

# Endeavour Anniversary

## Focus Questions

### Endeavour History

1. When did the *Endeavour* set sail from England?
2. Who led the voyage of discovery on the *Endeavour*?
3. Describe James Cook's background.
4. What did Cook study that would help him to become a ship's captain?
5. Fill in the missing words: By the 18<sup>th</sup> Century, \_\_\_\_\_ had been mapping the globe for centuries, claiming \_\_\_\_\_ and resources as their own. (*Europeans* and *land*)
6. Who was Joseph Banks?
7. Why did Banks want to travel on the *Endeavour*?
8. The main aim of the voyage was to travel to...
9. What rare event was the *Endeavour* crew aiming to observe?
10. What was their secret mission?
11. Who was Tupaia?
12. After leaving Tahiti, where did the *Endeavour* go?
13. What happen in April 1770?
14. Complete the following sentence. Australia was known to Europeans at the time as New \_\_\_\_\_. (*Holland*)
15. Describe the first contact with Indigenous people.
16. Which parts of Australia did Cook map?
17. Why was the voyage of the *Endeavour* long and difficult?
18. What other voyages did Cook go on?
19. In your own words, describe the impact the *Endeavour* voyage had.
20. What did you learn watching the *Endeavour History* story?

### Endeavour Ship Tour

1. The HMB *Endeavour* that we tour in the BTN story is a replica. What does that mean?
2. Who was on board the *Endeavour*? What were their different roles?
3. Describe the bathrooms on the *Endeavour*.
4. What is the name of the area where sailors would eat, sleep and relax?
5. What did people eat on the *Endeavour*?
6. What is scurvy?
7. What happened to people if they misbehaved?
8. What did Cook and Banks do in the Great Cabin?
9. Both Cook and Banks kept journals. Do you think they are important? Give reasons for your answer.
10. How does the *Endeavour* look different to ships today?

## Key Learning

Students will investigate Captain Cook's voyage to Australia on board the HMB *Endeavour*. Students will explore the impact that British colonisation had on the lives of Aboriginal and Torres Strait Islander Peoples.

## Curriculum

### HASS – Year 4

The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts.

The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments.

### HASS – Year 5

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions.

### HASS – Year 5

Locate and collect relevant information and data from primary sources and secondary sources.

### History – Year 5

Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800.

Identify points of view in the past and present.

## Indigenous Perspectives of Cook Visit

1. What does the BTN story explain?
2. Where does a lot of what we know about Cook's arrival in Botany Bay come from?
3. Finish the following sentence: Stories of the first encounter have also been passed down by...
4. The exhibition at the Maritime Museum tells the story of Cook's arrival from what perspective?
5. How has what we know about the first encounter changed over the years?
6. Who did the Gweagal people think Captain Cook and his crew were?
7. Describe the confrontation with the Gweagal men.
8. What did Cook write in his journal about Indigenous people's way of life?
9. Who did Cook claim the entire east coast of Australia for?
10. The land was said to be terra nullius. What does that mean?
11. Choose an artwork featured in the BTN story and describe what it is about.
12. What impact did Cook's visit have on Indigenous people?
13. How has your thinking changed since watching the BTN story?

## Australia Since Cook

1. When did the First Fleet arrive in Sydney Cove?
2. Who was the person in charge of establishing a British colony?
3. Describe the conflict between Indigenous and non-Indigenous people.
4. Who were free settlers?
5. What happened in 1851 that boosted Australia's population and economy?
6. In 1901, Australia was proclaimed a \_\_\_\_\_
7. What is the name of the policy that stopped non-Europeans immigrating to Australia?
8. Eventually the policy was scrapped. What did that mean for Australia?
9. Describe some of the challenges Indigenous people have faced over the years.
10. How do you feel about celebrating the 250th anniversary of the Endeavour's voyage to Australia?

## Activity

### Pre-viewing questions

Before watching the BTN special about the *Endeavour*, students will respond to the following:

- What do you know about Captain James Cook?
- What do you know about the HMB *Endeavour*?
- What would you like to learn about Captain Cook and/or the *Endeavour*?
- Why do you think BTN is doing a story about the *Endeavour*?



### After watching the BTN story

After watching the BTN special about the *Endeavour*, students will respond to the following:

- What do you THINK about what you saw in the BTN *Endeavour* Special?
- What does this video make you WONDER?
- Think of three questions you have about the *Endeavour* special. Remember that good questions are open-ended (have no right or wrong answer and can't be answered with a 'yes' or 'no').
- What do you now know that you didn't know before watching the BTN Special?

## Activity

### Glossary

Students will develop a glossary of words and terms that relate to Cook's voyage on board the *Endeavour*. Below are some words to get your students started. Students will add words and meanings to their glossary as they come across unfamiliar words throughout their research.

Navigate	Botanist	Expedition
Crew	Provisions	Exploration
Captain	Rations	Scurvy
Mapping	Charting	Docked

## Activity

### KWLH

The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i><b>What do I <u>k</u>now?</b></i>	<i><b>What do I <u>w</u>ant to know?</b></i>	<i><b>What have I <u>l</u>earnt?</b></i>	<i><b><u>H</u>ow will I find out?</b></i>

### Research questions for inquiry

Students will determine a focus for their inquiry and develop a key question to guide their inquiry (below are some examples). Students will collect and record information from a wide variety of primary and secondary sources.

- Why was James Cook considered one of the greatest navigators of his time?
- How might Captain Cook's journey be similar or different to journeys undertaken today?
- What were some of the changes to the lives of Aboriginal people after Cook's exploration of Australia? Give two examples.
- What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans?
- What did Cook's voyage achieve for science and navigation?

## Activity

### The Voyage

Students will find out more about Cook's voyage on the *Endeavour* and create a timeline that can be recorded on a map. Students will respond to the following as they learn more about Cook's voyage:

- When did the voyage start and finish?
- What was the purpose of the voyage?
- Which countries did the *Endeavour* visit?
- Describe a significant event that occurred in each place? Describe something interesting that occurred in each place. Refer to Cook's journal for a personal account of events.
- Imagine you were on Cook's voyage of discovery on the *Endeavour*. Write a paragraph describing what it was like.

Students can visit ABC Education's [digibook](#) to learn more about the HMB *Endeavour's* voyage of exploration.

## Activity

### People on board the HMB Endeavour

Students will explore the people that were on board the HMB *Endeavour* from the scientists to the artists and the cabin crew. Students can research one of the following people or choose another crew member that they would like to learn more about.

- James Cook
- Joseph Banks
- Sydney Parkinson
- Tupaia

### Create a biography

Using the biography organiser template students will find and record information about the person they have chosen. Some possible areas of research include:

- What was their role on the HMB *Endeavour*?
- When were they born?
- Where were they from?
- If they made a discovery, what was it? How did their discoveries change the world? How would our world be different if their discovery had not been made?
- What were their challenges?
- How do we recognise their achievements?
- How did they change our understanding of the world?
- What do you admire about them?
- Imagine you could sit down and talk to them. What questions would you ask about their life and work?

The image shows a biography organiser template titled "Biography HMB Endeavour crew member". It features a "btn" logo in the top left corner. The template is divided into several sections: a large box for a "Portrait of me", a box for "Full name", a box for "Born", a box for "My role on the HMB Endeavour", a box for "The important contributions I have made to the world...", and a large circular area for "My achievements". The "My achievements" section is a large circle that overlaps with the "The important contributions..." box. At the bottom left, it says "©ABC 2020" and at the bottom right, it says "ABC Australian Broadcasting Corporation News".

## Activity

### Cook's Endeavour journal

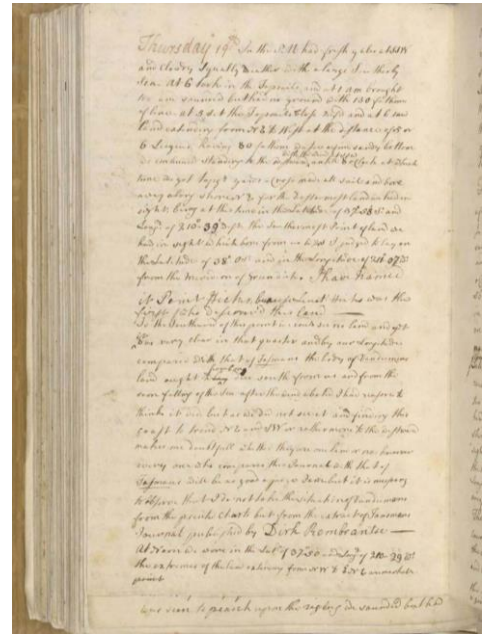
While on board the HMB *Endeavour* James Cook kept a daily journal during the voyage. Visit the following websites to find entries from his journal:

[National Museum of Australia](#)

[National Library of Australia](#)

Students will choose an entry from Cook's journal to get a firsthand account of what he experienced throughout the voyage. Students will read the journal entry aloud and then respond to the following:

- Discuss the language.
- List any unfamiliar words and find meanings.
- What did the journal make you wonder?
- Why was it important for explorers to keep journals during their travels and record information about the places they saw?



### Interview Captain Cook

What questions do you have for Captain Cook? Students will imagine they could travel back in time to the 1700s and interview Captain Cook. Students will find out about his life and achievements and present their findings in an interesting way.

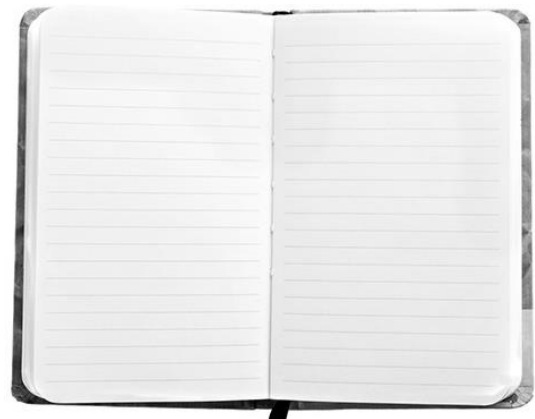
- Give a presentation on their achievements
- Create a portrait
- Design a poster
- Make a 'Did you know?' for other students
- Using the [Bio-Cube template](#), design and create a 3D model to present their biographical information. Each side of the cube will include a different aspect of your research.
- Write a Bio Poem. Use the Read Write Think Bio Poem [template](#).

## Activity

### Journal writing

Students will imagine they are a crew member on board the HMB *Endeavour*. Students will write a journal describing their first week on board the ship. Students will use the following to help guide their journal writing.

- Explain why you are on board the *Endeavour*. What is your role on board the ship?
- What can you see? What can you eat? What can you smell? How do things feel? What can you hear?
- What are some of the challenges or dangers?
- What are your daily activities (for example, research, eating, sleeping)?
- What is exciting about being part of the voyage?



Students can play the [Voyage Game](#) to explore 18<sup>th</sup> and 19<sup>th</sup> century convict transportation from Britain to Australia.

## Activity

### Indigenous Perspective

Students will discover more about the first sighting of James Cook's *Endeavour*, as remembered by the Yuin people of south-eastern Australia. In this [ABC Video](#), Djiringanj Yuin traditional knowledge holder Warren Foster shares the story of this moment through the eyes of his ancestors - an eyewitness account not recorded in journals or history books, but passed down through the generations.

Watch the [ABC Video](#) with your students as Warren Foster recounts his people first sighting the *Endeavour*.

After watching the video, students will respond to one or more of the following:

- Find Yuin country on a map of Australia.
- What is the significance of the 2 scared mountains in Djiringanj country, Gulaga and Biamanga? Write a sentence for each.
- What did Aboriginal people do when they first saw James Cook sail up the coast of Australia?
- What is the Yuin word for pelican?
- How did Cook's ship the *Endeavour* resemble a pelican for Aboriginal people?
- Tell the story of the Gurung-gubba using your own words.
- Why is Gulaga important to the Yuin people?



ABC News: To the Yuin people the *Endeavour* resembled Gurung-gubba – the greedy pelican.

Further research

- Who are the Yuin people?
- What language is spoken by Yuin Indigenous Australians?
- Where is Yuin country? Find using Google Maps.
- What is Gulaga and what does it mean to the Yuin people?
- How were the Yuin people impacted by the arrival of European settlers?
- When was Gulaga handed back to its traditional owners?

Before the arrival of *Endeavour* on the east coast of Australia, the First Peoples had only very limited contact with Europeans. Go to chapter one of the [ABC Education's Digi book](#) and watch the short video to learn more.

## Activity

### Virtual Tour of the Endeavour

Students will take a [virtual tour](#) aboard a replica of the HMB *Endeavour* that James Cook sailed to observe the Transit of Venus and to find 'Terra Australis Incognita'. Students will respond to the questions below as they work their way through different parts of the virtual tour.

### Start the virtual tour

To move around the replica of the HMB *Endeavour*, hold down your mouse button and drag in any direction or use your keyboard arrow keys.



<b>Upper Deck and Gangway</b>	Begin the tour on the <b>Upper Deck</b> . The entry point is the <b>Gangway</b> . What can you see? What are your first impressions of the ship?
<b>Midships and Quarter Deck</b>	Move from the <b>Gangway</b> through to the <b>Midships</b> and then to the <b>Quarter Deck</b> . Listen to the tour guide speak about ships being struck by lightning. What did the HMB <i>Endeavour</i> have to help protect it from lightning strikes?
<b>Gangway</b>	Move back to the Gangway and then to the <b>Windlass</b> . Click on the blue information button to learn more about the windlass. What is it used for? Briefly explain how it works. Find the <b>ship's bell</b> . How did the ship's bell help the crew keep track of time? Now find information about the <b>ship's rigging</b> . How many kilometres of rope are used for rigging on the <i>Endeavour</i> ?
<b>Foredeck</b>	Move to the <b>Foredeck</b> and listen to the tour guide speak about anchors. How many different types of anchors are there on the <i>Endeavour</i> ? What can anchors be used to do? Find the ship's version of a toilet. Describe what you see.
<b>Lower Deck</b>	Head to the <b>Lower Deck</b> . The entry point is the <b>Fire Hearth</b> . Look around the area and describe what you can see.
<b>The Mess</b>	Now move to <b>The Mess</b> and listen to the tour guide. Describe the living conditions for the people on board the ship. What was one of the biggest risks to people on board? Find the frayed rope tassels at the tables. What were they used for?  Move to the <b>Midshipmen and Mate's Mess</b> and listen to the tour guide. What is she explaining? Now look at the various cabins for the higher-ranking officers on board the <i>Endeavour</i> . Describe their cabins. How do they compare to other living quarters?
<b>After Fall Deck</b>	Move to the <b>After Fall Deck</b> and go to the <b>Gentlemen's Quarters and Officers Mess</b> . What did the officers use this area for? Listen to the tour guide tell us more about the Transit of Venus. What new information did you learn?
<b>Charles Green's Cabin</b>	Now move to <b>Charles Green's Cabin</b> . What was his role on the voyage? Who were <b>Sydney Parkinson and Alexander Buchan</b> ?
<b>James Cook's cabin</b>	The next part of the tour takes us to <b>James Cook's Cabin</b> . Look around his cabin and describe what you can see. What was surprising about his cabin?
<b>Great cabin</b>	Now move to the <b>Great Cabin</b> . Who used this area and what did they use it for? How has the Great Cabin been set out? Look around the room to find Banks' treatment for scurvy and explain what it is.
<b>Joseph Banks' Cabin</b>	The final room on the tour is <b>Joseph Banks' Cabin</b> . What contribution did Banks make to the <i>Endeavour</i> voyage? What impact did the voyage have on Banks' career?

## Reflection

Students will reflect on their learning and respond to the following questions.

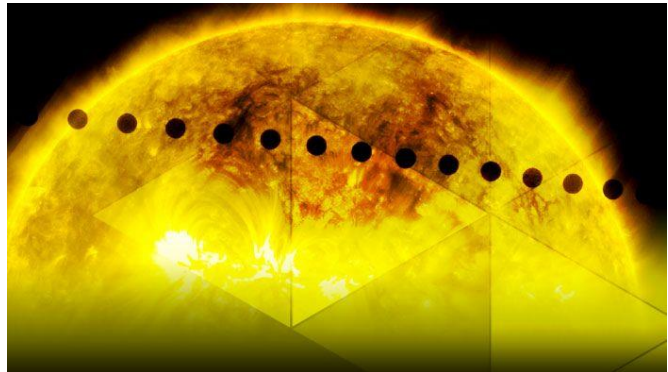
- What did the tour of the replica *Endeavour* tell you about what life would have been like aboard the HMB *Endeavour*?
- What challenges do you think people on board would have faced?

## Activity

### Transit of Venus

Students will watch this [BTN Transit of Venus](#) story, to learn more about an event that led to a significant moment in Australia's history. Students will then respond to the following discussion questions.

1. Before you watch the BTN story, make some predictions about what you think the story is about.
2. Captain James Cook travelled to which place to witness the transit of Venus?
3. In which century did he make the journey?
4. What were scientists and astronomers hoping to learn from the mission?
5. What was Captain Cook's secret mission?
6. Describe Wayne's feelings about Cook's trip to New Zealand.
7. Why did students in New Zealand ask for plant seeds to be sent back from England?
8. Where did Cook go to from New Zealand?
9. Why was the transit of Venus significant to the European settlement of Australia?
10. How close were your predictions that you made before you watched the story? What was surprising?



### Further research

NASA Science: James Cook and the Transit of Venus

[https://science.nasa.gov/science-news/science-at-nasa/2004/28may\\_cook/](https://science.nasa.gov/science-news/science-at-nasa/2004/28may_cook/)

## Activity

### Steps to becoming a great explorer

James Cook was one of the greatest explorers of his time. However, you do not have to travel far or need large amounts of time to be an explorer of the world.

As a class brainstorm what it takes to be an explorer of the world. Here are some tips to get you started:

- always be looking.
- collect and document your findings – take field notes.
- use all of your senses when you are investigating.
- be curious – everything is interesting if you look closer.

Visit [ABC Education](#) to learn more about what it takes to become a great explorer.

### Be an explorer

Captain Cook took botanists and artists on his voyage to Australia in the 1770s and these people discovered and drew new species of plants. Many of these specimens and illustrations survive today as a heritage of the botanical discovery of Australia. You can see the coloured illustrations of plants collected on Cook's voyage at the [web site of the British Natural History Museum](#).

A good scientific record of a plant requires a botanical drawing as well as a written description. Botanical drawing combines art and science, where the artist draws a plant exactly as it looks.



In this activity students will explore their school yard or backyard for a plant specimen and then create a botanical drawing. Students can follow this step-by-step method:

- Explore your school yard for a botanical specimen.
- Collect a specimen that interests you. Make sure you respect the plants in your school yard when taking a specimen.
- Get to know your specimen – look at the plant's details including, the plant's surface, leaf veins, shapes and colours. The connections between stem and leaf, and the size of the different parts of the plant. Does the plant have a flower, fruit or seeds? Notice any patterns. Write down what you see.
- Sketch what you can see using a lead pencil on paper.
- Now look at your plant with a microscope or magnifying glass. Draw your plant again as accurately as you can now that you can see more detail. Use cartridge paper and coloured pencils or paint. Work out how to show the texture of the different surfaces of the plant.
- Can you identify what type of plant it is? Find its botanical name and label your drawing.

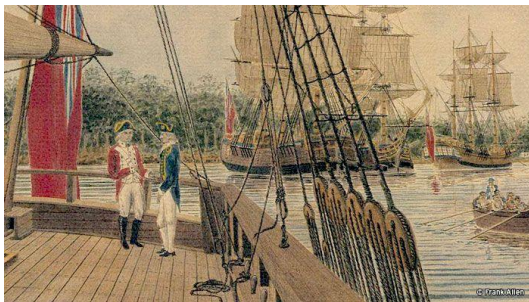


Source: Wikipedia, Taxonomy of Banksia. A 1770s watercolour of *Banksia serrata*. One of the first ever drawings of a *Banksia* species, it was produced by one of Sir Joseph Banks' London artists, based on original drawings by Sydney Parkinson, who was present when the genus was first collected at Botany Bay.

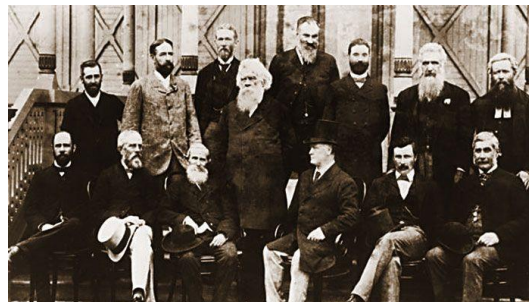
## Activity

### Australia Since Cook

There have been many significant events and developments that have shaped Australia since the late 1700s. Students will watch one or more of the following BTN stories to learn more about a significant event in Australia's history. After watching any one of the BTN videos ask students to respond to the discussion questions (to find the discussion questions and teacher resources go to the related BTN Classroom Episode and download the Episode Package).



[BTN First Fleet story](#) | [Teacher Resource](#)



[BTN Federation story](#) | [Teacher Resource](#)



[BTN Stolen Generations story](#)



[BTN Australia's Waves of Migration story](#) | [Teacher Resource](#)

## Endeavour Quiz

Endeavour Quiz Questions	Your Answer
1. What was James Cook's first job? a. Newspaper delivery boy b. A cabin boy on a ship c. He worked in a shop	
2. What sort of vessel was the <i>Endeavour</i> ? a. A Galleon b. A Barque c. A Schooner	
3. Which member of the <i>Endeavour's</i> crew used to be on Australia's 5 dollar note? a. James Cook b. Joseph Banks c. Tupaia	
4. What astronomical event was the crew of the <i>Endeavour</i> sent to observe? a. A solar eclipse b. A transit of Mercury c. A transit of Venus	
5. Which of these have been named after Captain Cook? a. A mountain b. A university c. A crater on the Moon	
6. Unlike many voyages of the time, no-one on the <i>Endeavour</i> died of scurvy, a disease which often affected sailors. What causes scurvy? a. A lack of sunlight b. Too much salt c. A lack of vitamin C	
7. The <i>Endeavour</i> we toured in the BTN story is a replica. What happened to the original? a. It's in a London museum b. It was used for scrap wood c. It sank	

<p>8. What was the original name of Botany Bay?</p> <ul style="list-style-type: none"> <li>a. Kamay</li> <li>b. Bunna Bunna</li> <li>c. Kundal</li> </ul>	
<p>9. What does the term 'terra nullius' mean?</p> <ul style="list-style-type: none"> <li>a. everyone's land</li> <li>b. nobody's land</li> </ul>	
<p>10. Cook died 9 years before Australia was colonised. Where was he killed?</p> <ul style="list-style-type: none"> <li>a. Tahiti</li> <li>b. New Zealand</li> <li>c. Hawaii</li> </ul>	

Answers: 1c, 2b, 3b, 4c, 5 all three, 6c, 7c, 8a, 9b, 10c

## Useful Websites

History HMB Endeavour – Australian National Maritime Museum  
<https://www.sea.museum/whats-on/vessels/hmb-endeavour/history>

Endeavour Tour – BTN  
<https://www.abc.net.au/btn/classroom/endeavour-tour/10525194>

Transit of Venus – BTN  
<https://www.abc.net.au/btn/classroom/transit-of-venus/10532412>

Endeavour Voyage Digi Book – ABC Education  
<https://education.abc.net.au/home#!/digibook/2992083/hmb-endeavour-s-voyage-of-exploration>

HMB Endeavour Crew – Captain Cook Society  
<https://www.captaincooksociety.com/the-crew>

Education - SA Maritime Museum  
<https://maritime.history.sa.gov.au/learn/>

Cook's *Endeavour* journal - National Library of Australia  
<http://treasure-explorer.nla.gov.au/treasure/cooks-endeavour-journal#journal-hms-endeavour-1768-1771>

Cook Timeline - National Museum of Australia  
[http://www.nma.gov.au/online\\_features/cook\\_forster/background/timeline](http://www.nma.gov.au/online_features/cook_forster/background/timeline)

Virtual Tour of the HMB Endeavour - Australian National Maritime Museum  
<https://www.sea.museum/learn/school-excursions/special-programs/virtual-endeavour>

Endeavour Tour – BTN  
<https://www.abc.net.au/btn/classroom/endeavour-tour/10525194>

This Place: View from the Shore – ABC iView  
<https://iview.abc.net.au/show/this-place-view-from-the-shore>

Encounters 2020 - Australian National Maritime Museum  
<https://www.sea.museum/whats-on/encounters-2020>

Portrait of me	<b>Biography</b> <b>HMB Endeavour crew member</b>	
	Full name	Born
	My role on the HMB Endeavour	
The important contributions I have made to the world...	Interesting things about me... <div style="text-align: center; border: 2px solid black; border-radius: 50%; width: 80%; margin: 20px auto; padding: 10px;">My achievements</div>	

# BTN Transcript: Episode 10 – 28/4/20

Hey Amelia Moseley here, bringing you a very special episode of BTN. As you can see, I'm standing in front of a ship, but it's not just any ship. This is the replica of the *Endeavour* which was sailed into Botany Bay 250 years ago by Captain James Cook. Today we're going to be spending the whole episode looking at that journey, the events leading up to it, the effect it had on Australia's Indigenous people and how it shaped the country we live in today. I'm also going to hop onboard and get a tour of the ship.

## Endeavour History

Reporter: Amelia Moseley

*INTRO: But first, let's take a look at the famous journey made by the Endeavour, its captain and its crew 250 years ago.*

Let's begin this story on the 26th of August 1768; the day the HMB *Endeavour* set sail from England. At the helm was this man on his first voyage as captain of a ship. His name was James Cook. Unlike most captains of the Royal Navy, Cook came from a poor background growing up on a farm in Northern England. When he was 18, he got an apprenticeship on a ship and threw himself into the study of maths, navigation and astronomy; all skills he would need one day to become a captain. Eventually, he joined the navy where his knack for making incredibly accurate maps got the attention of many in power.

You see, by the 1700s Europeans had been mapping the globe for centuries, claiming land and resources as their own. Now, with better ships and technology than ever before, and a new desire for scientific knowledge, they were determined to conquer the world. So, when a special voyage was planned by the British government and Britain's most prestigious scientific institution. Cook's name came up.

The second most important person on the *Endeavour* was this young man. Joseph Banks. Unlike Cook, he grew up wealthy in London. He went to the best schools and inherited a great fortune. Banks' main love was botany, the study of flora, fauna and other living organisms in their natural environment. He paid for his own spot on the *Endeavour* along with a team of scientists and artists. He wanted the chance to travel to faraway lands and return with drawings, specimens and knowledge of new species that people in England had never imagined.

**CAPTAIN COOK DIARY 26 AUGUST 1768:** At 2pm we got under sail and put to sea, having on board 94 persons near 18 months' provisions and stores of all kinds.

So, where were they going? Well, the main aim of the voyage was to travel to Tahiti via the coast of South America. There, they'd observe a rare astronomical event that only happened every 120 years. The Transit of Venus. It's where the planet crosses between the Earth and the Sun and scientists figured that by studying it from different points on Earth, they could learn more about the size of our solar system. But then, there was another task. A secret task. Before sailing from England, Cook had been handed confidential instructions by the admiralty to open when he left Tahiti.

**LETTER FROM THE BRITISH ADMIRALTY:** There is reason to imagine that a continent or land of great extent, may be found to the southward. You are to proceed to the southward in order to make discovery of the continent.

You see, for centuries Europeans believed there was a big mass of land in the south to "balance out" the big mass of land they knew existed in the north. They called it Terra Australis Incognita or "unknown southern land" and now it was Cook's mission to find it.

With the help of a Tahitian priest and navigator named Tupaia, the *Endeavour* made its way to New Zealand or Aotearoa. Cook's first encounter with Maoris didn't go well and the crew shot and killed a number of people, but Tupaia helped to bring peace. Cook and Banks spent six months mapping the coasts of both

islands proving they weren't part of Terra Australis Incognita.

They continued on and in April 1770 they spotted land again. This time it was the east coast of New Holland, as Australia was known to Europeans at the time. Though Indigenous people had been there for thousands of years, Europeans had never set foot on this side of the island before. And, like in New Zealand, the first encounters were often violent ones.

For the next couple of months, the *Endeavour* and crew sailed up to the tip of Queensland, mapping the coast and claiming the land for the King of England. At one point the ship was nearly lost when it ran aground on the Great Barrier Reef, but the crew spent weeks repairing it.

In 1771 the *Endeavour* finally arrived home again. It had been a long and difficult three-year voyage that had seen more than 30 men die, many from illness, including two scientists, an artist and Tupaia. Back in England, Banks quickly became famous with the first documented collection of Australian plant life. He also became a driving force behind the European colonisation of New South Wales in 1788. Captain Cook went on a second voyage in pursuit of that unknown southern land and ended up in Antarctica. His third voyage took him to Canada, Alaska and finally Hawaii, where he was killed in 1779.

All of the voyages had a lasting impact on the world, reshaping maps and changing the course of history. But it was that first voyage, the voyage of the *Endeavour*, that would be Captain Cook's enduring legacy.

## Quiz

What was James Cook's first job? Was he a newspaper delivery boy, a cabin boy or did he work in a grocery shop? He worked in a grocery shop in the fishing village where he met a lot of sailors and dreamed of going to sea.

What part of the *Endeavour* was left behind on the Great Barrier Reef? Its lifeboats, its canons or one of its masts? Its canons. To stop the ship from sinking, the crew had to lose some weight, so they tossed some heavy stuff overboard including a bunch of canons. They were discovered on the ocean floor in 1969.

What astronomical event was the crew of the *Endeavour* sent to observe? A solar eclipse, a transit of Mercury or a transit of Venus? It was the Transit of Venus.

Which member of the *Endeavour's* crew used to be on Australia's 5 dollar note? It was Joseph Banks.

Speaking of Banks, can you name this Australian plant? Yep, it's a Banksia and it was named after the famous botanist.

## Endeavour Ship Tour

Reporter: Amelia Moseley

*INTRO: Well, now that we know a bit more about the Endeavour let's jump on board the replica and have a look around. I'm here with Judithe who's going to take me on a tour. Can't wait. Let's go Amelia.*

JUDITHE, NATIONAL MARITIME MUSEUM: So, this is the amazing *Endeavour* replica. Pretty much how it was in the 1800s, so we are actually feeling like the sailors would have felt up on the front of the ship, the bow. I like to give a clue. They had the 12 marines on board and then the rest were scientific people and of course the people to run the ship so, for example, the cook, the carpenter – very important, the sailmaker, as well as just ordinary sailors who kept the ship going. There were only men on board and just as well when you see the bathrooms. Ok, seats of ease; one on each side depending which way the wind's blowing.

AMELIA: So that just drops right down into the ocean?

JUDITHE: Into the ocean if you're lucky. As long as the wind doesn't blow it back onto you.

JUDITHE: This is the mess area where most of the sailors would sleep, eat, generally relax.

AMELIA: Judithe, what were people eating?

JUDITHE: Well usually porridge in the morning. For lunch really whatever they had, so if they caught a

seabird, if they caught some fish. One important thing they did have every day was sauerkraut (pickled cabbage) and that was really Cook's idea to try and prevent the sailor's getting scurvy which was a nasty disease if you didn't have enough vitamin C.

JUDITHE: So, here we are in the Great Cabin. So, this is where Cook would be drawing his charts, the mapping really as he was going. Quite an amazing cartographer. And Banks and Solander and their team would be going through all of the specimens that they had collected, and they would be trying to match with any species that they already knew of from the Northern Hemisphere.

AMELIA: Is there any way to know what Captain Cook was like?

JUDITHE: We don't have any recordings of course, but we do have journals and Banks kept a journal, Cook himself kept a journal, different crew people from time to time.

AMELIA: How do we know that this is what the *Endeavour* looked like?

JUDITHE: We can thank the British naval people for that really, because they kept records and they kept plans of everything.

JUDITHE: It gives you a really good idea, don't you think? It's pretty authentic.

AMELIA: It does, it really does. I can't say it would've been a pleasant journey.

JUDITHE: You're not running away to sea anytime soon, no?

## Quiz

As well as the 94 human passengers, the *Endeavour* had some animals on board. What were they? Chickens, pigs or dogs? Trick question, there were pigs, chickens and two greyhounds on the journey. Plus a goat which had already sailed the world at least once. No kidding!

What sort of vessel was the *Endeavour*? A Galleon, a Schooner or a Barque? The *Endeavour* was a Barque and she was originally built for hauling coal.

The *Endeavour* we're exploring now is a replica. What do you think happened to the original? Is it in a London museum, was it pulled apart for scrap wood or was it sunk? It's thought to have been deliberately sunk in 1778 during the American War of Independence. By then it had been renamed the Lord Sandwich, and while it's not confirmed, archaeologists think they may have found the wreck off the coast of Newport in the US.

## Indigenous Perspective of Cook Visit

Reporter: Jack Evans

*INTRO: Of course, for Australia's First Nations, Cook's first encounter was the start of a catastrophic period in history and for many, this year isn't a cause for celebration, it's a time of mourning. Let's find out more.*

JACK EVANS, REPORTER: On the other side of this bay is the exact spot Captain James Cook first landed. It's hard to imagine what it would have been like 250 years ago, watching as the *Endeavour* sailed into what we know today as Botany Bay. But over the years we've uncovered and learnt more about that first encounter between Australia's Indigenous people and Captain Cook and his crew.

A lot of what we know comes from Cook's journals.

*We saw several people ashore four of whom were carrying a small boat or canoe which we imagined they were going to put into the water in order to come up to us but in this we were mistaken.*

But there also stories that have been passed down by the first Australians who saw the *Endeavour* arrive. Beau from the National Maritime Museum has put together an exhibition of Aboriginal and Torres Strait Islander artworks. To tell the story of Cook's arrival as seen from the shore.

JACK: So Beau, what do we know about that first encounter?

BEAU: Well I think these days we know a lot more. I mean when I was at school, we were taught that Captain Cook, the first encounter was at Kamay the local people there at Botany Bay. Cook came ashore and everything went quite well. But now looking back at it we now know from that very first time that Cook tried to come to shore there was conflict.

The people Cook and his crew saw were Gweagle, a clan of the Dharawal people.

JACK: Do we have any idea who the Gweagal people thought Captain Cook and his crew were?

BEAU: I think a lot of the local people nowadays are saying that they thought that Cook was a spirit - being white, fair skinned. You know that there is a spirit coming back and not to go near the spirit. The local people didn't want them to come ashore. They were shouting at them, threw rocks at them, trying to make them go away.

But Cook and his men didn't go away and when they were confronted by two Gweagal men they shot at them hitting one man in the leg. Cook and his men then entered the Gweagal camp and took shields and spears. Leaving in return beads, cloth and nails. In his journal, Cook wrote of his admiration for the Indigenous people's way of life.

*From what I have said of the Natives of New Holland they may appear to some to be the most wretched people upon earth, but in reality they are far more happier than we Europeans.*

He also acknowledged that *'all they seem'd to want was for us to be gone'*. But that didn't stop him claiming the entire east coast for the British crown. The land was said to be terra nullius, meaning land belonging to no one. Of course, that wasn't the case.

JACK: And why have you chosen to include this piece in the exhibition?

BEAU: Really important because as I said it talks about that deep time and that deep connection, you know. That we have been here forever that we have been practising these traditions and cultures forever. But we're also an evolving culture and we're still here.

JACK: Do you think Cook was aware of that?

BEAU: Sometimes I like to be on Cook's side and say that he did think about that. But you know I don't think that was his mission either. His mission was to come and find this great southern land and if he was able to claim it for the crown.

JACK: So, Beau can you tell me about this artwork?

BEAU: This is done by Paddy Fordham, who is actually from Arnhem Land. What Paddy is trying to explain is that it wasn't the first Captain Cook for them. It was all the Captain Cook's that came afterwards.

To many Captain Cook has become a symbol of all of the European colonists who came after him who took the land from Indigenous people, brought diseases and tried to erase cultures. While they didn't succeed, the devastating impact of colonisation is still being felt.

JACK: So, I recognise this guy, Cook. There's two of him, what's this all about?

BEAU: So, this is a contemporary work by Jason Wing. He's actually called them Captain Crook and this is Captain Crook unmasked and Captain Crook Masked.

JACK: It's quite a powerful image, what are you expecting audiences, their reaction to be?

BEAU: I hope it makes them think a little, you know. I hope they do think about the history we have been taught to the history we know now and the history that hopefully is being spoken about in this 250th year, you know, that we've moved as a country to go - well yeah how can you discover a place that's already inhabited? How can you claim a space that already has people living here? And that's really what Jason's wanting people to think about you know. We're not fixed to this one way of seeing or one way of viewing a



certain point in time, you know. There is always a dual perspective and our voices need to be heard now and our stories need to be told.

## Quiz

What was the original name of Cook's landing place at Botany Bay? Kamay, Gymea or Bundeena? It was Kamay and it was home to the Gweagal, Kameygal and Bidjigal families, clans of the Dharawal people.

This bark shield belonged to a Gweagal warrior who was shot by Cook's party. It's now held in which museum? The Australian Museum or the British Museum? It's held in the British Museum. The descendant of its owner has been trying for years to have it brought back home.

The legal principal 'terra nullius' was used to justify colonisation of Australia. It's a Latin term. What does it mean? Everyone's land or nobody's land? It means nobody's land. But that wasn't true. Eventually, in 1992, the Australian High Court officially overturned terra nullius and recognised Indigenous people's land rights.

What's the name of this famous Torres Strait Islander who led that court case? It's Eddie Mabo.

## Australia Since Cook

Reporter: Jack Evans

*INTRO: For some people, Cook's arrival is a chance to look at just how Australia's changed over the past 250 years. Let's find out more about our country's journey from a penal colony to the home we know today.*

On the 26th of January 1788 the First Fleet arrived in Sydney Cove. Captain Arthur Phillip raised a flag declaring possession of the land for the British Crown. Among the new arrivals were more than 700 convicts. The first of around 160 thousand who would eventually be sent to build penal colonies and endure harsh conditions to win a ticket home or a new life in a new land.

Of course, the land they were building on belonged to the hundreds of Aboriginal groups that had been living there for tens of thousands of years and there were many conflicts as competition for land grew between Indigenous and non-Indigenous. Thousands of Indigenous people were killed by the colonisers. While diseases like smallpox and measles spread and killed thousands more.

Over the next few decades more and more people arrived in the six new colonies. Some were convicts, others were free settlers - people who had decided to leave their life in Britain and make a new one in Australia. Then in 1851 Australia struck gold, literally. Hundreds of thousands of people came to Australia from all over the world to try their luck in the newly discovered goldfields.

Fast forward to 1901 and Australia was proclaimed a Federation and the six colonies became one nation - oh the NT and the ACT came along a few years later. But not everyone was welcome in this new nation and the very year of Federation the White Australia Policy was established. Which made it harder for people who weren't from Europe to immigrate to Australia.

**NEWSCASTER:** Today, migrant ships are bringing new settlers to Australia. New life blood for our young country.

After the First and Second World Wars hundreds of thousands of people immigrated from European countries. Helping to build the economy and change the face of the young nation. Eventually the White Australia Policy was scrapped and over the years people have continued to come here from all over the world. Bringing with them their different foods, beliefs and traditions.

Meanwhile Australia's first people faced a long and difficult road to equality. They continued to be treated like outsiders in their own country. Removed from their land, forced to work in harsh conditions with little to no pay. While thousands of children were taken away from their families and their homes and placed in missions or foster care.

But Indigenous people fought hard for their rights and there were some big wins. In 1970 Australia marked the bicentenary of Cook's arrival in Australia with massive celebrations. There was a visit from the Queen and re-enactment of that first encounter. Now, 50 years later Australia is a different place, and many don't see the anniversary as a cause for celebration.

Some have questioned whether we should spend so much time and money celebrating an event that brought misery to a lot of people. But others say it's important to mark such a big moment in the country's history and that while we can't change the past, it's a chance for us to come together and look back at how far we've come in 250 years and celebrate what makes Australia, well Australia.

## Closer

We'll be back next week with a regular episode of BTN but, in the meantime, you can always stay up to date with BTN Newsbreak every single weekday. There's always heaps to see and do on our website. Have an awesome week and I'll catch you soon. Bye!