

Arrival and Survival Facilitated Program

Overview : Step into character using historical artefacts and explore the challenges of living in the new Swan River Colony from different people's perspectives. Will everyone's story be the same?

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.

What your class will experience:

- Use a range of artefacts to discover more about the various groups of people that lived in the Swan River Colony in the 1830s.
- Explore a variety of challenges that each of these groups may have experienced and discuss how each group faced these situations.
- Discuss how history can be viewed from many different perspectives and explore how the stories that we hear today are influenced by the person or group telling the story.

Excursion Booking and Enquiries:

For enquiries and bookings please contact:

Western Australian Museum – Perth
Education

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Student Activity Sheets

Photocopy	
<i>Arrival and Survival</i> Student Activity sheets (for every student)	



Links

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.

Key Messages

1. There are a variety of different historical narratives and perspectives of Western Australian history.
2. Change impacts on people, cultures, lifestyles and communities.
3. Historical evidence including, 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 *Arrival and Survival* 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 and interactive challenges.

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 *Arrival and Survival* takes place in the Museum's galleries. Using the questions contained within the Student Activity sheets, group leaders will be able to assist students in exploring 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:

- *Arrival and Survival* Student Activity sheets (for every student)

Related Museum Resources

Planning Your Excursion

- Excursion Management Plan
- Excursion Essentials



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

Classroom Activities

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

- **Traditional life:** Students can research traditional Aboriginal culture prior to the European settlement of Western Australia with the following activities:
 - 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:** Students can explore artworks with the following activities:
 - Select an historical artwork/s from the period of early European 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 Europe?
 - 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:** Students investigate the animals and plants that were brought to the Swan River Colony by the European 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 students 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 European settlers and their experiences of colonisation, such as James Stirling, George Fletcher Moore, 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 Swan River 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 people of the Swan River Colony. For example, the lack of good farming land, the scarcity of supplies, the introduction of convicts etc. What is the writer's point of view, and would it have been the same with all the the residents of Perth?
- **Class debate:** Hold a 'Town Meeting' to debate the case for the introduction of convicts to the Swan River Colony.
- **Comic capers:** Students 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 Swan River Colony. What foods were commonly available? What foods were luxuries? In groups, students can prepare a meal that the new settlers would have eaten and serve it to their classmates. What did it taste like? Would students like to eat like this?
- **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 Swan River Colony.

Arrival and Survival

Student Activity Sheets

Photocopy

Arrival and Survival Student Activity sheets (for every student).

How to use Student Activity Sheets

Use the questions contained within these sheets to encourage discussion as students explore the Museum gallery.

Galleries

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



Western Australia: Land and People
Hackett Hall, Level 1

Student Activity

Arrival and Survival



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



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Western Australia: Land and People

Hackett Hall, Level 1

Early Arrivals

More than 50,000 years ago, the first Aboriginal people began living on the land that we now know as Western Australia.

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



Find the stump of this plant. 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 European settlers may have used this plant (Hint: look at the cottage).



How might people living in Western Australia use this plant today?

Find these traditional foods in the display and fill out the table below.

	How did Noongar people prepare this for eating?	Would European settlers have eaten this? Why or why not?	Would you eat this today? If yes, when? If no, why not?



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Western Australia: Land and People

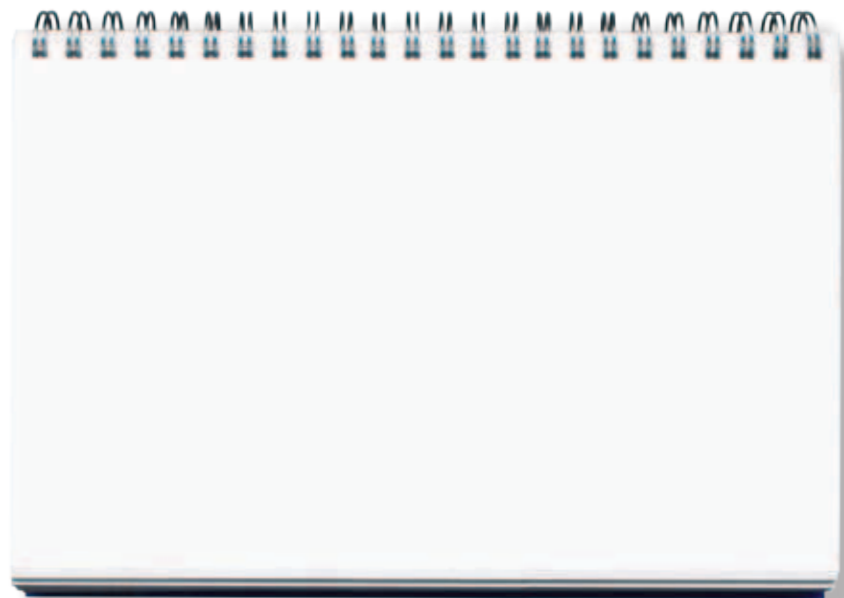
Hackett Hall, Level 1

Weather Or Not?

Find the diagram of the Noongar Seasons Wheel.



Draw a picture of at least one resource that would be abundant around this of year.



We name our seasons 'Summer', 'Autumn', 'Winter' and 'Spring' from the names given to them by Europeans.



How do we know when 'the first day of Spring' is? _____

How do the Noongar people know when their seasons are changing? _____

Which group do you think would have identified the seasons more accurately?

☐

European settlers

☐

Noongar people

Imagine what it would have been like for the settlers that arrived in the 1830s. What would have been the main differences they noticed between the weather in England, and in their new home?



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Hackett Hall, Level 1

Cottage Comfort

Find the cottage, which is a replica of a room lived in by George Fletcher Moore, in the Swan River Colony from 1830.



How does this house compare to your own? Write three differences:

1. _____
2. _____
3. _____



What sorts of things would the new settlers have found difficult about living in a home like this?

When the European settlers first arrived, they may have seen shelters that looked like the one in this picture, built by local Aboriginal people.



Write what you think some differences are between the cottage and the shelter.



	Noongar people's maya	European settler's cottage
Materials used		
Time it probably took to build		
How long was it probably built to last for?		

Many groups of Aboriginal people did not stay in one area for a long time. Why was this?

How did this influence the type of shelter that they made?



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Making Do

Many European settlers had to 'make do' by re-using and making essential items out of other things.

The packing crate that you see in the cottage might have been used as a storage space or even as a table.



What else could you make from it?



You can find more examples of re-used items around the corner.



Why do you think people in the past had to re-use and recycle things?

Why do we re-use and recycle things today?

What does 'sustainable' mean? Can you give an example of how Aboriginal people use sustainable methods in traditional culture?



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Colonial Contrast

Find the display that compares European settlers' artefacts to Noongar tools and weapons.



Write two similarities and two differences between these items:

Similarities:

1. _____
2. _____

Differences:

1. _____
2. _____



Why did James Stirling receive this reward?

Do you think everyone thought he deserved it?

This box was believed to be made from the wood of a tree that was cut down to commemorate the foundation of the Swan River Colony.



Who chopped down the tree?

What do you think the Noongar people thought about the tree being chopped down?



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





Petticoats and Paintings

Find the 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 much warmer climate than England?



What does St Georges Terrace look like today?

Early explorers and settlers were interested in sharing their new experiences with their families and friends back home.

Many of the European settlers drew pictures of the native flora and fauna, but these early pictures were a little inaccurate.



Why do you think these pictures were not always accurate?



Find out what's happening in this picture.



Western Australia: Land and People

Hackett Hall, Level 1

A State of Change



How many different things can you think of that changed the land or the waterways after European arrival (think about farming, housing, transport and industry)?



Find the display of animals. Discover some facts about these four species that were introduced to Australia after 1830.

	Reasons for introduction	Negative effects of introduction
Sheep		
Rabbit		
Fox		
Cat		

How are these animals different to native animals? _____

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.

Industry:		
Positive outcomes	Negative impacts	Interesting facts

Western Australia continues to change every year. Explore the rest of this gallery to find out about all the things that have shaped the state that we live in today.



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