



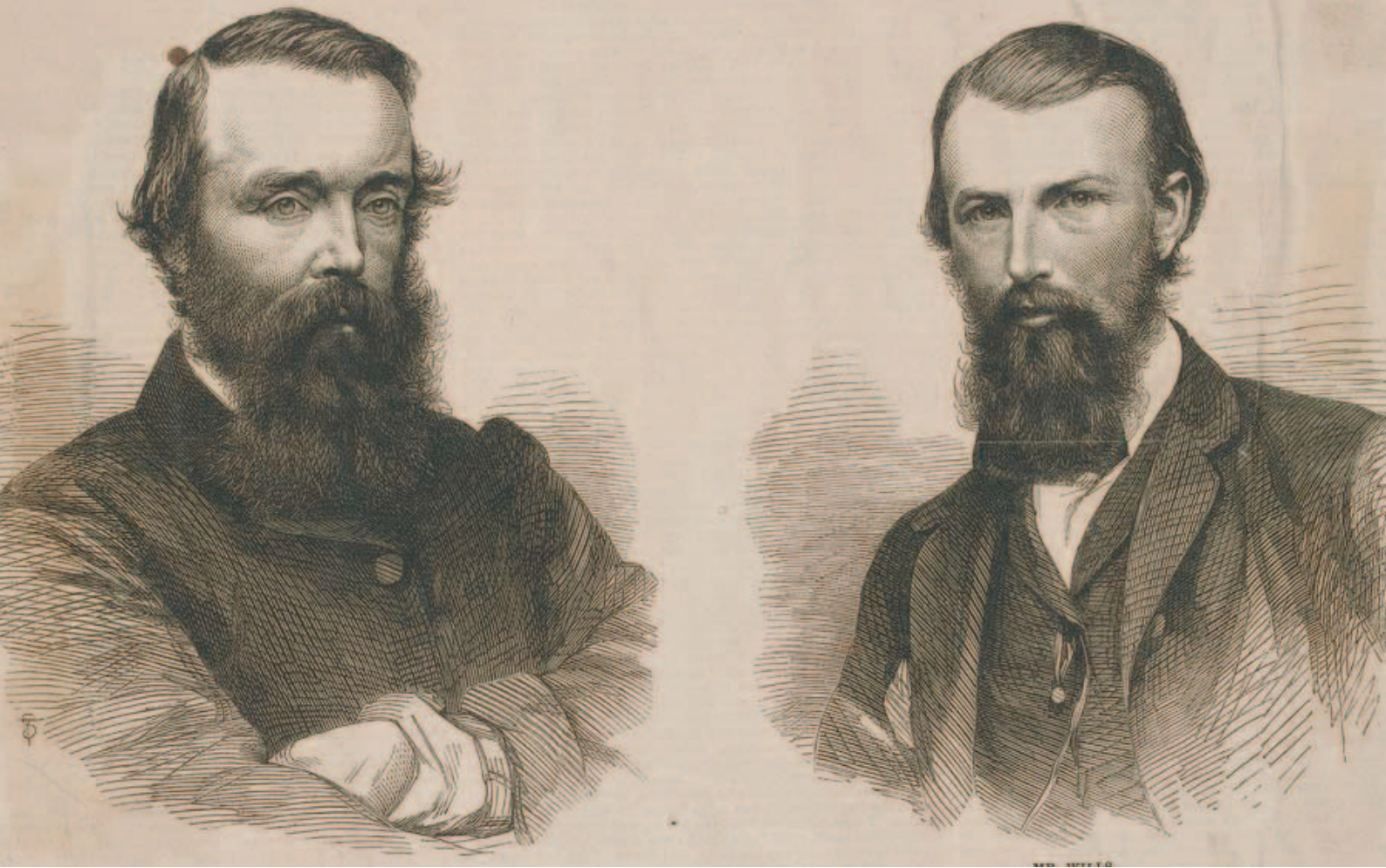
Burke and Wills: *terra incognita*

Education resource

Level 4 (Years 5 & 6)



State Library
of Victoria



Unknown artist, *Burke and Wills*, 1862, wood engraving

INTRODUCTION

The story of Burke and Wills and the Victorian Exploring Expedition has captured the imaginations of Australians since the day the Expedition left Melbourne on 20 August 1860. The story has all the elements of a blockbuster: a grand plan, quirky characters, a hostile environment, men who perished as the tragic tale of errors unfolded and one man who survived against all odds.

Accomplishing the dream of crossing the continent from south to north, Burke and Wills and their party created maps, observed and recorded new species and collected information that would be used to turn parts of the vast interior of Australia into grazing land.

However, the organisers of the Expedition also spent thousands of pounds on stores and provisions that were abandoned and made many poor decisions that ultimately meant many men succumbed to starvation and were lost.

This education resource offers great opportunities for students to become familiar with this key event in Australia's history while looking at the broader themes of exploration, planning and preparation, cultural difference, survival and the legacy of the Expedition.

Image on front cover: Ludwig Becker, *Crossing the Terrick-Terrick Plains*, Aug. 29. 60, 1860, watercolour and ink

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State Library of Victoria

328 Swanston Street, Melbourne

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Silurus



Color: white, silvery on the sides; greenish top of head and back with many minute black spots. Eyes white, iris black. Upper-lip has two large cirri and two very small ones at the middle of the lip. The under-lip has four cirri and at each corner of the mouth two fragmentary ones. Each nostril has one filament and a pair in front of it. Teeth: very minute; in the upper jaw forming two cushions at the point of jaw and one at the palate; the lower jaw contains only two cushions situated in front of it. Tongue thick & short. No scales. Fins: Dorsal: 6, the first spiny and serrated. Pectoral: 13, the first also spiny & serrated. Ventral: 44, all soft. Anal & caudal: about 96, all soft. — The specimen was caught with a hook by Mr. Hodgkinson March 22, in the Creek. Fins and cirri of the head light pink color as have the other fins & reddish tint, head & palatine. Ludwig Becker.

Ludwig Becker, *Silurus*, 1861, watercolour, pencil, pen and ink

BURKE AND WILLS AT THE STATE LIBRARY

The State Library of Victoria has the largest and most important collection of Burke and Wills material in Australia, including journals, letters, books, maps, prints, paintings, photographs and relics. Many of these items can be seen in the Library's permanent exhibition *The changing face of Victoria* (Dome Galleries, Level 4) and among the artworks on regular display in the Cowen Gallery (Level 2A). In addition, the Library will mount a special exhibition, *Burke and Wills: terra incognita*, during 2010 (see box).

The Library's A Place Called Victoria website (victoria.slv.vic.gov.au) has an extensive Burke and Wills section where you can follow the Expedition's journey and explore the Library's Burke and Wills archive. For details of this and other State Library online resources, see pages 39 and 40.

Burke and Wills: terra incognita – an exhibition at the State Library

Marking the 150th anniversary of the ill-fated Expedition, this special display will include contemporary portraits of Robert O'Hara Burke, his deputy William Wills, and other officers of the Expedition; original documents including the last rough notes left in a buried cache by the dying explorers; and original objects used on the Expedition.

Friday 7 May–Sunday 3 October 2010
(daily during Library hours)
Cowen Gallery, State Library of Victoria
FREE ENTRY

USING THIS RESOURCE

This education resource has been designed to enhance your students' learning before and after their visit to the State Library of Victoria to participate in a Burke and Wills workshop. While some of the activities are linked, the resource is not designed to be used from cover to cover, so you can use as much or as little of the material as you wish.

Content overview

In this resource you will find:

Biographies of key characters: Notes on key figures in the story of Burke and Wills.

Timeline: An annotated timeline of the major events and turning points during the Expedition.

Map: A simple map of the route followed by the Expedition, highlighting some of the significant camps.

Educational themes: An overview of five key educational themes for discussion and investigation. This will help teachers to prepare students for their Library visit and related activities. The themes can be read by students in reading rotations and used to prompt general discussion.

Learning programs: Ten activity-based learning programs designed by the State Library's Education Programs team, for before and after your visit to the library. The tables on page 16 show the specific VELs standards for each activity, so that you can choose the activities best suited to your teaching and learning program.

Resources: Material for students and teachers to use while following the learning programs, including student worksheets, teacher resources and a list of useful books and websites.

Visiting the State Library

The best way to visit the State Library and see its Burke and Wills collection items is by making a booking for your class to attend a Burke and Wills workshop (see box).

Burke and Wills workshop

In the 150th anniversary year of the Burke and Wills Expedition, bring your students to the Library to discover the story of Burke and Wills. Viewing original artefacts and artworks in the exhibition *The changing face of Victoria*, followed by a hands-on workshop, students will begin to comprehend the mammoth Victorian Exploring Expedition of 1860 and develop an understanding of exploration, the Australian environment and outback survival skills.

Levels: 3 & 4 (Years 3–6)

Key domains: History; Thinking Processes

Duration: 90 minutes

Cost: \$7 per student

Bookings: 03 8664 7557 or
education@slv.vic.gov.au

Using this resource without visiting the State Library

It is highly recommended that you visit the Library to view exhibition items relating to Burke and Wills. If you are unable to visit, however, the activities and resources can be used independently to support the study of Burke and Wills or of exploration, Victorian history and historical sources more generally.

Feedback

We welcome your feedback on this Education Resource.

- Were the tasks appropriate for the level specified?
- Were instructions clear?
- Did your students enjoy the tasks?
- Do you have any suggestions for improvement?

If you have work samples, student responses or further feedback you would like to share, please email education@slv.vic.gov.au.

Burke and Wills' 150th anniversary

To mark the 150th anniversary of the Expedition, the Royal Society of Victoria is planning a program of commemorative events and projects, commencing in August 2010. For details, visit <http://burkeandwills150.info>.

EXPEDITION MAP



- Victorian Exploring Expedition
travels from Melbourne to Menindie
20 Aug – 15 Oct 1860
- - - - - Burke leads advance party to
Cooper's Creek
19 Oct – 11 Nov 1860
- . - . - Burke, Wills, King and Gray
make a dash for the Gulf
16 Dec 1860 – 11 Feb 1861

BIOGRAPHIES OF KEY FIGURES

The Expedition



Robert O'Hara Burke

B. 1821, St Clerans, County Galway, Ireland
D. 1861, South Australia
Leader of the Victorian Exploring Expedition
Previously a member of the Austrian Army, Burke arrived in Victoria in 1853.

He eventually joined the Victoria Police and became superintendent for the Castlemaine district where he dealt with bushrangers and goldfields disputes. His appointment as Expedition leader in 1860 caused some controversy, as he had no experience of exploration. Burke led Wills, King and Gray to complete the mission of reaching the Gulf but succumbed to hunger and exhaustion near Cooper's Creek and died before he could be rescued.

Batchelder & O'Neill, *Robert O'Hara Burke*, 1862, albumen silver carte-de-visite



William John Wills

B. 1834, Totnes, Devon, England
D. June 1861, South Australia
Second-in-command of the Expedition
Wills came to Australia in 1853 and assisted his father in his medical practice on the Ballarat goldfields. He left the goldfields for a position at the Melbourne

Observatory as an assistant in 1858. He began the Expedition as third-in command, astronomer and surveyor, but was promoted to second-in-command when George Landells resigned. Wills also perished near Cooper's Creek.

C Nettleton, *William J Wills*, c. 1864–90, albumen silver carte-de-visite



John King

B. 1838, Ireland
D. 1872
Assistant; sole survivor of the party to the Gulf
King met George Landells in India and followed him and the camels to Melbourne

as part of the Expedition. King joined Burke for the dash to the Gulf and was the only survivor of this journey. He survived with the assistance of the Yandruwandha people until he was rescued by Alfred Howitt. King never fully recovered from his ordeal and died at the age of 31.

De Gruchy & Leigh (lithographers), *John King sole survivor of the Burke & Wills expedition to Carpentaria*, c. 1860, lithograph

Charles Gray

B. date unknown, Scotland
D. 1861

Member of the party to the Gulf
Gray was hired by Burke in Swan Hill to join the party and accompanied Burke, Wills and King on their trip to the Gulf. Gray suffered terribly from malnutrition and dysentery and stole some flour from the stores while the men were on strict rations. Burke is reported to have

thrashed Gray for stealing. Gray died before the men made it back to Cooper's Creek and they stopped for a full day to bury him.

William Brahe

B. 1835, Germany
D. 1912

Brahe joined the Expedition after working on the goldfields. Burke left Brahe in charge of the depot at Cooper's Creek while Burke's small party made a dash for the Gulf. Brahe received much criticism after his return from the Expedition for appearing to abandon the Cooper's Creek camp before Burke returned. In fact, Brahe had waited at the camp for over four months with supplies dwindling.



Ludwig Becker

B. 1808, Germany
D. 1861, Bulloo, Queensland
Artist, naturalist and geologist
Becker was 52 when he joined the Expedition to illustrate scientific findings including new species. His exceptional

paintings of people, landscapes, flora and fauna are one of the greatest legacies of the Expedition. Becker remained in Menindie and joined the supply party heading towards Cooper's Creek. He continued his paintings until his death from malnutrition and dysentery.

F Schoenfeld, *Ludwig Becker*, c.1850–90, lithograph

William Wright

Dates unknown

Wright joined the party at Menindie after he offered to lead Burke's party up to Torowoto. Wright was then given the responsibility of returning to Menindie to arrange a supply party to join the rest of the Expedition at Cooper's Creek. Wright however, did not leave Menindie for nearly four months, as he waited for permission from the Royal Society in Melbourne and for supplies to be arranged. Wright finally set out for Cooper's Creek but several men died on the trip and he was too late to save the group returning from the Gulf. He received much criticism during the Royal Commission.

George James Landells

B. date unknown
D. 1871

Original second-in-command of the Expedition
Landells was involved in the horse trade between India and Victoria and jumped at the chance to import camels to Australia for outback travel and exploration. He was, however, a sensitive man and very possessive of his camels, and his difficult relationship with Burke led to Landells leaving the Expedition at Menindie.

Dost Mahomet

B. date unknown, Afghanistan
D. date unknown
Camel handler

Dost Mahomet joined Landells in India with three other men to look after the camels for the Expedition. They were called 'sepoys', a term originally referring to Indians serving in the British Armed Forces. Dost Mahomet was solely responsible for the camels on the leg of the journey

from Menindie to Cooper's Creek. He survived the journey and on his return to Melbourne made a claim to be paid at the same rate as the European men – but he was denied.

The Yandruwandha

The Yandruwandha are the Indigenous people who are custodians of the area around Cooper's Creek and Innamincka. They provided the members of the Expedition with food and often pointed them in the direction of water. They looked after John King until he was found by Alfred Howitt and returned to Melbourne. The Yandruwandha assisted the men despite the fact that the Expedition party was on their land, using precious resources and did not engage in trade for the food the Yandruwandha provided. When Howitt found King he thanked the Yandruwandha for looking after him and for their compassion towards Burke and Wills. The Yandruwandha people were presented with brass breastplates to commemorate the assistance they gave to members of the Expedition.

Others on the Expedition

Other specialists and assistants on the Expedition team included:

Hermann Beckler – medical officer and botanist

Charles Ferguson – foreman

Owen Cowan – assistant

Henry Creber – assistant

John Drakeford – assistant

Robert Fletcher – assistant

Patrick Langan – assistant

Thomas McDonough – assistant

William Patten – assistant

Belooch – camel handler (sepoy)

Esau Kahn – camel handler (sepoy)

Samla – camel handler (sepoy)

The Royal Society

The Royal Society of Victoria was established in 1854 to encourage scientific research. While some members were trained scientists, many were simply enthusiastic about finding new knowledge. The Society decided to mount the Expedition to show what Victoria could achieve with the new-found wealth of the gold rush, and to make important scientific discoveries.

Other explorers

John McDouall Stuart

A South Australian explorer who was also attempting a south-north crossing around the time of the Victorian Exploring Expedition. Burke was worried that Stuart would beat him and so hurried the Expedition along. Stuart did complete his mission and made it back alive in 1862.

Relief expeditions

The various relief expeditions that set out to find Burke and Wills also made their own discoveries and continued to explore the land with no loss of life in their parties. These explorers were responsible for opening up many new areas for pastoral lands.

Alfred Howitt led the Royal Society's Exploration Committee relief expedition to find the lost party. He found King and also brought home the bodies of Burke and Wills on a subsequent trip.

John McKinlay was sent by the South Australian government to find Burke and Wills in 1861. He found what was believed to be the body of Charlie Gray.

William Landsborough was sent by the Queensland government to find Burke and Wills in August 1861. He explored Cape York and named the Barkly Tableland.

EXPEDITION TIMELINE

1860

- 20 June** Burke is chosen to lead the Victorian Exploring Expedition.
- 20 August** Expedition departs from Royal Park in Melbourne.
- 15 October** Expedition arrives at Menindie.
- 19 October** Burke leads advance party north from Menindie. After leading the party to water, William Wright is sent back to organise a supply party in Menindie.
- 11 November** Advance party arrives at Cooper's Creek.
- 16 December** Burke, Wills, King and Gray leave Cooper's Creek for the Gulf of Carpentaria. Burke tells Brahe to wait three months for them to return. Wills secretly asks Brahe to wait four months.

1861

- 26 January** William Wright leaves Menindie and heads north with the supply party.
- 11 February** Burke notes this as the day his small party reaches the northernmost point of its journey, almost within sight of the sea. The next day they turn and head back towards Cooper's Creek.
- 30 March** Burke, Wills, King and Gray run short of provisions. They kill Boocho the camel and dry the meat for food.
- 17 April** Gray dies from hunger and exhaustion. Burke, Wills and King stop for a day to bury him.
- 21 April** **Morning:** Brahe and the party at Cooper's Creek have waited for four months; they are hungry and sick. They believe Burke and his party must have perished or turned to Queensland for their return journey. After burying some supplies under a tree with the word 'DIG' engraved in the bark (in case the others do return), Brahe heads south for Menindee.
- Afternoon:** Burke, Wills and King arrive at the camp, having missed the departing party by a few hours. They are too weak from exhaustion to attempt to catch up with the others.

23 April

Burke convinces Wills and King that they should try to reach help at Mount Hopeless Station. They bury notes at the foot of the Dig Tree but do not change the marking on the tree.

29 April

Brahe's party meets up with the survivors of Wright's supply party and joins their camp at Bulloo.

8 May

Wright and Brahe travel back to the Dig Tree at Cooper's Creek. They see no evidence that anyone has been there, and do not dig under the tree. They leave the camp undisturbed.

30 May

Wills heads back to the Dig Tree to see if anything has been disturbed. He finds the camp as they had left it and heads back to Burke's party, thinking that no one came back for them.

30 June

It is generally understood that Burke and Wills die from hunger and exhaustion at different parts of the creek, on or near this date (no definitive records exist).

11 September

Alfred Howitt and his relief expedition arrive at Cooper's Creek.

15 September

Howitt's party finds King alive after many weeks in the care of local Indigenous people, the Yandruwandha.

2 November

Brahe sends a telegram informing the Royal Society of the deaths of Burke and Wills.

1862

February

The Royal Commission's report on the Expedition is released to the public. A range of people are held responsible for the tragic outcomes of the Expedition, including: Wright, who took too long to get the supply party to Cooper's Creek; the Royal Society, for overlooking the urgency of Wright's appointment; Brahe, for leaving the camp; and Burke, for failing to undertake many of the essential duties of leadership that may have prevented disaster.

1863

21 January

A state funeral for Burke and Wills is held in Melbourne, and 100,000 people (of the city's population of 120,000) view the explorers' remains before they are buried.

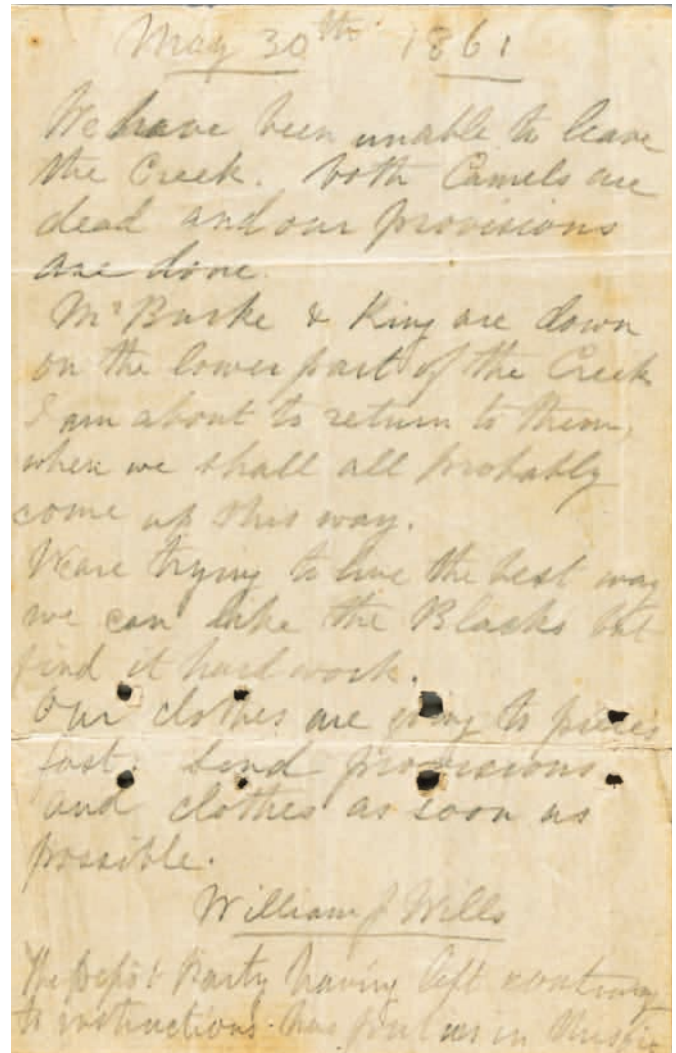
EDUCATIONAL THEMES

The following pages provide information on five key themes relating to the Burke and Wills Expedition: Exploration; Planning and Preparation; Cultural Difference; Survival and Endurance; and Legacy, Leadership, Discovery. These themes are referenced in the learning programs and are also useful as teacher resources or for student reading rotations.

Some questions to guide learning

The following questions will prompt students' thinking about the story of the Expedition.

- Which reason for exploration do you think was most important, and why?
- Why was it important for the explorers to make new scientific discoveries?
- What were some of the early problems the Expedition members encountered?
- How did the European explorers and Indigenous Australians interact with each other?
- What was the impact of European exploration on the Yandruwandha people?
- What kind of personal qualities do you believe the explorers needed, to deal with the conditions on the Expedition?
- What factors contributed to some of the explorers getting sick?
- Who do you think played the most important role in the story, and why?
- What were some of the outcomes of the Expedition?
- How would you rate the success of the Expedition overall?
- What decisions could have been made differently to change the outcome of the Expedition for the better?
- Why do you think the Expedition was so highly anticipated and has remained so famous in Australian history?
- What leadership lessons can be taken from the story of Burke and Wills?



May 30th 1861

We have been unable to leave the Creek. Both Camels are dead and our provisions are done.

Mr Burke & King are down on the lower part of the Creek I am about to return to them, when we shall all probably come up this way.

We are trying to find the best way we can like the Blacks but find it hard work.

Our clothes are going to pieces fast. Food provisions and clothes as soon as possible.

William J Wills

The party having left waiting for instructions has been in the bush

Last notes from William John Wills' notebooks, 1861

EXPLORATION

Educational theme 1

While Indigenous people had lived in and known the land for more than 60,000 years, European settlers had not moved far from the coast of Australia by the 1840s. On the east coast the settlers were hemmed in by the Great Dividing Range and the great river system to the north. A number of reasons for mounting the Victorian Exploring Expedition are outlined below.

In search of an inland sea

Settlers were confused that some rivers appeared to flow west and inland from the Great Dividing Range. The 'riddle of the rivers' occurred because all rivers in Europe flowed to the sea, and the Europeans assumed that there must be a huge inland sea in the middle of Australia. So convinced were they that they would find this sea that Captain Charles Sturt's Central Australian Expedition of 1844–45 carried a boat among its equipment! The 'riddle' was solved as the many branches of the Murray-Darling Basin were discovered.

The quest for new grazing land

European settlers wanted to expand their lands and be able to graze cattle and grow crops in new settlements. Many explorers sent information back to the colonies about fine grazing land they had discovered. Often however, the lush green grass turned to dust due to changing seasons or drought. Despite this the Expedition and the relief parties that followed opened up many new areas for cattle grazing and sheep stations.

Scientific discovery

The Royal Society of Victoria wanted the Expedition to find and record new species of plants and animals, make astronomical observations, chart the geography and record the weather conditions of Australia. This important information would help settlers to understand and make best use of the land.

Fame and glory

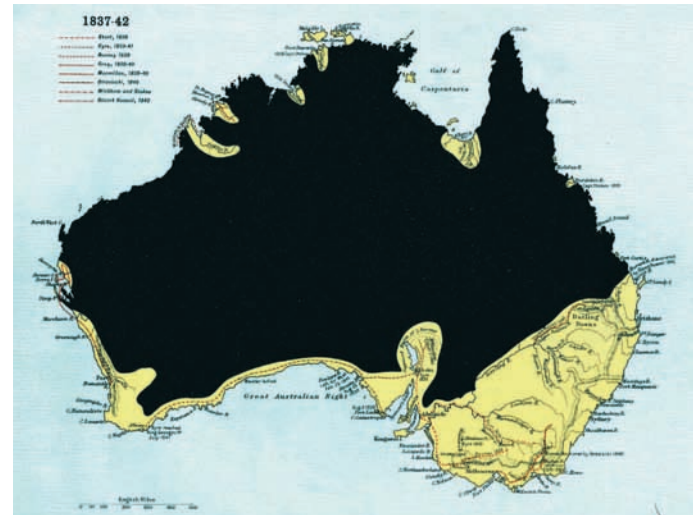
Exploration was often about being the first to discover things, and European explorers did not consider that the presence of Indigenous Australians lessened their achievements. Explorers named rivers, mountains and creeks after themselves and basked in the glory of being famous.

The Victorian Exploring Expedition set out when Victoria was a newly independent colony (since 1851) and wealthy from the discovery of gold. The explorers wanted the glory of newly discovered lands, the possibility of settling new districts and the opportunity to map the north-south track for an overland telegraph line.

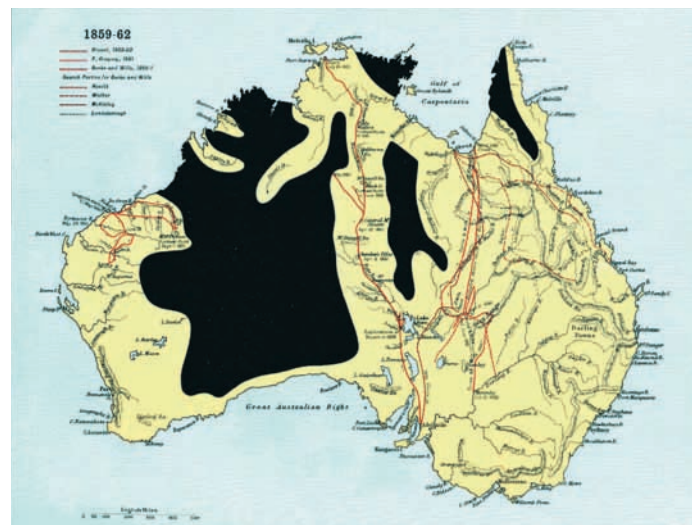
Victoria was also in a race with South Australia to be the first to complete a south-to-north crossing of the continent. However, in his eagerness to beat his South Australian competitor, John McDouall Stuart, Burke made many poor decisions that ultimately cost him his life.

By the time Burke and Wills' remains were buried in Melbourne, much more of the continent had been mapped due to the extensive explorations of the relief expeditions sent out to search for them.

Inland Exploration 1837–1842



Inland Exploration 1859–1862



(Both maps from *Australasian School Atlas*, Oxford University Press, 1924)

PLANNING AND PREPARATION

Educational theme 2

There was much to organise for such an impressive expedition. Businessmen and members of the Victorian public donated an incredible £10,000 to fund the Expedition. (Let's not forget the glory associated with new discoveries and the fact that Victoria wanted the other states to see how wealthy it was.)

Applications

There were over 600 applicants for the 19 positions on the Expedition. All sorts of men applied to join, some with experience but many who just wanted fame and fortune. In some cases, experience in exploration was not even taken in to consideration. The appointed leader of the Expedition, Robert O'Hara Burke, had been known to get lost frequently around his home town.

Some of the men appointed had more connection to the Royal Society than experience in the field, leading some people to predict that the Expedition may go horribly wrong.

Supplies

One of the early problems on the Expedition was the sheer weight of the supplies that needed to be carried. The Expedition set off with 20 tonnes of stores (over 20,000 kg). This included items that you would expect to find on an expedition – blankets, axes, billies, camp ovens and cutlery. But it also included some rather strange items such as dandruff brushes, an oak table and a Chinese gong!

Such heavy supplies put pressure on the camels, and the wagons broke down before they had even left Melbourne on the first day.

Food

The food on the Expedition was not one of the drawcards! The rations for the men were based on a formula that explorer Augustus Gregory had devised. The basic daily menu for the Expedition members allowed for the following rations:

- § 500 gm salt beef or pork
- § 500 gm flour
- § 21 gm of coffee OR 7 gm tea
- § 85 gm sugar
- § small measure of vinegar and lime juice
(to prevent scurvy)

But other interesting food items were taken on the journey. These included chocolate, dried fruit, mustard and pemmican, which was good explorer food – dried meat ground up and mixed with fat!

Camels

Camels were used for exploration in Australia because of their ability to go for long distances with little water. George Landells brought 24 camels from India to be used on the Expedition and for a breeding program to introduce camels into Australia. The camels on the

Expedition were responsible for bearing much of the load of supplies, particularly after most of the wagons were abandoned. The four cameleers who Landells employed in India were important but often overlooked members of the Expedition. During the Expedition, at least one camel escaped. It is thought that escaped camels from exploring parties may be the ancestors of the Australian feral camel population today.



Charles Summers, *The Departure of the Burke and Wills Expedition*, c. 1860–80, lithograph

CULTURAL DIFFERENCE

Educational theme 3

The Expedition brought together people from vastly different backgrounds: Indigenous Australians, European explorers and Afghan cameleers, among others. The relationships between these groups were often difficult. Each group was fearful of what they didn't understand and what was not familiar to them. This sometimes led to misunderstandings, confusion and even violence.

The Yandruwandha

It must have seemed strange to the Indigenous people of Australia that all these white men were running about 'discovering' lands that the Indigenous people had lived in for many thousands of years. Stranger still, many of the white men were under-prepared, lost and starving and had to rely on the Indigenous people for help.

The Yandruwandha people and another tribe, the Yawarrawarka, shared a common language, associations and the land around what became known as Cooper's Creek. As many as 1000 people lived in this area.

The land the Yandruwandha were custodians for covered about 28,300 square kilometres. Nearly everything they needed for daily life was available in their own lands. They hunted fish, birds, kangaroos, small mammals and reptiles and gathered fruits, root vegetables and seeds for a nutritious and varied diet. Stone, bones, teeth and resins were collected to make a range of tools and weapons. Nets, sleeping rugs and materials for shelter were all collected in their territory.

The Yandruwandha regularly met with neighbouring tribes through ceremonies for marriage and trade, and often travelled long distances to trade for materials further away. Because of this they would probably have heard of the strange white men who were arriving on the coast.

When Burke and the Expedition arrived at Cooper's Creek they were exhausted and in desperate need of rest. When they set up camp beside the waterhole they did not consider that they were camping on the land of the Yandruwandha, muddying the water and using precious resources. The Yandruwandha were hospitable and kind to the men – they brought them fish to eat and sometimes native rats. They expected, as was the tradition of Indigenous people, that they would be given gifts in return. But Burke and the men were reluctant to give away anything more than trinkets, and so relations became strained. The area around Cooper's Creek is difficult country to survive in and the Yandruwandha began to worry about how long the visitors might stay.

When Burke, Wills and King returned to the abandoned Cooper's Creek camp and attempted to make it to Mount Hopeless, the Yandruwandha helped them to survive by providing food and, at times, shelter. After Burke and Wills' deaths, King lived with the Yandruwandha for many weeks, being fed and cared for by them.

There was some recognition of the Yandruwandha and what they did to help the Expedition party: they were granted exclusive use of 750 kilometres of their land and later given commemorative breastplates. When the explorers finally left, the waterhole of Cooper's Creek was not peaceful for long. As pastoralists and more explorers moved through the area they changed the landscape and the lives of the Yandruwandha people forever.

The cameleers

The four cameleers on the Expedition had travelled from India, Pakistan and Afghanistan. They played a very important role, but their wages were less than a third of the Europeans' wages, and the records suggest that they were socially isolated during the Expedition. The cameleers had different customs, such as prayer routines, and some different food requirements. One man, Samla, was forced to leave the Expedition very early as he was a Hindu and unable to eat the meat rations. The cameleers were among many who came to Australia as part of the camel trade. Those who stayed became part of the rapidly growing Australian population of the time.

'Terra nullius'

When the First Fleet arrived in Australia its leaders considered the land to be *terra nullius* – 'empty land' or 'land belonging to nobody'. They ignored the Indigenous people's ancient custodianship of the land. The Europeans believed that because there was no evidence of the land being 'worked', nobody owned or belonged to it. This was the first and greatest of many misunderstandings of the Indigenous culture of Australia.



Montagu Scott, *Natives discovering the body of William John Wills*, c. 1862

SURVIVAL AND ENDURANCE

Educational theme 4

The Expedition party endured conditions that are almost impossible to imagine today. Through searing heat, exhaustion and illness, the explorers persevered in the attempt to reach their goal.

Conditions

The lands the Expedition travelled through varied greatly, as did the weather. The men and animals travelled through stony desert, boggy swamps and sandy plains. In the desert it was bitterly cold at night and the men often woke, with no tents, surrounded by frost.

As the heat began to build at Cooper's Creek in November of 1860, Burke was determined to head north as soon as possible. Charles Sturt, who had tried to cross the deserts in 1845, had to camp out in a cave to avoid the heat of summer and the temperature was so high that his thermometer exploded and the lead in his pencils melted!

As Burke, Wills, King and Gray headed north, they encountered the frequent storms, constant rain and humidity that characterises the Wet season. Food rotted and leather and clothes grew mould.

Every day on the track brought new challenges. The day would begin at any time from 2am to 7am as the men organised the animals, packed up camp and set out. Generally they travelled 30 kilometres a day, or less when conditions were tough. Often they walked for 12 hours a day in up to 40-degree heat. To avoid the baking sun, they sometimes walked through the night.

Creepy crawlies

Hanging out in the desert was not a pleasant experience. At Cooper's Creek there was a plague of native rats which swarmed over the camp, gnawing at the men's hair and toenails while they slept. In a single night Brahe trapped and shot 300 rats!

Things were not much better during the day. The men were always covered in hundreds of little black flies that crawled into their eyes, nose and mouths all day. Scorpions and centipedes almost 20 centimetres long crawled around their feet. In the Wet, the men traipsed through clouds of mosquitoes. The muggy heat and rain made it difficult for wounds to heal. One of the camels had an open wound that filled with maggots, which had to be scooped out with a tin can.

Illness and starvation

To survive, Burke, Wills, Gray and King had to resort to killing their animals, a camel and a horse, and eating the dried meat. They also ate an enormous python that Gray rode over on his horse, but they became sick soon afterwards, and Burke in particular was in terrible pain with diarrhoea.

By the time the four men were returning across the Selwyn Ranges they had been reduced to a ration of just over 100 gm of flour and ten sticks of dried meat per day.

For the last 15 days before they reached Cooper's Creek, the men lived on sticks of dried meat alone. Burke, Wills and King tried eating nardoo – a native swamp plant – after watching the local Indigenous people eat it. However, they did not prepare the seeds correctly, and while they found it filling, the nardoo robbed them of important vitamins and probably contributed to their deaths.

Some of the men in Wright's party who were trying to reach Cooper's Creek ended up drinking their own urine to avoid dying of thirst!

With all the walking, the limited menu, the heat and the lack of water, there was bound to be illness. The diaries and journals show that many of the men got scurvy, an illness caused by a lack of vitamin C in the diet (often due to a lack of vegetables). Scurvy makes the teeth fall out and the gums bleed, and the arms and legs turn black. Eventually, sufferers go blind, become paralysed and slowly die. As a precaution against scurvy, the Expedition party had brought many litres of lime juice, which helps to prevent the illness – but the lime juice was one of the items Burke had ordered to be dumped because it weighed too much! The men who died on the Expedition did so from a combination of malnutrition, exhaustion and illness.

'Severely taxed'

In his notebook Burke described the weariness of the men as they tried to reach the Gulf:

(January) 5th – Water at Will's or King's Creek. It is impossible to say the time we were up, for we had to load the camels, to pack and feed them, to watch them and the horse and to look for water: but I am satisfied that the frame of man never was more severely taxed.

– Burke's notebook (transcribed by William Henry Archer, 1861)



Nardoo grinding stones used by Burke, Wills and King at Cooper's Creek, c. 1861

LEGACY, LEADERSHIP, DISCOVERY

Educational theme 5

Perhaps, if Burke and Wills had not come to an untimely death on the banks of the Cooper, we would not remember their story with such interest. They may simply have been acknowledged in their time as the first Europeans to make the south-to-north crossing, and for opening up new areas of pastoral land. Instead, because of a series of tragic circumstances and misjudgements, the explorers have earned permanent iconic status in our history.

So, what is the ongoing legacy of Burke and Wills?

Mapping

Naming and identifying some of the 'blank' spaces on the European maps of Australia was one of the main achievements of the Expedition. Wills was the chief surveyor, who worked out where the party was and made maps of the land. He did this by observing the sun and the stars, and recording directions and distances travelled. Wills' navigation and map-making was remarkably accurate, given that he made observations from the back of a camel using unreliable equipment.

The relief parties who went out in search of Burke and Wills also mapped significant areas of land.

Science

An important purpose of the Expedition was to learn about the geography, flora, fauna, climate and Indigenous people of the continent. Ludwig Becker and Hermann Beckler, along with Wills, were employed to make these scientific observations. By the time the Expedition had reached Menindie, Becker had created many beautiful illustrations of birds, animals, insects and landscapes. Many of his drawings were later used to identify these new species along the track.

Land use

As a result of the Burke and Wills Expedition, along with the relief missions and that of John McDouall Stuart, land in central Australia became available for use by the settlers.

The telegraph line needed for communication with the rest of the world was established, running from north to south along Stuart's track.

Because Expedition records indicated that there was good grazing land along the track, many tried their hand at droving cattle into these newly mapped areas. This had an enormous impact on the industry, the land, and the Indigenous population.

Lessons in leadership

In the aftermath of the Expedition, many people wanted to lay blame for its tragic outcome. While Burke had managed to lead the party to the Gulf, there had been a high loss of life. He had made decisions based on his eagerness to reach the Gulf rather than on safety or common sense. The Royal Commission mentioned

his failure to keep good records or to leave written instructions for those in his command.

The Royal Commission, the Victorian population and the media also laid blame on Brahe for leaving Cooper's Creek before Burke and Wills returned, and on Wright for failing to reach Cooper's Creek with the supply party.

There are many turning points in the story of Burke and Wills. Some can be attributed to the poor decision-making of Burke, and some, like the mere nine-hour delay at the Cooper's Creek camp, appear to be fate. Whatever your opinion of Burke and the outcomes of the Expedition, the story remains an enduring one.



Ludwig Becker, *Watpapa the "Old Man", our guide on Sep. 24. 60, 1860*, watercolour, pen and ink

LEARNING PROGRAMS

The ten pre-visit and post-visit activities cover a range of curriculum areas, focusing mainly on History. The tables below outline the relevant curriculum links for each activity. All activities are aimed at VELS Level 4 for Years 5 and 6, but they can be adapted for students working in other levels. Each activity includes suggestions for assessment and extension.

Pre-visit learning programs

Activities to prepare students for their visit to the Library.

| Activity | Domains | | | | | |
|----------------------------|------------|-----------|---------------------------|---------|---------|------|
| | Humanities | | Interpersonal Development | English | Science | PAGE |
| | History | Geography | | | | |
| Life's Tough | | | | | | 17 |
| Journey Jargon | | | | | | 18 |
| Burke and Wills Super-Quiz | | | | | | 19 |
| Detail your Discoveries | | | | | | 20 |
| Across the Continent | | | | | | 21 |

Post-visit learning programs

Activities to further learning, drawing on students' knowledge and ideas.

| Activity | Domains | | | | | |
|---------------------------|------------|-----------|---------------------------|---------|---------|------|
| | Humanities | | Interpersonal Development | English | Science | PAGE |
| | History | Geography | | | | |
| Timeline Untangle | | | | | | 22 |
| Follow their Footsteps | | | | | | 23 |
| Choose Your Own Adventure | | | | | | 24 |
| Picture Puzzles | | | | | | 25 |
| Other Points of View | | | | | | 26 |

LIFE'S TOUGH

Pre-visit learning program

AIM

To introduce students to the era of the Expedition (1860s Australia). Students will make comparisons between the past and present, considering life in the 1860s and today.

DURATION

One hour

RESOURCES

- Copies of Life's Tough student worksheet – Venn diagram (page 28)
- Pictures of 1860s Australia – accessed online via the State Library of Victoria catalogue search or Picture Australia



Ludwig Becker, *Camp on the edge of the earthy or mud plains*, 1861?, watercolour

CURRICULUM OUTCOMES

| LEVEL | DOMAIN | DIMENSION | KEY CONNECTIONS |
|-------|---------|--|--|
| 4 | History | Historical knowledge and understanding | Compare aspects of past and present history in Australia |

LEARNING PROCESS

- Brainstorm what students think life would have been like during the 1860s in Australia. As prompts for this discussion, use online pictures and the following questions:
 - Who was here?
 - What did Melbourne look like?
 - What industries were operating?
 - How did people get around?
 - What major events had occurred in Australia until now?
 - What did daily life involve?
 - What could you buy at the shops?
 - What kind of technology was being used?
- Introduce the Venn diagram template on the worksheet, and work through an example if this is a new learning tool for students.
- Students use the Venn diagram template to compare life in Australia today to life in Australia during the 1860s. Consider lifestyle, recreation, housing, technology, communication, work.
- Review key findings as a whole class. What were the key similarities and the differences? Discuss the challenges in each era and what might be considered 'better' in each era.

OPTIONAL EXTENSION

When students have discovered more about the Burke and Wills Expedition they can use a jigsaw cooperative learning tool to further their learning. Beginning in five 'home' groups, students each draw a Venn diagram with the headings 'B and W 1860' and 'My Life Now'. Students are then split again so that there is a member of each home group in each new group. Each group is allocated one of the following themes: **Food, Shelter, Hygiene, Travel, Activities (work and relaxation), Equipment used daily**. Students work together to complete Venn diagrams and then return to their home group to share their learning.

ASSESSMENT SUGGESTIONS

Students use a 'think, pair, share' to peer-assess with others and collect as many differences as possible on their diagrams to show their ability to compare and contrast.

JOURNEY JARGON

Pre-visit learning program

AIM

To develop students' understanding of historical language and vocabulary relevant to the story of Burke and Wills, and to practise spelling strategies.

DURATION

15-minute stand-alone activities or one hour rotation

RESOURCES

- Copies of Journey Jargon student/teacher resource (page 29)
- Coloured paper and markers
- Access to computers



Ludwig Becker, *Parasite found in the arm-pit of Gecko*, 1860, watercolour

CURRICULUM OUTCOMES

| LEVEL | DOMAIN | DIMENSION | KEY CONNECTIONS |
|-------|---------|---|---|
| 4 | English | Writing | Use of knowledge about spelling patterns, including morphemic knowledge, visual and phonic patterns |
| 4 | English | Writing | Selection of vocabulary and visual features to effectively communicate ideas and information |
| 4 | History | Historical reasoning and interpretation | Use of appropriate historical language and concepts |

LEARNING PROCESS

Students use the word list in one of five ways or complete all five activities in a rotation, to deepen understanding of the spelling and meaning of each word.

Activity A

In pairs, students choose words from the word list to act out as charades to each other. Students write down the word when they guess it correctly.

Activity B

Students choose 20 words from the list and include each word and a visual representation of each word in PowerPoint, Movie Maker or similar format with appropriate headings and music.

Activity C

In the class, each student picks out a different word and creates an A4 poster. This should include relevant images and the correct spelling of the word and be easy to read. Posters are displayed around the room as a word splash.

Activity D

Cut up the word list so that words and definitions are separated. Students work in partners to match the correct definition to each word and then correct their work using the master word list.

Activity E

Students create a word game (eg. based on Scrabble, hangman, points scoring) using at least 15 of the words off the list to give to another student in the class. An answer sheet must also be prepared.

OPTIONAL EXTENSION

The word list could be used for other weekly spelling activities over the term or unit study.

ASSESSMENT SUGGESTIONS

Students can be formally tested on their understanding of the spelling and meaning of the words, on completion of the activities.

BURKE AND WILLS SUPER-QUIZ

Pre-visit or post-visit learning program

AIM

To engage students in teamwork to answer trivia questions about the Burke and Wills Expedition. This activity can be used to generate curiosity about the Expedition before your visit to the Library or as a review of learning at the end of the unit.

DURATION

One hour

RESOURCES

- Burke and Wills Super Quiz teacher resource (page 30)
- Tables set up for different teams
- Paper and pencils for answer sheets
- Prizes (optional)

CURRICULUM OUTCOMES

| LEVEL | DOMAIN | DIMENSION | KEY CONNECTIONS |
|-------|---------------------------|--|---|
| 4 | History | Historical knowledge and understanding | Demonstrate their knowledge and understanding of significant events in Australian history |
| 4 | Interpersonal Development | Working in teams | Students work effectively in different teams and evaluate their team's performance |

LEARNING PROCESS

1. Brainstorm or review what the class knows about the Burke and Wills story.
2. Students are divided into teams of four or five.
3. Hand out paper and pencils.
4. Each team nominates a team name and a scribe who is responsible for recording the answers.
5. Read out the questions in rounds. Teams swap answer sheets after each round and correct the answers. Keep score on the board.
6. Promote discussion about the answers and encourage students to compose more questions. These can be recorded on the board and brought to the excursion if the quiz is being run as a pre-visit activity.
7. At the conclusion of the last round, add up scores and declare the winner. Review the information learnt in the trivia.

OPTIONAL EXTENSION

If this is being run as a post-visit activity, ask students to each create their own Burke and Wills trivia question and answer. Questions can become a new round to include in the trivia game.



Ludwig Becker, *Meteor seen by me on Oct. 11t. at 10h 35m...*, 1860, watercolour

ASSESSMENT SUGGESTIONS

This is an excellent tool to informally assess students' general understanding of the Burke and Wills Expedition. Students could also complete a self-assessment on their ability to work in a team and their ability to answer the trivia questions, to guide further learning.

DETAIL YOUR DISCOVERIES

Pre-visit learning program

AIM

To explore the role of science in the Expedition by looking at one of the key members of the Expedition: artist and naturalist Ludwig Becker. By taking on the role of naturalists and artists around the school, students understand the significance of scientific exploration and discovery.

DURATION

One to two hours

RESOURCES

- Becker character description from Biographies of Key Figures (page 7)
- Images of Becker paintings – accessed online via the State Library of Victoria's catalogue
- Sketch pads or paper
- Clipboards
- Coloured pencils

CURRICULUM OUTCOMES

| LEVEL | DOMAIN | DIMENSION | KEY CONNECTIONS |
|-------|-----------|---|---|
| 4 | History | Historical knowledge and understanding | Learn about key people in Australia's history |
| 4 | History | Historical reasoning and interpretation | Use a range of primary and secondary sources to investigate the past |
| 4 | Geography | Geospatial skills | Research, collect, record and describe data obtained through field study surveys |
| 4 | Science | Science at work | Examine the work of Australian scientists to show how science knowledge has developed |

LEARNING PROCESS

1. Introduce information about Ludwig Becker to students. Use prompts for discussion:
 - What is a 'naturalist' and why would such a person be included in the Expedition party?
 - What do you think was the scientific purpose of the Expedition?
 - How do you think it would feel to 'discover' a new species?
2. Where possible show students some of the Becker paintings through the State Library's catalogue. (Use 'Becker, Ludwig' as the author/creator in the search function.) In particular look for his images of lizards, children's python, striped moth and long-haired rat.
3. Students take on the role of naturalist/artist. They have to imagine that no one has ever discovered the flora and fauna at the school before. Their aim is to draw and label one particular plant or animal from the school grounds (flowers, leaves, grasses, birds and insects).
4. Before they leave, discuss with students the details that need to be included in this type of scientific drawing, including colour, texture, size, location etc.



Unknown artist, *The Burke and Wills Funeral Procession*, wood engraving, published in *The Illustrated Melbourne Post*, 1 January 1863 (detail)

5. Students proceed outside to 'discover' their species and draw and label their picture.
6. On returning to the classroom, students introduce their species and explain their drawing as if it was a new discovery.

OPTIONAL EXTENSION

This activity could be extended by students using their pictures and details to identify the scientific name and information about the plant or animal they drew. Students could begin to use simple classification tools to categorise the plants and animals. These can be displayed around the room with the original pictures.

ASSESSMENT SUGGESTIONS

Students could create their own criteria for excellence for the picture presentation and then self and peer-assess their images.

ACROSS THE CONTINENT

Pre-visit learning program

AIM:

To introduce students to differences in landscapes along the Expedition route. Students use online tools and atlases to locate and describe the landscapes.

DURATION

One hour session + optional extension time

RESOURCES

- Across the Continent – student worksheet (page 32)
- Access to Google Earth or Google Maps, or a class set of student atlases



William Strutt, *The Burial of Burke*, 1911, oil on canvas

CURRICULUM OUTCOMES

| LEVEL | DOMAIN | DIMENSION | KEY CONNECTIONS |
|-------|-----------|--|--|
| 4 | Geography | Geographic knowledge and understanding | Compare the various ways humans have used and affected the Australian environment |
| 4 | Geography | Geographic knowledge and understanding | Use geographic language to identify and describe the human and physical characteristics of local environments depicted by different kinds of maps and satellite images |
| 4 | Geography | Geospatial skills | Students use atlases and other maps to accurately describe the distance, direction and location of places. They identify features from maps and satellite images. |

LEARNING PROCESS

1. Brainstorm what students remember about the story of Burke and Wills and where they travelled. Use the map image to help students remember the route.

2. List the broad environment types found in Australia, ie:

- aquatic (marine, lakes, rivers)
- desert
- open forest
- grassland
- rainforest
- savanna (grassland with widely spaced trees)
- cultivated areas (pasture, grazing lands)
- Discuss what kinds of environments Burke and Wills may have walked through.

3. Show students a list of at least 10 key places that Burke and Wills travelled through. These may include:

- Royal Park, Melbourne
- Bendigo
- Mia Mia (Vic)
- Swan Hill
- Balranald
- Menindie (Menindee)
- Mutawintji (NSW)
- Bulloo Lakes
- Innamincka
- Coopers Creek
- Birdsville
- Selwyn Ranges (Cloncurry)
- Flinders River (QLD)

4. Introduce the worksheet to students. Ask them to use Google Earth, Google Maps or atlases to locate 10 of the key places and describe the environment.

5. Discuss students' findings and the following questions;

- What environments would have been the most difficult for Burke and Wills to travel through?
- In what types of environments did they spend the most time? What about the least time?
- What changes do you think have taken place in these environments since 1860?
- In what ways would it be different travelling along the Burke and Wills track now?
- What landmarks did you see that were surprising, unfamiliar or unusual? Did you find out anything further about these landmarks?

OPTIONAL EXTENSION

To introduce mapping skills, students could add directions for travelling from one location to the next.

Using discussion notes and research, students outline changes to environments on the track over 150 years.

ASSESSMENT SUGGESTION

Students present their findings using a map or Google Earth on an interactive white board. Students could also create a quiz for another class member, using their findings.

TIMELINE UNTANGLE

Post-visit learning program

AIM

To develop students' understanding of the sequence of events in the story of Burke and Wills, as they work with a timeline of events. In the extension activity, students begin to place the Expedition in the context of world history by identifying other key events that occurred in the time period.

DURATION

One hour

RESOURCES

- Timeline Untangle – student resource (page 33)
- Timeline (page 9), for teacher's reference
- A3 paper, scissors, glue
- Access to internet or library



Henry Short, *Our Adopted Country. To the Memory of the Lamented Heroes of the Victorian Exploration 1861, 1861*, oil on canvas

CURRICULUM OUTCOMES

| LEVEL | DOMAIN | DIMENSION | KEY CONNECTIONS |
|-------|---------|--|---|
| 4 | History | Historical knowledge and understanding | Demonstrate knowledge and understanding of significant events in Australian history |
| 4 | History | Historical knowledge and understanding | Sequence key events and show understanding of their significance |

LEARNING PROCESS

1. Students verbally review what they know of the Burke and Wills story.
2. Hand out timeline resource sheet (see resources) with key events all mixed up.
3. Students work in pairs to put the timeline events in the correct order.
4. Students check their order against the actual timeline and add the dates to events.
5. Students present their timeline in order on an A3 sheet.

OPTIONAL EXTENSION

Students must find five other events that occurred in Australia or around the world in the period of the Expedition and include them in their timeline. These can be reviewed by the whole class to see how many different events occurred during the same period.

ASSESSMENT SUGGESTIONS

To review learning, students can cover the timeline and quiz each other on dates and the order of events.

FOLLOW THEIR FOOTSTEPS

Post-visit learning program

AIM

To encourage students to explore the Expedition through a different perspective. Through research and creative thinking students write from the point of view of one of the characters involved. They gain further insight into the experience of those on the Expedition and are encouraged to make predictions and understand cause and effect when writing from the perspective of another.

DURATION

Preparation: one hour

Writing/drafting and presenting: up to three hours

RESOURCES

- Example of historical fiction, such as Jackie French's *The Camel Who Crossed Australia*

CURRICULUM OUTCOMES

| LEVEL | DOMAIN | DIMENSION | KEY CONNECTIONS |
|-------|---------------------------|---|---|
| 4 | History | Historical knowledge and understanding | Learn about key people in Australia's history |
| 4 | History | Historical reasoning and interpretation | Present historical understandings in a range of forms |
| 4 | English | Writing | Produce a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing |
| 4 | Interpersonal Development | Building social relationships | Show awareness of different perspectives by displaying empathy for the points of view and feelings of others |

LEARNING PROCESS

1. As a class or in small groups, students brainstorm to make a list of all those involved in the Burke and Wills Expedition, including Expedition members, friends and family of members, organisers in Melbourne, animals, Indigenous people and observers along the route. The object of the list is not to be comprehensive but to give an idea of how many people had a hand in the Expedition.
2. Ask students to pick a character from this list or invent their own character to explore further.
3. Students use mind-mapping to explore their character in detail. They could include facts, adjectives, predicted emotions, senses, relationships etc. Students could refer to biographies or further resources for more information.
4. As a class or in pairs, students play 'hot seat', taking on the character they have chosen and being interviewed by class members. This helps students to think creatively about their character and develop details to add to their story.
5. Students then plan a creative writing piece that tells part of the story of the Burke and Wills Expedition from the perspective of their character. The plan should



Colt pocket pistol owned by William Wills (found in Burke's hand)

include key events in the story, the setting and other characters. Students should aim for at least some historical accuracy.

6. After workshopping or sharing their ideas, students begin their piece of creative writing.
7. After drafting and workshopping, students present their piece of writing.

OPTIONAL EXTENSION

Writing pieces could be collated and published as a class Burke and Wills Expedition collection, or stories could be presented orally.

Students could spend a day or a session 'in character' and dress up and interact as their character, talking to class mates about their experience of the Expedition.

ASSESSMENT SUGGESTIONS

Students self-assess and teachers assess writing according to a relevant assessment rubric. Students could also share their writing with their peers.

CHOOSE YOUR OWN ADVENTURE

Post-visit learning program

AIM

To explore decision-making in relation to some of the poor decisions that were made during the Expedition. Students work in teams to analyse a range of decisions made. They create a choose-your-own-adventure game based on their predictions and solutions.

DURATION

Part 1: Two x one-hour sessions for decision-making analysis (*this can be run as a stand-alone session*)

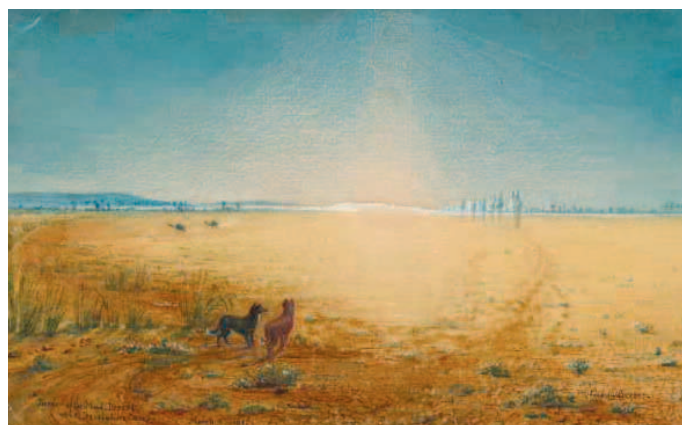
Part 2: Two x one-hour sessions for creating choose-your-own-adventure game

RESOURCES

- Copies of Choose Your Own Adventure 1 – student worksheet (page 34)
- Copies of Choose Your Own Adventure 2 – student worksheet (page 36)
- Free brainstorming software, such as bubbl.us.
- Students' completed Timeline Untangle (optional)

CURRICULUM OUTCOMES

| LEVEL | DOMAIN | DIMENSION | KEY CONNECTIONS |
|-------|---------------------------|--|--|
| 4 | History | Historical knowledge and understanding | Demonstrate knowledge and analysis of significant events in Australian history |
| 4 | Interpersonal Development | Building social relationships | Identify a variety of strategies to manage and resolve conflict |
| 4 | Interpersonal Development | Working in teams | Explore a range of contexts, both within and beyond school, in which individuals are required to work effectively as part of a team. Appropriate knowledge, skills and behaviours in these contexts are discussed. |



Ludwig Becker, *Border of the Mud-Desert near Desolation Camp*, 1861, watercolour

LEARNING PROCESS

Part 1

1. Review the general outline of the Burke and Wills story. This could be done using the completed Timeline Untangle task.
2. Discuss the importance of leadership and decision-making as themes in the Burke and Wills story.
3. As a class, brainstorm some of the decisions made that changed the outcome of the Expedition.
4. Hand out and go over worksheet 1 as a class.
5. Students complete the 'alternative decision' column in pairs.
6. Students join with another group and discuss their alternatives.

Part 2

1. Introduce students to the decision tree graphic organiser (worksheet 2). Choose a decision made on the Expedition and, as a class, do an example decision tree on the board, with each decision having two possible outcomes.

2. Each group chooses one of the key decision points to explore further using the sheet. (Brainstorming software such as bubbl.us can also be used to create decision trees online.)
3. Students use the completed decision tree to create a choose-your-own-adventure story as a book, hyperlinked PowerPoint, web quest or game.
4. Each choose-your-own-adventure game should give choices and outcomes that accurately reflect students' knowledge of the Expedition.

OPTIONAL EXTENSION

Students can test their choose-your-own-adventure creations on others in the class, or on a younger class, and reflect on their success.

ASSESSMENT SUGGESTIONS

Reflect on what was difficult about making decisions. Reflect on what was challenging about working in a team. Reflect on what was positive about working in a team.

PICTURE PUZZLES

Post-visit learning program

AIM

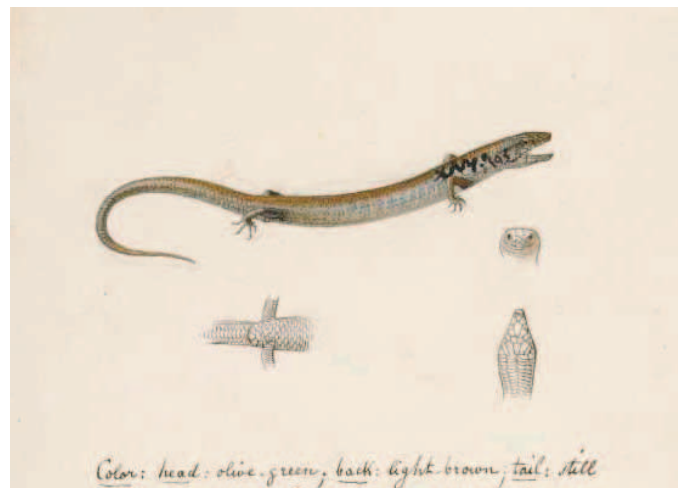
To engage students in inquiry in response to images and items that relate to the Burke and Wills Expedition. This activity will also familiarise students with using the State Library's online catalogue.

DURATION

Two one-hour sessions

RESOURCES

- Computers and internet access
- Single Image Study worksheet – found at slv.vic.gov.au/ergo/uploads/docs/single_image_study.pdf (optional)



Ludwig Becker, *Blue-tongue lizard*, 1861, watercolour and ink

CURRICULUM OUTCOMES

| LEVEL | DOMAIN | DIMENSION | KEY CONNECTIONS |
|-------|---------|---|--|
| 4 | History | Historical reasoning and interpretation | Use a range of primary and secondary sources to investigate the past |
| 4 | History | Historical reasoning and interpretation | Begin to question sources and make judgments about the viewpoints being expressed, the completeness of the evidence, and the values represented. |
| 4 | History | Historical reasoning and interpretation | Present historical understandings in a range of forms |

LEARNING PROCESS

1. Students use the State Library's catalogue to search for images relating to Burke and Wills:

- Go to slv.vic.gov.au and follow the link to Catalogues and Databases
- Follow the link to New Style Search
- Use 'Burke and Wills' as the search term and click Go
- Refine results by clicking the Online Resources tab
- Results can be further refined by Subject and/or Resource on the left hand margin of the page
- View larger versions of images by following the View Online link

2. Students print out their image or view it on a screen throughout the activity. (If computer access is limited, teachers can print a range of images for students to choose from.)

3. Students can independently work through the following questions or the class can be led by the teacher in short timed sections to allow for sharing and monitoring of progress. Alternatively the Single Image Study worksheet (see Resources, above) can be used.

- Describe what you can see in the image.
- What location is being depicted in the image?
- Describe any people or animals you can see in the image.
- Who do you think they might be?
- List three adjectives to describe the image.
- How does the image make you feel?

- Who created the image and why?
 - What does this image tell us about the story of Burke and Wills?
 - If the image or the people in the image could talk, what do you think they would tell us?
4. Students begin their inquiry by listing five questions they want to ask about the image. (Think about starting with Why, How, Who, What?)
5. Students use their inquiry questions to begin research. They can use the Other Resources list as a starting-point.
6. Students present their information to be displayed with the images around the room.
7. To share learning, students can take part in a 'gallery walk' where they move around the display to view other images and the research accompanying each image.

OPTIONAL EXTENSION

Students write a short story or poem from the perspective of a person or animal in an image.

ASSESSMENT SUGGESTIONS

Student's presentations can be used to assess inquiry, questioning and research skills. The extension task could be used as a major writing assessment.

OTHER POINTS OF VIEW

Post-visit learning program

AIM

To help students to understand the relationship between Indigenous Australians and European explorers through role play. Students will also explore the difficulties of communication when there is no shared language.

DURATION

One hour

RESOURCES

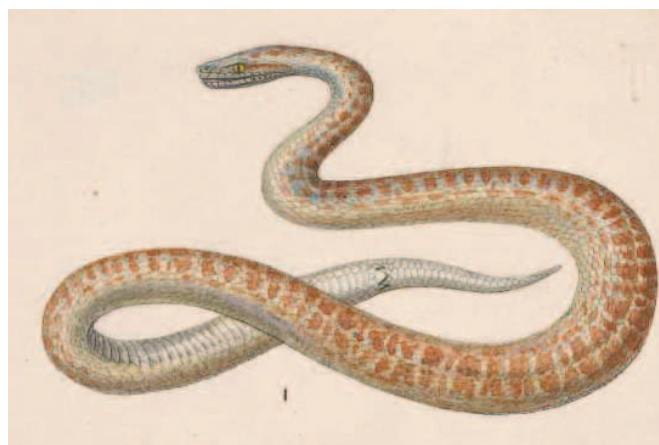
- Cultural Difference – educational theme (page 13)
- Other Points of View student resource sheets (character profiles, pages 37 & 38)
- Indigenous languages groups map: abc.net.au/indigenous/map
- Reconciliation Australia website: reconciliation.org.au
- Racism No Way website: racismnoway.com.au

CURRICULUM OUTCOMES

| LEVEL | DOMAIN | DIMENSION | KEY CONNECTIONS |
|-------|---------------------------|--|---|
| 4 | History | Historical knowledge and understanding | Learn about the organisation and lifestyle of Aboriginal and Torres Strait Islander communities in the past and the impact of European settlement |
| 4 | History | Historical knowledge and understanding | Compare aspects of different cultures in both the past and present |
| 4 | English | Reading | Identify how sociocultural values, attitudes and beliefs are presented in texts |
| 4 | Interpersonal Development | Building social relationships | Show awareness of different perspectives by displaying empathy for the points of view and feelings of others |

LEARNING PROCESS

1. As a class or in small groups, read through the information about Cultural Difference (page 13)
2. Use the Indigenous language groups map to discuss the many Indigenous groups in Australia in the 1860s.
3. Brainstorm discussion:
 - What would Indigenous people have thought when they saw Europeans for the first time?
 - What knowledge could Indigenous people share with explorers to help them?
 - What impact do you think European exploration had on Indigenous people?
4. Divide students into pairs. Give each pair copies of the two Points of View resource sheets (character profiles).
5. Students read their character profiles to themselves.
6. Students for each character form two groups to brainstorm responses to the questions on the sheets.
7. Students note their ideas, then return to their partners.
8. Explain that Indigenous people and European explorers often used sign language to communicate. Ask students to mime some simple messages to each other, eg: food, sick, this way, yes, no.
9. Ask them to progress to more difficult concepts, eg: Who are you? What are you doing here? How long are you staying? What do you believe in?



Ludwig Becker, *Children's python*, 1861, watercolour, pen and ink

It would be beneficial to discuss the fact that language was not the only barrier to understanding. Appreciation of the customs and beliefs of another culture requires time, shared learning and acceptance of difference.

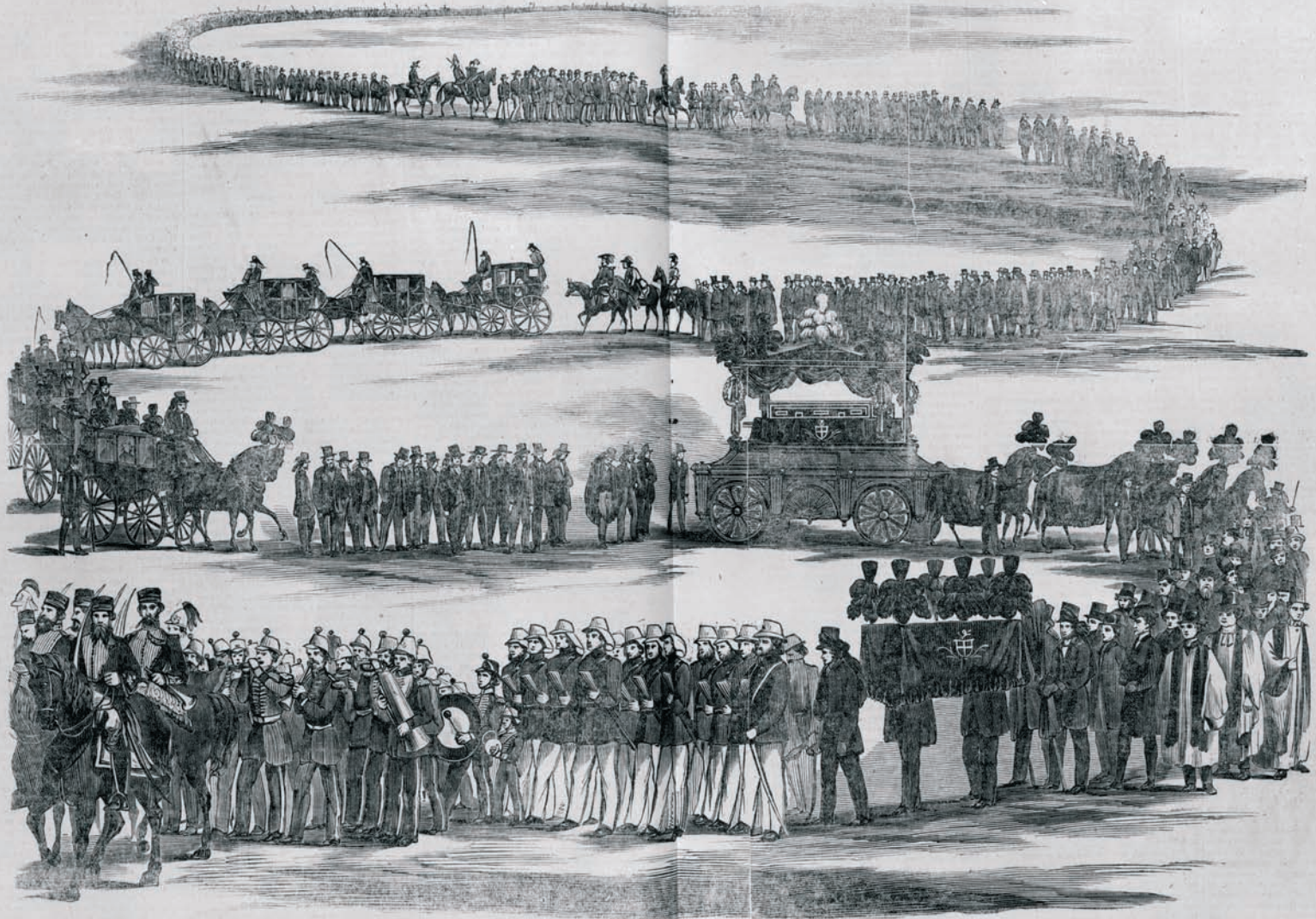
10. As a group, reflect on what the difficulties would have been for the two groups to communicate.
11. Students discuss their questions and ideas as though they were meeting at Cooper's Creek, with the obvious obstacle of language removed.
12. Students reflect on what was easy to communicate and what was difficult. They consider what problems arose in the discussion and whether compromises could have been reached. They discuss the questions posed on the character profile sheets.

OPTIONAL EXTENSION

Use activities from the Racism No Way website to develop understanding of cultural awareness. Students from an ESL background could share their own experiences of cross-cultural communication.

ASSESSMENT SUGGESTIONS

Students present their reflection on the activity verbally or in written form to show their understanding.



THE BURKE AND WILLS FUNERAL PROCESSION.—SEE PAGE 10.

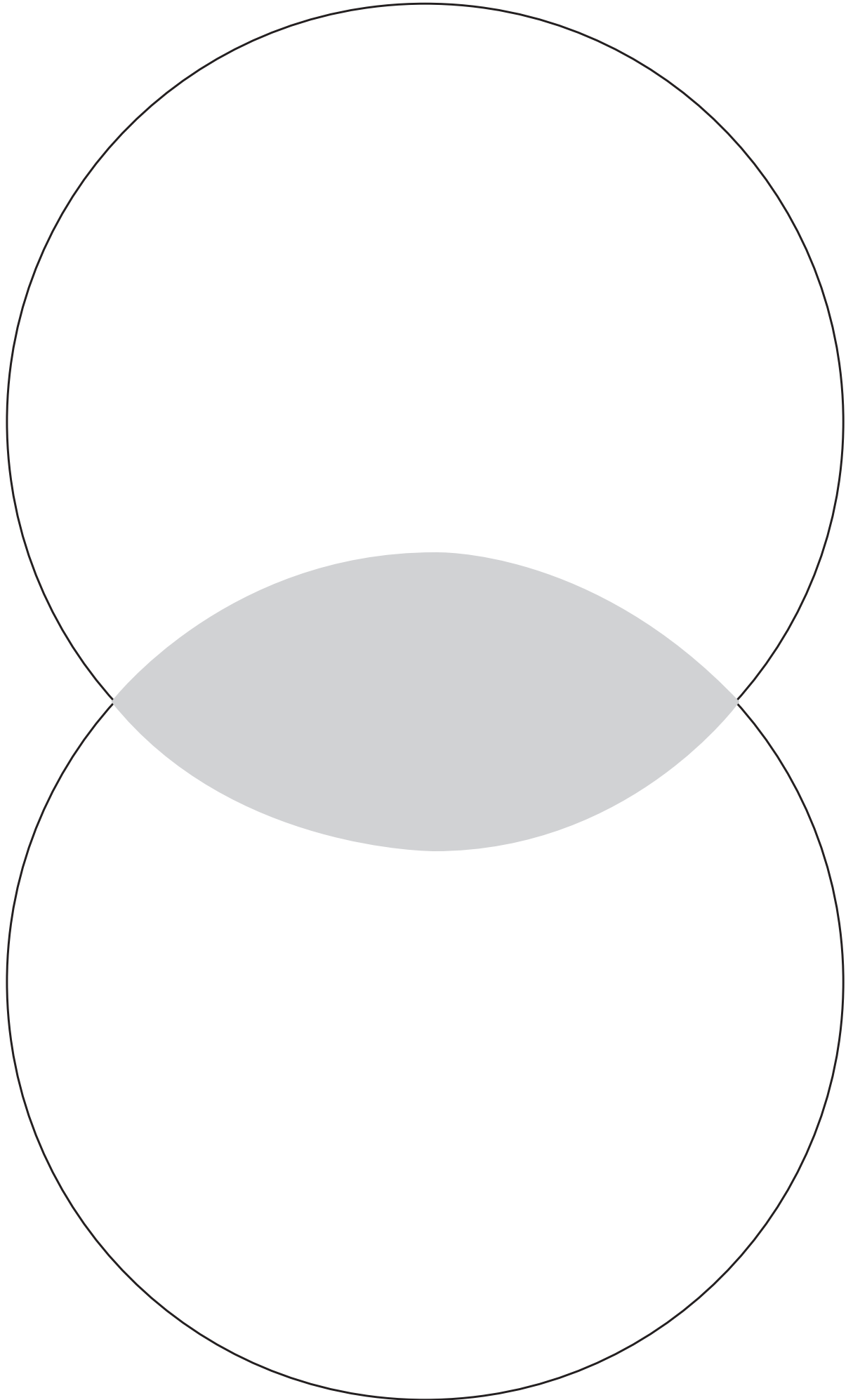
Unknown artist, *The Burke and Wills Funeral Procession*, wood engraving, published in *The Illustrated Melbourne Post*, 1 January 1863

RESOURCES

The following worksheets and resource sheets for students and teachers are required for the ten learning programs. You will need multiple copies of some sheets to distribute to students.

Australia in the 1860s

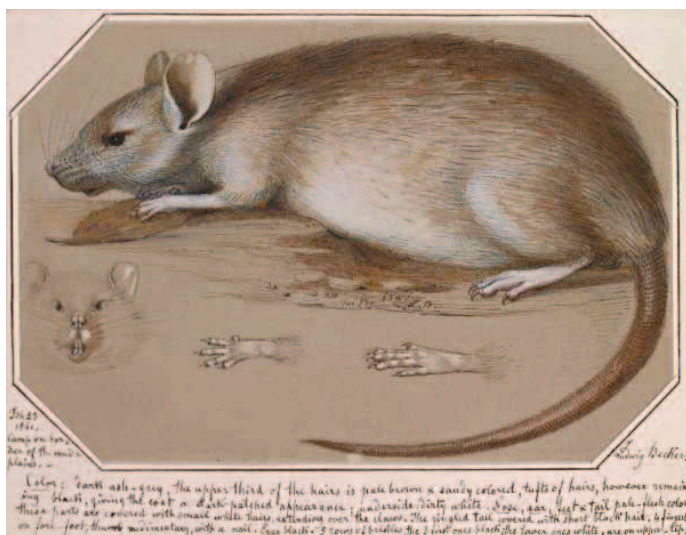
Australia today



JOURNEY JARGON

Teacher/student resource

| | | | |
|---------------------------|---|--------------------------|--|
| aftermath: | something that results or follows from an event | jerk: | cut meat in strips and leave to dry in the sun |
| aquatic: | water-related (eg, aquatic animals live in water) | leadership: | providing guidance and direction to others |
| astronomy: | study of the stars, planets and space | mangrove: | trees that grow in tidal areas, especially in the north of Australia |
| astronomer: | scientist who studies stars, planets and space | meteorology: | study of weather and climate |
| botanist: | scientist who studies plants | nardoo: | a plant used by some Indigenous groups to make bread cakes |
| colony: | a settlement in a new land that is connected with the native country of its inhabitants | navigate: | direct the course of a journey |
| controversy: | dispute or argument | naturalist: | scientist who studies living things |
| departure: | leaving | observatory: | building from which you can view stars |
| depot: | place where provisions are kept | perish: | die |
| desert: | dry region with little or no rainfall | perseverance: | to keep going despite difficulties |
| dray: | cart used for carrying heavy loads | perspective: | point of view |
| dysentery: | infectious disease of the bowels | primary source: | material that provides a first-hand account of an event |
| endeavour: | make an effort | provisions: | supplies, food and water taken on a journey |
| expedition: | journey made for a specific purpose | rainforest: | a tropical forest |
| exploration: | investigation of unknown areas | Royal Commission: | official government inquiry |
| fauna: | animals | scurvy: | disease caused by lack of Vitamin C; symptoms include swelling and bleeding gums |
| flora: | plants | secondary source: | material that provides a second-hand account of an event |
| foreman: | person in charge of a group of workers | sepo: | Indian soldier; also used to refer to the cameleers on the Expedition |
| forest: | habitat covered with trees and underbrush | skilligolee: | meal made from flour, like porridge |
| geography: | study of the earth and its surface | surveyor-general: | person in charge of land and how it is used |
| grassland: | habitat mostly made up of grasses | timeline: | list of events in order of time |
| gunyah: | hut | telegraph: | way of sending messages long distances |
| history: | past events | Yandruwandha: | Indigenous tribe located in the area of Cooper's Creek |
| incompetence: | lack of ability | | |
| Indigenous people: | Aboriginal people, the first people to live in Australia | | |



Ludwig Becker, *Long haired or plague rat*, 1861, watercolour, pen and ink

SUPER-QUIZ

Teacher resource

Questions

Who's Who

1. Which man brought the camels from India?
2. The Expedition of 1860-61 was the idea of what society in Victoria?
3. Which three Expedition members went with Burke on his dash for the Gulf from the Cooper's Creek depot?
4. What Indigenous tribe lived in the Cooper's Creek area and helped the explorers?
5. Who stole flour on the dash to the Gulf and was punished by Burke?
6. What was Burke's profession before he joined the Expedition?
7. Who did Burke leave in charge of the depot camp at Cooper's Creek?
8. Who painted many pictures of plants, animals and landscapes in his position as artist, naturalist and geologist with the Expedition?
9. Who was the only cameleer to go as far as Cooper's Creek with the Expedition?
10. Who was in charge of the party that rescued John King?

Geography

1. From which city did the Victorian Exploring Expedition set out?
2. What kind of trees did Burke, Wills, King and Gray have to push through when they reached the Gulf?
3. Name one of the countries the cameleers originally came from.
4. On what river is the town of Swan Hill?
5. What did European settlers believe there must be in the centre of Australia?
6. Name two types of terrain the explorers crossed during the Expedition.
7. What station did Burke, Wills and King attempt to reach from Cooper's Creek?
8. What kind of weather did Burke, Wills, King and Gray experience as they approached the Gulf of Carpentaria in January?
9. What did Cooper's Creek have that made it a good place for a camp?
10. In what general direction did the Expedition travel to reach the Gulf from Melbourne?

Days and dates

1. In what year did Victoria achieve independence as a colony?
2. What date did the Expedition set out on from Melbourne?
3. How long did Burke believe it would take to travel from Cooper's Creek to the Gulf of Carpentaria and back?
4. How long did it actually take?
5. On what fateful day did Brahe leave the Cooper's Creek depot and Burke and his party return nine hours later?
6. On what date did Burke reach the northernmost point of his journey?
7. Burke instructed Wright to bring a supply party up to Cooper's Creek from Menindie at the end of October 1860. One what date did Wright leave Menindie?
8. At the end of what month did Burke and Wills die within days of each other?
9. When was the funeral for Burke and Wills held?
10. What anniversary of the Expedition is happening in 2010?

Numbers

1. How many members did the Expedition set out with?
2. How many died during the Expedition?
3. How much money was raised to fund the Expedition?
4. How many litres of lime juice was taken on the Expedition?
5. How long was the python that Burke, Wills, King and Gray ate on their way back to the Cooper?
6. How many kilograms of firewood was used to keep the sepoys warm at Royal Park?
7. Approximately how many kilometres had Burke and Wills travelled to reach the Gulf?
8. How many camels escaped and were unaccounted for at the end of the Expedition?
9. How many rats did William Brahe catch in one night at the Cooper's Creek camp?
10. How many people viewed the remains of Burke and Wills before their funeral?

Answers

Who's Who

1. George Landells
2. Royal Society of Victoria
3. John King, William Wills and Charlie Gray
4. The Yandruwandha
5. Charlie Gray
6. Police Superintendent
7. William Brahe
8. Ludwig Becker
9. Dost Mahomet
10. Alfred Howitt

Geography

1. Melbourne
2. Mangroves
3. India, Pakistan, Afghanistan
4. Murray River
5. An inland sea
6. Temperate forest (bushland), grassy plains, desert, gibber plains, mangrove swamps
7. Mount Hopeless Station
8. The Wet – characterised by torrential rain, heat and humidity
9. Constant water source, shelter and good grazing for the animals
10. North

Dates

1. 1851
2. 20 August 1860
3. Three months
4. 125 days – 4 months and 4 days
5. 21 April 1861
6. 11 February 1861
7. 26 January 1861
8. June 1861
9. 21 January 1863
10. 150th anniversary

Numbers

1. 19 men
2. Seven men died. Burke, Wills, Gray, Becker, Charles Stone, William Patten, William Purcell
3. £10,000
4. 91 litres (20 gallons). Lime juice was supposed to prevent scurvy; however it was one of the items that Burke dumped because it was too heavy.
5. Eight feet, four inches (over 2.5 metres). Eating the python gave Burke terrible diarrhoea.
6. 6000 kg (six tonnes)
7. Over 2500 km
8. One camel (believed to be an ancestor of the feral camel population in central Australia)
9. 300 rats
10. 100,000 people (from a city of only 120,000)

| <p>Use Google Earth, Google Maps or an atlas to view each of the locations listed, and choose three other locations from the Burke and Wills Expedition. Write your observations of each location in the space provided, as shown in the example for Melbourne.</p> | | | | | | |
|---|--------------|---|--|------------------|--|--|
| Location | Colours | Vegetation | Landscape features | Environment type | Evidence of humans | |
| Melbourne | Green, white | Trees in parks and around the outer suburbs | On a bay, river and creeks, lots of houses, forest to the north east and east. | Forest and city | City – roads, houses, dock, train lines. Very densely populated. | |
| Mia Mia (Vic) | | | | | | |
| Menindie (Menindee) | | | | | | |
| Coopers Creek | | | | | | |
| Flinders River (QLD) | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

TIMELINE UNTANGLE

Student resource

Put the following events in chronological order, and add the correct dates.

| |
|--|
| Expedition arrives at Menindie. |
| Burke convinces Wills and King that they should try to reach help at Mount Hopeless Station. They bury notes at the foot of the Dig Tree but do not change the marking on the tree. |
| Howitt's party finds King alive after 77 days in the care of local Indigenous people, the Yandruwandha. |
| Burke, Wills, King and Gray leave Cooper's Creek for the Gulf of Carpentaria. Burke tells Brahe to wait three months for them to return. (Wills says four months.) |
| Burke chosen to lead Victorian Exploring Expedition. |
| Expedition departs from Royal Park in Melbourne. |
| Burke, Wills, King and Gray are running short of provisions. They kill Boocha the camel and dry the meat for food. |
| Burke leads advance party north from Menindie. After leading the party to water, William Wright is sent back to organise a supply party in Menindie. |
| On or about this date, Burke and Wills reach the northernmost part of their journey, almost within sight of the sea. |
| Brahe sends a telegram alerting the Royal Society to the deaths of Burke and Wills. |
| Gray dies from hunger and exhaustion. Burke, Wills and King stop for a day to bury him. |
| Afternoon: Burke, Wills and King arrive at the camp having missed the departing party by a few hours. They are too weak with exhaustion to attempt to catch up with the others. |
| A state funeral is held for Burke and Wills in Melbourne, and 100,000 people (from a city of 120,000) view the explorers' remains before they are buried. |
| Brahe's party meets up with the survivors of Wright's supply party and joins their camp at Bulloo. |
| Wills heads back to the Dig Tree to see if anything has been disturbed. He finds the camp as they left it and heads back to the Cooper thinking that no one came back for them. |
| Burke and Wills die from hunger and exhaustion at different parts of the creek, within a few days of each other. |
| Wright leaves Menindie and heads north with the supply party. |
| Alfred Howitt and his relief expedition arrive at Cooper's Creek. |
| Wright and Brahe travel back to the Dig Tree. They see no evidence that anyone has been there and do not dig under the tree. They leave the camp undisturbed. |
| The Royal Commission's report into the Expedition is released to the public. |
| Advance party arrives at Cooper's Creek |
| Morning: Brahe and the party at the depot have waited four months; they are sick and hungry. They believe Burke and his party must have perished or turned to Queensland for their return journey. After burying some supplies under a tree with the word 'DIG' carved in the bark (in case the others do return), Brahe heads south for Menindie. |

CHOOSE YOUR OWN ADVENTURE (1)

Student worksheet

Suggest other decisions that could be made, as in the example shown for number 1.

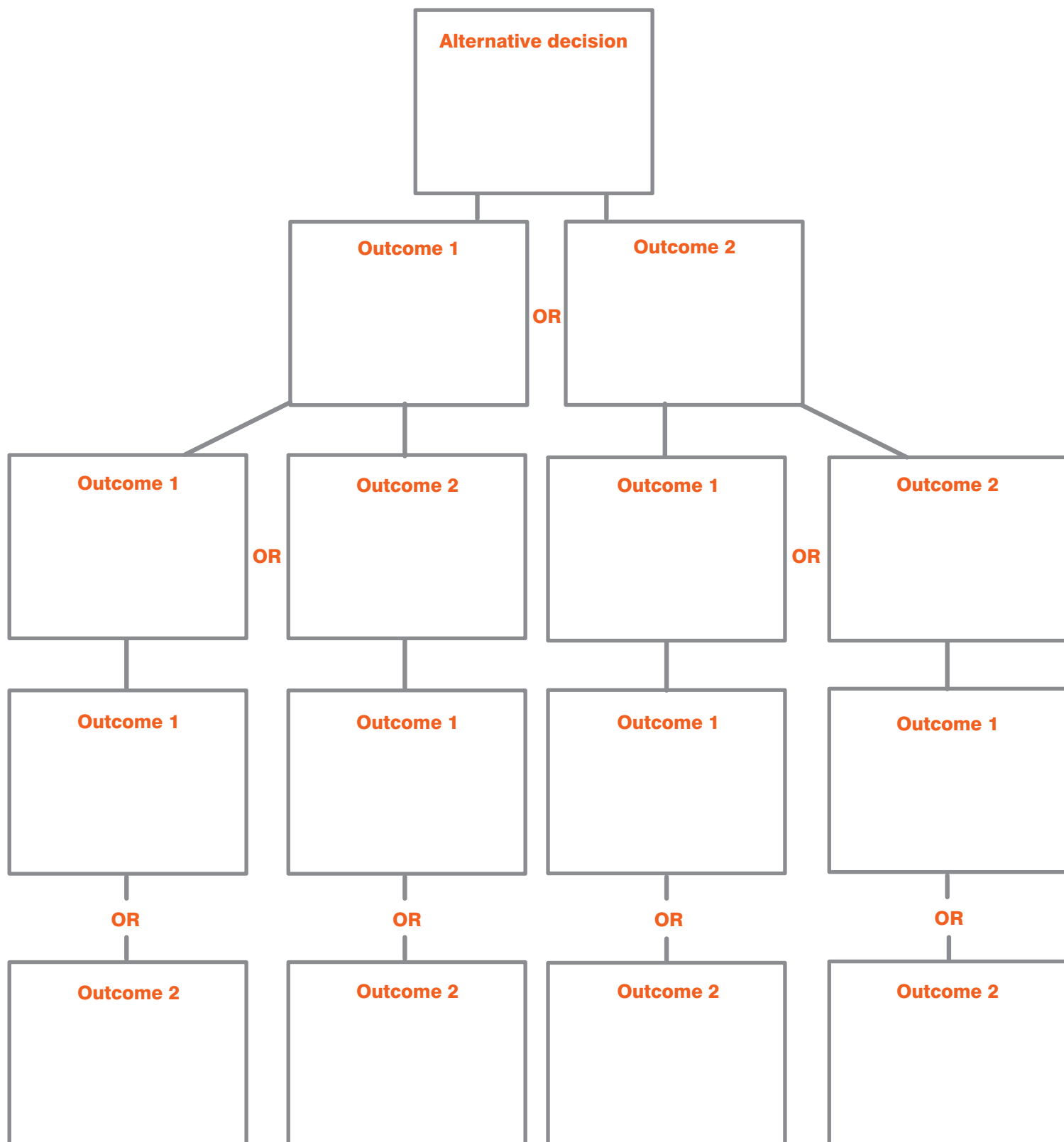
| | Decision | Outcome | Alternative decision | Alternative outcome |
|---|--|--|--|--|
| 1 | Robert O'Hara Burke chosen as leader; no exploration experience. | Burke made some ill-informed decisions and has often been criticised for poor leadership. While the Expedition manages to make it to the Gulf, many members die on the track. | <i>Another, more experienced explorer chosen as Expedition leader.</i> | <i>Alternative leader makes sound decisions and is an accomplished leader. Takes Expedition to the Gulf and returns to Melbourne with no loss of life.</i> |
| 2 | The Expedition sets off with 21 tonnes of equipment and provisions. | With so many provisions, the Expedition moves very slowly. Large amounts of provisions are dropped first at Menindie and then at Cooper's Creek. | | |
| 3 | Burke splits party at Menindie so that he can move faster. | The party of 11 moves quickly to Cooper's Creek. The other men and animals remain at Cooper's Creek. | | |
| 4 | Burke sends Wright back to Menindie to follow with the supply party to Cooper's Creek when the animals have rested. | Wright returns to Menindie. He waits longer to leave than Burke expected because he is waiting for instructions from Melbourne. | | |
| 5 | Burke splits the party again at Cooper's Creek. | Burke, Wills, King and Gray walk towards the Gulf. | | |
| 6 | Burke tells Brahe that Wright and the supply party will arrive soon. He tells Brahe to wait three months for his return from the Gulf. | Brahe waits for four months. The supply party does not arrive from Menindie nor do Burke and the three men return from the Gulf. Brahe abandons the camp after burying some supplies and a note under a tree marked 'DIG'. | | |
| 7 | Burke, Wills, King and Gray decide to take three months worth of supplies for their journey. | It takes the men two months to reach the Gulf. They have to get back to Cooper's Creek with only one month's provisions. They become ill and resort to eating their animals. | | |
| 8 | Gray dies – Burke decides to stop one day to bury him. | Burke, Wills and King lose time and provisions but bury King with respect. | | |

| | | | | |
|----|---|---|--|--|
| 9 | Brahe decides to leave Cooper's Creek as they are running low on supplies, the men are ill and he has waited four months - longer than Burke requested. | Brahe leaves Cooper's Creek on the morning of 21 April 1861. Burke, Wills and King arrive at Cooper's Creek that evening. They have missed the others by a matter of hours | | |
| 11 | Burke decides to go towards Mount Hopeless rather than Menindie. | The men are unable to find a suitable track along the Cooper to Mount Hopeless. They end up trying to survive on the banks of the Cooper. | | |
| 12 | Burke buries diaries and notes under the tree but does not change or add to the mark on the tree to show that they have been there. | When Brahe and Wright arrive to check the depot at Cooper's Creek for any sign of Burke, they do not notice anything has changed and do not realise the others have returned and are only 30 kms down Cooper's Creek. | | |
| 13 | Burke fires in to the air to warn off local indigenous people who have been feeding and assisting the men. | The Yandruwandha people move away from the party and do not offer any more help for some time. | | |
| 14 | The men see the Indigenous people eating nardoo and so they collect it and eat it to survive. However they do not prepare the nardoo correctly by washing and baking the seeds. | The men feel full while not gaining any nutritional benefit. They are starving to death even though they are eating the nardoo. | | |
| 15 | Wright and Brahe return to the Dig Tree but don't notice the signs of disturbance, and don't think Burke returned. | Wright and Brahe return to Menindie, believing Burke's party has perished or headed towards Queensland. | | |
| 16 | After Burke and Wills die, King joins up with Yandruwandha people. | King survives with the Yandruwandha people for 77 days until he is found by Alfred Howitt. | | |

CHOOSE YOUR OWN ADVENTURE (2)

Student worksheet

Begin with your chosen decision and follow the 'decision tree' to include possible outcomes.



OTHER POINTS OF VIEW (1)

Student resource

Character profile 1: Yandruwandha young man (Cooper's Creek, 1860)

I am Ngura – lu-turu lu.

I am a young man of the Yandruwandha. There are about 1000 of us who live by this creek – in my tribe and in the Yawarrarrka. My people have been camped here beside this creek and around these plains for as long as the stories go back. We travel up and down the creek taking a little of what we need – water, birds, animals and vegetables. We don't stay in one place too long.

Sometimes we travel much further, beyond the boundaries of our lands, to meet with other tribes and trade our grinding stones and weapons for shields and other things.

During the day the children play games and everyone looks after them. They get spoiled by the adults all the time! The women laugh and sing their songs while they gather and prepare food. They collect plants like emu apple, plum and yams and also lizards and grubs for us to eat. Sometimes they collect *pituri* which the men and some of the women chew on and it makes them laugh and act strangely. The men prepare weapons and tools. They go hunting and then come back and boast about who speared the biggest fish or kangaroo. The elders of our tribe speak of sacred matters as they prepare for ceremony.

I have a totem – this links me to my land and my people. The story of how my people came to be here is called the Dreaming. There are two groups in our tribes; I am a Kulpurru man and I can only marry a Thinnawa women. There are some people who I must avoid and some people with whom I have relationships – this is the way it is in my people. I have been initiated – I went away from my people for a time and I learnt some secret knowledge of the Dreaming – I am now a man in our tribe.

We have heard about these strange *pirti-pirti* (red fella) whose skin burns easily in the sun. They seem very stupid and allow their animals to foul the water when they find a good source. They do not exchange gifts as readily as we do in our culture when they come upon the boundary of another tribe's place. We find it very rude, especially when they are visitors here.

They are very bad at hunting and they can not seem to catch even a simple fish – this makes us laugh. We have given the red fella fish and sometimes roasted rats to eat, as they look sickly and not very strong. As is tradition we would expect a gift in return, especially when they have many strange things in their camp that they do not seem to use. Sometimes they have given us some small beads; we find it strange that they do not want to share or trade.

We are not afraid of the red fella but we do respect their weapons, which are not the same as ours. They blow smoke and fire and they can kill immediately.

We will help these red fella as long as they respect our land and our people. But we hope they move on soon, so things around here can get back to normal.

Questions for brainstorming

What questions do I have for the red fella?

What can I offer the red fella?

What do I need from the red fella?

How can I make sure there is no conflict between us?

What am I worrying about now the red fella is here?

This character profile was written using information from Helen M Tolcher's *Seed of the Coolibah: A History of the Yandruwandha and Yawarrawarrka People* (Adelaide, 2003), and in consultation with the State Library's Koorie Liaison Officer.



Ludwig Becker, *Portrait of Dick, the brave and gallant native guide...*, 1860, watercolour and ink

OTHER POINTS OF VIEW (2)

Student resource

Character profile 2: Expedition member (Thomas McDonough)

(Cooper's Creek, 1860)

My name is Thomas McDonough.

I came to Australia from Ireland where my family was friendly with Mr Burke. Life in Ireland has been tough since the potato famine and many of my countrymen left for Canada, America and Australia. I wanted to be a settler of a new land where there were many opportunities.

I am an assistant on the Victorian Exploring Expedition led by Mr Burke. I thought it would be so exciting to come out on this Expedition, and it has been – mostly.

He chose me to join him on the trip up here to the Cooper from the camp back at Menindie. I'm glad I got chosen, although it has been pretty tough. I got kicked by one of the camels a month or so back and my leg has been sore from that. Also, I started to swell in places, my joints and my gums. I reckon I'm not all that well. It's probably because of the food that we are eating. We only eat a little rice, damper and tea and little bits of salted pork.

Because we don't have enough food and the hot months are getting closer, Mr Burke has decided to ride on ahead to reach the coast with three other men. Since they left we have been building a stockade. It's to keep those pesky blacks away – they bring us fish to eat but always expect something in return. We gave them a few beads and other odds and ends. They have been taking things – some pieces of cloth, some tools – so we are building a wall around us to keep our things safe.

Even though the tribe here brings us food and they laugh and are generally friendly, I have been told by others that the blacks are violent and aggressive and they will attack us in our sleep. We can't be too careful.

Those blacks are real good at surviving out here in this hard country. They look so fit and athletic and they always seem to have enough to eat. Sometimes I think they are laughing at us when we try to shoot a duck or catch a fish. It's all so hard and so hot that we tend to just sit back down, drink tea and wait for the night and the cool air to come.

I sometimes wonder if they have forgotten about us up here – if I will ever get home and marry a girl from the home country and have a family of my own. Hopefully when Mr Burke gets back we will ride back in to Melbourne in glory and be famous and rich. I pray that God will guide us home safe and well.

Questions for brainstorming

What questions do I have of the Yandruwandha?

What can I offer the Yandruwandha?

What do I need from the Yandruwandha?

How can I make sure there is no conflict between us?

What am I worrying about now that I am camped by the Cooper?



Ludwig Becker, *River Darling and the mouth of the Bamamero Creek, at sunset ...*, 1860, watercolour

OTHER RESOURCES AND REFERENCES

The following list includes a range of useful resources available on this subject, but it is by no means an exhaustive list.

Books for teachers

- Bonyhady, Tim, *Burke and Wills: From Melbourne to Myth*, David Ell Press Pty Ltd, New South Wales, 1991
- Clune, Frank, *Dig: A Drama of Central Australia*, Angus and Robertson, Sydney, 1937
- Edmond, Martin, *The Supply Party: Ludwig Becker on the Burke and Wills Expedition*, East Street Publications, South Australia, 2009
- Moorehead, Alan, *Cooper's Creek*, White Lion Publishers, United Kingdom, 1963
- Murgatroyd, Sarah, *The Dig Tree: The Story of Burke and Wills*, Text, Melbourne, 2002

Books for students

- Brasch, N, *Explorers of Australia in their own words: Burke and Wills*, Heinemann Library, Melbourne, 2006
- Clark, Anna, *Explored! The Unglorious World of Burke and Wills, Rotten Food and Getting Lost*, Hardie Grant Egmont, Victoria, 2008
- Flynn, Randal, *Burke and Wills: Crossing the Continent*, Macmillan Australia, South Melbourne, 1991
- French, Jackie, *The Camel Who Crossed Australia*, Angus and Robertson, Sydney, 2008
- Harvey, Roland, *Burke and Wills*, Five Mile Press: Hawthorn, 1985
- Hocking, Geoff, *Australia in History: Mr Burke and Mr Wills: Epic Journey to a Lonely Death*, Waverton Press, NSW, 2005
- Sheppard, Barrie, *Australia Changing Times: Burke and Wills – Heroes or Fools?*, Echidna Books, Victoria, 2004

Exploration in Australia

- Flannery, Tim, *The Explorers*, Melbourne, Text Publishing, 1998
- Greagg, David, *Burke and Wills Forgot the Frying Pan*, Allen and Unwin, New South Wales, 2005

Indigenous Australians and European exploration

- Perkins, Rachel and Langton, Marcia (Eds), *First Australians: An Illustrated History*, The Miegunyah Press: Victoria(2008)
- Tolcher, Helen M, *Seed of the Coolibah: A History of the Yandruwandha and Yawarrawarrka People*, HM Tolcher, Adelaide, 2003

Websites

State Library of Victoria online resources

- Burke and Wills – Terra Incognita*: <http://victoria.slv.vic.gov.au/burkeandwills/index.html> – information and images relating to Burke and Wills
- ergo*: <http://www.slv.vic.gov.au/ergo/exploration> – *ergo* is a State Library of Victoria website for students and teachers, with items relating to Burke and Wills and other explorers
- State Library of Victoria catalogue: <http://slv.vic.gov.au/catalogues/index.html> – access to hundreds of digitised images, including paintings, photographs and sketches, as well as newspaper clippings and realia relating to the Expedition

Other online resources

- Burke and Wills Web*: <http://www.burkeandwills.net.au/index.htm> – a comprehensive range of digitised primary sources and information relating to the Expedition
- The Diary of William John Wills*: <http://www.nla.gov.au/epubs/wills/> – Wills' diary for 23 April–28 June 1861, National Library of Australia, Canberra, 2002
- Burke and Wills route in Google Earth: http://bbs.keyhole.com/ubb/ubbthreads.php?ubb=showthreaded&Number=40761&site_id=1#import –

Project Gutenberg: <http://gutenberg.net.au/explorers.html> - digitised versions of journals and writing relating to Burke and Wills and exploration in general

Burke and Wills Walk: <http://www.walk.burkeandwills.net.au/home.htm> – site covering David Phoenix's (creator of Burke and Wills Web) 2008 retracing of the Burke and Wills route on foot

Burke and Wills Historical Society: <http://www.burkeandwills.org/> – excellent reading list and links to Burke and Wills material

National Museum of Australia – Burke and Wills Collections: http://www.nma.gov.au/collections/burke_and_wills_collection/ – interesting items and explanations

Resources for learning programs

bubble us: <http://bubbl.us/> – free brainstorming software

Google Earth: <http://earth.google.com/> – Google's free application for viewing satellite images and maps

Google Maps: <http://maps.google.com.au/> – Google's map and satellite image viewing website

Picture Australia: <http://www.pictureaustralia.org/> – search for images from Australia's history

Indigenous Languages Map: <http://www.abc.net.au/indigenous/map/> – identify Indigenous language or tribal groups in different areas of Australia

Reconciliation Australia website: <http://www.reconciliation.org.au/> – resources for talking and thinking about reconciliation

Racism No Way website: <http://www.racismnoway.com.au/> – classroom resources to support learning about multiculturalism and Indigenous culture in Australia

<http://www.history.sa.gov.au/history/images/Badcoe%20Tour/Breastplate%20flyer.pdf> – an interesting article about the discovery of the commemorative breastplates awarded to the Yandruwandha for helping the explorers.

Other resources

'The Great Misadventure' in *Bush Tucker Man: Classic Stories of Survival with Les Hiddins*, Disc 2, Australian Broadcasting Corporation, Sydney, 2004 (DVD, originally released in 1996 as a video recording)

Jacaranda Atlas, Sixth Edition, John Wiley and Sons Australia Ltd, QLD, 2007

Alone across Australia: A story about a man who takes his dog for a walk, Muir, J & Darling, I (dir.) Shark Island Productions, NSW, 2005 (DVD)