

COSSACK NOW AND THEN

Education Package for Years 2 and 3 HASS



Aboriginal and Torres Strait Islander viewers are advised that this education pack contains images or links to images of people who have died. In viewing these images and exploring these people's stories, we celebrate and commemorate the lives of those who have passed away.

We would like to acknowledge the traditional owners/custodians of the land on which we stand. We would like to pay our respects to the Elders past and present.

WHAT'S SO SPECIAL ABOUT COSSACK?

It is full of stories – and the beginning of Pilbara as we know it today.



Cossack today. Source: A. Kopp, Writilin

Cossack sits on the traditional land of the Ngarluma people, whose rich history spans over 30,000 years.

In 1861 Francis Gregory undertook the first European exploration of Nickol Bay and the surrounding country, reporting favourably about the suitability of the land for grazing and other pastoral pursuits. Two years later, Cossack (or Tien Tsin, as it was initially named), became the landing point for the first settlers into the North West, and from then until the turn of the 20th century it played a vital role in the development of the region, becoming a busy port and a key transport hub, shipping supplies, stock and wool in and out of the surrounding areas.



The existence of nearby pearling fields saw Cossack become a centre of the state's early pearling industry in which hundreds of indigenous, and later Asian, workers were employed. More migrants arrived following the discovery of gold in the region. As a consequence, Cossack has a uniquely multicultural history, with its Asian and Aboriginal population always outnumbering the European settlers.

The harshness of the environment, marked by heat, drought and regular cyclones, the remoteness and isolation from other population centres, the early contacts between the settlers and the local indigenous people, and the ethnic diversity of the town provide a rich backdrop to stories of colonial hardship, survival, resilience, conflict and cooperation.

By 1900, after the pearling fields were depleted, the gold rush diminished and another, deeper port was built nearby, Cossack quickly fell into decline and most residents moved out. Some efforts were made to keep the town going with the introduction of a turtle soup factory and a leprosarium, but neither initiative lasted long, and the town was abandoned in the 1950s.

Cossack has since been subject to several archaeological surveys and is now recognised as a significant historic site, offering a unique window to the state's past.

* Cover image: Ruins of the North West Mercantile Store (A. Kopp, Writilin)

COSSACK NOW AND THEN

PROGRAM OVERVIEW

Central inquiry questions	How has Cossack changed over time and what does it tell us about the past?
Learning sequence	<p>This education resource explores the unique history of Cossack. Students are given the opportunity to consider how the nature of the town has changed over time and its remaining significance today. The suggested activities contribute towards the final project, which is a production of a class book about Cossack. In the course of completing the activities, students will, with primary historical sources, develop a broad range of inquiry skills and explicitly consider <i>how</i> we can learn about a place and its history. The resource has been developed as a local history program for students who live in the Pilbara, although most of the activities are also suitable for those further afield.</p> <p>The learning sequence for this program is as follows:</p> <ol style="list-style-type: none"> 1. Ruins: What makes Cossack a 'ghost town' and how can we learn about it? 2. Location: Where is Cossack, and how can we get there now, compared to in the past? 3. Olden days: What was daily life like in Cossack before it became a ghost town? 4. Pearling: Why were pearls important and what was it like to work in the pearling industry? 5. From living town to ghost town: How has Cossack changed? 6. Putting it all together: What have we learned about Cossack?

General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Personal and social capability	Ethical understanding	Intercultural understanding
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Key concepts:	Continuity and change	Cause and effect	Perspectives	Empathy	Significance	Sources (Yr 3)
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HASS Skills	Questioning and researching	Analysing	Evaluating	Communicating and reflecting
Year 2				
	<p>Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)</p> <p>Pose questions about the familiar and unfamiliar</p> <p>Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)</p> <p>Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)</p>	<p>Identify relevant information</p> <p>Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)</p> <p>Explore points of view (e.g. understand that stories can be told from different perspectives)</p> <p>Represent collected information and/or data in to different formats (e.g. tables, maps, plans)</p>	<p>Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</p> <p>Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)</p>	<p>Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)</p> <p>Develop texts, including narratives, that describes an event or place</p> <p>Reflect on learning and respond to findings (e.g. discussing what they have learned)</p>
Year 3				
	<p>Identify current understanding of a topic</p> <p>Develop a range of focus questions to investigate</p> <p>Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p>Recognise the ethical protocols that exist when gathering information and/or data</p>	<p>Develop criteria for selecting relevant information</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information)</p> <p>Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic)</p> <p>Translate collected information and/or data in to different formats (e.g. create a timeline, change data into a table and/or graph)</p>	<p>Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences)</p> <p>Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)</p>	<p>Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms</p> <p>Develop texts, including narratives and biographies, that use researched facts, events and experiences</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge)</p>

HASS Knowledge	Year 2
	<p>History</p> <p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p> <p>The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity)</p> <p>The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today</p>
	<p>Geography</p> <p>Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country)</p> <p>The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place.</p> <p>The influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places</p>
	Year 3
	<p>History</p> <p>One important example of change and one important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life)</p> <p>The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community</p>
	<p>Geography</p> <p>The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts, rain forests, the Great Dividing Range, the Great Barrier Reef)</p> <p>The similarities and differences between places in terms of their type of settlement, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places</p>
Achievement standard	<p>Year 2 Achievement Standard</p> <p>Students pose questions, locate, sort and record collected information and/or data from provided sources. They identify and process relevant information and/or data by categorising, sequencing events and exploring points of view. Students use different formats to represent their information, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Students share their findings in a range of ways, and develop simple texts using some relevant terms. They reflect on what they have learnt using oral and/or written forms.</p> <p>Students describe places at a variety of scales. They describe the interconnections between people and places, and they identify the factors that influence people's connections with others in different places. Students identify people, sites and parts of the natural environment in their local community that reveal information about the past, and those that have significance today. They identify examples of how technology has changed and its impact on people's lives.</p>

Yr 3 Achievement Standard

Students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts, supported by researched information, and reflect on findings to propose an action.

Students identify simple interconnections between people and places, and describe how people's perceptions of places are influenced.

Students describe an example of continuity and change over time in a given area. They identify the contribution of different cultural groups on a community.

RUINS

WHAT MAKES COSSACK A 'GHOST TOWN' AND HOW CAN WE LEARN ABOUT IT?

Today, Cossack is a tourist town and an idyllic fishing and picnic spot. It comprises a cemetery, picturesque ruins and several restored stone buildings, some of which are used as overnight accommodation, function venue and a local museum. However, in its heyday, Cossack was a bustling international port which was integral to the inland development of the region.

At the end of this unit of study, students will put together a class book about how Cossack has changed over time. The teaching and learning activities are intended to stimulate students' thinking about, and using, different types of information sources to write and illustrate the book.

GHOST TOWN

REFLECTING ON UNDERSTANDING AND USING SOURCES TO ESTABLISH A DEFINITION

Invite students to imagine a 'ghost town' and ask them to share what they think the term means, and what a ghost town might look like.

Show students some images of ghost towns around the world and discuss:

- Do the images have anything in common?
- How do you think the different places were once used / what did people do there?
- Why do you think people left?

Come up with a class definition of a 'ghost town'.

"The world's 19 most incredible ghost towns":
<http://www.telegraph.co.uk/travel/galleries/Abandoned-towns-of-the-world/>

"Ghost town gallery":
<http://www.ghosttowngallery.com/>

"Abandoned WA" Facebook page:
<https://www.facebook.com/abandonedWA/>

"Six ghost towns and why nobody lives there":
<https://www.domain.com.au/news/six-ghost-towns-and-why-nobody-lives-there-20160627-gppvn3/>

INTRODUCING COSSACK

'SEE, THINK, WONDER' REFLECTION IN RESPONSE TO A VIDEO AND CLASS BRAINSTORM TO IDENTIFY OTHER SOURCES OF INFORMATION

Explain that Cossack is one example of a ghost town in Australia.

Show students a short video about Cossack, and get them to complete a see/think/wonder reflection:

- What did you **see** in the video?
- What do you **think** about what you saw?
- What does it make you **wonder**?

Encourage students to share their observations, thoughts and questions.

Explain that the video is one way to learn about Cossack, but since students still have 'wonder' questions, it doesn't tell us everything there is to know about the town.

Ask students: So how else could we learn more about Cossack, and find answers to some of our 'wonder' questions?

As you listen to students' suggestions about potential information sources, start a class "How can we learn about Cossack?" T-chart. Add 'watch a

Cossack – Western Australia video (2.38 min):
<https://www.youtube.com/watch?v=3BYhTZdERqW>

Resource sheet 1: See, think, wonder chart. See Appendix

Example of a T-chart:

HOW CAN WE LEARN ABOUT COSSACK?

Our ideas	Sources of information we hadn't thought about
Watch a video <input checked="" type="checkbox"/>	
Interview someone who has been there <input type="checkbox"/>	
Read a book <input type="checkbox"/>	
Go and visit <input type="checkbox"/>	
...	
...	

<p>video' to the first column, and then any other information sources students identify, but leave the other side blank for now.</p> <p>Pin the chart in a visible place in the classroom – you will be returning to it throughout this unit of study.</p> <p>Explain that students will be using lots of different sources to learn about Cossack, and that in the second column of the chart you will add sources of information that students might not yet have thought about, but which will be used in this unit of study.</p> <p>Put a tick next to 'watch a video' to indicate that this way of finding information was already used to learn about Cossack.</p>	
<p>I'VE BEEN THERE...FOR REAL</p> <hr/> <p>POSING QUESTIONS AND COMMUNICATING THOUGHTS AND UNDERSTANDINGS</p> <p><i>*This program is intended primarily as a local area study for students who live relatively close to Cossack. If you are located further away you might need to skip this activity.</i></p> <p>Ask if any students have been to Cossack, and if so, invite them to share some of their experiences. Encourage the rest of the class to ask questions about what they did, saw and thought about Cossack. (See whether those who visited are able to answer any of the 'wonder questions' identified earlier).</p> <p>Depending on the number of students in your class who have visited Cossack, you can run this activity as a general class discussion, select 'a panel of experts' made up of students who have been there (or who have been there the most), or pair students who have/have not been to Cossack and get them to role play a radio or TV interview.</p>	
<p>I'VE BEEN THERE...VIRTUALLY</p> <hr/> <p>ONLINE EXPLORATION AND 'NOW AND THEN' COMPARISON</p> <p>Explain that sometimes when people travel they leave a review about the places they visited for others. Show students the Trip Advisor website and the information visitors left about Cossack there. You can explore the site as a whole class, taking turns to read small sections and focusing on features of interest, or allow students to explore it individually or in pairs.</p> <p>Show or get students to look at images of Cossack from the past, using the State Library of WA website, and discuss how looking at and comparing images can give us a lot of information about how places have changed over time.</p> <p>Students can use the information gathered from the Trip Advisor and SLWA website to complete a Venn diagram, comparing Cossack now to what it was like in the past. If you think some students will find this difficult, you can narrow down the comparison to just two images of the town, or even just two images of one part of the town (the wharf) - see Resource sheet 2.</p>	<p>Trip Advisor reviews about Cossack: https://www.tripadvisor.com.au/Attraction_Review-g495079-d496115-Reviews-or10-Cossack-Roebourne_The_Pilbara_Western_Australia.html#REVIEWS</p> <p>List of State Library of Western Australia images of Cossack from the past: http://henrietta.liswa.wa.gov.au/search/?search_type=X&searcharg=cossack&searchscope=6&SORT=A&extended=0&SUBMIT=Search&searchlimits=&searchorigarg=dNational+Trust+of+Australia+%28W.A.%29</p> <p>Resource sheet 2: Cossack now and then Venn diagram. See Appendix.</p>

WHAT HAVE WE LEARNED?

REFLECTION AND PREPARATION FOR CONCLUDING TASK

At the end of this unit of study students will produce a class book which has three chapters: *Cossack now*, *Cossack then*, and *Our thoughts about Cossack*. To facilitate the completion of this task later, encourage students to think about what they learned about Cossack so far and start a class reflection journal.

Review the class 'How can we learn about Cossack' T chart. If students had identified *interview someone who has been there* or *look at a website* as information sources, put a tick next to these points. If students had not identified these information sources write *interview someone who has been there* and *look at a website* in the second column, and tick to show that these source of information were used.

WANT TO DO MORE?

- Using images of abandoned towns from around the world, make a list of words or phrases to describe a ghost town. You can add to this list as you study Cossack. Use http://www.abcya.com/make_a_word_search.htm or a similar website to make a ghost town wordsearch. Later, students can write a creative story set in Cossack, using some of the words from the list.
- Look at images of Cossack and get students to identify the natural and built features of the town. Compare these to the natural and built features of other places nearby, elsewhere in Australia, or around the world. You can link this activity to further discussion about different climates, environments and settlement types.

LOCATION

WHERE IS COSSACK, AND HOW CAN WE GET THERE NOW COMPARED TO IN THE PAST?

For a long time, transport in the Pilbara was a real problem. Cossack is situated 1600 km north of Perth, and in the 1800s sailing voyages to and from there could take up to a month. It was the first port in the North West, and until other ports were established and internal roads and railways built, it was the only way to get goods to and from the area.

From the Cossack port, transport inland was slow and difficult. Initially, stock and other cargo would be unloaded at Cossack, re-loaded onto smaller boats which could go further up the river, and then carted by horses along the mudflats inland. Later, a tramway was built between Cossack and Roebourne, but the trams were still pulled by horses.

TRAVELLING TO AND FROM COSSACK TODAY

EXPLORING THE CONCEPT OF DISTANCE AND DIRECTION

Use Google Maps to locate your school and discuss with students where it is in relation to Cossack, and how long it would take to get there by:

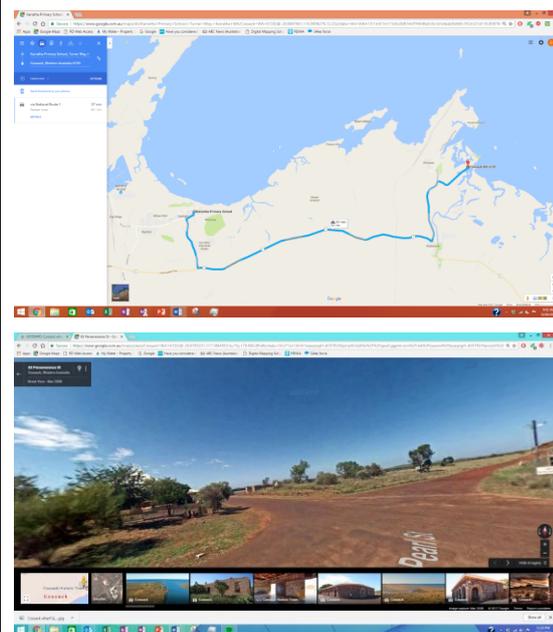
- Car
- Bike
- Walking

Identify some other locations that students might be familiar with (eg. local shops, other towns nearby, places where students go on holidays), and compare their direction, distance and time to get to in relation to Cossack.

- Which places are closer than Cossack? Which ones are further? Which ones are around the same? (You can provide students with a list of locations, and get them to sort them in order of closest to furthest, or to group them together in terms of direction)
- Are there any landmarks you might see along the way to Cossack?

Click on the 'Street view' feature of Google maps and discuss the images included there, and what they tell you about what Cossack is like.

Ask students to make a list of things they might need to pack on a journey to Cossack today, if they were to go by foot, by bike or in a car.



Resource sheet 3: Let's get packing! See Appendix.

TRAVELLING TO AND FROM COSSACK IN THE PAST

PHOTO ANALYSIS AND EXPLORING THE CONCEPT OF ACCESSIBILITY

Explain that when people first came to live in Cossack, cars and planes had not been invented yet.

The indigenous people who had lived in the area walked everywhere or used rafts. When European settlers arrived, they came by ship and brought horses with them which could pull carts. However, they had to build roads first which was hard work.

Show students the photo of horses and wagon at Cossack. Discuss:

- What is happening in the photo?
- Where do you think the people are going?
- What do you think it would be like to ride at the back of the cart?

Resource sheet 4: Image of horse and cart in Cossack. See Appendix.

Resource sheet 5: Pluses and minuses of different modes of transport. See Appendix.

Video of a horse and cart ride:

<https://www.youtube.com/watch?v=lqS27YyzHrg>

<ul style="list-style-type: none"> • What does the surface of the ground look like? What do you think it would be like to drive or walk across it? What if it was wet and muddy? <p>You can show students a short video of a modern day horse and cart ride.</p> <p>Encourage students to think about what might be the best and worst things about different forms of travel.</p> <p>Get students to compare ideas with each other, and then discuss:</p> <ul style="list-style-type: none"> • Do they think any of the forms of transport would be more tiring/ enjoyable / interesting than others? • Do they think it is easier to travel to and from Cossack now than in the past? <p>Explain that when the first settlers arrived in Cossack, they had to bring everything they needed with them as there were no shops in the area, and a boat trip to Geraldton or Perth could take days, or even weeks.</p> <ul style="list-style-type: none"> • How easy/hard would it have been to move things like furniture, tools, clothes and food in and out of Cossack without cars or sealed roads? 	
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<p>WANT TO DO MORE?</p> <ul style="list-style-type: none"> • Experiment how far and how easily a toy car moves across different surfaces: eg. smooth lino, paved road, sandy patch, wet floor etc. Get students record their observations. • Get students to design transport for the future. They can either draw a labelled diagram or build a model. 	
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<p>WHAT HAVE WE LEARNED?</p>	
<p>REFLECTION AND PREPARATION FOR CONCLUDING TASK</p> <p>Review the “How can we learn about Cossack” T chart.</p> <p>If students had identified <i>Look at Google Maps</i> or <i>Look at photos</i> as ways of finding out, put a tick next to these points. If students had not identified these information sources write <i>Look at Google Maps</i> and <i>Look at photos</i> in the second column, and place a tick next to the sources of information that were used.</p> <p>Continue to add to the class reflection journal, writing down things that students learned about Cossack. This will assist in completion of a final activity for this unit.</p>	

OLDEN DAYS

WHAT WAS DAILY LIFE LIKE IN COSSACK BEFORE IT BECAME A GHOST TOWN?

Among the former residents of Cossack was the Thompson family. Andrew Thompson was a shipbuilder and a carpenter. The family also owned a boarding house in town. They had eight children, one of whom was Christopher.

Christopher lived in Cossack until he was 16 years old. As an adult, he returned to Cossack, wrote a detailed account of his early life there and drew a sketch map of the town as he remembered it. His map and writings (recorded under the name W.A. Thompson rather than C. Thompson) provide a lot of information about what Cossack was like in the late 1800s.

After Christopher died, his map was redrawn by a draftsman and a copy is located in the Cossack Museum. It gives us a lot of valuable information about the town.

WHAT TOOK PLACE WHERE

INTERPRETING MAPS

Discuss with students different types of maps they might have seen (eg. a world globe, map of the school, map on a car GPS) and share ideas about how different types of maps are useful.

Show several different maps, and draw students' attention to the symbols shown on them.

Photocopy C. Thompson's map of Cossack to A3 size and give to students.

Tell the story behind the map and explain that historical maps, especially ones with lots of symbols like this one, can give us clues about what life was like in the past.

(Note: The spot where the Thompson family lived is marked by the square numbered 55 on the map.)

Ask students to study the map and mark in the following:

- A) Place(s) where you could get water to drink
- B) Place(s) place where you could get something to eat
- C) Place(s) that could be dangerous
- D) Place(s) where you could have some fun
- E) Place(s) where people might go to work

Share and discuss findings. Did everyone agree on the locations? Why/why not?

Get students to circle what they think is the main part of the town, and then mark in:

- F) Place where Aboriginal people lived
- G) Place where the Chinese (Asian) people lived

Discuss: What does this tell us about how different groups of people might have gotten along?

Examples of maps:

<http://ontheworldmap.com/australia/tourist-map-of-australia.html>

<http://jupconline.com/australian-lakes-map/>

<http://www.finalword.com/map-weather-of-australia/>

Resource sheet 6: Christopher Thompson's map. See Appendix.

WANT TO DO MORE?

- Group students into pairs and give them a large piece of butcher paper. Get them to draw a simple map of your school. Discuss some things students do in different parts of the school, and ask students to add a few symbols to represent these

different activities on their map (eg. a place where children normally eat lunch could be represented with an apple, the library with a book etc.)

- Explain that street and place names are sometimes given in remembrance of certain people or events. Use the Landgate website (<https://www0.landgate.wa.gov.au/maps-and-imagery/wa-geographic-names/name-history>) to learn the origins of the name of your suburb/town. 'Perseverence St' on C. Thompson's map (it is spelled wrong!) is named after a ship called 'New Perseverance', which got wrecked in Cossack. Since there was a shortage of building materials, the body of the wrecked ship was then used as an inn and a place for police to live in. It was one of the first 'buildings' in town! Students can use this as inspiration, and give new names to places on their school map, according to what happened there, eg, the school oval could become 'Charlie's oval', because Charlie was the school athletics champion etc.

FOOD

Resource sheet 7: Food from the past. See Appendix.

EXTRACTING INFORMATION FROM QUOTES AND COMPARING TO PERSONAL EXPERIENCE

Review students' ideas about 'places where people could get something to eat' in Cossack, from previous activity. Ask students if they think the food people ate in the past may have been the same as today or different, and why.

Give students short extracts from an account of life in Cossack by Christopher (W.A.) Thompson.

Get students to read the quotes and circle the foods once commonly eaten by settlers in Cossack. They can use Google images to find out what the mentioned food items are, if they are unfamiliar. Ask students to note down how often, if ever, they eat these foods today.

Collate the results as a class (you can use the data to create a simple bar graph) and discuss: which foods are still commonly eaten today? Which ones are not?

Discuss some reasons for why people's diets have changed over time, including:

- Difficulties in transport (long time, so food spoils) and not many shops, so needed to rely on foods grown or found locally.
- Difficulties in growing food in Cossack (poor soil, not much water and climate not suitable for some types of crops – point out the Chinese garden on Christopher Thompson's map, but explain that this produced only a little bit of food, not enough for everyone.)
- No refrigeration /hot climate.

WANT TO DO MORE?

- Talk about different ways that food was preserved in the past, before refrigeration. Do some class cooking activities related to this: eg. ferment cabbage to make sauerkraut or kimchi, dry grapes, or pickle cucumbers and onions. You will find lots of simple recipes online. Since many children might well turn up their nose at these foods, you can try selling them to parents as a fundraiser!

PLAY

EXAMINING ARTEFACTS AND CREATING A TOY OR GAME

You will need a collection of various recyclable or everyday items for this activity eg:

- pegs
- bottle tops
- wool
- shells
- sticks
- plastic containers
- buttons
- coat hangers
- cardboard tubes
- scraps of fabric
- string
- spoons
- cookie cutters
- bottles

Remind students that Christopher Thompson was a child growing up in Cossack, and have a brief discussion about the types of things that children like to do. Explain that in his account about growing up in Cossack, Christopher wrote that sport was a common leisure activity. He said that cricket, boat and foot racing were particularly popular, and that wrestling competitions sometimes took place among the Asian men living in the area. However, we also have clues about what other things went on in the town because of objects which were found there!

Show students some toy artefacts from the Cossack museum. Can they work out what they are? (marbles, domino piece, part of a child's tea set, game piece).

Ask students to describe the features of the items, and discuss how they are similar/different to toys today.

Focusing on the marbles, explain that in the past, toys were often made out of everyday items. In the case of these marbles, they were made out of old bottle stoppers! (Explain that in the past, bottles didn't have metal caps or screw on plastic lids. Instead, they were closed off with a cork, or round glass bottle tops.)

Divide students into small groups, give each group a selection of everyday items, and challenge students to create a toy or game out of the items.

Resource sheet 8: Toy artefacts. See Appendix.

Examples of bottles with glass bottle stoppers

<http://www.antiquebottles.co.za/pages/categories/Perfume.htm>

WANT TO DO MORE?

- Get students to interview their parents or grandparents to find out what games they used to play in the past. Did people from different backgrounds play similar games or different ones?

COMMUNICATIONS

ROLE PLAY SENDING AND RECEIVING MORSE CODE MESSAGES

Brainstorm different ways that people can communicate and send messages to each other, then get students to sort out this list into ways which allow communication between people who are far away from each other and those which depend on people being within seeing/hearing distance from each other. You can show students a short animation about the history of communication.

Explain that, initially, communication between Cossack and other parts of Australia and the world was very difficult as the only way to communicate between places far away was by post. It could take up to a month for a ship to travel between Cossack and Perth, so people had to wait a long time for responses to their letters. The introduction of the telegraph to Cossack was a big deal, as news of what was happening in the region could be transmitted

Brief history of communication animation (2.03 min):

<https://www.youtube.com/watch?v=wrtEfxP-8t0>

Resource sheet 9: Cossack Post and Telegraph Office and telegraph key. See Appendix.

Re-enactment of the first telegraph message sent (1.10 min):

<https://www.youtube.com/watch?v=UWKsgDqa9T8>

<p>much more quickly. The Post and Telegraph Office was the first stone building built in Cossack (which shows its importance) and it can still be seen today.</p> <p>Show students the image of a telegraph key which was once used in the Cossack Telegraph Office, and explain that, before the invention of a telephone or computers, a telegraph was a communication system which could be used to send messages quickly to people far away. The messages were transmitted over a wire with an electric device (of which the telegraph key was a part), and were sent in Morse code. Show students the “re-enactment of first telegraph message sent” video which demonstrates a telegraph key being used.</p> <p>Let students have a go writing out a few words in Morse code and 'sending it' to another person to decode. They can then try tapping out the dots and dashes with their hand or blinking according to whether they are producing a 'dash' or a 'dot'. Alternatively, if your students have recorders (and you are game!) you can get your class to use them to play different music notes according to the relevant Morse code pattern.</p>	<p>Morse code alphabet (text): http://www.apogeekits.com/PDF_Files/Morse_Code.pdf</p> <p>Morse code alphabet (Video: 3.16 min): https://www.youtube.com/watch?v=JT9zM-2S6g#t=167.1056511056511</p> <p>Morse code music (2.52 min) : https://www.youtube.com/watch?v=2_qQZ92onhU</p>
<p>WHAT HAVE WE LEARNED?</p> <hr/> <p>REFLECTION AND PREPARATION FOR CONCLUDING TASK</p> <p>Review the “How can we learn about Cossack” T chart.</p> <p>If students had identified <i>Look at old maps, Read old diaries or personal accounts or Look at objects found in the area</i> as ways of finding out about Cossack, put a tick next to these points. If students had not identified these information sources write <i>Look at old maps, Read old diaries or personal accounts</i> and <i>Look at objects found in the area</i> in the second column, and place a tick next to the sources of information that were used.</p> <p>Continue to add to the class learning reflection journal, writing down things that students learned about Cossack. This will assist in completion of a final activity for this unit.</p>	

PEARLING

WHY WERE PEARLS IMPORTANT AND WHAT WAS IT LIKE TO WORK IN THE PEARLING INDUSTRY?

Cossack was a port town and a birthplace of WA's pearling industry. The industry used Aboriginal labour, including women and children, as well as many people from Asia.

Aside from the pearls themselves, pearl shell was an important natural resource, used for buttons, furniture, jewellery and cutlery.

ORIGIN OF PEARLS AND THEIR VALUE

FIND AND RESPOND TO EXAMPLES OF PEARL PRODUCTS AND CREATE OWN DESIGNS

Encourage students to share experiences of beach combing, eg.

- Have they ever seen any shellfish in rock pools?
- What does the beach smell like?
- Have they ever collected any shells? What were the best ones? What did they do with them?
- Did they ever find any 'treasures'?

Explain that there is a type of shellfish, the oyster, which many people consider a treasure because it sometimes has a pearl inside it, and also because it has a beautiful, shiny shell. If you like, you can show a brief video about oysters and formation of pearls.

Explain that in the past, Aboriginal people collected pearl shell and used it as body ornaments, for ceremonies, and trade. The undecorated shell is commonly called *guwan*, and the carved shell is called *riji*. (Please note that these are terms from the Kimberley region. The local Ngarluma word for shell is *birrabira* and for oyster is *jiburr*.)

Later, many people came to Cossack especially to look for pearls and pearl shell – so, while for us today, looking for shells is a fun activity we do on the weekend, for some people in the past it was a job, looking for this 'treasure'.

Get students to explore Google Images using the following search terms:

- riji shell
- pearl jewellery
- pearl decorations
- pearl furniture

Students can find their favourite pearl or pearl shell item and explain why they like it.

Challenge students to draw their own design for a pearl or pearl shell jewellery or body ornament.

Video: Formation of a Pearl - Secret Life of Pearls (2.58 min):

<https://www.youtube.com/watch?v=m07OvPEoR6g>

PEARL BUTTONS: FROM COSSACK TO FACTORY

SEQUENCE DIFFERENT STAGES IN MAKING OF PEARL BUTTONS

Discuss the different sort of ways that clothing today can be 'held together'. You can collect and show students a selection of items, including different buttons, zippers, Velcro, elastic, belts, braces, clips and studs and talk about

<p>what these items are made from. Explain that some of the things we use as fasteners today were only recently invented (eg. Velcro, 1941; zipper, 1893; plastic buttons, after 1907)</p> <p>Show students a video of how buttons are made today.</p> <p>Explain that in the past, people often used pearl shell to make buttons (use Google Images to show lots of examples). At one time, a lot of the pearl shell came from Cossack, but it was difficult and dangerous work, with divers sometimes having to risk their lives to get it. Show students a short video about Australian pearl divers, then discuss:</p> <ul style="list-style-type: none"> • Why was pearl diving dangerous? • How might it have felt to wear the old style diving apparatus? • What might have been interesting about this job? <p>Print off and cut out the annotated pictures showing the steps involved in making pearl buttons.</p> <p>Working individually, in small groups or as part of a whole class discussion, get students to sort out the cards into the correct order.</p> <p>Explain that the first four steps - finding shell, bringing it to the boat, cleaning it and sorting/packing it all took place around Cossack. The rest of the work was done in factories in cities, either in Australia or overseas.</p>	<p>Video: How it's made- buttons. https://www.youtube.com/watch?v=8LGfJ1kP1hQ Stop at 5 min</p> <p>Video: Introduction to pearls and Australian pearl divers https://www.youtube.com/watch?v=V6vuBvgIndw Stop at 1:35 min</p> <p>Resource sheet 10: Pearl shell buttons sequence cards. See Appendix.</p>
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<p>WANT TO DO MORE?</p> <ul style="list-style-type: none"> • Get students to make buttons out of air-drying clay and use them as counters in maths, or for use in a sewing craft activity. • Create a class timeline showing how clothing has changed over time (you can look at clothing commonly worn in Australia when the students' parents/grandparents/great grand parents/ great great grand parents were young, and also encourage students to find examples of traditional clothing or body ornaments worn by people from their own cultural background). 	
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<p>ABOARD A LUGGER</p> <hr/> <p>DECIDING WHETHER STATEMENTS ARE TRUE OR FALSE BY LOOKING AT A PHOTOGRAPH</p> <p>Explain that to start with, most of the pearling boats were owned by European people, but the divers and crew were either Aboriginal people or people from Asia – especially people who came from Malaysia, Japan, Timor, Indonesia and Philippines.</p> <p>Show students a photo of Asian workers on board a pearl lugger and read the accompanying statements. Get students to tick whether the statements are true, false or an opinion. Alternatively, play a variation of a heads and tail game: make various statements about the photograph and get students to stand with their hands on head if the statement is definitely true, hands on tails if it's definitely false and one hand on tail/one hand on head if the statement is an opinion that could be either true or false.</p>	<p>Resource sheet 11: True or false? See Appendix.</p>
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<p>WANT TO DO MORE?</p> <ul style="list-style-type: none"> • Get students to mark Malaysia, Japan, Timor and Philippines on the map and research aspects of Malaysian, Japanese, Timorese or Filipino culture – eg. common foods, celebration, traditions. • Do a class survey – which countries do students in class or their families come from? 	
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WHAT HAVE WE LEARNED?

REFLECTION AND PREPARATION FOR CONCLUDING TASK

Review the “How can we learn about Cossack” T chart and put another tick next to *Look at photos* and *Watch videos*.

Continue to add to the class learning reflection journal, writing down things that students learned about Cossack. This will assist in completion of a final activity for this unit.

FROM LIVING TOWN TO GHOST TOWN

HOW HAS COSSACK CHANGED?

Cossack was a busy town because of its port. However, after the local pearl beds were depleted, the pearling industry moved away to Broome. At the end of the 19th Century, the port was destroyed in a cyclone, the inlet was silting up and another, deeper, port was built in nearby Point Samson which could accommodate newer, bigger ships. The gold rush which had brought people into the town through the port also subsided. When the Cossack port was no longer needed and no longer provided job opportunities, the town itself was abandoned.

END OF PEARLING

SEE, HEAR, THINK Y CHART

Show students a picture of Cossack's Butchers Inlet from the past and a picture from today.

Get them to compare what they might see, hear and think or wonder about if they were standing in the area.

Remind students about the previous activities – can they suggest why there are so many boats in the harbour in the first picture? (They are pearling boats. They are in the harbour at the end of the pearling season to be repaired and maintained).

Can students suggest what jobs (other than pearling) people might have done in a busy port town like this? (You might want to refer back to Christopher Thompson's map to help with the discussion – eg. Point to Chinese market gardens, jail, animal pens, and ask what jobs might have been done there.)

Explain that most of the people who lived in Cossack in the past worked in the pearling industry, or in other jobs associated with the port, which transported goods and stock to and from the stations in the area. When the port closed, there were no jobs for them in the area, so they moved away elsewhere.

- Can students suggest any jobs that people might do in the same area today? (Fishing, park rangers, tour guides.)
- What other reasons might people have to visit places if they don't have to go there for work?

Resource sheet 12: Y chart and Butcher's Inlet now and then. See Appendix.

COSSACK NOW

MATCH PHOTOGRAPHS TO THEIR CAPTIONS

Explain that although very few people live in Cossack now (only the care taker), there are still lots of visitors to the town.

Get students to match photos which show how Cossack is used now to relevant statements explaining why it is an interesting place to visit.

Resource sheet 13: Reasons people come to Cossack today. See Appendix.

A SPECIAL PLACE

<p>DIFFERENTIATING FACT AND OPINION FROM AN ORAL ACCOUNT</p> <p>Listen to an account by a Ngarluma man, Keith Churnside, explaining why Cossack is important to him.</p> <p>Instruct half the students to listen out for any facts Keith says about Cossack, and the other half to listen out for any opinion he shares about Cossack. Discuss as a class.</p>	<p>Keith Churnside’s account of Cossack's significance (3.24 min): http://www.ngarluma.com.au/our-story/</p>
<p>VISIT COSSACK!</p> <hr/> <p>CLASS EXCURSION</p> <p>Although an excursion to Cossack is not mandatory to complete this unit of study, it is highly recommended.</p> <p>Whilst in Cossack, students can take photographs and recordings of what they see, or create labelled sketches of the sites. They can use the information they collect towards the completion of the final task.</p> <p>Students can also use the images they capture to create tourist postcards, and then write messages about their visit on the back of the card. You can use the paper based postcard template included as a resource sheet here, or create a digital template using Canva or similar app.</p>	<p>For further information about booking an excursion to Cossack contact Cossack Caretakers: 0408 937 677, or cossack@karratha.wa.gov.au .</p> <p>Resource sheet 14: Cossack post cards. See Appendix.</p> <p>Canva: https://www.canva.com/create/postcards/</p>
<p>WHAT HAVE WE LEARNED?</p> <hr/> <p>REFLECTION AND PREPARATION FOR CONCLUDING TASK</p> <p>Review the “How can we learn about Cossack” T-chart.</p> <p>If students had identified <i>Listen to an oral account</i> as a way of finding out, put a tick next to this point. If students had not identified this information source write <i>Listen to an oral account</i> in the second column, and place a tick next to it.</p> <p>Add any final point to the class learning reflection journal, writing down things that students learned about what Cossack is like now and what it was like in the past.</p>	

PUTTING IT ALL TOGETHER

WHAT HAVE WE LEARNED ABOUT COSSACK?

CREATE A CLASS BOOK ABOUT COSSACK

Review the range of sources of information that were used to learn about Cossack. Discuss that one source that was NOT used was a book. Explain that this is because the existing books about Cossack are generally for adults, and difficult for children to understand. However, the students will fix this problem by writing a book about Cossack themselves!

Explain that the book will have three chapters:

- **Chapter 1:** What Cossack was like in the past
- **Chapter 2:** What Cossack is like now
- **Chapter 3:** Our opinions - what we think about Cossack

Go back over the class reflection journal, and recount the things that students have said they learned about Cossack. As you read over each statement, get students to decide whether it better fits Chapter 1 or Chapter 2.

Allocate one statement about Cossack to each student, and get them to create one page of the book. Each page should include the statement, page number (given by you) and a picture which illustrates the statement. The illustrations should include student's names as the 'source' of the images.

For Chapter 3, get students to write down their own thoughts about Cossack. (I think that... I feel that... I believe that... It might be... It could be...)

Show an example of a non-fiction book, point out its different features and discuss their purpose.

- For the **cover page**: hold a class competition for the best design
- For the **contents page**: You can do this yourself, or allocate an early finisher to complete
- For the **index**: Get students to identify some words in their statements about Cossack - it will usually be the noun. Use the words to compile an index.
- For the **bibliography**: Collate all the information sources referred to in the class activities.
- For the **blurb**: You can complete this as a class activity or get students to work independently and choose the best one.

Once all the activities have been completed, bind the book together and present to your school library.

You can use a ready-made binder with sleeves into which you simply insert various pages, or create a more elaborate design. There are plenty of ideas for how to create and bind a paper book on-line. Here are some examples (you will need to modify the designs to use larger pieces of paper):

<https://www.youtube.com/watch?v=gQm6zuZgh9o>

<https://www.youtube.com/watch?v=T0ldpzow3Hk>

<https://www.youtube.com/watch?v=7vAq6ViyZzA>

Alternatively, you and the students might prefer to put together a digital book using the Book Maker app or similar, and share the digital version with the school community.

WOULD YOU LIKE TO LEARN MORE?

In addition to the resources and weblinks included in this education pack, you may be interested in the following items, available from the City of Karratha Libraries:

For teachers:

- *Cossack gold: the chronicles of an early goldfields warden* / W. Lambden Owen.
- *Pearl shell and pastures: the story of Cossack and Roebourne and their place in the history of the north west, from the earliest explorations to 1910* / Kathy de la Rue.
- *A History of Cossack* / compiled by the Roebourne District Youth Club.
- *A saga of the north west: Yeera-muk-a-doo: an authentic history of the first settlement of North West Australia told through the Withnell and Hancock families, 1861 to 1890* / Nancy E. Withnell Taylor.

For children:

- *Olive Python dreaming* / Ned Cheedy, Jane Cheedy
- *A sticky day in the bush* / Merinda Churnside

For these, and other titles, go to <https://karratha.spydus.com> to access the City of Karratha Library catalogue.

VISIT COSSACK!

Although an excursion to Cossack is not mandatory to complete this unit of study, it is highly recommended.

For further information about booking an excursion to Cossack contact Cossack Caretakers, 0408 937 677, or cossack@karratha.wa.gov.au.

DO YOU HAVE ANY QUESTIONS?

For information about local history resources held at the City of Karratha Library contact:

history.officer@karratha.wa.gov.au
(08) 9186 8660

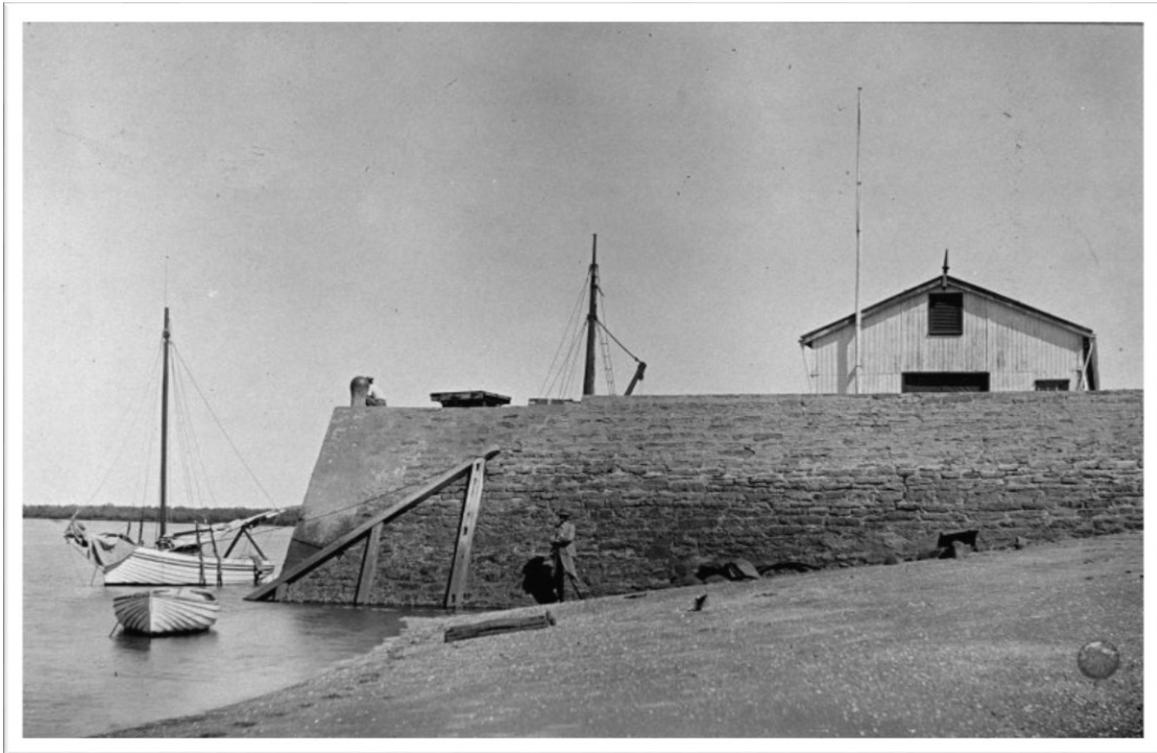
For information about this education resource contact:

Alex Kopp, Writilin,
writilin@gmail.com.

APPENDIX:

RESOURCE SHEETS

<p style="text-align: center;">SEE</p> <p style="text-align: center;">What are some things you saw in the video?</p>	<p style="text-align: center;">THINK</p> <p style="text-align: center;">What do you think about what you saw?</p>	<p style="text-align: center;">WONDER</p> <p style="text-align: center;">What does it make you wonder?</p>



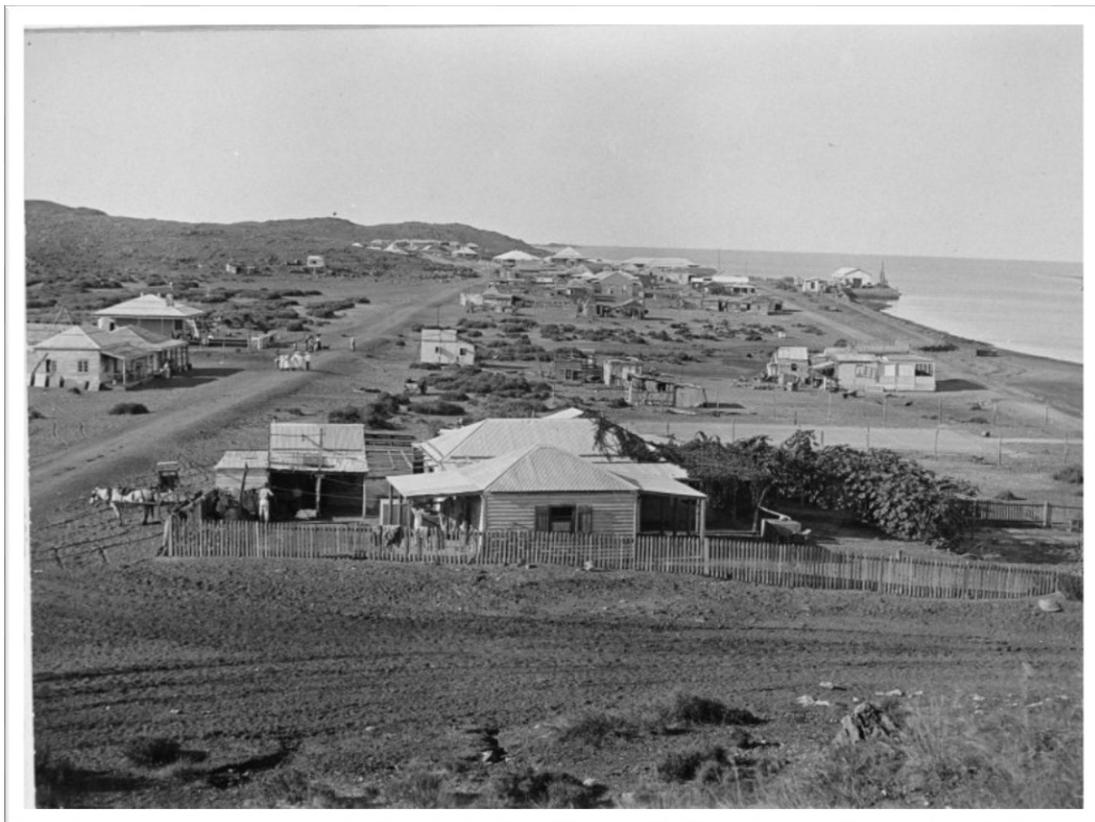
Cossack wharf, 1910

Source: State Library of Western Australia 025593PD



Cossack wharf, 2017

Source: A. Kopp, Writilin



View of Cossack from Nanny Goat Hill, 1900.

Source: State Library of Western Australia 23976P

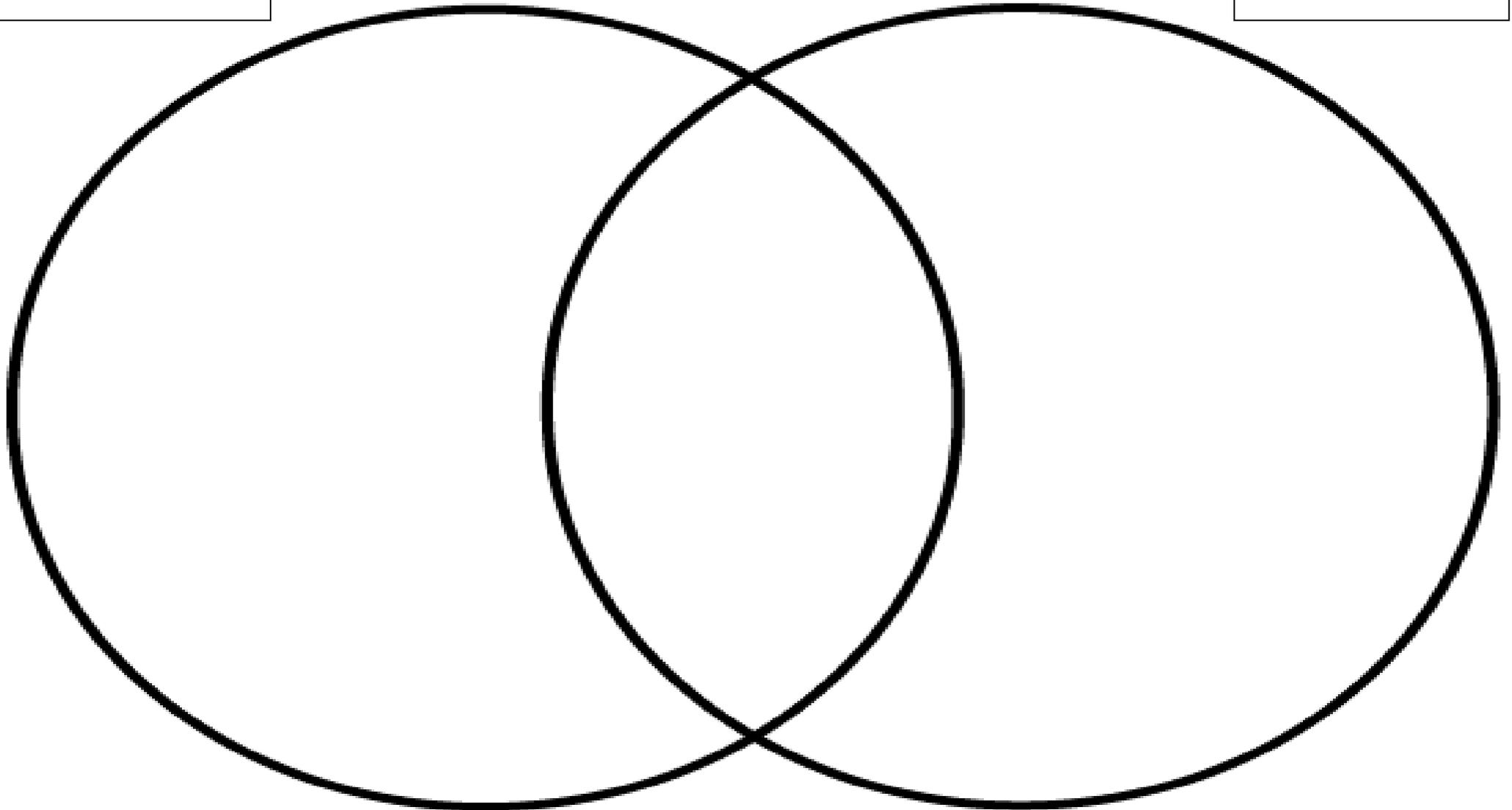


View of Cossack from Nanny Goat Hill, 2017

Source: City of Karratha Local History Collection 2017_1147

COSSACK NOW

COSSACK THEN



If I went to
Cossack on foot



I would pack...

If I went to
Cossack by bike



I would pack...

If I went to
Cossack in a car

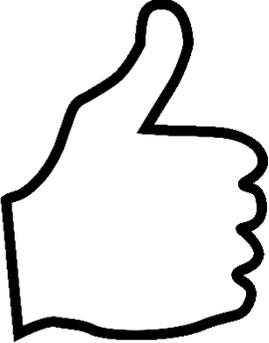
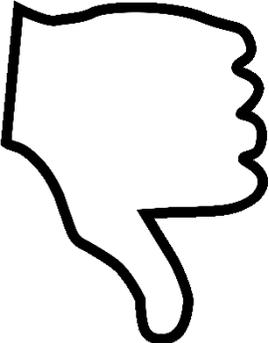


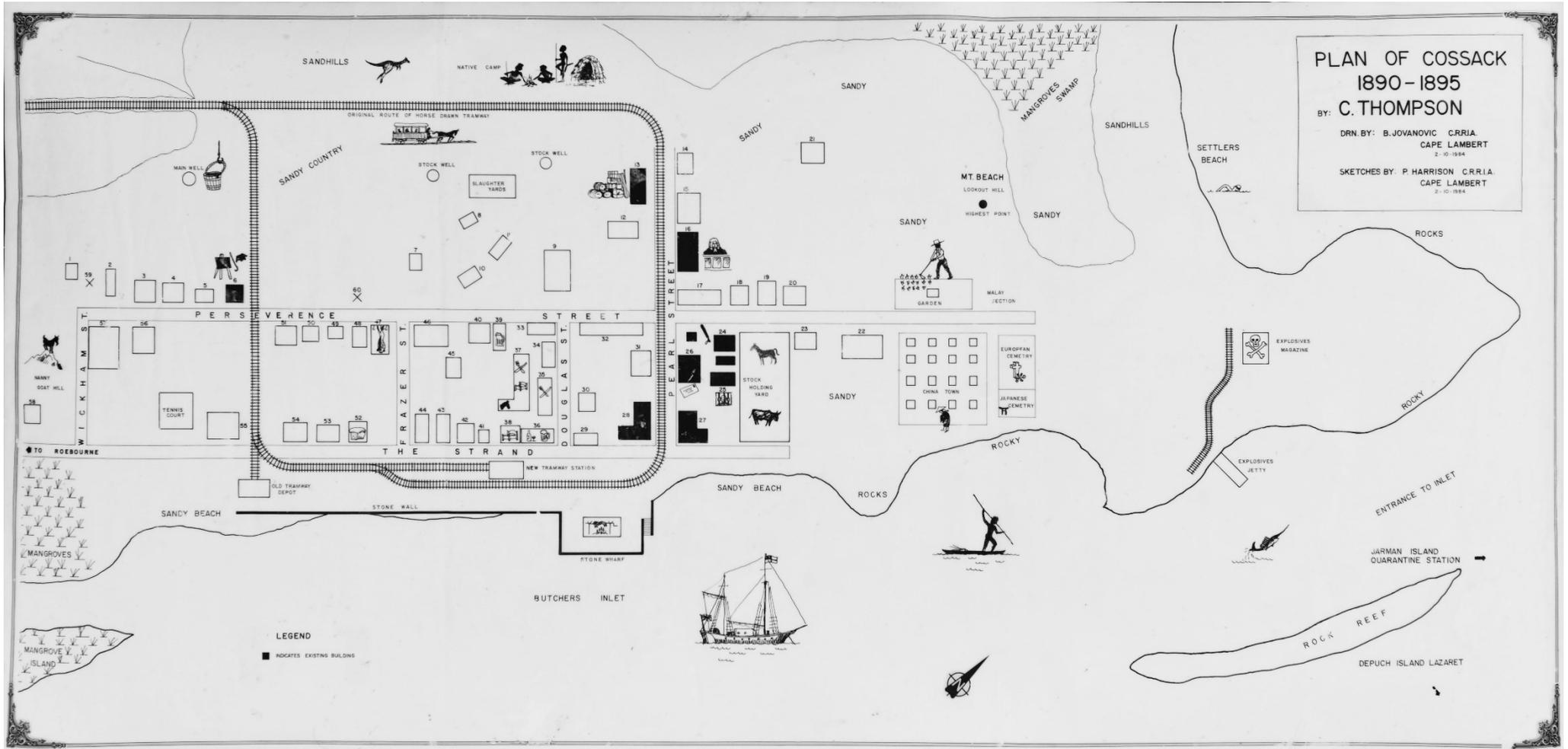
I would pack...



Horses and wagon at the well and water trough at Cossack, c.1902-1903.

Source: SLWA 021598PD

	WALKING	HORSE AND CART	CAR
<p>PLUSES</p> 			
<p>MINUSES</p> 			



Plan of Cossack, as remembered by Christopher Thompson who lived there as a child.

Source: City of Karratha Local History Collection

All our potatoes come from Singapore in large two handled baskets.

Apart from bananas and pomelos, very little fruit reached Cossack.

A lot of native foods were used, such as cockles, oysters, and prickly pear.

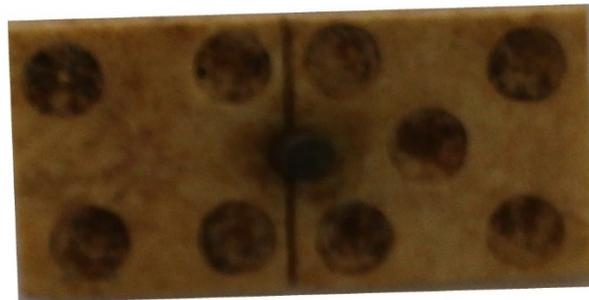
Gulls' eggs would be sold at Cossack in kerosene tins....very few hen eggs were available.

One person kept a herd of milking goats at Cossack and supplied a number of residents with milk.

Quotes adapted from Reminiscences of Mr W.A. Thompson, 1890-1900, State Library of Western Australia 867A .

Food once eaten in Cossack:	I have eaten this food		
	Often	Only once or a few times	Never
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What sort of things do you most often eat today?



Source: City of Karratha Local History Collection



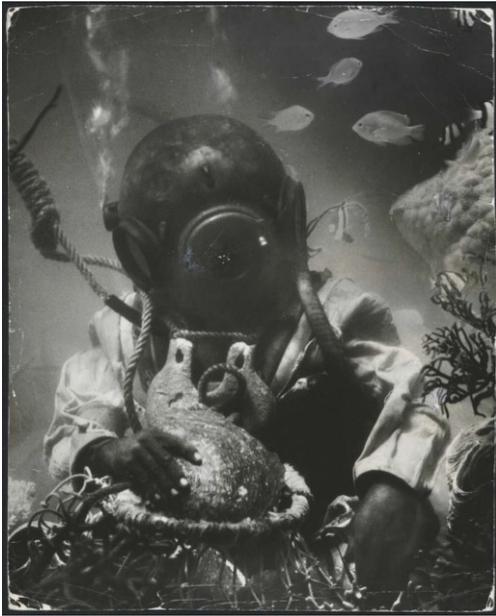
Morse code telegraph key at the Cossack Museum.

Source: City of Karratha Local History Collection



Cossack Post and Telegraph Office, 1920

Source: State Library of Western Australia, BA1289/37



A diver finds
oysters at the
bottom of the
sea.

Source: Frank Hurley, National Library of Australia
nla.obj-151335501



Diver brings
oysters to a
waiting boat.

Source: Frank Hurley, National Library of Australia
nla.obj-157724221



Oysters are
opened on
board a boat
and the shells
are cleaned.

Source: Ernest Lund Mitchell, National Library of Australia
nla.obj-138221162



Shells are sorted
and packed so
that they can be
shipped to a
factory.

Source: Frank Hurley, National Library of Australia,
nla.obj-149362076



Wilkinson Collection, courtesy WA Maritime Museum MHA 1731/04

	✓	✗	🗨️
There are 6 people on this boat.	TRUE	FALSE	OPINION
The boat is not far from land.	TRUE	FALSE	OPINION
It is a sunny day.	TRUE	FALSE	OPINION
The men are tired.	TRUE	FALSE	OPINION
Most of the oysters have been opened and cleaned	TRUE	FALSE	OPINION
Most of the men are white.	TRUE	FALSE	OPINION
The rope in front helps to connect the diver to the boat.	TRUE	FALSE	OPINION
The men are lonely because they are away from their families.	TRUE	FALSE	OPINION
The diving helmet looks like modern diving helmets.	TRUE	FALSE	OPINION
The men are hot.	TRUE	FALSE	OPINION
The man at the back has just had a swim.	TRUE	FALSE	OPINION

SEE



Source: WA Museum, Dept of Maritime History.
Photographer unknown.



HEAR



THINK/ WONDER

SEE



Source: A. Kopp, Writilin



HEAR

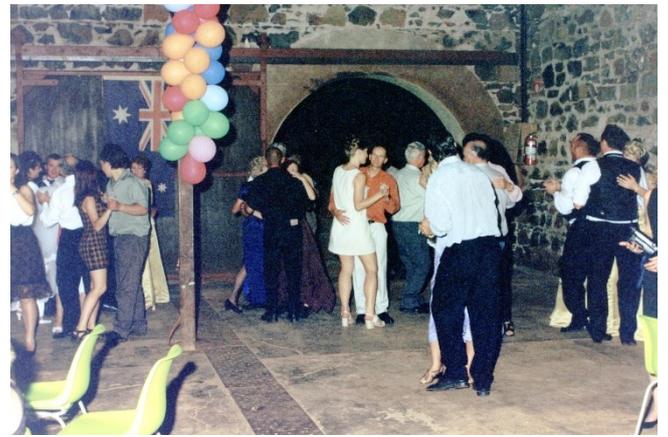


THINK/ WONDER

WHY DO PEOPLE COME TO COSSACK TODAY? (PHOTOS)



Source: A. Kopp, Writilin



Source: City of Karratha Local History Collection 2017_318



Source: City of Karratha Local History Collection 2017_1128



Source: A. Kopp, Writilin



Source: City of Karratha Local History Collection 2017_1126



Source: A. Kopp, Writilin

WHY DO PEOPLE COME TO COSSACK TODAY? (CAPTIONS)

Every year, a big art display is put on show in the old buildings.

It's a quiet and pretty place, which makes it a nice place to come for a swim and a picnic.

Lots of old objects were found lying around Cossack, and you can see them on display inside the Cossack Museum.

The old buildings and ruins are interesting to look at, and some people like to get married or have parties here.

The river and ocean nearby are great for fishing.

When on a holiday, it's a really unusual place to stay because you get to sleep in a building that was once police headquarters!

WHY DO PEOPLE COME TO COSSACK TODAY? (ANSWERS)



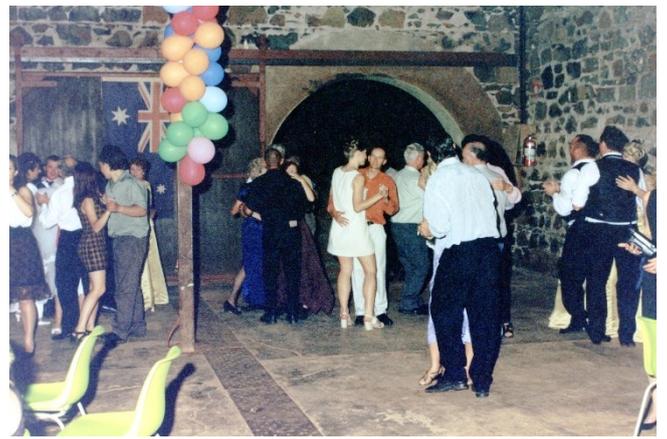
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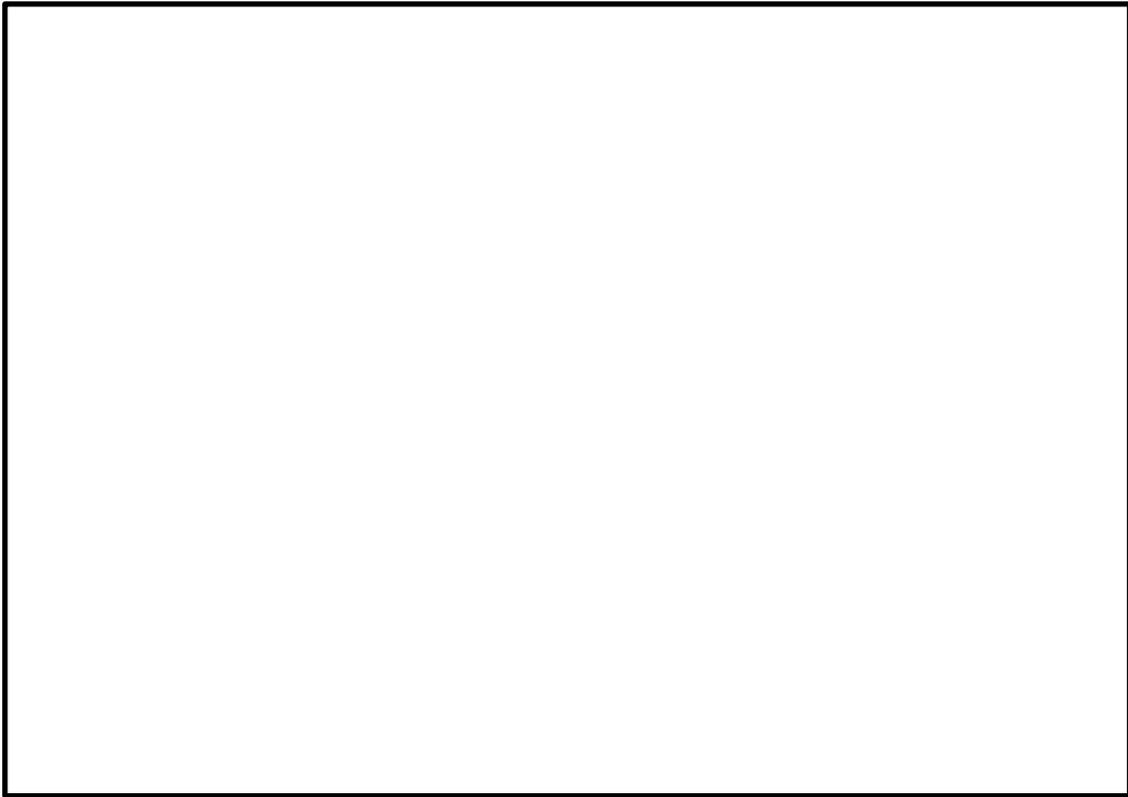
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When on a holiday, it's a really unusual place to stay because you get to sleep in a building that was once police headquarters



Post Card

Affix
stamp
here
