

# LIGHTHOUSES

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

Educational outdoor activities for kids that invoke wonder and respect for our amazing natural landscape.



**YOUR  
MARGARET  
RIVER  
REGION**





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## **Booking Your Cape Naturaliste Field Trip**

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

P. +61 (8) 9755 2152

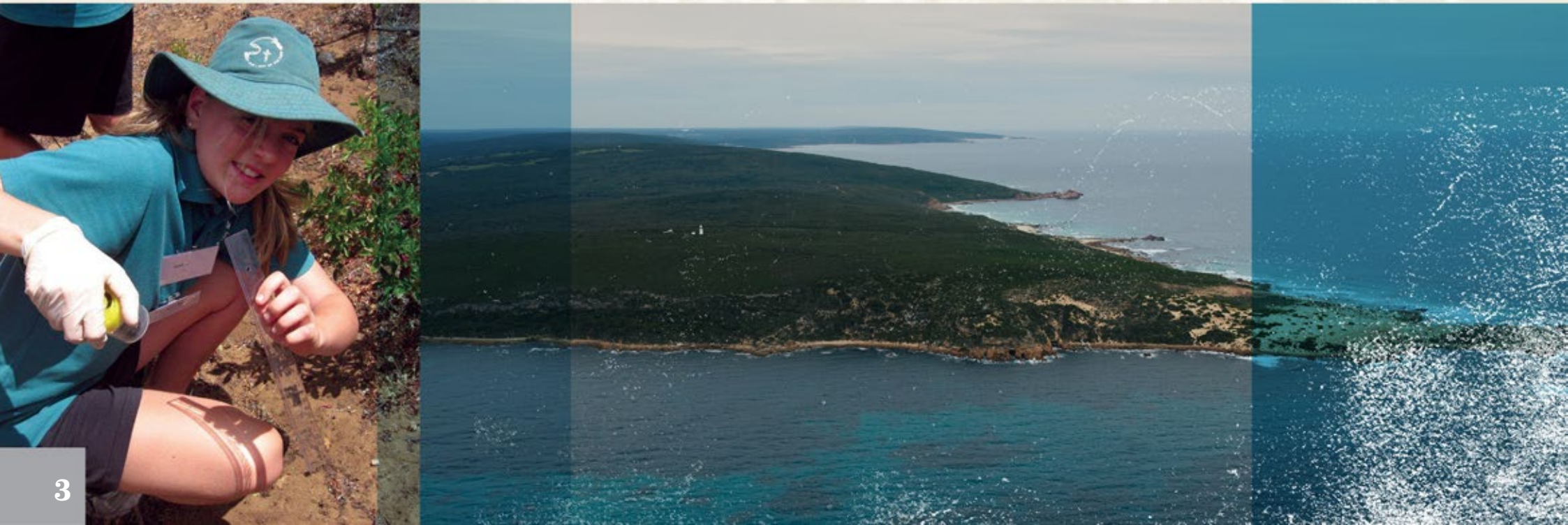
E. [education@margaretriver.com](mailto:education@margaretriver.com)

# Overview

**Aim:**  
This package is designed to support an excursion to Cape Naturaliste Lighthouse; for years 5-6 students.

**Upon completion of this package and a tour of Cape Naturaliste Lighthouse students will:**

- Survey a range of articles and sources to understand the relationship between the indigenous Wadandi people and the Cape Naturaliste region.
- Create a timeline documenting the discovery, exploration and settlement of the capes region referencing researched material.
- Have researched and gained understanding of some of the major industries and exports of the southwest region.
- Used primary and secondary sources while investigating the lifestyle of early settlers, lighthouse keepers and farmers in the region.
- Construct texts to present different points of view from the past and the present.
- Gain and understanding of the importance of the maritime industry and maritime aids.
- Use a range of communication forms to present information to their class.



# 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, 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

*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.

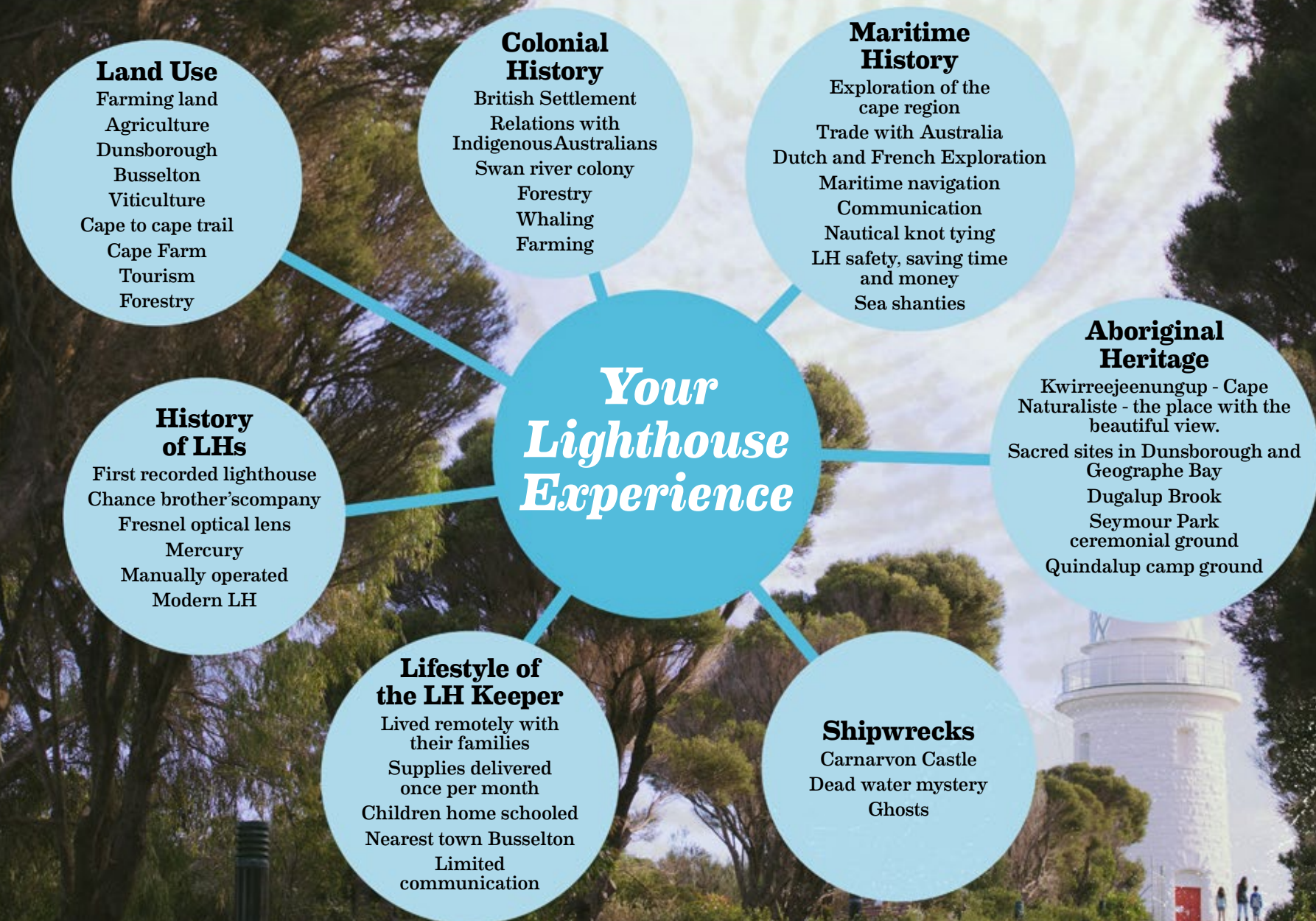
### Aboriginal and Torres Strait Islander Histories and Cultures

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



# Cape Naturaliste Primary Program Year 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</p> <p>Analysis and use of sources</p> <p>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 Peoples 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>• important in earlier years compared to now</li> <li>• where they were located</li> <li>• how they worked</li> <li>• what was life like for the workers</li> </ul> <p>Use the <b>Why Lighthouses?</b> and <b>Land Ahoy!</b> sheets from the education package or have students research the history of the first lighthouses on your own.</p>	<p><b>Text:</b></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></p> <p><a href="http://www.lighthouses.org.au/lights/WA/Cape%20Naturaliste/Cape%20Naturaliste.htm">www.lighthouses.org.au/lights/WA/Cape%20Naturaliste/Cape%20Naturaliste.htm</a></p> <p><a href="http://www.youtube.com/watch?v=xfQsjLVjuoU">www.youtube.com/watch?v=xfQsjLVjuoU</a></p> <p><a href="http://www.youtube.com/watch?v=_gtI-pC804Q">www.youtube.com/watch?v=_gtI-pC804Q</a></p> <p><b>Pages 10 - 12 from the CNLH 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</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 colonial presence, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.</p> <p>5 - The environmental and human influences on the location and characteristics of a place and the management of spaces within them.</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 Peoples, migrants, women and children.</p>	<p>Students create a picture of what life was like for settlers around Cape Naturaliste in the early 1900s by examining texts for factual information and differing points of view.</p> <p>Students assume a point of view and create diary entries or similar based on the texts from the <b>Childrens' Tales</b> texts to further explore what life was like in the Cape Naturaliste region.</p> <p>How did it differ from kids today?</p>	<p><b>Text:</b></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></p> <p><a href="http://www.lighthouses.org.au/lights/WA/Cape%20Naturaliste/Cape%20Naturaliste.htm">www.lighthouses.org.au/lights/WA/Cape%20Naturaliste/Cape%20Naturaliste.htm</a></p> <p><a href="http://www.youtube.com/watch?v=xfQsjLVjuoU">www.youtube.com/watch?v=xfQsjLVjuoU</a></p> <p><a href="http://www.youtube.com/watch?v=_gtI-pC804Q">www.youtube.com/watch?v=_gtI-pC804Q</a></p> <p><b>Pages 13 - 16 from the CNLH Primary Student Pack</b></p>

# Cape Naturaliste Primary Program Year 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 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>Identify points of view in the past and present.</p>	<p>Students identify the differences between primary and secondary sources by studying various texts linked to the wreck of the Carnarvon Castle in 1907.</p> <p>Use the <b>Primary Sources</b> and <b>Carnarvon Castle</b> worksheets to assist your investigation, making note of how the following features affect your reading:</p> <ul style="list-style-type: none"> <li>• vocabulary</li> <li>• subject matter</li> <li>• content</li> <li>• descriptive language</li> <li>• use of fact or opinion</li> <li>• creating emotion</li> </ul>	<p><b>Text:</b></p> <p><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><b>Online:</b></p> <p><a href="http://museum.wa.gov.au/maritime-archaeology-db/wrecks/id-715">museum.wa.gov.au/maritime-archaeology-db/wrecks/id-715</a> <a href="http://www.wrecksite.eu/wreck.aspx?53653">http://www.wrecksite.eu/wreck.aspx?53653</a></p> <p><b>Pages 17 - 21 from the CNLH Primary Student Pack</b></p>
<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 - 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>The whaling industry was the first in the region despite not being land based in the early days. Use the <b>Whaling</b> and <b>Whaler Diary</b> sheets to direct your investigation.</p>	<p><b>Text:</b></p> <p><i>The Light of Leeuwin</i> Cresswell, G.J., 1990, Augusta Margaret River Shire History Group</p> <p><i>Ahab's Trade: The Saga of South Seas Whaling</i> Mawer, A.G., 1999, Allen &amp; Unwin</p> <p><b>Online:</b></p> <p><a href="http://www.mrdhs.com.au/?file=kop4.php">www.mrdhs.com.au/?file=kop4.php</a> <a href="http://www.brucehassan.id.au/Chapter6.pdf">www.brucehassan.id.au/Chapter6.pdf</a> <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></p> <p><b>Pages 22 - 26 from the CNLH Primary Student Pack</b></p>



# Cape Naturaliste Primary Program Year 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 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>5 - The role that a significant individual or group played in shaping a colony.</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>Use the <i>Swan Colony Heads South</i> worksheet as a launchpad for an investigation into the European settlement of the southwest region.</p> <p>Naturaliste and Geographe 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 the <i>Race that Formed a Nation</i> sheet as a guide for further investigation.</p>	<p><b>Text:</b></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></p> <p><a href="http://www.amrshire.wa.gov.au/library/file/6%20Region/WalkingTrails/augbsnHeritageTrail.pdf">www.amrshire.wa.gov.au/library/file/6%20Region/WalkingTrails/augbsnHeritageTrail.pdf</a></p> <p><a href="http://heritageperth.com.au/files/2012/11/Settlement-of-the-Swan-.pdf">heritageperth.com.au/files/2012/11/Settlement-of-the-Swan-.pdf</a></p> <p><b>Pages 27, 28 and 29 from the CNLH Primary Student Pack</b></p>
<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>Kwirreejeenungup is the name used by the Wadandi people to describe Cape Naturaliste. The Wadandi are a language group and part of the Noongar people of the southwest of Western Australia.</p> <p>Use the <i>Kwirreejeenungup, Noongar Peoples</i> and <i>Six Seasons</i> sheets to broadly identify the relationship between the Wadandi and the Capes region, also placing them in the broader scheme of the Noongar people.</p>	<p><b>Online:</b></p> <p><a href="http://www.noongarculture.org.au/noongar/">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/">www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/regional-websites/north-metro/lesson-plans/</a></p> <p><b>Pages 30 - 32 from the CNLH Primary Student</b></p>

# Why Lighthouses?

About 3000 years ago before we even 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 built large platforms to lift the fire up off the ground.

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

In the following 1000 years, trade over the ocean 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 on kerosene meant that 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 a lighthouse keeper who lived near them to make sure they worked through the night. With the beginning of electricity many lighthouses became automated and the lighthouse keepers were no longer needed.

It is only in recent times that lighthouses have begun to decline mainly due to the expense of maintenance and replacement by 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 they didn't have modern navigational technology like GPS or radar.

The South West Region 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 hit the Australian coastline around the south west. Then they may head south to the eastern states or north to Fremantle or beyond.

## Lighthouse Made of Gold

By the time Cape Naturaliste Lighthouse was built, there had been around a dozen shipwrecks in the area. The Western Australian government decided they needed to build a lighthouse but it was a very expensive item. When the gold rushes began in Kalgoorlie in the 1890s, this gave the government enough money to build several lighthouses, one of which was Cape Naturaliste!

There were a number of ships that sank or came into strife after the building of Cape Naturaliste, however these were due to overloading of ships, storms or catching fire; like the dramatic story of the Carnarvon Castle.



Use the internet to research the locations of lighthouses along the coast and islands between Augusta and Perth. Make your own map or mark them on this one.



# Daily Duties

The 3 lighthouse keepers at Cape Naturaliste worked in shifts. Each keeper worked 4 hours every evening running the light and 4 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.

1



2



3



4



2

reppraign eht ampl orf igthignl

*Preparing the lamp for lighting*

○

leacning nad lopihsign het snel

○

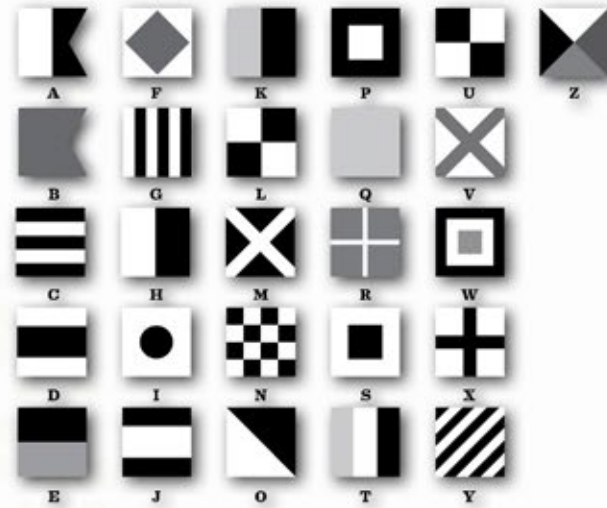
cyarrngi senorkee

○

gnintaip hte igthouhsel

# SMS .....-.....

1. Believe it or not mobile phones didn't always exist... and 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?

| • • • • | • • — • • • | • — — — • |

.....  
| • • | — • — • • | • — | — • | — |

.....  
| • • — • • • | • • • | — • • | — — — | — • — — — |

.....  
| • • — • • • • • | — — — — • — | — • • • | • • • • |

# Children's Tales

**What was life like for the early settlers at Cape Naturaliste? - Read, write, draw and discuss.**

These 2 texts describe the life and activities of some children at Cape Naturaliste in the early 1900s.

The Keenan children began to take responsibility at an early age. For a time Willie stayed at "Gingarmup" with Eliza and James Armstrong and on his seventh birthday was cattle hunting on his own. Next day he was cattle hunting again on the coast hills and in the afternoon took a letter to Mrs. Seymour at the Bight. A few days later he went kangaroo hunting and his pony got its leg cut on some rocks. He then took the pony to the Cape to get Mr. Curtis to sew the wound.

The girls were never allowed to be idle for very long under the watchful eyes of Eliza or their mother, and they assisted with whatever work their ages would allow. Among some of their jobs was collecting palm wool, the gum from the coast wattle, gathering firewood, tending the calves and milking the cows. There were no cream separators in those days and to obtain the cream from the milk it was necessary to set the milk in settling pans. These pans were circular, broad and shallow and were placed on shelves around the walls of the dairy. The milk was scalded and placed in the pans, where after a certain time the cream rose to the top and was skimmed off and churned into butter. The skimmed milk was then fed to calves or pigs. The butter was placed in casks of various sizes with as much salt as was thought necessary to prevent it from going rancid.

- The Keenans of Glenone, Busselton Historical Society

# Children's Tales

Days when Cape Naturaliste was an isolated settlement

Busselton Margaret River Times 26-11-1992

By Elsie Scott

Mrs Miles, came to the Cape Naturaliste district as a baby in 1912. To the area where her father had been born, on land originally leased to, and later freeheld by, and the Curtis family of Cape Farm. She remembers life at Cape Naturaliste where her mother sold meat, home cured bacon and butter to the lighthouse keepers. Meat was salted for keeping. The family also ate fish and occasionally kangaroo. Mail was delivered weekly on horseback, by a Mr Keen, who lived at the lighthouse.

A journey from Cape Naturaliste to Cape Leeuwin took two days. Once a month the family would journey the 33kms to Busselton for supplies, travelling in a drag, which was a large buggy, with back to back seats, another set at the back and seats along the side. Everyone had to walk up Meelup hill to spare the horses. Mrs Miles remembers the wildlife, kangaroos and brush, native cats, fluffy tailed possums, quokkas and quendas; and the dingoes, which ate the calves. Because no school was near enough Mrs Miles studied by correspondence for the first three years then boarded at the Sacred Heart Convent, first at Busselton then in Perth, until she was 16. In 1924 her parents moved to Cowaramup to the shop that is now the general store and post office.

After leaving school Mrs Miles went to a commercial college. She worked at Bunbury, Brunswick, and Laverton and at the beginning of World War Two married Vincent Miles, who was in the AIF. Another Dunsborough woman, Em Blackhurst nee Clifford, was her bridesmaid. In 1942, while her husband was still in the AIF, she came home to Marnup, the family farm, where she still lives. The farm had not been worked for years but she lived there and her husband joined her, milking cows, shark fishing, and relieving at the lighthouse, until the early 1960s when her husband died, leaving her with their two sons, Alan and Richard.

1. Write a diary entry for one of the children in the articles above. You must write it from the point of view of either Willie Keenan, his sister Isabella or Joyce Miles.

Be sure to make it interesting for readers. You must include events, place, time and date. Also details about the sights, sounds, tastes, feelings and smells of the activities.

2. Now write a diary entry for yourself. Choose an event and be sure to make it interesting for future readers by including the same items as the last exercise.

3. Discuss and brainstorm the following questions with your class;

In what ways do children's lives differ today from the early 1900s?

What ways do you think children had to help out in the family and the community in 1900? How does it differ today?

Do you think children were less happy with life with the extra responsibility in 1900?

# Primary Sources

Primary sources are original records from historical periods. They were produced by the people who participated in and witnessed the past. This may include, events, issues, people and places. The important thing to remember is they 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 in the event.

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



Telegraph written by Head Lighthouse Keeper informing government of Carnarvon Castle sailors

- PRIMARY  
 SECONDARY



Photo of the lighthouse opening day 1904

- PRIMARY  
 SECONDARY



Painting of the Carnarvon Castle

- PRIMARY  
 SECONDARY



Photo of the Carnarvon Castle lifeboat in Fremantle

- PRIMARY  
 SECONDARY



Newspaper clipping telling the story of the Carnarvon Castle shipwreck.

- PRIMARY  
 SECONDARY

### The Light Keeper

His ragged woollen cap comes bobbing down the hill,  
his knowing feet crunch down the well worn path at will.  
The rugged bristled face that knows this place so well  
shows nothing of the tales that he will rarely tell!  
As solid as the light he keeps so constantly,  
as true as any lover e're could be.

He lingers for a moment on the wind torn hill,  
and listens to the seabirds whirl and cry until  
he sights them diving near the craggy shelf  
full knowing that much later he'll be there himself.  
Silently he nods his head, his thoughts are far beyond the meal  
he'll eat when once more he will feel the swell beneath his feet.  
A moment more he lingers on the winding path  
that leads him back to home and cheery hearth.  
A tall dark figure comes from out the night, it's his relief, and to him a welcome sight.  
They pause a moment to exchange a greeting, a regular feature of their daily meeting.  
"The light is burning bright, there is nothing in sight, goodnight!"

Once more in front of his cosy fire he stretches and yawns, and his only desire is to feel  
the warmth that relieves the pain  
of his aching limbs from the long night's strain.  
The woollen cap still perched upon his head, he stirs,  
"Well I'm off to bed".  
She nods, there's nothing to be said. And his wife notes as usual as she darns in her seat,  
that the heels of his socks are on the top of his feet!  
EW Miner (undated)

Poem about lighthouse keepers duties

- 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.

Students can see how secondary sources are constructed and reflect a particular persons biases and point of view.

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



# Carnarvon Castle

Here are links to 2 internet articles and a print copy of a 3rd text all reporting on the demise of the Carnarvon Castle. Read each one and answer the questions on the following page.

**Text 1- Use the following link to the article from Taranaki Herald in 1907: SHIP ON FIRE.**

<https://paperspast.natlib.govt.nz/newspapers/TH19070225.2.38>

**Text 2- Use the following link to the article from Women's Weekly in 1973; The Survivors at the Lighthouse.**

<http://trove.nla.gov.au/newspaper/article/55468834/4920460>

**Text 3- Extract from "Loss of the Carnarvon Castle" by John Kelly - Lighthouse Historian, year unknown.**

The time was late afternoon – 5.15pm. Captain Jones, the first mate, and most of the crew had just started tea when a loud explosion shook the ship. Hurrying to ascertain what had happened, the watch found smoke coming from the forward hatches. The alarm was immediately sounded: the hatches were broken open; and fire was discovered burning fiercely in the lower hold...

"All hands on deck!" was, of course, the instant order, and haste was made to get the fire pumps into action. Three of these were in working order: the fourth was useless. Hoses were run out and a couple of men descended into the hold in an endeavour to direct the streams of water right on to the flames. The heat, however, soon became so intense that they were driven out...

Realizing that the blaze was rapidly gaining on them, Captain Jones ordered that holes should be chopped through the deck on both sides of the galley-house with the idea of saturating the cargo ahead of the flames and thus preventing their spread. At the same time strenuous efforts were made to get some of the cargo up and over side with the object of isolating the fire and letting it burn itself out...

The lifeboats were hurriedly lowered. One, which the captain took, was a proper ship's lifeboat; the other, which fell to the mate, was rather a nondescript craft, twenty two feet long by five feet beam, and much after the style of a small yacht.

Luckily for the crew the sea was at the time absolutely calm. The boats were got afloat without difficulty and the flame-harassed crew piled into them – sixteen, including the captain, into the larger boat; ten, under the command of the first mate, into the other. At a safe distance the anxious men lay on their oars and watched the end of their ship. When they came to take stock, the castaways found that their stores were perilously short. The captain's boat contained only thirty gallons of water, two bags of small biscuits, and about sixty one pound tins of Australian beef. The mate's boat was similarly provisioned with the exception of water, his supply being only twenty-five gallons...

This made a total of fifty-five gallons among twenty seven men – just two gallons (7 litres) per man. The nearest habitable land was eight hundred and fifty miles away, and the officers estimated that it would take them at least sixteen days to reach it if they were not picked up previously. Starting off they were in good spirits, and with a fair wind dead astern were content to hoist their sails and sit still and watch as the boats ploughed steadily through the water. They even tried to simulate a little sport, making believe they were engaged in a race, and calling the captain's boat "Shamrock" and the mate's boat "Defender". The latter soon proved the faster, and every now and then the mate was obliged to put back so as to allow the heavier craft to catch up...Foreseeing from this possibility of the two boats parting company, he

finally ran alongside the captain's boat and transferred a quantity of tinned meat: enough for five men, so that everybody should share exactly alike...

The dawn of the next day brought trouble. The breeze freshened until a severe gale was blowing. High seas threatened every instant to swamp the boats. It became impossible to sail, and the men took to the oars, keeping the boats' heads to the waves while sea-anchors were hurriedly rigged and got out. So terrific did the seas become, however, that it all seemed increasingly impossible any small craft would live. But luckily each had a supply of oil on board, and oil-bags were hastily fashioned.

Midnight arrived, and the friendly light of each boat cheered the crew of the other. At two o'clock, however, those in the mate's boat suddenly realised that the captain's boat had disappeared. At once they put about scouting round in a wide circle. But they raised no familiar gleam, nor did the coming of daylight bring any sign of the missing craft.

On board the captain's boat this parting seemed almost tragic. When the sun rose, they found themselves alone of the wide ocean. And they felt very much alone, for the mate's boat carried all the instruments of navigation – the sextant, chart, chronometers, and even the ship's log book. So fiercely had the fire pressed them at the last that those detailed to stock the boats had been able to secure only one sextant and chart, and these, happening to be placed in the mate's book, had been allowed to remain there.

“During the night we were gladdened by the light from Cape Naturaliste and sent up a blue flare, which was answered from the shore. Seeing an apprentice boy dying, we decided to risk an attempt to land and made for the light, but as we drew near it disappeared. We then sent up another flare, but it was not answered. Getting too close in to the shore in the darkness, we had to stand out again.

We lay-to all night and in the morning we observed two fishing boats, but our signals were not answered. Everybody was now so exhausted that we decided to risk the breakers and run the boat ashore just below the Lighthouse”. This proved a desperate venture, Cape Naturaliste being noted for its terrific rolling seas. Actually

the castaways did not run the boat, being far too weak to row, but just let her drift. About a hundred yards from the shore the craft struck and commenced to fill. Luckily she was fitted with water-tight tanks, which kept her afloat. When the water was shoulder-deep she struck again, overturned, and pitched all the occupants out. But there were still two strong men among them- the second mate, Roberts, and one of the sailors; both men had rigidly abstained from drinking salt-water. Lifting the sick apprentice above their heads they carried him ashore. The rest followed as best they could.

On the beach they found a spring of water bubbling from the foot of the three hundred foot cliff – cold, crystal water such as they had envisaged a thousand times during their weeks of agony. They went mad with joy, laughed like schoolboys, hugged one another and fell down through sheer weakness. Lying flat like animals, they drank and drank again.

In the meantime the lighthouse keeper and his assistants came hurrying down. Getting those exhausted men up that lofty cliff was another epic feat, for only one was able to climb unassisted. Up on top the kindly lighthouse-women had soup ready, not to mention hot water and blankets.

Only one thing marred the joy of rescue, not all their tender care could save the dying apprentice, disdaining rest, the gallant second mate sat by the lad's bedside for hours until, near daybreak on the Monday morning he died. Iron-framed men had been able to stand that dreadful ordeal of twenty-three days in an open boat, but it was beyond the poor boy's strength.



# Carnarvon Castle

Answer these questions on another piece of paper.

1. **First Impressions** - Which text did you find more enjoyable to read?

Why do you think this is?

2. **Comparing Texts** - Use the diagram on the right to plot similarities and differences between the texts.

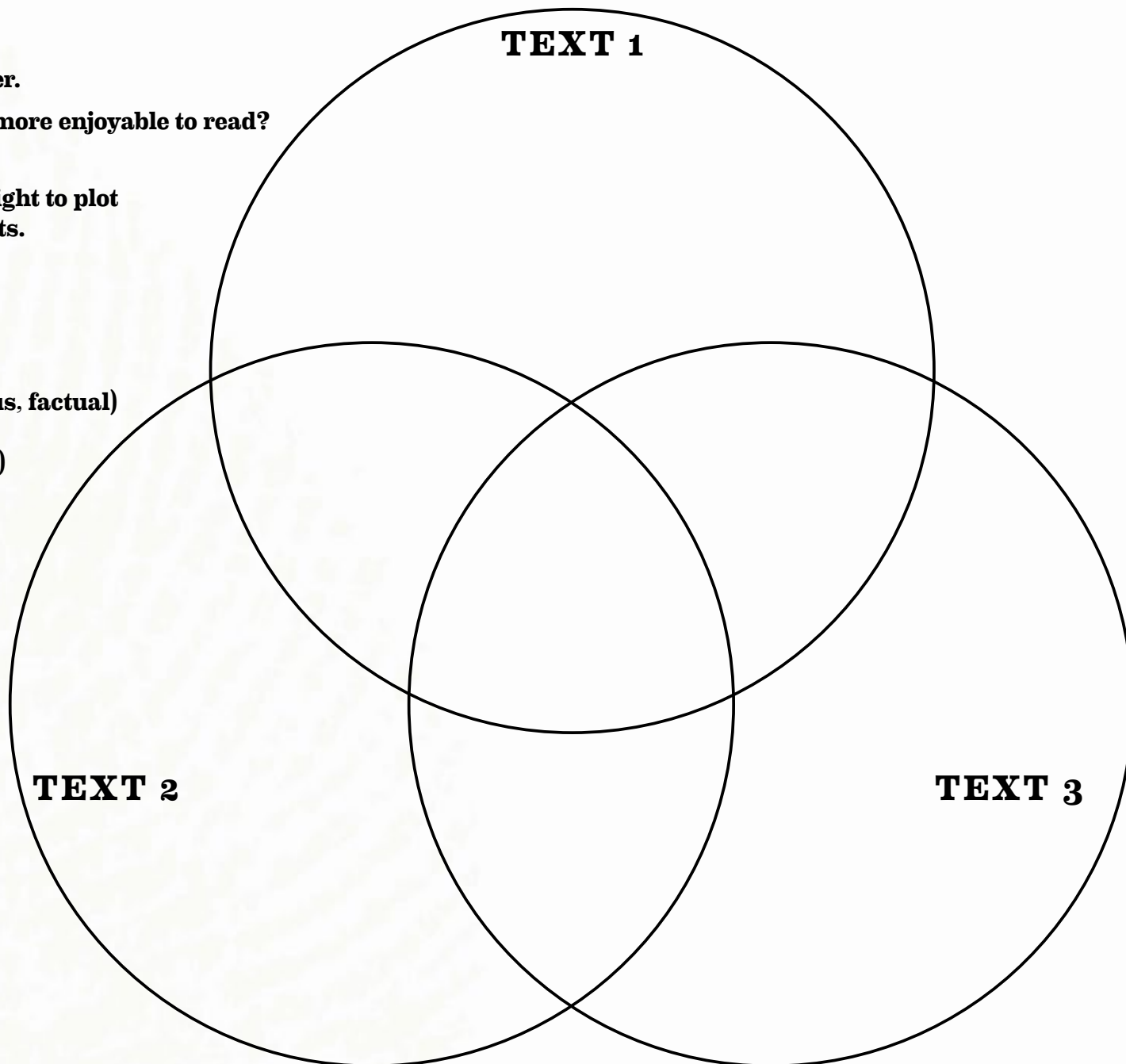
Consider the following:

- subject (what is the text about?)
- content (what information is included?)
- what date is it written?
- language (emotive, descriptive, humourous, factual)
- use of fact or opinion
- point of view (first person or third person)

3. **Purpose** - Who do you think these texts are aimed at and why?

4. **In your own words**, write an account of the sinking of the Carnarvon Castle and the rescue and rehabilitation of its crew.

Be sure to include examples and information from the previous articles or information you researched yourself. Include a reference for any texts you use.



# Whaling

It is documented that people have been hunting whales for food for around 5000 years. In the last 400 years, whale oil has been used mainly as oil for lamps and during the industrial revolution whales became a valuable resource for many other things.

Here are a few products made by whales which became highly sought after by people.

*Ambergris* - is a secretion produced in the intestines of sperm whales believed to assist in the digestion of hard or difficult foods. It accumulates in the upper intestines and is either regurgitated or released into the ocean when a whale dies.

*Spermaceti* - is a waxy substance found in the head of sperm whales. Originally thought to be whale sperm, it is not yet understood exactly what spermaceti does due to the difficulties in studying whales.

*Blubber* - is the thick layer of fat covering cetaceans which acts as a thermal insulator and aids the animals thermoregulation.

## 1. What were these used for in society?

**Ambergris**

**Spermaceti**

**Blubber**

# Whaling

## 2. Highlight the main points in the paragraphs below and summarise in your own words.

In local waters around south west Australia , American whalers were first documented in the late 1790s. When Augusta and then Busselton were settled around 1830, the English tried to make it clear that American whalers were 'just visiting'. However, they continued to stop in at Geographe Bay to trade whale oil for supplies, socialise with local settlers and were an important part of the local economy and trade.

During the years 1845-46 a company of Perth and Fremantle businessmen lead by J. W. Bateman formed a company to whale in Geographe Bay with a shore station at Castle Bay, naming it Castle Bay Whaling Company. You can still see a monument there at the western end of the beach.

Castle Bay was a historic location for whalers in the region as it had been used as a lookout. This enterprise had fluctuating success as it was affected by difficulties with drunkenness, absconding workers and bad language. In 1849, all boats and sheds were destroyed by fire. In the 1860s, then owner Bob Heppinstone drowned while making his way back to Vasse by boat. Finally in 1872 the whaling station closed as the last owner became paralysed in the arm and unfit to work.

Globally, peak whale oil production was in 1846 and whales were hunted extensively during the 1800s. As waters closer to shore became over fished, ships were forced to move out further for smaller whales and into colder waters. Whaling became more difficult and the price of whale oil increased.

Luckily for whales around the world, a Canadian, Abraham Gesne discovered an efficient way to distil Kerosene in 1846 and this became a cheaper fuel source than whale oil. The damage had been done however, and whilst final numbers are hard to estimate, it is believed that during the period of 1900 to 1999 alone, just under 3 million whales were slaughtered.

Prior to whaling it is estimated there may have been up to 200,000 Blue Whales in the southern hemisphere, currently it is estimated that there are about 2,000 left. Southern Right Whales which numbered up to about 100,000 before commercial whaling now number about 12,000.



# Whaler Diary

Below are a couple of excerpts from the diary of a whaling flenser who worked in the southwest of Western Australia through the 1950s. Read the diary entries and answer the questions on the following page.

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 (15metres) long and 10feet (3metres) high. Everybody was taking photos and excited, me 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 back bone 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 Cheynes beach whaling station, Albany 1950 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.

Saturday 1st July 1950

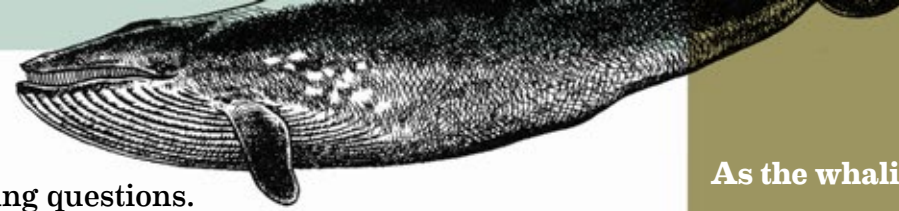
Got up late today and had to hurry. I gave Norm five letters and four films to take into Perth with him today. He is to have an operation for a rupture. I am so cold I can't hardly write. We did two whales today and had all the strife in the world. I had to climb out onto the whale's head and put a winch rope around one of the wings. The whale nearly bounced me off several times. The tail broke off and we ended up putting a line through its mouth. It took us about 2 hours to pull it up. The second whale was easy. We finished that about 11:30am but the third we pulled up took about 1 1/2 hours. The tail nearly broke off and I ended up putting a tail strap on it and got my boots full of water. When we knocked off at 1am my feet hurt with the cold and I couldn't stop shivering. On the last whale we found a dead shark about 10 foot long which was embedded in the tongue and only about 7 foot of it was visible. The hot water ran out before we finished and so I'll go to bed dirty. We worked 15 1/2 hours today, 7:30am to 1am. Well I must go to bed now or I'll never get up in the morning.

Monday 25th September 1950

We got a badly eaten whale today and it was a real mess. The tongue and belly was gone and about six foot of the tail was stripped. We did three whales and two wings. I cut meat and blubber and a backbone, two tongues and five wings. We have now 316 whales.



# Whaler Diary



After reading the diary entries on the previous page, answer the following questions.

1. **What are your first impressions of the life of a whaler?** .....

.....  
.....  
.....

2. **Do you think it would be a rewarding and enjoyable lifestyle or simply hard work?** .....

.....  
.....  
.....

3. **Which of the following paragraphs do you believe is best supported by what you have read?**

**Discuss your answer with your class.**

1

Processing or flensing whales was extremely hard work. Flensers as they were known would often work long hours in wet and cold conditions. It was a dangerous job using long sharp instruments and winches to drag whales out of the water and up the processing ramp. A good team could process 2 or more whales per day.

2

Whaling was a dramatic and exciting job. Seeing huge 15 metre animals pulled out of the ocean was an amazing sight. Sometimes they would have been mauled by sharks in the ocean before they were hauled up the ramp. Sometimes the whales tail would break off as they were winched out of the water.

3

Flensing was a cruel and harsh job. The whales were sometimes still alive as they were dragged from the ocean. Often they had been attacked by sharks and were mauled severely. Staff worked very long hours, outdoors in the cold and wet weather. It was exhausting and smelly work for not much money.

4. **Write your own paragraph describing your thoughts on the whaling industry.** .....

.....  
.....  
.....  
.....  
.....

As the whaling industry was so large, there are some fantastic accounts of the lifestyle and activities available in texts and online.

Brainstorm with your class and come up with some questions you'd like to know about the life and living conditions of whalers in the 1800s and early 1900s. Use the library and internet to research the living conditions and work habits of whalers from around the world.



# Swan Colony Heads South

1. Below is 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 and with many settlers still arriving from England the government was pretty keen to find some more land to develop.

Captain John Molloy and his wife Georgiana, the Bussell brothers; John, Charles, Vernon and Alfred, 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 the 2nd, 1830 with 50 - 60 pioneers to begin a settlement called....., named after Princess Augusta Sophia.

Life was not easy for these settlers. .... was erratic as were supplies and though the land was fertile, clearing was extremely difficult because the trees were massive and very close together.

By the end of 1830 a few houses stood with 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 Molloy's 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 very unhappy about losing North America to the British around 1750 and 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 to research when each event occurred and place the number from the time line in the circle on the corresponding paragraph. Also include the year under each number.**



Nicolas Baudin's ships,  
Le Naturaliste and Le Geographe

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

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 southwest of Western Australia. He mapped the south west coast and headed around to NSW.

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.



# **Kwirreejeenungup** *“the place with the beautiful view”*

Kwirreejeenungup is the name used by the local Wadandi people to describe the area now known as Cape Naturaliste. It is believed to mean ‘place with the beautiful view’.

The south west of Western Australia is one of oldest continually occupied human habitats anywhere on Earth, with a human history dating back approximately 45,000 years. The capes region is the home of the Wadandi tribe; part of the Noongar people.

Compared to inland areas, the south west is rich in resources and as such was host to a large number of tribes or language groups who made up the Noongar People. The four tribes/language groups located near the capes region were the Wadandi, Pindjarup, Kaneang and Pibelman.

The Wadandi people inhabited the area on the south west coast which extended north to the Collie River, inland to the hills of Nannup and south to the Blackwood River.

As part of the Noongar people, the families of the Wadandi tribe were appointed as the guardians or custodians of the land by the Wagyl, one of the most powerful spirits of The Dreaming. The Wagyl formed the land and shaped the hills, lakes, rivers and animals of this area. Briefly, the story is thus;

*“As the Wagyl slithered over the land, his track shaped the sand dunes, his body scoured out the course of the rivers; where he occasionally stopped for a rest, he created bays and lakes. Piles of rocks are said to be his droppings, and such sites are considered sacred. As he moved, his scales scraped off and become the forests and woodlands of the region.”*

The Wadandi people act as custodians of the land. They look after it and in return it provides food, water and shelter for survival.

**Activity - Answer the following questions relating to the text above.**

## **Concrete**

- 1. How long have Aboriginal Australians inhabited the south west area?**
- 2. What are the natural landscapes that border the Wadandi tribe’s area?**
- 3. What landscape features were formed by the spirit Wagyl?**

## **Implied**

- 4. How do you think the natural landscape determined the area where the Wadandi tribe lived?**
- 5. After reading the excerpt from the Wagyl dreaming, what parts of the land would do you think would be considered sacred? And why?**
- 6. What does a ‘language group’ mean?**

# Noongar Peoples

1. Use the internet to find what land was known as the tribal area of the Noongar People and mark it in the map.
2. Now do your best to mark in the boundaries of the 14 language groups who make up the Noongar people. Colour and label the different areas.
3. Mark in the major towns as indicated on the map.



# Six Seasons

The Noongar people have a close connection to the earth, 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)** Hot easterly and northerly winds - Waterways near the coast begin to dry and fish from the sea and estuaries become a large part of the diet. Monitor lizards caught and ceremonially cooked. Bark and timber from Tuart trees is used for shelters and shields. Poolgarla (Bull Banksia) flowers 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 Marri Tree (Numbit), would be soaked in water to make a sweet beverage.

**Makuru (June/July)** Cold fronts that have till now brushed the lower south west coast begin to cross further north. This is usually the wettest part of the year. Noongars moved inland to hunt once the rains had replenished inland water resources.

**Djiiba (August/September)** Often the coldest part of the year, with clear, cold nights and days, or warmer, windier periods. As the nights began to warm up, there are more clear sunny days. Roots were collected, and emus, possums & kangaroo were hunted.

**Kambarang (October/November)** A definite warming trend is accompanied by longer dry periods and fewer cold fronts crossing the coast. 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 and take some photos to record your experience.



# Books 'n' Bytes

## *After your visit...*

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

### *Print Resources...*

**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

**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

**Portrait with a Background**. Hasluck, A. 1967. Oxford University Press, Australia.

**Exploring in Western Australia**. Biggs, Hazel. 1997. Western Australian Museum, Australia.

**For Their Own Good : Aborigines and Government in the Southwest of Western Australia, 1900-1940**. Haebich, A. 1988. University of Western Australia, Perth.

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

### *Online resources...*

<http://heritageperth.com.au> - Heritage Perth, viewed 2nd March 2016. Wide collection of history on the settlement and establishment of Perth.

<http://slwa.wa.gov.au> - State Library of Western Australia, viewed 2nd March 2016. Collection of online images, eresources and home to the J.S. Battye Library of Western Australian History.

<http://stateheritage.wa.gov.au> - Heritage Council of Western Australia, viewed 2nd March 2016. A large collection of information on Western Australian history and important sites.

<http://www.noongarculture.org.au> - Kaartdijin Noongar, viewed 2nd March 2016. Documents information, history and culture of the Noongar language groups of the South West of Western Australia.

<http://trove.nla.gov.au> - Trove , the National Library of Australia, viewed 2nd march 2016. Huge collection of primary and secondary resources including images, articles, newspaper articles.