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# Introduction

## Level

This book is designed for students in Grades 3–5 (Middle Primary).

## Length

At one and a half to two hours lesson time per week this is a one year course. You should aim to cover each chapter in approximately two weeks. If you wish to add detail the course may extend beyond one year. Most of the *Enlarge the place* exercises are designed to be projects which can significantly increase the scope of this course and thus time taken.

## Teacher's manual

This Manual provides the teacher with complete answers to exercises in the Student Workbook. For the Teacher's convenience as much of the exercise is copied as is needed to allow marking to be done from the Manual. In addition it provides teaching suggestions as well as a brief commentary on each chapter topic.

## Exercises

There are three ways in this course that students will be able to share their new-found knowledge of Australia.



### Enlarge the place

Enlarge the place of your tent, and let them stretch out the curtains of your dwellings; Do not spare; lengthen your cords, and strengthen your stakes. *Isaiah 54:2*

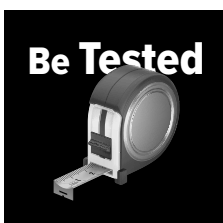
This symbol marks exercises where the student can seek out extra information to write about. You should advise which 'Enlarge the place' exercises you want the student to do and how much time to spend on each.



### Write the vision

Then the Lord answered me and said, 'Write the vision and make it plain on tablets, that he may run who reads it'. *Habakkuk 2:2*

Habbakkuk was told to write what he had been shown and make it clear. Students will write answers to these exercises in their text book. All written answers should be in clear sentences.



### Be tested

But let these also first be tested... *1 Timothy 3:10*

Tests for the course are contained in a separate Test Booklet, which closely follow the form of the *Write the vision* exercises. On three occasions during the year there are review lessons, which provide an opportunity to practice for the tests. The tests should be completed in the test booklet and at the end of the course the student will sit the Final Test.

# Course timetable

Week	Chapter topic	Student page	Teacher page	Exercises
1–2	1. Why study history?	5	6	Write the vision Ch 1 Enlarge the place 1
3–4	2. God, the Creator of Australia	10	7	Write the vision Ch 2
5–6	3. The Aboriginal peoples	16	8	Write the vision Ch 3 Enlarge the place 2
7–8	4. The discovery of the south land: Spanish and Portugese	20	10	Write the vision Ch 4 Enlarge the place 3
9–10	5. The discovery of the south land: Dutch	24	11	Write the vision Ch 5 Enlarge the place 4
11	6. Review of chapters 1–5	29	12	Test: Chapters 1–5
12–13	7. The discovery of the south land: British	32	15	Write the vision Ch 7 Enlarge the place 5
14–15	8. The First Fleet	38	16	Write the vision Ch 8 Enlarge the place 6
16–17	9. The early governors	43	18	Write the vision Ch 9 Enlarge the place 7
18–19	10. The expanding colony	48	19	Write the vision Ch 10
20–21	11. Australia's Explorers	51	21	Write the vision Ch 11 Enlarge the place 8
22–23	12. Colonies and Settlement	56	22	Write the vision Ch 12 Enlarge the place 9
24	13. Review of chapters 7–12	61	24	Test: Chapters 7–12
25–26	14. Sheep, wheat and farming	64	27	Write the vision Ch 14 Enlarge the place 10
27–28	15. Growing industries	69	29	Write the vision Ch 15 Enlarge the place 11
29–30	16. From Federation to World War I	75	31	Write the vision Ch 16 Enlarge the place 12
31–32	17. The Great Depression and World War II	80	32	Write the vision Ch 17
33–34	18. Australia since World War II	86	34	Write the vision Ch 18 Enlarge the place 13
35	19. Review of chapters 14–18	93	35	Test: Chapters 14–18
36	Final Review	96	39	Final Test

# 1 Why Study History?

God is relevant to everything because He created everything and sustains it by His power. History should not be seen as the acts of Man, for it is not something that man creates. History should be seen as the acts of God: to bless obedience and punish disobedience. Man's acts are significant but not primary.

The student should not view God's sovereignty and man's responsibility to obey in a 'negative' light. God will pour blessings on any who call on Him and obey His Word. Obedience is not just a duty but a grateful response from a heart that has received salvation from sin. God will bring good to those who love Him. Help the students look *up* as they look *out* across not just History but every area of study. As the teacher you have a privileged and responsible role to impart truth to young lives. May God bless you, as well as your students, as you ask God to help you use the scriptures to bring light to the subject matter.



## Chapter 1

- 1 Memorise Romans 15:4 so that you could either say it or write it without looking. Practise by writing it in the space below.



### Romans 15:4

For whatever things were written before were written for our learning, that we through the patience and comfort of the Scriptures might have hope.

This scripture memorisation is a good opportunity to drill the whole class as well as provide some handwriting or design work. Students generally enjoy having some creative options, and presenting the scriptures in some creative manner will often satisfy this as well as expose them to the Word of God. With a single student or small group it is not difficult to have each recite the scriptures; writing is the easiest option for larger classes.

- 2 In the box below, draw and colour a picture to describe Nebuchadnezzar's dream from Daniel 4:10–16 when he was a proud king. Then draw a picture of Nebuchadnezzar after he had learned the lesson that God is sovereign (see Daniel 4:36–37).

There are lots of options here for creative design and medium. Time, materials and organisation limit what the students can do. This could be a home assignment, a competition, classroom decoration or simply a half-page pencil or coloured drawing in their book. Spend time reading the scriptures with the students, explaining the importance of this story which illustrates God's sovereign rule, judgement and grace.

# 4 The discovery of the south land: Spanish and Portuguese

The teacher could talk briefly about the Roman Catholic faith and where it differs from the Orthodox and Protestant Christian faith. You, your school or your church may have different views about some of these differences but what could be highlighted is the dedication to a cause shown by many of the explorers from Spain and Portugal. They did seek fame and riches in varying degrees, but there is also a strong theme of wanting to bring Christianity to unknown lands and peoples. We can be thankful for the maps, charts of currents and winds, and information about strange tribes and lands that these and others provided for those who followed. The name de Quiros wanted to give to the southern continent, the 'Great South Land of the Holy Spirit', became a signature for the nation for many Christians during the late twentieth and early twenty-first centuries.



## Chapter 4

1 What continent did all the sailors come from in this chapter?

The sailors from Spain, Portugal, Holland, France and England all came from Europe.

2 Write down some things that are made from rubber.

Rubber: balls, tyres, elastic bands, pencil grips, curtains, hose, toys, erasers

3 The map on the next page has letters to show different places. Most of these are named in this chapter. On the map write the correct name from the list next to or near each letter. Also, write the letter from the map next to the correct word in the list. (You may use the maps on pages 14–15 and 21.)

Terra Australis	<b>C</b>	Torres Strait	<b>B</b>	New Zealand	<b>J</b>
New Guinea	<b>F</b>	Antarctica	<b>K</b>	Asia	<b>L</b>
East Indies	<b>E</b>	South America	<b>D</b>	Philippines	<b>G</b>
Peru	<b>A</b>	Pacific Ocean	<b>H</b>	Cape York	<b>I</b>



3

What sort of problems would sailors have when trying to find a new land across an unknown ocean? Ask your teacher to help you find information.

You will need to help with discussion and finding suitable resources. Some suggestions might be: fear of the unknown; no maps; new stars and currents to navigate by; lack of food and water; hostile natives.

# 6 Review of Chapters 1–5

There are three review tests throughout the course, which revisit the content of the previous chapters. The subsequent test will be very similar to the review, giving the students an opportunity to practice in the hope of achieving a high score. The teacher may choose whether to allow students to do the review with or without constant reference to the workbook. If the students are allowed to refer to their workbooks this would generally lead to high scores (usually encouraging) and be a useful learning experience in readiness for a closed book test. Another option would be to allow some study time for the review.

Some student reports show test marks as well as a mark for work done during the course. The three questions can be scored out of ten each to provide such an assessment mark for work done during the course. Marks for all the reviews (including the final review) total 160 — a not insignificant method of assessing workbook comprehension. Similarly, the tests total 160 marks. Any errors should be recorded in red by either the teacher or the student.

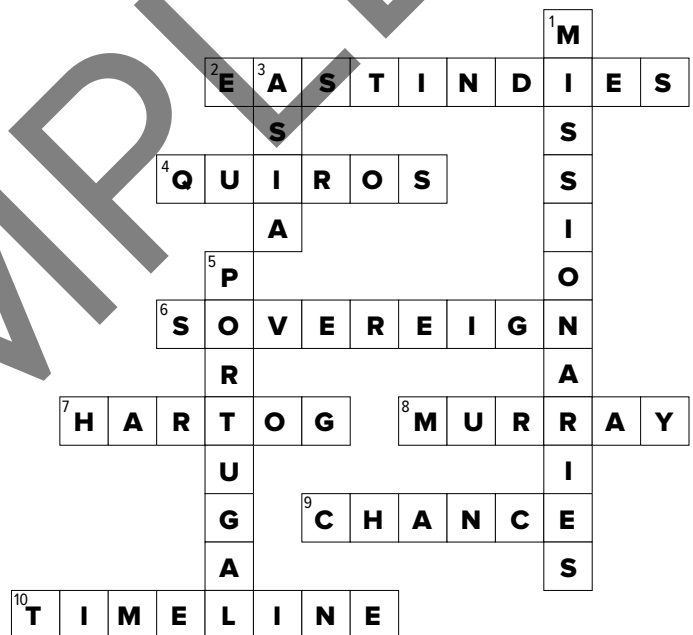
Various marking methods could be employed:

- The teacher corrects student answers
- The students swap books and mark
- In a closed book situation the student could correct their own work from the text.

## Crossword **10 marks**

### ACROSS

- Where the Dutch traded and settled (2 words).  
**East Indies**
- Wanted to find 'the Great South Land of the Holy Spirit' (last part of name). **Quiros**
- This means that God rules or controls everything. **Sovereign**
- Landed at Shark Bay in Western Australia. **Hartog**
- One of the aboriginal peoples were named after this river. **Murray**
- Christians do not believe that the universe happened by \_\_\_\_\_. **Chance**
- A way to record special dates and events in history. **Timeline**



### DOWN

- Christians who take the gospel to other peoples. **Missionaries**
- The largest continent. **Asia**
- A Roman Catholic country which had famous sailors. **Portugal**

# Test

## Chapters 1–5

The tests should be closed book, done either at the beginning of a chapter or after some class study and review. Students who have made good attempts at the chapter exercises and who have worked hard to score highly on the review should achieve a high score in the test. Spelling is obviously important. Incorrect spelling should not be ignored — either deduct from the total score, mark the answer wrong, or only give half a mark. The marking methods will be the same as those for the review.

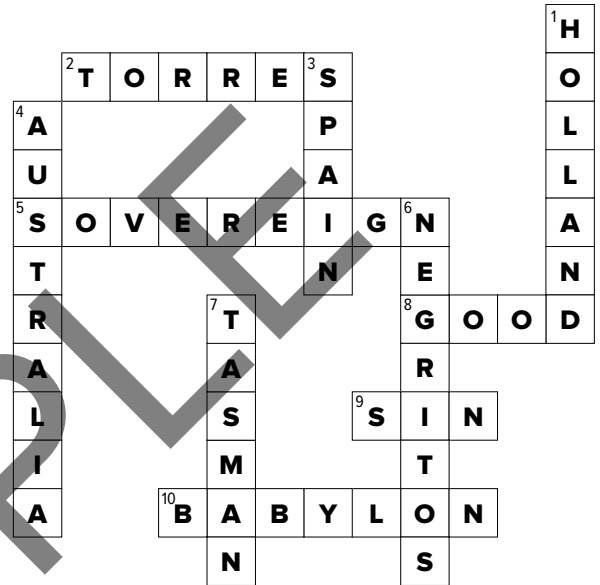
### Crossword 10 marks

#### ACROSS

- Portuguese sailor who sailed between Australia and New Guinea (last part of name). **Torres**
- This means that God rules or controls everything. **Sovereign**
- Romans 8:28 says that God works everything for our \_\_\_\_\_. **Good**
- Something that all people have in common. **Sin**
- Nebuchadnezzar was king of this city. **Babylon**

#### DOWN

- Another name for the Netherlands. **Holland**
- A Roman Catholic country that tried to invade England and that wanted to claim the south land for its faith. **Spain**
- The smallest continent. **Australia**
- Aboriginals who settled in Tasmania. **Negritos**
- A Dutch sailor who discovered New Zealand. **Tasman**

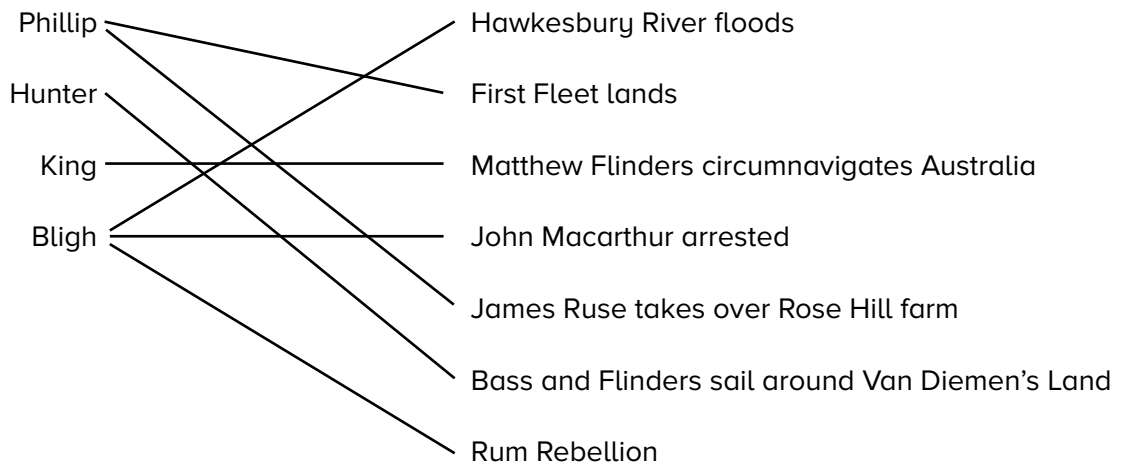


### Map test 10 marks

The map below has letters on or pointing to places named in Chapters 1–5. On the map write the correct name from the list next to or near each letter. Also, write the letter from the map next to the correct word in the list.

- |                |          |                   |          |
|----------------|----------|-------------------|----------|
| 1. East Indies | <b>B</b> | 6. Pacific Ocean  | <b>E</b> |
| 2. Tasmania    | <b>G</b> | 7. Torres Strait  | <b>C</b> |
| 3. Cape York   | <b>F</b> | 8. Asia           | <b>D</b> |
| 4. Tasman Sea  | <b>H</b> | 9. New Holland    | <b>A</b> |
| 5. New Zealand | <b>J</b> | 10. North America | <b>I</b> |

5 Draw a line to match the following events with the time of the governor below.



6 Write the dates of the rule of each governor.

- a. Phillip **1788–1792**
- b. Hunter **1795–1800**
- c. King **1800–1806**
- d. Bligh **1806–1809**

## 10 The expanding colony

Governor Macquarie and Reverend Marsden are the focus of this chapter. These two men should be highly regarded in any history of this country. The expansion in population and area during Macquarie's rule was much greater than earlier governors, and crossing the Blue Mountains was a particularly significant step in the life of the colony.

The 'popular' view of Marsden as a cruel and self-seeking man is a bias to be avoided. He personally supported significant Christian outreach into the Pacific region. He also used his talents in helping develop what would become one of the greatest sources of wealth for this nation: sheep farming. His tag as the 'flogging parson' should be seen in the light of those times, when many forms of punishment were accepted that are not practised today.