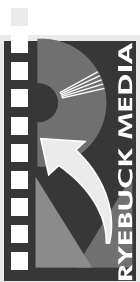


Australian

History Mysteries

Investigating five case studies in Australian history



**NATIONAL
MUSEUM OF
AUSTRALIA**
CANBERRA

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National Museum of Australia

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Website

For reading guides, web links, interactive ‘games’ and updates,
go to <www.nma.gov.au/education/resources/history_mysteries>



Introduction to

Australian History Mysteries

The resource

Australian HISTORY MYSTERIES is a joint project of the National Museum of Australia and Ryebuck Media Pty Ltd, specialists in educational multimedia. The project is supported by ScreenSound Australia.

This print and video resource draws on materials from a variety of museums, historical collections and historic sites to bring students a rich array of evidence. These are listed on page 10. The project would not have been possible without the support and enthusiasm of all those who provided access to resources.

Aims

A major aim of the resource is to show teachers and students how museums are an excellent starting point for students' historical activities. Museum objects and displays can raise questions, suggest inquiries, provoke debate, reveal stories, and present mysteries that need to be solved by investigating evidence.

The project also aims to stimulate students' interest in and engagement with a study of aspects of their history and heritage, and to develop the skills needed in pursuing historical inquiries.

The structure of the resource

The resource contains:

- **A 25 minute video, 'Australian HISTORY MYSTERIES'**, with short introductory sections on each of the five case studies. These introductions take students to the places associated with their investigations, and show them current and historical images of the site. Students are also introduced to the 'mystery' that they will investigate in each case study.

This element of the resource serves to excite, stimulate, engage and challenge students. It is the 'hook' that will lead them into wanting to explore further the issues raised with them by the narrator.
- **Five print case studies**, containing a variety of reproducible information and evidence pages for use in the classroom. The case studies investigate these 'mysteries':
 - Who 'discovered' Australia?
 - What was the life of a female convict really like?
 - The Eureka Rebellion — could you have stopped it from happening?
 - What happened in a frontier conflict near Broome in 1864?
 - Was Ned Kelly a hero or a villain?
- A set of **introductory 'tuning in' activities** for each case study. These activities help students engage with the key concepts involved in each case study in a way that makes sense in their own lives today. Once they have focused clearly on the nature of the investigation, they will be better able to critically analyse the evidence.
- **Suggested teaching strategies** for each of the case studies, so that even the least experienced history teacher will feel confident in presenting the units to their classes. The approaches recommended include individual student, group and whole class activities. Of course, teachers are able to select and adapt the ideas, resources and suggested questions and strategies and shape them to their own needs and approaches.
- There is also an associated **website** containing extra resources and activities for the classroom, an introductory 'What is history?' exercise, bibliographical information, educational games, links to related sites for each unit, and updates of information. This is at www.nma.gov.au/education/resources/history_mysteries.

There is an additional introductory exercise on Ned Kelly in *STUDIES of Society and Environment* magazine, 2/2002. It is available in your library or from Ryebuck Media.

The choice of case studies

The case studies are not exhaustive investigations of the topics to which they relate. Rather, they provide a way of focusing on a key aspect of each topic. They are studies in depth, not in breadth.

Each of the case studies has been selected because it involves a key aspect of Australian history usually studied in secondary schools. Each study provides a way for students to explore aspects of the craft of the historian in a different way, thus enriching history teaching in schools.

An inquiry approach

All the units in **Australian HISTORY MYSTERIES** come from the practical classroom experience of the writers, and reflect a commitment to inquiry learning.

By inquiry learning we mean a process that as far as possible involves students in 'finding out by working out'. This means that, while we have selected and sometimes edited or adapted the evidence and provided an appropriate framework for presenting it to students in the classroom, it is still up to the students to critically analyse the evidence, and come to their own conclusions about it.

This approach, represented by the seven stages set out below, is built in to each unit. Sometimes it is explicitly obvious in the structure of the unit; at other times it is less obvious (for example in the Eureka case study); but in each case the principles involved are there, and are the active elements behind students' learning activities.

In this inquiry process, students:

Engage	They reach a point where they are interested and engaged, and want to find out what has happened in this case.
'Tune in'	Students see the key concepts involved in the study in a way that they can identify in their own lives and experience. The study has <i>meaning</i> for them.
Hypothesise	They draw on existing knowledge and ideas, and state what they expect to find, or what they anticipate the outcome might be. Their hypotheses then become the thing that they are testing by evidence.
Structure an inquiry	To carry out their inquiry, students have to follow a logical and coherent structure. They determine what they need to know to answer the questions they are exploring.
Critically examine evidence	Students now go through the process of gathering, sorting, comprehending, classifying, interpreting, testing, accepting, rejecting, qualifying, contextualising and synthesising this evidence.
Reach a conclusion	Students are now ready to reach an informed conclusion that they can defend and justify. The conclusion is theirs, and they will be aware of the degree of certainty with which they can hold that conclusion. They are able to complete a summative task that demonstrates their knowledge and understanding, and that reflects the processes they have gone through.
Reflect and apply	Students are able, finally, to go beyond the particular case studied, and think in terms of the broader concepts involved. They can apply their new knowledge and understandings to other periods, places and peoples.

Application to the curriculum

Australian HISTORY MYSTERIES has been written for students at the middle secondary years of schooling (years 8–10), but can be adapted for both higher and lower levels.

Taken together, the variety of approaches and emphases in **Australian HISTORY MYSTERIES** covers a large area of what all state and territory curriculum documents say history is about. The case studies chosen allow students to explore key aspects of history, such as:

- knowledge about aspects of their shared past
- understandings about the nature of evidence
- concepts of change, continuity, causation, motivation, empathy
- cultural influences on historical understanding — the impact of different values and different cultural contexts in leading to different representations of the past.

This has been summarised in the table on the next page. Teachers will be able to identify the areas within their own state or territory curriculum documents where this resource will be suitable for use in their classrooms, and most notably in:

- History
- Studies of society and environment
- Civics and citizenship education
- Discovering democracy.

Australian HISTORY MYSTERIES website

There is an associated website with this kit. It is at www.nma.gov.au/education/resources/history_mysteries.





This website provides:

- some simple activities to **introduce the nature of history**
- a **bibliographical guide** to each case study
- **web links** to other sites relevant to each case study
- an **interactive ‘game’** for each case study that provides a different way of helping students engage with the main themes
- a periodical updating of **resources and issues** associated with each case study.

Making history active

We believe the case studies, the multimedia materials that go with them, and the suggested approaches for implementing them all work together in this resource. They create the real possibility for active engagement, argument, enlightenment, outrage, pride, wonder, incredulity and, above all, excitement to be generated in classrooms through the use of these materials.

Australian HISTORY MYSTERIES Curriculum Process

PROCESS Students take these steps:	LEARNING OUTCOMES As a result of the process, students can:
They investigate an aspect of history 	<ul style="list-style-type: none"> ▪ set and test a hypothesis ▪ construct a logical inquiry sequence ▪ identify and gather evidence ▪ select and sort relevant evidence ▪ critically analyse evidence ▪ synthesise evidence ▪ present a reasoned conclusion
to gain knowledge 	<ul style="list-style-type: none"> ▪ select appropriate facts
and understanding 	<ul style="list-style-type: none"> ▪ show empathy ▪ understand causation ▪ discuss motivation
that they apply to the problem to reach a conclusion 	<ul style="list-style-type: none"> ▪ appreciate that cultural elements influence interpretations ▪ identify and explain different representations of an aspect ▪ realise that there are interpretations involved ▪ acknowledge that their conclusions may change over time
and that they reflect on and apply to new situations	<ul style="list-style-type: none"> ▪ identify the broad concepts in the particular example ▪ speculate on what would have happened if some element had been different ▪ apply concepts to new situations ▪ hypothesise about the future.

Acknowledgements

Art Gallery of Western Australia, Perth, WA
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Ballarat Fine Art Gallery, Ballarat, Vic
Battye Library of Western Australian History, Perth, WA
East Perth National Cemetery Trust, Perth, WA
Eureka Stockade Museum, Ballarat, Vic
Flagstaff Hill Maritime Village, Warrnambool, Vic
Fremantle City Council, Esplanade Park, Fremantle, WA
Indigo Shire Council, Beechworth Historic Courthouse, Beechworth, Vic
Island Produce Tasmania Pty Ltd, Cascades Female Factory Historic Precinct, Hobart, Tas
Mansfield Cemetery Trust, Mansfield, Vic
National Museum of Australia, Canberra, ACT
National Trust of Australia, Old Melbourne Gaol, Melbourne, Vic
Queen Victoria Museum and Art Gallery, Launceston, Tas
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Stringybark Creek Historic Site, Mansfield, Vic
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Tasmanian Wool Centre, Ross, Tas
Warrnambool Art Gallery, Warrnambool, Vic

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Case Study one

Who 'discovered' Australia?

In this investigation students look at a variety of evidence to determine who 'discovered' Australia. In doing so they have to address the issue of what 'discovery' means, and what the implications of different definitions, or elements of an overall definition, are.

The aim is not to have students nominate one person or group whom they propose as 'the discoverer', but rather to analyse evidence and appreciate that the full meaning of 'discovery' involves many processes over thousands of years.

Students are introduced to a range of possible 'discoverers', including Aboriginal people, Baijini gypsies, Chinese explorers, Macassan fishermen, Portuguese seamen, Dutch merchants, James Cook and Matthew Flinders.

Students investigate one of these possibilities, the Portuguese, in detail. A series of maps dating from the sixteenth century, called the Dieppe maps, may or may not show the east coast of Australia. If they do, a Portuguese expedition must have visited the north and east coasts of Australia more than two hundred years before James Cook. Students analyse the maps, but also consider other possible physical evidence of a Portuguese visit at this time — evidence which, if it does show a Portuguese presence, certainly reinforces the possibility that the Dieppe maps are in fact maps of Australia. Chief among this possible physical evidence is the mystery of the 'Mahogany Ship' — the supposed sixteenth-century Portuguese wreck that may or may not be buried in sandhills near Warrnambool, Victoria.

As they look at this mystery, students are thrust into a real and still contested issue in Australian history. They are introduced to a wide range of evidence in their investigations, and have to deal critically with the issue of the nature of evidence in history. While the 'Mahogany Ship' has not been located, the search continues — and keeps the historical debate about the 'discovery' of Australia alive.

Students can also see this as an interesting example of how history might be used to promote other social ends — the Victorian Government and the City of Warrnambool would welcome proof of the Portuguese discovery, as it would be a great tourist attraction to the area. The Victorian Government has even in the past offered a \$250 000 reward for proof of the existence of the ship in the sand dunes between Warrnambool and Port Fairy.

Teachers' Guide

Classroom planner

Classroom activity	Resource pages required	Suggested classroom format	Approximate classroom time
1	Page 14	Group	15 mins
2	Page 15	Group/homework	20 mins
3	Page 16 & video	Class	20 mins
4	Pages 17–29	Groups	30 mins
5	Page 30–31	Class	10 mins
6	Pages 32–33 & atlas	Class	20 mins
7	Page 34	Group	20 mins
8	Page 35	Individual	60 mins

There are more resources for this unit — reading guides, updates, extra resources and activities for the classroom, including an internet 'game' — at <www.nma.gov.au/education/resources/history_mysteries>.

Classroom strategies

The key element of this unit is the notion that 'discovery' has different meanings, or different layers of meaning, and that different answers can be given to the question who 'discovered' Australia, according to the definition or layer applied.

As a result of working through the evidence, students will realise that 'discovery' might mean:

- being the first ever to become aware of something (which would make Aboriginal people the 'discoverers')
- being the first to find something, and tell that to other outsiders (which might apply to the Chinese, Macassans, Portuguese or Dutch)
- being the first to map an area which then brings newcomers in large numbers (which might apply to Cook and the east coast of Australia)
- being the first person to find something, and be able to show others exactly where all of it is and what it looks like (which might apply to Flinders).

Activity 1 introduces students to the concept of 'discovery'. This is a key element, and needs to be explored thoroughly. Students have to decide who 'discovered' a fictional cure for cancer. Students work in groups, with each group taking one candidate, and being responsible for presenting the case for that applicant.

Divide the students into four groups. Allocate one candidate to each group. That group has to present the arguments to support that candidate's claim to the prize. Stress that in their presentations students need to put forward the positive claims of the person for the reward, and also anticipate any objections that there might be to them from other candidates.

After all groups have argued their case and have answered any questions from the rest of the class, students vote as individuals — but they cannot vote for the candidate whose case they presented. This forces them to look beyond their own candidate and their own arguments.

In their discussions of awarding the 'prize', students will probably want to share it. Do not let them! They must make one choice — then they might discuss why that restriction was unsatisfactory to them.

In **Activity 2** students continue developing their understanding of the concept of 'discovery'. The student survey should cover several generations, and students discuss any trends that emerge. There is a real possibility that they will see differences in generational responses.



Students look at the video segment in **Activity 3**. At the end of the segment, students need to be clear that they are investigating three elements in this 'mystery':

- **Did Portuguese explorers map the east coast of Australia 250 years before Cook?**
- **Is there a Portuguese wreck, the 'Mahogany Ship'?**

Both of these help to answer the ultimate mystery:

- **Who 'discovered' Australia?**

In **Activity 4**, students look at different possible 'claimants' to 'discovery'. In doing so they will again confront the issue: what does 'discovery' mean? Is the answer to the question different according to the different definition applied?

Each group can be made responsible for analysing and reporting on a different candidate. Each group reports: 'I think that ... discovered Australia because ...' They then answer questions about their claim asked by others in the class. This activity will certainly put the issues about the definition of 'discovery' into sharp focus! Stress at the end that just because they have put forward a particular claim, they do not have to accept it. At this stage they are representing that claimant, not supporting them. It is important that at every stage the teacher stresses that all evidence has to be treated critically and analytically in history.

In **Activities 5–7** all students now explore one claim, that of the Portuguese. The key element in this claim is the Dieppe maps — a set of French maps, possibly copies of a lost Portuguese original. The earliest one of these is called the Dauphin Map, and dates from about 1536. If the Dieppe maps are maps of Australia, the Portuguese visited Australia in 1522–1524. If they are not maps of Australia, the Portuguese probably weren't here. Students examine the arguments for and against the maps as showing parts of Australia. They also look at other possible evidence — which may or may not make the maps more likely to be Australia. The key piece of physical evidence would be the 'Mahogany Ship'. If it exists, and if it is a Portuguese caravel, it may make the Dieppe maps more believable. If it does not exist, it may cast doubt on the 'Portuguese theory'. If it exists but is not a Portuguese ship, it weakens the theory considerably.

In **Activity 8** students now come to their own conclusion, with the requirement that they also justify that conclusion by reference to the element of 'discovery' that they are using, and the nature and strength of the evidence that supports it.



Who will win the award?

Welcome to this meeting of the jury to award the World Prize for 'Discovery' this year.

As you know, this is the special award of fifty million dollars that goes to the person who has made the most significant discovery that has benefited humanity.

Past winners have discovered ways to eliminate poverty, to create world peace, and to eliminate racism.

This year's award is right up there with these great discoveries.

It is for the discovery that eliminated cancer.

The problem is: there are four candidates for the award. We do not know who should get it, so we have asked you to meet and decide.

Without any more delay, let's look at the candidates.

<p>Candidate A</p>	<p>Candidate B</p>
<p>A is an indigenous inhabitant of the Brazilian rainforest. She found the plant that cured cancer after a mysterious space rock crashed into the area. She was the only person who knew that the plant contained the juice that seemed to cure certain cancers. She only ever used it for her own tribe. However, it would never have been known about by outsiders if Candidate B had not become involved.</p>	<p>B met A, and learned the secret. He took the plant to use with his friends in Europe. He kept it secret, and only shared it with a few people. He also did not realise how powerful it was, and only used it to treat certain types of cancer. But it was his use of the plant that then led Candidate C to know about it.</p>
<p>Candidate C</p>	<p>Candidate D</p>
<p>C was a great research scientist. She learned about the miracle plant from B. She experimented with it, and was only one experiment away from showing that her improved version could cure all cancers. However, she died before she could tell anyone about it and all her papers describing the research were apparently destroyed. If that had happened, would we have known of the plant? Her family now claim the prize on her behalf. However, there is also Candidate D to consider.</p>	<p>D met C on the day she died, and quite by accident picked up the only surviving copy of her research paper explaining what she was going to do in her final test. He completed that test, and quickly told the world about this wonderful cure. The rest is history — and there are no more deaths from cancer in the world.</p> <p>Well, judges, it's up to you. Cast your vote for one applicant only.</p>



BALLOT PAPER

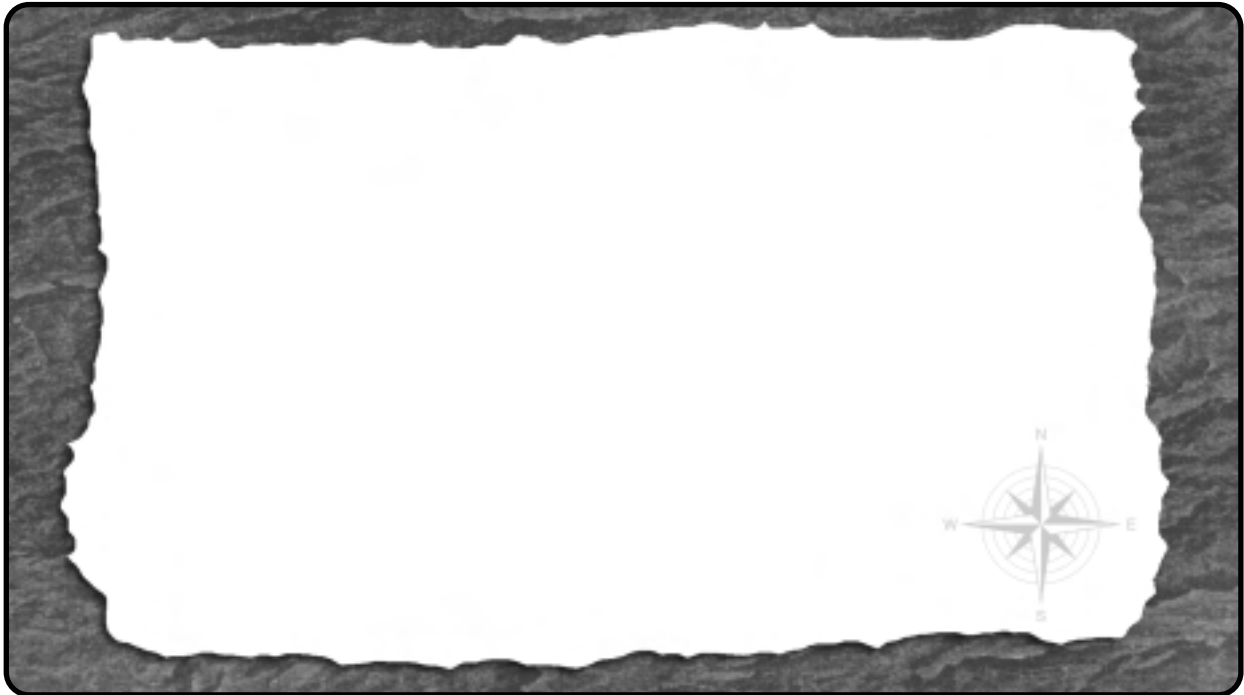
GROUP _____

I vote for: CANDIDATE A CANDIDATE B CANDIDATE C CANDIDATE D



Who 'discovered' Australia?

- 1 What is the meaning of the word 'discover'?
Write your definition, starting your sentence: 'To 'discover' means...'
- 2 What does Australia look like? Draw a sketch of its shape in the box below.



- 3 How could you **prove** that it looks like that? Discuss the suggestions you come up with.



You all know what Australia looks like, but have you ever wondered how you know that? Who 'discovered' Australia?

- 4 Carry out a survey of the question: **Who 'discovered' Australia?**
Do it for three different age groups if you can: for **yourselves**, for **your parents' generation**, and your **grandparents' generation**.
- 5 Collate the class results, and compare the answers of the different generations.
Discuss the results.
- 6 At this point you can record your own answer to this question: Who 'discovered' Australia?

In the rest of this unit you will be able to look at the possibility of various individuals and groups 'discovering' Australia. You may end up answering the question above in the same way, or what you learn may make you change your mind.



Video visit

- 1** What did the presenter of the video learn at school about who 'discovered' Australia?
- 2** Why is there confusion about who 'discovered' Australia?
- 3** Draw up a table like the one below. In the left hand column record four different types of evidence the presenter uses to raise questions about the issue. Then briefly summarise what the strengths and weaknesses or limitations of each might be as evidence of who 'discovered' Australia.

Types of evidence	Its strengths as evidence	Its weaknesses or limitations

- 4** What is the 'Mahogany Ship'?
- 5** What is the significance of the 'Mahogany Ship' for understanding who 'discovered' Australia?
- 6** Describe the site where the 'Mahogany Ship' is supposed to be located. Why would it be difficult to find a wrecked ship there?
- 7** What are the three mysteries that you are being asked to solve?



Presenting possibilities



our task now is to look at various individuals and groups who might be considered to have 'discovered' Australia.

- 1** Look at the evidence for each person or group, read and discuss it, and answer the questions related to that person's or group's claims.
- 2** Make a presentation to the class that argues that individual's or group's claim. (Even if you do not personally believe their claim, you still have to put it forward as well as you can.)

In preparing your argument you need to make clear the meaning of 'discover' that suits the possibility you are presenting.

Use a table like this to summarise your own and other groups' presentations.

Possibility	Main evidence / arguments FOR	Main evidence / arguments AGAINST	My own verdict on each possibility
A Indigenous Australians			
B Chinese			
C Baijini			
D Macassans			
E Portuguese			
F Dutch			
G James Cook			
H Matthew Flinders			



Indigenous Australians

Source 1 Archaeological evidence

“Archaeologists rely on various techniques to establish the age of material they find in their excavations. As these techniques are improved, or new techniques developed, dating becomes more and more accurate. Using such techniques archaeologists have discovered evidence of human activity in Australia dating back many thousands of years. Scientists cannot date the earliest evidence exactly, but current estimates vary from about 50 000 years ago to 60 000 years ago. Evidence of ancient human activity is found across the whole of Australia.”

(Adapted from Mulvaney, John & Kamminga, Johan, 1999. *Prehistory of Australia*, Allen & Unwin, Sydney, p. 138 and Smith, Mike, 1998, 'The pattern of continental occupation: late Pleistocene colonisation of Australia and New Guinea', in Murray, Tim (ed.), *Archaeology of Aboriginal Australia: A Reader*, Allen & Unwin, Sydney, p.41)

Source 2 Ochre

Piece of ground ochre (haematite) used about 50 000 years ago from Nauwalabila 1, basal levels, Kakadu National Park, Northern Territory.



(Piece of ground ochre, Kakadu National Park, Northern Territory. On loan from Rhys Jones, Australian National University, National Museum of Australia)

People have been mining ochre at the Karrku ochre mine in the Campbell Ranges west of Yuendumu, Northern Territory, for at least 30 000 years. It is still prized for its intense red colour. It is widely traded around Central Australia.

This piece of ochre has been ground to produce pigment for painting. This technique is among the earliest known evidence for art-making in the world.

Source 3 The Walls of China, Willandra Lakes.

Source 3



(J. Houldsworth for the Australian Heritage Commission, with permission from the traditional owners)

Source 3 above shows eroded dunes around Lake Mungo, New South Wales.

These were once the shores of an ancient lake.

In a remarkable discovery, the burnt remains of a young woman showed that more than 30 000 years ago people were cremating and burying their dead here. Archaeologists also found the burial site of a man covered in red ochre. This suggests that these people were carrying out funeral ceremonies.

Red ochre is not found close to Lake Mungo, so people must have brought it from quarries further away. Red ochre was a very important item of trade for Aboriginal people throughout much of Australia.

Source 4 Modern use of ochre

Karrku ochre mine and ochre



(Karrku ochre mine, Northern Territory and piece of ochre recently mined there. National Museum of Australia)



Indigenous Australians

An historian's claim on display in the National Museum of Australia

Source 5

“The discoverers, explorers and colonists of the three million square miles which are Australia, were its Aborigines.”

(Historian John Mulvaney, 1969)

An Aboriginal oral history tradition on display in the National Museum of Australia

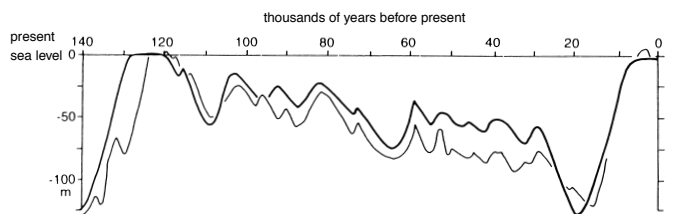
Source 6

“People should remember that we are the oldest surviving race of people, culture of people, in the world... We know that our people have been here from the beginning of time.”

(Aboriginal poet Kevin Gilbert, 1996)

Changing sea levels around Australia over time

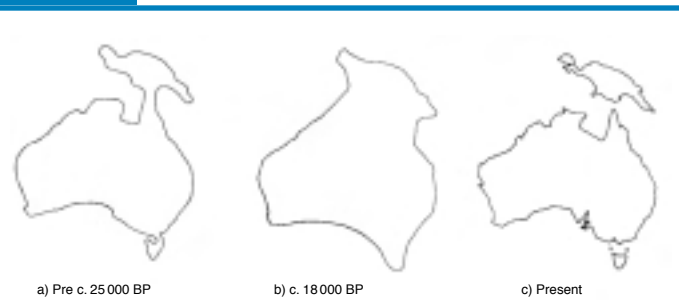
Source 7



(Mulvaney, John and Kamminga, Johan, 1999. *Prehistory of Australia*, Allen & Unwin, Sydney, 1999 p. 106)

The changing shape of the Australian landmass over time

Source 8



Lower sea levels expose more land, and make the distance between islands much shorter.

(Lourandos, Harry, 1997. *Continent of Hunter-Gatherers*, Cambridge University Press, Cambridge, p. 6)

- 1 According to this evidence:
 - How long have Aboriginal people been here?
 - From where might these people have come? (You might have several different answers or possibilities for this.)
 - Did they occupy different parts of Australia?
 - Who has 'discovered' Australia?
- 2 From this evidence, could Aboriginal people be said to have 'discovered' Australia? Give your reasons.
- 3 What is the meaning of the word 'discover' you are using for this answer?
- 4 Prepare your case to present to the class.

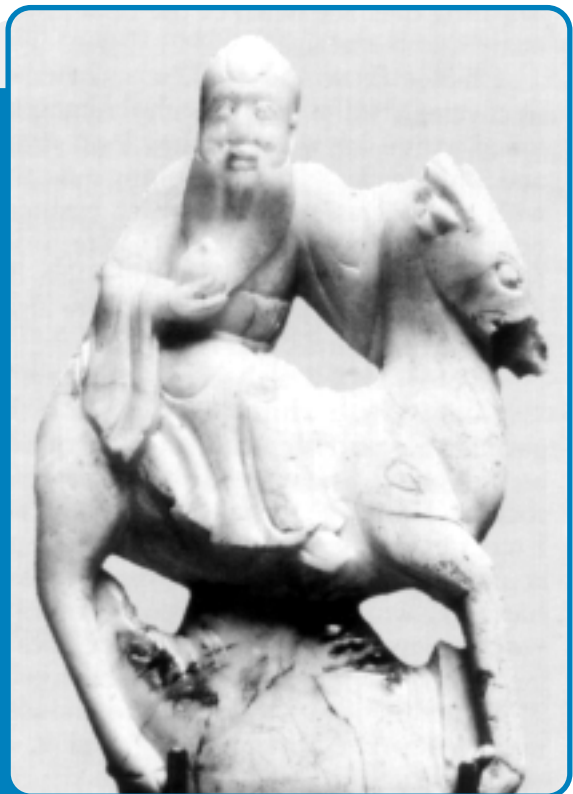


Chinese

Source 1 Possible Chinese contacts

- Some scholars believe that Chinese astronomers had charted the sky around northern Australia around 593 and 592 BC — they reported a solar eclipse which would only have been seen in Australia.
- A Chinese book written in 333 BC reported ‘hopping animals’ in parts of China.
- Between 1405 and 1433 the Chinese admiral Ch’eng Ho made seven voyages of discovery from China, some of them in the area around Timor.
- In 1820 Europeans discovered that the Chinese had a name for northern Australia — Lam-hai.
- In 1879 this small carved figure of Lao Shou Xing, the Chinese god of long life, was found 1.2 metres below ground level, in the roots of a banyan tree near Darwin. This is the sort of object a Chinese sailor might have carried with him. It has been dated to about 1670, and had been dropped there when the tree was young.
- Chinese value trepang (also known as bêche-de-mer, sea slug or sea cucumber), which was plentiful in northern Australian waters. Sites where trepang was caught and processed by non-Aboriginal people have been dated to between 1200 and 1450, though not all archaeologists agree on these dates. They argue that the start of the trepang industry can be dated to 1667 when the Dutch attacked a fleet of Macassan fishing ships from Celebes, forcing them to take shelter in the Gulf of Carpentaria, where they discovered the trepang.

(Based on Rolls, Eric, 1992. *Sojourners*, University of Queensland Press, Brisbane, pp. 8–15)



- 1 From this evidence, could Chinese be said to have ‘discovered’ Australia? Give reasons.
- 2 What is the meaning of the word ‘discover’ you are using for this answer?
- 3 Prepare your case to present to the class.



Baijini

Source 1 The Baijini gypsies

- Visitors to the north coast of Australia in modern times may have been Malay sea gypsies, roaming fishermen found in all parts of the Malay archipelago. Aboriginal legends refer to them as the Baijini gypsies.
- In the songs that record and preserve their traditions, Aboriginal people of Arnhem Land tell of the Baijini gypsies with copper coloured skin who visited their shores. Aboriginal people still sing of the sailing vessels that the Baijini men came ashore in, the stone houses they constructed on the Australian mainland, the cloth the women wove and dyed, the clothes they wore, and how they hunted for fish and tended small gardens.
- The Baijini men and women are said to have sailed to the coast in vessels and settled at various places for fairly long periods.
- The Baijini women wore colourful sarongs, stitched sails for their vessels and cultivated rice in at least two regions.
- The Baijini's ways of growing food are recorded extensively in traditional songs of the Aboriginal people of north-eastern Arnhem Land.
- Aboriginal people collect the roots of a type of grass which they say grew up in place of the abandoned rice gardens left behind by the Baijini when they left the coast of Australia. This grass is known as spike-rush.
- The Aboriginal people distinguish the Baijini era as belonging to the far-distant past, from what they regard as historic times, when the Macassan fishermen came sailing to the coast in their praus.

(Berndt, Ronald and Berndt, Catherine, 1954. *Arnhem Land: Its History and Its People*, Cheshire, Melbourne, pp. 15, 16, 34, 35, 36 and Hiatt, Les and McKenzie, Kim, 2002. *People of the Rivermouth: The Jobarr Texts of Frank Gurmanamana*, National Museum of Australia & Aboriginal Studies Press, Canberra)

- 1 We do not know who the Baijini gypsies were. Where might these people have come from? (You might have several different answers or possibilities for this.)
- 2 From this evidence, could the Baijini be said to have 'discovered' Australia? Give your reasons.
- 3 What is the meaning of the word 'discover' you are using for this answer?
- 4 Prepare your case to present to the class.

Source 2 The Baijini at Port Bradshaw, 1948



This bark painting is from the National Historical Collections of the National Museum of Australia. The painting includes several indications of contact between Aboriginal people of the Arnhem Land coast and the Baijini.

Top centre panel shows a Malay type of anchor used by the Baijini. Top right panel shows lines of clouds (triangular patterns) with two wells (dark circles) of water. The footmarks show the Baijini coming to and from the wells.

(Pigments and ochres on bark. Yirrkala, Northern Territory. National Museum of Australia)



Macassans

Much is known about Macassan visits to Australia. What is not known is when these visits began. Some historians think that the Macassans may have voyaged to Australia for a great many centuries; others think that it was for only two or three centuries.

Source 1 Macassan fishermen

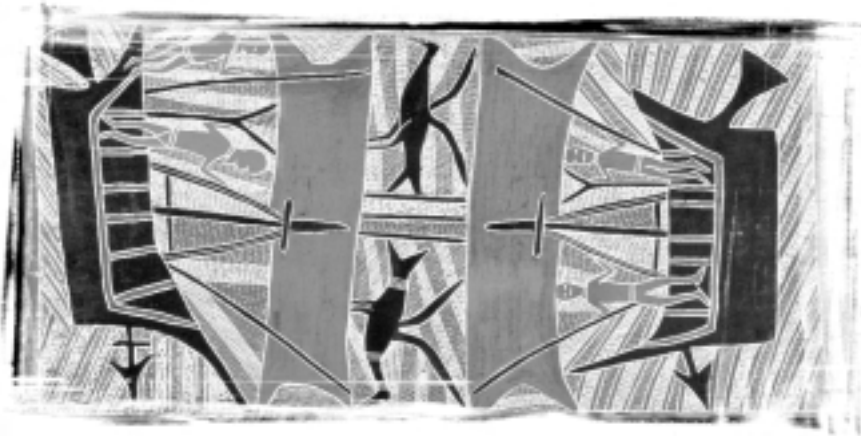
- In 1803, near Cape Wilberforce (on the north-eastern edge of Arnhem Land), Matthew Flinders came upon six praus, or sailing vessels, from Macassar, in South Celebes. These were part of a fleet, which each year set off from the centre of what is now Indonesia, primarily to collect cargoes of trepang (bêche-de-mer or sea slugs) along the north Australian coast.
- Today, Aboriginal song cycles and stories tell of Macassan life on the coast of Arnhem Land. Many Macassan words have been integrated into some northern Australian Aboriginal languages.
- The Macassans arrived in praus with the north-west monsoons around October, stayed for six months, then returned with the south-east winds.
- Some Aboriginal people participated in the trepang industry alongside the Macassans.
- Aboriginal mortuary ceremonies came to be linked with the departure of the praus, as well as, with the burial rites of the Macassans.
- The Macassans made houses on stilts, roofed with woven leaves and coconut palm.
- They brought rice, spices and tamarinds. Trees grew from the seeds of the tamarind beans. There are tamarind trees today that mark Macassan trepang processing sites around the Australian coast.
- The rows of stone fireplaces, made to hold the cauldrons to boil the trepang, are the outstanding archaeological witness to the Macassans.
- The most common artefacts found on Macassan sites are pieces of earthenware pottery. Although no whole pot survives, the shards undoubtedly come from rounded cooking pots.
- Items were traded between Aboriginal people and Macassans. Aboriginal people could readily collect items including tortoise-shell, pearl-shell or pearls. In return, the Macassans could supply food, cloth, tobacco, alcohol, axes and knives.
- There is an Aboriginal painting of a Macassan house or trepang smokehouse at Black Rock, in the Wellington Range, western Arnhem Land.
- Some Aboriginal people returned with the Macassans and stayed with them. There were said to be about 17 Aboriginal people living in Macassar in 1876, most of whom came from Port Essington. Other Aboriginal people returned to Arnhem Land.

(Based on Macknight, Campbell, 1976. *The Voyage to Marege: Macassan Trepangers in Northern Australia*, Melbourne University Press, Melbourne, pp. 1, 17, 30, 38, 51, 52, 59, 78, 84, 86 and Berndt, Ronald and Berndt, Catherine, 1954. *Arnhem Land: Its History and Its People*, Cheshire, Melbourne, pp. 15–16)



Macassans

Source 2 Exhibit in the National Museum of Australia



(Bark painting of Macassan praus, 1966 by Birrikitji Gumana, Yolngu language group. Natural pigments on bark, National Museum of Australia)

A long history of trading

Grindall Bay was one of the places where Macassan traders from south Sulawesi stopped on their annual visits to collect and process trepang. Here, Birrikitji Gumana, artist and senior ceremonial leader, represents the Macassan boats in full sail.

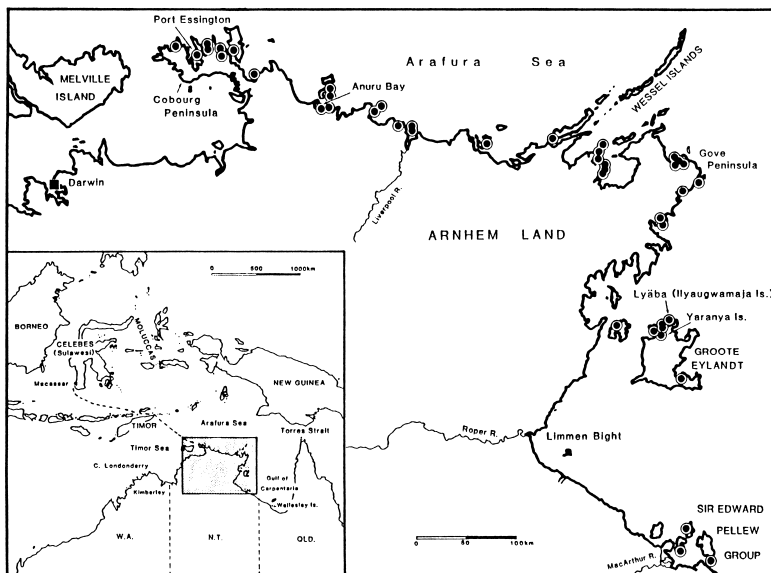
Incorporating the Macassan story

Birrikitji Gumana has painted the boats of Dreamtime Macassans. Their way of life is recorded in the Macassan song cycle.

The sails of the Macassan fleet were thought to be like wet season storm clouds gathering on the horizon at the change of season. They are actually called wangupini, the Yolngu word for 'cloud'.

The shape of the Macassan sail forms the basis of the anvil shape that is used to portray clouds in the art of the Dhalwangu, Madarrpa and Manggalili clans.

Source 3 Map of Macassan trepang processing sites



(Connah, Graham, 1993. *The Archaeology of Australia's History*, Cambridge University Press, Cambridge, p. 8)

- 1** According to this evidence, do you believe that Macassans had contact with Australia over a period of hundreds of years? Give your reasons.
- 2** From this evidence, could Macassans be said to have 'discovered' Australia? Give reasons.
- 3** What is the meaning of the word 'discover' you are using for this answer?
- 4** Prepare your case to present to the class.



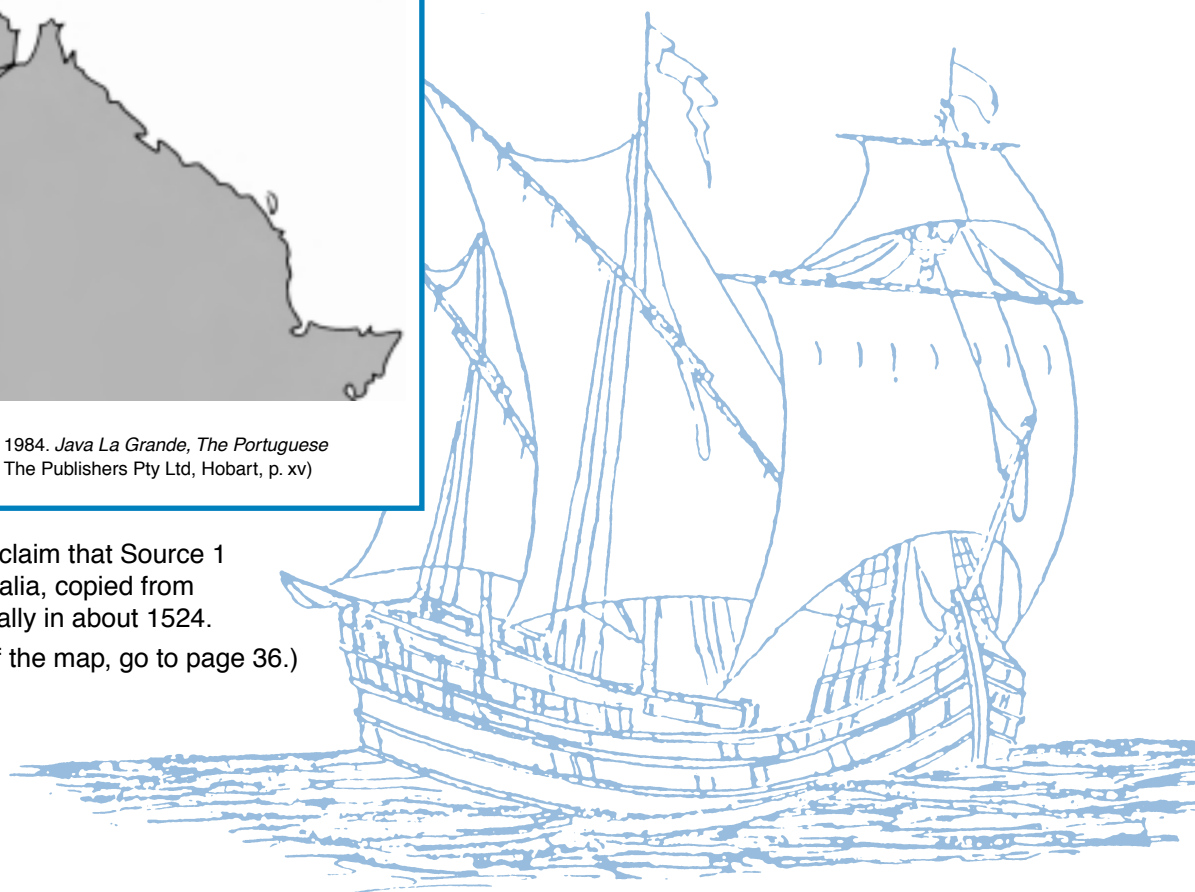
Portuguese

Source 1 Outline of Java La Grande as shown on the Dauphin Map, 1536



(Fitzgerald, Lawrence, 1984. *Java La Grande, The Portuguese Discovery of Australia*, The Publishers Pty Ltd, Hobart, p. xv)

Some historians claim that Source 1 is a map of Australia, copied from one drawn originally in about 1524. (To see a copy of the map, go to page 36.)



The memorial on the next page (Source 2) is located in Warrnambool, in south-western Victoria. It consists of:

- a bust of Prince Henry the Navigator, King of Portugal between 1424 and 1460, who sponsored many great Portuguese voyages of discovery
- a bust of Portuguese explorer Vasco da Gama, who was the first person to sail from Portugal to India around the tip of Africa
- a large white stone cross, with words on the base that translate as:
'Thus we open the way to new oceans where no generation had ever sailed before.'

- 1** List those features that suggest it might be a map of Australia.
- 2** List those features that suggest it might not be a map of Australia.
- 3** Does the monument in Source 2 claim that the Portuguese 'discovered' Australia? Give reasons.
- 4** From this evidence, could the Portuguese be said to have 'discovered' Australia? Give reasons.
- 5** What is the meaning of the word 'discover' you are using for this answer?
- 6** Prepare your case to present to the class.



Portuguese

Source 2 A memorial to Portuguese exploration

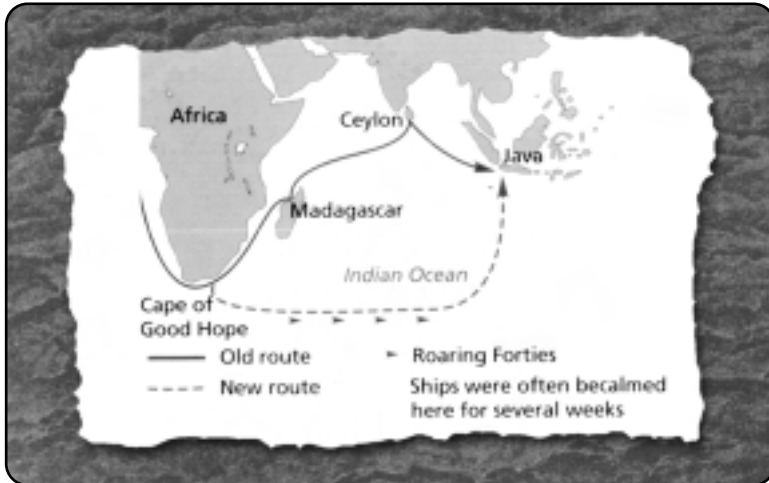


(Robert Lewis)



Dutch explorers

Source 1 Routes of Portuguese and Dutch ships to Asia before and after 1611



(Coupe, Sheena, Coupe, Robert and Andrews, Mary, 1994. *Their Ghosts May Be Heard*, Pearson Education Australia, Melbourne, p. 46)

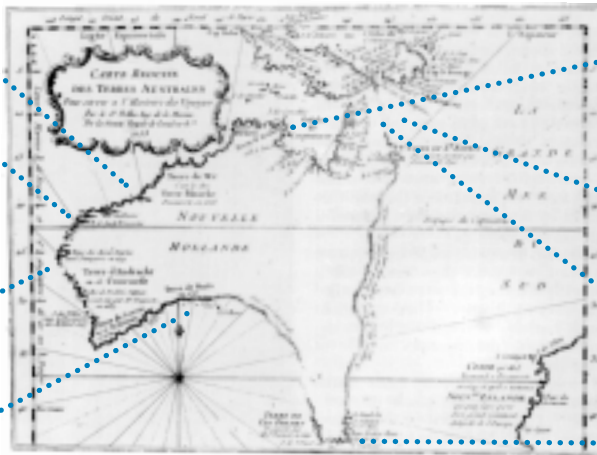
In 1611 European navigators learned to use the 'Roaring Forties' and south-east trade winds to shorten the sailing time between the Cape of Good Hope and Batavia (part of modern Indonesia).

- 1 Find this area in a modern atlas and mark where Australia would be located on this map.
- 2 When would you expect European sailors to 'discover' Australia?

Source 2 is a map of New Holland (Australia) made in 1767. It has been annotated to show the different people whose voyages had contributed to knowledge of the area and the creation of such maps.

Source 2 Map of European contacts with New Holland 1606–1699

- 1699**
William Dampier (English)
- 1616**
Dirk Hartog at Shark Bay (Dutch)
- 1616–44**
21 instances of Dutch ships 'hitting' part of the Australian coast by accident on the way to Asia
- 1627**
Pieter Nuyts (Dutch) maps the area up to the Great Australian Bight



- 1623**
Arnhem Land area mapped by Willem van Coolsterdt (Dutch)
- 1606**
Luis de Torres maps Torres Strait (Portuguese)
- 1606**
Willem Jansz maps part of the northern tip of Australia (Dutch)
- 1642**
Abel Tasman (Dutch) maps the southern half of Tasmania

(A section from Alexander Dalrymple's 'Chart of the the South Pacifick Ocean', 1767. British Library. In Kenny, Joan, 1995. *Before the First Fleet*, Kangaroo Press, Sydney, p. 44)

- 3 Which has been the main nation involved in the discoveries shown?
- 4 What does this map suggest about who 'discovered' Australia?
- 5 How much of Australia had been mapped by 1750?
- 6 From this evidence, could seventeenth-century Dutch explorers be said to have 'discovered' Australia? Give reasons.
- 7 What is the meaning of the word 'discover' you are using for this answer?
- 8 Prepare your case to present to the class.



Captain James Cook

When you did your survey in Activity 2 there is a very good chance that many people said ‘Captain Cook discovered Australia in 1770’ (although he was actually a Lieutenant, not a Captain, at the time). Here are some sources of evidence about Cook and his voyages.

Source 1 A comment on Cook’s voyage

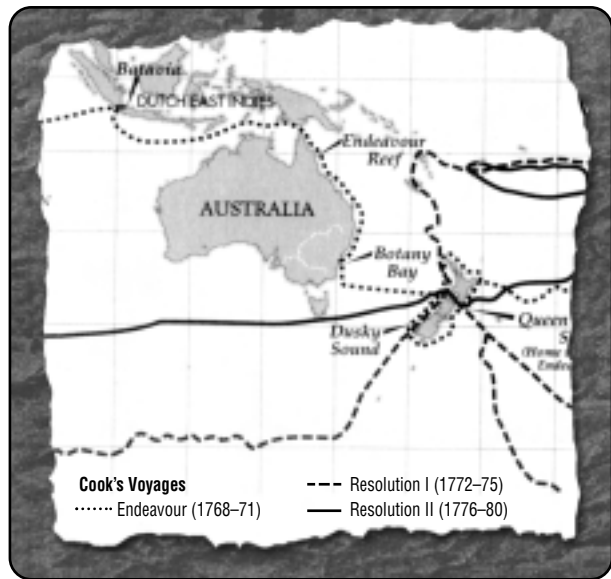
“Cook resolved to sail westward from New Zealand ‘until we fell in with the east coast of New Holland, and then to follow the direction of that coast to the northward, or what other direction it might take us, until we arrive at its northern extremity’.

He sighted land on 20 April 1770, and spent the next four months mapping ‘a totally unknown coast which Cook was confident no European had seen before’.

He named the land ‘New South Wales’.”

(Scott, Ernest, 1920. *A Short History of Australia*, Oxford University Press, Melbourne, pp. 33–4)

Source 2 Outline of Cook’s voyage



(Dugard, Martin, 2001. *Farther Than Any Man*, Allen & Unwin, Sydney, p. x)

Source 3 A map of Australia after Cook’s voyage of 1768–1770



(Scott, Ernest, 1920. *A Short History of Australia*, Oxford University Press, Melbourne, p. 36)

- 1** What did James Cook achieve?
- 2** From this evidence, could James Cook be said to have ‘discovered’ Australia? Explain your reasons.
- 3** What is the meaning of the word ‘discover’ you are using for this answer?
- 4** Prepare your case to present to the class.



Matthew Flinders

In 1798 George Bass and Matthew Flinders in the ship *Norfolk* proved that Tasmania was an island separated from the mainland of Australia.

There were still conflicting ideas about whether Australia was a single land mass (which the French believed) or at least two or more separate islands (which the British suspected). In 1801 Flinders in the ship *Investigator* was sent to decide.

It was known that there were no estuaries of great rivers or inland seas on the east and west coasts, but nobody knew if the area around the Great Australian Bight and the Gulf of Carpentaria contained openings that would indicate that Australia was separated into two or more islands.

Between 1801 and 1803 Flinders surveyed these two areas in detail and added his knowledge to existing charts to produce 'a map of the whole continent showing it to be one vast island'. This is the map opposite. ▶

He said that it was no longer appropriate to call it New Holland or New South Wales, and proposed that it be called 'Australia'. In 1817 this proposal was adopted.

(Based on State Library of New South Wales, 2001. *Matthew Flinders. The Ultimate Voyage and Marchant*, Leslie R., 'Setting the Flinders record straight', *The Australian*, 9 April 2002)

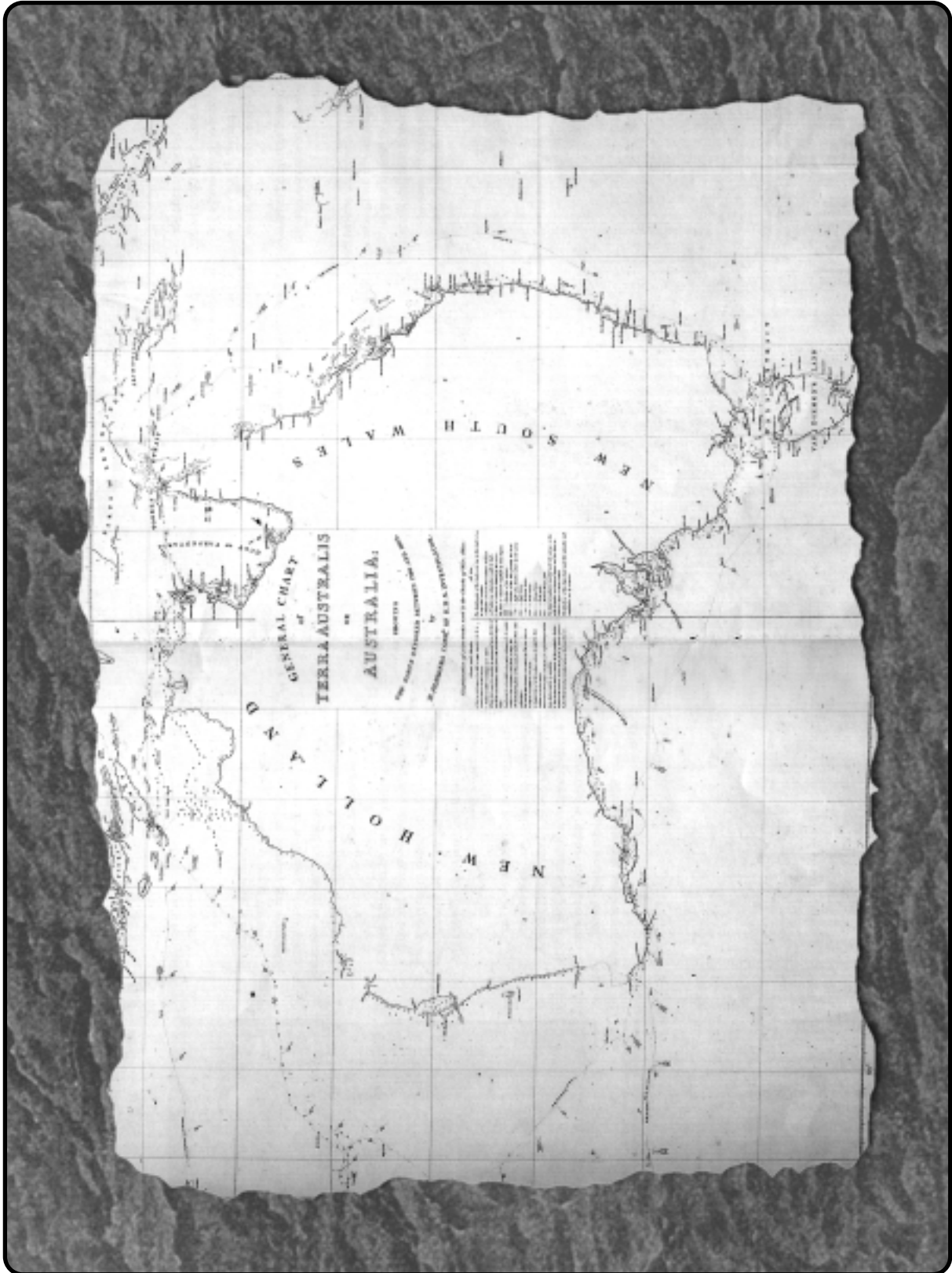
- 1** What did Matthew Flinders achieve?
- 2** From this evidence, could Matthew Flinders be said to have 'discovered' Australia? Explain your reasons.
- 3** What is the meaning of the word 'discover' you are using for this answer?
- 4** Prepare your case to present to the class.



(Matthew Flinders, Art Gallery of South Australia)



Matthew Flinders

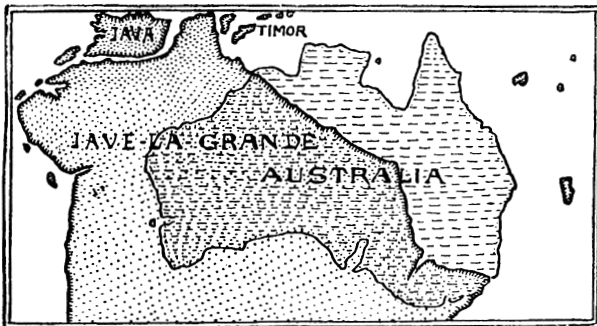


(Mitchell Library, State Library of New South Wales, MAXX/804b/1803/1A)



Using evidence from maps

On page 24 (Possibility E) you saw a map showing the outline of a place named Java (or Jave) La Grande (literally, ‘big Java — Java being one of the main Indonesian islands to the north-west of Australia). Some historians say that Java La Grande is actually a map of part of Australia, produced as a result of a Portuguese voyage during 1522–1524. Here is an illustration of that map in relation to the size and location of Australia as we now know it exists.

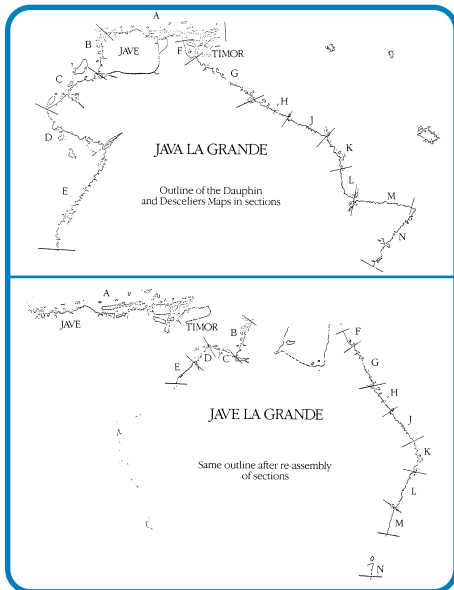


(Collingridge, George, 1915. *The Discovery of Australia*, Hayes Brothers, Sydney)

- 1** Are there elements about the map that suggest it might show part of the coast of Australia?
- 2** Are there elements that might make you doubt that it is a map of Australia?
- 3** Historians who say this is a map of part of Australia do two things:
 - They compare parts of the map with the modern coastline.
 - They say that owing to the difficulty of determining longitude at this period of time many maps were distorted in shape. They say that you have to make adjustments to these old maps to see what they should really look like today.

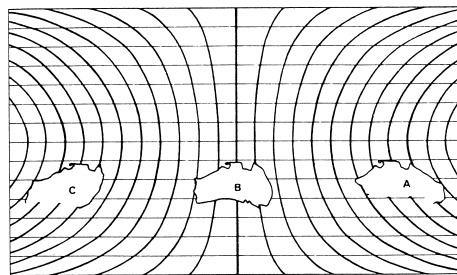
Maps a, b and c below are three examples of this. Discuss them and decide if they make the the Java La Grande map more convincing as a map of Australia.

a) Distortion of the Java La Grande maps according to Fitzgerald



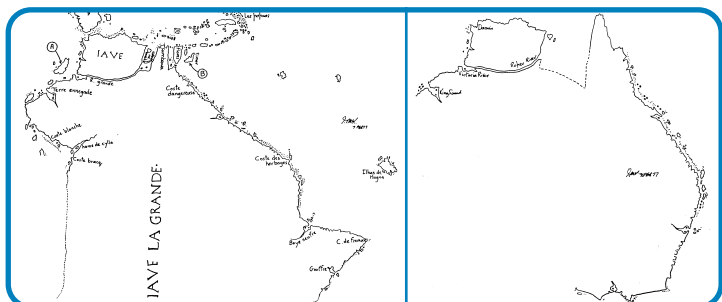
(Fitzgerald, Lawrence, 1984. *Java La Grande, The Portuguese Discovery of Australia*, The Publishers Pty Ltd, Hobart, p. xv)

b) Distortion of the Java La Grande maps according to McIntyre



(McIntyre, Kenneth Gordon, 1982. *The Secret Discovery of Australia*, Picador, Sydney, p. 113)

c) Distortion of the Java La Grande maps according to McKiggan



(McKiggan, Ian, 1977. 'The Portuguese expedition to Bass Strait in A.D. 1522', *Journal of Australian Studies*, 1:19)



Using evidence from maps

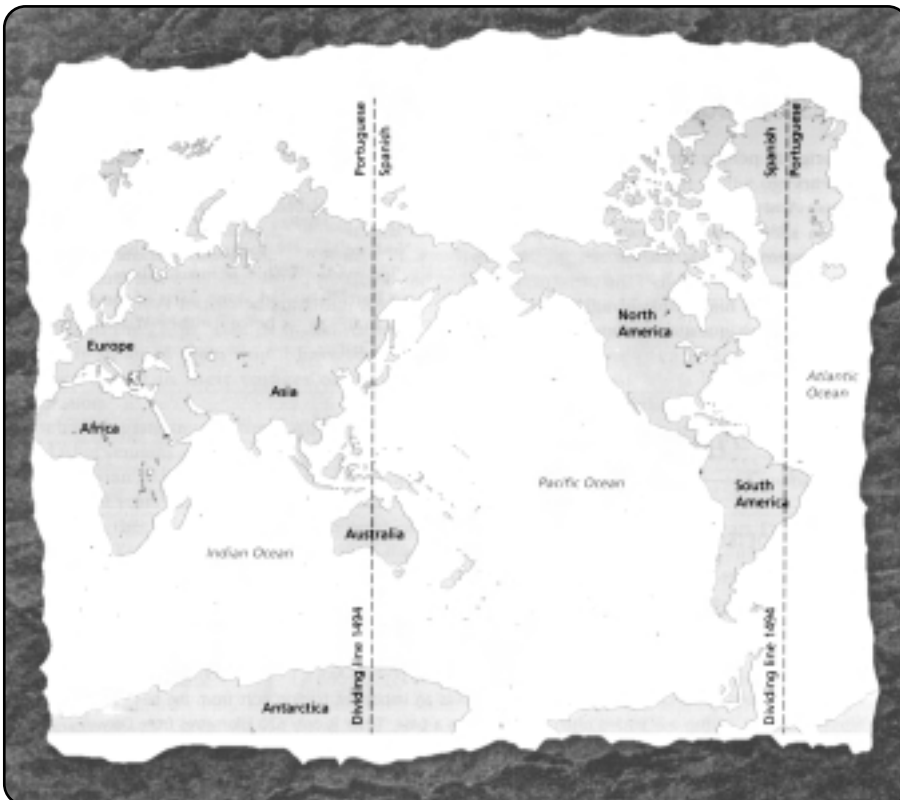
Those who believe the maps show part of the coast of Australia also say that we must take into account a number of facts relating to the maps.

- We know that there were two Portuguese expeditions in the Pacific area in the period — by Cristovao de Mendonca, and Gomes de Sequeira, both with several ships.
- At the time, the world had been divided by the Pope between the Spanish and the Portuguese. This division was set out in the Treaty of Tordesillas. The map below shows the dividing lines.
- This meant that discoveries to the west or left of the line belonged to Portugal, and those to the east or the right to Spain. If one country found land in the other's area, it would keep the discovery secret.
- In 1522 Spain and Portugal were at war.
- In 1529 the Treaty of Saragossa ended the war, and Portugal paid the Spanish to move the line 17 degrees to the east — which includes all the east coast of Australia.

- In the 1530s a series of maps were created that showed Java la Grande. All seem to have been based on one original, and then copied by different people.
- In 1755 an earthquake in Lisbon, Portugal, destroyed all the maps and records of the original voyage of Cristovao de Mendonca in 1522–24.

Use this information to answer these questions:

- 4** Why might the Portuguese deliberately distort the location of Australia?
- 5** Why might they want to change the line in 1529?
- 6** Why would they keep their discovery quiet?
- 7** Why might we not be able to find any records of the 1522–24 expedition?
- 8** Does this information change your ideas about the Dauphin Map? Give reasons.



Other historians disagree with those who believe the Portuguese 'discovery' of Australia theory.

- Some identify the map as being of a different place — such as Vietnam.
 - Some say the maps were drawn after a Spanish voyage around Asia, not a Portuguese voyage around Australia.
- 9** Why is it so difficult to know definitely if it is a map of Australia?



Using other evidence

If the Portuguese did explore and map parts of Australia between 1522 and 1524, we might expect to find other evidence that they were there.

1 Suggest some things that you might expect to find.

On the next page is a list of sources relevant to the argument that the Portuguese did or did not ‘discover’ Australia. All relate to possible ‘non-map’ evidence about a Portuguese expedition to Australia in 1522–24. These are not listed in any particular order or sequence.

2 Use the table below to analyse the evidence about the possible Portuguese ‘discovery’ of Australia, following these steps:

- Read each source and decide which piece of physical evidence it relates to. Write the letter of the source next to the relevant evidence.
- Locate where each piece of evidence is in Australia. Fill in the appropriate column.
- Decide whether the source/s relating to each piece of physical evidence either supports or challenges a Portuguese ‘discovery’ theory. In your own words, explain your reasoning.
- Based on your reasoning, decide on your rating of each piece of physical evidence. Use this scale:

5 = Very convincing 4 = Fairly convincing 3 = Fairly unconvincing 2 = Very unconvincing 1 = Cannot tell

Non-map evidence	Source	Location	Supports or challenges a Portuguese ‘discovery’ theory	Rating
Geelong keys				
Bittangabee Bay ruins				
Carronade Islands cannons				
Aboriginal ceremony				
‘Mahogany Ship’ wreck				

3 Now look at the Dauphin Map (on page 36). Using this map and an atlas, consider the question: ‘Does the location of these sites of possible Portuguese evidence in Australia strengthen or weaken the claim that the Dauphin Map shows Australia?’ Give reasons.

4 Do you think there is strong evidence to support the idea that the Portuguese mapped Australia?



Using other evidence

Source A

“ A witness to an Aboriginal ceremony in the Broome area in the early 1900s described a boat landing. On the beach Aboriginal warriors stood armed with spears and shields. Two large canoes carrying about 30 men approached the shore, each with a tube of bark projecting over its bow. They wore helmets, breastplates and thigh pieces made from bark. Others carried wooden swords and pieces of wood fastened together to resemble crossbows. The canoes came ashore and the men jumped onto the beach. A discussion took place between the leaders of the parties and was interrupted suddenly by two loud blasts on conch shells. The cannon had opened fire and the battle commenced. At intervals, conch shells were blown loudly, and at each blast of the conch shells, Aboriginal warriors and the others fell dead. After an hour, the last invader fell. ”

Source D

“ In 1847 workmen digging the foundations for a lime kiln at Lime Burner’s Point, Geelong, in Victoria, discovered some keys in undisturbed soil about five metres down. This would have been the level of the beach hundreds of years previously. ”

Source E

“ In 1916 Australian naval officers discovered two old cannons on Carronade Island at the entrance to Broome Bay, in Western Australia. They were marked with the Crown and Rose — a symbol of Portugal. ”

Source G

“ People who saw the Geelong keys have disagreed over the age of the keys, whether they were rusted, and even whether they were found in the old soil or had fallen there during the digging process. ”

Source B

“ A local Department of National Parks and Wildlife archaeologist says that the remains at Bittangabee Bay (near Eden in New South Wales) are the ruins of an 1840s whaling station known to have been in the area. ”

Source C

“ At Bittangabee Bay, near Eden, are the ruins of a large stone building. ‘Pro-Portuguese’ historians say that it was the custom of Portuguese ships on long voyages to winter in a safe haven. The Bittangabee Bay ruins seem similar in design to known Portuguese buildings of that type. A large stone seems to have part of a date (15 4) carved in it. (The third number was unable to be read.) ”

Source F

“ Jeremy Green of the West Australian Maritime Museum has pointed out some misconceptions regarding the history of the guns — their discovery, manufacture and probable ownership. A chemical analysis was carried out on one of the guns which led to a conclusion that it was a South East Asian copy of a European-type gun. Such guns were known to have been used by Macassan trepangers who frequented the north and north-west coasts of Australia. ”

(Sources A–C, E–G: Fitzgerald, Lawrence, 1984. *Java La Grande, The Portuguese Discovery of Australia*, The Publishers Pty Ltd, Hobart, pp. 118–125. Source D: McIntyre, K.G., 1982. *The Secret Discovery of Australia*, Picador, Sydney, pp. 169–71)



The 'Mahogany Ship'

One of the main pieces of physical evidence used by supporters of the Portuguese theory is the supposed wreck of one of the Portuguese vessels on Cristovao de Mendonca's 1522–24 voyage: the 'Mahogany Ship'.

Look at this evidence about the 'Mahogany Ship' and answer the questions that follow.

- In 1836 two sailors whose boat had been wrecked near Warrnambool were walking back towards Port Fairy (then called Belfast), when they came upon the wreck of a ship high in sand dunes and well back from the shore line. The ship seemed to be of an old style, and the wood seemed unfamiliar.

Map of supposed location of the 'Mahogany Ship'

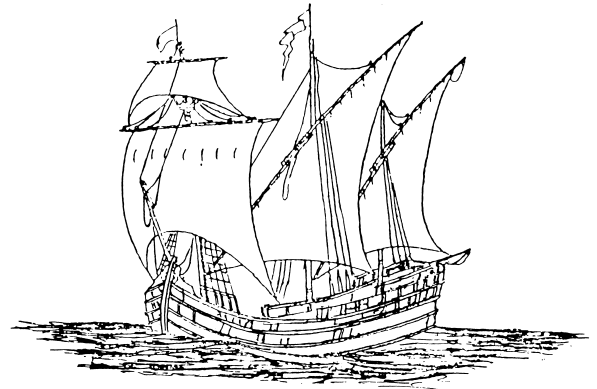


(Transactions of the Royal Geographical Society of Australasia, 1892, vol ix, part 1)

- Many people were recorded as seeing this wreck periodically between 1836 and 1880, when it was last seen. Because of its unusual wood, it became known as the 'Mahogany Ship'. Many of those who saw the ship and commented on its unusual shape were sailors.
- The first organised search for the wreck was in 1890. Periodically there are still searches organised, and the Victorian Government at one time offered a \$250 000 reward to anyone who could find the wreck.
- Some European residents in the nineteenth century recorded that some local Aboriginal people were markedly different in appearance from others, being 'more yellow' and 'more European' in appearance.
- Various local people have claimed to have relics from the ship, or made from the wood of the ship, but many have been proved false, and none has been proven true.

(Based on Fitzgerald, Lawrence, 1984. *Java La Grande, The Portuguese Discovery of Australia*, The Publishers Pty Ltd, Hobart)

A Portuguese caravel from the early 1500s



- Do you believe that there was a wreck? Explain your reasons.
- Do you accept that the 'Mahogany Ship' is a wrecked Portuguese caravel from the 1520s? Explain your reasons.
- Discuss how the following would affect your current beliefs about the Portuguese 'discovery' of Australia:
 - if the wreck were located, and found to be a Portuguese ship of the 1520s?
 - if the wreck were located, and found to be a whaling ship of the 1820s?
 - if no wreck is ever located by searchers?
- If you take together the evidence of the Dauphin Map (page 36), the possible physical remains of a Portuguese expedition to Australia (page 33) and the 'Mahogany Ship', how convincing is the idea that the Portuguese 'discovered' Australia? Give reasons.
- What is the meaning of the word 'discover' you are using for this answer?



Reflections

You have used a variety of evidence to come to your conclusions in this unit.

- 1 Use this table to briefly list the main strengths and weaknesses of each of these types of evidence:

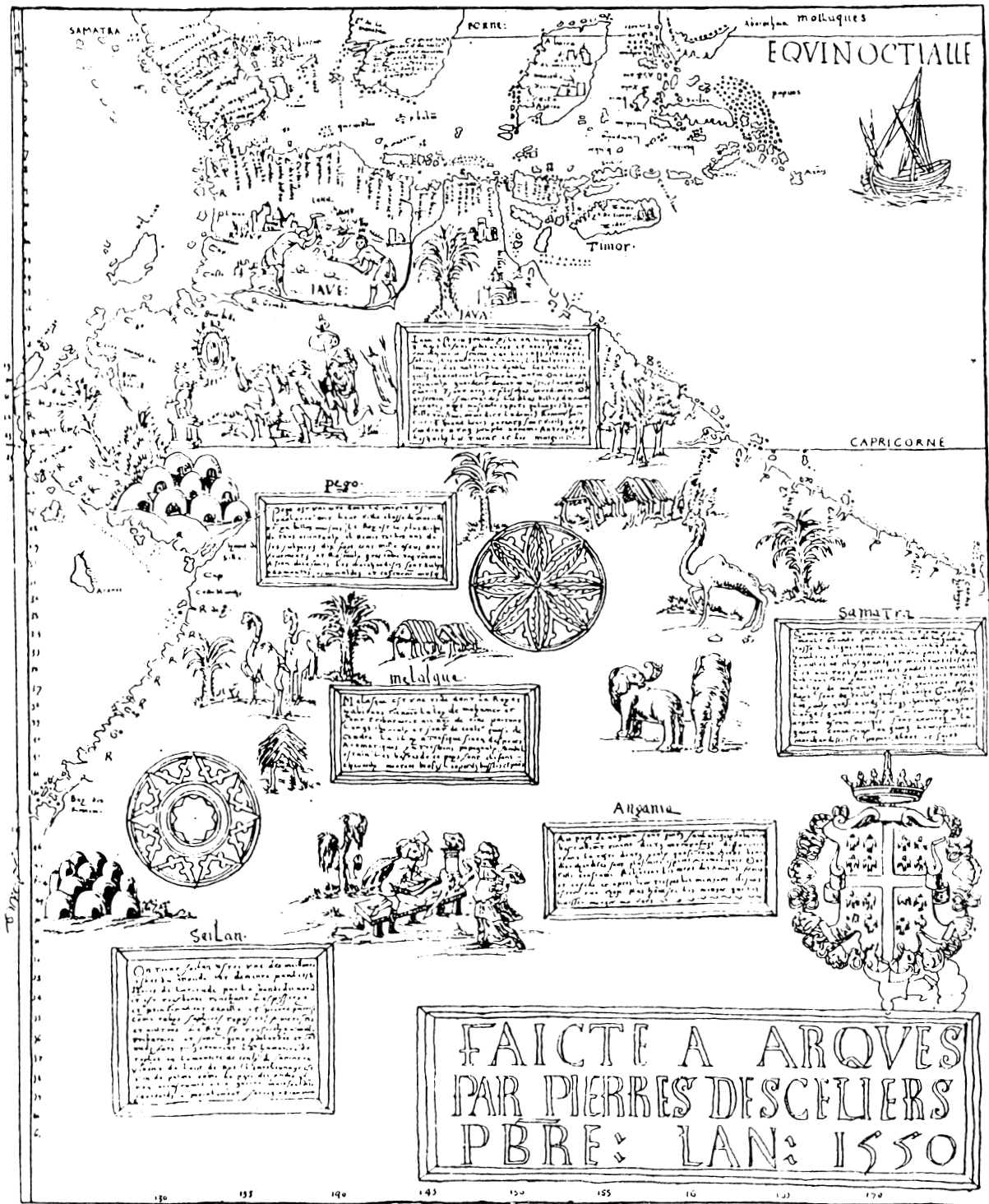
Type of evidence	Strengths	Weaknesses
Maps		
Stories		
Paintings		
Objects		
Oral history		

- 2 Look back to question 6 on page 15. Has your answer to who 'discovered' Australia changed?
- 3 Prepare a museum display about the 'Discovery of Australia' so that people looking at the exhibition understand the nature of the controversy about this question in Australian history. You are to include eight objects, with explanatory captions.

Decide what eight objects you would choose, and write the captions that you would give each.



Dauphin Map



(Collingridge, George, 1915. *The Discovery of Australia*, Hayes Brothers, Sydney)