

# Teachers' Manual

## for Student Workbooks 1-7

Aligned with the Australian National Curriculum



**Book 1**  
**Family Life**

**Book 2**  
**The Past in the Present**

**Book 3**  
**Community and  
Remembrance**

**Book 4**  
**First Contacts**

**Book 5**  
**The Australian Colonies**

**Book 6**  
**Australia as a Nation**

**Book 7**  
**The Ancient World**

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## Section 1

## Family Structures and Roles

### Family Groups (Page 6)

#### Extension Activity

- Help each student to make a 'my family shoebox'. Each student fills a shoebox with objects or photographs which are symbolic of each person in his/her family.

### Different Family Structures (Page 8)

#### Extension Activities

- Cut out pictures of families in magazines and make a collage. Discuss how each family is different.
- Create a picture graph in the classroom displaying how many people are in each child's family. Discuss similarities and differences between families and analyse the graph to determine the most popular family structure.
- Look at pictures of families around the world. Discuss similarities and differences between their own family and those in the photographs.
- Read books that feature different family structures, e.g. blended, single-parent, extended, etc.
- Find historic photographs of families. Discuss family structures in the past and how they have changed over time.

### Family Structure Tree 1 (Page 9)

To create a class family structure tree, you will need to find a dead branch and put it in a colourful pot filled with soil. Once each student has cut out his/her leaf, he/she can tie a loop of string to the end and hook it on a section of the branch. Alternatively, you can cut a trunk and branches out of brown construction paper and stick the leaves to it to create a wall display. Photocopy the leaf

outline onto different coloured bits of paper to create a more visually stunning tree.

### Family Structure Tree 2 (Page 10)

Use this tree to compare common family structures in the past and present. You may find that the nuclear family was more common in the past than it is in the present. You may also find that families today contain fewer children. Discuss the results.



### My Family Tree (Page 11)

#### Introducing the Worksheet

Tell students that they may not be able to fill in every box and might need to add their own boxes to the tree.

### Groups Then and Now 1 (Page 12)

By asking grandparents which groups they were members of, students should start to become aware that some social groups that exist today, also existed in the past.

### Groups Then and Now 2 (Page 13)

The 'other' column should introduce students to some different social groups that existed in the past.

#### Extension Activity

- Discuss the reasons why people join groups today and why they joined them in the past, e.g. to meet new people, to learn new things, to spend time with friends, to become better at something.



### Section 1

Significant People and Places

## The History of a Significant Person - Page 5

#### Focus:

- Exploring people of historical interest in the local community.
- **Important Words:** past, now, change, same, then.

- Invite an Elder into the class to tell a story about their life in the local area and the changes that they have witnessed in the area. They could bring in photographs and objects to show the students. Ask the children to illustrate a part of the story and make a book for the library to share with other classes.
- If you cannot get an Elder to come into the class, organise an excursion or research other significant people's stories using the internet, newspapers and community information guides.
- When arranging to have speakers or demonstrators come into the classroom, keep in mind that they need a clear idea of what you would like them to do and how long you would like the talk/demonstration to last. Importantly let your guests know how their presentation fits into the class's lesson. This will help them design their program to suit your needs. Get the class to make a list of questions that they can refer to. If you would like to know more about everyday life, opposite is list of possible questions to ask. (While the class is interviewing the person, they may think of other questions.)

#### Possible Questions:

1. When and where were you born?
2. Did you have brothers and /or sisters?
3. Where did you grow up?
4. Is the house that you grew up in still standing?
5. Did you do any jobs at home or after school?
6. What was the most exciting event in your school days?
7. Did you keep any animals?
8. How did you get to school?
9. How was food stored?
10. Where did your milk, bread and groceries come from?
11. Did you have water and electricity?
12. What has changed in the area?
13. Where did you go for your holidays?
14. Did your family have a car?
15. Did your family have a radio or TV?
16. What work did your parents do?
17. What did you like at school?
18. Can you remember any local celebrations?
19. Did you have a collection?

Ask students to thank any guests for coming in to do their presentation.

### Section 3

Changing Technology and People's Lives

## Technology and Buildings - Pages 28-29

#### Focus:

- Understanding that changes in technology have altered the buildings in which we live and work.

**Important Words:** style, architecture, architect, influence.

- Discuss how we can tell that houses/buildings are old. Discuss what houses/buildings were made of in the past. As a class, you could collect examples of different materials: wood, brick, etc.
- Discuss structural features of old houses that identify them as belonging to the past (Victorian houses for example had no air-conditioning so they had wide verandahs and corridors).
- Also discuss furnishing in homes which identify them as old or new. (Old and new kettles and irons, etc.)
- Define the word 'preserving'. Discuss what could be done to preserve an old house/building (make sure it is not knocked down, nothing is built too close to it which would damage it, nothing is too drastically altered or changed, so it appears in its original form).
- Discuss why old houses and buildings are worth preserving. (Because they tell us about the past by tracing the changes that have occurred in technology as time has passed. They are our history. They give us information about how people lived and what materials were available to them. Old historical buildings attract tourists because of these reasons.)
- Hand out both activity sheets. Find an old building or house or part of the school to complete the tasks.

#### Extension Activities:

- Students could research some heritage-listed buildings in the local area.
- Students could make a diorama of an old house or building.
- Students could collect photographs/illustrations of old houses and buildings and create a sequence chart.

### Section 1

Local Indigenous Groups

## Human Fossils - Page 7

- As a class define fossil. (Traces of an organism from the past, such as a bone or a shell.)
- Draw students' attention to the pictures of the human fossils on the activity sheet. Explain that the first picture is of a human fossil known as the Mungo Man. He was found in 1974 in Lake Mungo in New South Wales, Australia. He is identified as being an Indigenous Australian. Experts believe he is 40,000 years old. Ask the students to complete the information on him.
- Discuss with students how this human fossil not only tells us that Indigenous Australians inhabited Australia at least 40,000 years ago but it also tells us about indigenous traditions. The body was sprinkled with red ochre (naturally tinted clay) which was a traditional indigenous burial practice. Ask the students to create this effect with crayon.
- Tell the students that the Mungo Man is locked in a vault at the Mungo National Park. This vault can only be opened if two keys are used. One key is controlled by archaeologists, the other by local Indigenous Australians. Ask the students to cut out the flaps around Mungo Man to create a vault. For fun, they can create two keys from plasticine. Discuss why it is so important to protect and preserve these fossils and therefore control access to them.
- Draw students' attention to the second picture. Explain that this is Mungo Lady who was found in 1969 in Lake Mungo. She is believed to be between 40,000 and 68,000 years old, making her the oldest fossil in Australia.
- Her remains are not in good condition, because it is believed that after she died, her family burned and smashed her body so that she would not come back to haunt them. This tells us that the indigenous clan that she belonged to believed in spirits. The shaded area indicates the parts of her skull that have been dug up. Ask students to fill out the museum card for her.
- Locate on a map where Lake Mungo is in relation to the students' local area. Look at the fossils found in the students' local community, region, state or territory. They can find a picture of one of these fossils and write a sentence about it on their activity sheets. Each student could be given a different fossil to look at and take turns in presenting their fossil to the class. This will help students understand who lived in their local area first and that they arrived a long time ago and had a special relationship with the land.

### Section 2

Local Changes and Continuities

## Parks and Gardens - Page 18

- Ask students to name as many parks and public gardens as they can think of in their local area. They can record the names on their sheets.
- Students discuss in small groups/pairs what roles parks and public gardens play in community life. Students can record their answers on the mind map. (Possible answers: provide entertainment and recreation, places to meet and socialise, places to be active, to walk the dog, to have picnics and eat, to appreciate fauna and flora, places to hold social functions/events and bring the community together, free places for everyone to enjoy, places to help you connect to the past and learn about the area's cultural and historical significance, places of natural beauty.)
- Tell them that the first national park to be established in Western Australia was in 1898. It was named the John Forrest National Park in 1947. The development of many other public parks and gardens followed. Students can find out the name of the first park/garden in their local area and whether it is still there. They should record the name of this park/garden and when it was established on their sheets.
- Individually or in groups, students can find two pictures. One of the first park/garden in its early years and one of it now. They can note key similarities and differences.

### Section 2

Local Changes and Continuities

## Entertainment - Page 19

- As a class, decide on a definition of entertainment (e.g. what people do outside of working hours – is usually passive or involves people watching or spectating). Make a list of the types of things that the students do for entertainment on the board to help them further understand the term.
- Tell students that entertainment existed in Australia before colonialism. Ask them to think of buildings in their local area which still exist and were used for entertainment in the past (sports stadiums, race tracks, live saving clubs, picture theatres etc.). Ask each student to pick one building to research. They can begin by creating four historical inquiry questions about the building on their activity sheets. For example they could ask: **When** was the building built? **Who** used it? **What** was it used for? They can write the answers to their inquiry questions on the back of their activity sheets.
- Students can draw or paste two pictures/ photographs of the building; one when it was first built and one showing how it is now. They can identify similarities and differences. Encourage them to date the drawings/pictures/photographs.
- Using the answers to their questions and the pictures, students can present a one minute talk about the building. (Example: Subiaco Oval was built in 1908 so it is over 100 years old. It has provided entertainment for many generations of Australians. It has hosted AFL matches, concerts and was also used in the early days as a picture theatre. Today it is the home ground of the West Coast Eagles. AFL is a popular form of entertainment in Australia and has been for a very long time. It is Australia's national sport. The pictures show that today there is a larger seating area and most seats are undercover. One similarity is that there is still a standing area.)

## Workbook 4: First Contacts

**p.40**

Pros and Cons: Advantages: more jobs / improved transport systems. Disadvantages: dirty, unsafe working conditions / low pay / growth of slums / child labour.

**p.42**

Questions

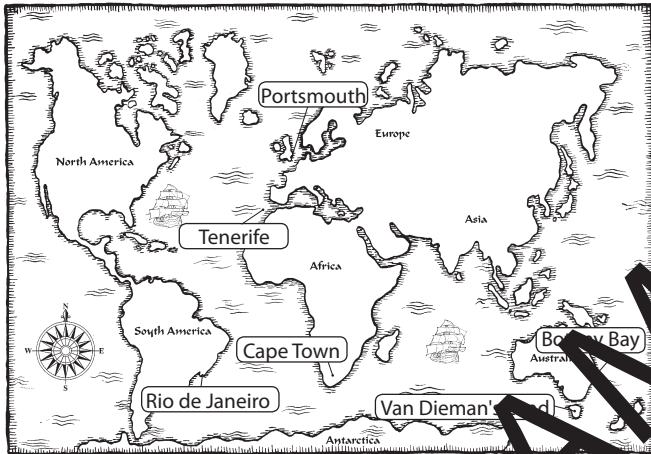
- Male + female convicts = 772.
- Marines' wives + children = 46.
- Marines worked on the ships and were going to guard the convicts in the colony.

**p.44**

- Orphan, with a hard life / no schooling / worked as a chimney sweep occasionally / stole for a living / joined a gang of thieves.

1. Stealing goods worth more than 5 shillings / breaking into a house.
2. Capital punishment, usually by hanging.
3. The judge felt pity for John because of his age.

**p.46**



1. 20th May 2. 3rd June 3. 13th Oct 4. 20th May  
5. 5th August 6. 25th Nov 7. 5th July 8. 15th Oct.

Problems during the voyage: 1,2,4,6,7,8

**p.48**

1. The soil was not fertile and constantly needed manure.
2. In large quantities: melons, cucumbers, pumpkins (possibly grapes).
3. Good quality, "will equal those of any other country" / "an essential article of luxury at European tables".

**p.50**

Problems: convicts wandered away from supervisors / tried to escape by boarding ships in the bay (caused trouble) / hid tools to avoid work / stole from one another / got drunk and couldn't work.

Note: this sketch of the couple presents an image of well-fed, reasonably dressed convicts. They are most likely engaged in domestic chores, not hard labour. Clothes were issued on a limited basis (one set per year) and were probably not suitable for the various seasons.

Questions: Lack of skilled carpenters / hardwood trees / inadequate tools.

Did not provide much protection in extreme weather / easy for convicts to escape from.

**p.52**

Questions: Phillip established a pardon system to motivate convicts to turn over a new leaf and contribute to the colony.

**p.53**

Sequence: 3, 6, 4, 5, 2, 1

**p.56**

Cook was a navigator, cartographer, ship's commander and astronomer.

Timeline

20th April - Cook sights east coast of Australia at Port Hicks.

23rd April - His first sighting of Indigenous Australians at Ulladulla.

29th April - Cook anchors at Botany Bay. His first meeting with the Gweagal people.

11th June - Cook sails north. The Endeavour is damaged on reef near the Endeavour River.

23rd August - Cook sails home through the Torres Strait. Claims Terra Australis for Britain.

**p.58**

Sequence: 3, 6, 5, 2, 1, 4

**p.60**

Eora world: weapons / clan artefacts / tools used in daily life. British world: clothes of the epoch / hair cut and sideburns.

Suggested answers: Phillip and Bennelong had built a strong friendship. Phillip wanted to hear the views of the Eora / Phillip used Bennelong to communicate his ideas to the Eora / Bennelong was curious about British customs.

Eora point of view: loss of natural resources / occupation of territory / diseases brought by settlers / not understanding the notion of private property / introduction of alcohol to the culture / mistreatment of Aborigines / didn't understand British values and attitudes  
British point of view: Aborigines did not farm the land so the British thought that they had a right to take it / Eora did not understand fences around private property / Eora took animals and tools from the colonisers / some Eora attacked the colonisers in retaliation for mistreatment / didn't understand Eora values and attitudes.

**p.62**

Suggested answers: foreshores had been cleared to build docks and warehouses on harbour / trees have been cleared for buildings and agriculture / sailing ships dominate the harbour.

Effects: the animals the Eora hunted would have moved to more forested areas / fishing grounds would have been disturbed / loss of trees meant loss of fruit and bush medicines / sacred sites would have been destroyed or trespassed on / indigenous people forced out of traditional lands.

**p.64**

3. The Chinese travelled to Java and Timor to trade for the trepang / the Chinese traded expensive things like silk cloth and tea for the trepang / the Chinese ate the trepang as a medicine and important part of their diet.

4. Suggested answers: the Malay fishermen might have taken Yolngu food without asking / the Malays might not have brought trading goods that the Yolngu wanted or liked / the Malays might have tried to take Yolngu women away with them.

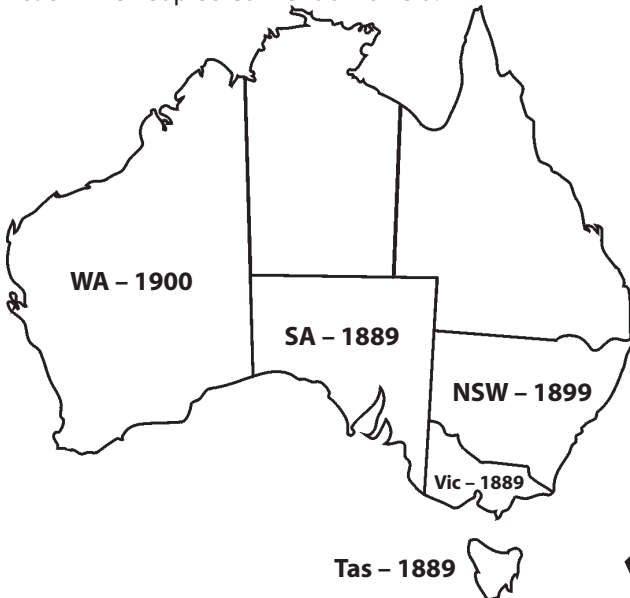


## Workbook 6: Australia as a Nation

### Answers

#### P10

- 1901 – Six colonies become a nation.  
1889 – Henry Parkes makes a speech promoting federation.  
1890 – The Australasia Federation Conference is held.  
1897 – The first referendums for people to vote are held.  
1900 – The result of Western Australia's referendum is yes.  
1899 – The Constitution Bill is amended at a secret conference.  
1893 – The People's Convention is held.



The colonies became the Commonwealth of Australia in 1901.

Possible answer: because Western Australia is one of the most isolated states and it is rich in resources.

#### P12

Federal, state, federal, federal, local, local, local, state, state.

#### P20

- 1) No, Indigenous Australians, migrants and women have had to argue their right to be heard in government.
- 2) Only men.
- 3) Suffrage means the right to vote.
- 4) A suffragette is someone who campaigned for the right to vote in elections.
- 5) South Australia.
- 6) Victoria.
- 7) Indigenous women were given the vote in 1962.

#### P27

- 1) The population of Australia grew and became multicultural and racial tension ensued. People already living in Australia left their jobs in search of gold.
- 2) Tough because there was limited supplies of food, water and equipment. It also would have been hot.
- 3) They would have seen the Chinese as physically and culturally different than themselves. Physically because they were not white and wore different clothes and culturally because they did not speak English, worked on Sundays, sent their gold back to China, used more water

when mining and worked on 'tailings'.

4) Both sources seem to be written from a white Australian or white migrant's perspective and they are primary sources as they have been written at the time of the incident that they are describing. Source 1 describes the Chinese as inappropriate migrants, unchristian, rowdy and as gamblers. Source 2 describes them as people whose methods of finding gold were unethical.

5) The arrival of the Chinese on the goldfields changed Australia because it created racial tensions between the Chinese and the non-Chinese. The practice of segregating people because of physical and cultural differences would have emerged.

#### P30

- 1) The term means that if Australia doesn't increase its population through migration, it will be subject to foreign attack and therefore 'perish'.
- 2) Australians wanted migration so that they could defend themselves against foreign attack, fill job shortages for new industries, improve the economy, strengthen their ties with Britain and help refugees.
- 3) Europe.
- 4) People who want to and are fit enough to work, and people who are willing to obey the law.

#### P36

- 1) The White Australia Policy was scrapped in the 1970s because attitudes towards people from different cultural backgrounds had changed and racism was no longer socially accepted.
- 2) Assimilation means the process of forcing someone to live in the same way as another culture and expecting them to discard their own cultural practices and beliefs.
- 3) Multiculturalism refers to the process of valuing all cultures' values and beliefs and allowing people to live side by side differently.
- 4) Vietnamese refugees came to Australia in the 70s and 80s to escape the communist government which ruled in their country.

#### P37

- 1851 – The gold rush era began which attracted many migrants to Australia.  
1901 – The Immigration Restriction Act or White Australia Policy was passed in the new federal parliament.  
1942 – Australia felt threatened by Japan and doubted its ability to defend itself against foreign attack because of its small population. The slogan 'populate or perish' was coined. Arthur Caldwell advertised Australia to potential immigrants.  
1945 – People began to protest against the White Australia Policy.  
1958 – The dictation test which was in English was abolished, so that people from non-English speaking backgrounds were not disadvantaged.  
1966 – The White Australia Policy was abolished.  
1975 – The first 'boat people' arrived in Darwin. Between 1975 and 1985 approximately 90,000 Vietnamese people

## Workbook 7: The Ancient World

### Page 38

**Definitions:** **Peninsular:** surrounded on three sides by water. **Elected:** voted in/selected.

**Colonies:** places which have been taken control of by a particular group or nationality. **Thriving:** doing well/prosperous. **Commercial:** relating to business. **Permitted:** allowed.

**Seas:** Ionian Sea, Aegean Sea and the Mediterranean Sea.

**Colonies:** Turkey, Italy, Africa and France.

**Women's roles:** Stay home and deal with household chores. They could send their slaves to the Agora to purchase any products that they needed.

**Trade:** No.

### Page 40

**1)** Turkey. **2)** Limnos and Kavala. **3)** Sparta and Albania.

### Page 41

**1)** Socrates' famous saying, "The only true wisdom is in knowing you know nothing" means that you are wise when you realise that there are no fixed truths and nothing is definite. Everything can be debated and rethought. Aristotle's famous saying, "We think in pictures. If you wish to change what you think, change the picture" means that we all have the power to change the way we think. Our thoughts are not fixed. **2)** Amphitheatres were enormous outdoor theatres on hillsides. **3)** Three plays enjoyed by Greeks were tragedy (the main character usually suffers a disastrous end), comedies (the ending is happy and there are many jokes throughout) and satires (human legends are mocked). **4)** Homer wrote down and collected many of the ancient legends. He put the collection of stories in a book called *The Odyssey*. **5)** The Parthenon in Athens is just one of many buildings which shows off the Greeks' skills in architecture.

### Page 42

**1)** For his kind actions. **2)** Kind and caring. **3)** Himself. **4)** For everything that he touched to turn to gold. **5)** Take back his wish. **6)** They have a magic touch. **7)** Because he was able to hold his daughter.

### Page 43

**1)** They believed the gods would make their lives better and look after them in the underworld. **2)** Because they had ichor in their veins instead of blood. **3)** They believed that priests had the power to talk to gods and influence their decisions. **4)** They prayed to gods in special places in their homes.

### Page 44

**1)** Boxing, discus, throwing and wrestling. **3)** The Hippocratic Oath is a promise taken by doctors today to practise and maintain certain moral and ethical standards in their work.

### Page 45

**2)** In Maths. **4)** **Genesis:** beginning. **Dogma:** practice/law. **Kudos:** status. **5)** From the first two letters of the Greek alphabet: alpha and beta. **Challenge:** **1)** They borrowed it from the Phoenicians. **2)** They added vowels to it.

### Page 48

**Timeline:** Xia Dynasty (before c. 1523 BC), Shang Dynasty (c. 1523 BC – c. 1027 BC), Zhou Dynasty (c. 1027 BC – c. 221 BC), Han Dynasty (until AD 220), Qin Dynasty (221 BC). **Pictures:** the terracotta army tomb of Qin Shi Huang and The Great Wall of China.

### Page 51

**Class levels:** The Shi, the Nong, the Gong and the Shong. **Weapons:** daggers, axes, spears and crossbows.

### Page 53

Yin: night, dark, negative.  
Yang: light, heaven, positive.

### Page 58

**1)** Because he became a Buddhist. **2)** **Remorse:** regret. **Prosperity:** tendency. **Emergence:** to appear. **Precious:** valuable. **3)** Yellow: 2500 BC, 260 BC, AD 50, AD 320-550. Red: 2000 BC, 1500 BC, 326 BC.

### Page 63

**Personality:** concerned, over cautious, naïve. **Challenge:** to save the other animals from devastation. **Role:** to create conflict in the story. The moral of the story is to think and check before you speak and act.

### Page 64

**1)** Feeling unhappy. **4)** Hindu moksha is the attempt to purify yourself in each life so that you can eventually free yourself from ongoing lives. If you achieve moksha, you will be united with the source of creation – Brahman – the eternal godhead. Buddhist nivana is achieved when you cease to believe that anything permanent in the world exists and when you follow The Noble Eightfold Path.

### Page 65

1=Vishnu, 2=Ganesh, 3=Brahma, 4=Lakshmi  
5=Shiva.

### Page 66

Hospitals, bangles, shampoo.