

The Australian Colonies

Aligned with the Australian National Curriculum



Section 1:
**Establishment of
British Colonies**

Section 2:
**Colonial Life
and Patterns
of Settlement**

Section 3:
**Events That
Affected Colonies**

Section 4:
**Australian
Migrants**

Section 5:
Great Australians



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Teachers' Notes

The Australian Colonies has been written for students who are living in Australia and are studying History in Year 5. It contains five sections which relate closely to the V9 National Curriculum.

The first section helps students to develop an understanding of the reasons why Britain decided to establish colonies in Australia after 1800.

The second section of the book encourages students to investigate daily life in colonial Australia for Indigenous Australians and convicts, and explores the affect of colonialism on the environment. It also looks closely at the reasons behind the location of various settlements.

Events That Affected Colonies is the title of the third section of the book. It examines frontier conflict, internal exploration of Australia and the expansion of farming.

The fourth section provides students with the opportunity to share the experiences of different Australian migrants, such as assisted passengers, indentured labourers and those escaping the Irish Potato Famine and the Highland Clearances. It also examines the contributions of particular migrants in Australia.

The final section of the book looks at the contributions that Caroline Chisholm, Louise Lawson and Indigenous guides and trackers made to shaping colonies.

The activity sheets have been written to extend students' historical knowledge and understanding. To make life easy for the teacher, answers are provided at the back of the book.

National Curriculum Links

Knowledge and Understanding: History

Students learn about the fiscal, political and social causes of the development of British colonies in Australia after 1800 (AC9HS5K01)

- exploring the reasons for developing different types of colonies in Australia, such as penal colonies (e.g. Moreton Bay, Port Phillip, Diemen's Land) or colonies for free settlers, such as in Victoria and South Australia
- examining fiscal reasons for the establishment of colonies, such as acquiring land and resources and Britain's economic situation, including high unemployment and poverty
- analysing political reasons for establishing colonies, such as expanding the British Empire and countering the threat of other countries seeking to expand their territories
- investigating social causes for establishing colonies, such as overpopulated cities, high crime rates, and overloaded gaols

Students learn about the effect of the establishment of British colonies in Australia on the lives of First Nations Australians, colonists, convicts and the natural environment (AC9HS5K02)

- examining colonial life to explore what life was like at the time for different groups (for example. First Nations Australian communities, European communities, convicts, free settlers, squatters, sugarcane farmers and indentured labourers), the challenges they encountered and how they responded in terms of clothing, access to food and water, leisure, work, technology use, trade, language, housing and children's lives

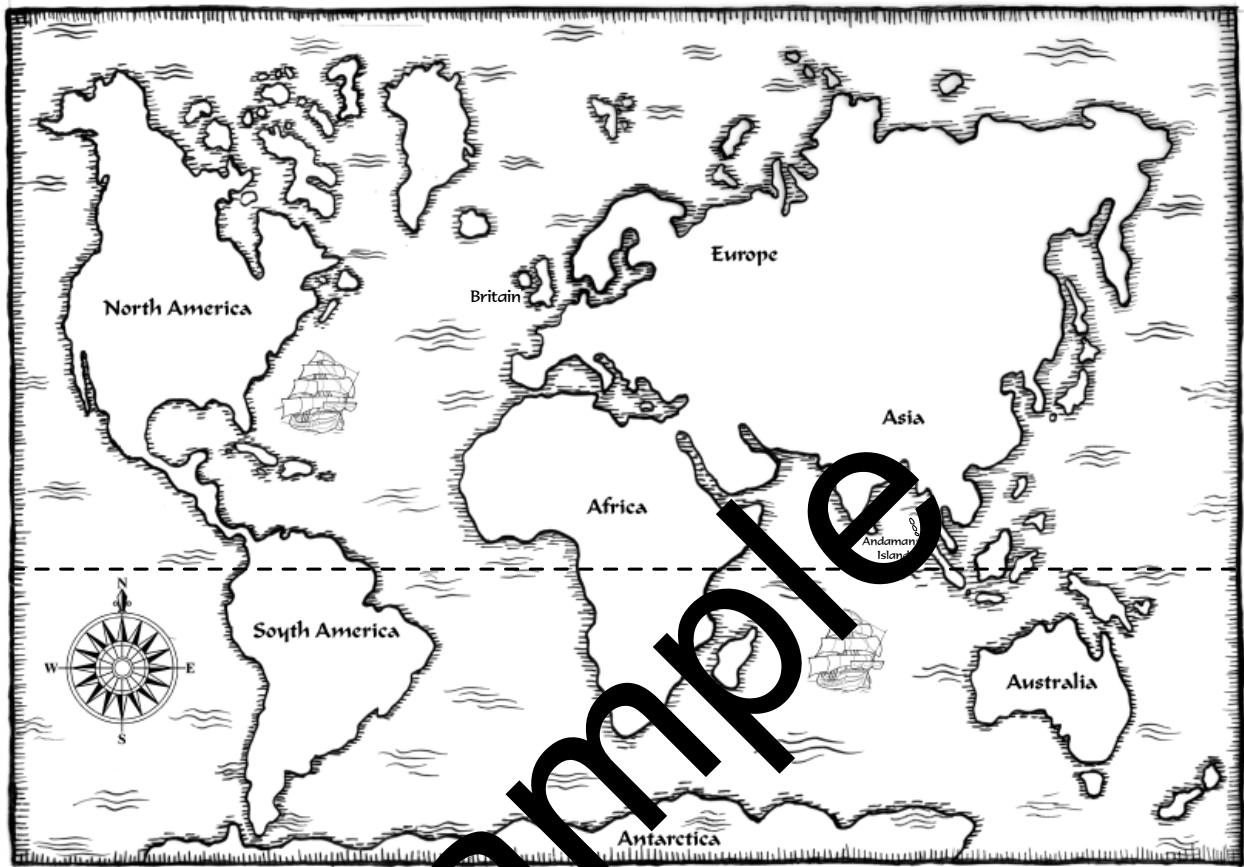
- mapping settlement patterns in the 1800s and noting the factors that shaped them (e.g. geographical features, climate, access to land for farming and grazing, water sources, gold discoveries, transport and port access), as well as the impact of these patterns on the local environment and ecosystems (e.g. comparing past and present landscapes and flora and fauna, including introduced species)

Students learn about the part of significant individuals or groups, including First Nations Australians and migrants, in the development of events in an Australian colony (AC9HS5K03)

- examining an event or development and explaining its financial, social or political impact on a colony; for example, Blaxland, Wentworth, and Lawson's crossing of the Blue Mountains in 1813 and its effect on farming expansion; Mitchell, Oxley, and Sturt's exploration of the interior and the impact on frontier conflict; the introduction of merino sheep on economic development; the Eureka Stockade's influence on democracy; or the effect of internal exploration and rail development on farming expansion; the impact of Bennelong as a mediator between the two cultures
- making "what if" scenarios to explore alternative outcomes for key events, such as "What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?", "What if Arthur Phillip had not captured Bennelong?", "What if Chinese immigrants had been prevented from landing in Robe, South Australia, during the gold rush?", "What if Governor Macquarie had not been removed in 1821?" or "What if he hadn't opened the Parramatta Native Institution?"

Locate

Colour the places where Britain set up penal colonies. Page 8 will help you. Draw lines to connect these colonies to Britain.



1. Which penal colony was the farthest away from Britain?

2. Why did Britain want to send its criminals to far-away places in the 19th century?

3. How did the transportation of convicts to the Australian colonies help Britain in the 1800s?

4. Why do you think orphans were transported along with convicts to New South Wales?

MORETON BAY

*One Sunday morning as I went walking
by Brisbane waters I chanced to stray,
I heard a convict his fate bewailing
as on the sunny river bank I lay.
I am a native from Erin's island
but banished now from my native shore,
they stole me from my aged parents
and from the maiden I do adore.*

*I've been a prisoner at Port Macquarie,
at Norfolk Island and Emu Plains,
at Castle Hill and at cursed Toongabbie,
at all these settlements I've been in chains.
But of all places of condemnation
and penal stations in New South Wales,
to Moreton Bay I have found no equal,
excessive tyranny each day prevails.*

*For three long years I was beastly treated,
and heavy irons on my legs I wore,
my back from flogging was lacerated
and oft times painted with my crimson gore.
And many a man from downright starvation
lies mouldering now underneath the clods,
and Captain Logan he had mangled
all at the triangles of Moreton Bay.*

*Like the Egyptians and ancient Hebrews
we were oppressed under Logan's yoke,
till a native black lying there in ambush
did deal this tyrant his mortal stroke.
My fellow prisoners be exhilarated
that all such monsters such a death may find
and when from bondage we are liberated
our former sufferings will fade from mind.*



- ☐ Highlight the different penal stations mentioned in the poem.

1. What did the convict miss about his homeland?

2. Make a list of the cruel punishments this convict received at Moreton Bay.

- ☐ Use the information on page 15 to answer these questions.

3. Why was Moreton Bay a good site for a penal colony?

4. Why were settlers forbidden to come within 80 kilometres of the penal site?

HOLD A DEBATE

Was Captain Logan a "cruel tyrant" or was he simply doing a difficult job?

1. Why did the settlers in the Port Jackson area celebrate when they heard that Blaxland, Wentworth and Lawson had crossed the Blue Mountains?

2. How do you think the Indigenous guide helped the explorers on the crossing?

3. The *Sydney Gazette* newspaper published proclamations (or announcements) from Governor Macquarie that informed settlers of important events in the colony. Write Macquarie's proclamation declaring Bathurst as the first inland settlement of New South Wales. Your proclamation should include Macquarie's reasons for choosing Bathurst and the advantages that the area offered for settlers.

SYDNEY GAZETTE

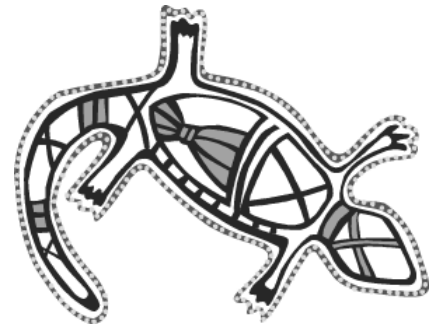
♦ *Proclamation by his excellency Lachlan Macquarie* ♦

God save the King.

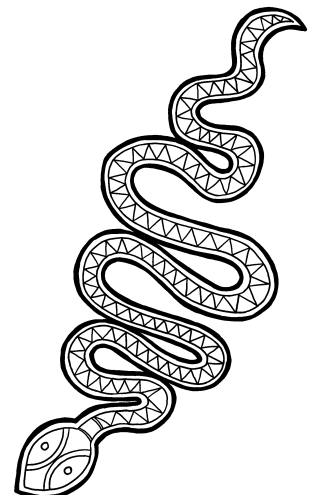
1. How was the lifestyle of the Wiradjuri different to the settlers? Complete the table with notes.

	Wiradjuri	Settlers
Shelter		
Diet		
Leisure		

2. Apart from food, give three examples of things from the environment that the Wiradjuri used in their daily lives.

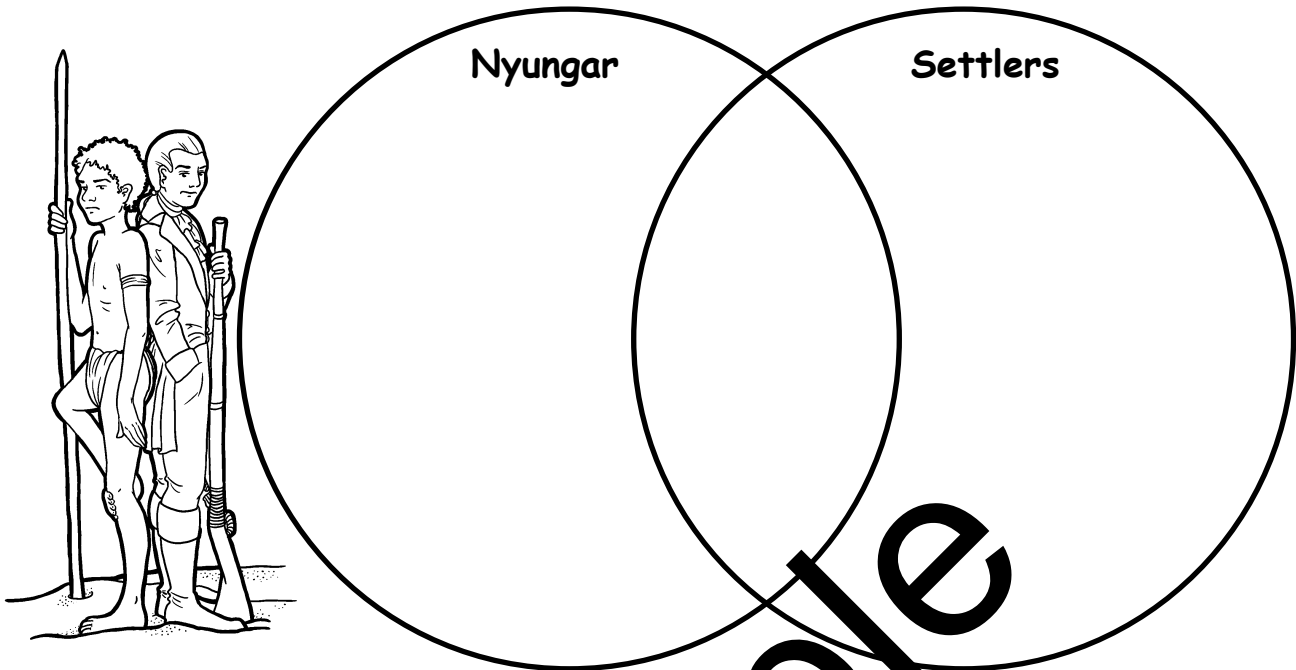


3. What did the Wiradjuri Elders teach their children?



Activity**Frontier Conflicts – The Pinjarra Battle**

- ☐ Put the needs of the Nyungar and the British settlers in the Venn diagram.



Shade on the diagram the needs that the Nyungar and settlers had in common.

- ☐ Use the Venn diagram above and the information on page 31 to help you answer the questions.

1. What caused the conflicts between the Nyungar and the Swan River colonists?

2. Complete the sentence with your opinion on the punishment given to the Nyungar men after the Shenton Mill incident.

I think / don't think that the Nyungar men were punished fairly because ...

3. Why did Governor Stirling's troopers open fire on the Nyungar at Pinjarra?

- ☐ Complete the diagram with bullet-point notes.

Benefits of the colonies' sheep-grazing industry

for Britain

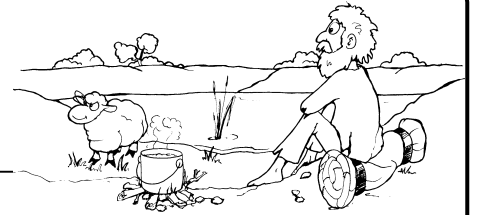
for the Australian colonies

1. What evidence is there in the advertisement for the sale of the Yalla-Y-Porra sheep farm near Hobart, that it was valuable property?

2. How do we know that wool produced in Australia was of very high quality?

3. In your own words explain what the expression "riding on the sheep's back" means.

1. Were the "Woolshed Rules" fair in your opinion?
Choose two examples to justify your answer.



Example 1 _____

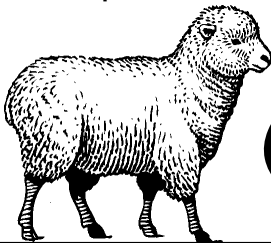
Example 2 _____

2. Why do you suppose the Shearers' Union finally agreed to the demands of the pastoralists for a free labour contract?

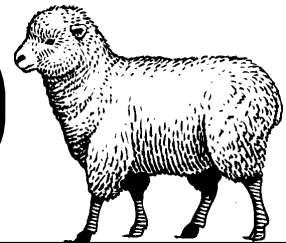
☐ Discuss this question with a partner:

What if the Shearers' Union had not signed an agreement to end the strike in 1891?

Fill in the possible **consequences** with the ideas that you have discussed.



**If the shearers had
continued their strike...**



- ☐ Look at this list of people from Ireland who were affected by the Potato Famine. Consult an atlas to find the locations of the Irish counties.

Name	Age	County	Marital status	Occupation
Patrick Deegan	24	Galway	Single	Labourer
Michael Dillan	36	Clare	Married, 6 children	Carpenter
John O'Neill	23	Wicklow	Single	Herdsman
Patrick Scullion	15	Clare	Single	Labourer
Bridget Kelly	34	Louth	Widow, 3 children	Servant
Eliza Payne	20	Kilkenny	Single	Servant
Mary Yates	31	Wexford	Married	Servant

- ☐ Write a letter from one of the people on the list applying to migrate to Australia under the assisted migrant scheme. Convince Mr Turo, the employers' agent in London, that you are a good candidate for assisted migration. Read the descriptions of the types of people colonial employers were looking for on page 47 to help you.

Sample

1. Write down four questions that you would like to ask Louisa Lawson about her early life in the bush.

Question 1 _____

Question 2 _____

Question 3 _____

Question 4 _____

*Interview "Louisa Lawson" on the hot seat with your questions.
Take notes on Louisa's answers on the back of this sheet.*

2. Find two events in Louisa's early life in the bush that show she cared deeply for her family.

Event 1 _____

Event 2 _____

3. Louisa Lawson worked hard to bring changes to the lives of women in Australian society. Choose two of Louisa's actions and explain how these actions show that she had leadership qualities.

Example 1 _____

Example 2 _____
