

This WebQuest aims to support - Depth Study 6, Expanding Contacts:  
6d Aboriginal and Indigenous Peoples, Colonisation and Contact History

Content area:

The nature of British colonisation of Australia

Students:

- recall the nature of early British contact with Aboriginal and Torres Strait Islander peoples in Australia
- using a range of sources, describe some of the differing experiences of contact between Aboriginal and Torres Strait Islander peoples and non-Aboriginal peoples
- outline the developments in government policies towards Aboriginal and Torres Strait Islander peoples to 1900
- describe and assess the life of ONE Aboriginal and Torres Strait Islander individual in contact with the British colonisers

Outcomes:

- HT4-2 describes major periods of historical time and sequences events, people and societies from the past
- HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-4 describes and explains the causes and effects of events and developments of past societies over time
- HT4-6 uses evidence from sources to support historical narratives and explanations
- HT4-7 identifies and describes different contexts, perspectives and interpretations of the past
- HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

NB at various times in the text of this document the term Aboriginal is used, please note this term is inclusive of Torres Strait Islander peoples

Owning our history – Should we recognise the Indigenous ‘Resistance Fighters of the Frontier Wars’ as heroes?

2017 will mark the 50<sup>th</sup> Anniversary of the First Australians gaining Citizenship in a land where they have lived continuously for over 60000 years; they had finally become ‘people’ in their own country! We are familiar with the many heroes who led the struggle to achieve citizenship and in more recent times there has been an acknowledgement of Aboriginal Australians who fought for Australia in overseas conflicts in the Australian War Memorial. However, what of earlier heroic ‘fighters’ for justice for indigenous Australia?

The stories of the many Aboriginal fighters who resisted the colonists and the impact of the European presence on the First Peoples and their land in the colonial period is not widely known; referred to as the “Frontier Wars”, it involved a series of ‘actions’ carried out by British colonial forces, the police, local settlers and the squatters.

### Scenario:

Recent exposure of the treatment of young Aboriginal boys on remand in the Northern Territory has caused public outcry. It has been suggested that these young people and Aboriginal youth more widely can be inspired by both contemporary Aboriginal heroes and those from the past. It is proposed that it is time for an investigation of the resistance fighters of the "Frontier Wars" to uncover this unheralded aspect of Aboriginal history and in so doing recognise their response to White colonisation.

### Task:

You and the members of your group are to research and expand on the National Museum of Australia's Resistance Exhibition by creating a new display with an interactive component entitled, "Owning our History: Aboriginal Resistance Fighters".

Your contribution to the exhibition will also address the question: Should we recognise the Aboriginal 'Resistance Fighters' of the 'Frontier Wars' as heroes?

Visitors are to be provided with the opportunity to take a position on the question by using the sources presented in your Exhibition as evidence in an interactive experience.

Your group will research key Aboriginal figures engaged in the "Frontier Wars". Where possible you will provide a range of historical perspectives on the personality you have been assigned.

### Possible personalities:

Pemulwuy

Barangaroo (woman)

Windradyne of the Wiradjuri

Musquito and the Black Banditti ??? (not as well sourced as others)

Black Napoleon of Cape Grim

Dandalli of the Ningy-Ningy

The Kalkadoons

Jandamurra of the Bunuba

Tongerlongerter – resistance in Tasmania

Walyer (woman)

Yagan

### Process:

#### Preliminary activities:

Step 1: Dispossession activity or view excerpt from "The Castle"

(approximately 25 minutes – be wary of use of profanity at 27 minutes)

(NB Kim is going to gain permission and details from her contact)

Step 2: Students are to be introduced to 'The History Wars' - choose an appropriate explanation of the term and its application to an historical inquiry of indigenous history. Identify in simple terms concepts of perspective/views (Arm bands)

<https://www.themonthly.com.au/issue/2009/november/1270703045/robert-manne/comment>

Group Work:

Step 3: In small groups students are assigned responsibility for one of the identified personalities. They are to identify and develop a presentation for the Exhibit on the nature of initial contact between the First Australians and settlers in the tribal region associated with their personality. This is background detail for the Exhibition. Students could create a mind map identifying the different perspectives of first Contact held by key groups: for example - indigenous Australians; colonists; convicts; bushrangers; police; journalists; government officials in England and the colonies.

Select viewing: "First Australians episode 1: They Have Come to Stay" for NSW experience

[https://www.youtube.com/watch?v=oTJG8AJ\\_tDs](https://www.youtube.com/watch?v=oTJG8AJ_tDs)

Episode 2 "Her will to survive" the Tasmanian experience

<https://www.youtube.com/watch?v=pFKv1ZSZ7eA>

Women of the Sun episode 1 "Alinta the Flame" set in 1824 in WA. Available on Clickview on line.

Step 4:

Each group of students is to identify and create an outline for the Exhibit of Government policy towards Aboriginal Australians in the period up to 1900. Aboriginal Societies – The Experience of Contact

<http://www.alrc.gov.au/publications/3.%20Aboriginal%20Societies%3A%20The%20Experience%20of%20Contact/changing-policies-towards-aboriginal>

<http://www.australianstogether.org.au/stories/detail/protection>

Step 5:

Students use the sources provided and their own research to investigate, develop and create their contribution to the Exhibition on the personality assigned to them. They are encouraged to include an interactive component. Visitors are to be provided with an opportunity to respond to the key inquiry question of the Exhibition: Should we recognise the Aboriginal 'Resistance Fighters of the Frontier Wars' as heroes?

A possible approach is to divide the Inquiry Question into its key components: firstly, does the evidence provided of the conflict between the Aboriginal Australians and the various colonial groups support a description of it as a 'Frontier War'; secondly, does the evidence provided support the view that the 'Resistance Fighters' should be commemorated as heroes?

Resistance Fighters - suggested sources:

(Foley provides a succinct account of many personalities.)

<http://www.kooriweb.org/foley/resources/pdfs/127.pdf>

<http://www.nfsa.gov.au/digitallearning/mabo/info/aboriginalResistanceHeroes.htm>

<http://www.convictcreations.com/history/pelmulwy.htm>

<http://dictionaryofsydney.org/entry/barangaroo> and the eora fisherwomen  
<http://thehoopla.com.au/barangaroo/>  
[http://www.myplace.edu.au/decades\\_timeline/1800/decade\\_landing\\_20.html?t\\_abRank=2&subTabRank=2](http://www.myplace.edu.au/decades_timeline/1800/decade_landing_20.html?t_abRank=2&subTabRank=2)  
<http://www.abc.net.au/tv/messagestick/stories/s2899743.htm>  
<http://treatypublic.net/content/bathurst-massacres>  
<http://heritagebathurst.com/history-matters/indigenous-history/>  
<https://books.google.com.au/books?id=otEaZNfpbKwC&pg=PA54&lpg=PA54&dq=Black+Napoleon+of+Cape+Grim&source=bl&ots=S-fzBRZL78&sig=G9uDsU2cgSL0d2D6jMiZ8w8dlkc&hl=en&sa=X&ved=0ahUK EwiPlezCofOAhWHkJQKHQB6BkkQ6AEINjAE#v=onepage&q=Black%20Napoleon%20of%20Cape%20Grim&f=false>  
[https://www.griffith.edu.au/\\_data/assets/pdf\\_file/0005/86486/GIER\\_WP1\\_Ke\\_rwin\\_web.pdf](https://www.griffith.edu.au/_data/assets/pdf_file/0005/86486/GIER_WP1_Ke_rwin_web.pdf)  
<http://www.gattonmurders.com/thekalkadoons.pdf>  
[http://cherneesutton.com.au/index.php?\\_a=document&doc\\_id=8](http://cherneesutton.com.au/index.php?_a=document&doc_id=8)  
<http://treatypublic.net/node/702>  
[https://www.magabala.com/media/wysiwyg/pdf/Jandamarra\\_and\\_the\\_Bunuba\\_Resistance.pdf](https://www.magabala.com/media/wysiwyg/pdf/Jandamarra_and_the_Bunuba_Resistance.pdf)  
<http://theconversation.com/tasmanias-black-war-a-tragic-case-of-lest-we-remember-25663>  
<http://rightnow.org.au/opinion-3/reconciliation-in-tasmania-war-memory-and-empathy/>  
<http://adb.anu.edu.au/biography/tarenorerer-13212> (Walyer)  
<http://www.convictcreations.com/history/walyer.html>  
<http://www.noongarculture.org.au/yagan/>  
<http://www.abc.net.au/news/2010-07-10/aboriginal-warrior-buried-after-170-years/899582>

Links to National Museum of Australia

<http://www.nma.gov.au/exhibitions>

<http://www.nma.gov.au/history/aboriginal-torres-strait-islander-cultures-histories>

To purchase Henry Reynold's publication: Why weren't we told?

<http://www.amazon.com/Henry-Reynolds/e/B001HD39ZW>

Audio version (eBook not available)

[http://www.audible.com.au/?ref=Adbl\\_ip\\_rdr\\_from\\_US&source\\_code=AUDOR AP0828150011&ipRedirectFrom=US&ipRedirectOriginalURL=pd%2FHistory%2FWhy-Werent-We-Told-Audiobook%2FB00B1HVQ68](http://www.audible.com.au/?ref=Adbl_ip_rdr_from_US&source_code=AUDOR AP0828150011&ipRedirectFrom=US&ipRedirectOriginalURL=pd%2FHistory%2FWhy-Werent-We-Told-Audiobook%2FB00B1HVQ68)

Tools

<https://getkahoot.com/blog/new-create-tool-beta>

Contemporary material on Health and Welfare of Indigenous Australians (2015)

<http://www.aihw.gov.au/publication-detail/?id=60129550168>

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