

## Focus Questions

### Mawson Expedition

1. The Australasian Antarctic Expedition was Mawson's first visit to Antarctica. True or false?
2. What was the purpose of Mawson's expedition to Antarctica?
3. How did Mawson improve communications between Australian and Antarctica?
4. Describe the conditions in Antarctica.
5. What did Mawson and his team build when they arrived in Antarctica?
6. What happened to Mawson and his companions on their journey?
7. What were Mawson and Mertz forced to do when they ran out of food?
8. Why was Mawson forced to stay in Antarctica for another year?
9. Illustrate an aspect of the *Mawson Expedition* story.
10. Why is Sir Douglas Mawson considered to be one of Australia's greatest polar explorers?

### Epic Flight Anniversary

1. Briefly summarise the BTN *Epic Flight Anniversary* story.
2. What did the Wright Brothers invent?
3. Planes were not used during the First World War. True or false?
4. What does it mean when a pilot is called an 'ace'?
5. Complete the following sentence. Prime Minister Billy Hughes offered £10,000 for the first Australian airmen to fly from \_\_\_\_\_ to \_\_\_\_\_ in 30 days.
6. Describe the plane that Ross and Keith Smith flew in the challenge.
7. How many crew members did they have with them on the flight?
  - a. None
  - b. 2
  - c. 6
8. What were some of the challenges during the flight?
9. How many days did it take the Smith brothers to complete the journey?
10. What was surprising about the BTN story?

### Endeavour Tour

1. Who led the voyage of discovery on the Endeavour?
2. What rare event was the Endeavour crew aiming to observe?
3. What was their secret mission?
4. How long was the journey?
5. What happened to the Endeavour?
6. When was the replica of the Endeavour built?
7. What is the cat o' nine tails and when was it used?
8. Who was Joseph Banks?
9. Name three facts you learnt about the Endeavour.
10. Imagine you were on Cook's voyage of discovery on the Endeavour. Write a paragraph describing what it was like.

## Teacher Resource

# Mawson Expedition

### Focus Questions

1. The Australasian Antarctic Expedition was Mawson's first visit to Antarctica. True or false?
2. What was the purpose of Mawson's expedition to Antarctica?
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9. Illustrate an aspect of the *Mawson Expedition* story.
10. Why is Sir Douglas Mawson considered to be one of Australia's greatest polar explorers?

### Activity

#### Class Discussion

Discuss the BTN *Mawson Expedition* story as a class. What questions were raised in the discussion (what are the gaps in their knowledge)? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

<b><i>What do I <u>know</u>?</i></b>	<b><i>What do I <u>want to know</u>?</i></b>	<b><i>What have I <u>learnt</u>?</i></b>	<b><i><u>How will I find out</u>?</i></b>

Students will develop their own question/s for inquiry, collecting and recording information from a range of sources.

- What did Douglas Mawson achieve on his expedition to Antarctica?
- How might Mawson's expedition be similar or different to expeditions undertaken today?
- What were some of the challenges faced by Mawson and other Antarctic explorers?
- Why is Mawson remembered as a significant person?
- Do you think it's important that we learn more about Antarctica? Why or why not?

### Key Learning

Students will develop a deeper understanding of the life and achievements of Sir Douglas Mawson.

### Curriculum

#### Science – Years 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions.

#### HASS – Year 4

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

Sequence information about people's lives and events.

#### HASS – Years 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

#### History – Year 6

The contribution of individuals and groups to the development of Australian society since Federation.

## Activity

### Douglas Mawson Biography

Students will develop a biography of Sir Douglas Mawson. Begin by discussing with students what a biography is. What information is included in a biography and what does it tell us about a person? The [Civics and Citizenship website](#) has some examples of biographies for students to look at.

Brainstorm a list of questions about Sir Douglas Mawson. These could include:

- Where and when was Sir Douglas Mawson born?
- Why is he famous?
- What did he do to become famous?
- What were some of the challenges he faced?
- How has he made an impact on others' lives?



### Further Investigation

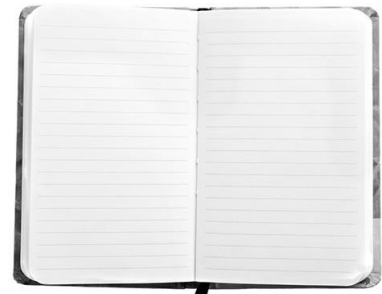
Sketch a portrait of Sir Douglas Mawson. Explore and experiment with different techniques and media to produce a portrait. Around the sketch brainstorm and record important things that Mawson did in his life.

## Activity

### Journal writing

Students will imagine they are Douglas Mawson or a person on his expedition to Antarctica. Write a journal describing your experiences on the expedition.

- Explain why you chose to go on an expedition to Antarctica.
- How do you feel about being there?
- What are some of the challenges or dangers?
- What do you hope the expedition will achieve?



### Postcard writing

Students will imagine they are Douglas Mawson on his Antarctic expedition. Write a postcard to a family member explaining his experiences (including what they are doing, the living conditions and how they feel). Students will use their research findings to support their writing. Include photographs, drawings and or maps to decorate the front of the postcard.

Students can use the postcard template at the end of this activity to help with their design.



## Activity

### Mawson's Huts

Watch the [video about Mawson's huts](#) in Antarctica then respond to the following questions:

- How would you describe Mawson's huts?
- What is causing the damage to Mawson's huts and what is being done to conserve them?
- Do you think that Mawson's huts are an important part of Australia's history? Why or why not?



## Activity

### Visual Literacy

Below are photographs depicting events in Douglas Mawson's expedition to Antarctic. Ask students to look at then respond to the following questions:

- What is happening in the image?
- How do you think they might be feeling?
- What question/s would you like to ask the people in the image?
- Create a caption for each image.



Source: [Australian Antarctic Division](#)



Source: [Australian Antarctic Division](#)



Source: [SA Museum](#)



Source: [Australian Museum](#)

## Useful Websites

Behind the News – Mawson Centenary

<http://www.abc.net.au/BTN/story/s3363014.htm>

Behind the News - Antarctic Future

<http://www.abc.net.au/BTN/story/s4107405.htm>

Civics and Citizenship – Douglas Mawson Biography

<http://www.civicsandcitizenship.edu.au/cce/mawson,34830.html>

Australian Antarctic Division – Sir Douglas Mawson

<http://www.antarctica.gov.au/about-antarctica/history/people/douglas-mawson>

SA Museum – In the Footsteps of Mawson

<http://mawson.samuseum.sa.gov.au/homepage.htm>

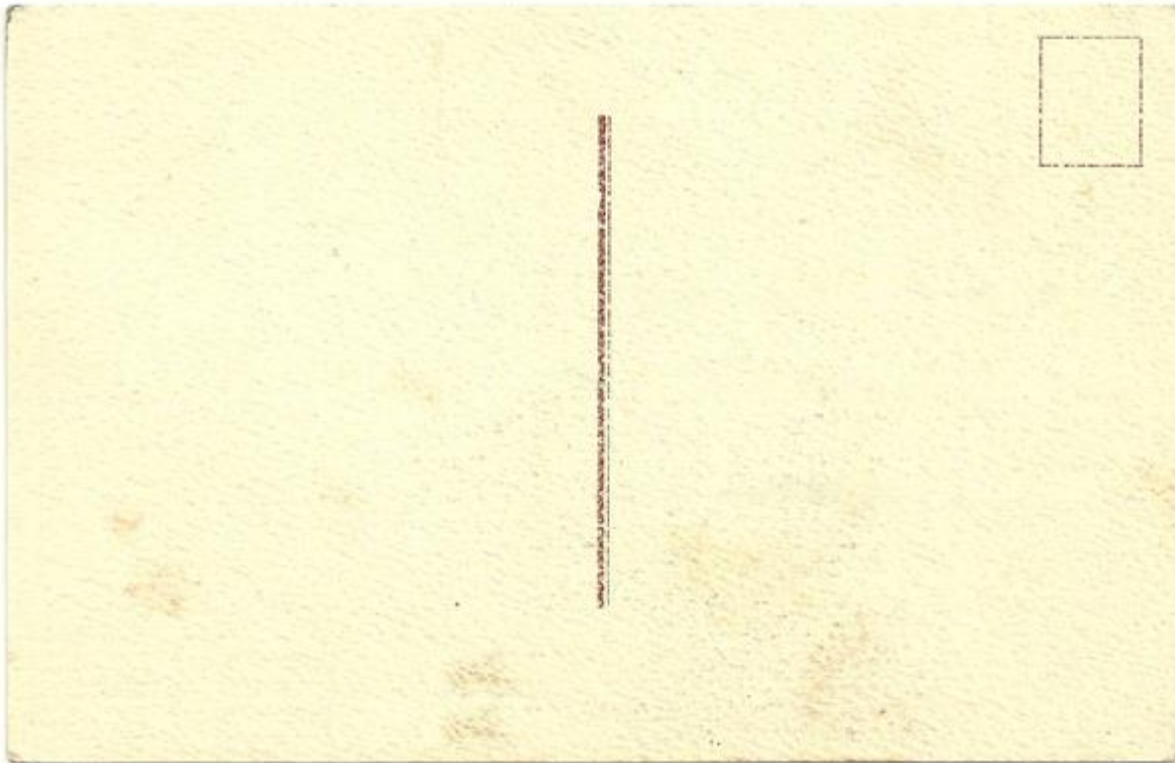
Cool Antarctica – Douglas Mawson Australasian Antarctic Expedition

<http://www.coolantarctica.com/Antarctica%20fact%20file/History/Douglas-Mawson.php>

## WRITE A POSTCARD

Name: .....

Imagine you are Douglas Mawson on his Antarctic expedition. Write a postcard to a family member explaining your experiences. Include a title, photographs, drawings and/or maps on the front of your postcard.



## Teacher Resource

# Epic Flight Anniversary

### Focus Questions

1. Briefly summarise the BTN *Epic Flight Anniversary* story.
2. What did the Wright Brothers invent?
3. Planes were not used during the First World War. True or false?
4. What does it mean when a pilot is called an 'ace'?
5. Complete the following sentence. Prime Minister Billy Hughes offered £10,000 for the first Australian airmen to fly from \_\_\_\_\_ to \_\_\_\_\_ in 30 days.
6. Describe the plane that Ross and Keith Smith flew in the challenge.
7. How many crew members did they have with them on the flight?
  - a. None
  - b. 2
  - c. 6
8. What were some of the challenges during the flight?
9. How many days did it take the Smith brothers to complete the journey?
10. What was surprising about the BTN story?

### Activity

#### Class Discussion

After watching the *Epic Flight Anniversary* story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?
- How did this story make you FEEL?
- What was SURPRISING about this story?

#### Personal Response

Students will write a personal response to the *Epic Flight Anniversary* story.

Ask students to finish one or more of the following incomplete sentences:

- The Epic flight was an important event because...
- It was interesting to learn...
- It was surprising to learn that...
- These are five words that I would use to describe the Epic Flight...
- It is an important event to remember because...

### Key Learning

Students will learn more about the Epic Flight; the lives of Ross and Keith Smith and the journey from England to Australia.

### Curriculum

#### HASS – Year 4

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

#### HASS – Year 5 & 6

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 7

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

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

## Activity

### Create a biography

Students will research and write a biography on either Sir Ross or Sir Keith Smith. Before students begin to construct their biographies, hold a class discussion to find out what they already know about biographical writing. Discuss what type of information is included in a biography and what they tell us about a person. The [Civics and Citizenship website](#) has some examples of biographies for students to look at.

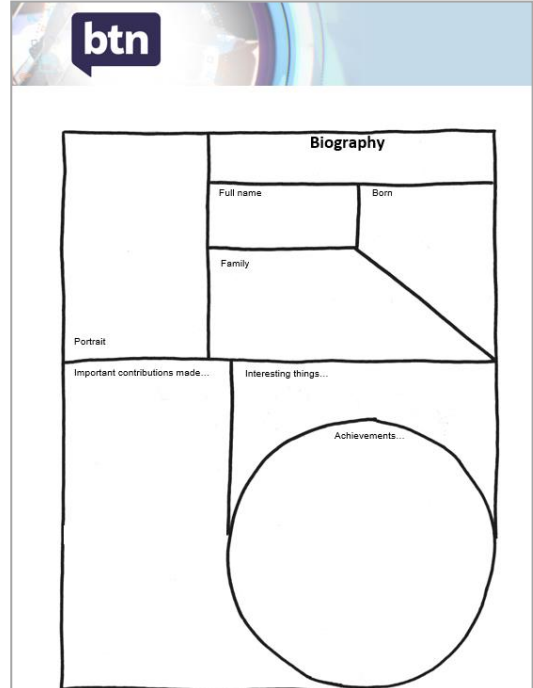
Using the biography organiser template at the end of this activity, students will find and record information about Ross or Keith Smith.

Some possible areas of research include:

- Where was Ross or Keith Smith from? Locate using Google Maps
- When was he born? Describe his family life growing up.
- What are some of his achievements? Choose one to explore in more detail.
- What were some of the challenges he faced?
- How has he made an impact on people's lives?
- What do you admire about him?
- Sketch a portrait of Ross or Keith Smith. Explore and experiment with different techniques and media to produce a portrait.

Further investigation

- Imagine you could sit down and talk to Ross or Keith Smith. What questions would you ask him about his life and achievements?



The image shows a biography organiser template with a 'btn' logo in the top left corner. The template is divided into several sections:

- Biography** (Title)
- Full name** and **Born** (Two small boxes)
- Family** (A larger box)
- Portrait** (A vertical box on the left side)
- Important contributions made...** (A horizontal box)
- Interesting things...** (A horizontal box)
- Achievements...** (A large circular area)

## Activity

### Journal writing

Students will imagine they are either Sir Ross or Sir Keith Smith before they set off on the flight from London to Darwin. Students will write a journal describing their feelings before the expedition. They will need to think about language and the era in which they are writing.

- Explain why you wanted to be the first person to fly from London to Darwin.
- How do you feel?
- What are some of the challenges or dangers?
- What do you hope the flight will achieve?

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

- How did you feel about this activity?
- How do primary sources (for example photos, letters, diaries and official documents) help you understand what might have happened at a place in time?



## Activity

### Inquiry

Students will be exploring the Epic Flight in more detail. They can develop their own key questions to investigate or respond to one or more of the questions below. Students can complete the following KWLH organiser to explore their knowledge and consider what they would like to know and learn.

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

Discuss the story as a class and ask students to pose questions about the Epic Flight and Sir Ross and Keith Smith and their achievements. Students will develop an appropriate question to guide an inquiry about the Epic Flight (below are some example key questions).

- What inspired the Smith brothers to fly from London to Darwin?
- Explore the journey in more detail and create a timeline of significant moments in the Epic Flight. Use the timeline template at the end of this activity to record the information.
- How has the Epic Flight inspired others?
- How has flight changed in the past 100 years?

Students will collect and record information from a wide variety of primary and secondary sources and present the information they find in an interesting way.

- Primary sources – Through using primary sources, that is a document like a diary, photograph or a physical object, that was written or created at a particular time, we can gain an understanding of what might have happened at a place in time.
- Secondary sources – Secondary sources are documents written after an event has occurred, providing “second-hand” accounts of that event, person, or topic. Unlike primary sources, which provide first-hand accounts, secondary sources offer different perspectives, analysis, and conclusions of those accounts.

Students can present the information in one of the following ways:

- [Prezi](#) presentation
- An infographic using [Canva](#)
- Stop motion animation
- Short film

Students can present their research in an interesting way. Below are examples of students work:

#### [The Great Air Race - Stop motion animation](#)



#### [A Flight to Remember - Short Film](#)



## Activity

### Visual literacy

Below are images of the Epic Flight. Students look at the image and then respond to the following questions:

- What do you see in this image? Describe the setting and who is in the image.
- What do you think is happening?
- If there are people in the image who do you think they are? How do you think they might be feeling?
- What question/s would you like to ask the people in the image?
- Create a caption for each image.



[Link to image](#)



[Link to image](#)



[Link to image](#)



[Link to image](#)

## Useful Websites

The Vickers Vimy - The History Trust of SA

<https://epicflightcentenary.com.au/the-vickers-vimy/>

Epic Flight Centenary: Timeline – History Trust of SA

<https://epicflightcentenary.com.au/timeline/>

Significant Aviator Profiles - South Australian Aviation Museum

<http://www.saam.org.au/wp-content/uploads/2015/02/SAAM-Profiles-ROSS-SMITH-and-the-Vimy-Crew.pdf>

The Great Air Race – Northern Territory Library

<https://ntl.nt.gov.au/story/great-air-race>

	<b>Biography</b>	
	Full name	Born
	Family	
Portrait		
Important contributions made...	Interesting things...	
	<div style="border: 2px solid black; border-radius: 50%; width: 80%; margin: 0 auto; padding: 20px;">Achievements...</div>	

Create a timeline showing significant moments in the Epic Flight. List an interesting fact for each significant event listed on your timeline.

Date	Significant event

## Teacher Resource

# Endeavour Tour

### Focus Questions

1. Who led the voyage of discovery on the Endeavour?
2. What rare event was the Endeavour crew aiming to observe?
3. What was their secret mission?
4. How long was the journey?
5. What happened to the Endeavour?
6. When was the replica of the Endeavour built?
7. What is the cat o' nine tails and when was it used?
8. Who was Joseph Banks?
9. Name three facts you learnt about the Endeavour.
10. Imagine you were on Cook's voyage of discovery on the Endeavour. Write a paragraph describing what it was like.

### Activity

Discuss the BTN *Endeavour Tour* story as a class. What questions were raised in the discussion (what are the gaps in their knowledge)? 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>

Students will develop their own question/s for inquiry, collecting and recording information from a wide variety of sources (internet, books, newspaper and magazines).

- Captain Cook is known as the 'discoverer of Australia'. What does this mean?
- What were some of the changes to the lives of Aboriginal people after Captains Cook's discovery of Australia? Give two examples.
- How might Captain Cook's journey be similar or different to journeys undertaken today?

### Key Learning

Students will investigate Captain Cook's voyage to Australia aboard the Endeavour.

### 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.

Locate and collect information and data from different sources, including observations.

Examine information to identify different points of view and distinguish facts from opinions.

## Activity

### Glossary

Develop a glossary of words and terms that relate to Captains Cook's voyage aboard the Endeavour. Below are some words to get you started. Add words and meanings to your glossary as you come across unfamiliar words throughout your research. Consider using pictures and diagrams to illustrate meanings.

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

Challenge students by asking them to use words from their class glossary to write their own sentences. Alternatively, students can make their own crossword puzzle or word find.

## Activity

### Timeline

Create a timeline of Captain Cook's voyage that can be tracked on a map. Using the internet (including resources on the BTN *Endeavour Tour* story page) students will find out more about Captain Cook's voyage on the Endeavour and then respond to the following questions:

- When did the voyage start and finish?
- 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 Captain Cook's journal for a personal account of events.

## Activity

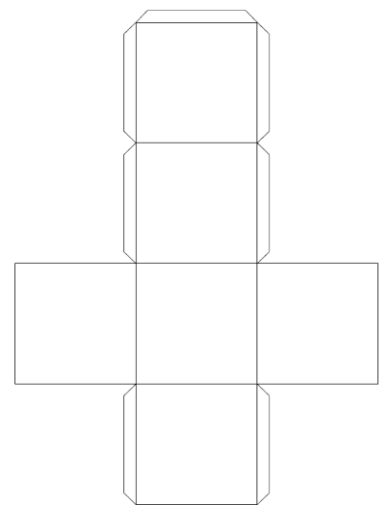
### Cook's Endeavour journal

Choose an entry in [Cook's journal](#), and read aloud as a class.

- 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?

What questions do you have for Captain Cook? Imagine you could travel back in time to the 1700s and interview Captain Cook. Find out about his life and achievements. Present your 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

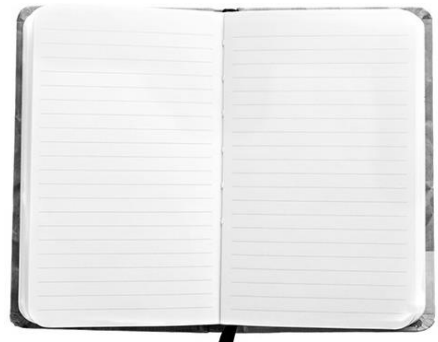
### Postcard writing

Students will imagine what life was like for the crew aboard the Endeavour and write a postcard to a family member explaining their experiences (including what they are doing, the living conditions and how they feel). Students will use their research findings to support their writing. Include photographs, drawings and or maps to decorate the front of the postcard.

### Journal writing

Students will imagine they are a crew member aboard the Endeavour. Write a journal describing your first week aboard the ship.

- Explain why you are aboard the Endeavour. What is your role aboard 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 will reflect on their learning during this activity and respond to the following questions.

- How did you feel about this activity?
- How do primary sources (for example photos, letters, diaries and official documents) help you understand what might have happened at a place in time?
- What questions do you have about (the topic) at the moment?

## 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](https://www.abc.net.au/education) for more steps to becoming 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 artists draw a plant exactly as it looks.

Your task is to explore your school yard for a plant specimen and then create a botanical drawing. 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.

## Useful Websites

Australian National Maritime Museum – HMB Endeavour  
<http://www.anmm.gov.au/whats-on/vessels/hmb-endeavour>

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

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

South Seas – Cook's daily entries in his journal  
<http://southseas.nla.gov.au/journals/cook/contents.html>

HMB Endeavour – Virtual tour  
<http://embed.panedia.com/vtplayer2/pmbmcslj>

ABC Education – Explorers in Australia  
<http://splash.abc.net.au/home#!/topic/494962/explorers-in-australia>



Australian Dictionary of Biography – James Cook (1728-1779)

<http://adb.anu.edu.au/biography/cook-james-1917>

BTB – First Fleet

<http://www.abc.net.au/BTN/story/s3934600.htm>

BTN – Maritime Past

<http://www.abc.net.au/BTN/story/s4076178.htm>