

EPISODE 24 | 1788: DAN

Unit focus: History

Year levels: 3–6

EPISODE CLIP: FIRST CONTACT

ACTIVITY 1: LIFESTYLES AND CULTURES

Subthemes: Beliefs; Culture; Indigenous perspectives

Discover

- Two episodes in the *My Place* TV series are set in 1788. One episode is about Dan, a cabin boy who arrived on the First Fleet. We see and hear his perceptions about the new land and his respect for the Indigenous people. The other 1788 episode is about Waruwi, an Aboriginal girl and her first contact with the marines, their animals, customs, attitudes and authority.
- As a class, view both episodes. Ask students to compare and contrast some of the similarities and differences in Waruwi's and Dan's cultures and lifestyles. Explain that everyone, including all of the students, has a cultural context and that people from different cultures have different ways of seeing the world.
- Divide the class into groups and provide each group with butcher's paper and pens. Invite groups to think about their own cultures and lifestyles by comparing them with those of Dan and Waruwi. In particular, guide student responses to aspects of culture that are evident through accepted concepts and attitudes of ownership, respect, authority and responsibility. Ask students to think broadly about the concepts and attitudes to gain different perspectives.
- Each group could consider and describe different aspects of these concepts and attitudes such as:
 - 1 Responsibilities: Waruwi's grandmother mentions that one of Waruwi's jobs is to collect firewood. Students could think about their own household responsibilities. They could compare the responsibilities of Dan and Waruwi in the 1780s with those that they may have. Would someone of Dan's age be allowed to join the armed forces today?
 - 2 Home and connection to country: Be aware that for Indigenous people 'country' is an important term that is often used to describe family origins and incorporates links with locations across Australia. Find out more about what the concept of country means to different Indigenous groups and individuals. Students could compare this concept of home and country to their own family's beliefs today.
- As a class, discuss the 'Western' concept of the land: that individuals and groups can own property and animals, and that ownership can be demonstrated through legal documents.

- Explain to students that Waruwi's perspective on the land and ownership of Lapa would be different to Dan's, as Indigenous peoples have their own styles of ownership. Each Indigenous language group is deeply connected to particular country and has distinct lores, a different language and a different culture from other language groups. An important part of much Indigenous cultural knowledge is an understanding of, respect for and spiritual connection with the natural landscape. No individual can own plants, animals or land, but these are the responsibility of the whole clan who act as custodians. They are responsible for caring for flora, fauna and the landscape in order to respect their spirituality and guarantee the country's survival for future generations.
- Students can investigate Indigenous concepts of land ownership and Native Title further by visiting their local or school library or websites to source information. If possible, link with local Indigenous people, groups or organisations to learn more about local understandings about land and ownership. If needed, each state and jurisdiction has Indigenous education staff who can help to guide you in building these links and relationships.
- A useful starting point might be:
 - National Film & Sound Archive, 'Digital Learning Resources', Mabo: The Native Title Revolution – Land Bilong Islanders, www.nfsa.gov.au/digitallearning/mabo/mabo.shtml
- Ask groups to keep a record of their ideas on their sheet of butcher's paper. Once each group has generated some ideas, allow time for the whole class to share and compare their answers.

Reflect

- As a class, view the clip where Dan and the other marines are expected to capture Lapa, Waruwi's native dog, as a gift for the governor. Dan and one of the marines discuss who the dingo belongs to. Dan wonders if Lapa belongs to a local Aboriginal person and the marine suggests that the local people may have a different understanding of ownership to the British.
- Ask students to host a debate: one side develops a case for supporting Dan and his reasons for Lapa to stay with Waruwi and the other side develops a case for Captain Roberts giving Lapa as a gift to the governor. Each side will have between three and five main speakers for and against. The rest of the class will ask one question of either side. When completed, the class will vote on who had the strongest argument. Students can note some points for their argument using **Student Activity Sheet H24.1: Lifestyles and cultures.**

Download

- Student Activity Sheet H24.1 Lifestyles and cultures

Aligned resources

8 Aboriginal Ways of Learning, 8ways.wikispaces.com/

Developed by traditional owners of western New South Wales, this website provides a critical framework for thinking about Indigenous knowledges and ways of being and doing. If resources on this site are used for any other purpose than to support teachers, permission should be sought from NSW Department of Education and Training, Bangamalanha Centre, Arthur St, Dubbo, NSW, phone (02) 6841 3852.

Flexible Learning Toolboxes, 'Learning about Native Title',
www.toolboxes.flexiblelearning.net.au/demosites/series4/423/



National Film & Sound Archive, 'Digital Learning Resources', Mabo: The Native Title Revolution – Land Bilong Islanders, www.nfsa.gov.au/digitalllearning/mabo/mabo.shtml

Queensland Studies Authority, 'Indigenous Perspectives Support Materials'

www.qsa.qld.edu.au/3035.html

Contains some great fact sheets including 'Relationships to Country: Aboriginal people and Torres Strait Islander people' and 'The History of Aboriginal Land Rights in Australia (1800s–1980s)'

Useful resources from Education Services Australia

L3248 *Making a difference: Windradyne*

L5206 *Making a difference: Yagan*

R10701 *First contact*



Lifestyles and cultures

- 1 In this clip Dan and the other marines are expected to capture Lapa, Waruwi's native dog, as a gift for the governor. Dan and one of the marines discuss who the dingo belongs to. Dan wonders if Lapa belongs to a local Aboriginal person, and the marine suggests that the local people may have a different understanding of ownership to the British.
- 2 Have a class debate: one side develops a case for supporting Dan and his reasons for Lapa to stay with Waruwi, and the other side develops a case for Captain Roberts wanting Lapa to be a gift for the governor. Each side will have between three and five main speakers for and against. The rest of the class will ask one question of either side. When completed the class will vote on who had the strongest argument.
- 3 Note down a point for the debate to share with your side:

- 4 Write the question you would like to ask the opposing side:

EPISODE CLIP: FIRST CONTACT

ACTIVITY 2: RESISTANCE

Subthemes: Culture; Historical events; Indigenous perspectives

Discover

- As a class, watch the clip and discuss the concept of resistance. Ask students to imagine that they are Waruwi, who has just watched a group of foreign people steal her pet dingo Lapa. She has been watching the newcomers from a distance since they first arrived. They speak a language she does not understand; they look different and live differently from her. They carry powerful weapons and outnumber Waruwi and her people. Ask students to consider how they would plan to get Lapa back. Have students list three possible actions and analyse the advantages and disadvantages of each. They should complete the table in **Student Activity Worksheet H24.2: Resistance** with their responses.
- Explain to students that various Aboriginal groups reacted to the arrival of European colonisers in different ways. Emphasise to students that historians have not always recognised that some Aboriginal groups chose to actively resist European colonisation and that it was not, in many places, as peaceful a process as many historians would lead us to believe. Point out that the word 'settlement' can ignore the reality of Indigenous peoples land being stolen from them and can imply that it was a peaceful process, ignoring the resistance of many Indigenous peoples and groups to save their land.
- As a class watch the following clips on the *First Australians* website:
 - SBS, First Australians, www.programs.sbs.com.au/firstaustralians/content/
 - 1 Bennelong
 - 2 Frontier War 1792
 - 3 Pemulwuy
 - 4 Recognizing the WarsHistorian Richard Frankland explains the importance of recognising Indigenous active resistance as a part of the history of colonisation in Australia.
- Ask students to take notes, filling in the table in **Student Activity Worksheet H24.2: Resistance**.
- Ask students to analyse the different approaches and reactions of Bennelong and Pemulwuy to the arrival of Europeans. Have them respond to what they see as the advantages and disadvantages of each person's actions.
- Explore the issue of resistance further by viewing a virtual tour of the 'Resistance' exhibition:
 - National Museum of Australia, Canberra, 'Education', Resistance Virtual Tour
 - www.nma.gov.au/education/school_resources/indigenous/resistance_virtual_tour/
- Follow up stories of resistance from your local area. Research online or discuss with local Indigenous families and groups (in sensitive ways).



Reflect

- Invite students to imagine they are a reporter for the local newspaper and they have been given an assignment to interview either Bennelong or Pemulwuy. In the interview, they are to ask questions about that person's perspective on what happened, why and to whom.

Download

- Student Activity Sheet H24.2: Resistance

Aligned resources

National Museum of Australia, Canberra, 'Education', Resistance Virtual Tour

www.nma.gov.au/education/school_resources/indigenous/resistance_virtual_tour/

SBS, First Australians, 'Bennelong', www.programs.sbs.com.au/firstaustralians/content/

——'Frontier War 1792'

——'Pemulwuy'

——'Recognizing the Wars'

Useful resources from Education Services Australia

L3248 *Making a difference: Windradyne*

L5206 *Making a difference: Yagan*

R11301 *Indigenous people and British colonists in the area that became Sydney*



Resistance

- 1 Imagine you are Waruwi. Suggest three different ways to get your pet back and evaluate the advantages and the disadvantages of your actions.

Possible course of action	Advantages	Disadvantages



2 Research the reactions and approaches of both Bennelong and Pemulwuy to the arrival of the colonists.

Questions	Pemulwuy	Bennelong
Who was this person in their community?		
Who were their people? What language did they speak?		
What did this person do in response to the arrival of European settlers?		
Did this person change their course of action during their lifetime? Explain how and why.		
What were the advantages of the actions of this person?		
What were the disadvantages of the actions of this person?		
What is your opinion of the actions of this person?		

EPISODE CLIP: GOVERNOR'S ORDERS

ACTIVITY 3: SUPPLIES FOR SURVIVAL: FIRST FLEET

Subthemes: Historical events; Indigenous perspectives; Inventions and electronic media

Discover

- As a class, watch the clip **Governor's orders** and discuss the issue of compensation. Dan explains that the governor has expressly ordered the marines to take nothing from the 'natives' unless they are compensated. Dan tries to find something of value to give Waruwi for the dingo. The clip portrays the marines' trust in their familiar system of authority and structure.
- Ask students to imagine they are contestants in a game called 'Supplies for survival: First Fleet'. They will be presented with a series of tasks designed to help them think critically about the processes involved in establishing a colony at Sydney Cove in 1788. Divide the class into four 'tribes'. Each tribe must choose their own name. Draw a scoreboard on the whiteboard to keep a tally of points awarded at the end of each task.
- As their first task, the tribes must imagine that they are going camping on a mysterious island for a month. Ask the tribes to work collaboratively to brainstorm and generate a list of the tools and provisions they would take with them. Answers can be recorded on the board. Award points to the tribe with the most comprehensive list and to the tribe with the most imaginative list.
- As a class, read through the extract taken from the instructions issued to Governor Phillip by King George III on the 25 April 1787. A full transcript of this document, along with some background notes, may be found at:

National Archives of Australia, 'Documenting a Democracy',
www.foundingdocs.gov.au/item.asp?dID=35

- The instructions refer to an 'Assortment of Tools and Utensils which have been provided for the use of the Convicts and other Persons who are to compose the intended settlement'.
- As their second task, the tribes must imagine that they have been asked by Governor Phillip to help him assemble the necessary 'Assortment of Tools and Utensils'. Governor Phillip was unsure what he might find when he arrived at the new colony, or how long it would be before additional supplies could be brought to Australia, and so everything a new settlement might need had to be taken. The funds available for equipping the expedition were low. Ask students to work collaboratively in their tribes to generate a list of tools, utensils and essentials that they would take with them from Britain to ensure the survival of the European colony. As part of this task, students will make decisions and identify the issues which faced early European settlers.
- Present students with the actual list of livestock and provisions taken aboard the ships of the First Fleet. A copy of the list can be found at:
[First Fleet Fellowship, 'List of Livestock and Provisions', home.vicnet.net.au/~firstff/list.htm](http://home.vicnet.net.au/~firstff/list.htm)
- Points can be awarded for each item on the historical list which each tribe has on their own list.

Reflect

- Discuss with students the trouble the colony encountered securing supplies and adequate equipment for building a settlement during its early years. Phillip found that the equipment brought



out on the First Fleet was inadequate and poorly chosen and for years after landing he made constant entreaties to the British government to send more tools. In response he was sent a small amount of additional equipment which Phillip described as 'bad tools ... of no kind of use'. Ask students to consider what Philip could have done differently to overcome these problems.

- Students could imagine that they are Governor Phillip, writing a letter to King George III. In the letter they introduce themselves and explain the problems the colony is facing and what they would have done differently to change the outcome.

Download

- Student Activity Sheet H24.3: Supplies for survival: First Fleet

Aligned resources

First Fleet Fellowship, 'List of Livestock and Provisions', home.vicnet.net.au/~firstff/list.htm

National Archives of Australia, 'Documenting a Democracy',
www.foundingdocs.gov.au/item.asp?dID=35

State Library of New South Wales, 'Discover Collections', Survivor: First Fleet,
www.sl.nsw.gov.au/discover_collections/history_nation/terra_australis/education/rose_hill/role_play_phillip.html

Useful resources from Education Services Australia

L3248 *Making a difference: Windradyne*

L5206 *Making a difference: Yagan*

R11437 *'Bound for Botany Bay' - transportation of convicts to New South Wales*



Supplies for survival: First Fleet

- 1 Imagine that you are going camping on a mysterious island for a month. Work collaboratively to brainstorm and generate a list of the tools and provisions you would take with you.

Tools and equipment	Reason

2 Ship manifest for Governor Phillip

Read through the extract taken from the instructions issued to Governor Phillip by King George III on the 25 April 1787. A full transcript of this document, along with some background notes, may be found at:

National Archives of Australia, 'Documenting a Democracy',
www.foundingdocs.gov.au/item.asp?dID=35

The instructions refer to an 'Assortment of Tools and Utensils which have been provided for the use of the Convicts and other Persons who are to compose the intended settlement'.

EPISODE CLIP: GOVERNOR'S ORDERS

ACTIVITY 4: HISTORICAL PERSPECTIVES

Subthemes: Customs and traditions; Historical events; Indigenous perspectives

Discover

- The clip **Governor's orders** shows a small group of marines foraging for supplies in the bush area close to the coast around Sydney. They are under orders to survey the country and report back to Governor Phillip. As a class, view the clip and ask students to discuss the historical implications of the background to the drama.
- Ask students to conduct research (or provide them with information) on:
 - 1 the difficulties and problems faced by Governor Phillip and the First Fleeters in establishing a colony
 - 2 the difficulties and problems faced by the local Indigenous people at the time.
- Refer to *My Place for Teachers*, 'Decade timeline' for information about the first colony. Students could incorporate historical sources taken from images, maps and the letters and journals of Governor Phillip and his officers. Students may find it useful to explore the following sites to gather information:
 - 1 State Library of New South Wales, 'Discover Collections', From Terra Australis to Australia, www.sl.nsw.gov.au/discover_collections/history_nation/terra_australis/
 - 2 SBS, First Australians, www.sbs.com.au/firstaustralians/
 - 3 National Archives of Australia, 'Documenting a Democracy', www.foundingdocs.gov.au/
 - 4 Migration Heritage Centre, 'Objects through Time', www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime/draughtinstructions/
- Ask students to complete the table in **Student Activity Worksheet H24.4: Historical perspectives** by analysing the cause and effect of various problems for First Fleeters and local Indigenous people.

Reflect

- Ask students to identify, analyse and evaluate the situation for First Fleeters and Indigenous people in the local area.
- Divide the class into small groups and have them design and construct a game similar to Trivial Pursuit where players have to identify, analyse and evaluate the challenges which faced the First Fleeters, Governor Phillip and the Indigenous peoples of the area. The game will allow players to test their knowledge of the challenges that the colonists and Indigenous peoples of the area faced during the early days of the colony. Please note that the objective of the game is for students to pose questions and find the correct answers in order to complete the game. The end of the game is reached when a person or team answers 10 questions correctly.
- Refer to the following website for templates of games:

Tools for Educators, 'Board Game Maker',
www.toolsforeducators.com/boardgames/dailyroutines_r.php



Download

- Student Activity Sheet H24.4: Historical perspectives

Aligned resources

Migration Heritage Centre, 'Objects through Time'

www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime/draughtinstructions/

National Archives of Australia, 'Documenting a Democracy', www.foundingdocs.gov.au/

SBS, First Australians, www.sbs.com.au/firstaustralians/

State Library of New South Wales, 'Discover Collections', From Terra Australis to Australia,

www.sl.nsw.gov.au/discover_collections/history_nation/terra_australis/

—Survivor: First Fleet,

www.sl.nsw.gov.au/discover_collections/history_nation/terra_australis/education/rose_hill/role_play_pillip.html

Tools for Educators, 'Board Game Maker',

www.toolsforeducators.com/boardgames/dailyroutines_r.php

Useful resources from Education Services Australia

L3248 *Making a difference: Windradyne*

L5206 *Making a difference: Yagan*

R10701 *First contact*



Historical perspectives

Consider the challenges faced by First Fleeters and local Indigenous people.

a Indigenous perspectives

Challenge	Cause	Result
British arriving on your land		
Environment being destroyed that you rely on for food, shelter, tools etc		
Communicating with the new arrivals		
Sacred sites being taken over and becoming inaccessible		

b First Fleet perspectives

Challenge	Cause	Result
Limited food supplies		
Communicating with local Indigenous people		
Convicts unwilling to work as farm labourers		
Military officers wanting land grants		

EPISODE CLIP: CAT-O'-NINE-TAILS

ACTIVITY 5: FLOGGING

Subthemes: Culture; Historical events; Politics

Discover

- In this clip, Dan narrowly escapes a flogging. Ask students to investigate the use of corporal punishment as a form of discipline by explaining that the cat-o'-nine-tails is still used as a judicial corporal punishment in some former colonies today, notably in the Caribbean, Trinidad and Tobago.
- As a class, view the clip **Cat-o'-nine-tails** and discuss with students whether the punishment fits the crime. Also have them consider whether the use of corporal punishment is an effective deterrent to crime.
- Tell students to imagine that Captain Phillip has called a 'commission' into the use of corporal punishment in the new colony. He wishes the commission to debate the following issue: Should corporal punishment be used as a form of discipline for officers and free settlers in the colony of Australia?
- Divide the class into three groups:
 - 1 Group 1 will prepare an argument **for** the use of corporal punishment (the defence).
 - 2 Group 2 will prepare an argument **against** the use of corporal punishment (the prosecution).
 - 3 Group 3 will make a decision on the outcome of the case and present their verdict (the judge and jury).
- Allow students time to research and plan their case. Groups 1 and 2 should appoint roles within the group, including speakers and witnesses. They should fill in testimony statements which can be read out by witnesses in support of their case. These should be taken from historical sources of the 17th and 18th centuries. Historical pictures can also be submitted to the commission as 'items of evidence'. Preparation of their case can be carried out in the school or local library, or online. Some useful starting points are:
 - 1 Convict Creations, 'Descriptions of Convict Life', www.convictcreations.com/history/description.htm
 - 2 Convict Trail, 'Common Misdemeanours and Punishments', www.convicttrail.org/history.php?id=a3b3c3%t%4
 - 3 State Library of New South Wales, Manuscripts, Oral History & Pictures, 'Robert Jones – Recollections of 13 Years Residence in Norfolk Island and Van Diemens Land', acms.sl.nsw.gov.au/album/albumView.aspx?acmsID=441815&itemID=823537
 - 4 World Corporal Punishment Research, 'Kissing the Gunner's Daughter: United Kingdom – Naval Discipline for Boys', www.corpun.com/kiss1.htm
- Group 3 should discuss the main issues raised by the case, anticipate the cases which each side will present and devise the criteria which they will use to evaluate the merits of each case.

Reflect

- On the day of the 'commission', allow each side three minutes to present their case and call witnesses. After each case is presented, allow the judges time to make notes and discuss the merits of each case. Then allow each side the right of reply for one minute.



- Give the judges some time to reach a verdict and ask them to present their findings, which must be justified with an evaluation of the arguments of the prosecution and the defence. During the proceedings, act as a court secretary, recording arguments for and against, and the final verdict on the whiteboard.

Download

- Student Activity Sheet H24.5: Flogging

Aligned resources

Convict Creations, 'Descriptions of Convict Life', www.convictcreations.com/history/description.htm

Convict Trail, 'Common Misdemeanours and Punishments',

www.convicttrail.org/history.php?id=a3b3c3%t%4

State Library of New South Wales, Manuscripts, Oral History & Pictures, 'Robert Jones –

Recollections of 13 Years Residence in Norfolk Island and Van Diemens Land',

acms.sl.nsw.gov.au/album/albumView.aspx?acmsID=441815&itemID=823537

World Corporal Punishment Research, 'Kissing the Gunner's Daughter: United Kingdom – Naval

Discipline for Boys', www.corpun.com/kiss1.htm

Useful resources from Education Services Australia

R1551 '*For the term of his natural life*', 1927 - asset 2

R3579 '*Relics of convict discipline*', c1911-15

EPISODE CLIP: CAT-O'-NINE-TAILS

ACTIVITY 6: WILLIAM DAWES AND PATYGERANG

Subthemes: Currency; Historical events; Relationships

Discover

- As a class, view the clip **Cat-o'-nine-tails** and discuss some of the many different ways Indigenous Australians and the colonists interacted on first contact. Talk about why some interactions were peaceful and respectful and why some were not.
- While interactions between European settlers and Indigenous peoples were often characterised by conflict, some relationships between members of the two groups were characterised by mutual respect, appreciation and consideration. In *My Place* Episode 23 | 1788: Waruwi and Episode 24 | 1788: Dan, the characters develop a friendship despite the barriers of language. When asked to take Waruwi's pet dingo for the governor, Dan disobeys orders and is threatened with punishment. The story has parallels with the historical relationship between Lieutenant William Dawes, marine and expert astronomer on the First Fleet, and Patygerang, a young Darug girl who taught Dawes her language.
- As a class, watch Episode 24 | 1788: Dan and have students write down how they think Dan would describe Waruwi, and how Waruwi would describe Dan.
- Watch the clip 'Dawes and Patygerang' available at the *First Australians* website:
SBS, First Australians, www.programs.sbs.com.au/firstaustralians/content/
- Ask students to write down how they think William Dawes would describe Patygerang, and how Patygerang would describe William Dawes.
- As an extension activity, students could look further into the story of William Dawes and Patygerang. Ask students to complete the information wheel in the **Student Activity Sheet H24.6: William Dawes and Patygerang** using the following website as a starting point for their research:

School of Oriental and African Studies, 'The Notebooks of William Dawes on The Aboriginal Language of Sydney', www.williamdawes.org/

Reflect

- Ask students to imagine that the Reserve Bank of Australia is thinking of issuing a new \$200 banknote. The students are part of a group who are advocating for the banknote to feature William Dawes and Patygerang on either side. Ask students to design the banknote.
- Students could write a letter to the Reserve Bank of Australia justifying their design and explaining why the pair should be represented on the new banknote. Alternatively, students can assume the role of the Reserve Bank of Australia and write a reply letter to the designer of such a banknote explaining why Dawes and Patygerang were not chosen to feature on the \$200 note. This activity will require students to analyse and evaluate the actions of Dawes in his relationship with Patygerang and to think about the importance of mutual respect between cultural groups within Australian society.



- To complete this activity, students may wish to consider who appears on the other Australian polymer banknotes and the reasons why these individuals were chosen. A useful website for research is:

Museum of Australian Currency Notes, 'A New Era – Polymer Currency Notes: 1988 Onwards',
www.rba.gov.au/Museum/Displays/1988_onwards_polymer_currency_notes/complete_series.html

- What values are represented on these notes? What values should be represented?

Download

- Student Activity Sheet H24.6: William Dawes and Patygerang

Aligned resources

Museum of Australian Currency Notes, 'A New Era – Polymer Currency Notes: 1988 Onwards',
www.rba.gov.au/Museum/Displays/1988_onwards_polymer_currency_notes/complete_series.html
SBS, First Australians, 'Dawes and Patygerang', www.programs.sbs.com.au/firstaustralians/content/
School of Oriental and African Studies, 'The Notebooks of William Dawes on The Aboriginal Language of Sydney', www.williamdawes.org/

Useful resources from Education Services Australia

L3248 *Making a difference: Windradyne*
L5206 *Making a difference: Yagan*
L5211 *Making a difference: David Unaipon*
R10701 *First contact*



William Dawes and Patygerang

1 Write a paragraph detailing how Dan would describe Waruwi.

2 Write a paragraph detailing how Waruwi would describe Dan.

3 Write a paragraph detailing how William Dawes would describe Patygerang.

4 Write a paragraph detailing how Patygerang would describe William Dawes.

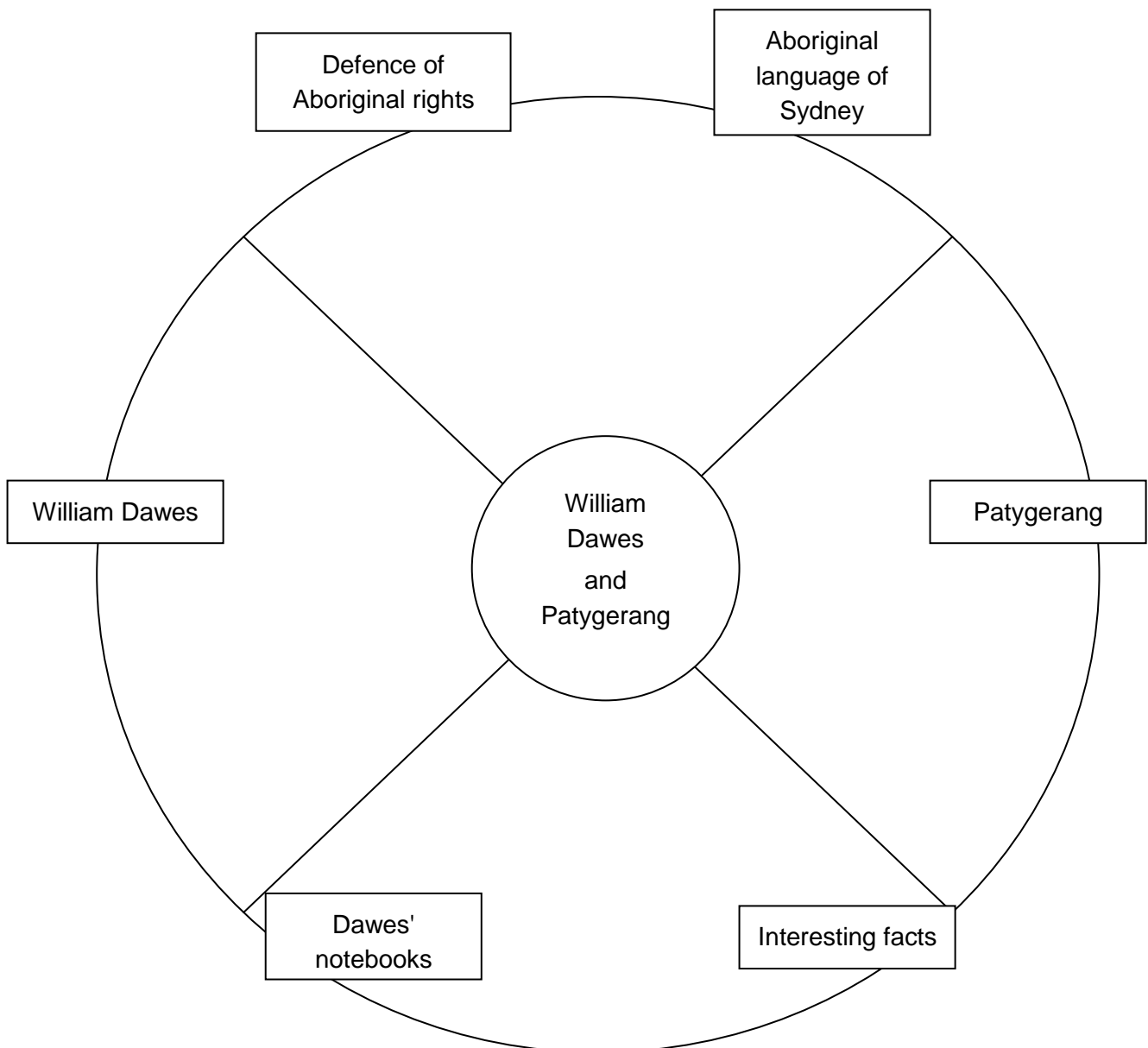


5 Information wheel

Complete the information needed in the circle. To help you complete the segments of the circle, explore the story of William Dawes at the following website:

School of Oriental and African Studies, 'The Notebooks of William Dawes on The Aboriginal Language of Sydney', www.williamdawes.org/

Find out the name of Patygerang's language, which William Dawes called 'the Aboriginal language of Sydney'.





Elly Place
FOR TEACHERS

Name: _____

- 6 Design a new \$200 Australian banknote featuring William Dawes and Patygerang, or Dan and Waruwi.

Front

Back



Name: _____

EPISODE 24 | 1788: DAN

Unit focus: English

Year levels: 3–6

EPISODE CLIP: FIRST CONTACT

ACTIVITY 1: A MORAL DILEMMA

Subthemes: Culture; Historical events; Relationships

Discover

- Prior to watching the clip, have students research the initial colonisation at Botany Bay and Port Jackson. Refer to **My Place for Teachers**, 'Decade timeline' for information. Students could investigate the following questions:
 - 1 On arrival at Botany Bay on 18 January 1788, how and why did the crew and marines of the First Fleet explore the coast?
 - 2 Who were these marines and where did they come from?
 - 3 Who was the first governor of the colony of New South Wales, referred to in Episode 24 | 1788: Dan as 'the governor'?
 - 4 How long did the marines stay and explore the area of Botany Bay? (They arrived at Sydney Cove on 26 January 1788.)
- Build understanding with students of the reasons for colonisation and the contribution that boys like Dan made to the settlement of the area. Some useful lesson plans and ideas can be found at:
 - 1 Australian History.org, 'Australian History: The First Fleet', www.australianhistory.org/first-fleet
 - 2 First Fleet, http://firstfleet.uow.edu.au/s_map.html
 - 3 Primary School, www.primaryschool.com.au/advsearch.php?showall=search&term=Australian+History&Action=Search
A listing of useful Australian history websites
- As a class, view the clip **First contact** and draw students' attention to Dan's opening line when he says, 'this is her place'. Have students respond to the following questions:
 - 1 Who is Dan referring to when he says 'her'?
 - 2 Why would Dan refer to 'her' as he has only just arrived? What makes him think this?
 - 3 How would you compare Dan's understanding of the Indigenous people's sense of belonging and ownership of the place with that of the other marines?
 - 4 How does Waruwi feel about the presence of the marines?
- Focus students' attention on the conversation between Dan and one of the marines, Goodwin, in the clip **Governor's orders**. Dan compares taking the dingo from Warawui to stealing an English girl's dog, for which he would be sent to prison. Goodwin goes on to say, 'Governor's the law. If he wants a dog, it ain't stealing'. Dan counters this with, 'But it's not the governor, it's Roberts. The governor's orders were not to take things from the natives without paying compensation.'
- Explore the understandings and meanings of these statements in respect to the difference between ways Indigenous and non-Indigenous peoples are treated at this time.



Name: _____

Reflect

- Dan is reticent to take Waruwi's dingo as a present for the governor to train for hunting. He has been ordered by his commander to do so but his conscience doesn't feel that this action is correct. He wants to compensate Waruwi for the dingo and in the clip **Governor's orders** looks at his meagre possessions. In order to present Waruwi with compensation, Dan steals from his own comrades and commander.
- Dan is in a dilemma. In order to do what he sees as morally right he has to do wrong in the eyes of his superior. Writers of hero stories are always presenting the readers with a moral dilemma. Folk heroes Robin Hood and Ned Kelly are characters who face a moral dilemma to do wrong in a just cause. Some people hail these characters as heroes while others condemn their actions. When fiction and fact come together in a story they are referred to as a 'faction'. Discuss with students the fact and fiction within Dan's story.
- Ask students to create the character of Dan as a superhero today. They are to elect a moral dilemma for him such as an Indigenous topic or issue, an environmental cause or a refugee crisis. Ask students to produce a story about Dan, the superhero, and illustrate it as a graphic novel. Students should script the action and narrative first before creating a four-frame graphic.
- Some web links to explore:
 - 1 Changing Minds.org, 'Heroic Characters', http://changingminds.org/disciplines/storytelling/characters/heroic_characters.htm
 - 2 ACS Distance Education, 'Scope & Nature of Fiction', www.acseduonline.com/samples/Writing_Fiction_BWR105/lesson.pdf
 - 3 Graphic Novels, www.alia.org.au/~csnow/research/publish/synergy.html/
 - 4 —'Australian Graphic Novels', www.alia.org.au/~csnow/research/australian.html/

Download

Student Activity Sheet E24.1: A moral dilemma

Aligned resources

ACS Distance Education, 'Scope & Nature of Fiction',

www.acseduonline.com/samples/Writing_Fiction_BWR105/lesson.pdf

Australian History.org, 'Australian History: The First Fleet', www.australianhistory.org/first-fleet

Changing Minds.org, 'Heroic Characters',

http://changingminds.org/disciplines/storytelling/characters/heroic_characters.htm

First Fleet, http://firstfleet.uow.edu.au/s_map.html

Graphic Novels, www.alia.org.au/~csnow/research/publish/synergy.html

—'Australian Graphic Novels', <http://www.alia.org.au/~csnow/research/australian.html/>

Primary School,

www.primaryschool.com.au/advsearch.php?showall=search&term=Australian+History&Action=Search

Useful resources from Education Services Australia

R10701 *First contact*

R11513 *Ned Kelly - hero or villain?*



A moral dilemma

1 Research information to answer the following questions:

- a On arrival at Botany Bay on 18 January 1788, how and why did the crew and marines of the First Fleet explore the coast?

- b Who were the marines and where did they come from?

- c Who was the first governor of the colony of New South Wales (referred to in Episode 24 | 1788: Dan as 'the governor')?

- d How long did the marines stay and explore the area of Botany Bay? (They arrived at Sydney Cove on 26 January 1788.)

2 After viewing the opening scene of Episode 24 | 1788: Dan, respond to the following questions:

- a Who is Dan referring to when he says 'her'?



Name: _____

b Why would Dan refer to 'her' as he has only just arrived? What makes him think this?

c How would you compare Dan's understanding of the Indigenous people's sense of belonging and ownership of the place with that of the other marines?

d How does Waruwi feel about the presence of the marines?



3 Dan is reticent about taking Waruwi's dingo as a present for the governor. He has been ordered by the lieutenant to do so but his conscience doesn't feel that this action is right. He wants to compensate Waruwi for the dingo and looks at his meagre possessions. In order to present Waruwi with compensation, Dan steals from his own comrades and commander. Dan faces a moral dilemma: in order to do right, he has to do wrong. Writers of hero stories are always presenting the readers with a moral dilemma.

Create the character of Dan as a superhero of today. Select a moral dilemma that he might be involved with, such as an Indigenous topic or issue, an environmental cause or a refugee crisis. Produce a storyline for Dan, the superhero, and illustrate it as a graphic novel. Script the action and narrative first before creating a four-frame graphic.



EPISODE CLIP: FIRST CONTACT

ACTIVITY 2: A DINGO

Subthemes: Chores, business and employment; Culture; Historical events

Discover

- Prior to watching this clip, ask students to find out the reasons for the British navy establishing a colony at Botany Bay in 1788. Explain to the students that it was quite common for boys of Dan's age to be part of the navy. Extracts from novels as such *Treasure Island* by Robert Louis Stevenson and *Trim: Being the True Story of a Brave Seafaring Cat* by Matthew Flinders could be used to explore the conditions on board long-distance voyages in the 1780s.
- While watching the clip, ask students to focus on and explore the life of the marines at the camp. Ask them the following questions:
 - 1 What flag is flying on the flag-pole?
 - 2 Why is that flag flying?
 - 3 What kind of accommodation do the men live in?
 - 4 What types of cooking equipment are there?
 - 5 What type of weapons do they have?
 - 6 What name does Dan give these weapons?
 - 7 What is the lieutenant looking at in his tent?
- Focus students' attention on the end of the clip when Waruwi starts throwing stones at the men in the camp. Ask students to comment on how Waruwi must be feeling to do this. Then ask students to discuss the reactions of the soldiers. Have them explore how the filmmakers reinforce these aspects of the narrative.
- Ask students to complete the questions in **Student Activity Sheet E24.2: A dingo**.

Reflect

- Explore the importance of the dingo in the Australian bush and its significance to the lifestyles and cultures of particular Indigenous peoples and groups around the country. Have students research information about the dingo and write this information in a report, as a naturalist or a botanist would. They should draw an image of a dingo and label the characteristics of the dog that makes it distinctive to the Australian bush. See the websites below:
 - 1 Aussie-Info.com, 'Dingo', www.aussie-info.com/identity/fauna/dingo.php/
 - 2 Google Images, www.google.com.au/images
Type 'dingo' in the search box.
- Alternatively, they could collect oral stories and histories about dingoes in your local region and write them up with accompanying drawings. Find out some of the local Indigenous language names for dingo in your local area, region or state. Make a book with the stories collected.



- Examine records and drawings of local Australian fauna in your region. Ask students to imagine they are in search of a local species. They should research where it is found, how it lives and what it eats, and then document it through labelled drawings. Find out local language names for the species.

Download

- Student Activity Sheet E24.2: A dingo

Aligned resources

Flinders, Mathew 1977, *Trim: Being the True Story of a Brave Seafaring Cat*, Collins, Sydney.

Matthew Flinders 1774–1814

Stevenson, Robert Louis 2002, *Treasure Island*, Penguin, Camberwell.

First published 1883

Aussie-Info.com, 'Dingo', www.aussie-info.com/identity/fauna/dingo.php/

Google Images, www.google.com.au/images

Useful resources from Education Services Australia

R7135 *The Barefoot Bushman: Dancing with Dingoes*, 1997: *Dingo farm*



A dingo

1 Watch the clip and focus on when Waruwi starts throwing stones at the men in the camp. Answer the following questions:

a What does the dingo Lapa start to do?

b Dan gets up to explore. What does the audience see from his point of view?

c What do the soldiers do?

d What does Lieutenant Roberts do?

e When Waruwi throws stones, what type of music is heard on the soundtrack?

f What effect does this have on your impression of the soldiers?



- 2 Research information about the dingo and write this information in a report, as a naturalist or a botanist would. Type 'dingo image' into your search engine to find photographs of dingoes and refer to the following website for information: Aussie-Info.com, 'Dingo', www.aussie-info.com/identity/fauna/dingo.php/
Draw an image of a dingo and label the characteristics of the dog that makes it distinctive to the Australian bush.

EPISODE CLIP: GOVERNOR'S ORDERS

ACTIVITY 3: COMPENSATION

Subthemes: Culture; Customs and traditions; Indigenous perspectives

Discover

- Prior to watching this clip, discuss the concept of compensation with the students. Look at the historical context where Governor Arthur Philip (1738–1814), the first governor of the colony of New South Wales from 1788 to 1792, did not want anyone to steal from Indigenous peoples. Explore why this was often overlooked by others with power and authority.
- Make a list of the ways Indigenous people are treated in Episode 24 | 1788: Dan, including comments made and the soldiers' actions and reactions. Discuss whether comments made by the soldiers are ethnocentric. As a comparison, have students note the terms that Waruwi and her nanna use to refer to the marines. For each perspective, have students discuss the following questions:
 - 1 Do the characters consider one culture as the ideal or the 'norm' and judge others in relation to it?
 - 2 Are references to lifestyles and technology described using negative terms such as 'no', 'not', 'under-' or 'dis-'?
 - 3 Do the characters overgeneralise about people and talk about characteristics such as personalities or social/culture behaviour in a certain way?
- Is each culture represented as valid and worthwhile, and acknowledged for its complexity and diversity, or is it considered primitive or uncivilised compared to other cultures?
- Be aware of the sensitivities underlying these discussions, particularly for Indigenous students and students from other cultural backgrounds in your class. Be aware of students' backgrounds, understandings and experiences to ensure discussions are inclusive to all groups. If you are unsure, discuss your concerns with Indigenous staff, families or community members in your school.
- Support your classroom activities and discussions by referring to the 'Racism. No way!' website: Racismnoway, 'Teaching Resources', www.racismnoway.com.au/teaching-resources/anti-racism-activities/
- Draw students' attention to the conversation between Dan and the soldier Goodwin. Refer students to **Student Activity Sheet E24.3: Compensation** to answer the following questions:
 - 1 According to Goodwin, who makes the laws?
 - 2 Why doesn't Goodwin regard taking the dingo from Waruwi as stealing?
 - 3 What does this say about the different ways Indigenous people were seen and treated at this time?
 - 4 According to Dan, what does the governor say about taking things from Indigenous people?
 - 5 Who does Dan blame for ignoring the governor's law about compensation?
- Ask students to write down a list of the objects that Dan steals to give to Waruwi as compensation for taking her dog. Ask the students to write their opinion of whether they think this is a fair exchange.



Reflect

- Ask students to recount a time in which they gave something up in exchange for something else. Ask them to write what they gave up, what they got in return, why they did it, whether they regretted it, if they would do it again and whether they think it's a good way to acquire new things. Ask them to share their experiences with the class.
- Ask each student to bring an object to class to trade. Have students pair off and discuss each of their items. Ask them to consider:
 - 1 What gives an object value?
 - 2 Does that value always correspond to its cost?
 - 3 Would they trade their object for the object their partner brought in? Have them list their reasons.
- Ask students to develop an advertisement for their object. The advertisement could be a poster, newspaper advertisement or filmed advertisement.

Download

Student Activity Sheet E24.3: Compensation

Aligned resources

Racismnoway, 'Teaching Resources', www.racismnoway.com.au/teaching-resources/anti-racism-activities/

Useful resources from Education Services Australia

R10701 *First contact*

R11301 *Indigenous people and British colonists in the area that became Sydney*



Compensation

1 Watch and listen to the conversation between Dan and the marine Goodwin.

2 Respond to the following questions:

a According to Goodwin, who makes the laws?

b Why doesn't Goodwin regard taking the dingo from Waruwi as stealing?

c According to Dan, what does the governor say about taking things from Indigenous people?

d Who does Dan blame for ignoring the governor's law about compensation?

3 List the objects that Dan steals to give to Waruwi as compensation for taking her dog.



4 Bring an object to class to trade. Consider the following questions:

a What gives an object value?

b Does that value always correspond to its cost?

c Would you trade your object for the object your partner bought in? Make a list of your reasons.



Name: _____

- 5 Develop an advertisement for your object. The advertisement can be a poster, newspaper advertisement or filmed advertisement. Draft some ideas here:

EPISODE CLIP: GOVERNOR'S ORDERS

ACTIVITY 4: STRANDED

Subthemes: Customs and traditions; Food; Indigenous perspectives

Discover

- Focus students' attention on the fact that in Episode 24 | 1788: Dan, as in Episode 23 | 1788: Waruwi, the British marines are waiting for the return of a ship to pick them up and take them to the settlement at Sydney Cove. You could read extracts from Daniel Defoe's *Robinson Crusoe* to give students an example of what it was like to be stranded on an unfamiliar island.
- Draw student's attention to the conversation between the cook and Dan. Ask students the following questions:
 - 1 Dan asks for dripping to line his boots – what is dripping?
 - 2 How was dripping normally eaten?
 - 3 Dan says he wants it for his feet – is this true?
 - 4 How would it have helped his feet?
 - 5 What is his real purpose in asking for the dripping?
 - 6 What are rations?
- Focus students' attention on the fact that the cook says, 'The colony is starving and he wants to waste precious dripping on his boots.' Explain to students the use of the word 'colony' and draw students' attention to the cook's line, 'We'll be eating those boots if no ship turns up.' Ask students to research what food was in plentiful supply in the environment around them that Indigenous peoples had eaten over many thousands of years and that the soldiers could have eaten. Refer to the following websites:
 - 1 ABC Education: Schools, 'Food for Thought: Episode 4', Wild Tucker: Australia's Indigenous Food, www.abc.net.au/schoolstv/food/ep4.htm
 - 2 Australian National Botanic Gardens, 'Traditional Uses of Australian Native Plants', www.anbg.gov.au/bibliography/bushfood.html
 - 3 Screen Australia, 'Living Country 2005', aso.gov.au/titles/documentaries/living-country/clip3/ Honey ants – Northern Territory
 - 4 —'Cool Drink and Culture 2006', aso.gov.au/titles/documentaries/cool-drink-and-culture/clip3/ Ininti seeds – Northern Territory
 - 5 —'Dugong Dugong 1980', aso.gov.au/titles/documentaries/dugong-dugong/clip2/ Dugong – Mornington Island
 - 6 —'My Survival as an Aboriginal 1978: Zigzag', aso.gov.au/titles/documentaries/my-survival-aboriginal/clip1/ Echidna – NSW
 - 7 —'My Survival as an Aboriginal 1978: Lessons on Survival', aso.gov.au/titles/documentaries/my-survival-aboriginal/clip2/ Fruit – NSW
- Connect with local Indigenous peoples and groups to find out about local foods that are still used and how the technologies, preparation and laws around these local foods have changed over time.

Reflect

- Ask students to design two menus:
 - 1 Local foods which Waruwi could have made for Dan and the marines.
 - 2 Food which Dan would have eaten and could have made and served to Waruwi.
- Refer students to **Student Activity Sheet E24.4: Stranded**. Students could also present the menus as a poster or slideshow presentation.

Download

Student Activity Sheet E24.4: Stranded

Aligned resources

Defoe, Daniel 2004, *Robinson Crusoe*, Penguin UK.

First published 1719

ABC Education: Schools, 'Food for Thought: Episode 4', Wild Tucker: Australia's Indigenous Food,

www.abc.net.au/schoolstv/food/ep4.htm

Aboriginal Ways of Learning, 8ways.wikispaces.com/

Australia.gov.au, 'Australian food and drink: Native Australians and Early Settlers',

www.cultureandrecreation.gov.au/articles/foodanddrink/

Australian National Botanic Gardens, 'Traditional Uses of Australian Native Plants',

www.anbg.gov.au/bibliography/bushfood.html

BBC History, 'Life at Sea in the Royal Navy of the 18th Century',

www.bbc.co.uk/history/british/empire_seapower/life_at_sea_01.shtml

British Culture, British Customs and British Traditions, British Food,

www.learnenglish.de/culture/foodculture.htm

First Fleet, 'Stories', firstfleet.uow.edu.au/s_rations.html

Queensland Government: Department of Education, Training and the Arts, 'Darling Downs South West Queensland Region', Uncle Ernie's Framework,

<http://mediasite.eq.edu.au/eq/Viewer/?peid=c0f1f6fb-b305-4c1f-a541-06d0d8706d25>

Screen Australia, 'Living Country 2005', aso.gov.au/titles/documentaries/living-country/clip3/

—'Cool Drink and Culture 2006', aso.gov.au/titles/documentaries/cool-drink-and-culture/clip3/

—'Dugong Dugong 1980', aso.gov.au/titles/documentaries/dugong-dugong/clip2/

—'My Survival as an Aboriginal 1978: Zigzag', aso.gov.au/titles/documentaries/my-survival-aboriginal/clip1/

—'My Survival as an Aboriginal 1978: Lessons on Survival', aso.gov.au/titles/documentaries/my-survival-aboriginal/clip2/

Useful resources from Education Services Australia

R10701 *First contact*



Name: _____

Student Activity Sheet E24.4
Activity 4: Stranded

Episode 24 | 1788: Dan
Clip: Governor's orders

Stranded

Research the types of foods – meats, vegetables and fruit – that would have made up a stable diet for local Indigenous people in 1788. Find out what the colonising marines would have eaten at the same time.

- 1 Use the following websites and Indigenous knowledges to guide your development of a framework to present your information about local foods:
 - a Aboriginal Ways of Learning, 8ways.wikispaces.com/
 - b Queensland Government: Department of Education, Training and the Arts, 'Darling Downs South West Queensland Region', Uncle Ernie's Framework, <http://mediasite.eq.edu.au/eq/Viewer/?peid=c0f1f6fb-b305-4c1f-a541-06d0d8706d25>

Use the layout below or design your own to reflect an Indigenous way of working and seeing things. Think about whether foods are hunted or gathered and the technologies used for catching, preparing and eating different foods. Consider family roles and responsibilities and understanding of the seasons.

Local foods

Meat caught and cooked

Skills and technologies needed to catch/find/prepare

Vegetables dug, picked, dried

Social organisation

Local language used

People's roles and responsibilities



- 2 Research British food of the era and the technologies used to harvest, collect, store and transport it to the New South Wales colony. These websites could assist you:
- a First Fleet, 'Stories', firstfleet.uow.edu.au/s_rations.html
 - b BBC History, 'Life at Sea in the Royal Navy of the 18th Century', www.bbc.co.uk/history/british/empire_seapower/life_at_sea_01.shtml
 - c British Culture, British Customs and British Traditions, British Food, www.learnenglish.de/culture/foodculture.htm
- 3 Research the food that would have been eaten by Dan and the other soldiers: Australia.gov.au, 'Australian Food and Drink: Native Australians and Early Settlers', www.cultureandrecreation.gov.au/articles/foodanddrink/

Using your researched information, design a 'marine menu' that contains an entree (something small), a main course (at least two or three meats and vegetables) and a dessert (something sweet). The layout needs to follow the conventions of a menu from a European tradition.

Marine menu
Entree

Main course

Dessert

EPISODE CLIP: CAT-O'-NINE-TAILS

ACTIVITY 5: PUNISHMENT

Subthemes: Culture; Customs and traditions; Historical events

Discover

- Prior to watching this clip, introduce students to the idea of corporal punishment being commonplace for members of the British navy, even if they were children. Explain to students that physical punishment was an acceptable aspect of life for a marine.
- As a class, watch the clip and ask students to listen and note the conversation between Lieutenant Roberts and Dan. Explain the use of the military terminology 'deserted your post' and the use of the word 'flogged'. Now watch all of Episode 24 | 1788: Dan and have students note the words and phrases that are synonymous with the military and punishment. They should jot down the words they hear, find their meaning and share these with the class.
- Ask students to research the meaning of the phrase, 'Let the cat out of the bag.' Ask students the following questions:
 - 1 Have you heard this phrase before?
 - 2 What do you think it means?
 - 3 Does it take on a different meaning when thinking about the cat-o'-nine-tails?

Reflect

- Focus students' attention on the cat-o'-nine-tails that is to be used to punish Dan. Explain that implements for inflicting pain were used regularly to deter people from crime. Ask students to find out what other punishments were given to convicts, the military and free settlers in the early days of the colony. A useful resource is:
 - 1 Australian National Maritime Museum, www.anmm.gov.au/site/page.cfm
 - 2 BBC History, 'Life at Sea in the Royal Navy of the 18th Century', www.bbc.co.uk/history/british/empire_seapower/life_at_sea_01.shtml
First Fleet, 'Stories: Law and Order in Sydney Cove', http://firstfleet.uow.edu.au/s_law_order.html
- Ask students to present their findings in a governor's proclamation warning the marines and colonists of the punishment if they transgress the rules. They are to emulate the style of poster commonly found in the 1780s, listing the rules that convicts and the military must obey and the consequences of breaking them. The poster should contain the appropriate terminology for the consequences and punishments for breaking those rules. The poster should be illustrated with a picture of a cat-o'-nine-tails and other punitive implements.

Download

Student Activity Sheet E24.5: Punishment



Aligned resources

Australian National Maritime Museum, www.anmm.gov.au/site/page.cfm

BBC History, 'Life at Sea in the Royal Navy of the 18th Century',
www.bbc.co.uk/history/british/empire_seapower/life_at_sea_01.shtml

First Fleet, 'Stories: Law and Order in Sydney Cove', http://firstfleet.uow.edu.au/s_law_order.html

Useful resources from Education Services Australia

R1551 '*For the term of his natural life*', 1927 - asset 2

R3579 '*Relics of convict discipline*', c1911-15



Punishment

- 1 Research what punishments were used for those who disobeyed orders in the 1780s and list them below.

Crime	Punishment

- 2 Present your findings on crime and punishment in a governor's proclamation warning colonists of their punishment if they transgress the rules. It is to be designed in the style of posters of the 1780s, listing the rules and using appropriate terminology for the consequences of breaking those rules. The poster should be illustrated with a picture of a cat-o'-nine-tails and other punitive implements.

- a Make some notes here:



Name: _____

b Draft your ideas below.

EPISODE CLIP: CAT-O'-NINE-TAILS

ACTIVITY 6: PERSUASION

Subthemes: Culture; Customs and traditions; Language and scripting

Discover

- View the clip and ask students to concentrate on the conversation between Dan and Lieutenant Roberts, in which Dan defends himself and explains why he gave the dog back to Waruwi. Draw students' attention to Dan's line, 'I didn't steal the dog, I returned it to its owner.' Conduct a class discussion about the different attitudes Lieutenant Roberts and Dan have towards Indigenous peoples.
- Ask students to refer to **Student Activity Sheet E24.6: Persuasion** and answer the following questions:
 - 1 What are the three crimes that Dan has been charged with?
 - 2 What did Dan give Waruwi in exchange for the dog?
 - 3 What is the triangle?
 - 4 What does Dan say that persuades Lieutenant Roberts to believe that this is a better animal for him?
 - 5 Who tries to support Dan in persuading Captain Roberts? What does this person say?
 - 6 What finally persuades Captain Roberts that Dan does not need to be punished and in fact has been a 'very good soldier'.
- Draw students' attention to when Dan states that the puppy is 'a gift from the natives, a friendly gift, so we are keeping the governor's will'. Ask students how they think Dan may be feeling at this moment. In pairs, students are to role-play the conversation they think Dan and Goodwin have on their way back to camp. The conversation could reveal Dan's vindication for escaping punishment and upholding the governor's orders. Goodwin, being older, could reflect on his own attitudes and perceptions about Indigenous peoples or could advise Dan on the lesson which was learnt and how to avoid trouble next time.

Reflect

- Ask students to imagine a situation in which they have to use their powers of persuasion in order to avoid being punished. The situation can be based on a real-life event or completely fictionalised. Students are to write down an account of what they would say in order to persuade their commander that they should not be punished. Ask selected students to enact this and persuade the class. Encourage students to use verbal and non-verbal gestures to emphasis points in their argument.

Download

Student Activity Sheet E24.6: Persuasion

Useful resources from Education Services Australia

R10701 *First contact*



Persuasion

1 Listen carefully to the conversation between Dan and Captain Roberts. Respond to the following questions:

a What are the three crimes that Dan has been charged with?

b What did Dan give Waruwi in exchange for the dog?

c What is the triangle?

d What does Dan say that persuades Captain Roberts to believe this is a better animal for him?

e Who tries to support Dan in persuading Captain Roberts? And what do they say?

f What finally persuades Captain Roberts that Dan does not need to be punished and in fact has been a 'very good soldier'?
