

CHANGING LIVES

Education Package for Years 4 and 5 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?

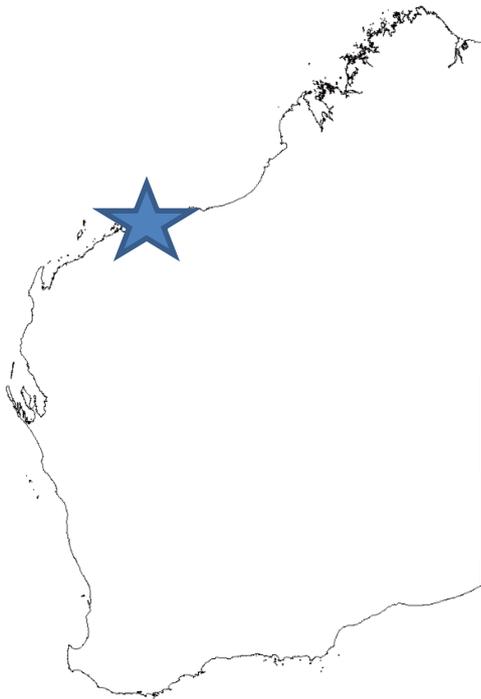
It is full of stories – and the beginning of Pilbara as we know it today.



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 : Inthanoona Station. Ship motif rock art. June 2004. City of Karratha Local History Collection 2017_1018*

YEAR 4 AND 5 HASS: CHANGING LIVES

PROGRAM OVERVIEW .

Central inquiry question	What was the nature and consequence of early contact between Aboriginal people and Colonial settlers in Cossack, and how did these two groups of people contribute to the development of Western Australia?
Learning sequence	<p>This education resource uses the case study of Cossack as a means to explore the experiences of early colonial settlers in the Pilbara, and to consider the impact of settlement on indigenous communities. Although the town of Cossack is used as a focal point, the program can be used as part of a broader discussion about the development of the Swan River Colony in the 1800s, and of Australia as a whole. The suggested activities guide students to interact with a range of primary historical sources and help develop a broad range of research and inquiry skills.</p> <p>The learning sequence for this program is as follows:</p> <ol style="list-style-type: none"> 1. Before settlers came: Who are the traditional owners of the land on which Cossack sits, and what were their lives like before European arrival? 2. Difficult beginnings: Why did settlers come, and what were some of the challenges they faced? 3. When cultures meet: How did the settlers get on with Aboriginal people and what was the impact of settlement? 4. Individual inquiry and reflection: What have I learned, and what would I like to explore further?

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
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HASS Skills	Questioning and researching	Analysing	Evaluating	Communicating and reflecting
Year 4				
	<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>
Year 5				
	<p>Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map)</p> <p>Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)</p> <p>Record selected information and/or data using a variety of methods</p> <p>Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)</p>	<p>Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p>Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)</p> <p>Translate collected information and/or data in to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)</p>	<p>Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)</p> <p>Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)</p>	<p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts</p> <p>Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them)</p>

HASS Knowledge	Year 4
	History The diversity and longevity of Australia’s First Peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people’s lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines)
	Geography Aboriginal and Torres Strait Islander Peoples’ ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably
	Civics and Citizenship The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society’s values) People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity
	Year 5
	History The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) The economic, social and political impact of one significant development or event on a colony and the potential outcomes created by ‘what if ...?’ scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought) The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel)
	Geography The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places
	Civics and Citizenship The key values that underpin Australia’s democracy, including freedom, equality, fairness and justice How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights)

	<p>Economics and Business</p> <p>The difference between needs and wants, and how they may differ between individuals</p> <p>Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make goods and services to satisfy the needs and wants of present and future generations</p>
<p>Achievement standard</p>	<p>Year 4 Achievement standard</p> <p>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.</p> <p>Students identify the main characteristics of their natural environments and describe the importance of the interconnections between people, plants and animals at the local to global scale. Students recognise that people have different views on the sustainable use of natural resources and describe how they can be managed and protected.</p> <p>Students describe the connection that Australia’s First Peoples have to Country/Place and identify the impact of contact on Indigenous peoples in Australia, and around the world, as a result of exploration and colonisation. They identify the significance of past events in bringing about change and describe the experiences of an individual or a group over time. Students explain how and why life changed in the past and identify aspects of the past that have remained the same.</p> <p>Year 5 Achievement standard</p> <p>At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They use a variety of appropriate formats to translate collected information and draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate source materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning.</p> <p>Students identify the key features of Australia’s democracy, and explain the significance of laws and how they are enforced.</p> <p>Students identify the imbalance between wants and resources, and the impact of scarcity on resource allocation.</p> <p>Students describe the characteristics of places, and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge.</p> <p>Students identify the cause and effect of change on Australia’s colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony.</p>

BEFORE SETTLERS CAME

WHO ARE THE TRADITIONAL OWNERS OF THE LAND ON WHICH COSSACK SITS, AND WHAT WERE THEIR LIVES LIKE BEFORE EUROPEAN ARRIVAL?

Cossack sits on the traditional land of the Ngarluma people. There is a lot of evidence about their life in the area, for example oral stories, songs and dances, as well as archaeological sites which include campsites, rock art and shell middens. The Ngarluma people had links to other indigenous groups, and traded marine products such as pearl shell, stingray barbs and sawfish teeth for stone artefacts and other goods.

INTRODUCTION

REFLECT ON CURRENT UNDERSTANDING

Start this unit of study with a general discussion about Cossack, its location, history and current nature as a historic 'ghost town'. You might want to show students photos of Cossack today and from the past.

Depending on your location, you may have a number of students in your class who have visited Cossack, and if that is the case encourage them to share their experiences and knowledge of the town and what they had done there.

Explain that in this unit of study students will be learning about:

- who lived in this area first, and what their lives were like;
- why the settlers came, and what were some of the challenges they faced; and
- how did the settlers get on with Aboriginal people and what was the impact of settlement?

As a class, encourage students to reflect on their current understanding and make a list of 'things that we already know'. Then, working individually, get them to write down their thoughts, guesses, opinions or beliefs about each point. Explain that they will come back to review their ideas at the end of the unit of study.

See Google Maps for current day photos of Cossack and the State Library of WA for photos from the past:

<http://henrietta.liswa.wa.gov.au/search/?searchtype=X&searcharg=cossack&searchscope=6&SORT=A&extended=0&SUBMIT=Search&searchlimits=&searchorigarg=dNational+Trust+of+Australia+%28W.A.%29>

MANY COUNTRIES, ONE LAND

INTERPRET AN ABORIGINAL LANGUAGES MAP

Show students a map or globe of the world and get them to think about the following questions, then share ideas with a partner and the rest of the class:

- What is a 'country'?
- How do you think people know when one country ends and another one starts?
- What might make people from one country different to those from another country?

Show students the AIATSIS map of Aboriginal Australia and/or the map of Pilbara language families and discuss the diversity of indigenous groups in Australia. Explain that the different 'nations' have their own language, beliefs and traditions, and that the location of the borders between the groups (which often follow natural features such as rivers or mountain

The AIATSIS map of Aboriginal Australia
<http://www.abc.net.au/indigenous/map/>

Map of Pilbara language families
<http://www.wangkamaya.org.au/pilbara-languages/indigenous-languages-of-australia>

Ngarluma Ngurra Google Earth Tour
<http://www.form.net.au/project/ngarluma-ngurra/>

Welcome to Country App
<http://www.welcometocountry.mobi/>

ranges) is linked to creation or Dreamtime stories which are passed on from generation to generation.

Explain that this unit of study focuses on the town of Cossack and the surrounding area, which is Ngarluma country. Ngarluma name for Cossack is *Bajnhurrba*.

Watch the Ngarluma Ngurra Google Earth video or use the Welcome to Country App to provide an overview of Ngarluma country, and discuss the borders of Ngarluma country in relation to where your school is located.

Using the AIATSIS map, get students to identify the traditional land on which Perth stands, and then to list the indigenous lands they would need to cross to get from Perth to Cossack or vice versa if they:

- followed the coastline;
- went using the most direct inland route.

THE BOUNTY OF NGARLUMA COUNTRY

RESPOND TO A STORY, SUMMARISE INFORMATION AND CONTRIBUTE TO A CLASS DISPLAY ABOUT NATIVE PLANTS

You will need iPads for this activity.

Download and read *Ngurrara*, a Ngarluma story by Tyson Mowarin. This is an interactive story which allows students to learn (or, in case of native speakers, share) some words in the Ngarluma language.

After reading, discuss with students:

- How has Ngarluma country changed over time?
- How did Ngarluma people record their stories?
- What animals were traditionally eaten by Ngarluma people?

If you have an opportunity, you may be able to take your students for a walk along the Ngurin Bush Tucker Trail in Roebourne. Otherwise, show students the on-line interpretive signs from the trail.

Use the graphic organiser template to summarise information about some plants which have been traditionally used by Ngarluma people.

Create a class display by getting students to create pictures of local native plants using one of the following methods:

- They can use the 'rock art' app that comes with the *Ngurrara* story and print out the pictures.
- They can draw pictures of plants on sand/ground and take photos.
- They can engrave or draw pictures onto clay so that they look like rock art.

Ngurrara iBook:

<http://yijalayala.bighart.org/digital-stories/ngurrara/>

Ngurin Bush Tucker Trail

<http://karratha.wa.gov.au/Ngurin-Bush-Tucker-Trail>

Ngurin Bush Tucker Trail interpretive

signs <http://interpretivedesign.com.au/portfolio/aboriginal/bush-tucker-trail-signs/>

Resource sheet 1 - Useful plants graphic organiser. See Appendix.

WANT TO DO MORE?

- Go for a walk and have a look at what plants are growing at your school. Discuss: Do students know the names of any of the plants? How can we find out what a particular plant is called? If you don't know much about the plants yourself, that's OK! Explain that today we can identify plants and learn about their uses by searching the internet or using plant identification apps, and that most people don't need to know a lot about plants because we can get things like food and medicines from a shop, however, in the past, knowledge of plants was passed on to children by elders and it was very important, as without it the Ngarluma people wouldn't have been able to survive. You can extend this activity into a Science lesson about plant lifecycles or plant features and adaptations.

- Plant native seeds – either around the school, in your local community or in containers in the classroom to take home.
- Discuss the significance of language as a way to preserve culture. Show students an example of a poster which shows meanings of Aboriginal words (<http://www.wangkamaya.org.au/store#!/Ngarluma-Body-Parts-Chart-for-Kids/p/50253268/category=7072377>), then get them to create a poster about the local environment, animals or other theme with appropriate labels in Ngarluma language. See the Ngarluma language dictionary for reference (the English to Ngarluma wordlist is in the second half of the document): <http://ngarluma.com.au/wp-content/uploads/2013/04/Ngarluma-Language-Dictionary.pdf>.

TRADITIONAL TRADE

RESEARCH AND CONSIDER PRACTICAL AND CREATIVE USE OF NATURAL RESOURCES

Get students to look at some general objects you have in the classroom:

- What are these items made from?
- Where were they made?

Choose one of the objects to discuss the sorts of natural, human and capital resources that might have been used to produce it, and introduce the concept of trade in broad terms. Give an example of some natural resources currently exported out of Pilbara overseas, and their uses (students can research this themselves), eg:

- iron ore – used to make steel (which is then used to make bridges, railways, cars etc)
- LNG – used for cooking and heating
- Nickel – used in coins, batteries
- Gold – used in jewellery, electronics

Review the Ngarluma Ngurra Google Earth Tour and discuss with students the sorts of natural resources that might be available around the coast and near rivers. Explain that traditionally, the Ngarluma people traded the natural resources in their country with others. Some of these resources were pearl shell, stingray barbs and sawfish teeth.

Instruct students to:

- find out what these items looked like (discuss ethical use of images, and get students to try to find copyright free images through sites like Wikimedia Commons, and/or attribute the source of the image;
- describe the features of each item;
- brainstorm ideas for how these items could be used.

Encourage students to think of both practical and creative uses!

Discuss why pearl shell, stingray barbs and sawfish teeth might have made valuable trading items. Are they still equally valuable today? Why/why not?

Ngarluma Ngurra Google Earth Tour
<http://www.form.net.au/project/ngarluma-ngurra/>

Resource sheet 2 - Ngarluma trade items. See Appendix.

WANT TO DO MORE?

- Investigate the types of tools used by indigenous people in the past. See <http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology> as a starting point. Students can find images of indigenous tools and match them with pictures of modern day equivalents. If possible, invite a local elder to demonstrate and give students an opportunity to use some traditional tools.

DIFFICULT BEGINNINGS

WHY DID SETTLERS COME, AND WHAT WERE SOME OF THE CHALLENGES THEY FACED?

The first Europeans to set foot in Western Australia were survivors of the wreck of the *Batavia* in 1629. Over the following two centuries the western side of the continent saw only a smattering of visitors. Even after the establishment of the Swan River Colony, the Pilbara remained untouched by European presence for about 30 years. Finally, interest in the North West was spurred by a very practical, commercial reason: the hope of finding suitable land to grow cotton, since the American Civil War had cut off supplies of the crop to the British textile industry.

The area around Cossack was first explored by Francis Gregory in 1861, whose glowing report of the region and its potential for agricultural and grazing land attracted the interest of entrepreneurs such as Walter Padbury, William Shakespeare Hall and John Wellard, and John and Emma Withnell.

These settlers in Cossack faced significant challenges, which included droughts, floods and cyclones, supply and labour shortages, and conflict with the Aboriginal land owners. These difficulties were similar in nature to those experienced by pioneers in other parts of Australia, but were often exacerbated by the town's remote location and isolation from other population centres.

PERSONAL TRAITS

CONSIDER PERSONAL QUALITIES OF PIONEER SETTLERS

Explain that although Aboriginal people have been living in the North West for centuries, to European settlers this area was the wild, isolated unknown. Discuss with students the reasons why people might have been prepared to travel to settle there (looking for new opportunities, hope for prosperity, existing difficulties in their current situation, spirit for adventure etc).

As a class, create a list of adjectives which might describe a person who would be well suited to venture into this 'unknown'. Alternatively, present the following list to students, and get them to identify which personal qualities might have been an advantage and which ones may be a disadvantage to pioneer settlers.

Organised	Anxious	Courageous
Healthy	Spontaneous	Meek
Sociable	Strong	Curious
Confident	Careful	Irresponsible

Encourage students to imagine that they are explorers or pioneers going into unknown country, and get them to create a newspaper (or Gumtree!) advertisement seeking a travel companion. The advertisement should describe the desired qualities of the applicant.

IN SHAKEY'S WORDS

USE HISTORICAL QUOTES TO IDENTIFY PROBLEMS FACED BY EARLY SETTLERS

William Shakespeare Hall (known as 'Shake' or 'Shakey') was part of Francis Gregory's group who were the first to explore the area around Nickol Bay. In

Resource sheet 3 - In Shakey's words sorting cards. See Appendix.

<p>1863, Shakey returned to start up a farm on behalf of a Swan River settler, John Wellard, thus becoming the first person to live in Cossack (or Tien Tsin, as it was initially known). He kept a diary during the first few years of his time there. A lot of his diary entries are very short, but they still give us a lot of information about some of the challenges faced by early settlers.</p> <p>Divide students into groups and give each group a set of 'In Shakey's words' cards, plus a dictionary or iPads so that they can look up the meaning of any unfamiliar words. Get students to read the extracts from W S Hall's diary, and sort out the problems he writes about into different categories. You can challenge stronger students to identify the categories themselves, and provide a list of categories (eg: health, environment, relationship with Aboriginal people) to others.</p>	
<p>PRECIOUS OBJECTS</p> <hr/> <p>EXPLORE THE DIFFERENCE BETWEEN NEEDS AND WANTS</p> <p>Ask students: what would you pack, if you were going to set up a new home and a farm far away from any towns, with no electricity, no running water, no houses and no shops?</p> <p>Show students examples of items which once belonged to people who lived in Cossack (see Resource sheet 4). Explain that since there were no factories or shops in the area, everything had to be brought in by ship from places like Perth (which was 1600km away), or even further, from England. It then needed to be carried by hand, or by a horse walking through sand and mud. Everyday objects would therefore have been quite precious. People would have had to make do with a lot less than what most people have today, and things would have been recycled and reused when possible.</p> <p>Ask students to decide whether the items shown helped to meet the settlers' needs or the settlers' wants, suggest possible alternative uses for the items, and consider what they would do if that item got lost or damaged.</p> <p>Review students' original 'packing list' and get them to prioritise items they listed from 'most important' to 'least important', giving reasons for their choices.</p>	<p>Resource sheet 4 – Objects which once belonged to settlers. See Appendix.</p>
<p>WANT TO DO MORE?</p> <ul style="list-style-type: none"> • Get students to research clothing, tools, and other everyday items from the second half of the 1800s and create a pictorial display of the sorts of items that early settlers might have brought, or would have wanted to bring, with them. 	
<p>WRATH OF THE WILLIE WILLIES</p> <hr/> <p>PHOTO ANALYSIS</p> <p>The earliest settlers who arrived in the Pilbara did not know about the threat and devastation that could be brought by cyclones. Unlike today, they had no warning signs about cyclones, which regularly occur between December and April. Over 100 cyclones (sometimes called 'willie-willies' or 'cock-eyed Bobs') crossed over Cossack between 1870 and 1935, costing thousands of pounds of damage and leading to many lost lives.</p> <p>Homes in the area were timber and iron dwellings, which had roofs held down by anchor chains or steel iron cable. Some were simple shacks. The</p>	<p>Resource sheet 5 - Harriet and Beagle photograph or http://purl.slwa.wa.gov.au/slwa_b1979540_1 See Appendix.</p>

entire town had to be re-built three times due to cyclone damage. The only buildings which remain in Cossack today are the ones made out of stone, built in the 1890s, but even these had to be restored.

Students who live in the Pilbara are likely to have their own experiences of cyclones, and you can draw on these to discuss the importance of cyclone warnings and cyclone preparedness, and contrast this to the experiences of early settlers.

Get students to examine the photograph of the Cossack tram shed after the 1898 cyclone. Help students to identify the foreground, middleground and background of the photograph and discuss what details they can see in each section, and what this tells us about the extent of cyclone damage.

Invite students to imagine they are one of the people in the photograph, and to write down what they might be thinking or saying to each other.

WANT TO DO MORE?

- Compare the climate, landscape, vegetation and native animals in the Pilbara to that around Perth or England. Get students to identify those features of the environment that they think new settlers might have found the most surprising or difficult to get used to, and give reasons for their choices.
- Investigate problems experienced by settlers in the early years of the Swan River Colony, and discuss whether settlers in the North West would have faced similar or different issues.
- Students can use the information they learned through these activities, and any additional research, to write a letter 'home' (eg. to someone who lives in Perth or elsewhere), explaining some of the difficulties they are experiencing and asking for things they need to be sent over. The very first 'post office' in Cossack was actually a spot near some rocks on the beach. It was called 'Dig Down', because messages were left in bottles, buried in the sand, and people had to 'dig down' to get them. For a fun twist to the writing activity, you can get students to place their letters in bottles, bury them in the school sandpit, and then get someone else to go and dig down for them!

WHEN CULTURES MEET

HOW DID THE SETTLERS GET ON WITH ABORIGINAL PEOPLE AND WHAT WAS THE IMPACT OF SETTLEMENT?

Upon their arrival in the North West, the settlers soon became highly dependent on Aboriginal people living in the area and engaged them to assist with domestic work, land clearing, tracking, stock control and other station work in exchange for food and clothing but minimal - if any - wages. The reason for the dependence on the local Aboriginal people was because the Swan River Colony faced a shortage of labour itself, and those looking for work had little reason to leave their relative comforts of the south west to work in the harsh wilderness of the Pilbara. Likewise, the Colonial Office had put laws in place which prevented convicts from being taken to work above the 26th parallel.

Once the pearling industry was established, the demand for Aboriginal labour grew significantly, with not only men but also women and children as young as 10 engaged to work as divers. It became common for recruiting teams to go further and further inland to bring workers in, sometimes against their will. Officially, the settlers presented Aboriginal people with contracts which bound them to work for a set period of time and outlined other conditions, but language barriers and Aboriginal people's unfamiliarity with written text meant that they often signed the contracts with poor understanding of what they were signing, leaving them open to unfair treatment and abuse.

The inequity in pay, limited access to natural resources and an ingrained racism and class system of the time meant that Aboriginal people had limited opportunities to prosper, and instead found themselves living on the fringes of white society. The introduction of alcohol and new diseases, removal of people from their land and restricting access to significant ceremonial sites provided further challenges to maintaining and passing on cultural practices. Furthermore, any cases of resistance were quashed, sometimes with brutal force.

Please note, before doing the following activities, you may want to discuss with students how language has changed over time.

Explain that some terms once commonly used in newspapers and other historical sources to refer to Aboriginal and Torres Strait Islander people – eg. 'savages', 'niggers', 'darkeys', 'natives' - are now considered very offensive. You might want to explore this in the broader context of talking about respect or using helpful/hurtful words.

FIRST IMPRESSIONS

CREATE AN "ARTISTS' IMPRESSION" BASED ON PRIMARY EVIDENCE

Cossack was initially named Tien Tsin, after the barque which brought the first settlers. The captain of the barque, John Jarman, kept a diary of the journey, in which he described the first meeting between the settlers and the local Aboriginal people.

Read the newspaper article extract from Captain Jarman's journal. Students are likely to need help with some of the words used, so take your time and discuss the content as a class. Ask students:

- Do you think Captain Jarman's first impressions of the Aboriginal people were positive or negative? What words in the article make you think that?
- Why do you think the Aboriginal man reacted the way he did when he saw a bullock?

Explain to students that in 1863, when this early meeting took place, cameras were not commonly used so we have to use our imagination for what the scene looked like. You can read another account of an early meeting between indigenous and non-indigenous people in the area, from the diary of Francis Gregory who was the first explorer in the area. Again,

Resource sheet 6 -Extracts from Cpt Jarman's and Francis Gregory's journals. See Appendix.

Example of an 'artist's impression': *The foundation of Perth*, by G. P. Morrison:
<http://nla.gov.au/nla.obj-135756752/view?searchTerm=foundation+of+perth#search/foundation%20of%20perth>

<p>the language of the text may be difficult for students – you might like to read it a bit at a time, discuss, and get students to role play what is happening.</p> <p>Invite students to create an ‘artists impression’ of either one of the meetings. (As an example, you can show an ‘artist’s impression’ of another event, the cutting of a tree to mark the foundation of Perth, which was painted 100 years after the event).</p>	
<p>WHAT IF, WHAT NEXT</p> <hr/> <p>CONSIDER POINTS OF VIEW AND WHAT IF SCENARIOS</p> <p>Present students with a range of different ‘what if’ scenarios related to first contacts and early settlement.</p> <p>Get students to sort out the scenarios into situations that most likely reflect the experiences of early settlers to Cossack, and which ones most likely reflect the experiences of Aboriginal people who had lived in the area, and which situations might have been experienced by both.</p> <p>In pairs or small groups, get students to consider each situation and come up with a few steps for what action they would take if they had found themselves in these situations.</p> <p>Share ideas, and discuss how the actions of people who found themselves in the different situations might have led to conflict.</p>	<p>Resource sheet 7 -What if, what next scenarios. See Appendix.</p>
<p>WANT TO DO MORE?</p> <ul style="list-style-type: none"> • Create an Aboriginal history timeline. See https://australianmuseum.net.au/indigenous-australia as an example. 	
<p>WORK, WORK AND MORE WORK</p> <hr/> <p>DISCUSS THE NATURE AND CONTRIBUTION OF WORK DONE BY INDIGENOUS WORKERS IN THE PAST</p> <p>WRITE CAPTIONS FOR PHOTOGRAPHS</p> <p>Show students photos of Aboriginal workers, and explain that they are just some examples of work that Aboriginal people did for the settlers in or around Cossack. For each case, get students to identify what the job is that the people seem to be doing, what tools or equipment they are using (or not using) and discuss whether the types of work shown are still done today, in the same way.</p> <p>Discuss: do you think any of these jobs were:</p> <ul style="list-style-type: none"> • Difficult? • Important? • Dangerous? • Interesting? • Well paid? <p>Encourage students to give reasons for their opinions.</p>	<p>Resource sheet 8 -Work, work and more work matching activity. See Appendix.</p>

Provide a set of statements about the value, or contribution, of different jobs to the development of Western Australia, and get them to match the statements to the correct picture.

Get students to suggest an appropriate caption for each photograph.

WANT TO DO MORE?

- Explain that in the past, Aboriginal people were limited as to the type of work that they were encouraged or enabled to do. Create a list of various industry sectors or job types (eg. health and medicine, sport, music, politics, literature, education, law etc) and get students to research examples of indigenous people who work in these areas today and create a class collage.

FAIR TREATMENT?

USE PRIMARY SOURCES TO MAKE A JUDGMENT ABOUT THE PAST

Show students an example of the Police Gazette from the 1800s. Find the section of 'Warrants Issued', and look for the abbreviation 'ab.', which refers to an Aboriginal person. What was the most common reason for the arrest of an Aboriginal person at this time? Ask students if they think that people would be arrested for this today.

Explain that soon after Captain Stirling arrived in 1829 he read a public statement (proclamation) claiming Western Australia for Britain. You can show students the handwritten document and the full transcript, and discuss reasons for why the language in this document was so formal. Focus on the following sentence regarding Aboriginal people (page 3 of the handwritten document, page 2 of the transcript, and also included on the 'Fair Treatment' resource sheet here):

I do hereby give Notice that if any Person or Persons shall be convicted of behaving in a fraudulent, cruel or felonious Manner towards the Aborigines of the Country, such Person or Persons will be liable to be prosecuted and tried for the Offence, as if the same had been committed against any other of His Majesty's Subjects.

Get students to find the meaning of unfamiliar words and re-write this statement into everyday language.

Read the rest of the sources on the *Fair Treatment?* resource. You can also show students the article from the Melbourne *Leader* which explains in greater detail how Aboriginal people were treated, although this may be a bit more difficult for some students to understand. Also, peruse WA Museum's online *Lustre* exhibition panels which provide additional background about the WA pearling industry.

Get students to use the sources to decide whether Aboriginal people were treated in a 'fraudulent', 'cruel' or 'felonious' manner by the settlers and write a reflective statement explaining their opinion.

Police Gazette, July 1879:
https://www.slwa.wa.gov.au/sites/default/files/187907_m.pdf

Stirling's proclamation upon founding of Western Australia - original docs:
<http://www.foundingdocs.gov.au/item-did-93.html>

Transcript:
http://www.foundingdocs.gov.au/resources/transcripts/wa4_doc_1829.pdf

Resource sheet 9 - Fair Treatment? source analysis . See Appendix.

Article from the Melbourne *Leader*, 11 Jan 1879:
<http://trove.nla.gov.au/newspaper/article/198008142>

WA Museum *Lustre* exhibition panels:
<http://museum.wa.gov.au/explore/lustre-online-text-panels>

WANT TO DO MORE?

- Discuss with students some different ways we can recognise people's achievements or contributions - eg. at school (merit certificates, tokens, badges); at work (promotion, more money); in sport (trophies, medals, ribbons); or in community

(special awards, newspaper articles). Talk about monuments, plaques and the naming of landmarks or natural features after people from the past. You can use local examples, eg: Jarman Island near Cossack is named after the Captain of the *Tien Tsin*, the barque which brought the first settlers to Cossack; a playground in Perth is named after Walter Padbury, the first settler to land in Cossack (he later moved on to settle in a different area); and a wrought iron screen was fitted into the Holy Trinity Church in Roebourne in memory of William Shakespeare Hall, who started the first station in the district. Get students to develop a proposal for the best way to recognise and commemorate the past, often unpaid, work of Aboriginal people and their contribution to the development of Western Australia.

- Show students an article reporting the death of King Mulligan, a well known Aboriginal man in Cossack (<http://trove.nla.gov.au/newspaper/article/6056136>) Explain that introduced diseases such as the measles and small pox led to a lot of deaths among the Aboriginal people. Get students to research the symptoms of these diseases. Discuss with students that indigenous people today in Australia often experience more health problems than non-indigenous people: see <http://www.healthinonet.ecu.edu.au/health-facts/health-faqs> for more information.
- Talk to students about the Flying Foam massacre, which occurred near the Burrup Peninsula <http://www.dampierrockart.net/Robert%20Bednarik%20massacre.pdf> or <http://www.pressreader.com/australia/pilbara-news/20160224/282024736332245>). Get students to brainstorm words or feelings which help to describe the story (eg. sad, angry, unfair, killing, confused, policemen etc) and then represent those words and feelings through body sculpting (see: <https://www.facinghistory.org/resource-library/teaching-strategies/bodysculpting>). Students can then research other events or individuals associated with colonial conflict or resistance eg. The Pinjarra Massacre, Yagan, Jandamarra and Fanny Balbouk.
- Ask students: If we could go back in time, what could have been done differently? Get them to develop a set of rules or laws that might have allowed Aboriginal people and the settlers to live in peace with one another and each be treated fairly.

INDIVIDUAL INQUIRY AND REFLECTION

WHAT HAVE YOU LEARNED, AND WHAT WOULD YOU LIKE TO EXPLORE FURTHER?

<p>I USED TO THINK...BUT NOW I THINK...</p> <hr/> <p>REFLECT ON LEARNING</p> <p>Review and discuss some of the topics explored in this unit of study and get students to look back at their responses in the introductory activity.</p> <p>Ask students to reflect on how their thoughts, opinions or understandings about the following topics have changed as a result of learning:</p> <ul style="list-style-type: none">• who first lived in the area where Cossack is, and what their lives were like;• why the settlers came, and what were some of the challenges they faced; and• how did the settlers get on with Aboriginal people and what was the impact of settlement? <p>Get students to summarise their ideas on each point by completing the sentence "I used to think that...but now I think..."</p>	<p>Resource sheet 10 - I used to think...but now I think reflection sheet. See Appendix.</p>
<p>LET'S FIND OUT MORE</p> <hr/> <p>INDIVIDUAL INQUIRY</p> <p>Get students to think about what aspects of this unit of study interested them most, what questions they might still have and what they would like to learn more about. Run this as a think/pair/share activity, so that at the end you have a class list of possible inquiry questions that students can consider.</p> <p>Use this as foundation for further individual research into a topic of own choice.</p> <p>Get students to present their findings to the rest of the class, either as a written report, or as an oral/story telling style presentation.</p>	<p>Resource sheet 11 - Inquiry booklet. See Appendix.</p>

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:

- *Exile and the kingdom* [video recording] This is an excellent resource, with the first part providing information about traditional aspects of Ngarluma culture and the second half, from about 26min in, focusing on the impact of colonial settlement. You may want to show sections of the video to students, although the language is likely to be too difficult for some students.
- *Garruragan : Yindjibarndi fauna* / Juluwarlu Group Aboriginal Corporation
- *Wanggalili : Yindjibarndi and Ngarluma plants* / Juluwarlu Aboriginal Corporation
- *Know the song, know the country : the Ngarda-ngali story of culture and history in the Roebourne district* / F. Rijavec
- *Thalu sites of the West Pilbara* / David Daniel
- *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
- *Jandamarra* / Mark Greenwood

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

THE BOUNTY OF NGARLUMA COUNTRY

Ngarluma plant name	English plant name	How it was used for food	How it was used for medicine	Other uses

TRADITIONAL TRADE

Trade item (insert photo or drawing)	Features	Possible uses
Pearl shell		
Stingray barb		
Sawfish teeth		

IN SHAKEY'S WORDS

4 September 1863

Taken ill with influenza.

6 September 1864

Dixon and Lang taken very ill, only Joe able to work.

15 September 1863

Having previously ordered bullocks to be herded in the vicinity I was unable to go myself, as I was suffering terribly from Tic-douloureux and Influenza & had been from the 4th

16 September 1863

Carting stores to station (after much trouble in carrying them over 200 yards of bog).

30 September 1863

Landed stores at the head of creek, hard work to get them through the mud and water to the dray.

24 October 1863

Started at 3 am approx, unloaded and conveyed stores across marsh, loaded dray and returned in small boat, with much labour as the water was so low that we had to drag her over dry sand banks for nearly a mile

27 October 1863

Up with load, much trouble to cross marsh, as it was very wet and boggy.

31 October 1863

One man with sore eyes.

31 October 1863

Bullocks resting on account of sore feet

30 November 1863

Hunting cattle; guarding them from natives, usual station work for men.

IN SHAKEY'S WORDS

22 January 1864

Most of the men attacked with dysentery lately; gave them a dose of laudanum and put them right.

3 February 1864

Red heifer with calf broke her leg in the bog.

3 February 1864

Weather so hot men cannot work after 10am

24 February 1864

Lewington came to me and said a native had made a most murderous attack on him with a stone axe on the bank of the river.

28 March 1864

Came home quite tired of our trip as we were almost devoured by flies during the day and mosquitoes kept us awake at night.

6 March 1865

The natives followed Lewington with spears and concealed themselves in the scrub while he was collecting his cattle. I must keep a sharp look-out for the stock, as I think these fellows intend mischief.

12 April 1865

Tacker was with ewes and lambs as they needed much care; we have lost many of late, owing to heat and drought.

16 April 1864

Met a flock of sheep south of the marsh; men and sheep scarcely able to walk or move for want of water.

28 April 1864

The plains had become so very soft, that one could scarcely walk through them the day previously; after crossing much water up to one's middle and neck, I found the river still impassable.

22 October 1865

Mr McLeod went to "Mt Welcome", having heard that the native had speared one or two heifers.

Adapted from the Papers of William Shakespeare Hall

PRECIOUS OBJECTS



PRECIOUS OBJECTS



Source: City of Karratha Local Library Collection

CHANGING LIVES Resource sheet 4 - Objects which once belonged to settlers
Created for the City of Karratha by Writilin



Cyclone damage at Cossack Wharf, with the schooner Harriet and steamship Beagle washed ashore, 1898.

Source: State Library of Western Australia 4014B

EXTRACT FROM CAPTAIN JARMAN'S JOURNAL

afloat at low water on that draught. At 2 p.m. Mr. Padbury and others landed, and I did so at 6 p.m. to meet him; there were several natives on the beach, and I do not remember having seen finer looking fellows in any part of the world, they bear much resemblance to the Maories about the north-west coast of New Zealand; I saw none among them under six feet in height, and they have fine muscular development with features not disfigured; they had no weapons, and carried Mr. Samson and myself out of the boat.

May 7.—Shifted the ship to about half a mile from low water mark where she had 16 feet at least depth. Three natives came to the ship, each upon a support awash in the water of some description of cork wood, much in shape and form like the centre piece of a catamaran, about 8 feet long by 9 inches in diameter, with a cross peg about 18 inches from the end

which is grasped by the great toes when the affair becomes too lively, they paddle their craft with the palms of their hands which they use like a dog does his fore paws when swimming. After much persuasion I induced a fine strapping fellow to leave his perch in the water and come on deck, when I led him by the beard to the main hatch, when one of the bullocks happening to bellow and look up, he made a spring from my hand on to the ship's rail and into the water, and they subsequently appeared to have a most wholesome dread of us and the bullocks, for as soon as the latter made their appearance on shore every man disappeared and we never saw any of them again.

Source: 1863 'The "Tien Tsin's" track to the Harding River.', *The Perth Gazette and Independent Journal of Politics and News* (WA : 1848 - 1864), 5 June, p. 2., <http://nla.gov.au/nla.news-article2934454>

EXTRACT FROM FRANCIS GREGORY'S JOURNAL OF THE NORTH WEST AUSTRALIAN EXPLORING EXPEDITION, 1861

"17th May.—Four more horses were safely landed this morning, and we were returning to the vessel for another pair when a party of fourteen natives made their appearance at the camp. At first they came boldly up, but on a gun being discharged as a signal for my recall, they appeared much alarmed, although they would not go away. Our numbers being small, I determined not to allow them to enter the camp, on account of their propensity to thieving, and the few that could now be spared to guard the stores was insufficient to keep a constant watch on their stealthy movements; I therefore tried at first to make them understand that we had taken possession for the present, and did not want their company; they were, however, very indignant at our endeavours to drive them away, and very plainly ordered us off to the ship. It was very evident that our forbearance was mistaken for weakness, and that mischief was preparing. I accordingly took hold of one of the most refractory, and compelled him to march off at double-quick time, when they all retired to some rocky hills overlooking our camp, from which it was necessary to dislodge them. Taking Mr. Brown with me, we climbed the first hill, which made them retreat to the next. Resting ourselves for a few minutes, and taking a view of the surrounding country, we were just on the point of returning to the camp, when we observed three armed natives stealing down a ravine to the horses, evidently with hostile intentions, as they shipped their spears on getting close enough to throw; we did not, however, give them time to accomplish their object, as we ran down the hill in time to confront them, on which they took to the rocks. Seeing that it was now time to convince them we were not to be trifled with, and to put a stop at once to what I saw would otherwise terminate in blood-

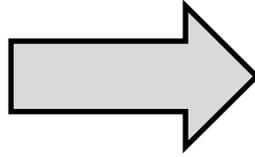
Source: Gregory, F.T. and Gregory, A.C. (1884). *Journals of Australian explorations*, p.57

See: <http://nla.gov.au/nla.obj-240393394/view?partId=nla.obj-240436608>

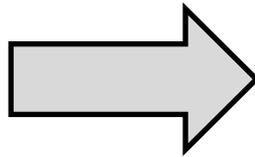
WHAT IF...

WHAT WOULD YOU DO NEXT?

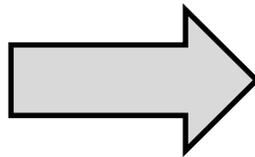
You arrive in a place that you have never been to before...



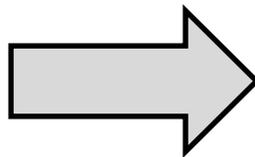
You are travelling across country and you are hungry. You plan to kill an emu to eat, but suddenly see some strangers kill it. These strangers look like they might have other food, as well as some slow moving animals with them...



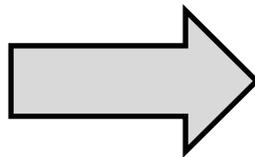
You turn up at a special place which you and your family visit all the time and find strangers camped there who chase you away...



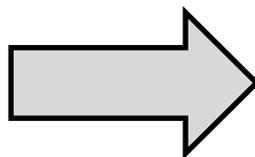
You arrive to a new place with limited amount of food. The area has no shops, farms or buildings nearby, and you plan to stay there for a while...



You arrive to a place you know well and find strangers there. They don't look like other people you know, they speak a different language and have tools and equipment that you are unfamiliar with...



You are travelling across a country and do not have much water with you...



Match photos of workers to the correct explanation of how they contributed to the development of Western Australia.

PHOTO NUMBER

Workers who did this job helped with raising Western Australian children. They played with them, changed their nappies, fed them and kept them safe.

Workers who did this job helped to clothe people in Western Australia and beyond. After sheep were shorn, these people washed the cut fleece to remove dirt, sand and grease, something that needed to be done before the fleece could be turned into wool and used to make socks, jumpers and other clothing.

Workers who did this job helped stations and growing towns to run efficiently. They collected water from wells or streams and carted them to where it could be used for drinking, preparing food, washing, cleaning and gardening.

Workers who did this job helped to make sure that goods could be moved from place to place. Before cars were invented and roads and railways built across Australia, horses and camels were used for transport. These people trained, fed and looked after the animals, making sure they were healthy and strong enough to carry or pull heavy loads.

Workers who did this job helped people have beautiful things. They dived down to collect oysters which contained precious pearls. The pearls were used to make jewellery, and the pearl shell was used for things like ornaments, furniture, cutlery and buttons.

1



Source: State Library of Western Australia, 003120D

Caption:

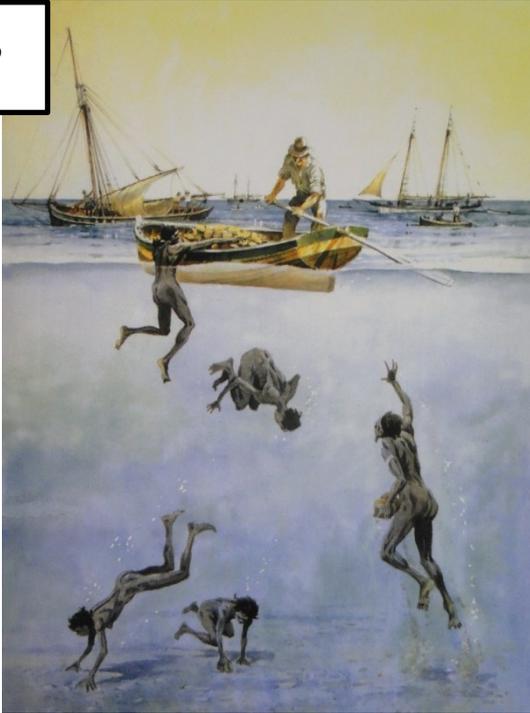
2



Source: City of Karratha Local History Collection 2005_1732

Caption:

3



Artist unknown

Source: City of Karratha Local History Collection 2012_180

Caption:

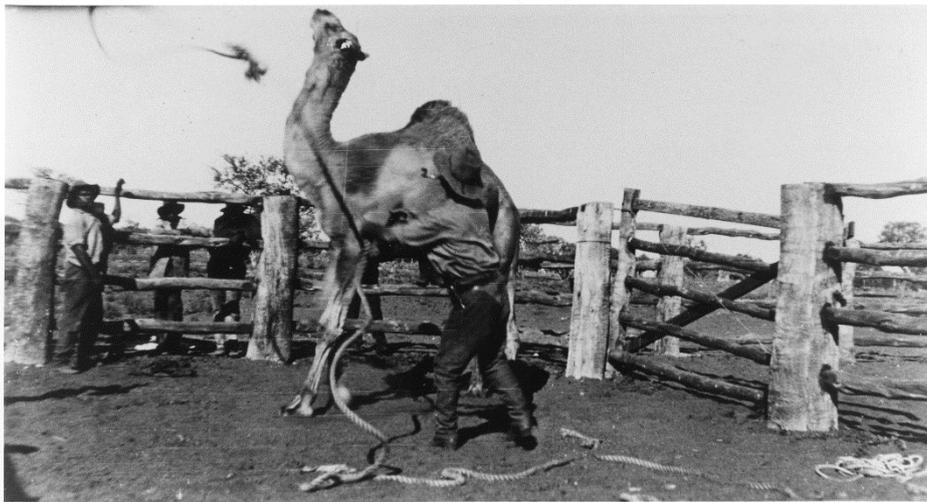
4



Source: City of Karratha Local History Collection 2005_1173

Caption:

5



Source: City of Karratha Local History Collection 2005_1170

Caption:

I do hereby give Notice that if any Person or Persons shall be convicted of behaving in a fraudulent, cruel or felonious Manner towards the Aborigines of the Country, such Person or Persons will be liable to be prosecuted and tried for the Offence, as if the same had been committed against any other of His Majesty's Subjects.

Source: James Stirling's proclamation upon founding of Western Australia, State Records Office of WA.

The Aborigines did not receive a money wage. They were given clothing and an unlimited amount of flour, tea, sugar and tobacco while at sea on the boats. When they were near the shore, the food supply was rationed so that they did not deplete the ship's stores by sharing freely with their friends.

Source: De La Rue, K (1979) 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, Cossack Project Committee

LOCAL TELEGRAM.
NEWS FROM THE NORTH-WEST.
 (From our own correspondent).
 [BY ELECTRIC TELEGRAM.]
COSSACK, May 18.
A case was tried here yesterday, in which two white men were charged—one with bringing in by force natives from the coast for the schooner Dawn, the other with detaining them on board against their will.

1887 'LOCAL TELEGRAM.', *The Inquirer and Commercial News (Perth, WA : 1855 - 1901)*, 18 May, p. 5. , <http://nla.gov.au/nla.news-article66079889>

Reports are in circulation that several serious charges will shortly be brought against some pearlers for illtreatment to their native divers during the present season.

1887 'LATEST NEWS FROM THE NORTH.', *The Daily News (Perth, WA : 1882 - 1950)*, 12 May, p. 3. , <http://nla.gov.au/nla.news-article76068187>

I USED TO THINK, BUT NOW I THINK

	I USED TO THINK	NOW I THINK
Who first lived in the area where Cossack is, and what were their lives like?		
Why did settlers come to the area, and what were some of the challenges they faced?		
How did the settlers get on with Aboriginal people and what was the impact of settlement?		

The topic I want to learn more about is:	What do I need to find out? (Develop at least 5 focus questions)
What I already know about this topic?	

Focus question:

Key points (Try to use key words and phrases rather than long sentences to take notes.)

Where did I find this information?

Book

Author	Date published	Title	Publisher
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Website

Author	Date published	Title	URL
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Other source: