



Teacher Resource

Matthew Flinders

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. What did the Matthew Flinders story mainly explain?
2. What is another name for a map maker?
 - a. Geologist
 - b. Cartographer
 - c. Botanist
3. What did Flinders achieve on his expedition?
4. Who was Bungaree and how did he help Matthew Flinders on his expedition?
5. Who gave Australia its name?

Aboriginal and Torres Strait Islander people should be aware that this document contains images and names of deceased persons. It also contains links to sites that may use images of Aboriginal and Torres Strait Islander people now deceased.

Activity: Class Discussion

After watching the BTN story engage students in a class discussion to explore what they learnt about Matthew Flinders.

- What did Matthew Flinders achieve on his expedition around Australia?
- How did Bungaree help Matthew Flinders on his expedition around Australia?
- What are some places that are named after Matthew Flinders? Make a list.
- These are five words that I would use to describe Matthew Flinders...



EPISODE 19

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KEY LEARNING

Students will investigate Matthews Flinders' circumnavigation of Australia.

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 & 6

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

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

HASS – Year 7

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

Apply a methodology to locate and collect relevant information and data from a range of primary sources and secondary sources.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Matthew Flinders story. Below are some words to get students started.

CIRCUMNAVIGATE	COLONISATION	EXPLORATION
CARTOGRAPHER	NAVIGATOR	EXPEDITION

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Further activities for students:

- Students will add to their glossary by downloading the transcript for the BTN Matthew Flinders story and highlight all the words that relate to the topic.
- What is the difference between a navigator and explorer?

Activity: Research Inquiry

Discuss the information raised in the BTN Matthew Flinders story. What questions were raised in the discussion and what are the gaps in students' knowledge? Students will develop their own question/s to research or choose a question below.

What do I know ?	What do I want to know?	What have I learnt ?	How will I find out?

- Investigate Matthew Flinders' voyages around Australia. Look at this [map](#) which shows Matthew Flinders' voyages around Australia. What ships and boats did he sail on?
- What were some of the challenges Flinders faced on his journey?
- Find as many places as you can that are named after Matthew Flinders and mark on a map of Australia.
- Why did Matthew Flinders take Aboriginal guides on his journey?
- What is the legacy of Matthew Flinders? What event and/or action led to them becoming a significant person in Australia's History? Write 1-2 paragraphs.
- How might Matthew Flinders' journey be similar or different to journeys undertaken today?

Activity: Timeline Poster

Students will research the life and achievements of explorer Matthew Flinders and create a timeline poster and prepare an oral presentation summarising key events in Flinders' life and his contributions to exploration. Alternatively, students can choose a different explorer to investigate, for example, James Cook, Burke and Wills, Nancy Bird Walton, Douglas Mawson or Joseph Banks.

Timeline Poster

Your students' task is to create a timeline poster, responding to the following areas of research.

Research

- Early Life - Information about your significant person's parents. When/where was your significant person born? What type of education did your significant person receive?
- Family - Personal information; Was your significant person married? Did they have children?
- Legacy - What event and/or action led to them becoming a significant person in Australia's History? What did they do that had an impact on the lives of others?
- 'Where are they now?' If your significant person has died, you can outline where they are buried. If they are still alive you can outline what their life looks like now.
- 2 x 'Interesting Facts' and 2 x 'Did You Know?'
- A minimum of 6 and a maximum of 10 photos with captions.
- Include a bibliography on the back of your poster.

Oral Presentation

Students will prepare a short oral presentation, speaking in 'first person'. They will speak about their life, their family, character, the decisions they made and why, and their impact and influence on society. Students are encouraged to dress up in-character and bring along 3-4 'props'/artefacts to support their presentation.

Further Research

Students will choose one of the activities to further investigate their significant person.

Interview

- Imagine you could sit down and talk to Matthew Flinders.
- What questions would you ask about his life and achievements?
- Find answers to your questions.

Portrait

- Plan and create a portrait of Matthew Flinders.
- Explore and experiment with different techniques and mediums to produce a portrait.
- Organise a class exhibition of your artworks.

5 w's

- What are some of the key events in Matthew Flinders' life?
- Write a summary for one key event, which answers the 5 W's – Who, What, Where, When and Why?

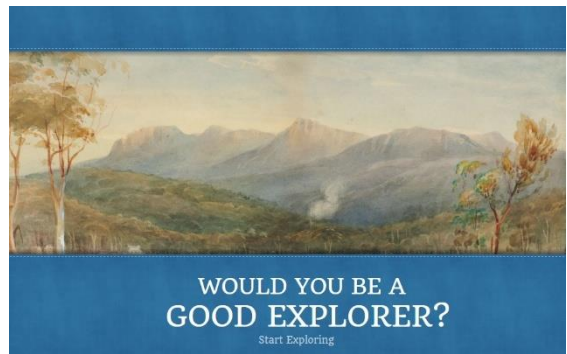
Activity: Becoming an Explorer

Matthew Flinders was among the world's most accomplished navigators. 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

Would you be a good explorer? Students find themselves in 1813 with the challenge of crossing the Blue Mountains. They must make good decisions to be successful, which will pave the way for the opening up of the colony of New South Wales. Students can [play this game](#) on the digital classroom.



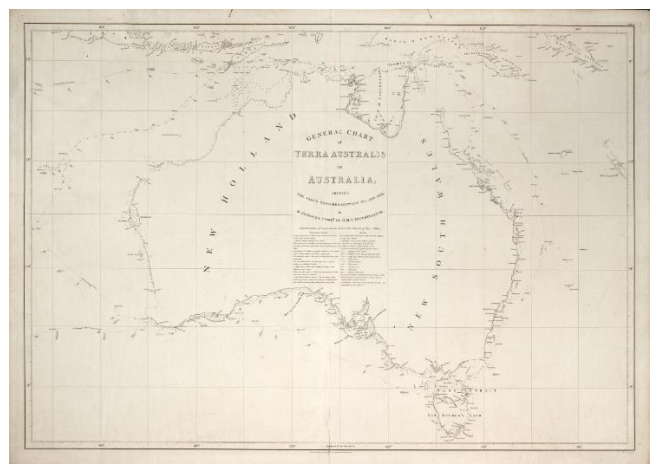
[Australia's Defining Moments: Digital Classroom](#) (Source: National Museum Australia)

Activity: Analysing Maps

In this activity students will observe, analyse and query the map of Australia made by Matthew Flinders. Students can use Google to find a copy of the map or provide them with this link to Trove – [General Chart of Terra Australis or Australia](#).

During their investigation, students will respond to the following questions:

- Who created the map?
- What is the title of the map?
- When was the map produced and/or published?
- How do you think it was made?
- What features do you see on this map?
Make a list.
- What is the purpose of the map?
- What geographical questions do you have about the map?



[General Chart of Terra Australis or Australia](#) (Source: Trove)

Activity: Map Making

Provide students with the opportunity to think and behave like cartographers (someone who makes maps). In this activity students will be given the mission to map their classroom or school grounds, identify a range of geographical features and construct a map.

Students may work individually or in small groups and will use the following as a guide:

- What tools and materials will you need to construct your map?
- Decide what the purpose of your map will be and how it will be useful to people.
- What objects or geographical features will you include in your map?
- How will you figure out what scale to use?
- Consider including contour lines on your map to show the shape of things (like hills).
- Consider including a grid on your map which will help people locate specific places.
- Include a title, north arrow, symbols and scale on your map.

Students will reflect on the activity by responding to one or more of the following questions:

- What did you enjoy about the map making process?
- Compare and contrast your map with that of your classmates. What is similar or different?
- What did you find surprising?
- What would you do differently next time?

Useful Websites

- [Matthew Flinders: Celebrating the cartographer who circumnavigated Australia](#) – Australian Museum
- [Explorer Matthew Flinders reburied at birthplace in United Kingdom after remains were lost for more than 160 years](#) – ABC News
- [Mapping the Continent](#) – Australia's Defining Moments: Digital Classroom
- [The Voyage of Matthew Flinders](#) – History Trust SA
- [Matthew Flinders](#) – Australian Museum