

HISTORY^{Year 9}

CAPTAIN JAMES COOK

Captain James Cook

8 Sessions

Overview

SUBJECT AREA: History / Captain Cook

YEAR LEVEL: Year 9

TIME FRAME: 8 sessions

Learning Intention

- To be introduced to and appreciate James Cook and his achievements as a significant figure in Australian history.
- To briefly understand the eras of exploration preceding Cook. A simple appreciation of Terra Australia Incognita, the Age of Discovery, The Age of the Enlightenment, learn of New Holland, and to understand and contextualise the exploration of the times including a limited introduction to the British French rivalry of the time and its relevance to Australian history
- To learn of and analyse the life of James Cook and the voyages he undertook – specifically his first.
- To be able to locate, identify and analyse primary sources from this era (1768-1770) particularly Cook's journal.
- To address common misunderstandings of Cook and timelines in Australia's history
- To consider a 'what if....' scenario and a hypothetical alternative history for Australia



National Curriculum References

Making and transforming the Australian nation (1750-1914)

Knowledge and Understanding

- AC9HH9K04 “significant events, ideas, people, groups and movements in the development of Australian society”
- AC9HH9K01 “the causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migration”

Skills

- AC9HH9S02 “locate, identify and compare primary and secondary sources to use in historical inquiry”
- AC9HH9S04 explain the usefulness of primary and secondary sources, and the reliability of the information as evidence
- AC9HH9S06 “compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values”
- AC9HH9S07 “analyse different and contested historical interpretations”
- AC9HH9S01 develop and modify a range of historical questions about the past to inform historical inquiry
- AC9HH9S05 analyse cause and effect, and evaluate patterns of continuity and change

Communicating

- AC9HH9S08 create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources

Learning Intention for Lesson ONE and TWO: (100mins)

Briefly introduce students to the concept of Terra Australis Incognita, the Age of Discovery and the context of exploration of the time.

Very briefly introduce students to famous Spanish, Portuguese and Dutch explorers, New Holland and Age of the Enlightenment.

To introduce students to James Cook as a significant Australian figure and to appreciate the context in which he travelled.

To understand significant events and discoveries that ultimately led to the mapping of the east coast of Australia.

Process	Learning Intention	Activity Description	Resources Required	National Curriculum V9
Introduction 40 minutes	To understand Terra Australis Incognita and New Holland, to contextualise the exploration and its place in history. To introduce students to James Cook as a significant Australian figure as a Man of the Enlightenment.	First ensure students understand the meaning of these words: <i>Admiralty</i> <i>Transit</i> <i>Expedition</i> <i>Hypothetical</i> <i>Advocator</i> <i>Colonise</i> <i>Cartographer</i> <i>Navigator</i> Pre-Knowledge: Begin with: Write down three facts you believe you know about Captain Cook. Keep for later. PPT Slide 1-2 What do these images show? What is each telling us about some people's attitude to the place of this person in Australian history and identity?	Collate class list of pre-unit perspectives - to be kept for later PPT slides 1-5 Worksheets #1a #1b #1c Age of Discovery Watch the video	Making and Transforming the Australian nation (1750-1914). AC9HH9S06 "compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values. AC9HH9S07 "analyse different and contested historical interpretations" AC9HH9K01 "the causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migration" AC9HH9K04 "significant events, ideas, people,

Process	Learning Intention	Activity Description	Resources Required	National Curriculum V9
		PPT Slide 3 Show the 150AD Ptolemy imaginary map known as Terra Australis Incognita (unknown land of the south) with land to balance the world as he knew so it wouldn't 'topple' over. PPT slide 4 By URL supplied watch 'Age of Discovery Explorers' (3 minutes) Complete worksheet #1a PPT slide 5 Meet Explorers, View map of Australia and locate early exploration Discuss with partner and record / Consider: why might none of these explorers remained? Complete worksheet#1b		groups and movements in the development of Australian society"
Going Further 60 minutes	To meet Captain Cook and learn of the voyages they took.	PPT slide 6 View the evolving map. Discuss PPT slide 7-12 Read 'Discovering the Great Southern Land' Handout #1c	PPT 6-13 Handout #1c Handout Meet Cook and Banks	

Process	Learning Intention	Activity Description	Resources Required	National Curriculum V9
		Discuss How / Why were Cook and Banks chosen for the expedition? PPT slide 13 Cook went on three expeditions. But we will then focus on his first expedition. If time allows, as a class, look at the places Cook passed by and landed. (Animation at URL supplied in PPT or static version Teacher reference 1)	Map static version TR#1	
Reflection 5 minutes	To reflect on the context of and reasons for explorations of the times To understand the context of Cook's exploration	As a class, summarise by simple timeline to display an understanding of who, when and why exploration, was taking place.		

Learning Intention for Lesson THREE and FOUR: (100mins)

To find out prior knowledge of Captain Cook and to introduce students to him as a significant figure in Australian history.

Briefly introduce students to French British rivalry and its influence on Australia at the time.

To locate, identify and analyse primary and secondary sources of information.

Process	Learning Intention	Activity Description	Resources Required	National Curriculum V9
Introduction 40 minutes	To introduce students to primary sources: British instructions given to Cook, Cook's Journal and the Endeavour	PPT slide 15 trace Bougainville's voyage and discuss his journey in the light of rivalry and discovery to date PPT slide 14 read PPT slide 15 trace Bougainville's voyage and discuss his journey in the light of rivalry and discovery to date	PPT slides 14 - 18 Worksheets #2, 3 and 4	Making and Transforming the Australian nation (1750-1914). AC9HH9K04 "significant events, ideas, people, groups and movements in the development of Australian society" AC9HH9S02 "locate, identify and compare primary and secondary sources to use in historical inquiry",
Going Further 40 minutes	For students to locate and identify and analyse primary sources from this era (1768-1770)	PPT slide 15 Primary Source Analysis. What is a primary V secondary source of information? Discuss and analyse the conditions. Complete worksheet #2 PPT slide 15 part B 'Click Here' Scroll all the way down to the sub-header "French and British Rivalry"	https://www.nma.gov.au/exhibitions/endeavour-voyage/endeavour-reflections https://www.nla.gov.au/digital-classroom/senior-secondary/cook-and-pacific/indigenous-responses-cook-and-his-voyage/james	AC9HH9K04 "significant events, ideas, people, groups and movements in the development of Australian society" AC9HH9S02 "locate, identify and compare primary and secondary sources to use in historical inquiry"

Process	Learning Intention	Activity Description	Resources Required	National Curriculum V9
		First have students scan and underline unknown words. Make a class list and find the definitions. Read the passage. Analyse and discuss the instructions provided to Cook, the British and French Rivalry of the time, and the impact it had on Cook's instructions. What were Cook's Instructions? Refer and complete Worksheet #3 PPT slide 16 NOTE: THE LANDING DATE OF APRIL 29TH 1770 and ENSURE Students note that date (NOT January 26th 1788 as is commonly misunderstood) Refer Cook's Diaries https://www.nla.gov.au/digital-classroom/senior-secondary/cook-and-pacific/indigenous-responses-cook-and-his-voyage/james Complete Worksheet 4 Time permitting, examining multiple diary entries is recommended.		AC9HH9S04 explain the usefulness of primary and secondary sources, and the reliability of the information as evidence AC9HH9S07 "analyse different and contested historical interpretations"

Process	Learning Intention	Activity Description	Resources Required	National Curriculum V9
Reflection 10 minutes	Reflection and analysis	Have students discuss the secret instructions and the diary entries. Was there anything surprising? What do the entries tell you about Cook the man.		

Learning Intention for Lesson FIVE and SIX: (100mins)

To further understand and reflect on James Cook and his contribution as an explorer and significant figure in Australian history.

Summarise Cook's life, reflect and consider the character traits of the man.

Address common misunderstandings of the explorer and the sequence of events in Australian history .

To consider : possible scenarios of what else might have been.

Process	Learning Intention	Activity Description	Resources Required	National Curriculum V9
Introduction 20 minutes	To be able to summarise the significant times/ achievements in Cook's life.	Complete worksheet 6 A very basic summary of the facts of Cook's life. (requires basic internet search of dates)	PPT slide 19 – 26 Worksheet 6 Web search	Making and Transforming the Australian nation (1750-1914). AC9HH9K04 "significant events, ideas, people, groups and movements in the development of Australian society" AC9HH9S02 "locate, identify and compare primary and secondary sources to use in historical inquiry", AC9HH9K01 "the causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migration"
Going Further 40 minutes	Analyse all that has been learned and make an assessment of Cook and his character	PPT slide 19 Hypothetical alternative universes.		

Process	Learning Intention	Activity Description	Resources Required	National Curriculum V9
		Consider and discuss 'What if Cook had never sailed'? Provide two hypothetical "imagine if..." alternative realities – create a series of events / timeline from the Age of Discovery to now and the consequences your hypothetical alternative might have resulted in, and how Australia might have looked today.		AC9HH9S08 create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources AC9HH9S01 develop and modify a range of historical questions about the past to inform historical inquiry.
Reflection 20 minutes		Write a short summary of Cook's life, and include 3 adjectives to describe him. Share your hypothetical and discuss.		

Learning Intention for Lesson SEVEN and EIGHT: (100mins)

To consider the context of values and attitudes of the day and how they were included in law as legal and proper behaviour in international relations.

To further understand and reflect on James Cook, the times in which he lived, and consider the modern controversy surrounding his contribution to Australian history.

Process	Learning Intention	Activity Description	Resources Required	National Curriculum V9
Introduction 5 minutes	To understand the legally accepted rule of acquiring sovereignty at the time. To acknowledge the occupation of Aboriginal peoples and consider how Britain could have claimed land.	PPT slide 20 - 21 Review the four ways in the 18th century Europe and could acquire sovereignty of another country Consider how Britain could have claimed the land without a treaty or invasion?	PPT slides 20-29 Worksheets #7 and 8	Making and Transforming the Australian nation (1750-1914). AC9HH9K04 “significant events, ideas, people, groups and movements in the development of Australian society” AC9HH9S02 “locate, identify and compare primary and secondary sources to use in historical inquiry”,
Going Further 40 minutes	To consider the status of Europe at the time of Cook’s travels. To understand and consider the context of values and attitudes of the day and how they were included in law as legal and proper behaviour in international relations	PPT slide 22 View images of St Paul’s Cathedral England and Versailles France. Discuss: What do you see in the images? Discuss the infrastructure and progress of those societies at the time. Note with students that St Paul’s image is 70 years before Cook’s travels and Versailles is 100 years before).		AC9HH9K01 “the causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migration”

Process	Learning Intention	Activity Description	Resources Required	National Curriculum V9
		PPT slides 23-24 Read, consider and discuss the values and attitudes, and what was considered legal and proper behaviour in international law of the day and what this means. Discuss the concept of 'have occasion for' and discuss what this means. Discuss and summarise the values / and legal inclusions in international law of the day PPT slide 25-26 Read and discuss the absence of a treaty. What is Terra Nullius and what does it mean? Although this was not a term used at the time, discuss how it does describe the idea that was in existence at the time. Consider and discuss the development status of Europe at the time, what Cook encountered in Australia and his diary entries, and the values / attitudes of International law of the day and how these elements all contributed to and practices of the time. Complete worksheet 7		AC9HH9S08 create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources AC9HH9S01 develop and modify a range of historical questions about the past to inform historical inquiry

Process	Learning Intention	Activity Description	Resources Required	National Curriculum V9
Reflection 40 minutes		PPT slide 27 Cook has become a controversial figure. Is it justified? PPT slide 28 View video 'Cook – Man of the Enlightenment' Complete worksheet 8 PPT slide 29 Discuss (or write) Cook: Destructive coloniser or Intrepid explorer ? And if time, compare with student's original knowledge, perspectives of Cook recorded in session one.		

The Institute of Public Affairs was founded in 1943 and is Australia's oldest and loudest voice for freedom. We are a non-profit educational research organisation with the objectives to further the individual social and political and economic freedom of Australian people and to maintain and enhance the Australian way of life.

Our Class Action program calls on teachers, parents, and all Australians to contribute to a flourishing future of Australian society that knows its roots and can humbly acknowledge its imperfections without erasing its proud achievements.

Further material can be found at: www.class-action.org.au

Contact:

Colleen Harkin, National Manager, Class Action

charkin@ipa.org.au

The Institute of Public Affairs

ipa.org.au / class-action.org.au

Phone: 96004744

CLASS ACTION

