



YEAR 5: Colonial Australia – Australia in the 1800s

James Cook Museum (formerly St Mary’s Convent) and the development of Cooktown

OVERVIEW OF PROGRAM

Using the resources of the James Cook Museum at Cooktown, focus on those components of the museum collection which relate to the discovery of gold on the Palmer River and the development of Cooktown as a port and town to service the needs of the growing population.

Looking at what life was like on a gold field in northern Queensland

Learning about what life was like for school children who were enrolled in St Mary’s Convent

Examining significant events which occurred in and around Cooktown, including how the people lived, how social structures developed, patterns of transportation, the impact of major weather events and the decline of the town.

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance.**

These concepts will be investigated within the historical context of the **former St Mary’s Convent (now James Cook Museum)** and will provide a focus for historical inquiries.

The two strands of Historical Skills and Historical Knowledge and Understanding are interrelated and should be taught in an integrated way.

Students will use the following **KEY INQUIRY QUESTIONS** to discover:

- What do we know about the lives of people in Australia’s colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

This program allows students to develop historical skills through key concepts appropriate to their age and ability.

Historical Knowledge and Understanding – Year 5: The Australian Colonies

Historical Skills:

Sequence historical people and events using timelines

Use historical terms and concepts of the period

Identify questions to inform an historical Inquiry and develop key questions about their local region

Identify and locate a range of relevant resources from the world wide web and local sources

Locate information related to inquiry questions in a range of primary and secondary sources

Compare information from a range of sources

Identify points of view in the past and the present

Develop historical texts, particularly narratives and descriptions, which incorporate source material

Use a range of communication forms (oral, graphic, written) and digital technologies to present to audiences

Key concepts:

Continuity and change

Cause and effect

Perspectives

Empathy

Significance

Sources (evidence)

Historical Knowledge and Understanding – Year 5: The Australian Colonies

Historical Knowledge and Understanding	Local Context	Student Activities	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources <i>For pre and post-visit activities. Please note, some reading materials may be unsuitable for year 5 students</i>
<p>1. The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.</p>	<p>The discovery of gold on the Palmer River and the development of the port of Cooktown</p>	<p>Student research and activities: Object handling in the Gallery – scales & weights, crucible & tongs, gold pan, quartz crystals</p> <p>Student activities: Visit the Museum. Complete worksheet related to text panels and objects in the Gold and Exploration Gallery.</p> <p>Maybelle Crossword, Maybelle Word Search</p> <p>Site Visit Activities Conducted by staff and volunteers at the Museum.</p> <p>Post visit activities Choose an artefact from the Museum’s collection of mining tools. Write out the instructions for a newcomer on how to use the tool.</p> <p>Construct a timeline of key points concerning the development of Cooktown from 1873 to 1900.</p>	<p>GC: Literacy, numeracy, ICT competence, critical and creative thinking, intercultural understanding.</p> <p>CCP: sustainability</p> <p>OLA: English, maths, geography</p>	<p>Research: Life in the Cooktown region National Trust of Queensland. 2008. <i>James Cook Museum, Cooktown.</i> National Trust of Queensland, Brisbane.</p> <p><i>Palmer River News – Gold Discovery</i></p> <p>State Library of Queensland http://www.slq.qld.gov.au/</p> <p>Ormston, Robert. (1996) The rise and fall of a frontier mining town: Cooktown 1873-1885. PhD thesis, University of Queensland. <i>espace.library.uq.edu.au/eserv/UQ:189317/the11160.pdf</i></p>

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<p>2. The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.</p>	<p>Activities of the Chinese miners in north Queensland, with particular reference to the Palmer River goldfield and in Cooktown.</p>	<p>Student research and activities: Object handling in the Gallery – Chinese hat JC.99.488, yoke JC.99.487</p> <p>Use identified resources to discuss the experiences of Chinese miners and their families in and around Cooktown.</p> <p>Student activities: Visit the Museum. Complete worksheet related to text panels and objects in the Glimpses of the Past Gallery.</p> <p>Site Visit Activities Conducted by staff and volunteers at the Museum.</p> <p>Post visit activities Prepare a list of the items that would need to be taken on the walking journey from Cooktown to the Palmer River.</p> <p>Write a newspaper article from the goldfield. Describe who you see and what they are doing.</p>	<p>GC: Literacy, numeracy, ICT competence, intercultural understanding, critical and creative thinking</p> <p>CCP: Asia & Australia’s engagement with Asia.</p> <p>OLA: English, maths, science, geography</p>	<p>Resources: Life in the Cooktown region National Trust of Queensland. 2008. <i>James Cook Museum, Cooktown.</i> National Trust of Queensland, Brisbane.</p> <p><i>Palmer River News – Gold Fever!</i></p> <p>State Library of Queensland http://www.slq.qld.gov.au/</p> <p>Ormston, Robert. (1996) The rise and fall of a frontier mining town: Cooktown 1873-1885. PhD thesis, University of Queensland. espace.library.uq.edu.au/eserv/UQ:189317/the11160.pdf</p>

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<p>3. The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples</p>	<p>The Sisters of Mercy in providing education to children in north Queensland, specifically in Cooktown between 1888 and 1942.</p>	<p>Student research and activities: Identify significant people of the period, in particular those associated with St Mary’s Convent, teachers and students.</p> <p>Complete the Time Traveller’s Passport in the Museum.</p> <p>Post visit activities</p> <p>The first Sisters of Mercy came from Ireland. Interview one of the Sisters about the differences in climate, geography and social structure between Ireland and Cooktown.</p> <p>Choose an artefact from the Museum’s collection and describe how that particular item was used by people who lived in Cooktown in the past.</p> <p>Prepare a journal entry for a Convent student. Choose a period when something dramatic happened in Cooktown, e.g. the 1907 cyclone.</p>	<p>GC: Literacy, numeracy, ICT competence, personal and social capability, critical and creative thinking</p> <p>OLA: English, maths, science, geography</p>	<p>National Trust of Queensland. 2008. <i>James Cook Museum, Cooktown.</i> National Trust of Queensland, Brisbane.</p>