

I.F.12

The Development of Modern States

Captain Cook's Travels – Geschichte Australiens

Dr. Bernd Klewitz



James Cook claimed Australia for Britain in 1770 under the doctrine of *terra nullius*, land belonging to no one. Just 18 years later, in January 1788, the arrival of the First Fleet signalled the beginning of British colonisation on the continent with 753 convicts on board. But those were by no means the first settlers of Australia. They were, in fact, preceded by the Aboriginal and Torres Strait Island people, whose arrival is now estimated as occurring 60,000 years ago, making them the longest surviving civilisation on earth.

KOMPETENZEN

Klassenstufe: 9/10

Dauer: 2 Doppelstunden

Kompetenzen: Dokumenten- und Quellenanalyse, Informationen erarbeiten und strukturieren, Stellungnahmen formulieren, *essay writing*

Medienkompetenzen: Internetrecherchen, *concept maps* erstellen, Präsentationen vorbereiten und durchführen, *video clips* auswerten

Thematische Bereiche: Kolonialismus und Imperialismus, Alltagskulturen, Lebensläufe, Umgang mit Krisen und Konflikten, Utopien und Visionen, Anerkennung von kultureller Identität und Landrechten, Rechte von Minderheiten, *own and otherness*

Medien: Texte, Statistiken

Auf einen Blick

Captain Cook and the Natives of New Holland

1./2. Stunde

- M 1** **First Contact and a Secret Mission** / Cook's diary, daily entries, the Endeavour's mission and two instructions, documents, factual information
- M 2** **James Cook – A Biography** / encyclopedia article, documents, managing voyaging, tandem work and group work with texts
- M 3** **Responses to Cook and his Voyage** / Kisch report, Cook's journal, indigenous reactions, video clip, mediation, reciprocal reading, gallery walk

Kompetenzen: mediation, historische Dokumente und Informationstexte bearbeiten, Stellungnahme zu unterschiedlichen Interpretationen

Benötigt: Arbeitsmappe als Portfolio, Internetzugang

First Australians and First Fleet

3./4. Stunde

- M 4** **The First Fleet and the Convicts** / landfall and penal colony, convict settlement, Port Arthur massacre, tandem work and plenary
- M 5** **Governor Phillip and Bennelong** / PBS documentary, analysis of Bennelong episode, friendship between an Englishman and an Aboriginal warrior, viewing log

Kompetenzen: viewing comprehension, historische Ereignisse kommentieren

Benötigt: Arbeitsmappe als Portfolio, Internetzugang

Whose Country is it?

5./6. Stunde

- M 6** **European Explorers** / Ludwig Leichhart's expedition, mapping explorations, story of Hermannsburg, Patrick White's novel *Voss*, troubled relationships
- M 7** **A Black Land and a Band History** / opposing views of colonization, century of conflict, Australia settled or invaded?, film clips, evaluate different perspectives
- M 8** **The Mabo Case** / Australian High Court decision, E.E. Kisch about "terra nullius", what do we know about, pro/con discussion

Kompetenzen: mediation, text analysis, literature interpretation, evaluating historical events

Benötigt: Arbeitsmappe als Portfolio, Internetzugang, Rollenprofile

7./8. Stunde

The Stolen Generations

M 9 **Took the Children Away / Took the Children Away** (Archie Roach), *My Place and Home* (Christine Anu), Aborigines and the Sydney 2000 Olympic Games

M 10 **Apology Australia / Bringing Them Home Report**, Kevin Rudd's apology in parliament, fact sheets

M 11 **A Political Cartoon / scaffolding for interpretation: context, content, tags, technique, evaluation, word web**

Kompetenzen: listening comprehension, song/cartoon analysis, discussing historical issues

Benötigt: Arbeitsmappe als Portfolio, Internetzugang, advanced: film clip/studies at home

9./10. Stunde

The Australian Dream

M 12 **Waltzing Matilda / Australia's secret national anthem**, Tom Traubert's Blues (Rod Stewart), interpretation and comparison

M 13 **The Dreamtime / texts about traditions, original Dreamtime and fables, comparing creation stories**

M 14 **The Royal Botanic Gardens Melbourne / original landowners, Tanderrum Ceremony, Bruce Pascoe's *Dam Emu*, German botanist: colonist or scientist?**

Kompetenzen: mediation, listening comprehension, storytelling, advanced: TED presentation

Benötigt: Arbeitsmappe als Portfolio, Internetzugang

11./12. Stunde

Immigration Nation

M 15 **White Australian Policy and the Dictation Test / Aborigines' migration, colonization with First Fleet, dictation test as political weapon, immigration policies and restrictions, racism, interpretation**

M 16 **Future and Current Issues / immigration strategies, principle of non-refoulement, advanced research**

M 17 **The Emergence of Multicultural Australia / reasons for Federation, multicultural history and racist reactions, One Nation Party/AfD, role model for Europe?**

Kompetenzen: mediation, summarise, discuss, explain, advanced: further research

Benötigt: Arbeitsmappe als Portfolio, Internetzugang, Zeitungsberichte

M 18 **Kahoot / Australian questionnaire**

James Cook – A Biography (1728–1779)

M 2

Tasks

1. **Explain** why James Cook was chosen for the *Endeavour* mission.
2. **Discuss**, in groups of four, his qualities as a sea captain and leader as shown in his explorations but also his untimely death in Hawaii at the hands of native people.
3. On a map of the world, **trace** Cook's three voyages and draw the routes adding the respective dates. Work with a partner and **compare** results in plenary.
4. **Assess** the diverging opinions about Cook and his 'discoveries' in tandems and create respective concept maps¹.

From Yorkshire to Hawaii

"[James Cook was] born at Marton village, Cleveland, Yorkshire, where his father was first an agricultural labourer and then a farm bailiff². At 12 years he was apprenticed to shipowners of Whitby, whom he served for years in the

- 5 Norway, Baltic and Newcastle trades. In 1755 Cook joined the Royal Navy eventually serving in the *St. Lawrence*, where he sounded and surveyed the river and published charts. He was appointed "*marine surveyor of the coast of Newfoundland and Labrador*", an office he held till 1767.
- 10 One year later, Cook was commissioned to conduct an expedition by the English Admiralty at the instigation of the Royal Society, for observing the impending transit of Venus, and prosecuting geographical researches in the South Pacific Ocean. For these purposes he received a commis-

- 15 sion as lieutenant (May 25) and set sail in the *Endeavour* of 370 tons, accompanied by several men of science, including Sir Joseph Banks. On April 13, 1769, he reached Tahiti, where he observed the transition on June 3. From Tahiti he sailed in quest of the great continent then supposed to exist in the South Pacific, explored the Society Islands, and hence struck to New Zealand, whose coasts he circumnavigated and examined with great care for six months, charting them for the first time with great
- 20 accuracy, and especially observing the channel ("Cook Strait") which divided the North and South Islands. His attempts to penetrate to the interior, however, were thwarted by native hostility. From New Zealand he proceeded to "New Holland" or Australia and surveyed with the same minuteness and accuracy the western coast. New South Wales he named after a supposed resemblance to Glamorganshire; Botany Bay, sighted on April 28, 1770, was so called by the naturalists of the expedition. On
- 25 account of the hostility of the natives his discoveries here were also confined to the coast, of which he took possession for Great Britain.

In 1771 Cook was made the commander of another expedition for examining and determining once and for all the question of the supposed great southern continent. With the *Resolution* and the *Adventure* he touched at the Cape of Good Hope, passed the Antarctic Circle and made his way to New Zealand, from where he resumed his search for a continent working up and down across the South



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¹ a **concept map** represents ideas and information as boxes or circles which it connects with labelled arrows, often in a downward-branching hierarchical structure

² bailiff: Gutsverwalter

A Political Cartoon

M 11



© Cartoon by Nicholson from The Australian www.nicholsoncartoons.com.au

Tasks

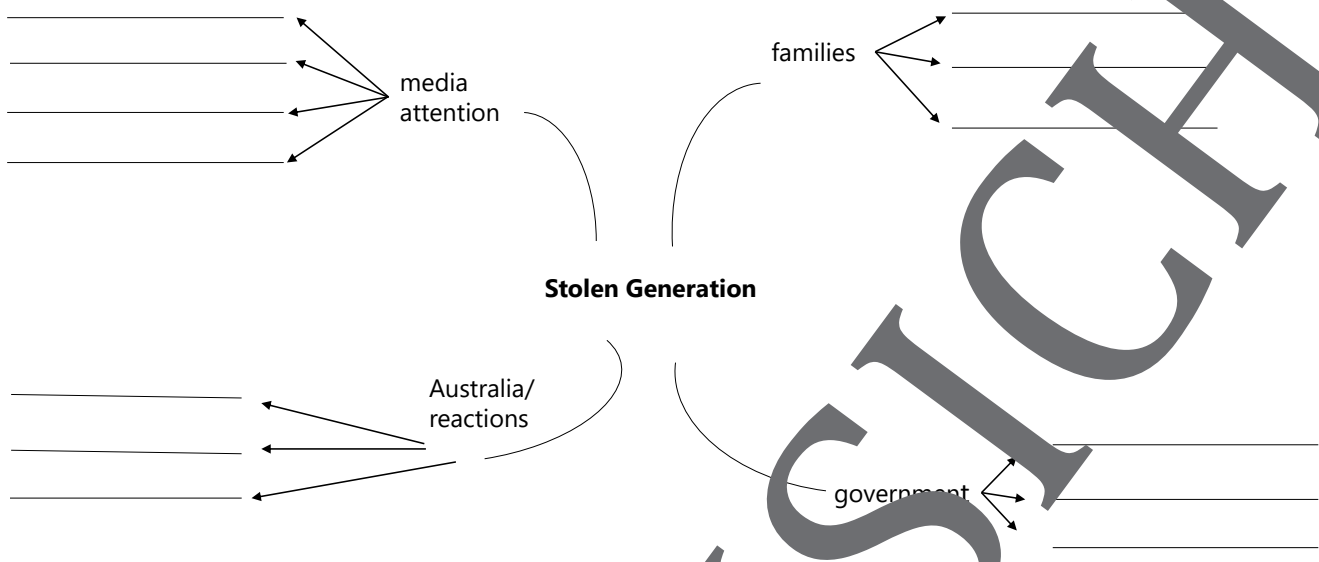
1. **Context:** which issues is the cartoon referring to?
2. **Content:** who are the people depicted in the cartoon? Which feelings do they express? Which issue is being referred to?
3. **Target:** explain the message of the cartoon. Which reactions to the cartoon can you foresee?
4. **Technique:** how the method chosen by the cartoonist conveys the political message more effectively. How does the cartoonist persuade the reader to accept his message?
5. **Evaluation:** what did you first notice about the cartoon? Does this cartoon get across a political message? Give reasons.
6. **Writing**

"As has been said of settler societies elsewhere, we are the bearers of many blessings from our ancestors and therefore we must also be the bearer of their burdens as well".

Kevin Rudd here raises this question, why the present generation, not directly involved in the issue, has to take responsibility for the actions of the government.

Write a short interpretation of this quote.

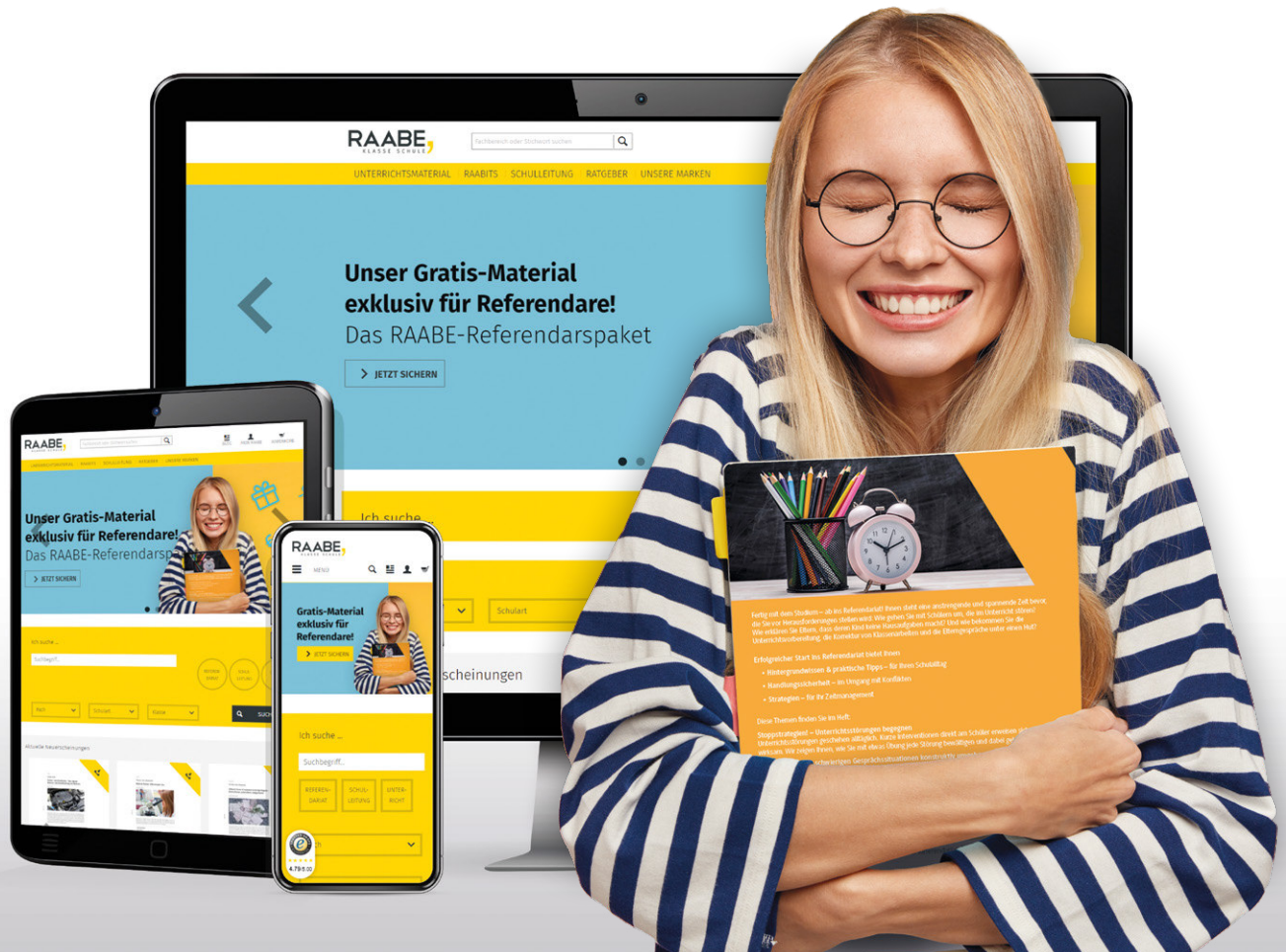
7. What do you associate with the term 'Stolen Generation' of Australia? Complete the given word web.



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