



# 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](http://www.australianhistory.org/first-fleet)
  - 2 First Fleet, [http://firstfleet.uow.edu.au/s\\_map.html](http://firstfleet.uow.edu.au/s_map.html)
  - 3 Primary School, [www.primaryschool.com.au/advsearch.php?showall=search&term=Australian+History&Action=Search](http://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 Warawu 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.

## 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](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](http://www.acseduonline.com/samples/Writing_Fiction_BWR105/lesson.pdf)
  - 3 Graphic Novels, [www.alia.org.au/~csnow/research/publish/synergy.html/](http://www.alia.org.au/~csnow/research/publish/synergy.html/)
  - 4 —'Australian Graphic Novels', [www.alia.org.au/~csnow/research/australian.html/](http://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](http://www.acseduonline.com/samples/Writing_Fiction_BWR105/lesson.pdf)

Australian History.org, 'Australian History: The First Fleet', [www.australianhistory.org/first-fleet](http://www.australianhistory.org/first-fleet)

Changing Minds.org, 'Heroic Characters',

[http://changingminds.org/disciplines/storytelling/characters/heroic\\_characters.htm](http://changingminds.org/disciplines/storytelling/characters/heroic_characters.htm)

First Fleet, [http://firstfleet.uow.edu.au/s\\_map.html](http://firstfleet.uow.edu.au/s_map.html)

Graphic Novels, [www.alia.org.au/~csnow/research/publish/synergy.html](http://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](http://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?

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

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

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

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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'?

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Name: \_\_\_\_\_

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

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**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?

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

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**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/](http://www.aussie-info.com/identity/fauna/dingo.php/)
  - 2 Google Images, [www.google.com.au/images](http://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/](http://www.aussie-info.com/identity/fauna/dingo.php/)

Google Images, [www.google.com.au/images](http://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?

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

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c What do the soldiers do?

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d What does Lieutenant Roberts do?

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

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

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- 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/](http://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/](http://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/](http://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?

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

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

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

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

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

**a** What gives an object value?

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**b** Does that value always correspond to its cost?

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

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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](http://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](http://www.anbg.gov.au/bibliography/bushfood.html)
  - 3 Screen Australia, 'Living Country 2005', [aso.gov.au/titles/documentaries/living-country/clip3/](http://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/](http://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/](http://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/](http://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/](http://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](http://www.abc.net.au/schoolstv/food/ep4.htm)

Aboriginal Ways of Learning, [8ways.wikispaces.com/](http://8ways.wikispaces.com/)

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

[www.cultureandrecreation.gov.au/articles/foodanddrink/](http://www.cultureandrecreation.gov.au/articles/foodanddrink/)

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

[www.anbg.gov.au/bibliography/bushfood.html](http://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](http://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](http://www.learnenglish.de/culture/foodculture.htm)

First Fleet, 'Stories', [firstfleet.uow.edu.au/s\\_rations.html](http://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/](http://aso.gov.au/titles/documentaries/living-country/clip3/)

—'Cool Drink and Culture 2006', [aso.gov.au/titles/documentaries/cool-drink-and-culture/clip3/](http://aso.gov.au/titles/documentaries/cool-drink-and-culture/clip3/)

—'Dugong Dugong 1980', [aso.gov.au/titles/documentaries/dugong-dugong/clip2/](http://aso.gov.au/titles/documentaries/dugong-dugong/clip2/)

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



Name: \_\_\_\_\_

**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](http://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](http://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](http://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/](http://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.

<b>Marine menu</b>
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](http://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](http://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](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](http://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](http://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](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:

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Name: \_\_\_\_\_

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**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?

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

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c What is the triangle?

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

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

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

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