

# Putting AUSTRALIA On the Map

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je, opgedaan met het gouden reepaerd van middelburgh  
Anno 1627.

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CAROLE WILKINSON



TEACHERS' NOTES

# PUTTING AUSTRALIA ON THE MAP

## Synopsis

Australia is a big place. It covers 7.7 million square kilometres and has approximately 35,000 kilometres of coastline. You would think it would be easy to find, yet it stayed hidden from everyone but its First Nations People for a very long time.

Australia's coastline was discovered piece by piece. Mapping the coastline was a task that took hundreds of years. Putting Australia On the Map explains how Australia was mapped and explores the many hit-and-miss expeditions that finally pieced together the puzzle.

## Writing style

*Putting Australia On the Map* has been written and designed with the needs of both early and more advanced readers in mind. The simple language, direct writing style and examples of early cartography combine to create a fascinating explanation of why Europeans searched for and mapped Australia – a land that had been inhabited for over 60,000 years. The vibrant maps, whose styles and information change throughout the book, add another opportunity for learning and developing literacy skills.

## Photographic style

*Putting Australia On the Map* is designed to evoke the period in history that the book explores. Each carefully chosen image, whether a map, portrait or painting of a historical event, will captivate the reader and inspire further discussion on many cross-curriculum areas. Readers can explore how the images convey meaning and examine what the images reveal about the era.

## Specifications

Author	Carole Wilkinson
ISBN	9781742035932
Format	297mm x 210mm
Extent	32p + cover
Binding	Hardback
Reading level	8+
Interest level	8+
Category	Junior Non-Fiction

Example spreads taken from the book



# PUTTING AUSTRALIA ON THE MAP

## Study notes: Themes

- Descriptive words
- Cartography / mapping
- History
- Exploration
- Geography
- Natural geography
- Natural resources
- Natural landforms
- Oceans
- Culture
- Global superpowers of the past
- Gradual mapping of Australia
- Accidental versus intended discovery
- Filling in the gaps with imagination

## Curriculum link: Literacy

Before reading *Putting Australia On the Map*:

- Before looking at the cover, ask the students to try and draw a map of Australia from memory.
- Discuss the word *continent*. What is it? Brainstorm everything students know about continents.
- Introduce, or confirm, that Australia is a continent. Show students the book's cover and discuss their response to it.
- Read the blurb and ask students why it took so long for Australia to be mapped.
- Create a list that the class comes up with of their ideas and any questions that arise. After reading the book, recheck the list.

While reading *Putting Australia On the Map*:

- Before reading, give each student a few sticky notes. Ask students to note any words, questions or wonderings they hear or have that they'd like to share or ask. These can be collated and displayed on a noticeboard or poster. Their questions, lists and wonderings are an opportunity to assess current knowledge and will provide direction for discussions, investigations or presentations.
- Ask the students to take turns reading a paragraph aloud to the rest of the class. Where appropriate, ask the students what they think certain words may mean.

# PUTTING AUSTRALIA ON THE MAP

## Curriculum link: Critical and Creative Thinking

After reading *Putting Australia On the Map*, discuss:

- What do you think was the biggest hurdle early explorers faced?
- What drove the urge to explore and discover new lands?
  - \* I.e. trade, resources and land
- The early explorers were looking for new lands with gold, silver, tin, lead, iron, copper, precious stone, pearls, fruit and vegetables. They dismissed Australia as having nothing of value like this. In reality, what resources does Australia have?
  - \* To guide the discussion, show students images of where Dampier landed (Shark Bay, Western Australia) and Botany Bay where Cook landed. Consider climate, environment, ease of access etc.
- The VOC, or United East India Company, asked explorers to judge a country's resources by looking at the First Nations People. (Page 18: "Sailors were told to observe the Indigenous people for clues. Were they wearing ornaments of gold and silver?") Why do you think Australia's First Nations People didn't show outward signs of these resources, which were plentiful in Australia?
  - \* I.e. beliefs (protect and value Country) and weather/environment (which was hot, uncomfortable, would impede hunting and collection of food)
- What do you think First Nations People valued?
- First Nations People had lived on the continent for over 60,000 years. How did they know how to reach a certain area, or where clan territories began and ended?
- Why do you think Dampier dismissed Australia as a place to explore, yet Cook claimed it as a British colony?
- How different do you think Australia would be today if the Dutch had explored the continent before Cook claimed it?



# PUTTING AUSTRALIA ON THE MAP

## Curriculum link: ICT Capability

After reading *Putting Australia On the Map*:

### ACTIVITY: Going Further

- Organise the class into small groups or pairs. Have students research the different names explorers and Europeans had for Australia. List the different languages and meanings for these names. For example, on page 6 is *Terra Australis Incognita*, which is Latin for Unknown South Land. Encourage students to include Aboriginal clan and nation names for your local area. Investigate how these names come from Country.
- Explorers and sailors knew much less than we do about the world and the oceans. Examine the maps on pages 8 and 13. What clues do they provide about their fears and knowledge?
- One of the greatest fears was of giant sea monsters. What do you think these creatures may have been in reality?

### ACTIVITY: Explorers

- Divide your class into groups of three or four. Allocate each group one of the explorers or cartographers mentioned in Putting Australia On the Map.

Claudius Ptolemy

Marco Polo

Ferdinand Magellan

Pedro Fernandes de Quiros

Luis de Vaez Torres

Captain Willem Janszoon

Dirk Hartog

Anthony Van Diemen

William Dampier

Able Tasman

James Cook

Matthew Flinders

- Students are to create a mini biography. These can take on whatever form the students choose – a poster, media or digital presentation, or booklet.

Projects to include: information about the person's life (including significant dates, achievements and discoveries), any problems they had to overcome, how the world remembers them, and their unique role in mapping Australia as we know it.

# PUTTING AUSTRALIA ON THE MAP

## ACTIVITY: Mapping

- Revisit the maps throughout *Putting Australia On the Map*. Place students in groups and allocate each one a map from the book. Groups will spend 10 minutes studying their map, then report back to the class. After all groups have presented, class discusses their discoveries and ideas about exploration, mapping and styles.
- Display maps from *Putting Australia On the Map* around the classroom. Allocate time for students, in pairs, to study each map. Ask students to write a list of familiar areas, landmarks, beaches, towns etc.
- As a class, examine the map on page 14. Discuss the colours, plants, animals. Discuss the artist's choices. What may have influenced them?

In groups, using technology and books, have students collect images of northern Australia and compare these with the artist's work.

- Show students the map of Australia's First Nations People's clans and nations.

<https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia>

Investigate the clan boundaries in your local area. Create a map of this area, using that old style as shown in *Putting Australia On the Map*.

## ACTIVITY: Natural World

- Investigate how early explorers and First Nations People found their way around the world. (Sun, stars, read their environment.) Create a Venn diagram noting the differences and similarities.
- The discovery of the Roaring Forties changed shipping and exploration. Have students investigate the Roaring Forties. What are they? Where are they? What direction do they go? What influence do they have on the ocean?

Reference: <https://www.abc.net.au/science/articles/2007/09/20/2038604.htm>  
<https://oceanservice.noaa.gov/facts/roaring-forties.html>



# PUTTING AUSTRALIA ON THE MAP

## ACTIVITY: *Natural World* (cont)

- In pairs, have student mark on world map templates the following details

The Roaring Forties

Trade routes

Places mentioned in the book

The tracks of three major journeys.

Torres Strait

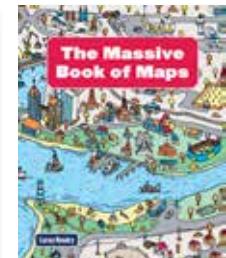
## ACTIVITY: *Creative activities*

- Imagine you are a sailor on one of the journeys mentioned in *Putting Australia on the Map*. Write a narrative about one of the following topics:
  - \* your experiences while sailing through the Roaring Forties.
  - \* life on a sailing ship
  - \* your first sight of a sea monster (hint – before you start writing, decide if it will be a fantasy creature or a real sea creature. If you’re doing a real sea creature, decide on which before you start planning your piece.)
- Examine the maps and pay attention to the sea creature illustrations. Use your knowledge of the ocean’s mammals, fish and other sea life to create your own sea monster.

## Marketing and promotion

*Putting Australia on the Map* is a one-off title, though it shares elements with other one-off titles such as *The Massive Book of Maps*, *Culture, Say What?!* and *The Big Book of Antarctica*. Future one-off titles are planned, such as *Power Up! The Big Book of Energy*, *Migration* and *From Space to Core*.

Past  
one-off  
titles



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