



## 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](http://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/](http://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/](http://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](http://www.nfsa.gov.au/digitalllearning/mabo/mabo.shtml)

Queensland Studies Authority, 'Indigenous Perspectives Support Materials'

[www.qsa.qld.edu.au/3035.html](http://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:

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

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## 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/](http://www.programs.sbs.com.au/firstaustralians/content/)
  - 1 Bennelong
  - 2 Frontier War 1792
  - 3 Pemulwuy
  - 4 Recognizing the Wars  
Historian 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/](http://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/](http://www.nma.gov.au/education/school_resources/indigenous/resistance_virtual_tour/)

SBS, First Australians, 'Bennelong', [www.programs.sbs.com.au/firstaustralians/content/](http://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.

<b>Questions</b>	<b>Pemulwuy</b>	<b>Bennelong</b>
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](http://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](http://home.vicnet.net.au/~firstff/list.htm)

National Archives of Australia, 'Documenting a Democracy',

[www.foundingdocs.gov.au/item.asp?dID=35](http://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](http://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](http://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/](http://www.sl.nsw.gov.au/discover_collections/history_nation/terra_australis/)
  - 2 SBS, First Australians, [www.sbs.com.au/firstaustralians/](http://www.sbs.com.au/firstaustralians/)
  - 3 National Archives of Australia, 'Documenting a Democracy', [www.foundingdocs.gov.au/](http://www.foundingdocs.gov.au/)
  - 4 Migration Heritage Centre, 'Objects through Time', [www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime/draughtinstructions/](http://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](http://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/](http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime/draughtinstructions/)

National Archives of Australia, 'Documenting a Democracy', [www.foundingdocs.gov.au/](http://www.foundingdocs.gov.au/)

SBS, First Australians, [www.sbs.com.au/firstaustralians/](http://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/](http://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](http://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](http://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.

### 1 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		

### 2 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](http://www.convictcreations.com/history/description.htm)
  - 2 Convict Trail, 'Common Misdemeanours and Punishments', [www.convicttrail.org/history.php?id=a3b3c3%t%4](http://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](http://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](http://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](http://www.convictcreations.com/history/description.htm)

Convict Trail, 'Common Misdemeanours and Punishments',

[www.convicttrail.org/history.php?id=a3b3c3%t%4](http://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](http://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](http://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/](http://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/](http://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](http://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](http://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/](http://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/](http://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.

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2 Write a paragraph detailing how Waruwi would describe Dan.

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

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

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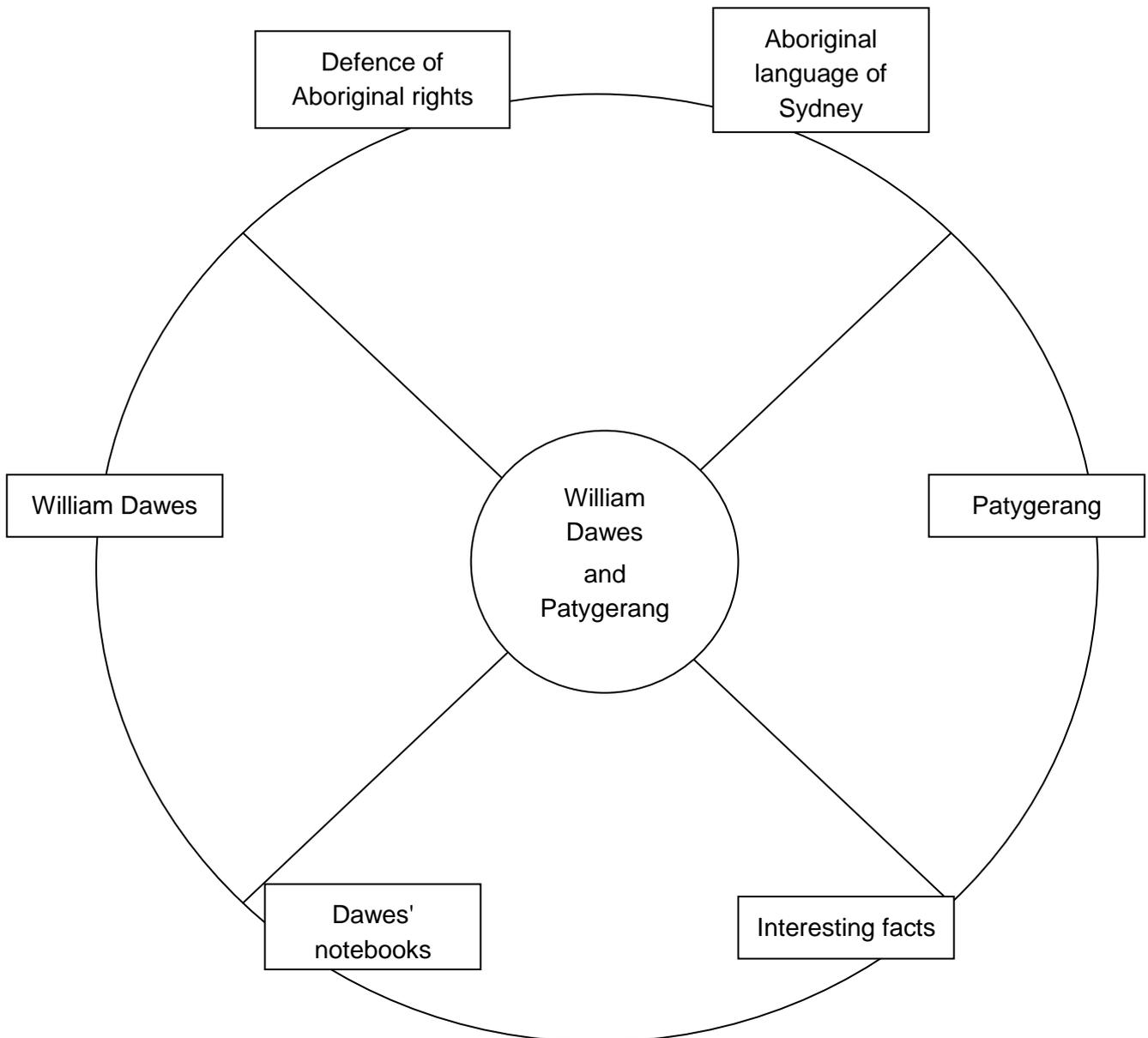


### 5 Information wheel

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/](http://www.williamdawes.org/)

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





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

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