

<u>Learning Intention</u>	<u>Success Criteria</u>
To explain the themes behind the class text	<b>I can:</b> <ul style="list-style-type: none"> <li>- Identify the themes present in the film</li> <li>- Explain the importance of key scenes</li> <li>- Create character profiles</li> <li>- Complete a variety of activities related to the film</li> </ul>
To re-watch key scenes and explain their impact	
To create character profiles	
To read information about real world examples of the impact of integration	

### Week 3

Lesson 1	Character profiles	
Lesson 2	Themes in Remember the Titans	
Lesson 3	Key scene analysis	
Lesson 4	Key scene analysis	

### Week 4

Lesson 1	Quotes and themes	
Lesson 2	Real world examples	
Lesson 3	Real world examples	
Lesson 4	Remember the Titans comprehension questions	

### Notes to Parents/Guardians:

You can support your child to complete their work at home by:

- Encouraging them to allocate time for specific subjects
- Reading the material and talking about the ideas with your child (where possible)
- Checking in with your child to ask how they are going
- Contacting Teachers if more support or explanation is required

### Submission of Work and Feedback:

Students can upload work to Compass where access is available. Photos of handwritten tasks may also be uploaded or emailed to teachers. Students can also mail hard copies of their work back to the school in the supplied envelope.

Students and parents can continue to communicate with Teachers via Compass email. Any questions should be directed to the school email: [seymour.co@education.vic.gov.au](mailto:seymour.co@education.vic.gov.au)

**Check Compass every day** as your teacher may have organised a Webex check-in or lesson that they want you to attend.

## Week 3

### Lesson 1

<b>First</b>	15 minutes reading
<b>Next</b>	Complete the character profile handout
<b>Then</b>	Work through the Gerry/Julius activities
<b>Last</b>	Complete the 'Who was better' activity

### Character Profiles- you will need these for work in the coming weeks

For each character explain:

- the role they play in the film
- a key relationship they have with another character
- a significant event that happens to them
- how they develop/change throughout the film



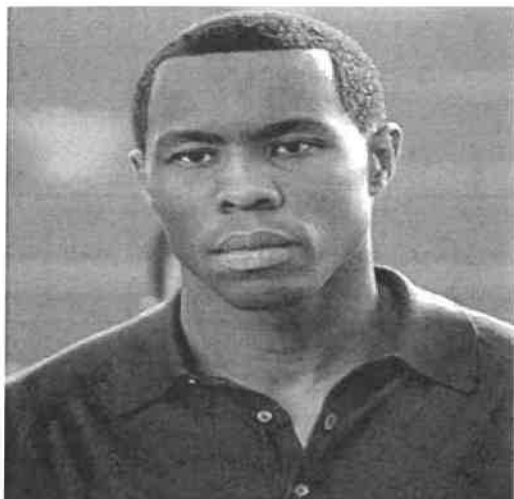
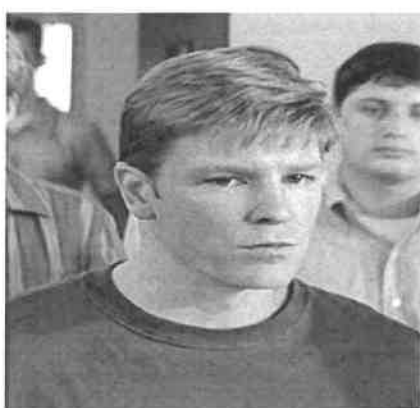
Herman Boone

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Bill Yoast

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[illegible][illegible][illegible]

[illegible]

Petey

[illegible]

Cheryl

This image shows a blank sheet of white paper with ten horizontal black lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Louie

## **Gerry/Julius activities**

Find evidence from the film to support the following statements.

Gerry is captain of the team but in the beginning he is not a good leader.

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Gerry begins to be a leader and starts being less racist.

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Gerry is willing to lose friends to do the right thing.

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Julius is aware of the tension around integration at the start of the film.

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Julius is cautious about being in predominately white spaces.

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Julius develops a strong relationship with Gerry throughout the film.

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## My favourite character.

Who was your favourite character in the film? Why? Refer to evidence from the film to support your answer.

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## Lesson 2

<b>First</b>	15 minutes reading
<b>Next</b>	Read the information on themes
<b>Then</b>	Brainstorm some of the themes in the film
<b>Last</b>	Message a friend one good thing from today.\

## Themes



A theme is a central idea or message within a narrative.

There are two categories of theme: what the audience thinks the work is about and what the work says about the subject.

The subject of RtT is the power of sport to unify people who previously disliked one another.

What do you think the message of Remember the Titans is?

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What does the film say about the impact of sport on the issue of racism?

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What are some of the themes present in the film (other than sport and racism)?

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### Lesson 3

<b>First</b>	15 minutes reading
<b>Next</b>	Read through the scene analysis questions and list of themes
<b>Then</b>	Re-watch the scenes and link them to a theme
<b>Last</b>	Answer the scene analysis questions for 3 scenes

### Themes

Some of the themes in the film are:

– Unity – Brotherhood – Trust – Strength – Courage – Pride

### Scene Analysis Questions

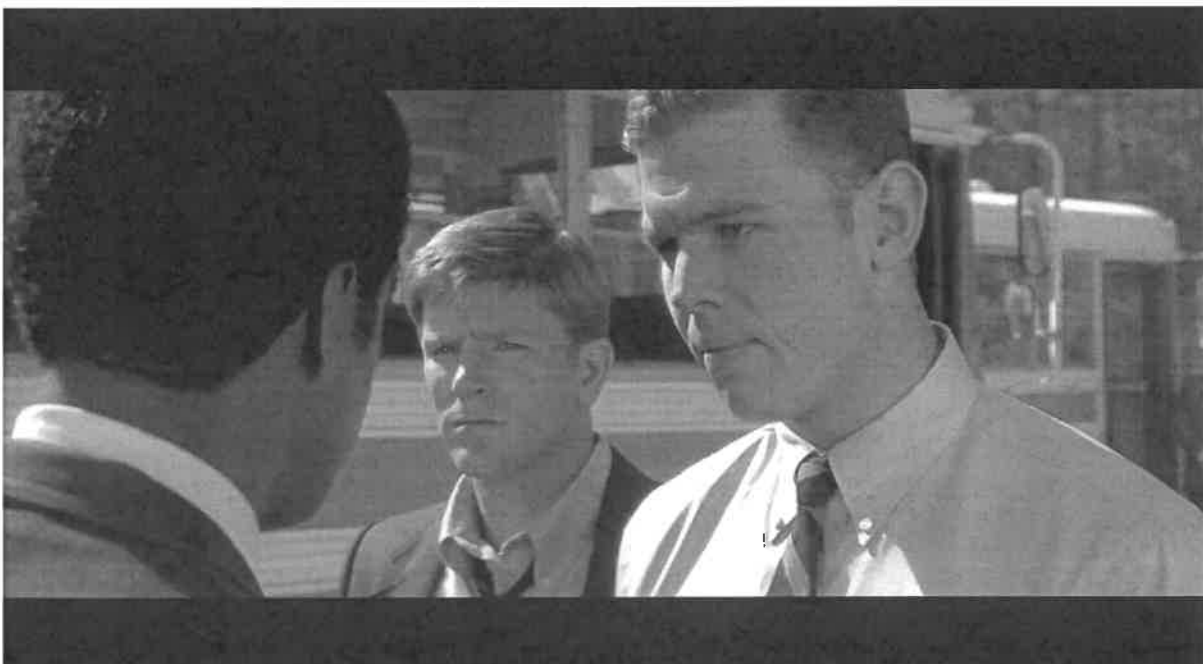
For each scene complete the 4 sets of questions.

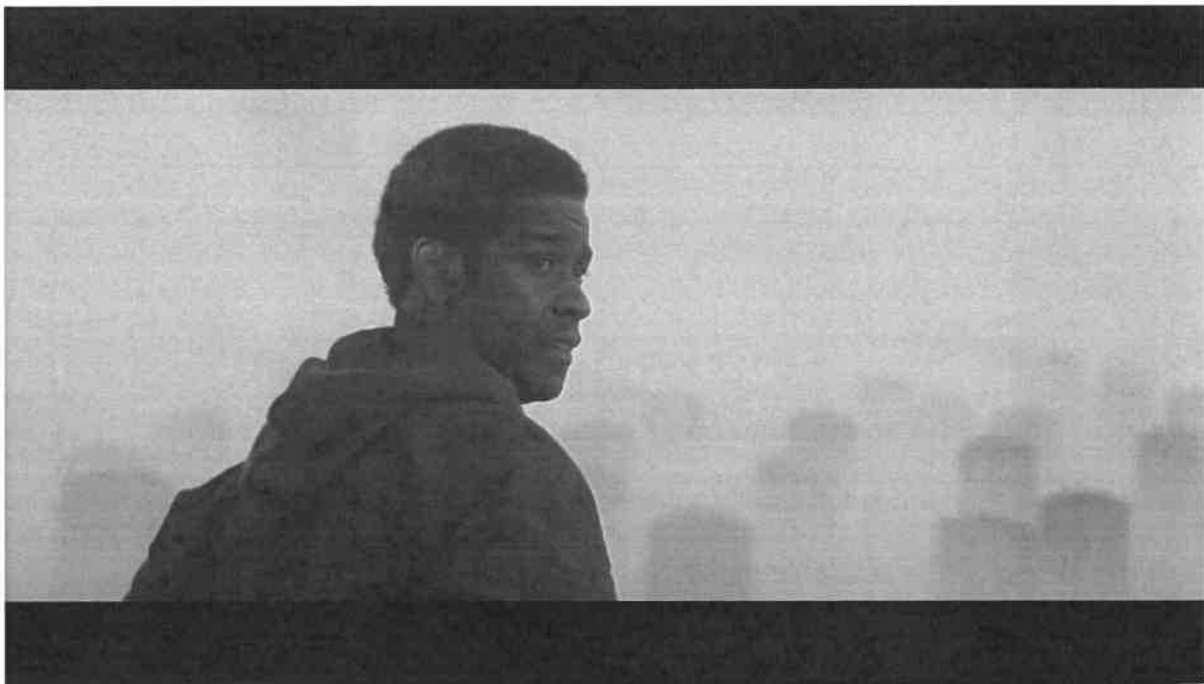
**Context:** When does the scene happen in the film? What happens before and after?

**Elements/Mis en scene:** Everything you can see in the scene, including the characters, lighting, costumes, camera angles/shots and what effect these have on the audience

**Tone:** What type of emotions/feelings does this scene convey? Is it serious, fun, energetic, anxious etc?

**Message:** What is the message of the scene? What role does it play in continuing the story of the film?









#### Lesson 4

<b>First</b>	15 minutes reading
<b>Next</b>	Continue with the key scene analysis from the previous lesson. You should have 6 sets of answers.
<b>Then</b>	Complete the 3-2-1 activity
<b>Last</b>	Watch a different inspirational sport film and think about how it is different to RtT

#### 3-2-1 activity

What are 3 new things you learnt from the film?

What are 2 things you want to know more about?

What is 1 thing that surprised you?

## Week 4 Lesson 1

<b>First</b>	15 minutes reading
<b>Next</b>	Match the quote activity
<b>Then</b>	Theme and quote/scene
<b>Last</b>	Choose your favourite quote and explain why you like it.

### Quote activity

Read through the quotes and match them to who you think said them. There is one trick person, and a person may have said more than one quote. Try and find the answer using the internet/the film. We will also discuss them in class.

Once you have matched the quote to the character, write down which theme you think the quote represents (from last lesson). Highlight your favourite quote in the list and explain why you like it.

I don't care if you like each other or not, but you will respect each other. And maybe... I don't know, maybe we'll learn to play this game like men.	Fred Budds	<b>Theme</b>
This is all your doing! You blacks-	Sunshine	
Coach Boone, you did a good job up here. You ran a good camp from what I can see.	Julius Campbell	
You make sure they remember, forever, the night they played the Titans!	Gerry Bertier	
Alice, are you blind? Don't you see the family resemblance? That's my brother.	Bill Yoast	
Sometimes life is hard for no reason at all.	Cheryl Yoast	
You've taught this city to trust the soul of a man, rather than the look of him, and I guess it's time I joined the club.	Herman Boone	
Attitude reflects leadership, captain.	Carol Boone	

## Lesson 2

<b>First</b>	15 minutes reading
<b>Next</b>	Read through the Remember the Titans review
<b>Then</b>	Answer the question about the popularity of RtT
<b>Last</b>	Watch the sport film video and write down one film you'd like to watch and why <a href="https://www.youtube.com/watch?v=1lsKR1JBUQ">https://www.youtube.com/watch?v=1lsKR1JBUQ</a>

### Remember the Titans review

#### **REMEMBER THE TITANS Turns 20 In 2020: 4 Things To Love About The Football Movie** **By Tess Farrand, Associate Content Editor**

*"We're in a fight. You boys are doing all that you can do. Anybody can see that. Win or lose... we're gonna walk out of this stadium tonight with our heads held high. Do your best. That's all anybody can ask for" – Denzel Washington.*

2020 marks 20 years since Disney's REMEMBER THE TITANS (RTT) released in theaters. In honour of its upcoming anniversary, here are four things to love about the classic football movie.

#### **RTT refutes racism**

REMEMBER THE TITANS is based on a true story where black and white high school students integrate for the school year and things go haywire. RTT's most beautiful feature is that it doesn't condone racism. Rather, it refutes this behaviour and honours the characters' strides to grow in unity.

#### **The characters in RTT demonstrate love toward one another**

This movie gives an important life-lesson about exchanging hate for loyal friendships.

Since the basis of RTT is all about overcoming racism, it's refreshing to see that with time, the characters grow to love and respect one another. At one pivotal moment in the movie, one of the main white football players, Gerry, chooses his friend, Julius, over what his girlfriend thinks about interacting with someone of a different skin colour.

#### **The cast of RTT give unmatched performances**

Denzel Washington does a stand-up job as the protagonist Coach Herman Boone. Washington's chilling monologues and visible emotions make the movie come alive for audiences.

Will Patton stars as Washington's right-hand man, coach Bill Yoast. Although sceptical of a black/white team at the beginning of the movie, Patton's character changes his tune when he learns the values of effective communication.

#### **RTT gives every football fan something to be happy about**

**Why do you think RtT is still so popular?**

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### Lesson 3

<b>First</b>	15 minutes reading
<b>Next</b>	Read through the 'lies' from the film
<b>Then</b>	Answer the questions about the film
<b>Last</b>	Complete the 'My life as a movie' activity

Here are some true answers to questions about the film, 'Remember the Titans'.

#### **Was T.C. Williams High School integrated in 1971?**

NO, T.C. Williams High was integrated in 1965. Now remember a large part of this movie was about the integration of the school in 1971 and how the team came together, breaking through racial strife – simply not true.

#### **Was there racial tension on the team?**

NO. Many players in the last ten years have come out and told different media outlets that the racial tension portrayed in Remember the Titans did not exist.

#### **Did Coach Herman Boone really toss a banana to rival Coach Tyrell at the end of a game?**

NO, this never happened. In fact, there was no Coach Tyrell to even toss a banana to, as he was also completely made up.

#### **Did Gerry Bertier and Julius Campbell become best friends in real life?**

YES; Bertier and Campbell were friends in real life just like a lot of other players became friends.

#### **Was Ronnie "Sunshine" Bass really a long-haired hippie from California?**

Bass did come from California, but to portray him as a hippie is a bit of an exaggeration. "I was never quite like that," Bass told the Greenville (SC) News. "But that's Hollywood. I'll say for the record my hair was never that long." In fact, a lot of his teammates had long hair, including Gary Bertier.

#### **Did a referees' plot to ensure that the Titans would lose a game really exist?**

NEVER. All the teams that Williams High played were integrated as well, so there is no actual proof this ever happened.

#### **In real life, was Sheryl Yoast really an only child who lived with her father?**

NO. In actuality, Sheryl Yoast lived with her mother and \*three\* sisters! The real Sheryl Yoast sadly passed away due to a heart condition in 1996.

#### **Were the Titans often the underdogs, as the film implies?**

NO, not even close! The Titans were almost always heavy favourites and outscored opponents by a whopping 338-38. That included nine shutouts and a 27-0 state championship game win.

#### **Was Gerry Bertier really paralyzed in a car accident before the championship game?**

Partially true: Bertier was paralyzed in a car accident, but the accident actually happened \*after\* the season – and he played in the state title game.

Questions

Why do you think Disney made so many changes in the film?

Do you disagree with any of the changes? Why/why not?

My life as a movie

Choose three events from your life that you would change or dramatize if it was turned into a movie. An example has been done for you.



Real life	Movie version
Had an allergic reaction and had to stay in hospital overnight	Being treated with an epi-pen by a family member and rushed to hospital in an ambulance with all the bells and whistles

## Lesson 4

<b>First</b>	15 minutes reading
<b>Next</b>	Complete the cloze activity
<b>Then</b>	Watch the video interview and write down any new information you learn <a href="https://www.youtube.com/watch?v=xMChQFHJqTw">https://www.youtube.com/watch?v=xMChQFHJqTw</a>
<b>Last</b>	Are there any similarities between Remember the Titans and sport in Australia? Explain your answer with reference to examples.

### Cloze activity

Use the list of words to fill in the blanks. Some word are used more than once.

Black	White	football	mix	Hermann	Bill
camp	common	get-along	captains	team mates	racism
segregation	abuse	Emma	team	singing	Power
Rev	black	impressive	kicked-out	hippies	kicked
friends	support	paralysed	hard	soul	look

In 1971 the schools in Alexandria, Virginia were integrated to mix \_\_\_\_\_ and \_\_\_\_\_ students together in the same school. At T.C Williams's high school the \_\_\_\_\_ team had to be remade with a \_\_\_\_\_ of black and white students.

An African American man, named \_\_\_\_\_ was hired as the new head coach, replacing \_\_\_\_\_, the previous coach. Many of the people in town thought \_\_\_\_\_ should be the head coach because he was a \_\_\_\_\_ man.

The players did not get along with each other. They went on a \_\_\_\_\_ together and were forced to get to know each other. They discovered they had lots of things in \_\_\_\_\_ and started to \_\_\_\_\_ with each other. Gerry and Julius were both \_\_\_\_\_ and shared a room while on camp. They were not close friends by the end of camp but they were good \_\_\_\_\_.

When the team got back from camp there was lots of drama at school because of \_\_\_\_\_. Many students and parents wanted \_\_\_\_\_ to return. The players had to put up with lots of \_\_\_\_\_. Gerry's girlfriend, \_\_\_\_\_, was rude to Julius and would not talk to any of the black students.

The Titans won their first two games but stopped working as a \_\_\_\_\_. One of their teammates called them together and they decided to warm up in different way, by \_\_\_\_\_, to show everyone they had "Soul \_\_\_\_\_."

At the next game, Ray, a white player, missed a block that led to \_\_\_\_\_, a \_\_\_\_\_ player getting injured. Sunshine joined the game and showed he was an \_\_\_\_\_ player. They won the game and a group of them went out to celebrate afterwards but were \_\_\_\_\_ of a restaurant because they didn't serve blacks or \_\_\_\_\_.

Gerry knew Ray missed the block on purpose and \_\_\_\_\_ him off the team even though they had been best \_\_\_\_\_.

The Titans won every game they played up to the semi-finals. The town started to \_\_\_\_\_ them and be less racist.

After the semi-final Gerry was in a car crash and became \_\_\_\_\_.

The team went to the championship game and worked \_\_\_\_\_ to win. They showed the town how to, "Trust the \_\_\_\_\_ of a person rather than the \_\_\_\_\_ of him."

**Write down any new information you learned from the video here:**

**Are there any similarities between Remember the Titans and sport in Australia? Explain your answer with reference to examples.**





**MATHS MATE****Term 2 - Sheet 3****9****Name:** .....**Due Date:** ...../...../.....**Parent's Signature:** .....**1.** [Long  $\times$ ,+] \*

$39 \times 21 =$

**2.** [Decimal +,-] \*

$23.49 - 5.06 =$

**3.** [Decimal  $\times$ ,+] ]

$0.01 \times 45.63 =$

**4.** [Fraction +,-] \*

$\frac{7}{8} + \frac{3}{8} =$

**5.** [Fraction  $\times$ ,+] ]

$\frac{3}{4} \times \frac{1}{5} =$

**6.** [Percentages] \*

$25\% \text{ of } 500 =$

**7.** [Decimals / Fractions / Percentages] \*

Write  $\frac{13}{20}$  as a decimal.

**8.** [Integer +,-] ]

$(+4) + (-6) =$

**9.** [Integer  $\times$ ,+] ]

$(+9) \times (-2) =$

**10.** [Rates / Ratios] \*

The Eurostar train takes around 20 minutes to cross the Euro Tunnel, which is 52 km long. What is the train's average speed through the tunnel?

**km/h****11.** [Indices]

$\left(\frac{1}{10}\right)^4 =$

**12.** [Square Roots]

$\sqrt{2.25} =$

**13.** [Exploring Number]

Write the rational approximation of  $\pi$  correct to two decimal places, where  $\pi \approx 3.14159265$

[Note:  $\pi$  is the ratio of a circle's circumference to its diameter.]

**14.** [Applied Number] \*

Hugh slept for 10% of the one and a half hour flight from Melbourne to Sydney. How long in minutes did Hugh spend napping?

**15.** [Number Patterns]

Complete the pattern:

7, 4, 1, -2, -5, \_\_\_\_\_, \_\_\_\_\_

**16.** [Expressions]

Simplify  $d \times 4 \times c$

**17.** [Substitution] \*

If  $m = 4$  and  $n = 5$ ,

find the value of  $\frac{4m+n}{3}$

**18.** [Expansion]

Expand  $g(2-h)$

**19.** [Factorisation]

Factorise  $3st + 6tu$

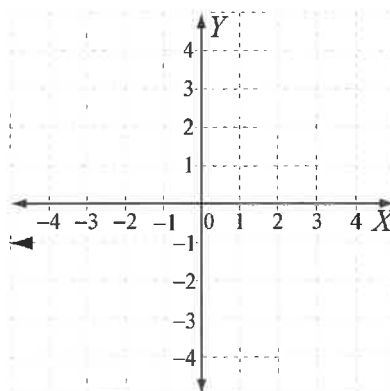
**20.** [Equations] \*

Solve for  $x$ :  $5 + 4x = 3$

**21.** [Graphs & Functions]

Plot the graph of the linear rule  $y = -1$  on the Cartesian plane below by first completing this table of values. [Label the graph with the rule.]

$x$	-2	-1	0	1	2
$y$	-1				

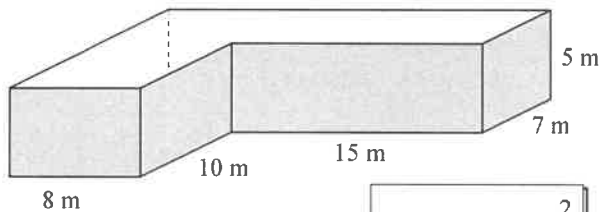


22. [Units of Measurement / Time]  
Find the minimum accepted mass when a soccer ball must weigh  $430 \pm 20$  g.

 g

23. [Perimeter / Area] \*  
What is the perimeter in centimetres of a regular octagon with sides measuring 17 mm?

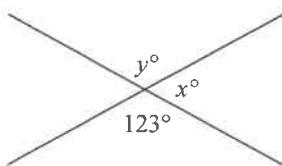
24. [Surface Area / Volume] \*  
Kate's house exterior needs painting. Disregarding windows and doors, find the surface area of the walls.


 m<sup>2</sup>

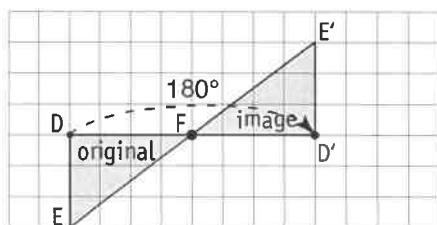
25. [Pythagoras] \*  
Find the positive solution for  $c$ :  
 $8^2 + 15^2 = c^2$

26. [Shapes]  
I am a quadrilateral with only one pair of opposite sides parallel. What am I?  
A) parallelogram  
B) rectangle  
C) trapezium  
D) kite

27. [Angles] \*  
Find the values of  $x^\circ$  and  $y^\circ$ .

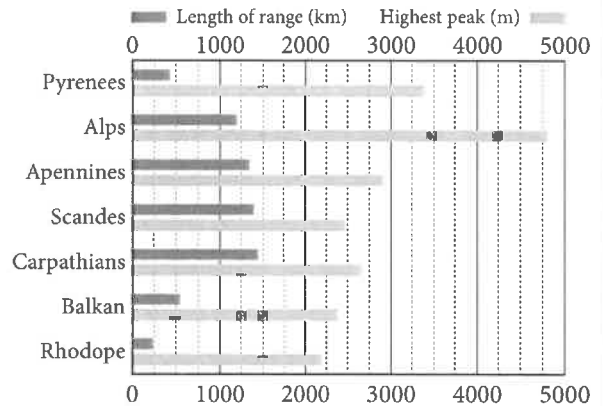

  $x^\circ =$    $y^\circ =$ 

28. [Exploring Geometry]  
Which transformation has moved triangle DEF to its new position D'E'F'?

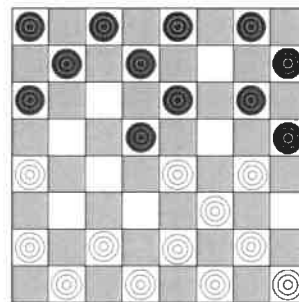



29. [Statistics]  
How many European mountain ranges have peaks between 2500 m and 3500 m?

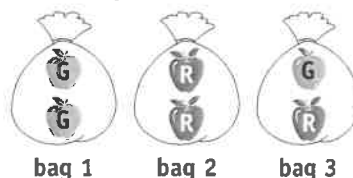
Mountain Ranges  
European Union Alpine Biogeographic Region




30. [Probability] \*  
A fly lands on a square of the draught board. What is the probability that the fly lands on a square containing a black draught?




31. [Problem Solving 1] \*  
Each of these bags contains two apples. One bag contains two green apples, another two red apples and the third one green and one red apple. All three bags are mislabelled. You may look at only one apple from any one of the bags. Which bag should you select from to be sure you can determine the content of all three bags?




32. [Problem Solving 2] \*  
A palindrome is a number that reads the same forwards and backwards, such as 22 or 39 793. How many palindromes are there between 10 and 400?

**MATHS MATE****Term 2 - Sheet 4****9****Name:** .....**Due Date:** ...../...../.....**Parent's Signature:** .....

1. [Long  $\times$ ,+] \*  
 $45 \times 18 =$

2. [Decimal +,-] \*  
 $1.048 - 0.099 =$

3. [Decimal  $\times$ ,+]  
 $8.09 \times 0.01 =$

4. [Fraction +,-] \*  
 $\frac{13}{12} - \frac{1}{12} =$

5. [Fraction  $\times$ ,+]  
 $\frac{1}{2} \times \frac{3}{8} =$

6. [Percentages] \*  
 4% of 1000 =

7. [Decimals / Fractions / Percentages] \*  
 Russia holds a quarter of the world's natural gas resources. Write this as a decimal.

8. [Integer +,-]  
 $(-9) + (+8) =$

9. [Integer  $\times$ ,+]  
 $(-7) \times (-8) =$

10. [Rates / Ratios] \*  
 The maximum cruise speed of the Airbus A380 is around 1000 km/h. At this speed, how long will it take an Airbus A380 to travel 12 000 km?

11. [Indices]  
 $\left(\frac{3}{5}\right)^3 =$

12. [Square Roots]  
 $\sqrt{1.21} =$

13. [Exploring Number]  
 $\sqrt{3} \approx 1.73205081$

Write the rational approximation of  $\sqrt{3}$  correct to three decimal places.

14. [Applied Number] \*  
 Ahmed sells a property for \$148 000 and earns 3% commission. How much is Ahmed's commission?

15. [Number Patterns]  
 Complete the pattern:  
 12, 8, 4, 0, -4, ,

16. [Expressions]  
 Simplify  $5 \times m \div 3$

17. [Substitution] \*  
 If  $m = 10$  and  $n = 1$ ,  
 find the value of  $\frac{m}{5} - n$

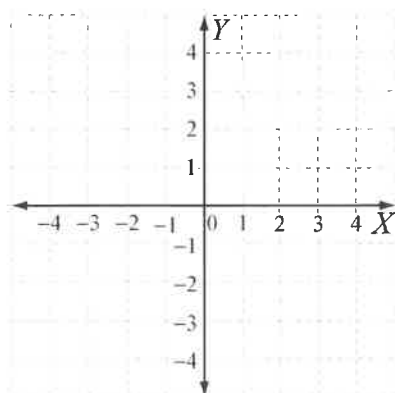
18. [Expansion]  
 Expand  $l(3 + m)$

19. [Factorisation]  
 Factorise  $4xy - 6yz$

20. [Equations] \*  
 Solve for  $x$ :  $4 - \frac{x}{4} = 5$

21. [Graphs & Functions]  
 Plot the graph of the linear rule  $y = x$  on the Cartesian plane below by first completing this table of values. [Label the graph with the rule.]

$x$	-2	-1	0	1	2
$y$	-2				



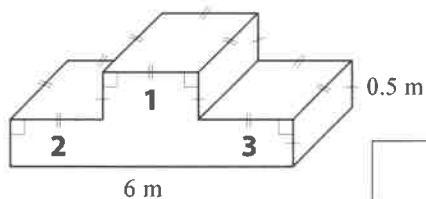
QUOTE OF THE WEEK: You can only find truth with logic if you have already found truth without it. G. K. Chesterton

22. [Units of Measurement / Time]  
Find the maximum accepted height when a basketball ring must be positioned  $3050 \pm 6$  mm above the floor.

mm

23. [Perimeter / Area] \*  
What is the perimeter in metres of an isosceles triangle with congruent sides measuring 230 cm and the other side measuring 2.9 m?

24. [Surface Area / Volume] \*  
Find the total surface area of the podium.

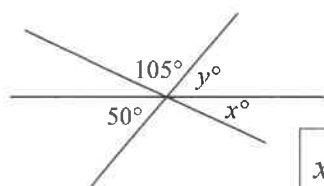


m<sup>2</sup>

25. [Pythagoras] \*  
Find the positive solution for  $a$ :  
 $a^2 + 7^2 = 25^2$

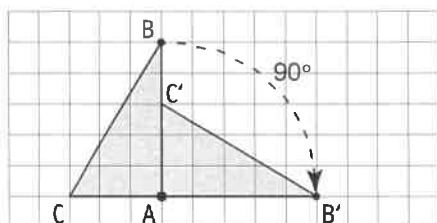
26. [Shapes]  
I am a quadrilateral with both pairs of opposite angles equal, but no axis of symmetry. What am I?  
A) kite  
B) parallelogram  
C) trapezium  
D) rhombus

27. [Angles] \*  
Find the values of  $x^\circ$  and  $y^\circ$ .

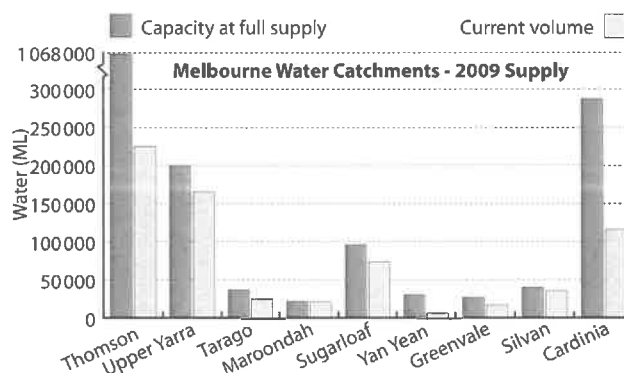


$x^\circ =$   $y^\circ =$

28. [Exploring Geometry]  
Which transformation has moved triangle ABC to its new position AB'C'?



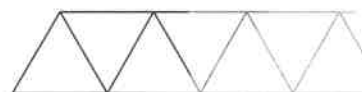
29. [Statistics]  
In 2009, which Melbourne water catchment was nearest to full capacity?



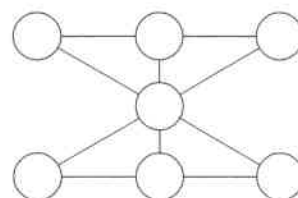
30. [Probability] \*  
A fly lands onto a square of the chess board. What is the probability that the fly lands on a square containing a pawn (♙ or ♟)?



31. [Problem Solving 1] \*  
A pattern of triangles is made from toothpicks as shown below. If there are 87 toothpicks used, how many triangles have been formed?



32. [Problem Solving 2] \*  
Fill in the numbers 2 to 8 so that the sum on each straight line is 15.





## Plot linear relationships

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

Date: \_\_\_\_\_

Linear and Non-Linear Relationships

Plot linear relationships on the Cartesian plane with and without the use of digital technologies (VCMNA283)

### Understanding

1. Write a rule using the information provided in each case.

- a) If you multiply the number of squares by 3 and add 1 you get the number of matches.



2. Complete each table by using the rule provided.

a)  $y = 4x + 2$

$x$	0	2	4	6	8	10
$y$	2					

b)  $y = 2x - 8$

$x$	-4	-1	2	5	12	15
$y$						

- b) If we add \$300 to the amount of pies sold, each worth \$4.20, we can work out our profit.



c)  $y = \frac{x}{3} + 5$

$x$	-6	0	1	3	9	21
$y$						

### Fluency

1. Use the table of values in each case to determine the rule.

a)

$x$	0	3	7	9	11	15
$y$	-5	4	16	22	28	40

Rule

b)

$x$	-5	-2	3	6	10	12
$y$	-7	-1	9	15	23	27

Rule

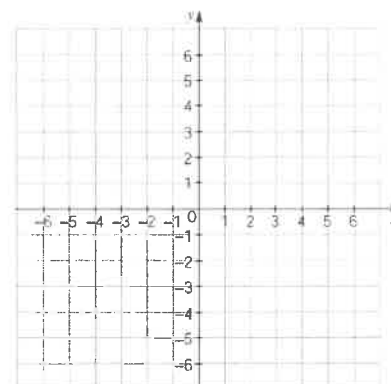
c)

$x$	-4	0	2	4	8	10
$y$	-9	-7	-6	-5	-3	-2

Rule

2. Graph the table of values on the axis provided.

$x$	$y$
-6	-5
-4	-3
-2	-1
0	1
2	3
4	5
6	7



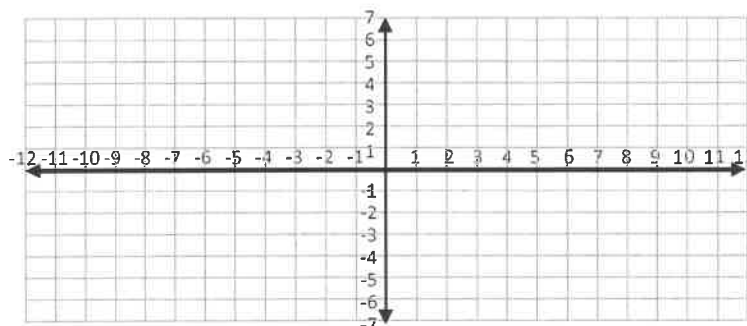
### Problem Solving

1. Plot each of the linear equations listed below on the axis provided by substituting different values into each equation for  $x$ .

a)  $y = 2x$                       d)  $y = 4x$

b)  $y = 2x + 3$                       e)  $y = \frac{1}{2}x$

c)  $y = 3x$                       f)  $y = -2x$



### Reasoning

1. Compare the steepness of each line in the previous question. Is there a relationship between the number in front of  $x$  and the steepness of the line? If so, what is the relationship?

2. Colour the equations that have a linear relationship.

$y = x$

$y = 2x - 4$

$y = \frac{3x}{2} + 9$

$y = 2x^2 - 3$

$y = \frac{x}{2}$

$y = x^2$



## Solve linear equations

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

Linear and Non-Linear Relationships

Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution (VCMNA284)

### Understanding

1. Solve each of the following linear equations for the unknown. Show your working for each question.

- |                  |                      |                       |                   |                             |
|------------------|----------------------|-----------------------|-------------------|-----------------------------|
| a) $x + 6 = 14$  | d) $4x = 20$         | g) $24 = -x + 12$     | j) $4x - 3 = 9$   | m) $\frac{x}{2} - 5 = 9$    |
| b) $x - 12 = 10$ | e) $-7x = 28$        | h) $\frac{18}{x} = 3$ | k) $2x + 15 = 29$ | n) $\frac{x}{3} - 10 = -35$ |
| c) $17 = w - 13$ | f) $\frac{x}{5} = 8$ | i) $35 = -7x$         | l) $16 = 4x - 12$ | o) $\frac{x}{4} - 7 = -3$   |

### Fluency

1. Solve each of the following linear equations for the unknown. Show your working for each question.

- |                  |                          |                          |                           |                                |
|------------------|--------------------------|--------------------------|---------------------------|--------------------------------|
| a) $x - 9 = 0$   | d) $0 = 7x - 21$         | g) $\frac{2x-4}{3} = 6$  | j) $-12 = \frac{3x-6}{2}$ | m) $\frac{5x-9}{4} + 3 = 7$    |
| b) $0 = 17 - x$  | e) $\frac{x}{3} - 6 = 0$ | h) $\frac{3x+10}{5} = 8$ | k) $9 = \frac{4x-9}{3}$   | n) $\frac{7x+12}{2} + 3 = -12$ |
| c) $5x - 45 = 0$ | f) $0 = \frac{x}{7} + 5$ | i) $\frac{5x-12}{4} = 2$ | l) $18 = \frac{5x-9}{2}$  | o) $\frac{10x+4}{8} + 16 = 14$ |

### Problem Solving

1. Solve each of the linear equations for the unknown.

- |                        |                         |
|------------------------|-------------------------|
| a) $2x + 5 = 4x - 15$  | c) $6x - 12 = 3x + 6$   |
| b) $-5x - 9 = 3x + 15$ | d) $9x - 20 = -3x + 16$ |

2. Communicate Telco calculates the charge-out rate for each call on their mobile phone plans by using the rule:  $c = 0.2t + 0.5$ , where  $c$  is the cost in \$ and  $t$  is the time in minutes.



- a) If a customer makes a phone call for 54 minutes, how much will it cost the customer?
- b) If the cost to a customer was \$4.20, how long was the phone call?

### Reasoning

1. Mark has calculated that the solution for  $x$  in the equation below is 5. Check if he has got the correct solution by substituting this value into the equation.

$$22 = 3x - 37$$

2. Calculate the solutions for  $x$  in the quadratic equations.

- |               |                |
|---------------|----------------|
| a) $x^2 = 9$  | d) $81 = x^2$  |
| b) $x^2 = 25$ | e) $100 = x^2$ |
| c) $x^2 = 49$ | f) $144 = x^2$ |



## Find the distance between two points

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

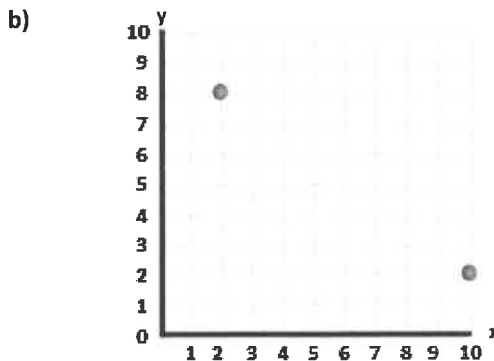
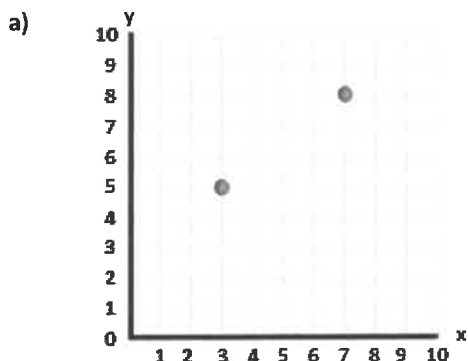
Date: \_\_\_\_\_

Linear and Non-Linear  
Relationships

Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software (VCMNA308)

### Understanding

1. Calculate the distance between the 2 points on each Cartesian plane.



### Fluency

1. Find the distance between the 2 coordinate points given in each question.

a) Find the distance between (4,6) and (10,14)

d) Find the distance between (-1,4) and (6,28)

b) Find the distance between (2,5) and (10,20)

e) Find the distance between (7,13) and (47,22)

c) Find the distance between (7,4) and (12,16)

f) Find the distance between (-2,1) and (1,-3)

### Problem Solving

1. Margaret hikes due east 1.4km to visit a landmark and then changes direction and walks due north 1.9km to visit a waterfall. How far is she, directly from her starting position, correct to 2 decimal places?



2. A ship sails due west 22km and then changes direction and sails due north 30km. How far is the boat from its starting position, correct to 2 decimal places?

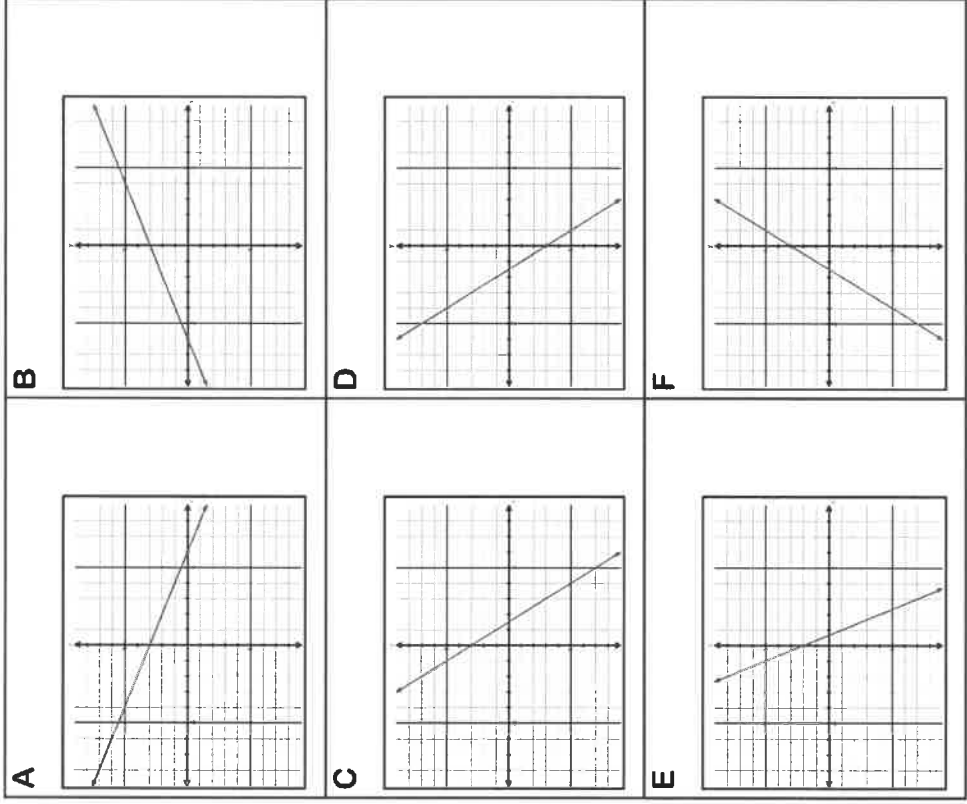
### Reasoning

1. Determine which line is longer: a straight line between the coordinates (12,16) and (19,21), or a straight line between the coordinates (10,3) and (18,7). Show your working to demonstrate your proof.

LINEAR SORTING AND MATCHING

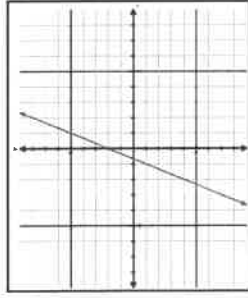
Work with your partner(s) to match each graph to its Equation, Slope & Y-Intercept, Table of Values, and Description

GRAPH	EQUATION	SLOPE & Y-INTERCEPT	TABLE OF VALUES	DESCRIPTION
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				

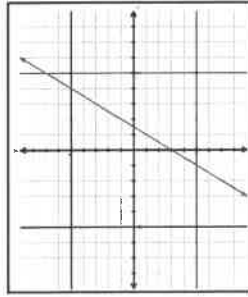




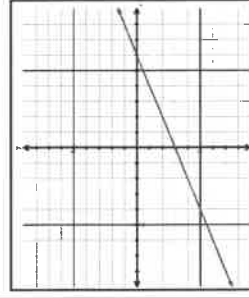
H



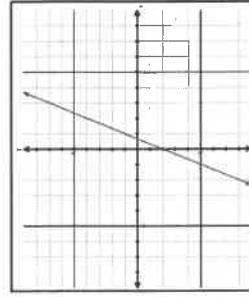
G



J



I



1	2	$y = -3x + 2$
3	4	$3x - y = -2$
5	6	$2x + y = 3$
7	8	$y = 2x + 3$
9	10	$y = \frac{1}{2}x + 3$

1.	$y = \frac{1}{2}x - 3$	2.	$y = -3x + 2$
3.	$y = 2x - 3$	4.	$y = 3x + 2$
5.	$y = -2x - 3$	6.	$y = -2x + 3$
7.	$y = -\frac{1}{2}x + 3$	8.	$y = 2x + 3$
9.	$y = 3x - 2$	10.	$y = \frac{1}{2}x + 3$

11	slope: 2 y-intercept: 3	12	slope: 2 y-intercept: -3
13	slope: -2 y-intercept: -3	14	slope: 3 y-intercept: -2
15	slope: $\frac{1}{2}$ y-intercept: -3	16	slope: -2 y-intercept: 3
17	slope: $\frac{1}{2}$ y-intercept: 3	18	slope: $-\frac{1}{2}$ y-intercept: 3
19	slope: -3 y-intercept: 2	20	Slope: 3 y-intercept: 2

21	22					
	x	-2	0	2	4	
	y	-4	-3	-2	-1	
23	24					
	x	-2	0	2	4	
	y	-1	3	7	11	
25	26					
	x	-2	0	2	4	
	y	7	3	-1	-5	
27	28					
	x	-2	0	2	4	
	y	-8	-2	4	10	
29	30					
	x	-2	0	2	4	
	y	4	3	2	1	
	x	-2	0	2	4	
	y	1	-3	-7	-11	

31	32	
This graph has the same slope as graph B.	This graph has the steepest negative slope.	
33	34	
This graph has a negative slope and a negative y-intercept.	This line represented by this graph is perpendicular to graphs F and G.	
35	36	
This graph passes through (-1, -1) and has positive slope.	The line represented by this graph is parallel to graph F.	
37	38	
This graph passes through the point ( 0, -2 ).	This equation represented by this graph is equivalent to $x - 2y = -6$ .	
39	40	
The line represented by this graph is parallel to graph D.	The x-intercept of the line represented by this graph is between -1 and -2 and its slope is positive.	

# Solving One Step Equations - Addition/Subtraction

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Look at these equations and give the value for the pronumeral



1  $k + 8 = 10$

$k =$

2  $b + 3 = 15$

3  $d + 4 = 9$

4  $x + 20 = 60$

5  $t - 10 = 5$

6  $m - 8 = 20$

7  $h + 9 = 30$

8  $l - 20 = 70$

9  $w - 15 = 104$

10  $s + 12 = 13$

11  $u - 9 = 9$

12  $q + 7 = 23$

13  $n - 100 = 40$

14  $y + 22 = 30$

15  $a + 16 = 50$

16  $e - 7 = 6$

17  $z - 11 = 5$

18  $c - 10 = 94$

19  $j + 3 = 101$

20  $v + 35 = 100$

21  $t - 4 = 24$

22  $m - 17 = 4$

23  $x + 11 = 100$

Now solve these equations showing working



Examples

$$\begin{array}{r} b + 15 = 85 \\ \underline{-15 \quad -15} \\ b = 70 \end{array}$$

$$\begin{array}{r} a - 9 = 27 \\ \underline{+9 \quad +9} \\ a = 36 \end{array}$$

24  $c + 15 = 22$       25  $y + 11 = 28$

26  $x - 9 = 34$       27  $t - 7 = 18$

28  $q - 20 = 17$       29  $b + 10 = 11$

30  $n + 26 = 26$       31  $d - 20 = 77$

32  $t - 14 = 33$       33  $a - 11 = 59$

34  $15 + g = 33$       35  $w - 9 = 8$

36  $x - 12 = 38$       37  $18 + c = 27$

38  $e + 7 = 103$       39  $i - 56 = 11$

40  $37 + h = 80$       41  $k - 8 = 109$

42  $d - 90 = 1$       43  $u - 15 = 63$



The letter is on the right and so these need an extra line. Find the value of the letter.

Examples

$$\begin{array}{r} 16 = 5 + c \\ \underline{-5 \quad -5} \\ 11 = c \\ c = 11 \end{array}$$

Then reverse the equation

$$\begin{array}{r} 35 = e - 7 \\ \underline{+7 \quad +7} \\ 42 = e \\ e = 42 \end{array}$$

44  $20 = f - 11$       45  $19 = m + 4$

46  $83 = r + 16$       47  $12 = n - 36$

48  $64 = 19 + k$       49  $11 = m - 17$

50  $87 = u - 51$       51  $100 = a - 9$

52  $33 = 18 + s$       53  $56 = d - 24$

54  $75 = p + 55$       55  $86 = 37 + x$

56  $11 = j - 11$       57  $62 = 16 + t$

# Solving One Step Equations - Multiplication

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Look at these equations and give the value for the pronumeral



- 1  $4d = 8$
- 2  $6h = 12$
- 3  $5x = 45$
- 4  $9g = 36$
- 5  $10n = 120$
- 6  $7e = 42$
- 7  $8y = 56$
- 8  $5t = 55$
- 9  $11a = 44$
- 10  $9q = 18$
- 11  $3z = 39$
- 12  $2w = 30$
- 13  $5r = 15$
- 14  $15p = 45$
- 15  $4b = 28$
- 16  $6c = 36$
- 17  $2k = 48$
- 18  $9y = 90$
- 19  $30u = 180$
- 20  $15x = 60$
- 21  $2v = 34$
- 22  $7j = 84$
- 23  $5t = 0$

$d =$



Solve these equations only this time show your working out.

Examples

$$\begin{array}{r} 6p = 54 \\ \div 6 \quad \div 6 \\ \hline p = 9 \end{array}$$

$$\begin{array}{r} 5d = 3 \\ \div 5 \quad \div 5 \\ \hline d = \frac{3}{5} \end{array}$$

24  $3e = 36$

25  $9u = 4$

26  $8a = 40$

27  $2w = 54$

28  $11q = 9$

29  $17t = 7$

30  $12c = 60$

31  $15x = 13$

32  $20m = 9$

33  $7r = 42$

34  $6j = 3$

35  $8d = 6$

36  $15k = 9$

37  $20e = 12$



These will have fraction answers that can be simplified

38  $40a = 25$

39  $12v = 10$

40  $24f = 6$

41  $20s = 16$

42  $30h = 12$

43  $35x = 28$

44  $4t = 9$

45  $3c = 11$

46  $8n = 35$

47  $14d = 33$

48  $11z = 50$

49  $4k = 33$



These can be changed from improper fractions to mixed numerals

# Solving One Step Equations - Division

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Find the value for the letter that will make these equations true.

1  $\frac{d}{2} = 5$

$d =$  \_\_\_\_\_

2  $\frac{t}{6} = 3$

\_\_\_\_\_

3  $\frac{b}{4} = 3$

\_\_\_\_\_

4  $\frac{c}{5} = 3$

\_\_\_\_\_

5  $\frac{f}{6} = 4$

\_\_\_\_\_

6  $\frac{n}{10} = 4$

\_\_\_\_\_

7  $\frac{p}{7} = 3$

\_\_\_\_\_

8  $\frac{q}{6} = 8$

\_\_\_\_\_

9  $\frac{k}{5} = 10$

\_\_\_\_\_

10  $\frac{j}{2} = 9$

\_\_\_\_\_

11  $\frac{v}{3} = 8$

\_\_\_\_\_

12  $\frac{m}{12} = 3$

\_\_\_\_\_

13  $\frac{y}{8} = 4$

\_\_\_\_\_

14  $\frac{h}{7} = 6$

\_\_\_\_\_

15  $\frac{r}{2} = 17$

\_\_\_\_\_

16  $\frac{u}{20} = 8$

\_\_\_\_\_

Now solve these equations showing working



Examples

$\begin{array}{l} \times 7 \\ \frac{d}{7} = 8 \\ \hline d = 56 \end{array}$

$\begin{array}{l} \times 11 \\ \frac{v}{11} = 5 \\ \hline v = 55 \end{array}$

17  $\frac{x}{9} = 6$

\_\_\_\_\_

18  $\frac{h}{15} = 3$

\_\_\_\_\_

19  $\frac{q}{12} = 10$

\_\_\_\_\_

20  $\frac{c}{7} = 9$

\_\_\_\_\_

21  $\frac{k}{5} = 15$

\_\_\_\_\_

22  $\frac{w}{20} = 4$

\_\_\_\_\_

23  $\frac{n}{6} = 21$

\_\_\_\_\_

24  $\frac{b}{10} = 17$

\_\_\_\_\_

25  $\frac{m}{53} = 2$

\_\_\_\_\_

26  $\frac{d}{4} = 25$

\_\_\_\_\_

27  $\frac{y}{31} = 3$

\_\_\_\_\_

28  $\frac{a}{5} = 40$

\_\_\_\_\_

29  $\frac{p}{4} = 12$

\_\_\_\_\_

30  $\frac{e}{10} = 13$

\_\_\_\_\_

31  $\frac{f}{9} = 8$

\_\_\_\_\_

32  $\frac{h}{6} = 30$

\_\_\_\_\_



This time the questions involve decimals. Try to answer without a calculator, spaces are provided.

Examples

$\begin{array}{l} \times 4 \\ \frac{k}{4} = 3.2 \\ \hline k = 12.8 \end{array}$

$\begin{array}{l} \times 2.1 \\ \frac{n}{2.1} = 5 \\ \hline n = 10.5 \end{array}$

33  $\frac{a}{2} = 3.4$

\_\_\_\_\_

34  $\frac{e}{4.3} = 3$

\_\_\_\_\_

35  $\frac{h}{7.1} = 6$

\_\_\_\_\_

36  $\frac{t}{3} = 5.2$

\_\_\_\_\_

37  $\frac{n}{2.9} = 7$

\_\_\_\_\_

$\begin{array}{r} 2.9 \times \\ \underline{7} \end{array}$

38  $\frac{q}{4.7} = 5$

\_\_\_\_\_

$\times$

39  $\frac{t}{3} = 9.6$

\_\_\_\_\_

$\times$

40  $\frac{b}{0.8} = 4$

\_\_\_\_\_

$\times$

41  $\frac{k}{5} = 7.4$

\_\_\_\_\_

$\times$

# Substitution & Table of Values

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If  $a = 2$ ,  $b = 3$  and  $c = 5$ , substitute the values into the expressions and solve.



Examples  $c - a$   $2a + c$   
 $= 5 - 2$   $= 2 \times 2 + 5$   
 $= 3$   $= 9$

1  $4a$   $2$   $bc$   
 $= \square \times \square$   $= \square \times \square$   
 $=$   $=$

3  $3c + 2$   $4$   $b^2 - a$   
 $= \square \times \square + \square$   $= \square^2 - \square$   
 $=$   $=$

5  $ac + bc =$   $=$

6  $c - 3b =$   $=$

7  $\frac{5b+c}{a} =$   $=$

8  $a^2 - b^2 =$   $=$

9  $a(a - c) =$   $=$

10  $10 - ac =$   $=$

Use  $x = 0, 1, 2, \dots$  And so on to complete these.



Using  $y = 2x$ , find  $y$  when:

10  $x = 0$ :  $2 \times \square =$

11  $x = 1$ :  $\square \times \square =$

12  $x = 2$ :  $\square \times \square =$

13  $x = 3$ :  $\square \times \square =$

Using  $y = 3x + 2$ , find  $y$  when:

14  $x = 0$ :  $\square \times \square + \square =$

15  $x = 1$ :  $\square \times \square + \square =$

16  $x = 2$ :  $\square \times \square + \square =$

17  $x = 3$ :  $\square \times \square + \square =$

18  $x = 4$ :  $\square \times \square + \square =$

Complete these table of values.

19  $y = x + 5$

$x$	0	1	2	3	4
$y$					

20  $y = 2x + 3$

$x$	0	1	2	3	4
$y$					

21  $y = 5x - 1$

$x$	0	1	2	3	4
$y$					

22  $y = -x + 6$

$x$	0	1	2	3	4
$y$					

23  $y = 12 - 2x$

$x$	0	1	2	3	4
$y$					

Note that the  $x$  values have changed

24  $y = x + 10$

$x$	-2	-1	0	1	2
$y$					

25  $y = -x - 7$

$x$	-2	-1	0	1	2
$y$					

26  $y = -4x - 7$

$x$	-2	-1	0	1	2
$y$					

27  $y = 3x - 9$

$x$	-4	-2	0	2	4
$y$					

28  $y = -5x + 11$

$x$	-4	-2	0	2	4
$y$					

These are a bit different

29  $y - x = 5$

$x$	0	1	2	3	4
$y$					

30  $x + y = 11$

$x$	0	1	2	3	4
$y$					

31  $y - 7 = x$

$x$	0	1	2	3	4
$y$					

32  $x - y = 0$

$x$	0	1	2	3	4
$y$					

Note that the  $x$  values have changed

33  $x = 8 - y$

$x$	-2	-1	0	1	2
$y$					

34  $y = -x$

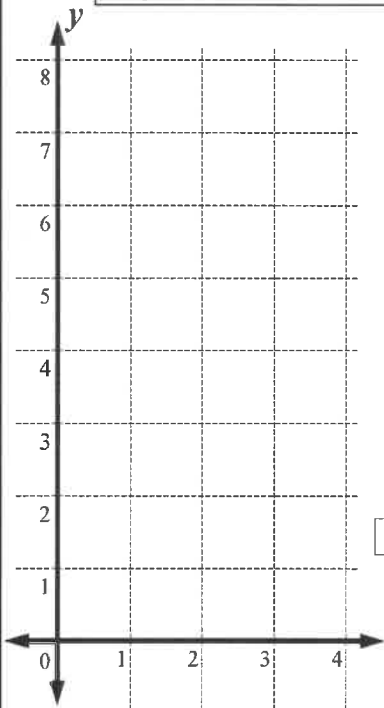
$x$	-2	-1	0	1	2
$y$					

# Straight Lines - Positive Quadrant & Cost Functions

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Complete the table of values then plot the points. Draw the line and remember to show arrow heads and the name of the line. List the coordinates for the points of intersection when required.



1  $y = 2x$

x	0	1	2	3	4
y					

2  $y = x + 3$

x	0	1	2	3	4
y					

3  $y = 3 - x$

x	0	1	2	3
y				

4 Points of Intersection:  
 ( ), ( ),  
 ( ).

Use the lower grid for these

5  $y = x - 3$

x	3	4	5	6	7
y					

6  $y = 3x - 5$

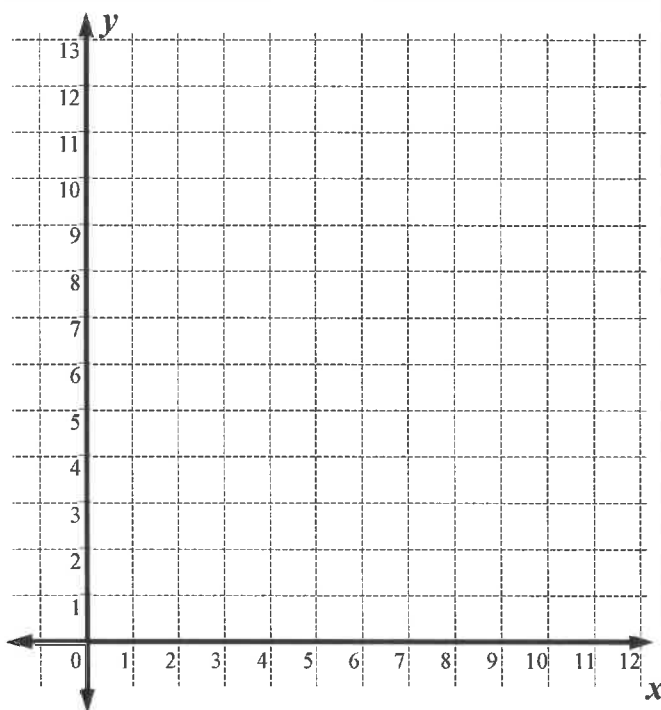
x	2	3	4	5	6
y					

7  $y = \frac{1}{2}x + 4$

x	0	2	4	6	8
y					

8  $x + y = 10$

x	0	2	4	6	8
y					



"Mite-e-Willow" manufacture cricket bats. The manufacture cost function and sales function are shown. Complete the table of values and plot the lines. The intersection is the break even point.

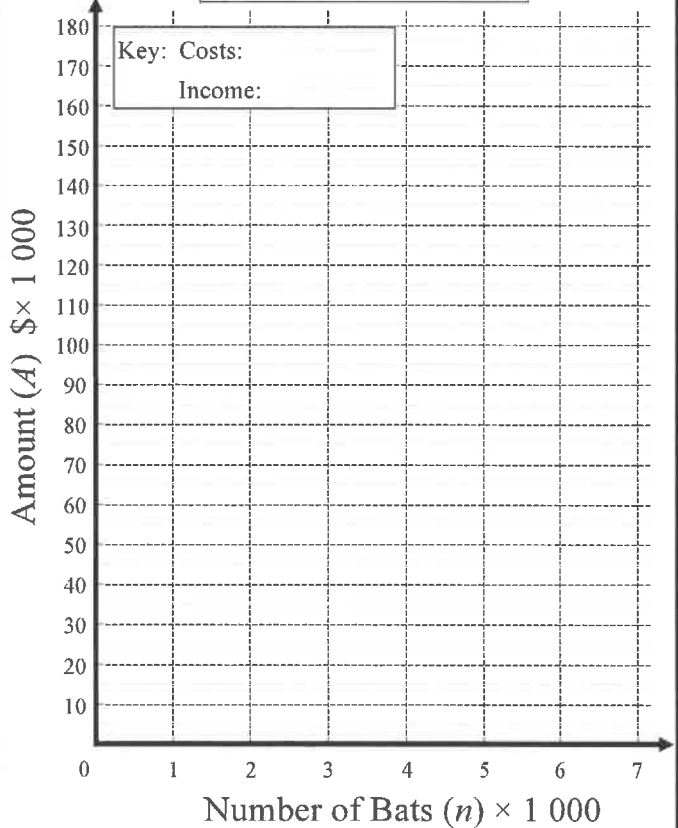
9 *Operation Costs:  $A = 10n + 90\,000$*

n	1 000	2 000	3 000	4 000	5 000
A					

10 *Income Sales:  $A = 25n$*

n	1 000	2 000	3 000	4 000	5 000
A					

Use different colours for each line



- 11 How many bats have to be sold to break even? \_\_\_\_\_
- 12 How much does it cost to make 2 500 bats? \_\_\_\_\_
- 13 What was the income on selling 7 000 bats? \_\_\_\_\_
- 14 What was the profit on selling 7 000 bats? \_\_\_\_\_
- "Mite-e-Willow" sold 38 000 bats for the year, calculate:
- 15 The cost of production  $A = 10n + 90\,000$   
 $= 10 \times \text{ } + 90\,000$   
 $A = \text{ }$
- 16 The sales income  $A = \text{ }$
- 17 The profit. \_\_\_\_\_



# Finding the Equation of a Line

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Find the  $y$ -value at  $x = 0$ , then find the Gradient amount between  $y$  values.

Example

$x$	0	1	2	3	4
$y$	5	7	9	11	13

At  $x = 0$

$y = +5$

Gradient:  $+2$

1

$x$	0	1	2	3	4
$y$	-2	1	4	7	10

At  $x = 0$

$y = \square$

Gradient:  $\square$

2

$x$	0	1	2	3	4
$y$	0	5	10	15	20

At  $x = 0$

$y = \square$

Gradient:  $\square$

3

$x$	0	1	2	3	4
$y$	-9	-10	-11	-12	-13

At  $x = 0$

$y = \square$

Gradient:  $\square$

4

$x$	-2	-1	0	1	2
$y$	5	6	7	8	9

At  $x = 0$

$y = \square$

Gradient:  $\square$

5

$x$	-2	-1	0	1	2
$y$	-2	-1	0	1	2

At  $x = 0$

$y = \square$

Gradient:  $\square$

Now find the equations of the lines given the table of values.

Example

$x$	0	1	2	3	4
$y$	-1	-3	-5	-7	-9

At  $x = 0$

$y = -1$

Gradient:  $-2$

The  $y$ -value goes at the back, including the sign.

Gradient goes in front of the  $x$  including the sign.

Equation:  $y = -2x - 1$

Answer these using your Column 1 answers.

6 Equation:  $y = \square x \square \square$

For Q.6 Use Gradient and  $y$ -value from Q.1

7 Equation:  $y = \square x$

For Q.7 Use Gradient and  $y$ -value from Q.2

8 Equation:  $y = \square x \square \square$

For Q.8 Use Gradient and  $y$ -value from Q.3

9 Equation:  $y =$

For Q.9 Use Gradient and  $y$ -value from Q.4

10 Equation:  $y =$

For Q.10 Use Gradient and  $y$ -value from Q.5

11

$x$	-3	-2	-1	0	1
$y$	32	22	12	2	-8

At  $x = 0$

$y = \square$

Gradient:  $\square$

Equation:  $y =$

12

$x$	0	1	2	3	4
$y$	8	10	12	14	16

At  $x = 0$

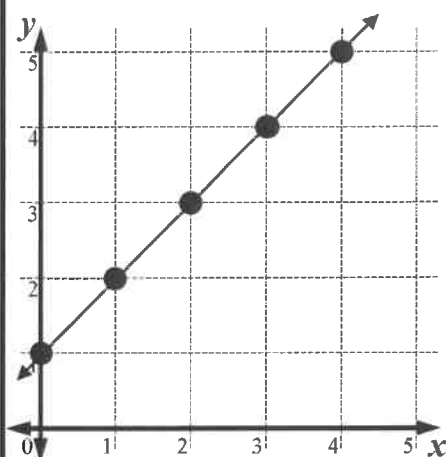
$y = \square$

Gradient:  $\square$

Equation:  $y =$

Change the points on the graph to a table then find the line equation by the same method.

13



$x$					
$y$					

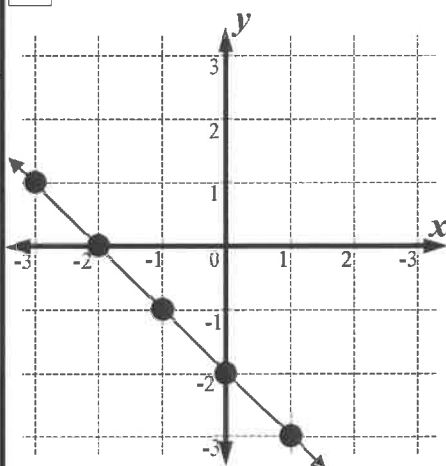
At  $x = 0$

$y = \square$

Gradient:  $\square$

Equation:  $y =$

14



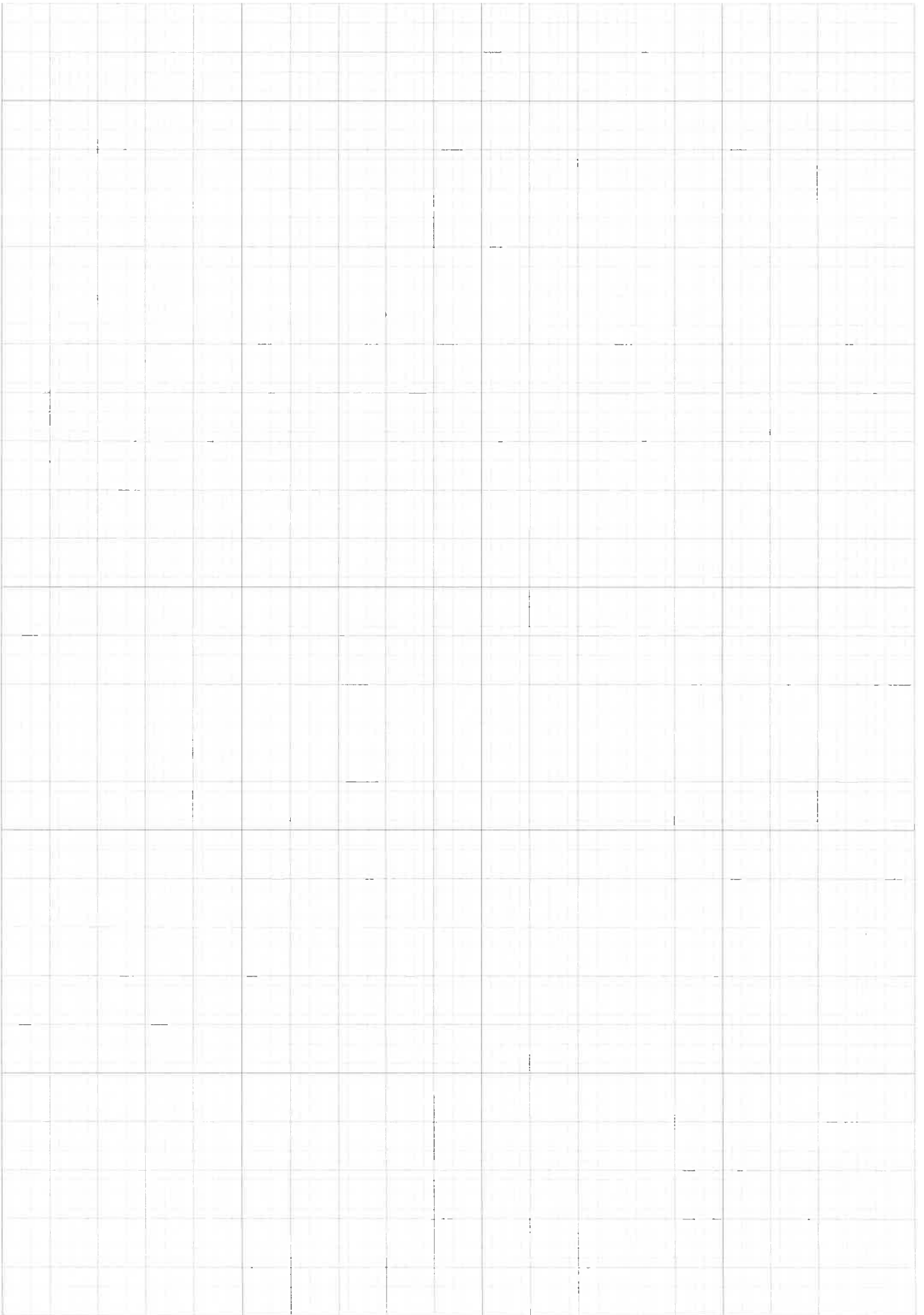
$x$					
$y$					

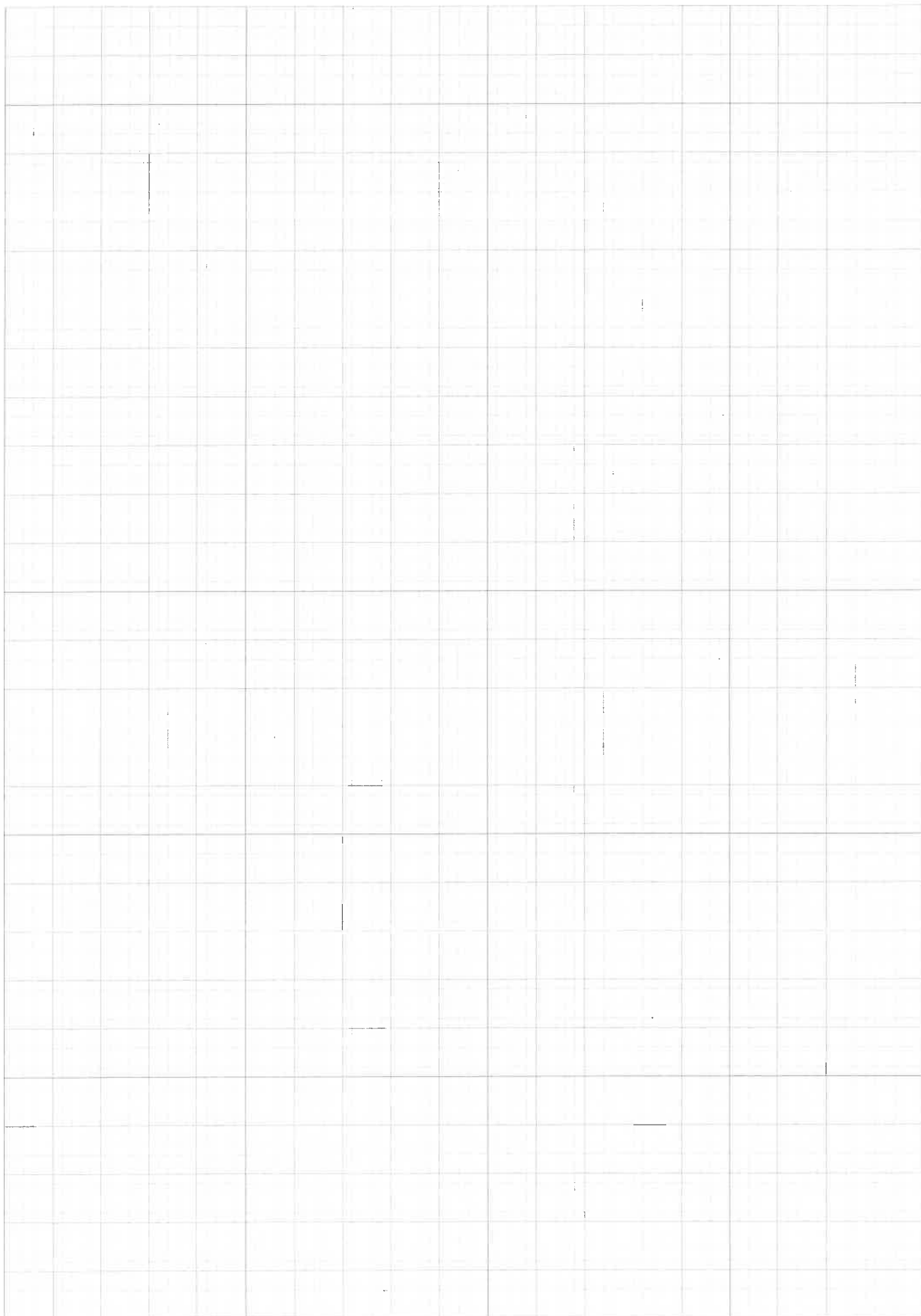
At  $x = 0$

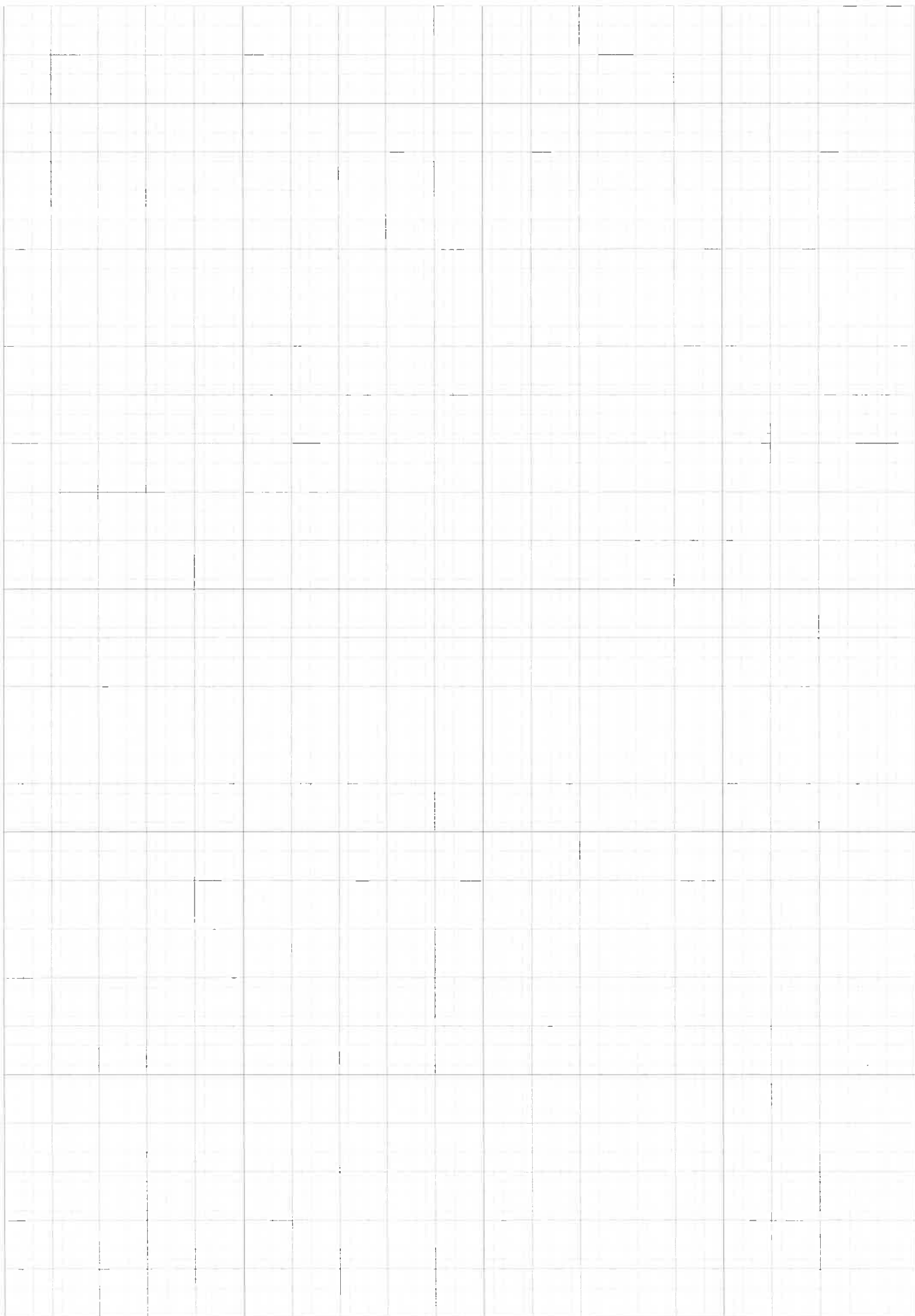
$y = \square$

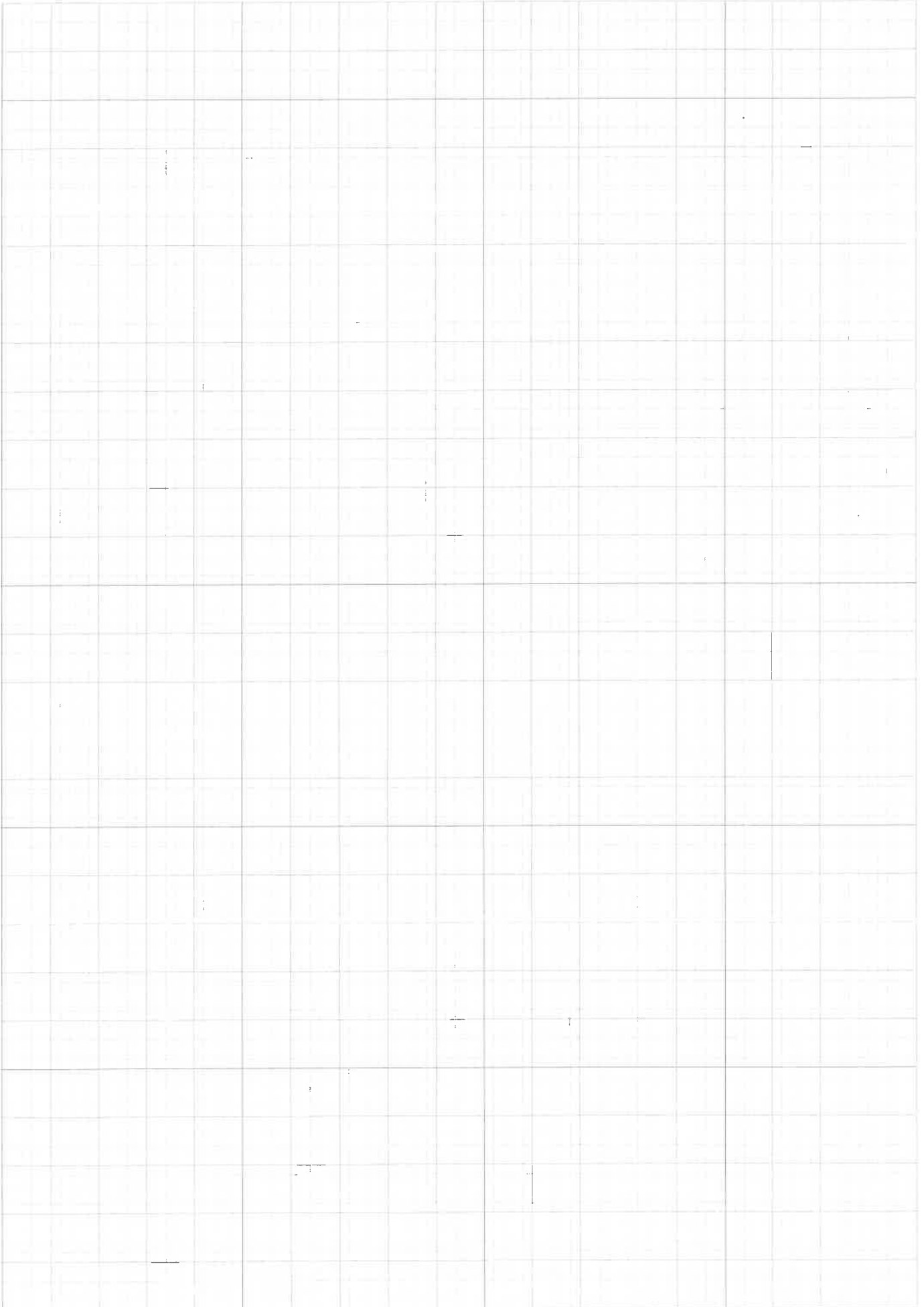
Gradient:  $\square$

Equation:  $y =$











# Alphabet Challenge Year 9s and 10s

**Your name is your workout.**

Each letter equals **one** exercise. Complete the workout. Repeat this workout at least **3 times a week**  
(Email a time-lapse video of your workout to your respective PE teacher to receive a token)

Want to step it up a notch? Do your middle name/last name? Do your father's/mother's name.

Can you do the entire alphabet?

Let's see how much you can do

**A** = 30 Arms Circle (15 Clockwise + 15 Anti-Clockwise)

**B** = 10 Burpees (advance: push up at the bottom)

**C** = 15 Crunches

**D** = 10 Chairs Dip Bent Legs (advance: straight legs)

**E** = 30 Seconds Elbow Plank

**F** = 30 Seconds Hold Weighted Front Arm Raised (1 bottle of 1l for each arm)

**G** = 20 Glute Bridge (Both Legs)

**H** = 10-30 Seconds Handstand (back against the wall)

**I** = 10 In-And-Out Squats

**J** = 10 Jumping Squats

**K** = 10 Alternate Legs Front Kicks

**L** = 10 Lying Leg Raise

**M** = 20 Mountain Climbers

**N** = 20 Side Lunges (10 each side)

**O** = 20m Outside Sprint

**P** = 30 Seconds Plank

**Q** = 20 Bicycle Crunches

**R** = 30 Rope Skipping/Shadow Skipping (skipping without rope motion)

**S** = 20 Star Jump

**T** = 20 Russian Twists

**U** = 10 Push Ups/Knee Pus-Up/Bench Push-Ups

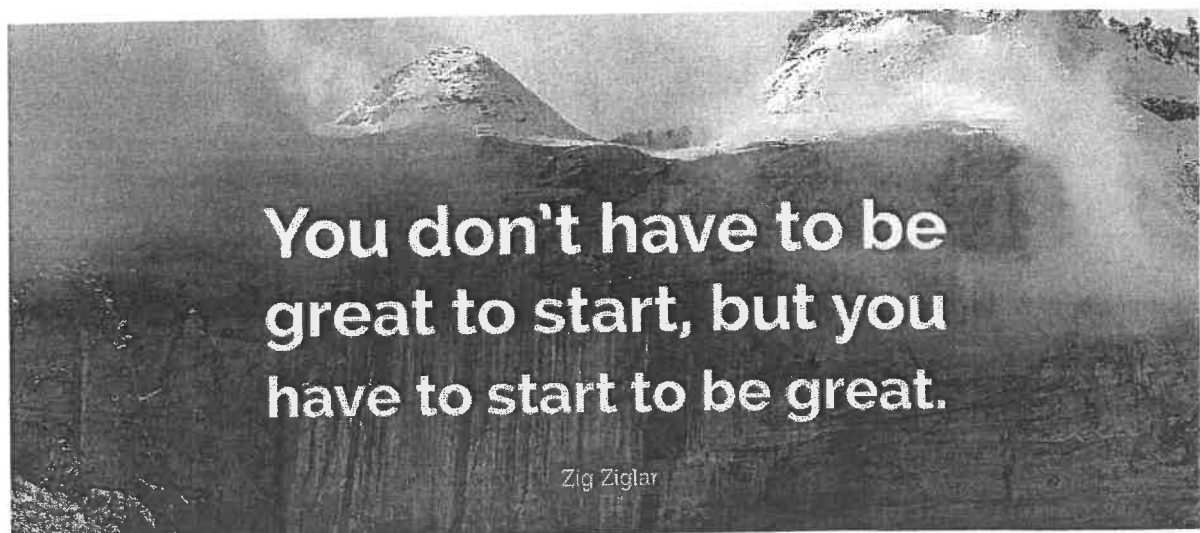
**V** = 10-30 Seconds V-Sit Hold &

**W** = 1-Minute Wall Sit

**X** = 30 Calf Raises

**Y** = 3 Laps of Hop Scotch

**Z** = 10 Meters Crab Crawl









## Humanities Work Pack 2021

### Year 9 Term 4 Workpack 2

Student:

Teacher:

#### **Learning Intention**

- To build an understanding of life in Australia during colonial times
- To gain perspective of the Indigenous people whose lands were stolen

#### **Success Criteria**

- I will be able to read and understand the learning materials
- I will be able to answer questions in full sentences
- My answers will be detailed and complete

Lesson 1	Chapter 10.3 The Colonies of Australia
Lesson 2	Chapter 10.4 Development of the Colonies during the 1800s
Lesson 3	Chapter 10.5 The Impact of early colonisation on Indigenous people
Lesson 4	Chapter 10.6 Ongoing effects of colonisation on Indigenous populations
Lesson 5	Special Interest: online access to Melbourne Museum resource on Mummies

#### **Notes to Parents/Guardians:**

You can support your child to complete their work at home by:

- Encouraging them to allocate time for specific subjects
- Reading the material and talking about the ideas with your child (where possible)
- Checking in with your child to ask how they are going
- Contacting Teachers if more support or explanation is required

#### **Submission of Work and Feedback:**

Students can upload work to Compass where access is available. Photos of handwritten tasks may also be uploaded. Students can also mail hard copies of their work back to the school in the supplied envelope.

Students and parents can continue to communicate with Teachers via Compass email. Any questions should be directed to the school email:

[seymour.co@education.vic.gov.au](mailto:seymour.co@education.vic.gov.au)

## LESSON 1

### Chapter 10.3 The Colonies of Australia

**First:** Read the following – Chapter 10.3 The Colonies of Australia

Remember to consider the images and their captions and look at words in BOLD to help increase your vocabulary. If you come across words you are not familiar with, make sure you look up the definitions and write them down as this will boost your understanding.

Then: Answer the questions in full sentences.

You need to read the questions carefully and answer all parts.

For example, question 1 says:

**1. Where and when was the first settlement established in Victoria, and why was it later abandoned?**

So your answer needs to include the location of the first settlement, the date it was first settled and why it was abandoned.

If you look on page 318 under the subheading The Port Philip District (Victoria) you will find the answers in Paragraph 1.

Answers: Sorrento – 1803 – because of a lack of fresh water.

So to put these into a full sentence, your answer should be:

**The first settlement in Victoria was established in Sorrento in 1803 but was later abandoned due to the lack of fresh water.**

**Answer questions 2, 5, 6, 7, 9 (a & b), 10, 13 & 14**

## 10.3 The colonies of Australia

The Australian colonies were established for a range of different reasons. One of the main reasons was to provide a place of punishment for many of the convicts crowding Britain's jails. The colonies also offered the opportunity for poor people from Britain to begin a new life and even own land. They were also a great source of wealth and raw materials for the British government and industry, initially providing timber for shipbuilding, and later supplying wool, minerals and grain.

Changing social and economic conditions in Britain during the 18th century led to the first permanent convict settlement in New South Wales in 1788. The process of European settlement of Australia after that time was gradual. New South Wales was later followed by other colonies and districts around the country; some were originally administered from New South Wales, while others were established as colonies in their own right. Over the next century, these colonies gradually became the states and territories of Australia that we recognise today (see Source 1).

Underlying the whole colonial experience was a strong belief in the idea that British values and achievements were superior to those of any other peoples. This belief provided the British with a justification for their perceived right and obligation to take control of Australian lands, without regard for the Indigenous inhabitants.



Source 1 Australian colonial settlements, a 1788–1901



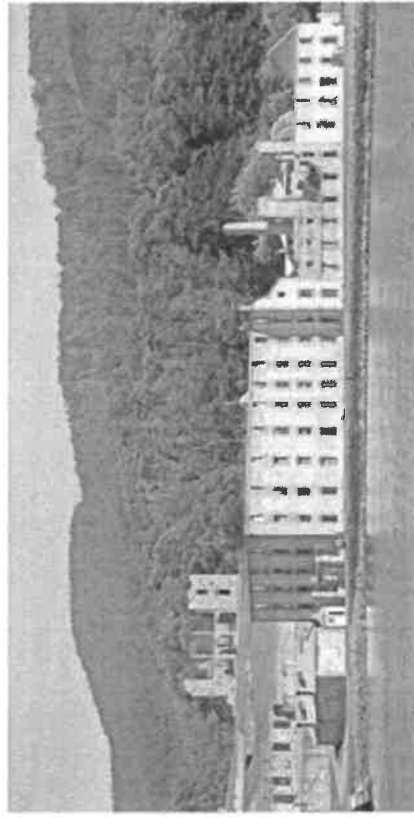
Source 2 The expansion of the colonial society of Great Britain in Tasmania

### The spread of settlement in New South Wales

From 1788 until about 1810, the colony of New South Wales was confined to an area extending not much more than 100 kilometres in any direction from Sydney. The crowding of the Blue Mountains by explorers William Wentworth, Gregory Blaxland and William Lawson in 1813 allowed settlement to expand inland. Other explorers followed and, by 1850, most of New South Wales had been opened up to British settlers. The land was cleared, allotting farms and small towns to be established.

By the 1830s, although there was still plenty of convict and ex-convict labour, there was a growing move towards bringing free settlers out to Australia. These people initially formed a labouring class, but eventually became landowners. In 1831, an assisted migration scheme was introduced. Under this scheme, potential emigrants in the colony were able to choose British workers. The workers were then assisted with the cost of their passage to Australia. In return, the assisted settlers (often whole families) would guarantee that they would work for their patron (employer) for two to three years. Many assisted migrants went on to become influential citizens in the colonies.

One man, Henry Parkes (later Sir Henry Parkes), who went on to become Premier of New South Wales and is remembered today as one of the fathers of the federation movement.



Source 3 The expansion of the colonial society of Great Britain in Tasmania

10A Why were 300,000 convicts established in Australia and who was affected?



Source 2 A view of the convict settlement at Phillip's Bay, New South Wales, 1788

### Van Diemen's Land (Tasmania)

The first European attempt to discover and map large sections of Australia – including the southern island we know as Tasmania – was a Dutch mission by the name of Abel Tasman. In the 16th, Tasman named the island Van Diemen's Land after the Governor-General of the Dutch East Indies (modern-day Indonesia).

The first European settlement in Van Diemen's Land was at Hobart Cove on the Derwent River. In September 1803, Lieutenant John Bowen arrived from New South Wales on the HMS *Abdoo*, which carried 50 prisoners, 188 of whom were convicts.



**Source 4** The Rough Gang, an artists' impression of gangsters working near the Flat Iron building.

In early 1904, the settlement was joined by two other colonists and seven men from the abandoned Sullivan City colony at Corcoran Avenue. The leader of this settlement, Lieutenant David Collins, moved the settlement from Hudson Court to Market and secured responsibility for the colony from Brigadier Richard Macdonald as part of a personal colony scheme to become one of the partners of the proposed settlements in Papua. A 25 per cent of all costs transferred to Australia were to be met from New Zealand's share.

Over the next 20 years, the industry developed and prospered. Sheep settlers and owners are believed to have established a sheep-raising industry, and set up wooling and shearing camps. In addition to that, the towns of Richmond and Lancelotti were established, and industries such as milking, breeding and lambing developed.

In 1825, Van Thurnmont's Land, which had been part of New South Wales, became a colony in its own right. In 1853, the name was changed to Tasmania (in honour of Abel Tasman) and it became the 13th colony to self-government (1854).

The impact of European settlement on the Indigenous people of Van Diemen's Land. The Indigenous people of Van Diemen's Land, the Tasmanians, were the last of the Indigenous people in Australia to be exterminated. They were the last of the Indigenous people in Australia to be exterminated. They were the last of the Indigenous people in Australia to be exterminated.

© 2000 Blackwell Publishers Ltd. *Journal of Internal Medicine* 247: 293–300

The Tuzo-2 main Aboriginals did not accept consultation and made many attempts to strike back against the settlers. This resulted in a period of tension between the two groups that has been described as the worst in the area's history.

In 1832, George Rennie was appointed by the government to gather all remaining Aborigines onto a camp on Flinders Island in an attempt to 'remove the problem'. As far as it is known, the last full-blooded Australian Aborigine died in 1836, but there are thousands of 'half-breeds' today who are blood relatives of the original inhabitants of their island.

## Queensland

The two merged agencies may now be directed to the parent and further provide for up to 40,000 employees before British services are phased by 1974, a contract will become more well established on the shore and American Ray under the leadership of Lieutenant General John Miller.



**Station 5** A hand-colored drawing showing a comet being stopped by Jupiter. (18th-century French book)

A year later it was pointed out in a number of the *Yokohama Shimbun*. Over 2000 copies, most of them signed and illustrated, were sent to the settlement houses in 1902 and 1903.

Officially, free servers were forbidden from moving into the area, but over time it became increasingly difficult to stop them. The area offered little and good grazing pastures, and was very attractive to free servers and riders from New South Wales.

In 1870, the decision was made to allow five settlers into the area, and the following year the first settlement was closed. The area remained part of New South Wales until the colony of Queensland was created in 1859.

## Western Australia

The area around the Swan Valley had been occupied by several Indigenous groups for thousands of years before the Europeans arrived. These groups lived as hunter-gatherers and farmers, and their knowledge of the land and its resources was invaluable to the early settlers.

The first European settlement in Western Australia was King George Sound in 1829. This decision by the British government was prompted by a fear that the French were about to colonise the area. In 1829, Captain James Stirling established the Swan River Colony. To the north of the British government, Bylandt City was built, which was later called Fremantle at the entrance to the harbour. Other notable settlements in New South Wales, Victoria, Queensland and North Island, this new colony soon became a type of frontier town, one based on the status of success.

**Source:** The Foundation of North 1920 by George Eastman. This journal was contributed to the first century of the founding of America.

The problem of the settlement was that the idea of a free settlement was appealing to immigrants only if they could find one. There was a drastic shortage of land in the United States and the immigrants had to find a way to get land. The settlement was a way to get land. The settlement was a way to get land. The settlement was a way to get land.

[illegible]

As in other colonies, the settlers at New Iberia did not immediately affirm that the local Americans had to be exterminated. Initial negotiations between the two groups were friendly but it quickly became obvious that they could co-exist. In the 1560s, without any verbal clashes between Almerique and settlers, a local elder, Vargal, was killed. This incident was followed by the flight of Spanish laborers at the 'Indians Massacre', considered one of the most atrocious of colonial-era pogroms in Australasia.

Informations about what happened at Tsimbira is scarce, and estimates of the number of Aborigines killed vary from 10 to 350. This event seems to have marked the end of Aboriginal resistance for European settlement. By the 1850s, most of the Indigenous people in the area surrounding Tsimbira had been dispossessed of their heritage and connections to the land.

## The Port Phillip District (Victoria)

The first attempt to settle the colony that eventually became known as Victoria was made at Sorrento near the mouth of Port Phillip Bay in 1803. Originally, this was to be an administrative district of the colony of New South Wales. The settlers first contact was made with the **people of the Kulin nation who lived in the area** surrounding Port Phillip Bay. The Sorrento settlement, however, was abandoned after only a few months because of a lack of fresh water. Unlike New South Wales, Tasmania or Queensland, the colonisation of Victoria was driven by free settlers rather than convicts.

In 1834, the Huntly brothers settled illegally in the area around Portland in Victoria near the current border with South Australia. A year later, John Batman crossed Bass Strait from Tasmania and explored the area around the Yarra River. At the time, Batman claimed to have signed a treaty for around 600 000 acres of land from a group of Wurundjeri elders, the local Indigenous people (see Source 7). This area became the site for the establishment of a settlement that would eventually become known as Melbourne. More recently, Batman's claim has been challenged by historians. They contend that other pioneer settlers such as John Pascoe Fawkner and John Lancey actually have greater claim to being the founders of Melbourne.

The Port Phillip district grew quickly, largely because of profits from wool. Melbourne developed as a processing centre and port for wool exports. By 1850, it was an impressive city of 22 000 people, with many fine streets and buildings, an art gallery, theatres, hospitals and schools, and beautiful botanical gardens.



Source 7: Batman's treaty with the Aboriginals. 25 East, 1950. State Library of Victoria (reproduced to mark the 200th anniversary of the treaty signed on 6 June 1835)

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Adelaide was one of the first towns built in South Australia. It was designed by surveyor Colonel William Light (see Source 8). The regular grid of streets and the borders of portlands surrounding the city make Adelaide one of the best-planned cities in the world.

The early economy of the new colony relied primarily on sheep farming. During the 1840s, the colony spread further inland when deposits of copper were discovered at Burra in 1845. In the 1850s, the discovery of the wine industry was led by German immigrants in the Barossa Valley and Irish settlers in the Clare Valley.

The Indigenous people of the Adelaide area were the Koori people. At the time the colony was established there were between 500 and 1000 Koori in the area. Unlike the other colonies, South Australia was not based on the doctrine of terra nullius (land belonging to no one) or 'vacant land'. The South Australia Act acknowledged the existence of the Indigenous people and stated that no settler could interfere with their enjoyment or use of the land.

There is little evidence of direct violence between Europeans and the Koori people, but the Koori people fell victim to the same problems as Aboriginals in other colonies. The majority died of introduced diseases. Others suffered because their land was taken, their culture was undermined and their way of life was destroyed.



Source 8: A sketch of the impression of Colonel William Light, the surveyor and planner of Adelaide.

## Check your learning 10.3

### Remember and understand

- 1 Where and when was the first settlement established in Victoria, and why was it less successful?
- 2 Why did the Port Phillip colony grow so quickly?
- 3 Describe Edward Wakefield's plan to create an ideal society in South Australia.
- 4 In what year did the Port Phillip District separate from New South Wales? What was the name of the new colony and who was it named after?
- 5 What was the name of the Indigenous people in the Adelaide area? What was different about the way in which Indigenous people in South Australia were treated compared with other Australian colonies?
- 6 What were some of the reasons why the New South Wales colony nearly failed in the first few years after it was established?
- 7 When did explorers first cross the Blue Mountains?
- 8 What was the name of the original colony called and why was this name changed to 'Tasmania' in 1807?

### Apply and analyse

- 9 Convicts were sent to the settlement of Moreton Bay from Ireland between 1824 and 1830.
  - a How many convicts were sent to Moreton Bay?
  - b Why was this area also so attractive to free settlers?
- 10 List at least three reasons as you can for the establishment of colonies in Australia between 1788 and 1830.
- 11 How did the presence of convicts in the Australian colonies, by the presence of convicts?
- 12 Why did colonial leaders in Port Phillip, South Australia and (initially) Western Australia take prisoners in the first few years after settlement?
- 13 What were some of the reasons why the New South Wales colony nearly failed in the first few years after it was established?
- 14 Explain why Western Australia suffered from a labour shortage. What was the solution to this problem?

## **LESSON 2**

### **Chapter 10.4 Development of the colonies during the 1800s**

**First:** Read the following – Chapter 10.4 Development of the colonies during the 1800s

Remember to consider the images and their captions and look at words in **BOLD** to help increase your vocabulary. If you come across words you are not familiar with, make sure you look up the definitions and write them down as this will boost your understanding.

**Then:** Answer the questions in full sentences.

You need to read the questions carefully and answer all parts.

**Answer questions 1, 2, 4 & 5**

## 10.4 Development of the colonies during the 1800s

At first, the establishment of the Australian colonies centred on the main settlements, which grew to become the capital cities. With the growth of population through migration and natural increase, there was a need to expand from these main settlements. Between 1810 and 1840, much of inland Australia was opened up through many journeys of discovery by adventurers known as explorers.

The land closer to the coast was used largely for agriculture. The drier inland areas were increasingly used for pasture for sheep and cattle. The Industrial Revolution in Britain created a huge demand for raw materials such as wool. The factories of Leeds and Bradford in Yorkshire were hungry for the fleeces of merino sheep bred in the Australian colonies.

The population and prosperity of the Australian colonies were also strongly boosted by the discovery of gold in the 1850s.

### The opening of the interior

By 1812, it was becoming clear that the crops being shipped to Australia from England to supplement crops grown in New South Wales were not meeting demand. The first secured Sydney was filling up quickly with new settlers and it was obvious that more land was needed to grow crops and raise livestock to feed the growing population. It was decided that, to do this, the 'interior of Australia' needed to be opened up to meet the demand for food and living space.



Source 1 An artist's impression of Melbourne, 1840.

Developing colonies: Human geography 9 or 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

### Transport

As settlers cleared land in the interior to graze cattle and sheep, they established small towns. Roads were made back to the main settlements to transport wool and supplies.

Although the Europeans were taking over Aboriginal lands, they were unaware that they were benefiting from Aboriginal knowledge of the areas. Indigenous trading trails had been operating along the coast and most accessible routes for thousands of years. The sheep farmers moved their sheep along these routes. Later, the first postal services on horseback used the Indigenous trails to deliver mail to farmers.

It was a man called the first inland ports in the 19th century. Paddle steamers carried cargo of wool from properties along the Murray-Darling river system to the railway at Melbourne and from there goods were transported to Melbourne for export.

Initially, inland travel was on horseback, by stagecoach or by cattle cart. Over time, more efficient modes of transport were introduced. The first Australian passenger railway, linking Melbourne and Sandridge (Port Melbourne), opened in September 1854. Throughout the 19th century, sailing ships knew in



Source 2 The first port of call for the Murray River was one of the largest and busiest during the 19th century.

number, size and speed. By the 1850s, steamships began travelling to Australia.

By 1860, all the colonies had busy ports in their capital cities. There were also many ports along the inland river systems. The colonies enjoyed regular communication through the network of steamships, railways and the telegraph, which linked the eastern capital cities in the late 1850s.

### Check your learning 10.4

#### Remember and understand

- 1 Why did the early settlers feel the need to explore and settle regions in the interior of Australia, far away from towns along the coast?
- 2 How did settlers benefit from indigenous knowledge and use of the environment?

#### Apply and analyse

- 3 Explain why wool was important in the development and expansion of the colonies.
- 4 Explain why transport was so important to the opening up of the country.
- 5 In what ways had methods of transport and communication improved by the latter part of the 19th century?

#### Evaluate and create

- 6 Some of the explorers who went on expeditions to inland areas of land in Australia's interior included Major Mitchell, Edward John Eyre, John Oxley, and Robert Burke and William Wills. Who travelled together? Choose one of these explorers and conduct some research into their life and experiences. Write a 250-word report outlining their achievements. Include at least two other sources in your report and reference them according to the instruction on page 231 of 'The history toolkit'.

10.4 Why were British colonies established in Australia and who was affected?

## **LESSON 3**

### **Chapter 10.5 The Impact of early colonisation on Indigenous people**

**First:** Read the following – Chapter 10.5 The Impact of early colonisation on Indigenous people

Remember to consider the images and their captions and look at words in **BOLD** to help increase your vocabulary. If you come across words you are not familiar with, make sure you look up the definitions and write them down as this will boost your understanding.

**Then:** Answer the questions in full sentences.

You need to read the questions carefully and answer all parts.

**Answer questions 1, 2, 3, 4, 5, 6, & 7**



# 10.5 The impact of early colonisation on Indigenous people



Source 1 This photograph was on 26 May 1850 when Aboriginal people took a coal mine granted at the Court House in Geelong, Victoria.

For most of the 20th century, most non-Indigenous Australians accepted that Australia was a terra nullius before the arrival of the British in 1788. This concept of terra nullius underpinned the settlement of the Australian colonies. Europeans took the approach that because the Indigenous people did not fence the land, farm it or build on it (and appeared to have no concept of landownership), they had no claim to ownership of the land. This idea developed in spite of the fact that Indigenous Australians had continuously occupied the land for at least 60 000 years before the arrival of the first Europeans.

Despite what European settlers at the time may have believed, the Indigenous people had a deep spiritual connection with the land. This relationship to 'country' was the source of all of their physical, social and spiritual needs. Because they had a concept of shared landownership, they saw no necessity to fence off certain areas or to have possession through the building of permanent structures.

## Early contact

From the earliest days of settlement, the impact of European contact with the Indigenous peoples of Australia was disastrous. Early British explorers and traders introduced new diseases, which Indigenous people had little or no immunity to. The settlers that followed the explorers pushed onto Indigenous land, disturbing established terraces and introducing new species of animals that would change the use of Australia. The European settlers also threatened the traditional ways of life and spiritual practices of the first Australians.

By the end of the 19th century, the destruction of the traditional lifestyles of Indigenous peoples was almost complete. In the more remote parts of South Australia and Western Australia, there were

small numbers of Indigenous peoples still living, according to traditional customs, but, for the most part, Indigenous people were living on reserves, missions or protectorates set up for the British. A small number also lived and worked on farms and pastoral stations, but agreed to live lives that wiped out both cultures.

The rest of the Aboriginal population lived on the fringes of European society – in camps on the edges of towns and cities. These were usually the most disadvantaged of all. Many had lost their links to traditional family and culture; their health was poor and alcohol and tobacco abuse were common. As first, European contact was usually accidental, there were sightings and killings before 1788, as sailors tried to establish new trade routes or colonies in the Asian 'Pacific'. There are some records of Indigenous contact with the Macassans from the island of Sulawesi in Indonesia, the Dutch, the English and the French before James Cook's arrival in Australia.

Some historians also have argued that a fleet of Portuguese ships sailed around the south coast of Victoria and that one ship – made of mahogany – ran aground off near Warrnambool.

## First settlers

Historical records of early contact between the first British settlers and the Aboriginal people tend to only be given from a European perspective. Much less importance has been attached to the oral accounts of these early encounters that have been passed down through generations of Indigenous Australians by word of mouth. Some of the European accounts are from people in official positions and others are kept in private diaries and records. From these accounts it appears that relationships between the Indigenous peoples and settlers in the area around modern Sydney were good for the first 12 to 15 months of contact after the arrival of the first fleet in 1788.

Records show that soon after the Europeans had landed, Aboriginal people welcomed them – some even danced with them. Some Aboriginal people believed that the Europeans were ancestral spirits returning from the sea, as their white skin was the colour of death. The local Aboriginal people showed the Europeans some good fishing spots and shared the fish that they had caught. Despite these early events, conflict soon developed. Ships were fired at Aboriginal people who took some things from the colony storehouse. After this, the local Aboriginal people moved away from the colony for some time.

As winter set in and food became scarce, conflict grew between the Aboriginal people and settlers. The stealing of kangaroos and other animals by the Europeans meant the Aboriginal people had scarce supplies of winter food for clothing. The fish stocks, which were always uncertain in Port Jackson, suffered from being fished too heavily by Europeans. Governor Phillip also ordered land to be cleared to grow crops and raise livestock. This led to Aboriginal people being pushed off their traditional hunting grounds.

In the following year, the conflict between the British and the local Cadigal people became more violent, with deaths on both sides. In an attempt to open a line of communication, Governor Phillip ordered that some Aboriginal men be kidnapped in 1790. Governor Phillip aimed to teach these men English language and customs so they could act as ambassadors for the British and pass messages back and forth. The first men taken, Arabanoo, died of smallpox, two others, Bennelong and Cobbe, also caught smallpox but survived. Both men escaped from the colony but Bennelong returned. He learnt to speak English and developed a close relationship with Governor Phillip, teaching him some Indigenous customs and traditions. Bennelong ate at the governor's table and dressed in European clothes. He also accompanied Governor Phillip on a visit to England before returning to Australia in 1795.

10A Why were British colonisers attracted to Australia and who was affected?

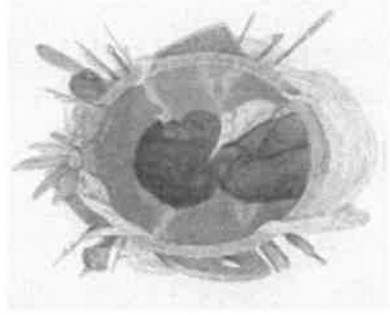
## Check your learning 10.5

### Remember and understand

- 1 In your own words, define the concept of **terra nullius**.
- 2 Which groups of people had had some contact with Indigenous Australians before the arrival in Australia by Captain Cook in 1770?
- 3 What evidence suggests that a Portuguese ship may have been wrecked on the coast near Warrnambool before the British colonised the region?
- 4 How were the British settlers at Sydney Cove originally welcomed by the local Indigenous people?
- 5 In what ways did the Aboriginal people help the first settlers?

### Evaluate and create

- 6 What can you learn about the attitudes and values of European colonisers towards Indigenous Australians from the concept of **terra nullius**?
- 7 Was the kidnapping of Aboriginal men justified in order to promote communication between the settlers and the Indigenous population? Give reasons to justify your answer.



Source 2 A portrait of Bennelong dressed in European clothes.

## **LESSON 4**

### **Chapter 10.6 Ongoing effects of colonisation on Indigenous populations**

**First:** Read the following – Chapter 10.6 Ongoing effects of colonisation on Indigenous populations

Remember to consider the images and their captions and look at words in **BOLD** to help increase your vocabulary. If you come across words you are not familiar with, make sure you look up the definitions and write them down as this will boost your understanding.

Then: Answer the questions in full sentences.

You need to read the questions carefully and answer all parts.

**Answer questions 1, 2, 3, 4 & 5**

## 10.6 Ongoing effects of colonisation on Indigenous populations



**Source 1** This painting, *Older Sister, Aboriginal Town*, 1883, by William Knight, shows a group of Indigenous Australians crowding the veranda of Melbourne National Library of Australia.

Within a few years of the establishment of every British colony in Australia, the numbers of local Aboriginal people declined dramatically. For example, up to 90 per cent of the local Indigenous groups, such as the Ramatjari and Cadigal peoples, are thought to have died after three years of settlement around Botany Bay and Port Jackson. The numbers of Indigenous people surrounding Port Phillip Bay are believed to have declined from over 30,000 in 1835 to no more than 5000 in 1850.

Estimates of the Aboriginal population of Australia prior to European settlement vary greatly, from a minimum of 315,000 up to 750,000. The population was spread throughout the continent but the majority lived in the south-east with large groupings thought to have been established along the Murray River. Indigenous communities lived semi-nomadic lives, meaning that they lived for short periods in the same place before moving on in search of different hunting grounds.

Traditional hunting areas and food sources were disrupted as the colony of New South Wales expanded. Food became scarcer in the wild, and traditional hunting and gathering areas used by Aboriginal people were cleared for agricultural development. Rivers appeared and access in waterholes or sacred sites became difficult or impossible.

European expansion often displaced the Aboriginal people in the most densely populated areas. In some cases, this resulted in warfare as certain Aboriginal groups were pushed into the territories of other groups. This is something that has rarely been mentioned in historical accounts of the

recent times.

Source 2 An artist's impression of conflict in the region surrounding Port Phillip.



**Source 2** An artist's impression of conflict in the region surrounding Port Phillip.

hands, carrying out attacks and violent raids on the camps of those thought to have attacked them once. Source 1 on page 326).

In the Hawkesbury area of New South Wales, 26 European and 200 Aboriginal people died in conflicts between 1794 and 1800. One well-known Aboriginal person who policed the Europeans was Pemulway. He became famous for launching attacks on the settlers, burning their crops and destroying their huts. In 1801, Governor King offered a reward for Pemulway's capture. Pemulway was shot and killed by soldiers and the resistance movement fell away for a brief period.

### Collaboration

While there were times of conflict, there were also times when Indigenous people and Europeans worked together. Many Aboriginal people joined the police force and became trackers (experts at finding and following animal and human tracks).

In another example of collaboration, Pemulway worked with Governor Flinders to bring Aboriginal people into the settlement. Bungaree, called with Matthew Flinders between 1801 and 1803, he was taken to help communicate with Indigenous people along the way. However, Flinders did not realise the great differences among the Aboriginal language groups. The further they moved away from the settlement, the more difficult it became for Bungaree to communicate with the local inhabitants. In Port Phillip District, Billibellary, an elder of the Warrandjeri people, also worked closely with the new arrivals in the early years. He attempted to enable his people to move between the two cultures.

Armed conflicts also developed between Aboriginal people and the settlers as the Europeans spread out into the interior of the country. In most cases, attempts by local Aboriginal people to resist European expansion failed – largely because of British fire power.

### Diseases

Diseases introduced by the Europeans spread quickly and had a dramatic effect on the Aboriginal population. In fact, they were by far the biggest killer. Diseases such as the common cold and tuberculosis wiped out large numbers of Indigenous people, often a generation at a time. Many diseases that were only mildly dangerous to Europeans were lethal to Aboriginal people, who had no immunity to them.

Syphilis and other sexually transmitted diseases (not only caused deaths but also rendered many Aboriginal women infertile, leading to a declining birth rate. Other diseases, including measles and influenza, also spread rapidly throughout the Aboriginal population. Smallpox alone is thought to have wiped out at least 50 per cent of the total Aboriginal population of Australia.

### Frontier conflict and resistance

In the late 1700s, conflict between the Europeans and Aboriginal people became more common because more and more European settlements were intruding onto Aboriginal lands. Indigenous people often reacted angrily to these intrusions. Some attacked the farms, stole or killed livestock and speared the settlers. In retaliation, settlers often took revenge into their own

## LESSON 5

Special Interest: online access to Melbourne Museum resource on the Ocean and Mummies

(Click on the link or copy/paste into your browser then enter the password provided below)

### **IMAX online – limited time only!**

FREE

AVAILABLE UNTIL 25 OCTOBER

IMAX and Museums Victoria present a limited run of virtual screenings of two popular films, exclusive to Victorian teachers! We all know the only place to watch IMAX documentaries is in the theatre, and we can't wait to have you back in November.

#### **WILD OCEAN**

Take a trip to the wild coast of South Africa and plunge into an underwater feeding frenzy with dolphins, sharks, whales, gannets, seals and billions of fish. Wild Ocean celebrates the animals depending on us to survive and the efforts by local people to protect this invaluable ecological resource. Follow the link and use the password GSFWOT2021 to watch: <https://vimeo.com/604315611>

#### **MUMMIES: SECRETS OF THE PHARAOHS**

Meet the researchers and explorers piecing together clues from mummies to unravel fascinating secrets of the past. Archaeology and the science of genetics combine to reveal ancient facts of culture, medicine and daily life. Follow the link and use the password GSFMU2021 to watch: <https://vimeo.com/604263413>