



Teacher Resource

# Spears Return

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Briefly summarise the BTN Spears Return story.
2. How do the Gweagal and Dharawal people feel about the return of the spears?
3. What Dreaming story do the Gweagal spears tell?
4. Who took the spears from the Gweagal people?
5. What other types of artefacts were taken from Aboriginal people?

***Aboriginal and Torres Strait Islander people should be aware that this document may contain images and names of deceased persons.***

## Activity: Class Discussion

As a class ask students to discuss their thoughts and feelings about the BTN Spears Return story and the repatriation process. Use the following questions to guide discussion:

- What did you LEARN from the BTN story?
- How do you FEEL about what you saw in the story?
- What do you THINK about what you saw in the story?
- What QUESTIONS do you have?



## Activity: Personal Response

Respond to the BTN Spears Return story as a class. Students will complete one or more of the following incomplete sentences:

- Learning about the Gweagal spears made me feel...
- Repatriation is important because...
- This story made me wonder...

### EPISODE 11

7th May 2024

#### KEY LEARNING

Students will explore the lasting impact that British colonisation has on the lives of Aboriginal and Torres Strait Islander peoples.

#### CURRICULUM

##### HASS – Year 3 and 4

Pose questions to investigate people, events, places and issues.

##### 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

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 and 6

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

##### HASS – Year 7

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.

## Activity: Vocabulary

Students will brainstorm a list of key words that relate to the BTN Spears Return story. Here are some words to get them started.

REPATRIATION	ANCESTRAL	TRADITIONAL OWNERS
COUNTRY	ARTEFACTS	SACRED OBJECTS

When learning about First Nations culture there are many unfamiliar words. Explain to your students that using respectful and inclusive language and terminology is an essential part of reconciliation and strengthening relationships between Aboriginal and Torres Strait Islander peoples and the wider Australian community. If you are unsure seek and listen to advice of your local Aboriginal and Torres Strait Islander community.

Refer to Creative Spirits' [glossary](#) for a list of words associated with Australian First Nations culture.

### Further activities for students:

- Start a classroom glossary of words and terminology.
- Use these words in sentences.

## Activity: Stories of Our Place

Watch this National Museum of Australia [video](#) to learn more about Gamay — Botany Bay.

Students will then respond to the following questions:

- What is the Aboriginal name for Botany Bay? Find on a map of Australia.
- What does 'our country' refer to?
- In this part of the country what are some different ways that Aboriginal people identify themselves?
- What does 'bunabi' mean?
- What does 'guriwal' mean?
- What is the name of the place where the HM Bark Endeavour landed?

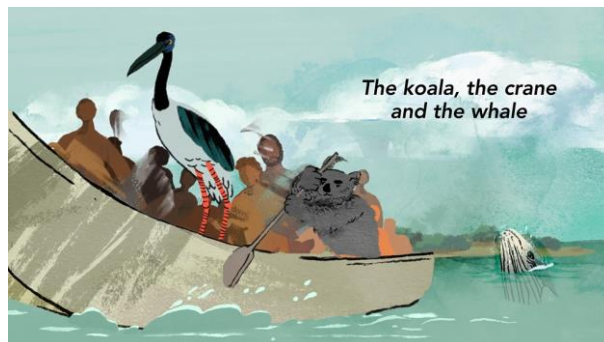
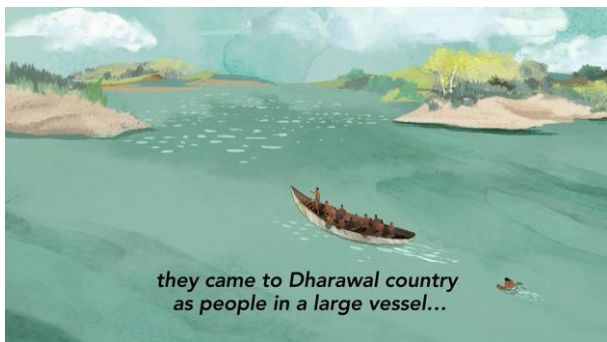


Video: [Kamay – Botany Bay](#) (National Museum Australia)

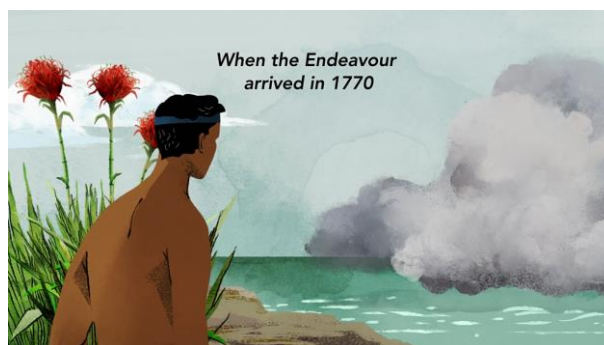
## Activity: Dreaming Stories

Dreaming stories pass on important knowledge, cultural values, and belief systems to later generations. Learn about Dharawal country through this [Dharawal Dreaming story](#) made by the National Museum of Australia.

*One tells the origins of our animals ...*



*Another Dreaming story tells of how spirits of the dead returned in low lying cloud...*



Dharawal Dreaming - [Animation](#) (National Museum Australia)

Spears have an important place in Dreaming stories in Aboriginal and Torres Strait Islander culture. Watch [The Spear](#) together as a class, a Yirritja story that is told in Dalabon language in Central Arnhem Land, Northern Territory.

After watching the video students will respond to the following:

- What do you think the story is teaching us?
- What were your reactions or feelings during the story?

### Follow-up activities

Teachers can download the 'Dust Echoes' [study guide](#) by ATOM for further follow-up activities.



The Spear, Dust Echoes - (ABC Education)

## Activity: Indigenous Perspective

Launch this [ABC Education Video Interactive](#) in your classroom to learn more about HMB Endeavour's arrival in Australia and its lasting impact on Aboriginal and Torres Strait Islander peoples.

### Background

In 1768, His Majesty's Bark Endeavour set sail from England on a scientific voyage of exploration with Lieutenant James Cook at its helm. What did the voyage accomplish for science and navigation? More importantly, what did its arrival on the east coast of Australia eventually lead to? How has this changed the course of Australian history?



HMB Endeavour (ABC Education)

Learn about this momentous voyage, its famous crew and the lasting impact HMB Endeavour's arrival in Australia had on Aboriginal and Torres Strait Islander peoples – the continent's First Peoples.

[Link to ABC Education Video Interactive](#)

## 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:

- Where is Yuin country? Find 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?



To the Yuin people the Endeavour resembled Gurung-gubba, the greedy pelican. ([ABC News](#))

### 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?


## Activity: BTN Stories

Visit BTN's collection of stories which focus on Aboriginal and Torres Strait Islander peoples' culture and issues.


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).

[Collection of BTN stories with a focus on Indigenous culture](#)


**Indigenous Culture**




**Dr Lowitja O'Donoghue**  
Tue 28 Mar 2024 at 12:00am




**Young Pilot**  
We meet CJ whose career in aviation is taking off.  
Tue 12 Mar 2024 at 12:00am




**Five Dollar Design**  
The Reserve Bank is looking for a design to replace the image of the Queen on our five dollar note.  
Tue 12 Mar 2024 at 12:00am




**Learning The Yidaki**  
Playing the Yidaki helped Malakai to connect with his culture and improve his health.  
Tue 27 Feb 2024 at 12:00am



**Finding Confidence in Performing**  
Katziana, who tells us how a school production of the Sapphires helped her find confidence and friendship.  
Tue 27 Feb 2024 at 12:00am



**Voice Referendum Result**  
After months of campaigning and debates, Australians have voted in the Voice to Parliament referendum.  
Tue 27 Feb 2024 at 12:00am



**Voice Referendum**  
Australians have been given a date for the referendum on constitutional recognition and a voice to parliament for First Nations people.  
Tue 27 Feb 2024 at 12:00am

## Useful Websites

- [Indigenous Perspectives of Cook Visit](#) – BTN
- [Indigenous Burial](#) – BTN
- [Endeavour History](#) – BTN
- [Repatriation](#) – National Museum Australia
- [Botany Bay, NSW](#) – National Museum Australia
- [How did Cook's Endeavour voyage change Australia forever?](#) – National Museum Australia
- ['Emotional moment' as spears taken by Captain Cook are returned to Indigenous community](#) – ABC News