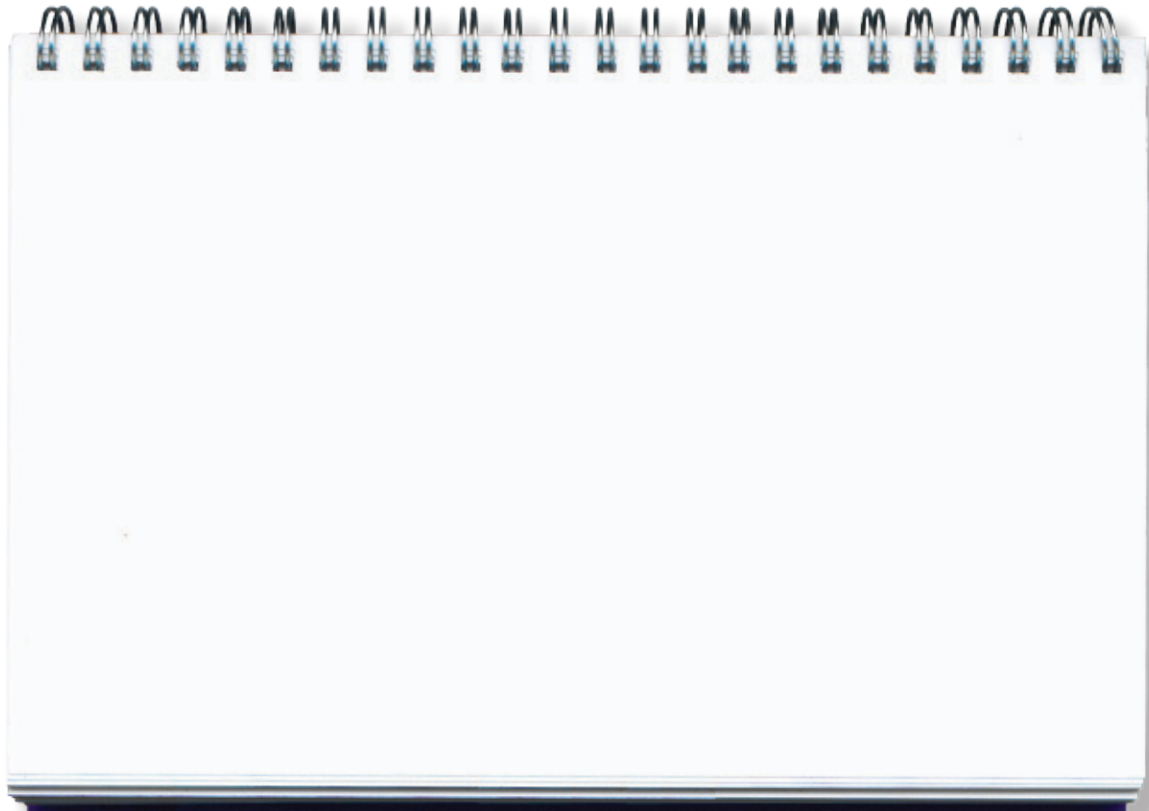
Why do you think it went missing? _____



Talk about it: What do you think a government group might do today to commemorate the foundation of a new city or town?



Sketch your design for a foundation monument here:



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Western Australia: Land and People

Hackett Hall, Level 1

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List some of the positive and negative impacts of this industry and write down any interesting facts that you learn.

Industry		
Positive outcomes	Negative impacts	Interesting facts

