



**Food in the Australian Curriculum:**

An educational unit for the Year 5 History Curriculum – the Australian Colonies

# Agriculture in Colonial Australia



Australian Government  
Department of Agriculture

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This resource was produced by AgriFood Skills Australia with funding from the Australian Government through the Department of Agriculture.



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*Food in the Australian Curriculum* is an initiative of the Australian Government funded by the Department of Agriculture. It aims to raise awareness and enhance the teaching and learning of the agribusiness industry in Australian schools.

The programme supports teachers in the implementation of the English, Maths, Science, History, Geography and Technologies curricula.

Implemented by AgriFood Skills Australia, the programme provides free:

- in-school presentations for students in years 4-10 on the agrifood industry that are aligned to the curricula;
- teacher professional development workshops on the industry, curricula and classroom resources; and
- teaching materials to support the implementation of the English, Maths, History, Science, Geography and Technologies curricula.

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**First published: May 2014**

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Ruins of old stone home near Burra, South Australia, © Colin Coomber  
A Shepherd and Sheep, c1850, by Samuel Gill, National Library of Australia  
Residence of John Macarthur, watercolour by Joseph Lycett, Art Gallery of South Australia  
Homeward Bound (Stock Riders), c1862, watercolour, Samuel Gibb attrib. State Library of NSW



# Agriculture in Colonial Australia

## Introduction

The Year 5 history curriculum provides a study of colonial Australia in the 1800s.

Students look at the founding of British colonies and the development of a colony.

They learn about what life was like for different groups of people in the colonial period and they examine significant events and people, political and economic developments, social structures and settlement patterns.

## Overview of Activities

*Agriculture in Colonial Australia* contains four discrete activities highlighting the fundamental role agriculture played in the expansion of European settlement and the development of Australia in the 1800s.

**Activity 1 - River, Road and Rail<sup>1</sup>** introduces students to the establishment of early European settlement in the 1800s. It is based on the use of the SpatialGenie online mapping tool.

**Activity 2 – Life on a Sheep Station** in the 1800s provides students with a virtual experience of what life was like for people living and working in central NSW in the middle of the 1800s.

**Activity 3 - Where would we be without farming** focuses on some of Australia's early European farmers and how their ability to grow food and fibre crops, under different conditions to those they were used to, contributed to the overall development of the colonies.

**Activity 4 – All of us are migrants and maybe farmers too** provides students with an insight into the experiences and contributions of the Afghan cameleers and Pacific Islanders who were brought to Australia during the latter half of the 1800s. Students supplement this activity by undertaking an historical inquiry to discover whether or not they can identify a farming ancestor.

## Key Focus Questions

- What factors affected the spread of European settlement during the 1800s?
- How did the expansion of farming and settlement in the 1800s change the Australian environment?
- What effects did early European settlements have on Indigenous people?
- What was life like for different people living in outback NSW in the mid-1800s?
- What contribution did European farmers make to the development of colonial Australia?
- Why did people migrate to Australia in the 1880s?

## Learning Outcomes

At the completion of some or all of the *Agriculture in Colonial Australia* activities, students will have a greater understanding of:

- The impact of the expansion of farming on the social, economic and political development of colonial Australia during the 1800s;
- Living and working conditions in rural Australia in 1861;
- The contribution of early farming families to the development of Australia; and
- Our farming and migrant heritage.

<sup>1</sup> Education Services Australia 2011

## Curriculum Links: Year 5 History – the Australian Colonies

### Historical Knowledge and Understanding

Activities within *Agriculture in Colonial Australia* use the context of Australia's agricultural heritage to provide programming ideas within four of the five content requirements of the Year 5 history curriculum, namely:

- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal peoples and Torres Strait Islander peoples) and how the environment changed. (ACHHK094)
- The impact of a significant development or event on a colony, for example: frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)
- The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)
- The role that a significant individual or group played in shaping a colony, for example: explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)

### Historical Skills

Activities that assist teachers to meet the historical skill requirements of the Year 5 history curriculum are identified in Table 2 of the appendix.

### Suggested Programming Options/Timeframe

*Agriculture in Colonial Australia* activities have the flexibility to be taught in conjunction with other components of the Year 5 history curriculum, such as the explorers and the gold rushes.

Where appropriate, they can be incorporated into English, Maths, Geography and Technologies.

Teachers may choose to integrate the *Agriculture in Colonial Australia* activities with those contained in the *Investigating Agriculture* Year 5 Geography work unit, developed under the Food in the Australian Curriculum Programme, or to teach them as separate, but complementary, history and geography activities.

However, from a sequencing perspective, it is suggested that teachers introduce the *Agriculture in Colonial Australia* activities once students have undertaken the ACHHK093 content requirement of the Year 5 History curriculum, namely reasons (economic, political and social) for the establishment of British colonies in Australia after 1880.

### Suggested Background Reading

Teachers may find that the article below provides a useful background context from which to plan and implement the activities in *Agriculture in Colonial Australia*. It provides a hyperlinked overview of the development and importance of farming and agriculture in Australia from the earliest European settlement up to the present.

#### Australian Government - Australian Farming and Agriculture – Grazing and Cropping by

**Kathryn Wells:** <http://www.australia.gov.au/about-australia/australian-story/austn-farming-and-agriculture>

**Many of the resources contained within this work unit are available on the Scootle website. To make access easier, teachers and students should be logged into Scootle before accessing the various resources. Resources identified by a TLF-ID can be accessed on the Scootle search engine via the reference number.**

### Australian Curriculum: Year 5 History Achievement Standard

By the end of Year 5 students identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

## Activity 1: Settlement Patterns in the 1800s – River, Road and Rail

<b>CURRICULUM CONTENT</b>	The nature of convict or colonial presence, including: the <b>factors that influenced patterns of development</b> , aspects of the daily life of the inhabitants (including Aboriginal and Torres Strait Islander peoples), and how the environment changed.	<b>ACHHK094</b>
<b>CURRICULUM CONTENT</b>	<b>The impact of a significant development or event on a colony, for example:</b> frontier conflict, the gold rushes, the Eureka Stockade, the advent of rail, <b>the expansion of farming</b> , drought.	<b>ACHHK095</b>

### Learning Outcomes

By the end of this activity students should be able to:

- Appreciate how early European settlements began and spread during the 1800s, and the subsequent effect of this spread of settlement on Indigenous people.
- Recognise how the early settlement at Sydney Cove was dependent on the ability of the first settlers to produce enough food in unfamiliar conditions.
- Appreciate the relationship between where people settled in the 1800s and their ability to supply their basic needs.
- Access online mapping tools to research and present their findings.

### Description of Activity

This activity introduces students to the establishment of early European settlements in the 1800s. It uses the spatial visualisation tool – SpatialGenie<sup>2</sup> – and is based on the **River, Road and Rail**<sup>3</sup> teacher guide.

Students manipulate maps to enhance their appreciation of the information that maps provide. They investigate how and why settlement extended into the interior of the continent and consider the effects that the spread of settlement had on Indigenous people.

Teachers can use the *River, Road and Rail*<sup>4</sup> teacher guide, which is available on the Scootle website, or use the following student-centred tasks, which are a modified version of the *River, Road and Rail* teacher guide.

### Setting the Scene – Teacher Directed

- (a)** Show students photos of each Australian capital city. Students identify each city from the photos and list them on the board or in their notebooks. Introduce the SpatialGenie tool on an interactive whiteboard. Using the basic terrain map of Australia (without the city labels) students take turns in labelling each capital city in its correct location. Turn the city labels on and have students adjust their marks. This activity could also be done using an atlas and a blank outline map of Australia.
- (b)** Overlay the M009264 *Australia in 1846* map of Australian colonies on the basic terrain map and assist students to compare the two maps by asking them questions such as:
- What is the most notable difference on the 1846 map?
  - Which state names are on the 1846 map? Which ones are missing?
  - Which names for states are no longer used today?
  - Using a blank map of Australia, draw today's state and territory borders and label each one. Mark in the location of each capital city.
  - Where was most of the settlement in 1846?
  - Where are most of the cities and towns today?
- (c)** Ask the students to answer at least one of the above questions by writing a sentence that starts with 'In 1846 ...'. Students then share their sentence(s).
- (d)** As a class, briefly discuss the reasons for the location of these early colonial settlements.

<sup>2</sup> "The SpatialGenie online tool allows students to overlay successive maps for comparison and mark them with a variety of tools to show points of interest. They can measure distances or areas and overlay such items as aerial views, facilities and ground cover. Students can label their maps and save them for future use."

<sup>3</sup> Education Services Australia Ltd, 2011.

<sup>4</sup> <http://www.scootle.edu.au/ec/search?q=River+road+and+rail&field=title&field=text.all&field=topic>

## Investigation and Analysis – Teacher Preparation

The following activities require students to look for evidence of how people's basic needs were met during the early years of European settlement.

The colonial stories from the Australian Government site that are listed at the end of this activity will help students to start their investigation. Teachers may wish to introduce the following activities by reading some of these colonial stories to the class.

Once familiar with the SpatialGenie tool, teachers need to download the various map layers required for the following student activities. These map layers are listed at the end of this activity. They then overlay the maps progressively and question students on what they can interpret from the various map layers. Alternatively, teachers may choose to print and distribute copies of the maps and have students share in making their own overlays from the printed copies.

Spatialgenie can also be accessed at <http://www.spatialgenie.edu.au>

## Assessment

Teachers have the flexibility to choose from the options below depending upon how many of the student activities are undertaken.

- Create a timeline of early forms of transport in colonial Australia, showing developments from walking to rail. Add more recent inventions if time permits.
- Imagine you are a European settler in the 1800s, then write a short letter to the colonial governor outlining the difficulties you are facing, particularly with transport. You will need to identify yourself, explain where you live and what you do, e.g. work on a farm, in a city or in a small rural town.
- Examine and overlay maps of shaded relief, major lakes and rivers, major roads and major railroads to find another site that would be suitable for a major settlement in Australia today. Consider people's basic and higher needs, as well as modern inventions such as desalination plants, a water storage/irrigation scheme, air travel, high-speed trains and the internet that could enable settlement where it has not been possible before.

- Mark your new site on a class relief map and also on an individual map in your notebook. Name your new city/town on your map and explain why you chose that location.

## Resources


- **Education Services Australia - River, Road and Rail Teacher Guide:**  
<http://www.scootle.edu.au/ec/search?q=River+road+and+rail&field=title&field=text.all&field=topic>
- **The SpatialGenie tool:**  
<http://www.spatialgenie.edu.au>
- **Quick access to the map layers required for River, Road and Rail:**  
<http://www.scootle.edu.au/ec/search?q=Spatial+Genie&field=title&field=text.all&field=topic>
- **Australian Government - Australian Farming and Agriculture – Grazing and Cropping by Kathryn Wells:**  
<http://australia.gov.au/about-australia/australian-story/austn-farming-and-agriculture>
- **Australian Mines Atlas:**  
<http://www.australianminesatlas.gov.au>
- **'History: colonial, conflict and modern':**  
<http://australia.gov.au/about-australia/australian-stories/history-colonial-conflict-and-modern#Colonialhistory>

## Some useful links to Colonial Stories on the above website are:

- **The changing face of early Australia:** <http://australia.gov.au/about-australia/australian-story/changing-face-of-early-australia>
- **Cobb and Co:** <http://australia.gov.au/about-australia/australian-story/cobb-and-co>
- **Convicts and the British colonies in Australia:** <http://australia.gov.au/about-australia/australian-story/convicts-and-the-british-colonies>
- **Crossing the Great Dividing Range: surveying an ancient land:** <http://australia.gov.au/about-australia/australian-story/crossing-the-great-dividing-range>.



**The following map layers are found in the data catalogue within SpatialGenie:**

- Selected major Australian railways
- Selected major Australian roads
- Selected major Australian waterways
- M009264 *Australia in 1846*
- M009278 *Commonwealth of Australia 1908*
- M009286 *Railway systems of Australia 1880-89*
- M009418 *Vegetation: 1988 - SpatialGenie map layer*
- M009419 *Vegetation: 1788 - SpatialGenie map layer*
-  terrain base layer

It is important to remember that you must be logged into the Scootle website before you try to access resources.

Depending upon your browser, if the hyperlink to Scootle you are using contains a reference number, it may be preferable to access it by inserting the **reference code only, e.g. 5358**, into the Scootle Search engine.

Some browsers fail to open the URL as a direct link and also fail to open a copy and paste of the hyperlink into the search engine.

- **Map of Australian Settlements:** <http://www.scootle.edu.au/ec/resolve/view/R5358>
- **Our History:** <http://www.scootle.edu.au/ec/viewing/R11483/index.html>
- **Map of Australian Colonies 1859 - 1861:** <http://www.scootle.edu.au/ec/viewing/R5355/index.html>
- **Map of Australia c1880:** <http://www.scootle.edu.au/ec/viewing/R6697/index.html>
- **Map of Australia 1891:** <http://www.scootle.edu.au/ec/viewing/R6698/index.html>
- **Australian History Timeline:** <http://www.scootle.edu.au/ec/search?q=Australian+History+Timeline&field=title&field=text.all&field=topic&v=text>



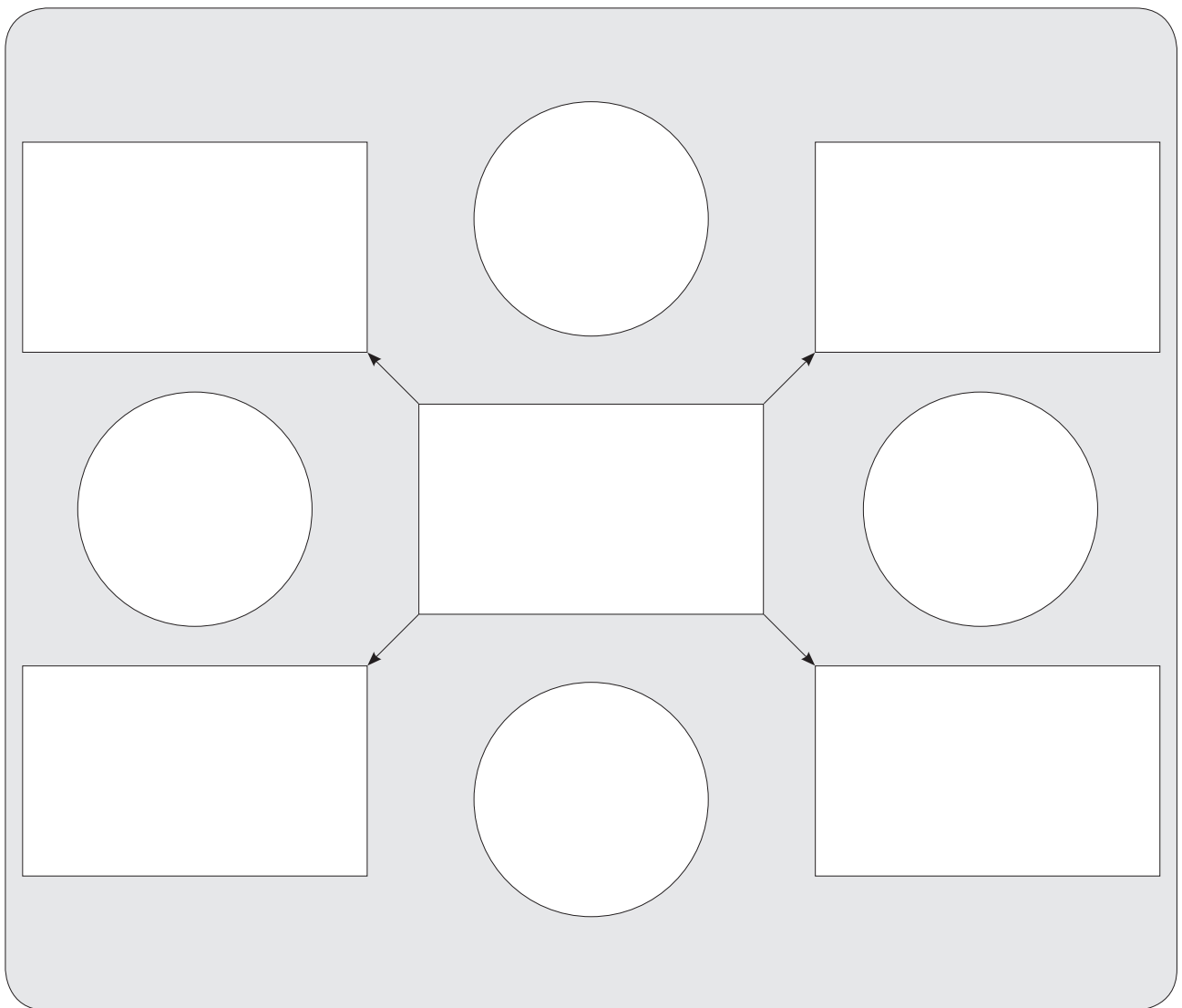
## Student Activity: River, Road and Rail in the 1800s

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

*Brainstorm people's basic needs.*

Record these suggested ideas and concepts. Select four of these and, on the outline below, draw up a concept map showing the relationships between them.

**River, Road and Rail concept map<sup>5</sup>**



<sup>5</sup> © Education Services Australia Ltd, 2011 – River, Road and Rail

① Look closely at the three SpatialGenie maps below on the interactive whiteboard. Start with the Selected Australian Waterways map and then overlay the two vegetation maps:

(i) Selected Major Australian Waterways map;

(ii) M009418 Vegetation: 1988 map; and

(iii) M009419 Vegetation: 1788 map.

In your notebooks, write down any information from these maps that helps to explain why each capital city developed where it did. The following questions may help you:

- How did the early European settlers get to Australia?
- What sources of water were available to early European settlers?
- How did they get their food?
- Why are there so few large towns in inland Australia today?
- Why didn't people settle around the big lakes in South Australia?
- Why did so few people settle in the north-western part of Australia?
- How did the early settlers travel around Australia?

② Make up a 'Wanted to buy' advertisement for a settlement site.

Draw a sketch of the site and add some text suggesting what future residents might want to have, for example: an adequate water supply, fertile soil, access to coastal shipping, etc.

③ Your teacher will overlay the M009286 Railway Systems of Australia 1880–89 map onto the SpatialGenie terrain map.

**Working in pairs, select a town or area that you can see from the map is connected by rail to the coast or a capital.**

To find out more, look at classroom atlases and the Australian Mines Atlas website. On this website under 'History' you can bring up an interactive map showing the location of historic mines and deposits of important minerals such as gold, coal and copper.

(a) Investigate what made your assigned town or area popular with settlers. Your inquiry will be helped if you can answer the following questions:

- What came first – the town or area, or the railway?
- Why were so many railways built?
- Was something valuable found here (below or above the ground)?
- Was this town a centre for an important region?


(b) Working by yourself or with your partner, record your findings in your notebook and then, using the railways map on the interactive whiteboard, explain to the class why your town or area needed a rail service.

#### 4 Compare the 1788 and 1988 Vegetation maps and the Railway Systems 1880-89 map with the original terrain map.

To help you do this, try to answer the following questions:

- Which parts of Australia had the most vegetation in 1788 and in 1988?
- What has changed?
- Where do you think most of the European settlers would have lived in 1788?
- How would European settlers have provided themselves with food and water?
- What would have happened to the natural vegetation once European farming began?
- What effects would this have had on local Aboriginal people?
- Can you see any connections between the railways and the changes in vegetation?

#### Extension<sup>6</sup>

In SpatialGenie your teacher will show you how to use the 'Select a measure' tool button  to measure electronically. You then need to measure the distances between outlying towns and the colonial capitals. Discuss how journey times would have changed after rail replaced horse or bullock drays and what difference this would have made to settlers and settlement patterns.

Compare the road and rail systems of the 1890s with the systems on modern maps.

<sup>6</sup> © Education Services Australia Ltd, 2011 – River, Road and Rail

## Activity 2: Life on a Sheep Station in the 1800s

<b>CURRICULUM CONTENT</b>	The nature of convict or colonial presence, including: the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal peoples and Torres Strait Islander peoples) and how the environment changed.	<b>ACHHK094</b>
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### Learning Outcomes

By the end of this activity students should be able to:

- Recount what life was like for people living and working on a sheep station in 1861;
- Appreciate how different life was for males and females, Indigenous and non - Indigenous people, and between those from various levels within society;
- Appreciate how important it was for settlers to have access to good land; and
- Appreciate the integral role that living and working on the land played in the development of Australia.

### Description of Activity

This activity provides students with a virtual experience of what life was like for men, women and children living and working on a sheep station in central NSW in 1861, and how different and difficult life was in comparison to what students experience today.

Students gain an appreciation of the importance of agriculture to the development of Australia in the 1880s, the reasons why people were prepared to move into unsettled parts of the Australian continent, and the impact that these settlers had on the land.

Student centred activities are presented in three stages to assist students to immerse themselves in the historical context of central NSW in 1861. They will also assist students to make an informed choice for their research task. The research task is an integral component of the activity.

Students base their research on the ABC TV series *Outback House* in which 16 people, including a family of five, were selected to play the characters in the series.

Students select one of the roles portrayed in the series to investigate. For convenience, a suggested listing of seven roles has been provided within the activity.

### An introduction to the Outback House series

**can be accessed at:** <http://splash.abc.net.au/search?keyword=Outback%20house>

With teacher direction, students select an appropriate method for recording and presenting their findings to the rest of the class.

### Setting the Scene – Teacher Directed

Review students' knowledge of the nature of the Australian continent, e.g. location of capital cities, state boundaries, mountain ranges and major river systems.

Read to the class the first part of the article – **Life on the land** – Discover Collections State Library of NSW: [http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/life/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/life/index.html)

### Conduct a class discussion around the following questions:

- When the first European settlers arrived, what methods were Aboriginal people using to ensure their food supply?
- How did these methods change the environment of an area?
- What were the first tasks that Governor Phillip ordered the new settlers do on arrival at Farm Cove?
- How suitable was the land at Farm Cove for agriculture and why was it so important for farms to be successful?
- Why did the colonial government control how land was allocated and how difficult was this task for the authorities?
- What impact did the crossing of the Blue Mountains have for farming?
- What opportunities and challenges faced those who were prepared to farm at that time?
- Brainstorm as a class five aspects of life today that they would miss the most if they were living in 1861.

**Ask students to:**

- Choose the three most significant aspects and explain why they would miss them. Remember these for later reflection.

**Give students the following scenario:**

- Imagine they had been asked to develop a TV series that recreated life and work as it was on a sheep station in 1861. What aspects of the production would they need to consider? Some examples would be the setting, roles to be portrayed, selecting and training the characters, what the characters would wear and the storyline.
- Record these ideas.

**Investigation and Analysis – Teacher Preparation**

Introduce the research task by downloading **Outback House - Australia in 1861 - A Time of Opportunity**. This article highlights concepts and events such as: adventurers seeking wealth and fortune, the gold rush, squatters and selectors, the establishment of towns and settlements in 1861, crown land, leasehold and freehold land, and peacocking. Discuss these terms with your students.

Next, introduce students to the main characters in **the Outback House series** - <http://www.abc.net.au/tv/outbackhouse/participants/> where they will find information on the key roles along with background information on the actors and why they were chosen to live as people would have in 1861.

Students work in pairs or individually on their research task. The 19 video clips in the series are listed below and can be accessed at: <http://splash.abc.net.au/search?keyword=Outback%20House>

**Outback House video clips – duration: 1-5 minutes each**

- Accommodation on the station
- Travel to the homestead
- Life for station workers
- Many ways of working on a station
- Building a sheep wash
- Last day of shearing
- Summer recreation
- The evening meal

- Preparing for a wedding
- Aboriginal bush foods
- Mal’s perspective
- Bush Christmas
- Arrival of the governess
- Mucking up for the governess
- School newspaper
- Land ownership laws
- Arrival of the hawker
- Horse race
- Colonial life

Working in pairs, students are to choose one role to investigate. If possible they should view at least three or four of the videos that relate to their selected role. Each video is accompanied by *Before, As you* and *After viewing* activities, along with some suggested next steps.

Teachers may use the suggested listing of roles and related videos below, or add some additional roles with recommended viewing for each.

Role	Suggested Outback House video clips			
Squatter	Land ownership laws	Travel to the homestead	Summer recreation	Colonial life
Squatter’s family	Travel to the homestead	Colonial life	Bush Christmas	Summer recreation
Governess	Arrival of the governess	Mucking up on the governess	Arrival of the hawker	School newspaper
Maids	Colonial life	Travel to the homestead	Evening meal	Preparing for a wedding
Station hands	Many ways of working on a station	Building a sheep wash / accommodation	Last day of shearing	Life for station workers / horse race
Indigenous station hand - Mal	Aboriginal bush foods	Mal’s perspective	Arrival of the hawker	

### Assessment

As part of their *Life in 1861* research activity, students select a method of writing up and presenting their research findings that would be appropriate for the time. It could be a newspaper article, a letter to the Governor, a poster, a job advertisement for shearers /station hands/ governesses, or a letter to a friend or family back in England describing life on the station. Students present their findings to the class.

Students are continually assessed throughout this activity by means of observational checklists, anecdotal records of students' commitment to the task, organisational skills, willingness to help others and analysis of their contributions to class discussions.

### Resources

#### 'Colonial life', ABC Splash – Outback House:

<http://splash.abc.net.au/search?keyword=Outback%20house>

An insight into the daily lives of people who lived on sheep stations in outback NSW during the 1860s. It provides an authentic context for students to see how different life was then, compared to today.

#### 'Colonial life', ABC Splash - Outback House:

<http://splash.abc.net.au/search?keyword=Outback%20house>

Quick access to the 19 videos and associated student activities.

#### Background information- Outback House:

<http://www.abc.net.au/tv/outbackhouse/history/>

#### Outback House - Australia in 1861 - A Time of Opportunity – useful background context:

<http://www.abc.net.au/tv/outbackhouse/txt/s1378521.htm>

#### State Library of NSW - Station life\*:

[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/life/station\\_life/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/life/station_life/index.html)

#### State Library of NSW – Working the land:

[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/working/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/working/index.html)

#### Convicts and the British colonies in Australia:

<http://australia.gov.au/about-australia/australian-story/convicts-and-the-british-colonies>

**Romsey Australia, 'Early settlers' homes and bush huts in Australia':** <http://home.iprimus.com.au/foo7/houses.html#4>

\* The State Library of NSW is the custodian of a significant collection of material relating to Australian agricultural and rural life. This unique collection reflects many facets of this important aspect of Australia's history, from the manuscript papers of early pastoral families to published agricultural journals and farming magazines, from early land grant maps to water conservation reports, from photographic documentation of country life to printed accounts of agricultural shows and regional events. Images of the changing face of Australia's rural landscape are also a significant part of the Library's pictorial collections, ranging from oil and watercolour paintings of early colonial pastoral holdings to contemporary photographic portraits of the people and places of regional Australia.

## Student Activity:

### Life on a Sheep Station in the 1800s – Life in 1861

With the help of your teacher, and working in pairs or by yourself, select one the following roles from the **Outback House** series to investigate:

- The squatter
- The squatter's family
- The governess
- The maids
- The Indigenous station hand - Mal
- Station hands – overseer, shearers and shepherds

① As a class, match each of the roles above to the 19 Outback House videos. You will need to make sure that each video is allocated to one or more roles.

The videos can be accessed at - <http://splash.abc.net.au/search?keyword=Outback%20House>

② Start your research by accessing the videos that relate to your chosen role.

Select the **read more** icon and read the *Before*, *During*, *After viewing* and *Next steps* information before you view each video. If possible, view the videos in pairs to save time.

③ Record answers in your notebooks to the *Before*, *As you and After viewing* questions and activities that accompany each video.

These will help you think about what life was like for people at the time. The *Next Steps* questions and activities may also help you to select how you will present your research findings.

④ If necessary, view your video clips again to make sure you haven't missed any important aspects.

If time permits, view other related videos in the *Outback House* series.

⑤ Are there other aspects about your chosen role that you would like to find out about?

Write these down also and look for other resources to help you. Your teacher will be able to show you where to find some other suitable resources.

- 6 During the research phase, share information that you have discovered that you feel would be useful to others.

This could be done during a dedicated period of class time.

- 7 Once you have completed your research, decide how to record and present your findings.

This needs to be done in a way that would be suitable back in 1861.

Here are some suggestions:

- a. a newspaper article;
- b. a letter to the Governor;
- c. a poster;
- d. a job advertisement for shearers /station hands/governesses; or
- e. a letter to a friend or family back in England describing life on the station.

- 8 Make an oral presentation on your findings to the class.

### **Extension**

- Compare and contrast the skills required to work as a station hand or a governess in the 1800s with those you would need today to work on a large sheep or cattle station or to be a teacher at your school.



### Activity 3: Where would we be without Farming?

<b>CURRICULUM CONTENT</b>	<b>The impact of a significant development or event on a colony, for example:</b> frontier conflict, the gold rushes, the Eureka Stockade, the advent of rail, the expansion of farming, drought.	<b>ACHHK095</b>
<b>CURRICULUM CONTENT</b>	<b>The role that a significant individual or group played in shaping a colony, for example:</b> explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.	<b>ACHHK097</b>

#### Learning Outcomes

By the end of this activity students will have an appreciation of:

- The lives and contributions of some of Australia's early farmers;
- How early farmers, many without any previous farming experience, adapted to the unfamiliar and difficult conditions and grew crops and raised farm animals;
- The integral role that farming played in the development of Australia;
- The variety of resources they can access on early farming families; and
- How land was allocated to various groups of people as settlement spread throughout the colonies during the 1800s.

#### Description of Activity

This inquiry based activity enables students to investigate the challenges faced by those who were prepared to try their hand at farming during the 1800s and to assess their subsequent contribution to Australia's position today as a leading producer and exporter of food and fibre products.

After investigating some early colonial farmers, students undertake an historical inquiry into the contributions of John and Elizabeth Macarthur.

While this activity focuses on the colony of NSW, teachers in other states and territories can adapt it with local examples where these can be readily sourced.

#### Setting the Scene – Teacher Directed

Refresh students' understanding of the spread of settlement in the 1800s by comparing the following three maps and identifying what factors were limiting this spread.

##### State Library of NSW – Discover Collections

– **Settlement maps:** [http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/working/settlement/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/working/settlement/index.html)

- Sydney Cove Port Jackson in the County of Cumberland - 1788
- Map of a portion of Australia, showing the area of the twenty located Counties of New South Wales with the adjoining Eight Grazing Districts - 1841
- Index map of New South Wales showing pastoral holdings - 1886

#### Investigation and Analysis – Teacher Preparation

In preparation for the student activity - **First Farmers**, teachers will find it useful to access and download the following resources.

##### The State Library of NSW article - Discover Collections: Australian agricultural and rural life:

[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/index.html)

This article is a useful background resource for teachers.

Examples of other relevant articles in the *Discover Collections* series include:

- Life on the land
- Working the land
- Squattocracy
- First farms
- Berrys
- George Wyndham - winemaker

You may choose to print these and other *Discover Collections* articles to share.

Introduce the *First Farmers* activity by reading the following article to the students, or provide printed copies for students to read themselves.

#### Discover Collections - Life on the land:

[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/life/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/life/index.html)

The following quotation from *Australian Farming and Agriculture - Grazing and Cropping* provides a useful background context for guiding students through this activity. Importantly, it gives teachers the prompts and answers to the brainstorming *First farmers* activity.

**“Three months after the arrival of the First Fleet in January 1788, the livestock in the colony consisted of: seven horses, seven cattle, 29 sheep, 74 pigs, five rabbits, 18 turkeys, 29 geese, 35 ducks and 209 fowls.”**<sup>7</sup>

While material on 19th century NSW farmers such as James Ruse, Alexander Berry and George Wyndham is available from the State Library of NSW, students should also research farming personalities who made a contribution in other states or territories.

The last section of the following resource contains short summaries of a number of icons of Australian farming from various parts of Australia.

#### Australian Bureau of Statistics – Farming

**in Australia Year of the Farmer:** [http://](http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/1301.0Main+Features2072012)

[www.abs.gov.au/ausstats/abs@.nsf/Lookup/1301.0Main+Features2072012](http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/1301.0Main+Features2072012)

Suggested headings for the summary table of an early farmer that students draw up in Q 6 of the

Student activity sheet: First Farmers include - when the person lived, nationality/place of birth, previous experience, location of the farm, type of farm, why remembered, etc.

#### Assessment

Together with your partner, choose a method in which you can both share in preparing and presenting your findings. Some suggestions are:

- Interviewing John and Elizabeth Macarthur in their home at Camden Park in the late 1820s.
- A letter from Mrs Macarthur to family and friends in England.
- Preparing a manual for the NSW Government in the 1820s titled ‘How to be a good employer of farm workers’.
- Conducting a radio interview today with a Macarthur family member.

#### Resources

##### State Library of NSW - Discover Collections -

**Settlement maps:** [http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/working/settlement/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/working/settlement/index.html)

##### Australian Farming and Agriculture - Grazing and

**Cropping:** <http://australia.gov.au/about-australia/australian-story/austn-farming-and-agriculture>

##### State Library of NSW - Australian agricultural

**and rural life:** [http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/index.html)

##### State Library of NSW – First Farms:

[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/life/farms/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/life/farms/index.html)

##### Australian Bureau of Statistics - Farming

**in Australia – Year of the Farmer:** [http://](http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/1301.0Main+Features2072012)

[www.abs.gov.au/ausstats/abs@.nsf/Lookup/1301.0Main+Features2072012](http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/1301.0Main+Features2072012)

##### State Library of NSW - Life on the land :

[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/life/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/life/index.html)

##### State Library of NSW - Working the land :

[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/working/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/working/index.html)

<sup>7</sup> Australian Farming and Agriculture – Grazing and Cropping  
<http://australia.gov.au/about-australia/australian-story/austn-farming-and-agriculture>

**State Library of NSW - Settlers guides:** [http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/working/farmers\\_guides/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/working/farmers_guides/index.html)

**State Library of NSW - Squattocracy:** [http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/life/squattocracy/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/life/squattocracy/index.html)

**Australian Government - About Australia - Free settlers:** <http://australia.gov.au/about-australia/our-country/our-people#Freesettlers>

**National Museum of Australia - Investigating pastoral settlement:** [http://www.nma.gov.au/education-kids/classroom\\_learning/units\\_of\\_work/pastoral\\_settlement](http://www.nma.gov.au/education-kids/classroom_learning/units_of_work/pastoral_settlement)

**Extension of settlement in the Australian colonies<sup>8</sup>:**  
<http://www.scootle.edu.au/ec/viewing/R12027/index.html>

**Map of Australian colonies 1859 - 1861:** <http://www.scootle.edu.au/ec/viewing/R5355/index.html>

**Map of Australia c1880:** <http://www.scootle.edu.au/ec/viewing/R6697/index.html>

**Map of Australia 1891:** <http://www.scootle.edu.au/ec/viewing/R6698/index.html>

**State Library of New South Wales - Australian agricultural and rural life:** [http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/index.html)

**Squatters on their 'run':** <http://www.scootle.edu.au/ec/viewing/R11333/index.html>

**History of Australia -1788 - 1850:** [http://en.wikipedia.org/wiki/History\\_of\\_Australia\\_\(1788-1850\)#Timeline](http://en.wikipedia.org/wiki/History_of_Australia_(1788-1850)#Timeline)

**New Farm, Queensland:** [http://en.wikipedia.org/wiki/New\\_Farm,\\_Queensland](http://en.wikipedia.org/wiki/New_Farm,_Queensland)

**Colonial South Australia:** <http://www.scootle.edu.au/ec/viewing/R11976/index.html>

**A History of agriculture in South Australia:** <http://www.pir.sa.gov.au/aghistry>

**The early South Australian pastoral industry:** <http://www.southaustralianhistory.com.au/overview.htm>

**The companion to Tasmanian history:** [http://www.utas.edu.au/library/companion\\_to\\_tasmanian\\_history/Images/Primary%20industry%20subject%20list.htm](http://www.utas.edu.au/library/companion_to_tasmanian_history/Images/Primary%20industry%20subject%20list.htm)

**History of Western Australia:** [http://en.wikipedia.org/wiki/History\\_of\\_Western\\_Australia](http://en.wikipedia.org/wiki/History_of_Western_Australia)

**First Farms:** [http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/life/farms/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/life/farms/index.html)

**Australian Dictionary of Biography – James Ruse:** <http://adb.anu.edu.au/biography/ruse-james-2616>

**Alexander Berry:** [http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/life/berrys.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/life/berrys.html)

**George Wyndham:** [http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/life/farms/wyndham.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/life/farms/wyndham.html)

**State Library of NSW - John and Elizabeth Macarthur:**  
[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/life/macarthurs/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/life/macarthurs/index.html)

**Australian Government - Australian Stories, The Macarthurs and the merino sheep:** <http://australia.gov.au/about-australia/australian-story/macarthurs-and-the-merino-sheep>

**Australian Dictionary of Biography - John Macarthur:**  
<http://adb.anu.edu.au/biography/macarthur-john-2390>

**Belgenny Farm Trust - Birthplace of Australian Agriculture - Belgenny Farm:** 2010  
ISBN No: 978-0-646-53567-8

Belgenny Farm app this phone app can be downloaded free

<sup>8</sup> Once logged into Scootle, you can access resources by typing the reference number provided into the Scootle search engine.

## Student Activity: First Farmers

Read the following article - **Discover Collections - Life on the land:**

[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/life/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/life/index.html)

- 1 As a class, brainstorm what animals would have been brought out to the colony of NSW with the First Fleet in January 1788.

List your suggestions on the board or write them in your notebook.

- 2 Next, suggest how many of these animals were in the colony three months later.

Your teacher knows the answers. Record the correct answers in your notebook.

- 3 With the help of your teacher, discuss the following questions and record the key points.

- a. How did the conditions for growing food and raising animals differ from those the first settlers were used to back home?
- b. What were the most important tasks faced by the first settlers?
- c. What were the main sources of food for the local Aboriginal people?
- d. Aboriginal people regularly burned the vegetation to increase their food supply. What impact did this practice have on the vegetation?
- e. Why, after a couple of years, did Governor Phillip abandon the farms at Sydney Cove and set up farms at Rose Hill (where Parramatta is today)?

- 4 Read the articles suggested by your teacher and answer the following in your notebooks.

- a. Write a definition of: squatters, crown land, limits of location.
- b. The years 1813, 1826, 1829, 1847 and 1861 were significant milestones in the allocation of land in NSW. Draw up a timeline showing the changes that took place to the system of land allocation at these times.
- c. How many Australian colonies were there by 1850?

- 5 As a class, draw up a list of some of early farming icons in Australia about whom information can be found in historical records.

These people are remembered because of their contribution to the development of farming in Australia.

- 6 Select one of these early farmers to research in more detail.

To help your investigation ask some questions about the person, starting with *who*, *when*, *where*, *what*, *how* and *why*? Draw up a table in which to present your findings in summary form. Decide on the most suitable headings under which to present your information.

- 7 Present your findings to the class, highlighting the farmer's contribution to the development of farming and why that person is remembered today.
- 8 Compare your findings with another member of the class who may have investigated the same person.

What are the benefits of presenting information in a summary table?

## Student Activity:

### Historical Inquiry: The Life and Legacy of John and Elizabeth Macarthur

Much has been recorded about John and Elizabeth Macarthur and their role as the founders of the Australian wool industry. Today, the land they farmed is on the south-western outskirts of Sydney. Part of the land, Camden Park, is still in the hands of their descendants. Because of its historical importance, the adjacent original home farm of the Macarthur family – Belgenny Farm and its heritage buildings, are now owned by and being preserved by the NSW Government.

*You teacher will ask you to select a partner to work with on this historical inquiry.*

#### **You will need to include in your presentation:**

- The contribution the Macarthurs made to the development of Australia - their legacy; and
- The factors that contributed to their success and the success of subsequent generations of their family.

*To get started on your historical inquiry, read and think about the questions below that relate to some aspects of the lives of John and Elizabeth Macarthur.*

#### **Select those that you would like to investigate.**

- Who were the Macarthurs and where did they come from?
- Why did they come to Australia and when did they come?
- Did they have any background in farming?
- How did they get access to so much land so close to Sydney?
- Was this good farming land? If so why?
- Is there any evidence of the interaction of the Macarthurs with local Indigenous people?
- What was the breed of sheep they raised and why was this breed so important?
- What types of work were done on the Macarthurs' farm?
- What else did the Macarthurs produce on their farm?
- What are they remembered for?

#### **Extension**

- Classify your research findings according to their social and economic significance.
- Explain what is meant by the terms 'family dynasty' and 'legacy'. What evidence is there today of the Macarthur legacy?
- Describe the personalities of John and Elizabeth Macarthur.
- John Macarthur was a rather controversial character. Why was this?

## Activity 4: Some of us are Migrants and maybe Farmers too

<b>CURRICULUM CONTENT</b>	The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.	<b>ACHHK096</b>
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### Learning Outcomes

By the end of this activity students should be able to:

- Have a heightened awareness of Australia as a land of many farming migrants who have contributed to and are continuing to contribute to its development and prosperity today; and
- Be able to identify and account for their own and the collective farming heritage of the class.

### Description of Activity

This activity starts by investigating two groups of migrants - the Afghan cameleers and Pacific Islanders, who were brought to Australia in the 1800s and played an important role in its development.

Students also embark on a journey of discovery to trace their family origins back as many generations as they can, until they find an ancestor who was a farmer. Students carry out the inquiry independently then collate the information as a class.

### Assessment

Divide students into four groups.

**Group 1** – Pacific Islanders

**Group 2** – Afghan cameleers

**Group 3** – Four quiz directors  
(two for each set of questions)

**Group 4** – Judging panel of four.

Students in Groups 1 and 2 prepare 10 quiz questions on their assigned topic to ask the other group. To assist in the quiz preparation, two quiz directors and two judging panel members need to join Group 1 while the other two panel directors and judging panel members join Group 2.

Assist the students to think up some questions that involve:

- **Recalling terms and facts** e.g. Why did Afghan Cameleers come to Australia?
- **Defining terms and concepts** e.g. What does the word indentured mean?
- **True or false or multiple choice** e.g. Pacific Islanders were sent to work in South Australia
- **Expressing an opinion** e.g. Do you think these people were treated well by their employers?

Students can be invited to suggest how best to conduct the quiz, such as: a suitable way to set up the room, appropriate rules, a fair method of sharing the questioning, answering and adjudicating.

### Resources

**Indentured Labour 1** – <http://www.scottle.edu.au/ec/viewing/R11731/index.html>

**Indentured Labour 2** – <http://www.scottle.edu.au/ec/viewing/R11732/index.html>

**Australian Government - Australian Stories - Afghan Cameleers in Australia:** <http://australia.gov.au/about-australia/australian-story/afghan-cameleers>

## Student Activity:

### Investigating the experiences of Pacific Islanders in the 1800s

#### 1 Read the text and images:

Indentured Labour 1 and Indentured Labour 2 provided by your teacher. Alternatively, you can log onto Scootle and view the two slideshows and associated text online. Search for Indentured Labour 1 and Indentured Labour 2.

**Indentured Labour 1:**

[www.scootle.edu.au/ec/viewing/R11731/index.html](http://www.scootle.edu.au/ec/viewing/R11731/index.html)

**Indentured Labour 2:**

[www.scootle.edu.au/ec/viewing/R11732/index.html](http://www.scootle.edu.au/ec/viewing/R11732/index.html)

#### 2 Read each text box with its associated images and discuss as a class, encouraging students to describe what they can see in the associated photos.

#### 3 Write some key points about the Pacific Islanders:

When were the Pacific Islanders brought to Australia?

---

Where were they from?

---

Why were they brought here?

---

What types of work did they do?

---

How were these people treated by their employers and others in Australia?

---

What contribution did the Pacific Islanders make to farming in Australia?

---



## Student Activity:

### Investigating the experiences of the Afghan Cameleers

Your teacher will share the story of the Afghan cameleers using excerpts from the following resource – Afghan cameleers in Australia. Your teacher may have already summarised some of the key points from the article into a Powerpoint presentation before sharing the story.

**Australian Government - Australian Stories - Afghan Cameleers in Australia:**

<http://australia.gov.au/about-australia/australian-story/afghan-cameleers>

**Answer the following questions:**

① When were the Afghan camel drivers brought to Australia?

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② Where did they come from?

---

③ What work did they do here? Why were camels so useful in Australia at the time?

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④ What was life like for these people here?

---

---

⑤ How were they treated by their employers?

---

#### Extension

- What would have been some of the most difficult aspects of life in Australia for both the Pacific Islanders and the Afghan Cameleers?
- What limits were placed on how long they were able to work here? Were these restrictions easy to enforce? Give some examples.
- How have attitudes changed in Australia today in relation to employing people from other cultures to work in Australia? Share your opinions with other members of the class.

## Student Activity: Is there a farmer in your family?

In this activity you try to trace your family ancestry to find a farming ancestor.

This will be easy if you live on a farm or one or other of your parents may have lived on a farm. If you are unable to find a farming ancestor, you can choose any ancestor and investigate his or her occupation.

### Step 1:

- Ask your parents, grandparents or other relatives if they have ever lived on a farm.
- If so, select your closest farming ancestor - a parent is closer than a grandparent and a grandparent is closer than a great-grandparent.
- If no farming ancestor can be found, choose an ancestor whose occupation is known.
- Find out approximately during which 25 year period that person was engaged in farming or another occupation, such as: since 2000; 1975-2000; 1950-1975; 1925-1950; 1900-1925; 1875-1900 and even further back.

### Step 2:

Your teacher will draw up a matrix on the whiteboard so that each student's findings can be recorded and shared. It may look like the suggested matrix below or on the following page.

### Step 3:

Collate and construct one or more bar graphs to show the collective class findings.

- Select a suitable heading for your graph, some examples are: Our Farming Ancestors, The Nationality of our Farming Ancestors, The Farming Generations in our Class.
- Decide on appropriate labels for the two axes on each graph, e.g. When farming and Number of farmers.
- What further calculations are needed before you enter the data and graph it electronically?
- Once you have thought this through, enter your data and produce your bar graphs.

### Step 4:

#### Interpret the results

- What percentage of your class has a farming ancestor?
- How many students in your class are children of 1st generation, 2nd generation and 3rd generation farmers?
- What nationality were most of these farming ancestors?
- What else did you find out from this activity?

### Step 5:

Share your class findings with your parents, or at a school assembly, or in the school's newsletter.

### Class: School: Our Farming Ancestors

Student's family name	Ancestor's name	Relationship	Occupation	When	Location	Nationality
McDonald	McIntosh	Great-great-grandfather	Farmer	1900-1925	Southern Victoria	Scottish
Caruso	Caruso	Great-grandfather	Farmer	1925-1950	Sicily	Italian
Smith	Smith	Parent	Nurse	2000-2014	Brisbane	Australian
Lee	Lee	Grandfather	Farmer	1950-1965	South Vietnam	Vietnamese
Whyte	Henderson	Great-uncle	Farmer	1925-1950	Queensland	English



## Appendix

Bold text indicates curriculum elements covered in activities in **Agriculture in Colonial Australia**.

**Table 1: Year 5 History: Curriculum Overview – Content and Elaborations**

The Australian Colonies	Year 5
<b>Key Inquiry Questions</b>	
<ul style="list-style-type: none"> <li>• What do we know about the lives of people in Australia’s colonial past and how do we know?</li> <li>• How did an Australian colony develop over time and why?</li> <li>• How did colonial settlement change the environment?</li> <li>• What were the significant events and who were the significant people that shaped Australian colonies?</li> </ul>	
Content Year 5 History	Elaboration
Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)	<ul style="list-style-type: none"> <li>• investigating the reasons for the establishment of one or more British colonies, such as a penal colony (for example Moreton Bay, Van Diemen’s Land) or a colony that later became a state (for example Western Australia, Victoria)</li> </ul>
<b>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal peoples and Torres Strait Islander peoples) and how the environment changed.</b> (ACHHK094)	<ul style="list-style-type: none"> <li>• <b>investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and children’s lives</b></li> <li>• <b>mapping local, regional and state/territory rural and urban settlement patterns in the 1800s and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns</b></li> <li>• <b>investigating the impact of settlement on the environment (for example comparing the present and past landscape and the flora and fauna of the local community)</b></li> </ul>
<b>The impact of a significant development or event on a colony, for example:</b> frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, <b>the expansion of farming, drought.</b> (ACHHK095)	<ul style="list-style-type: none"> <li>• investigating an event or development and explaining its economic, social and political impact on a colony (for example the consequences of frontier conflict events such as the Myall Creek Massacre or the Pinjarra Massacre, <b>the impact of South Sea Islanders on sugar farming</b> and the timber industry, or the impact of the Eureka Stockade on the development of democracy)</li> <li>• creating ‘what if’ scenarios by constructing different outcomes for a key event, for example: ‘What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?’</li> </ul>
<b>The reasons people migrated to Australia from Europe and Asia and the experiences and contributions of a particular migrant group within a colony.</b> (ACHHK096)	<ul style="list-style-type: none"> <li>• <b>identifying the reasons why people migrated to Australia in the 1800s</b> (for example as convicts, assisted passengers, <b>indentured labourers, people seeking a better life</b> such as gold miners, and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</li> <li>• <b>investigating the experiences and contributions of a particular migrant group within a colony</b> (for example Germans in South Australia, Japanese in Broome, <b>Afghan cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait</b>)</li> <li>• connecting (where appropriate) stories of migration to students’ own family histories</li> </ul>
<b>The role that a significant individual or group played in shaping a colony, for example:</b> explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)	<ul style="list-style-type: none"> <li>• <b>investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s</b> (for example groups such as explorers or pastoralists, or individuals such as Blaxland, Lawson and Wentworth, G.J.Macdonald, <b>Elizabeth and John Macarthur</b>, Caroline Chisholm, Saint Mary Mackillop, Peter Lalor, and James Unaipon)</li> <li>• <b>exploring the motivations and actions of an individual or group that shaped a colony</b></li> </ul>

## Appendix

**Table 2: Australian Curriculum - History Year 5 - Skills and Elaborations**

Bold text indicates skills elements covered in activities in **Agriculture in Colonial Australia**.

Historical Skills	Elaborations
Sequence historical people and events (ACHHS098)	<ul style="list-style-type: none"> <li>• <b>compiling an annotated timeline showing key stages in the development of colonial Australia, including the date of European settlement in each state, the date the colony was established and the date of self-government</b></li> </ul>
Use historical terms and concepts (ACHHS099)	<ul style="list-style-type: none"> <li>• <b>using historical terms and concepts related to the content</b>, such as 'democracy', 'federation', 'empire', 'immigration', 'heritage', 'diversity', 'enfranchisement', 'suffrage'</li> </ul>
Identify questions to inform an historical inquiry (ACHHS100)	<ul style="list-style-type: none"> <li>• <b>developing key questions about the local community or region (for example: 'Why was the area settled?' 'What people came to live in the area?' 'How did they make their living?' 'How did men, women, and children live?')</b></li> </ul>
Identify and locate a range of relevant sources (ACHHS101)	<ul style="list-style-type: none"> <li>• <b>using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry (for example primary sources</b> such as stories, songs, diaries, official documents, artworks)</li> <li>• understanding the internet domain names 'com', 'edu', 'gov' as indicators of the provenance of a source</li> <li>• visiting a local cemetery and surveying the graves to find clues about the patterns of settlement, ages and causes of death in the local area</li> </ul>
Locate information related to inquiry questions in a range of sources (ACHHS102)	<ul style="list-style-type: none"> <li>• <b>using pro formas and datasheets to develop questions and record information and sources/ references</b></li> <li>• <b>finding relevant historical information about colonial Australia from primary and secondary sources</b></li> </ul>
Compare information from a range of sources (ACHHS103)	<ul style="list-style-type: none"> <li>• examining two sources of evidence to identify similarities and/or differences, and describing what they reveal about the past</li> <li>• checking publication dates to put information contained in a text in an historical context (for example a 1965 Australian history book may provide a different perspective to one published in 2010)</li> </ul>
Identify points of view in the past and present (ACHHS104)	<ul style="list-style-type: none"> <li>• <b>identifying the different motives and experiences of individuals and groups in the past (for example the reasons people migrated to Australia and their diverse experiences)</b></li> </ul>
Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)	<ul style="list-style-type: none"> <li>• <b>using sources to develop narratives (for example the reasons for the establishment of colonies, the effects of key developments and events on colonies, the impact of significant groups or individuals on development)</b></li> <li>• <b>using some of the language devices of narratives, evocative vocabulary and literary sentence structures while using real characters and events to tell their story</b></li> <li>• <b>creating visual, oral or written journals reflecting the daily life experiences of different inhabitants of a convict or colonial settlement</b></li> </ul>
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)	<ul style="list-style-type: none"> <li>• <b>using ICT to create presentations which are suitable for the target audience and include text, images and/or audiovisuals</b></li> <li>• using communication technologies to exchange information and to foster a collaborative response (for example a wiki)</li> </ul>





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