

The First Fleet in Sydney Cove convict perspective

Sights



Sounds



Smells



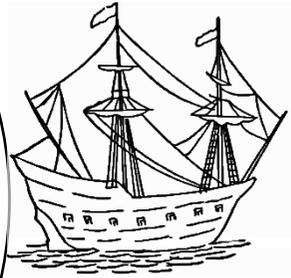
Thoughts and feelings



The First Fleet in Sydney Cove

Aboriginal perspective

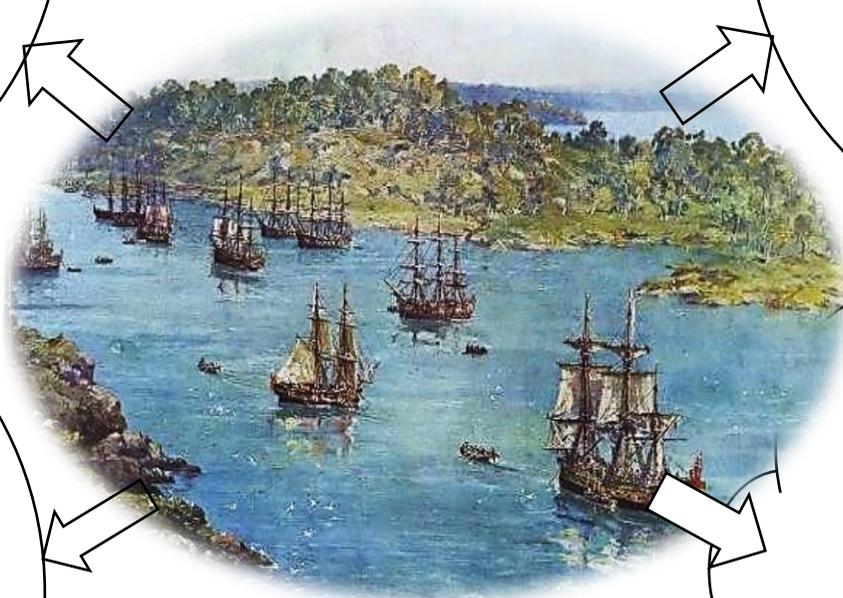
Sights



Sounds



Smells



Thoughts and feelings



'First Fleet in Sydney Cove' Mind map from a convict perspective - instructions

Imagine it is January 1788 and you have just arrived in Sydney Cove on a convict ship. After more than eight months at sea, you are about to land in a strange and mysterious place. You must set up camp and live in a tent in a place you know nothing about.

- Look at the image in the centre of '**First Fleet in Sydney Cove' convict perspective Mind Map**
- Imagine the unfamiliar things you would see, smell and hear. Imagine how you would feel.
- Write at least three words in each space about what you see, hear, smell and how you feel as you look toward the forest.
- Share your words with other class members to make a word bank.

Use the word banks to set the scene for a story set in January 1788 from a convict perspective.

Story starters: *All the ships of the First Fleet finally anchored in Sydney Cove in January 1788. It was time to land.
As I looked toward the forest...*

'First Fleet in Sydney Cove' Mind map from an Aboriginal perspective - instructions

Imagine you are an Aboriginal person watching the First Fleet ships anchor in Sydney Cove in January 1788. From your viewing position, you are close enough to see strange beings and equipment aboard the ships.

- Look at the image in the centre of '**First Fleet in Sydney Cove' Aboriginal perspective Mind Map**
- Imagine the unfamiliar things you would see, smell and hear. Imagine how you would feel as you watch from the forest.
- Write at least three words in each space about what you see, hear, smell. Write what you think and feel as you see the boats and their passengers at close range.
- Share your words with other class members to make a word bank.

Use the word banks to set the scene for a story set in January 1788 from an Aboriginal perspective.

Story starters: *As I watched quietly from the forest,
I was afraid and curious at the same time. I could see...
As I viewed the strange scene, I could hear...*

Teaching Notes - The First Fleet in Sydney Cove - mind maps (Convict & Aboriginal perspectives)

This activity provides an opportunity to develop key historical concepts of 'perspective and empathy' (Year 3 – Year 6) by encouraging students to look at a particular scene from different viewpoints and by using art as a stimulus for talking and writing about an event.

Australian Curriculum: concepts for developing historical understanding (perspective and empathy)

(Sourced from <https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/structure/>)

The following historical concepts are to be developed through the primary years:

Perspectives: people from the past will have different views and experiences, eg. views on the arrival of the British in Australia from a British and an Aboriginal point of view.

Empathetic understanding: developing an understanding of another's views, life and decisions made, eg. developing an understanding of the life and attitudes of an early colonist or convict.

Using 'First Fleet in Sydney Cove - mind maps' with students

- Decide if all students will do the activity from a convict perspective, then an Aboriginal Australian perspective, or if the class will be divided so that different groups do either a convict perspective or an Aboriginal perspective simultaneously and report to the class.
- Distribute '**First Fleet in Sydney Cove**' Mind Map activity sheets (either convict or Aboriginal perspective) or display on an interactive whiteboard.
- Copy and distribute the corresponding instructions or display on an interactive whiteboard.
- Draw attention to the image of '**First Fleet in Sydney Cove**' (a painting by marine artist Frank Allen) and ask students to imagine themselves there.
- Elicit an example word for each space (Sight, Sound, Smell & Thoughts and feelings) if necessary. See examples on the Mind Maps below for prompts.
- Instruct students to work individually, in pairs or groups to complete the task, then share their ideas with class members to make a word bank.
- Discuss how the words and phrases could be used to set the scene for a story set in January 1788 (from either a convict or Aboriginal perspective).
- Elicit ideas for a joint construction of a story about a convict or Aboriginal person facing a completely different culture and environment for the first time.

Selected reading of '**Stories of Life at Sydney Cove**' for providing varied perspectives and building empathy:

Chapters 1- 5 (pages 1- 30) give varied perspectives on convict life before and during the voyage of the First Fleet, building empathy for their experiences.

Chapter 6 gives a perspective from an Aboriginal viewpoint as they watch the First Fleet approaching.

Pages 54 -61 (Chap 12) gives varied perspectives of convicts and marines on their arrival in Sydney Cove.

Chapter 13 and Chapter 14 give perspectives of both British and Aboriginal people on the early settlement at Sydney Cove.

Chapter 20 – 21 begins the story of Arabanoo, a native man kidnapped and brought to Sydney Cove, and of his friendship with Governor Phillip later.

Chapter 21 introduces the stories of Aboriginal children, Boorong and Nanberry who survive small pox and live in Sydney Cove with white families.

Chapter 23 continues the stories of Boorong and Nanberry and introduces the story of Bennelong and his long-term association with the British people.