

# LIGHTHOUSES

## **Cape Leeuwin Lighthouse Primary Student Pack, Years 5-6**

Out of the classroom and into the wild with stories of settlers, shipwrecks, whaling and wood, along one of the most dangerous stretches of coastline in the Southern Hemisphere.



**YOUR  
MARGARET  
RIVER  
REGION**

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## Booking Your Cape Leeuwin Field Trip

To book your tour of Cape Leeuwin Lighthouse or request a copy of our *Teacher Guide* contact us on the details below:

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# Overview

## **Aim:**

This package is designed to support an excursion to Cape Leeuwin Lighthouse in the Margaret River Region for Years 5-6 students. It has been developed to accompany classroom investigation in the disciplines of Humanities and Social Science, English and Geography.

## **Upon completion of this package and a tour of Cape Leeuwin Lighthouse students will have:**

- gained an understanding of the importance of the maritime industry and maritime aids
- used primary and secondary sources while investigating the lifestyle of early settlers, LH keepers and farmers in the region
- researched and constructed a timeline exploring the major industries and exports of the Southwest region
- identified society's changing points of view on whaling by examining the language features in a selection of texts
- investigated the way agricultural practices and landscapes have changed over time since European settlement in the Southwest
- gained an understanding of the relationship between the Wadandi people and the Cape Leeuwin region



# Curriculum Links

## Curriculum Framework Links

The following chart summarises key curriculum achievement standards covered by this unit of work. The resource materials and activities have been developed to achieve a range of outcomes and be relevant to the ACARA - Australian Curriculum.

### Australian Curriculum Assessment and Reporting Authority - The Australian Curriculum

History	English
<p><i>Historical Knowledge and Understanding - The Australian Colonies</i></p> <ul style="list-style-type: none"> <li>• Reasons for the establishment of British colonies in Australia after 1800.</li> <li>• The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants and how the environment changed.</li> <li>• The impact of a significant development or event on a colony.</li> </ul> <p><i>Historical Skills - Chronology, terms and concepts</i></p> <ul style="list-style-type: none"> <li>• Sequence historical people and events.</li> <li>• Use historical terms and concepts.</li> <li>• Identify questions to inform an historical inquiry.</li> <li>• Identify and locate a range of relevant sources.</li> </ul> <p><i>Analysis and use of sources</i></p> <ul style="list-style-type: none"> <li>• Compare information from a range of sources.</li> <li>• Identify points of view in the past and present.</li> </ul> <p><i>Explanation and communication</i></p> <ul style="list-style-type: none"> <li>• Develop texts, particularly narratives and descriptions, which incorporate source materials.</li> <li>• Use a range of communication forms.</li> </ul>	<p><b>Language</b></p> <p><i>Language for interaction</i></p> <ul style="list-style-type: none"> <li>• Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships.</li> </ul> <p><i>Text structure and organisation</i></p> <ul style="list-style-type: none"> <li>• Understand how texts vary in purpose, structure and topic as well as the degree of formality.</li> </ul> <p><b>Literacy</b></p> <p><i>Interacting with others</i></p> <ul style="list-style-type: none"> <li>• Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences.</li> <li>• Present and justify a point of view.</li> </ul> <p><i>Interpreting, analysing, evaluating</i></p> <ul style="list-style-type: none"> <li>• Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning.</li> </ul>



# Curriculum Links (Continued)

Australian Curriculum Assessment and Reporting Authority - The Australian Curriculum

## Geography

*Collecting, recording, evaluating and representing*

- Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions.

*Interpreting, analysing and concluding*

- The various connections Australia has with other countries and how these connections change people and places.

## Cross Curricular Priorities

### Sustainability

The biosphere, including all life forms, relies on the interdependence of social, economic and ecological systems. We recognise that by valuing and actioning sustainable practices as individuals and communities we are preserving our environment for the future.

### Aboriginal and Torres Strait Islander Histories and Cultures

The Wadandi people of the Southwest maintain a special relationship with the land, sea, sky and waterways. Their knowledge of the local area is extensive and they have lived in this area for tens of thousands of years. Their language and history are intrinsically linked to local flora and fauna and landscapes.



# Topic Web

Your visit to Cape Leeuwin Lighthouse can be used as a springboard to explore a range of topics surrounding lighthouses. You might like to consider the following:



# Cape Leeuwin Primary Program Years 5-6

Outcomes	Descriptions	Activities	Resources
<p><b>Historical Knowledge and Understanding</b> - The Australian Colonies</p> <p><b>Historical Skills</b> - Chronology, terms and concepts Analysis and use of sources Explanation and communication</p> <p><b>Geographical Knowledge and Understanding</b></p>	<p>5 - Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800</p> <p>5 - The nature of colonial presence, aspects of the daily life of the inhabitants (including Aboriginal People and Torres Strait Islander Peoples) and how the environment changed</p> <p>6 - Australia's connections with other countries and how these change people and places</p>	<p>Introduction to the history of lighthouses. Students brainstorm what they know about lighthouses. Including:</p> <ul style="list-style-type: none"> <li>• what they do</li> <li>• why they were used</li> <li>• where they were located</li> <li>• how they worked</li> <li>• what life was like for the workers</li> </ul> <p>Use the <b>Why Lighthouses?</b> and <b>Land Ahoy!</b> activity sheets from the education package or have students research the history of the first lighthouses on their own.</p> <p>Look at some of the duties and communication methods of lighthouse keepers from the 1900s using the <b>Daily Duties</b> and <b>SMS</b> activity sheets.</p>	<p><b>Text:</b> <i>The Light of Leeuwin</i> Cresswell, G.J., 1990, Augusta Margaret River Shire History Group. Pages 92-97.</p> <p><i>Lighthouses of the World</i> Batchelor, J. 2004, Dover Publications, New York.</p> <p><i>Lighthouses for Kids: History, Science, and Lore with 21 Activities</i> House, K.L. 2008, Chicago Review Press.</p> <p><i>First Order; Australia's Highway of Lighthouses</i> Searle, G. 2013, Seaside Lights.</p> <p><b>Online:</b> <a href="http://www.lighthouses.org.au/lights/index.asp">http://www.lighthouses.org.au/lights/index.asp</a> <a href="http://www.abc.net.au/local/au-dio/2011/11/10/3361706.htm?site=perth">http://www.abc.net.au/local/au-dio/2011/11/10/3361706.htm?site=perth</a> <a href="https://anmm.wordpress.com/2016/07/08/the-life-of-a-lighthouse-keeper/">https://anmm.wordpress.com/2016/07/08/the-life-of-a-lighthouse-keeper/</a></p> <p><b>Pages 10 - 13 from the CLLH Primary Student Pack</b></p>
<p><b>Historical Knowledge and Understanding</b> - The Australian Colonies</p> <p><b>Historical Skills</b> - Chronology, terms and concepts Analysis and use of sources Explanation and communication</p> <p><b>Geographical Knowledge and Understanding</b></p>	<p>5 - The nature of colonial presence, aspects of the daily life of the inhabitants and how the environment changed</p> <p>5 - Identify and locate a range of relevant sources</p> <p>5 - Compare information from a range of sources</p> <p>6 - The contribution of individuals and groups to the development of Australian society since Federation</p> <p>6 - Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander People, migrants, women and children</p>	<p>Students examine the use of primary and secondary sources in relation to the shipwreck of the SS Pericles off Cape Leeuwin in 1910. This was a large liner made by the same people as the Titanic, however, this time everyone survived.</p> <p>Use the <b>Primary Sources</b> activity sheets to begin your investigation.</p> <p>Focussing on primary and secondary sources, use the texts and online links in the resources section to investigate and create a portrait of Georgiana Molloy, one of the first settlers of Augusta; the town near Cape Leeuwin. An educated woman, she endured many hardships in this isolated and remote outpost.</p>	<p><b>Text:</b> <i>Australian Shipwrecks: A Pictorial History</i> Christopher, P. 2010, Axiom Publishing.</p> <p><i>Shipwrecks of the Southern Seas</i> Cormick, C., 2012, Murdoch Books.</p> <p><i>The Light of Leeuwin</i> Cresswell, G.J., 1990, Augusta Margaret River Shire History Group. Pages 35-58.</p> <p><i>Georgiana Molloy: Portrait with a Background</i> Hasluck, A., 2002, Fremantle Press</p> <p><b>Online:</b> <i>SS Pericles</i> <a href="http://www.museum.wa.gov.au/maritime-archaeology-db/wrecks/pericles-1">http://www.museum.wa.gov.au/maritime-archaeology-db/wrecks/pericles-1</a> <a href="http://trove.nla.gov.au/result?q=ss+pericles">http://trove.nla.gov.au/result?q=ss+pericles</a> <a href="http://members.ozemail.com.au/~rooski/SS_Pericles/Australias_Titanic.htm">http://members.ozemail.com.au/~rooski/SS_Pericles/Australias_Titanic.htm</a></p> <p><i>Georgiana Molloy</i> <a href="http://www.georgianamolloy.com.au/about-georgiana-6/">http://www.georgianamolloy.com.au/about-georgiana-6/</a> <a href="http://trove.nla.gov.au/result?q=Georgiana+Molloy+augusta">http://trove.nla.gov.au/result?q=Georgiana+Molloy+augusta</a></p> <p><b>Pages 14 - 15 from the CLLH Primary Student Pack</b></p>

# Cape Leeuwin Primary Program Years 5-6

Outcomes	Descriptions	Activities	Resources
<p><b>Historical Knowledge and Understanding</b> - The Australian Colonies</p> <p><b>Historical Skills -</b> Chronology, terms and concepts Analysis and use of sources Explanation and communication</p> <p><b>Geographical Knowledge and Understanding</b></p>	<p>5 - Reasons for the establishment of British colonies in Australia after 1800</p> <p>5 - The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants and how the environment changed</p> <p>6 - The world's cultural diversity, including that of its indigenous peoples</p> <p>6 -Australia's connections with other countries and how these change people and places</p>	<p>Study the local industries which relied on the maritime services in the Southwest.</p> <p>Investigate the huge influence the timber industry had on the Southwest region focussing particularly on the life of M.C. Davies. Use the internet and/ or library to collect referenced information and create a timeline documenting the main events of the industry. Use the <b>Forestry First</b> and <b>Timber Timeline</b> activity sheets to assist your investigation.</p> <p>Use the <b>Changing Tides</b> information and activity sheets to examine the changing point of view, from the peak of the whaling industry in the 1900s, to the Augusta whale rescue in 1986 and into modern whale watching tourism.</p>	<p><b>Text:</b> <i>The Light of Leeuwin</i> Cresswell, G.J., 1990, Augusta Margaret River Shire History Group, pages 59-120.</p> <p><b>Online:</b> <i>M.C. Davies</i> <a href="http://www.mrdhs.com.au/?file=kop4.php">http://www.mrdhs.com.au/?file=kop4.php</a> <a href="http://adb.anu.edu.au/biography/davies-maurice-coleman-295">http://adb.anu.edu.au/biography/davies-maurice-coleman-295</a> <a href="http://trove.nla.gov.au/result?q=m+c+davies">http://trove.nla.gov.au/result?q=m+c+davies</a> <a href="http://www.brucehassan.id.au/Chapter6.pdf">http://www.brucehassan.id.au/Chapter6.pdf</a></p> <p><i>Whaling</i> <a href="http://www.australia.gov.au/about-australia/australian-story/australias-whaling-industry-and-whales">http://www.australia.gov.au/about-australia/australian-story/australias-whaling-industry-and-whales</a> <a href="https://www.facebook.com/gwn7news/videos/1123178327698515/">https://www.facebook.com/gwn7news/videos/1123178327698515/</a></p> <p><b>Pages 16 - 20 from the CLLH Primary Student Pack</b></p>
<p><b>Historical Knowledge and Understanding</b> - The Australian Colonies</p> <p><b>Historical Skills -</b> Chronology, terms and concepts Analysis and use of sources Explanation and communication</p> <p><b>Geographical Knowledge and Understanding</b></p>	<p>5 - Reasons for the establishment of British colonies in Australia after 1800</p> <p>5 - The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants and how the environment changed</p> <p>6 -Australia's connections with other countries and how these change people and places</p>	<p>Use the <b>Swan Colony Heads South</b> activity sheet as a launchpad for an investigation into the European settlement of the Southwest region.</p> <p>Cape Naturaliste and Geographe Bay are named after ships sailed by the French explorer Nicolas Baudin in the early 1800s. Create a timeline identifying the major events in the competition to settle the Swan River. Use the information on <b>The Race that Formed a Nation</b> activity sheet as a guide for further investigation.</p>	<p><b>Text:</b> <i>The Light of Leeuwin</i> Cresswell, G.J., 1990, Augusta Margaret River Shire History Group, pages 16-58.</p> <p><i>Heritage Trail Augusta - Busselton: Retracing the Pioneer Route from Augusta to the Vasse.</i> Heritage Council of Western Australia.</p> <p><i>Settlement of the Swan: The Birth of Perth.</i> James, R.M. Heritage Perth.</p> <p><i>The Great Race</i> Hill, D. 2012, William Heinemann Australia.</p> <p><b>Online:</b> <a href="http://www.amrshire.wa.gov.au/library/file/6%20Region/WalkingTrails/augbsnHeritageTrail.pdf">http://www.amrshire.wa.gov.au/library/file/6%20Region/WalkingTrails/augbsnHeritageTrail.pdf</a> <a href="http://heritageperth.com.au/files/2012/11/Settlement-of-the-Swan-.pdf">http://heritageperth.com.au/files/2012/11/Settlement-of-the-Swan-.pdf</a></p> <p><b>Pages 21 - 22 from the CLLH Primary Student Pack</b></p>



# Cape Leeuwin Primary Program Years 5-6

Outcomes	Descriptions	Activities	Resources
<p><b>Historical Knowledge and Understanding</b> - The Australian Colonies</p> <p><b>Historical Skills</b> -</p> <p>Chronology, terms and concepts</p> <p>Analysis and use of sources</p> <p>Explanation and communication</p> <p><b>Geographical Knowledge and Understanding</b></p>	<p>5 - The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.</p> <p>6 - The contribution of individuals and groups to the development of Australian society since Federation.</p> <p>6 - The world's cultural diversity, including that of its indigenous peoples.</p>	<p>Use the <i>Noongar People</i> and <i>Six Seasons</i> sheets to broadly identify the relationship between the Wadandi people and the Capes region, also placing them in the broader scheme of the Noongar people.</p> <p>Follow the links and research the practice of firestick farming as used by the Wadandi people in the Southwest. Examine how it was used and how it shaped the land, flora and fauna. Make comparisons between traditional European farming.</p>	<p><b>Text:</b></p> <p>The Light of Leeuwin Cresswell, G.J., 1990, Augusta Margaret River Shire History Group, pages 1-15.</p> <p><b>Online:</b></p> <p><i>Noongar language groups</i></p> <p><a href="https://www.noongarhoodjar.com.au/product/noongar-map/?v=6cc98ba2045f">https://www.noongarhoodjar.com.au/product/noongar-map/?v=6cc98ba2045f</a></p> <p><a href="http://www.noongarculture.org.au/noongar/">http://www.noongarculture.org.au/noongar/</a></p> <p><a href="http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/regional-websites/north-metro/lesson-plans/">http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/regional-websites/north-metro/lesson-plans/</a></p> <p><i>Firestick farming</i></p> <p><a href="http://www.alicespringsdesertpark.com.au/kids/culture/fire.shtml">http://www.alicespringsdesertpark.com.au/kids/culture/fire.shtml</a></p> <p><a href="https://www.khanacademy.org/humanities/world-history/history-beginnings/pre-history-humanity-on-earth-tutorial/v/firestick-farming">https://www.khanacademy.org/humanities/world-history/history-beginnings/pre-history-humanity-on-earth-tutorial/v/firestick-farming</a></p> <p><a href="http://www.abc.net.au/landline/content/2013/s3767527.htm">http://www.abc.net.au/landline/content/2013/s3767527.htm</a></p> <p><b>Pages 23 - 24 from the CLLH Primary Student</b></p>



# Why Lighthouses?

Roughly 3000 years ago, before we had real ports where ships could safely dock, mariners were guided by large fires built on hilltops. They soon realised that raising the fire would mean the light could be seen further out to sea, and so they began building large platforms to lift the fires off the ground.

The first real lighthouse was a stone tower in which a fire was lit every night. It was called 'Pharos', and built in ancient Egypt about 2300 years ago. It is believed to have lasted over 1400 years, until it was destroyed by large earthquakes in the year 956.

In the following 1000 years, trade over the oceans continued to grow. People transported incense, spices, silk, herbs and even other people all over the world to be sold at markets. The oceans and rivers of the world were like the modern highways of today and lighthouses were the warning signs, the traffic lights and maps, all rolled into one.

From the 1700s to the 1800s, lighthouses changed dramatically. New sources of fuel such as mineral oils, whale oil and later kerosene, meant the lights became brighter and far more efficient to run. In the 1800s, Augustin Jean Fresnel invented the Fresnel Lens, which acted like a giant magnifying glass and was capable of sending a very small light a long way out to sea.

Because lighthouses were often in very remote locations, they usually had lighthouse keepers who lived near them to make sure they worked through the night. With the introduction of electricity, in the mid-late 1900s, many lighthouses became automated, and the lighthouse keepers were no longer needed.

It is only in recent times that the number of lighthouses in use has begun to decline, This has, for the most part, been due to the cost of maintenance and increased use of modern electronic navigational aids such as GPS and satellite tracking systems.

**1. After reading the above text, circle the statements below which you believe to be true.**

The oceans and rivers used to be like highways.

A long time ago, mariners were guided by large fires lit on top of hills.

Whale oil, kerosene and giant candles were used for light in lighthouses.

The first lighthouse was called Egypt and built about 2300 years ago.

The Fresnel Lens was invented in the 1800s.

Lighthouses are used to mark dangerous coastlines, hazardous reefs and safe entries to harbours. They have a long and interesting history...

# Land Ahoy!

Ships were the main form of transport for hundreds of years before road, rail and air. However, it was dangerous and expensive to sail. Maps were often unreliable and ship's captains didn't have modern navigational technology like GPS or radar tracking systems.

The Southwest's coast was a busy place in the late 1800s and early 1900s. Ships would travel from England or Europe, around the southern tip of Africa and pass the Australian coastline around the Southwest. From there, they would often head south to the eastern states or north to Fremantle or beyond.



## Dangerous Capes of the World

Completed in 1896, Cape Leeuwin Lighthouse is the tallest on the Australian mainland. Considered one of the three most dangerous coastlines in the Southern Hemisphere, there had been over 22 shipwrecks off the Cape before it was built.

Due to the isolated nature of Cape Leeuwin, this lighthouse was run manually for almost 100 years until electricity was installed in 1982. Up until then, the light was a kerosene flame. If a tourist came to visit, the lighthouse keeper would only take them up the top if they carried one of the heavy kerosene cans up the 176 steps!

Use the link below to research and create a list of all the lighthouses along the coast and islands between Augusta and Perth then add them on the map. These lighthouses have been used for over a century to guide ships safely into the dangerous Fremantle port.

<http://www.lighthouses.org.au/lights/wa/wa%20map.htm>

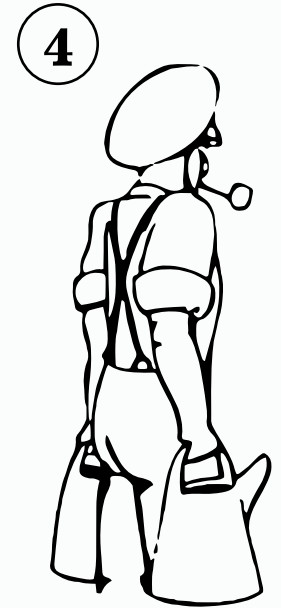
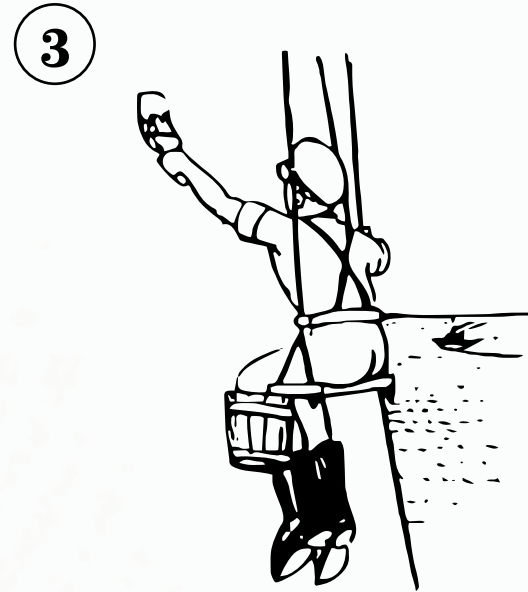
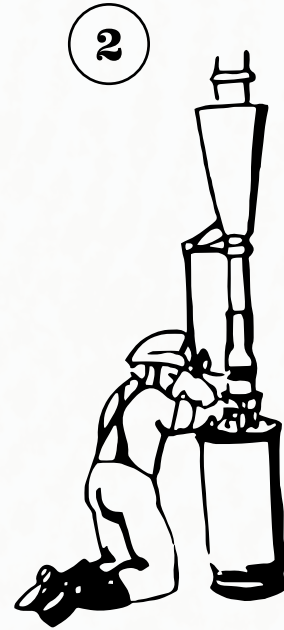


1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

# Daily Duties

The three lighthouse keepers at Cape Leeuwin worked in shifts. Each keeper worked four hours every evening running the light, and four hours every day doing maintenance and preparation.

Below are pictures of the keepers performing their daytime duties. Can you unscramble these sentences and match them to the pictures? The first one is done for you.



2  
reppraign eht ampl orf igthignl

*Preparing the lamp for lighting*

leacning nad lopihsign het snel

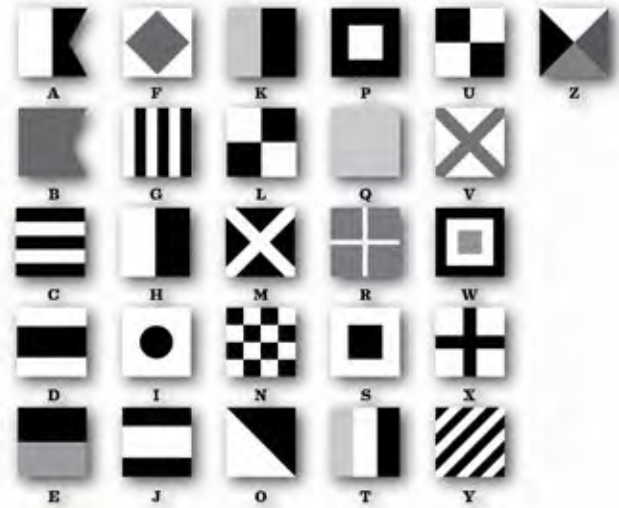
cyarrngi senorkee

gnintaip hte igthouhsel

# SMS .....

1. Believe it or not mobile phones didn't always exist... so all those years ago when the ship's captain wanted to talk to the lighthouse keeper, they had to use signal flags and a good set of binoculars. Below on the left is a message written in signal flags.

Use the key on the right to decode the message and write it on the notepad. The first word has been done for you!



### International Morse Code

A	• —	O	— — —
B	— • • •	P	• — — •
C	— • — •	Q	— — • —
D	— • •	R	• — •
E	•	S	• • •
F	• • — •	T	—
G	— — •	U	• • —
H	• • • •	V	• • • —
I	• •	W	• — —
J	• — — —	X	— • • —
K	— • —	Y	— • — —
L	• — • •	Z	— — • •
M	— —		
N	— •		

2. Lighthouse keepers used to communicate with ships by flashing a light and using Morse Code. Below is a message recorded by the lighthouse keeper from a ship which is sinking. Can you decipher what it says?



# Primary Sources

**Primary sources** are original records from historical periods. They were produced by the people who participated in and witnessed past events, issues, people and places. The important thing to remember is that primary sources were used or created by someone with firsthand experience of an event.

**Secondary sources** are documents, texts, images, and objects about an event. They were created by someone who was not involved originally.

Below are some documents and items surrounding the event of the sinking of the SS Pericles. This was a ship that was made by the same people as the Titanic, and sank just a few kilometres from the Cape Leeuwin Lighthouse. Fortunately, everyone survived!

**1. Which of these items do you believe is a primary or secondary source? Discuss your answers with your classmates.**



**THE PRELIMINARY INQUIRY  
WHAT THE VESSEL STRUCK  
VIEWS OF A MAIL STEAMER  
CAPTAIN.**  
(Received 10:40 a.m.)  
PERTH, Wednesday

A preliminary inquiry has been held into the wreck of the Pericles. The examination of witnesses was in camera, and the papers have been forwarded to the Colonial Secretary.

The captain of the R.M.S. Monypellie thinks that the Pericles struck a granite rock which other ships had not the good fortune to escape.

**THE WRECK LOCATED  
WASTE OF GOOD BUTTER**  
(Received 10:15 a.m.)  
PERTH, Wednesday.

Hundreds of boxes of butter are floating ashore in Findlay Bay. The beauty of the Pericles wreck has been found by oil coming up from the engine-room.

*News article, THE WRECK OF THE PERICLES, Nelson Evening Mail, April 1910*

Advertisement for the Aberdeen Line cruises. [www.ssmaritime.com](http://www.ssmaritime.com)

Painting of SS Pericles sinking. Courtesy of Augusta Historical Museum.

Photo of SS Pericles. Courtesy of Augusta Historical Museum.

Photo of SS Pericles' ship bell. Courtesy of Augusta Historical Museum.

- PRIMARY  
 SECONDARY

- PRIMARY  
 SECONDARY

- PRIMARY  
 SECONDARY

- PRIMARY  
 SECONDARY

- PRIMARY  
 SECONDARY

**2. Why is it important to use primary sources as well as secondary sources?**

**Circle the statements you agree with and discuss your answers with your class.**

Using primary sources encourages students to form their own opinions about a particular subject or set of events.

When examining primary sources, students are able to understand the original context of an event or artefact.

Using primary sources encourages students to ask their own questions and conduct their own research, rather than relying on other peoples' opinions.

When examining primary sources students are able to understand how secondary sources are constructed, and reflect a particular persons point of view.

Comparing different secondary sources can provide different points of view on the same subject.

# Primary Sources

Read the three articles below, then answer the questions on a separate piece of paper.

**A.**

Pride of the Aberdeen Line and not yet two years old, Pericles was on her way from the Eastern States to England via Fremantle and Cape of Good Hope as she approached Cape Leeuwin at 14 knots on March 31st, 1910. A fine sunny afternoon and a calm sea when, literally out of the blue, came a grinding crunch, a violent tremor and a rush of water into the forward holds.

The order came to "Abandon Ship" and within half an hour, all 463 passengers were afloat in boats while the ship's bow sank and the stern rose higher. Within three hours she had drifted a few miles closer to shore and sunk with the passengers personal belongings and her cargo in 16 fathoms of water. (Approx. 30 meters) Meanwhile the boats had brought their survivors safely ashore, the last boats guided by the fires lit on shore by the men from the lighthouse.

*Text from a memorial display - original source unknown.*

**B.**

The Court having carefully inquired into the circumstances attending the above-mentioned shipping casualty, finds :-

(1) The s.s. "Pericles," while on a voyage from Melbourne to Fremantle, was, on the 31st March, 1910, rounding Cape Leeuwin, when, at about 3 30 p.m., she met with a disaster causing her to founder.

(2) Proper care and vigilance were exercised in the navigation of the vessel by the master and officers, and proper steps were taken to fix her position, and from time to time to verify such position.

(3) The vessel was kept on the course stated in the evidence given by the master.

(4) Such course, as set and steered, was one which, in all the circumstances of the occasion, the master was justified in considering a safe and proper one.

(5) While on such course, as stated in the evidence, the vessel struck a submerged obstruction, which is uncharted, and thereby foundered.

*Court document from enquiry into the sinking of SS Pericles, 14th April, 1910.  
<http://www.plimsoll.org/resources/SCCLibraries/WreckReports2002/19796asp> - last viewed 9.5.17*

**C.**

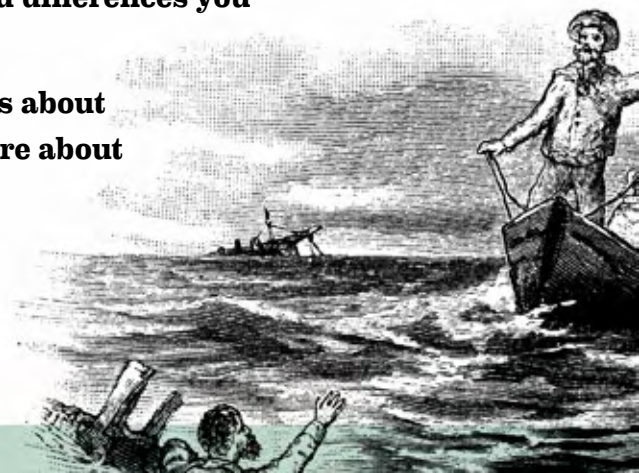
## PERICLES FOUNDERS. SINKS OFF CAPE LEEUWIN. PASSENGERS AND CREW LANDED.

The sensational news was flashed across the wires from Western Australia on Thursday night: that the magnificent new Aberdeen liner Pericles, of 11,000 tons— the latest addition to the fleet— came to grief about three miles to the Southward of Cape Leeuwin, and that she foundered. The Pericles had a full complement of passengers on board, as well as a large crew. Many on board were Sydney residents bound on tours to South Africa and the Old World. The Pericles took away with her a valuable cargo. From Brisbane she took something over 18,000 carcasses of mutton and lamb, nearly a thousand quarters of beef, 16,000 boxes butter, besides other goods. At Sydney she shipped 5000 bales of wool, 10,800 carcasses mutton and lamb, 35,000 boxes butter, 250 tons wheat, 1250 crates rabbits, and a good deal of tallow, meats, leather, and other goods. The Hobart part of her cargo consisted of apples. When she sailed from Melbourne the Pericles was a full ship.

*The Sydney Mail and New South Wales Advertiser (NSW: 1871 - 1912),  
<http://nla.gov.au/nla.news-t1e698> - last viewed 5.2.17.*

1. Which text did you enjoy reading the most? Why?
2. Are these texts primary or secondary sources?
3. Create a mind map for each article, taking note of the:
  - subject (what the text is about)
  - content (what information is included)
  - use of fact or opinion
  - purpose (what/who it is written for)
  - language (emotive, descriptive, humorous, factual)

4. What are the similarities and differences you notice between the articles?
5. Write a list of three questions about things you'd like to know more about from the above articles.



# Forestry First

In the 1800s and early 1900s, the Southwest region was known for wood, wheat, wool and whales. This stretch of coast was extremely busy. Whalers who knew how bountiful the region's waters were, used Augusta and Geographe Bay to hunt whales, trade whale oil and restock supplies. Timber, wheat and wool were exported from numerous bays and jetties between Augusta and Bunbury. Approximately 17 million railway sleepers were cut from the Augusta Margaret River region, and there are still famous London streets like Piccadilly, Pall Mall and Regent paved with the wood from the Southwest's forests. Yep, that's right, they're on the Monopoly board! It was big business and in those early days the only way to export all those goods interstate, and overseas, was by ship.

One of the most important and influential of the timber companies was started by Maurice Coleman Davies, or M.C. Davies, as he was known.

1. Use the following book and internet links to research the history of M.C. Davies and his timber empire. Use an information web like the one below to map out your research. You can add more balloons if you need. Be sure to record any resources you used in a bibliography.

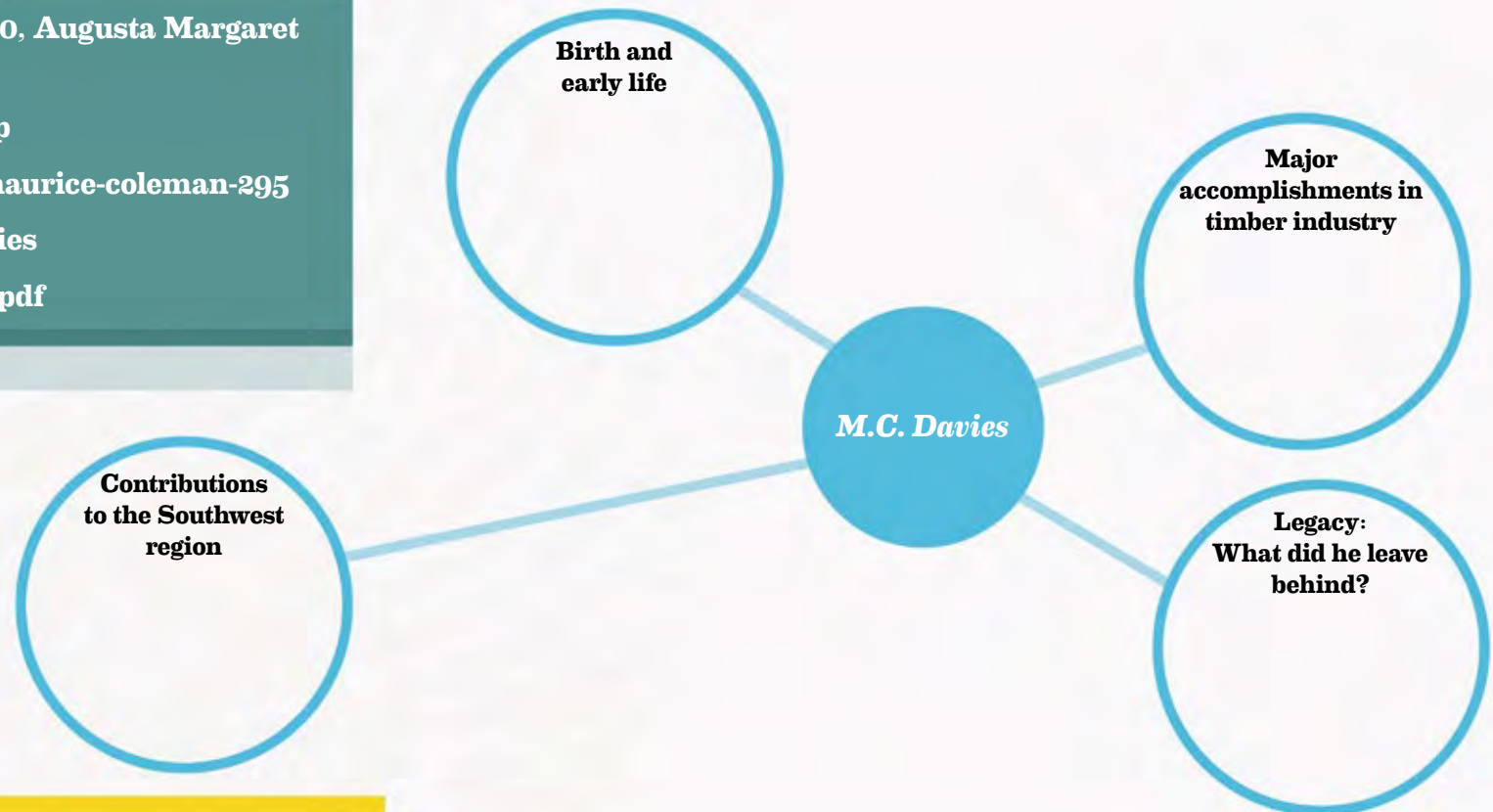
*The Light of Leeuwin* - Cresswell, G.J., 1990, Augusta Margaret River Shire History Group, pages 59-120

<http://www.mrdhs.com.au/?file=kop4.php>

<http://adb.anu.edu.au/biography/davies-maurice-coleman-295>

<http://trove.nla.gov.au/result?q=m+c+davies>

<http://www.brucehassan.id.au/Chapter6.pdf>





# Timber Timeline

1. Add the main achievements or contributions M.C. Davies made to the Southwest's timber industry to the timeline below.



**1832**

When the severely damaged hull of the HMS Success was repaired using Jarrah and successfully sailed back to England, people realised the quality of the wood.

**1849**

The last of the original settling families leaves Augusta. The settlement is seen as a failure due to inexperience, the difficulty clearing the land of hard timber, and the lack of government assistance. The area remained relatively quiet for nearly 20 years.

**1861**

Sleeper cutting commences in the Augusta area.

**1870s**

Timber industry's potential begins to be realised. WA Government grants long term leases and "Special Timber Licences" to stimulate the timber industry.



**1885**

Logging a Karri Tree near Augusta, Western Australia

**1880s**

Timber industry grows throughout the 1880s. Timber industry supports infrastructure and commercial growth in the region: a number of mills (Kudardup, Karridale, Boranup and Jarrahdene), two long jetties (Flinders Bay and Hamelin Bay) and the foundation and growth of the company town Karridale.



**1905**

Logging Whim for carrying trees.

**1913**

Forests are decimated from the timber industry push. Remaining forest is not economically viable. Three of the region's timber mills have closed.

**1900-1914**

Approximately 17 million railway sleepers were cut from the Augusta Margaret River region.

**1907**

Timber industry workers go on strike for 14 weeks, requesting a reduction in working hours from nine to eight per day, and increased pay.

# Changing Tides

It is documented that whaling for food has occurred along coastal communities since about 3000 BC, over 5000 years ago. In the beginning, whaling was commonly carried out on small boats with hand-made spears or by driving whale pods into shallow bays. Fast forward to the late 1800s and floating factory ships with exploding harpoons were being used by many countries. They were so efficient that between 1900 and 1940, more whales were slaughtered than in the previous 400 years. By the 1960s, whale populations had dropped drastically. Many countries stopped whaling altogether, and strong industry regulations were introduced to prevent species from going extinct. However, because this industry employed a huge number of people in Australia and around the world, the reduction in whaling was a very political and highly emotional time. The Southwest has a history of whaling that stretches back from at least the 1790s, with Flinders Bay near the Cape Leeuwin lighthouse a seasonal base for whaling ships for a number of years.

Read each of the articles below and consider the changing views on whaling from the past to the present. Answer the questions on the following page.

1950

Diary entry by a worker from a whale processing plant in the south west of Western Australia, 1950

Thursday 29 June 1950

Today we got our first whale. We watched the chaser chase and shoot the whale. When the whale arrived it was hauled up the slip and what a size. It was 43 feet (15 metres) long and 10 feet (3 metres) high. Everybody was taking photos and excited, we included for this is what we came here for. To start, Jack, our flensing boss showed us what to do. The whale is lying half on its side and first we take off its side and belly blubber, then cut the meat off the backbone where the blubber has come off. The jawbone cut is put in and the flippers or wings as we call them are cut off at the same time. Then we roll him over and the other side blubber is cut off and the meat beneath. Then we roll it on its back and split it open. Then we cut its innards and spring the rib joints along the backbone. That may sound easy but these whales weigh up to 45 or 50 tons and take a lot of winch work. We finished at 1:30am because it rained and we can't work in the rain. Worked 1 1/2 whales which isn't much but we will improve. All told we worked 17 hours so I think its time to go to bed being 2am and I start work again at 7:30am.

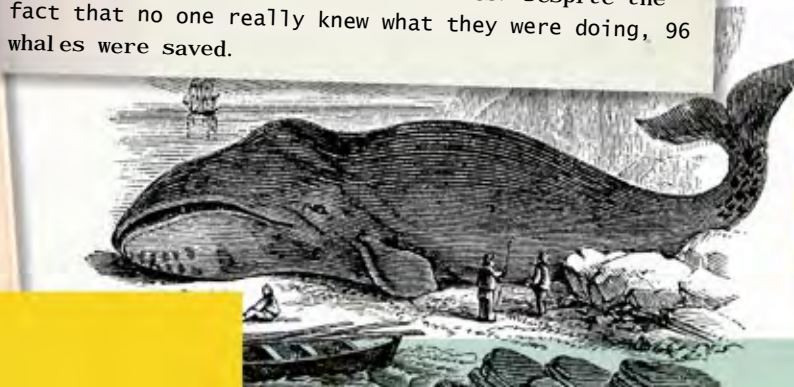
1986

Rescuing the false killer whales 25 years ago. News article by Sharon Kennedy on ABC South West, 2011

In 1986, Donna was just eight when her parents collected her from school and took her to the beach. One hundred and fourteen false killer whales were stranded just near Augusta. People came from all over, from Perth to Albany to look on this.

In the first operation of its kind, the community and the Department of Conservation and Land Management worked together to transport the whales round to the calmer waters of Flinders Bay from where they could be herded out to sea.

People came from all over, from Perth to Albany, with one common purpose, to save the whales. Despite the fact that no one really knew what they were doing, 96 whales were saved.



2009

Whale Watching Worldwide. Report published by the International Fund for Animal Welfare, 2009

There is one group which should take the credit for the development of whale watching: it is the whales themselves. Described by Roger Payne as nature's self publicists, there is nothing more remarkable than seeing a whale for the first time and it is no wonder that whale watching has now grown into a 2.1 billion dollar industry.

In 2008, 13 million people participated in whale watching in 119 countries and territories, generating total expenditure of \$2.1 billion. Furthermore, an estimated 3,300 operators offer whale watching trips around the world. The operators employ an estimated 13,200 people.

## Word check!!

**Flensing** - to strip skin or fat from a whale

**Blubber** - layer of fat that keeps sea mammals warm

**Publicist** - someone who advertises or promotes something

**Participate** - be involved or take part

# Changing Tides

1. Which text did you enjoy reading the most? Why?
2. Use a Venn diagram to compare the similarities and differences in these articles. Look at the following in each text:
  - subject (what the text is about)
  - what date it is written or focussed on?
  - purpose (what/who it is written for)
  - language (emotive, descriptive, humorous, factual)
  - use of fact or opinion
  - point of view (first person or third person)
3. After investigating these articles, how do you think our relationship with whales has changed from the 1950s, to 1986 and today?



*Beached False Killer Whales at Cape Leeuwin, 1986.  
Image courtesy Augusta Heritage Museum*



*Kids at Cape Leeuwin, Augusta with the beached whales, 1986.  
Image courtesy Augusta Heritage Museum*

**As the whaling industry was so large, there are some fantastic accounts of the living and working conditions endured by whalers, available online and in print.**

**Brainstorm with your class and come up with some questions you'd like to know about the lives of whalers in the 1800s and early 1900s. Use the library and internet complete your research.**

# Changing Tides

It is documented that people have been hunting whales for food for around 5000 years. In the last 400 years, whale oil was used as fuel for lamps and in soaps. During the industrial revolution it became a valuable ingredient in the production of cosmetics, varnishes, detergents, margarine and was even used in the manufacture of nitroglycerin for explosives in both World Wars. Globally, whaling reached its peak in 1960, when ships could process their catches on board. As waters closer to shore became over-fished, ships were forced to move further out to sea for smaller whales in colder waters. Whaling became more difficult and the price of whale oil increased.

In 1846, a Canadian, Abraham Gesne discovered an efficient way to distil kerosene and this eventually became a cheaper fuel source than whale oil. However, the damage had been done, and while final numbers are hard to estimate, it is believed that during the period of 1900 to 1999 alone, almost three million whales were slaughtered.

Prior to whaling, it is estimated there may have been up to 200,000 Blue Whales in the Southern Hemisphere but today, scientists believe that only about 2,000 remain. Southern Right Whales, which numbered up to about 100,000 before commercial whaling, now number at about 12,000.

In local waters around the south west of Australia, American whalers were first documented in the late 1790s, and whaling continued until the last processing station closed in Albany, in 1978.



**3000BC**

Whaling for food practiced by coastal communities since about 3000 BC.

**900-1200s**

Hunting of Right whales starts in France, Spain, Norway and later in Japan.

**1700s**

Commercial whaling is established in the Arctic by the British, Dutch and Americans.

**1935**

Southern Right whales are officially protected, after more than 100,000 were killed.

**1930s**

Whaling reaches its peak, employing thousands of people around the world. Over the next decade, more than 300,000 blue whales are slaughtered.

**c1860**

Norwegians develop the explosive-tipped harpoon and the first factory ships are introduced which can process whales at sea.

**1946**

International Whaling Commission (IWC) is established to control the whale industry, and the grey whale is officially protected.

**1966**

Commercial hunting of humpbacks and blue whales is banned.

**1972**

Anti-whaling campaign, led by Greenpeace, gains momentum.



**2000**

Japan blocks the creation of a South Pacific whale sanctuary.

**1994**

Southern Ocean Sanctuary is set up, prohibiting all commercial whaling in Antarctic waters.

**1982**

IWC votes for a moratorium on the commercial hunting of all the great whales.

# Swan Colony Heads South

1. Below is a brief history of the settlement of Augusta, Dunsborough and Busselton.

Read the passage and fill in the missing words from the box below.

Prior to the \_\_\_\_\_ of the timber and \_\_\_\_\_ industries, free settlers emigrating from Europe and the United Kingdom began to settle and start farms in the south west of Western Australia.

Swan River  
favourably  
Augusta  
establishment  
shipping  
vegetable  
settlers  
Dunsborough  
Busselton  
whaling  
expeditions

In 1829, when the British settled on the \_\_\_\_\_, they handed out most of the best farming land in the first year. But with many settlers still arriving from England, the government was looking to find some more land to develop.

Captain John Molloy and his wife Georgiana, the Bussell brothers; John, Charles, Vernon and Alfred, and James Turner and his family all arrived in Perth in 1930 on the Warrior. Governor Stirling, the head of the Swan River Colony, spoke \_\_\_\_\_ of land in the Southwest and they were all interested.

Stirling had already visited Geographe Bay and apparently fancied it for himself. The town of \_\_\_\_\_ sits on Dunn Bay, which Governor Stirling named after Captain Richard Dalling Dunn whom he served with in the navy in 1810.

Stirling suggested the \_\_\_\_\_ have a look at the land in the south near Flinders Bay. They headed there on the Emily Taylor, arriving on May 2, 1830 with 50 - 60 pioneers to begin a settlement called \_\_\_\_\_, named after Princess Augusta Sophia.

Life was not easy for these settlers. \_\_\_\_\_ was erratic, causing supplies to be as well, and though the land was fertile, clearing was extremely difficult because the trees were massive and grew very close together.

By the end of 1830, a few houses had established good \_\_\_\_\_ gardens, but life was still hard. The Bussell brothers moved to set up a farm to the north near Alexander Bridge, where land was a little more accessible, and several farmers followed. John Bussell, still unsatisfied with the location, ran \_\_\_\_\_ further north to Geographe Bay. Here, he found land on the Vasse River and put in application for a farming allotment. The Molloys soon followed and set up on the other side of the Vasse riverbank. This was the beginning of \_\_\_\_\_ in 1832.

# The Race that Formed a Nation

In the late 1700s and early 1800s, things really started to heat up in the race to settle Western Australia. The French were unhappy about losing North America to the British in the 1750s, so there was fierce competition to colonise new lands.



1. Here are some of the main events in the race to colonise Western Australia. Use the internet links below to research when each event occurred and draw a line placing it on the time line.

The first ship to reach the Swan River was *HMS Challenger*. After anchoring off Garden Island, its Captain, Charles Fremantle, declared the Swan River Colony for Britain.

Englishman Major Edmund Lockyer, together with a group of convicts, soldiers, a surgeon and storekeeper, left Sydney aboard the *Amity* bound for King George III Sound (Albany). The *Amity* arrived on Christmas Day.

French explorer, Nicolas Baudin arrived in the south west of Western Australia. He mapped the south west coast before heading off to New South Wales.

On his way to the Pacific, Frenchman Jules Dumont D'urville stopped by King George Sound. He thought it was a great port, and wondered why it wasn't settled yet.

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

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

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

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



## Links:

[http://museum.wa.gov.au/exhibitions/journeys/The\\_Explorers/d\\_Urville.html](http://museum.wa.gov.au/exhibitions/journeys/The_Explorers/d_Urville.html)

<http://www.heritageaustralia.com.au/western-australia/2670-albany>

<http://www.slsa.sa.gov.au/encounter/baudin/maps.htm>

<http://celebratewa.com.au/wp-content/uploads/2016/11/our-western-land-1829-to-1890.pdf>

# Noongar People

1. Use the internet to find what land is known as the tribal area of the Noongar people and mark it on the map.
2. Now do your best to mark in the boundaries of the 14 language groups which make up the Noongar people. Colour and label the different areas.

Amangu	Wilman
Juat	Kaneang
Whadjuk	Bibulmun/Piblemen
Pinjarup	Minang
Wadandi	Koreng
Balardong	Wudjari
Njakinjaki	Njunga

3. Mark in the following towns and cities on the map.

Bunbury
Busselton
Dunsborough
Margaret River
Augusta
Yallingup
Albany
Esperance
Kalgoorlie

The Southwest region is a resource rich area comprised of forest, caves, rivers and estuaries, providing abundant and reliable access to food, water and shelter. For the Wadandi language group, who are members of the larger Noongar people, Cape Leeuwin and the Blackwood River made up the southern boundary of their custodial lands. Hunting, gathering and fishing made up the majority of their dietary intake and they regularly practised “firestick farming” as a method of land management and for hunting. Fossil evidence from caves in the region indicate that the Wadandi people have called the Southwest home for approximately the last 50,000 years.



# Six Seasons

The Noongar people have a close connection to the land, and divide the year into six distinct seasons that historically, corresponded with moving to different areas and feeding on seasonally available foods.

**Birak (December/January)** Dry & hot - Controlled fires were lit in the scrublands, which forced kangaroos and brush wallabies into the open for hunting. Burnt lizards, snakes and small marsupials were collected as the ground fires passed. The flowers from the yellow banksias were made into a sweet drink when steeped in water.

**Bunnuru (February/March)** Hottest part of the year - As waterways near the coast began to dry, fish from the sea and estuaries became a large part of the diet. Monitor lizards were caught and ceremonially cooked. Bark and timber from Tuart trees was used for shelters and shields. Poolgarla (Bull Banksia) flowers were sucked for sweet nectar.

**Djeran (April/May)** Cooler weather begins - Fishing continued & bulbs and seeds were collected for food. The seeds from the Djiridji (Zamia palm) would be processed for weeks before being roasted or eaten raw. The blossoms from the Numbit (Marri Tree), would be soaked in water to make a sweet beverage.

**Makuru (June/July)** The wettest part of the year - Storm fronts regularly move across the coast. Noongars moved inland to hunt, once the rains had replenished the inland water resources.

**Djilba (August/September)** Wet periods, interspersed with increasingly clear, cold nights and warmer days - Roots were collected, and emus, possums and kangaroos were hunted.

**Kambarang (October/November)** A definite warming trend is accompanied by longer dry periods - This is the height of the wildflower season. The Noongars moved closer to the coast where frogs, tortoises and freshwater crayfish were caught.

1. Draw a chart of the six seasons with pictures of the animals, plants and things you might expect to see in each of those seasons.
2. Take a walk in your local area with a camera and/or a notepad. What season do you think you are in now? Take photos to record your experience.





# Answer Page

## Page 10. Why Lighthouses?

The oceans and rivers used to be like highways.

A long time ago, mariners were guided by large fires lit on top of hills.

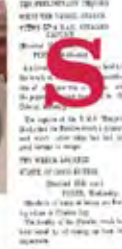
Whale oil, kerosene and giant candles were used for light in lighthouses.

The first lighthouse was called Egypt and built about 2300 years ago.

The Fresnel Lens was invented in the 1800s.

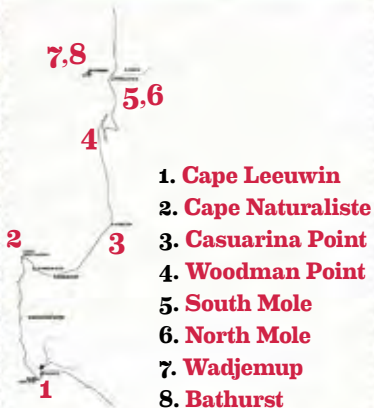
## Page 14. Primary Sources

### 1. THE ABERDEEN LINE.

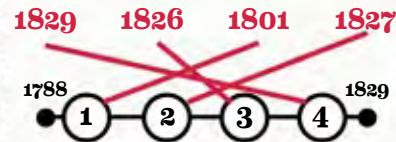


### 2. All of them

## Page 11. Land Ahoy!



## Page 22. The Race that Formed a Nation



## Page 13. SMS

1. All hands on deck land ahoy
2. Help I can't find my floaties

## Page 12. Daily Duties

1. Cleaning and polishing the lens
4. Carrying Kerosene
3. Painting the lighthouse

## Page 21. Swan Colony Heads South

1. establishment, whaling, Swan river, favourably, Dunsborough, settlers, Augusta, Shipping, vegetable, expeditions, Busselton



# Books 'n' Bytes

Here are some great resources to assist you with your investigations:

## *Print Resources...*

**The Light of Leeuwin**, Cresswell, G.J., 1990, Augusta Margaret River Shire History Group.

**Lighthouses of the World**, Batchelor, J. 2004, Dover Publications, New York.

**Lighthouses for Kids: History, Science, and Lore with 21 Activities**, House, K.L. 2008, Chicago Review Press.

**First Order: Australia's Highway of Lighthouses**, Searle, G. 2013, Seaside Lights.

**Australian Shipwrecks: A Pictorial History**, Christopher, P. 2010, Axiom Publishing

**Shipwrecks of the Southern Seas**, Cormick, C., 2012, Murdoch Books

**Georgiana Molloy: Portrait with a Background**, Hasluck, A., 2002, Fremantle Press

**Heritage Trail Augusta - Busselton: Retracing the Pioneer Route from Augusta to the Vasse**, Heritage Council of Western Australia

**Settlement of the Swan: The Birth of Perth**, James, R.M. Heritage Perth

**The Great Race**, Hill, D. 2012, William Heinemann Australia

## *Online resources...*

<http://www.lighthouses.org.au/lights/index.asp>

<http://www.abc.net.au/local/audio/2011/11/10/3361706.htm?site=perth>

<https://anmm.wordpress.com/2016/07/08/the-life-of-a-lighthouse-keeper/>

<http://www.museum.wa.gov.au/maritime-archaeology-db/wrecks/pericles-1>

<http://trove.nla.gov.au/result?q=ss+pericles>

[http://members.ozemail.com.au/~rooski/SS\\_Pericles/Australias\\_Titanic.htm](http://members.ozemail.com.au/~rooski/SS_Pericles/Australias_Titanic.htm)

**GEORGIANA MOLLOY** - <http://www.georgianamolloy.com.au/about-georgiana-6/>

<http://trove.nla.gov.au/result?q=Georgiana+Molloy+augusta>

<http://www.mrdhs.com.au/?file=kop4.php>

**M.C. DAVIES** -

<http://adb.anu.edu.au/biography/davies-maurice-coleman-295>

<http://trove.nla.gov.au/result?q=m+c+davies>

<http://www.brucehassan.id.au/Chapter6.pdf>

**WHALING** -

<http://www.australia.gov.au/about-australia/australian-story/australias-whaling-industry-and-whales>

<https://www.facebook.com/gwn7news/videos/1123178327698515/>

<http://www.amrshire.wa.gov.au/library/file/6%20Region/WalkingTrails/augbsnHeritageTrail.pdf>

<http://heritageperth.com.au/files/2012/11/Settlement-of-the-Swan-.pdf>

**WADANDI PEOPLE** -

<https://www.noongarboodjar.com.au/product/noongar-map/?v=6cc98ba2045f>

<http://www.noongarculture.org.au/noongar/>

<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/regional-websites/>