

# TOWNSVILLE HISTORY

EDUCATION KIT

application gives relief. Try it.

**Magnetic Island.**  
**HAYLES' HOTEL, PICNIC BAY.**

THE Launch PHOENIX will leave the Ferry, opposite Imperial Hotel, as follows:—  
 MONDAYS and WEDNESDAYS, 12.30.  
 THURSDAYS and SATURDAYS, 2.30 p.m., returning at 6 p.m.  
 SUNDAYS, 10.30 and 2.30, returning at 6 p.m.

The PHOENIX will leave for Picnic Bay on—  
 CHRISTMAS EVE, 2.30 and 10.30 p.m.  
 CHRISTMAS DAY, 10.30 a.m. and 2.30 p.m.  
 BOXING DAY and NEW YEAR'S DAY, 10 a.m., 12 noon, and 2.30 p.m.; returning to town 6 p.m.  
 Return Fare, 2/6; Children under 12, 1/-.  
 Hotel Charges—6/- per day and 20/- per week.

R. HAYLES.

**BUTLER'S BOAT.**  
**THE LAUNCH "TIVOLI"**

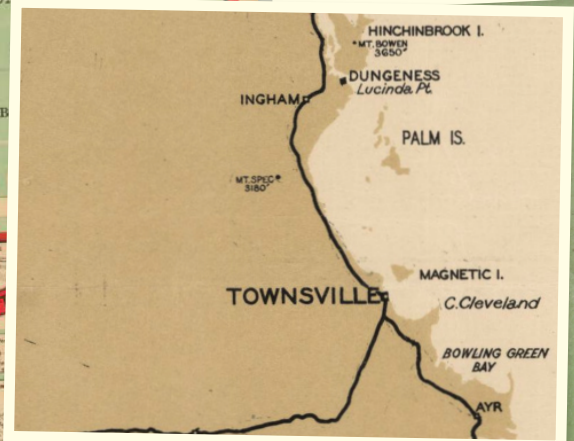
WILL LEAVE TOWNSVILLE for MAGNETIC ISLAND as follows:  
 Leaving from Pontoon at foot of Harbor Board Office.

Sundays: 10.30 a.m. and 2 p.m.  
 Mondays: 11.30 a.m.  
 Thursdays and Saturdays: 2.30 p.m.  
 Wednesdays and Fridays, as per arrangement.

Returning each day at 5.30 p.m.  
 FARES: Return 2/6, single 1/6; Children under 12 years 1/-.

**CHRISTMAS RUNNING.**

The TIVOLI will leave for the island on Christmas Eve at 10.30 p.m.; Christmas Day, 10.30 a.m. and 2.30 p.m.; Boxing Day and New Year's Day, 9 a.m.









# YEAR 2

## THE PAST IN THE PRESENT

Students explore the history of Magnetic Island and investigate its significance in Townsville life.

### Topic »

Magnetic Island

### Key inquiry questions »

- In what ways has Magnetic Island been used in the past by people who lived in Townsville?
- Who and what kind of people have lived on Magnetic Island?
- How have the ways Townsville people have used Magnetic Island changed over time?

### Content »

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.

### Students »

Pose questions relevant to the history of Magnetic Island, consider how use of Magnetic Island has changed and remained the same between the past and the present.

## MAGNETIC ISLAND

History is not always about people; places are just as important. The way people interact with places like parks, rivers, islands or oceans is often an indicator of what is most or least important to them.

There are many places in Townsville which are significant for a variety of reasons and each one could be the subject of some investigation. Perhaps few other places in Townsville are as visible and as popular as Magnetic Island.

Magnetic Island is one of the most recognisable and loved places in Townsville. It is a holiday destination for both locals and tourists from all over the world and has a small population of local residents, but what do we know about its past?

In this section we will think about Magnetic Island's history. We will investigate how Magnetic Island has been used by Townsvillians in the past. It will be interesting to think about how things have changed, or how they have remained the same.







# ACTIVITY 1

## WHAT DO YOU KNOW?

### HISTORICAL SKILLS AND ACTIVITIES:

Pose questions about the past using sources provided.

**For Student Worksheet see resource folder Year 2 Activity 1**

*What kind of things do you imagine when you think about Magnetic Island?*

*Have you ever been to Magnetic Island? If you have, what was your favourite part of the trip? If you have not, what would you like to do once you get there?*

*How do you think people get from Townsville to Magnetic Island?*

*Why do you think the island is called 'Magnetic'?*

*Write a question about something you would like to know about Magnetic Island's past.*

*What do you know about Magnetic Island's past? Have you heard stories? Have you seen pictures? Have you read books about Magnetic Island? Write whatever you know about Magnetic Island's past.*



# ACTIVITY 2

## RESOURCE

For images refer to resource folder Year 2 Activity 2





## ACTIVITY 2

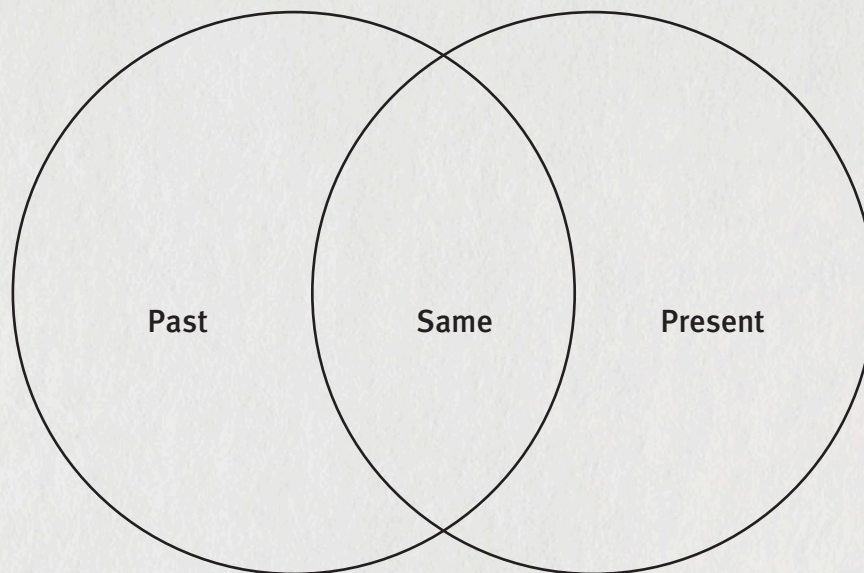
### MAGNETIC THEN AND NOW

#### HISTORICAL SKILLS AND ACTIVITIES:

Explore a range of sources about the past; identify and compare features of objects from the past and present; distinguish between the past, present and future.

**For Student Worksheet see resource folder Year 2 Activity 2**

Use a Venn Diagram broken into Past, Present and Same. For example:



*View the images provided. Each is an image of Magnetic Island in the past and comparative image from the present. Note the unique aspects of the past, the present and elements which are the same in the Venn Diagram.*



# ACTIVITY 3

## RESOURCE

Students read the script.

For the full script and images refer to resource folder Year 2 Activity 3

My name is Charlie and I know the real Magnetic Island. To most people Magnetic Island is just a lovely holiday resort, noted for good swimming, clean white beaches, well conducted hotels, several popular motels and guest houses—altogether they say it is a place of pleasant memories. Few indeed know her early history and interesting background.

For those who don't know, Captain Cook called it Magnetic Island because he thought the island possessed some magnetic force that made his compass all funny. It's not magnetic at all, but its name hasn't changed.

Of course Captain Cook was not the first person on Magnetic Island. Local Indigenous peoples lived there and others who lived on the mainland would often visit. Mr Butler, one of the earliest non-Indigenous people to move to Magnetic Island told me. He said it was not uncommon to see Indigenous people wade in the very low August tides from Kissing point to the channel alongside the Island. Then they then swam this last lap to reach the Island and once there they would hunt and pow-wow with their friends of the tribe that lived on Magnetic Island. Occasionally they would return the visit; some would paddle across in their little bark canoes.





# ACTIVITY 3

## MAGNETIC ISLAND IN THE PAST

### HISTORICAL SKILLS AND ACTIVITIES:

Explore a range of sources about the past, identify and compare features of objects from the past and present.

**For Student Worksheet see resource folder Year 2 Activity 3**

*This is a story about how and why people who lived in Townsville in the past visited Magnetic Island.*

*As the story is told and you enjoy the images, it is important to think about what is different or the same between the past and the present.*

*Read the script and answer the questions that follow.*

1. Explain why Captain Cook called it Magnetic Island.
2. Describe what the word 'wade' means.
3. Explain the meaning of the word 'channel' in this story.
4. Describe what the word 'quarantine' means. Why do you think it was important for people to be kept alone and away from others before they arrived on the mainland?
5. Identify which bay on Magnetic Island was famous for its pineapples.
6. List the activities that people used to do on Magnetic Island.
7. Explain something from the story that you were surprised to learn. Why did it surprise you?
8. Identify something that has changed about the way people use Magnetic Island.
9. Explain something that has not changed about the way people use Magnetic Island.
10. Try to imagine what might happen to Magnetic Island, or how people may use Magnetic Island, in 100 years. Consider what Magnetic Island might look like if people still live there, how people will get there, the kind of activities people do there and if people will still visit. Describe your prediction.







# YEAR 3

## COMMUNITY REMEMBRANCE

Students explore the two Indigenous peoples who were traditional custodians of the Townsville land.

### Topic »

Wulgurukaba and Bindal: their stories and language

### Key inquiry questions »

- What is the significance of country to Aboriginal and Torres Strait Islander peoples?
- Who are the traditional owners of the land surrounding Townsville?
- What are some stories which connect country and culture with the Wulgurukaba and Bindal peoples?
- What was the language of Townsville's traditional owners?

### Content »

The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area.

### Students »

Will be able to identify who are traditional custodians of the Townsville area (Wulgurukaba and Bindal people), they will be able to identify their country on a map, and they will be able to identify their totems.

## WULGURUKABA AND BINDAL PEOPLES

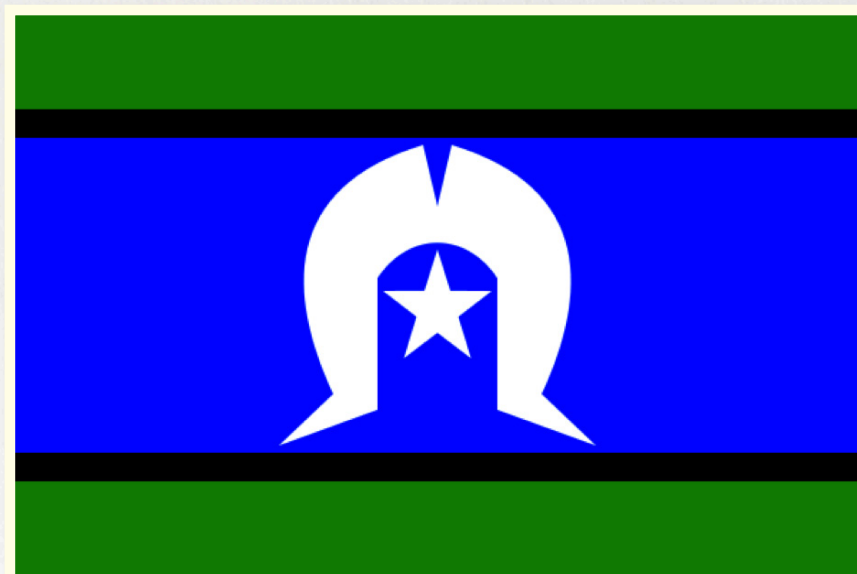
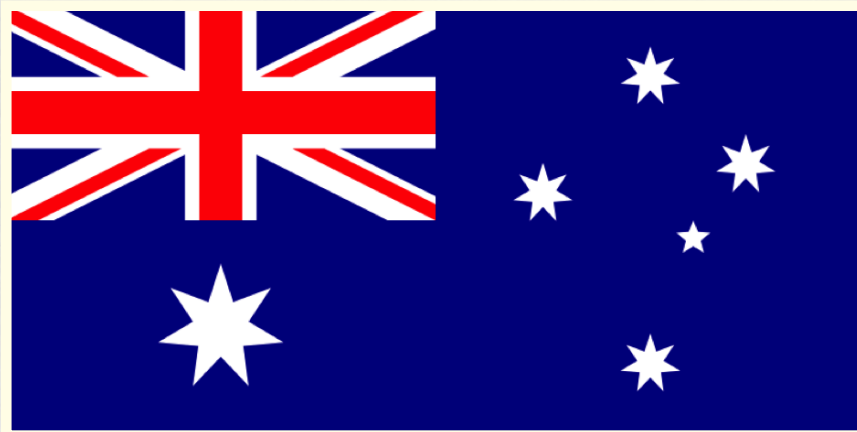
The first Australians arrived on this continent approximately 40,000 years ago. Over that period they lived scattered across the land in tribal groups. Each tribal group had their own country, language and culture. For Aboriginal Australians, country is not just the land on which they live, it is an important part of their spirituality and culture. In this section we will look at the two local traditional Aboriginal Australian owners of the land, the Wulgurukaba and Bindal people, their stories and their language.



# ACTIVITY 1

## RESOURCE

For flag images refer to resource folder Year 3 Activity 1





# WORD BANK

Find the definition of the following words, and where appropriate use them in a sentence: flag, dhari, southern hemisphere, symbol.

## ACTIVITY 1

### READING FLAGS AS STORIES

#### HISTORICAL SKILLS AND ACTIVITIES:

Locate relevant information from sources provided; identify different points of view.

**For Student Worksheet see resource folder Year 3 Activity 1**

*Flags are often much more than a pretty design; they represent important aspects of people's past and place in the world.*

*Looking at the Australian flag, it has three symbols. All three elements represent something significant to the Australian community.*

*The Australian Aborigines and Torres Strait Islanders also have flags. Identify what each aspect of the two flags symbolise. The Australian flag has been completed as an example.*

<b>The Australian Flag</b>	
Union Jack	The Union Jack includes English, Scottish, and Irish symbols. It is used in the Australian flag to symbolise the nation's link to all the nations of Great Britain.
Commonwealth Star	The second is the Commonwealth Star which has seven points. The points symbolise the six former colonies (Queensland, New South Wales, Victoria, Tasmania, South Australia and Western Australia) and one point symbolises the territories.
Southern Cross	The Southern Cross is one of the most visible constellations in the Southern Hemisphere.

<b>Aboriginal Flag</b>	
Black section	
Red Section	
Yellow Circle	

<b>Torres Strait Islander Flag</b>	
Green sections	
Black stripes	
The five pointed star	
The white dhari	
The white	

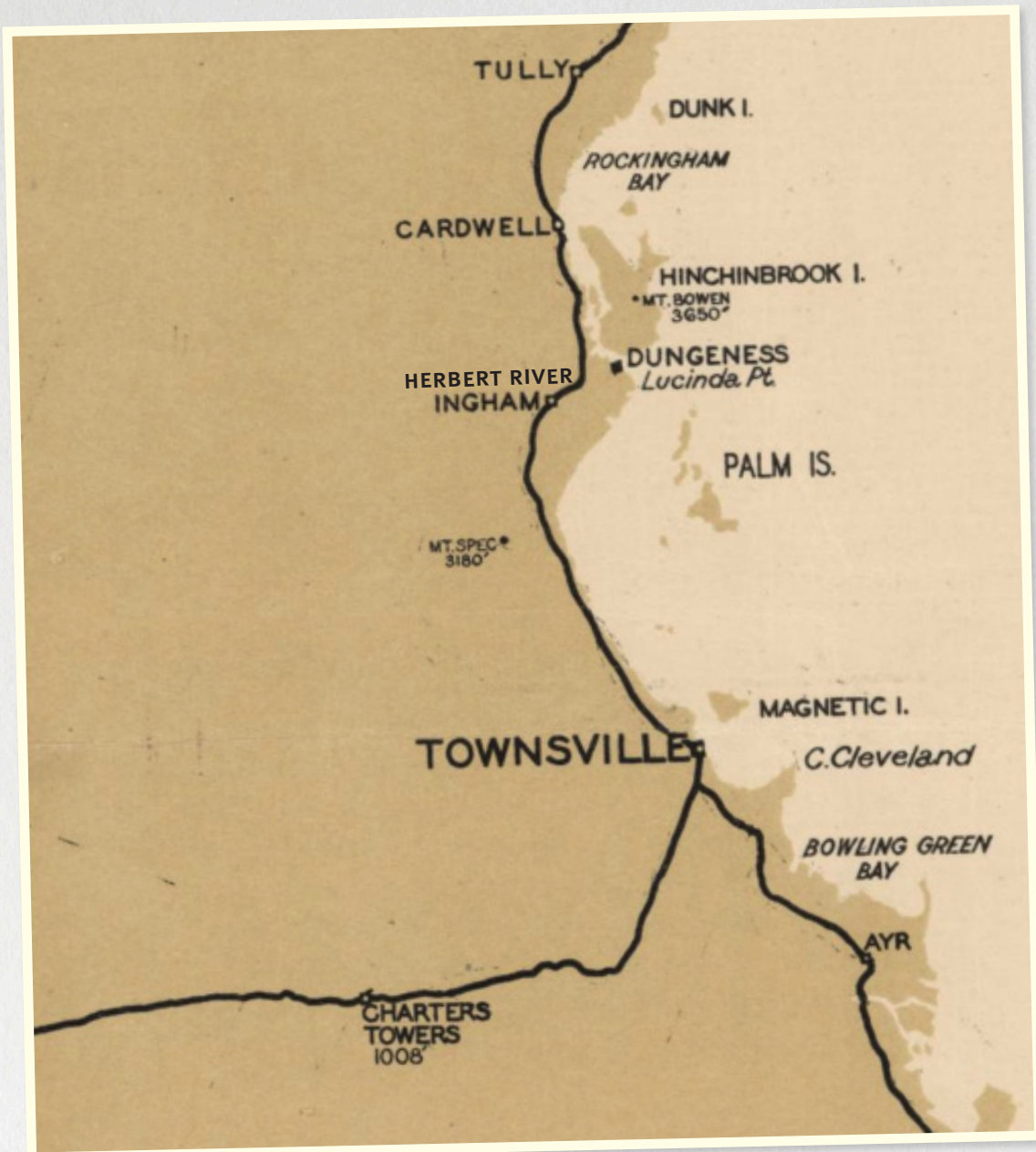


## ACTIVITY 2

### RESOURCE

For map refer to resource folder Year 3 Activity 2

Part 1 images, Wulgurukaba map.





# ACTIVITY 2

## LOCAL DREAMTIME STORIES

### HISTORICAL SKILLS AND ACTIVITIES:

Locate relevant information from sources provided; identify different points of view; use a range of communication forms.

**For Student Worksheet see resource folder Year 3 Activity 2**

*When Europeans first arrived in Australia they assumed that no one owned the land because there were no boundaries marked by fences and farms.*

*The whole continent, however, was home to the Aboriginal Australians who had already been living here for many years – hundreds of generations. Archaeological sites near Townsville confirm that Aboriginal Australians have been living in the area for over 10,000 years.*

*The Traditional Custodians of Townsville are the Wulgurukaba and Bindal people. Both people have stories important to their tribe and the land to which they belong.*

#### **Part 1**

*Read the following Wulgurukaba story and then draw and colour the carpet snake onto the map provided.*

*The Wulgurukaba people call their country Currumbilbarra. Wulgurukaba means “canoe people”. An important symbol for the Wulgurukaba people is the carpet snake. The story tells of the creation snake that comes down from the Herbert River (Ingham area), went out to sea creating the Hinchinbrook channel and down to Palm and Magnetic Island. His body broke up leaving parts along the coast. The tail of the snake is at Halifax Bay; his body is at Palm Island; and his head rests at Arcadia on Magnetic Island.*

#### **Part 2**

*Read the following Bindal story and then colour a picture which depicts this story.*

*The Bindal people call their country Thul Garrie Waja. An important symbol for the Bindal people is the shooting star. They believe that wherever the star fell or the direction in which the star fell signalled that either danger was coming from that direction or someone in that direction was in need of help.*

*In 1846, twenty years before Townsville became a city, a group of Europeans were shipwrecked and some survivors landed on Cape Cleveland. After fourteen days on the shore they were found by local Aborigines. This is what James Morrill, one of the ship-wrecked said occurred in his journal:*

*After we had been fourteen days on the shore we were seen by some of the natives. It appeared that for several nights they had observed falling stars in one particular direction—the direction of the rocks on which we were. They also it afterwards appeared have a kind of superstition in reference to falling stars, they think that they point out the direction of a hostile tribe. Something however more than usual possessed the minds of these Aborigines and they bent their steps in the direction the stars fell.*



# ACTIVITY 3

## RESOURCE

For word search refer to resource folder Year 3 Activity 3

B	O	D	E	E	N	C	M	I	L	H	G	A	O	O	N	G	O	G	O
C	A	Y	G	L	O	A	O	A	L	S	F	R	E	N	T	S	T	R	U
M	L	B	J	M	K	V	O	R	I	Q	M	A	N	D	E	L	G	U	N
I	L	D	O	J	E	B	R	P	M	N	C	W	A	R	A	H	O	E	U
N	O	O	N	A	B	N	O	O	Y	I	N	O	E	R	U	E	O	E	A
D	E	R	A	F	Z	P	L	K	B	E	R	T	I	R	J	H	B	C	R
W	K	O	B	I	M	O	O	R	G	H	U	R	M	O	O	G	A	O	E
Y	G	A	L	A	B	I	L	L	I	M	O	O	U	N	D	I	L	O	E
U	S	T	T	A	N	A	S	T	I	C	O	O	N	G	A	N	A	N	D
M	A	S	H	O	R	O	N	A	O	G	I	J	D	A	M	B	B	A	E
B	G	H	A	I	N	E	R	C	A	O	R	I	A	R	A	I	O	M	E
O	H	I	L	T	N	A	A	R	A	A	R	M	L	A	I	N	R	B	B
O	O	G	N	O	N	D	K	A	I	K	A	G	G	M	L	J	O	E	L
R	R	C	A	M	N	I	A	C	C	A	M	A	H	O	U	I	B	L	A
B	A	L	R	O	R	H	C	N	C	A	L	B	A	I	N	T	E	L	C
A	B	M	O	O	H	T	E	O	G	M	M	U	N	A	N	A	N	A	R
N	I	R	O	N	R	B	H	O	M	A	M	A	I	M	O	B	H	O	N
G	A	N	A	O	L	O	O	I	M	U	N	D	I	N	E	B	O	R	O
G	D	A	E	A	M	D	B	D	M	U	N	U	M	D	E	E	R	R	M
A	M	M	C	O	O	L	E	E	M	A	N	D	I	N	R	L	A	O	O

**Bodeen** (Herbert River)

**Kiroonda** (Mount Marlow/Pallarenda)

**Cooleeman** (Cape Cleveland)

**Mundalghan** (Mt Stuart)

**Goobalaboro** (Mt Louisa)

**Mandelgun** (Mount Elliot)

**Moorghur mooga** (The Great Barrier Reef)

**Thindanga** (Garbutt)

**Yoonbanoon** (Magnetic Island)

**Oongogo** (Belgian Gardens)

**Boorbangga** (Aitkenvale)

**Calbeedeera** (Ross River)

**Toorghinboro** (Bohle)

**Coonambella** (Townsville area)

**Mun-Dine-Bo-Ro** (refers to Rising Sun district – the suburb of Mundingburra takes its name from this word)



# ACTIVITY 3

## LOCAL INDIGENOUS LANGUAGE FIND-A-WORD

### HISTORICAL SKILLS AND ACTIVITIES:

Identify different points of view; locate relevant information from sources provided.

#### **For Student Worksheet see resource folder Year 3 Activity 3**

*Tribal groups have their own languages and the language of the Bindal people is the Birrigubba language.*

*In 1875 a man called Charles Price arrived in Townsville. In 1885 he produced a booklet called Language of the Townsville Area in which he listed the language of the local Indigenous groups. Some of the words he recorded became incorporated into the street and suburb names of Townsville. Price's work is a constant reminder that well before Europeans arrived and named many of the Townsville's features, the Wulgurukaba and Bindal people had already done so. Price Street in Belgian Gardens is named after Charles Price.*

*Complete the word search. The terms you will be looking for are the local Aboriginal terms for Townsville places and icons.*







# YEAR 4

## FIRST CONTACTS

Students explore the earliest interactions in Townsville between European and Indigenous peoples.

### Topic »

James Morrill

### Key inquiry questions »

- Who was James Morrill and what kind of relationship did he have with the Indigenous people?

### Content »

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment.

### Students »

Will explore how the Indigenous people from the Townsville area first interacted with Europeans, as well as how early Europeans engaged with the Townsville Indigenous peoples. They will explore the story of James Morrill, and examine images depicting Aborigines in the Townsville area.

## FIRST CONTACTS: JAMES MORRILL

First contact between Europeans and Aboriginal Australians ranged from cordial and pleasant to volatile and violent. The outcomes often depended on the participants' motives, willingness, and ability to understand the other's point of view. The first long-term contact between Europeans and the Aboriginals which occupied the lands around Townsville is unique. The first European to arrive and live in the Townsville area was a shipwreck survivor, James Morrill. In this section we will look at Morrill's story.



# WORD BANK

Find the definition of the following words, and where appropriate use them in a sentence: shipwreck, tomahawk, pardon, curiosity.

## ACTIVITY 1

### MORRILL'S STORY

#### HISTORICAL SKILLS AND ACTIVITIES:

Locate relevant information from sources provided; identify different points of view; use a range of communication forms; use historical terms.

For Student Worksheet including Y-chart diagram, see resource folder Year 4 Activity 1

#### Part 1

Students read a digital copy of the text through our CityLibraries Local History collection.

Teachers should be aware that the original text, which is provided here digitally, includes terms and words to describe Aboriginal Australians which are today considered offensive, but were part of the accepted discourse of the time.

*The text is from 'Sketch of a residence among the Aborigines of Northern Queensland for Seventeen Years' by James Morrill. On pages 9 to 12, Morrill describes the episodes which led to him and his fellow castaways being adopted into the tribes of the area. The process carried over several days and involved several meetings.*

*From 'After we had been fourteen days on the shore we were seen by some of the natives' to 'Eventually we went with them, but they dug the roots up for us till we learned to do it ourselves.'*

*Read the digital copy of this text through our CityLibraries Local History collection.*

*After reading the passage fill out the Y-chart to establish what the encounter between Morrill and his fellow shipwreck survivors and the local Aborigines looked, felt, and sound like.*



## Part 2

On pages 15 to 17 Morrill has heard about the arrival of Europeans to the south and seeks to make contact.

From 'I received almost daily reports of the white people' to 'I experienced great kindness from Mr. W.H. Thomas and Mr. P. Somers, who gave me clothes and made a subscription for me in my necessities.'

1. How would you describe the relationship between Morrill and Aboriginal Australians? What aspects of the story made you think this way?
2. Fill in the following table. In the first column is an item or tradition introduced by Europeans mentioned in the story. In the middle column you are to re-write the sentence/s which mention these items. In the final column you are to describe the impact of these introduced items or way of life on the Aboriginal Australians as depicted in the story.

	Sentence	Impact
Cattle		
Fences		
Sheep		
Guns		
Horses		

In the last paragraph of page 24, Morrill reflects on what should or could happen to Aboriginal Australians in the area.

From 'It will perhaps be pardonable in me' to 'But as the cold season is coming on, a good blanket would be invaluable, so would some small tomahawks, knives, old iron hoops and fishing hooks.'

3. After reading the passage from Morrill how do you think he felt about his time with Aboriginal Australians?
4. Complete another Y-chart on what it would have looked, felt and sounded like when Morrill left the tribe which had adopted him.
5. After reading the story of James Morrill, describe in your own words what the earliest interactions were like between European and Aboriginal Australians in the Townsville area.



In 1860 Queensland separated from the Colony of New South Wales, the separation prompted pastoral settlement to spread throughout the state. In 1861, John Melton Black, an English born merchant who had immigrated to Australia in the 1850s to take part in the Victorian Gold Rush, arrived in Bowen. Black was one of North Queensland's earliest pioneers and after arriving in Bowen he took up a huge parcel of land in the area which is now Woodstock. In 1864, Robert Towns, a successful Sydney business man, acquired a number of cattle stations around the Burdekin River, including Woodstock, and employed Black to manage them all. Towns continued to live in Sydney and Black managed the cattle stations.

In 1864, Black sent out two of his employees, Andrew Ball and Mark Watt Reid, to locate a suitable site for a port and a boiling down works. The boiling down works would help the cattle industry by creating an opportunity to sell another product. The new port would allow Black and Towns to ship their cattle and tallow to other locations. Ball and Reid, accompanied by two Aboriginal Australian guides, located a site at the mouth of Ross Creek. A road link with the nearby pastoral country was established, and the small township (then called by both Cleveland Bay and Castletown) began to grow. Black travelled to Sydney to request financial support from Towns to help grow the small township: Towns provided the money, Black built the town. In February 1866, the small township became a municipality and the settlement was named Townsville in honour of its financier.

**What is boiling down and what is tallow?** Boiling down is the process of removing fat from a dead animal, usually cattle or sheep. The fat is turned into a solid substance called tallow. In the nineteenth century tallow was used to make soaps, candles and cosmetics.

## WORD BANK

Find the definition of the following words and terms, and use them in a sentence: gold rush, pastoral, boiling down works, merchant, prospector, ruminative, iron horse, quarrel and zenith.



# YEAR 5

## THE AUSTRALIAN COLONIES

Students explore the importance of the discovery of gold in Charters Towers and the rail link with it in the history of Townsville.

### Topic »

Gold and Rail

### Key inquiry questions »

- What are the origins of Townsville, why, how and who established it?
- Why was the discovery of gold in Charters Towers so important to the history of Townsville?

### Content »

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming and drought.

### Students »

Will examine texts about early Townsville, early photos and maps to explore how the nature of the city changed before Federation.

## ORIGINS OF TOWNSVILLE

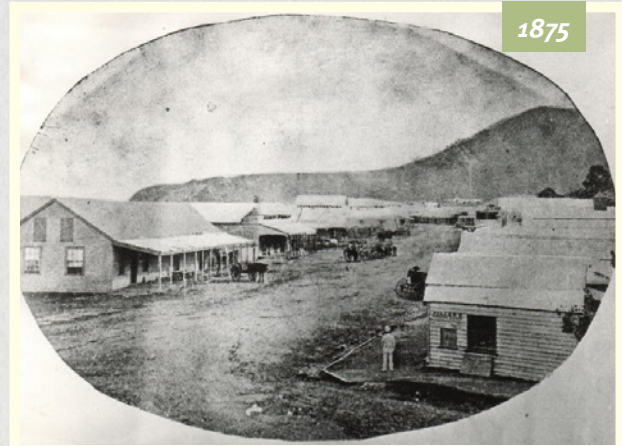
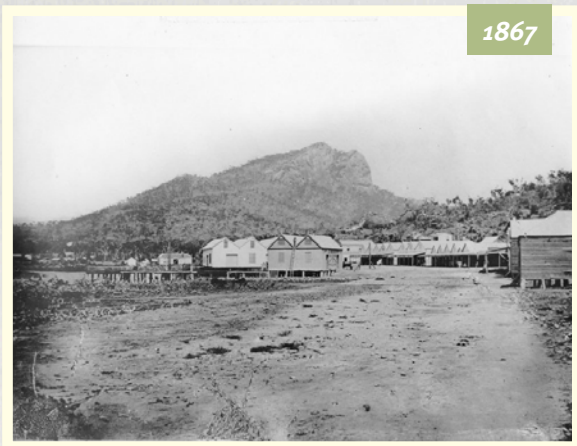
Townsville and North Queensland were some of the last areas of Australia to receive European settlement. In 1860 Queensland was formed following the separation of the colony of New South Wales. Following 1860, settlements began to emerge along the Queensland coastline. In 1861 Bowen was beginning to rise in importance and it looked likely that it would become the significant town in the north. That same year, however, the seeds for Townsville's arrival were planted. In this section we will look at the origins of Townsville through to Federation. We will examine the importance of rail and gold to the successful establishment of Townsville..



# ACTIVITY 1

## RESOURCE

Images will be included in the Student Worksheet, for Student Worksheet refer to resource folder Year 5 Activity 1





# ACTIVITY 1

## VISUALISING TOWNSVILLE

### HISTORICAL SKILLS AND ACTIVITIES:

Compare information from a range of sources; locate information related to inquiry questions in a range of sources.

**For Student Worksheet see resource folder Year 5 Activity 1**

*Look at the five images which were all taken from roughly the same place in different years.*

	<i>What are some of the most significant features within this image?</i>	<i>What changes can you see occurring in these images?</i>
1867		
1875		
1884		
1889		
1906		

*In 1873, Robert Towns died but his death coincided with an important shift in Townsville's history. Townsville, along with Bowen and Cardwell, was one of three northern coastal townships struggling for supremacy. Townsville had established and survived its early years of settlement largely thanks to Towns' money and pastoralists. In 1871, however, something important happened. Late in 1871, three prospectors (Hugh Mosman, George Clark and James Fraser) along with an eleven year old Aboriginal boy named Jupiter Mosman had travelled out to the present day Charters Towers when their horses fled. Jupiter found the horses but also found a large nugget at the base of Towers Hill. A gold rush to Charters Towers and other nearby gold fields was on.*

*However, for the gold in the hinterlands behind Townsville to be worth anything, it needed to be shipped to buyers. Two ports in North Queensland presented the best options, Townsville and Bowen. Whichever of these two towns received the rail-link to Charters Towers and the westward settlements would become the major town, and potential capital of North Queensland. Townsville emerged as the preferred candidate, and the city prospered.*



## ACTIVITY 2

### RESOURCE

For passages refer to resource folder Year 5 Activity 2

Passage 1: Editors and deputations from Mackay to Cooktown raised their voices in demands for what nobody could keep from calling 'the iron horse'. Long and tedious were the intrigues and quarrels over routes. Townsville and Bowen each had hopes of becoming the gateway to Charters Towers and the pastoral west. Bowen had the better harbour, Townsville had the better politicians, and was on the right side of the Burdekin. In 1877 a Liberal government decided to start the inland railway from Townsville...Five years later the line was open to Charters Towers, and in 1884 a southern branch filched the Ravenswood trade from Bowen; 1887 the rails stretched west from Charters Towers to Hughenden.

Geoffrey Bolton, *Thousand Miles Away*, page 161.

Passage 2: The town expanded rapidly, particularly after the Charters Towers goldfields became established. Buildings which had previously served more than one function became inadequate. Just as it was no longer considered appropriate for individuals to undertake multiple roles, so too buildings now were required to be more specialised.

Helga Griffin, *Frontier Town*, page 87.

Passage 3: The discovery of further goldfields at the Etheridge and at Charters Towers brought prospectors in ever-increasing numbers. The road from Townsville was "crowded with swagmen", while one visitor recorded that "Townsville reminded me of a goldfields town at the zenith of the Victorian golden times – streets crowded, teams loading, shopkeepers busy, prices exorbitant and sellers indifferent to customers.

Dorothy Gibson-Wilde, *Gateway to Golden Land*, page 111.

Passage 4: There can be no possible doubt that the railway to Charters Towers would prove the most remunerative line in the colonies, latest reports showing this goldfield to possess the finest quartz reefs, while every week adds fresh discoveries.

Brisbane Courier, October 8, 1877, page 3.



## ACTIVITY 2

### GOLD AND TOWNSVILLE

#### HISTORICAL SKILLS AND ACTIVITIES:

Use historical terms and concepts; locate information related to inquiry questions in a range of sources; compare information from a range of sources; identify points of view in the past and present.

**For Student Worksheet see resource folder Year 5 Activity 2**

*Read the passages and answer the questions.*

1. *Identify some sentences which suggest that the rail-link between Townsville and Charters Towers was important for the city.*
2. *Identify the sentences which suggest Townsville changed after gold was discovered in Charters Towers. In your own words describe how Townsville changed following the discovery of gold.*



# ACTIVITY 3

## RESOURCE

For timeline refer to resource folder Year 5 Activity 3

Townsville Timeline	
1865	The first road to the hinterland was opened providing access to the port for all the pastoral properties in the hinterland.
1899	Peak of gold production, most of which was shipped through Townsville port.
1865	The first sale of allotments on Cleveland Bay was held at Bowen on 31 July.
1879	The first bridge from Flinders Street to Ross Island (South Townsville) was completed, but was dismantled when flaws were discovered in the drawbridge winches.
1890	Townsville's population reached 13 000 people.
1846	James Morrill, a crew member of the ship Peruvian, was shipwrecked on the Great Barrier Reef and was cast ashore on Cape Bowling Green after being 42 days at sea. Morrill lived with local Aboriginal Australians for 17 years when British settlement reached the area. Morrill was the first European inhabitant of the area.
1880	Townsville's first railway station was construction on the corner of Jones and Flinders Street.
1868	Townsville was major port and service centre for the Cape River, Gilbert, Ravenswood, Etheridge and Charters Towers goldfields.
1866	Townsville's first newspaper, the Cleveland Bay Herald, was distributed on 3 March.
1867	Townsville population was approximately 300 people.
1865	Cleveland Bay declared a Port of Entry 23 September 1865.
1872	Townsville's population grew to 2000 people.
1873	Robert Towns dies.
1879	The first bridge from Flinders Street to Ross Island (South Townsville) was completed, but was dismantled when flaws were discovered in the drawbridge winches.
1866	Robert Towns agrees to provide financial assistance to the new settlement. In February 1866 Townsville was declared a municipality and John Melton Black was its first mayor.
1865	The first sale of allotments on Cleveland Bay was held at Bowen on 31 July.
1873	Merchant James Burns sets up business in Townsville. In 1877 he went into business with Robert Philp and established Burns Philp and Company. Burns Philp and Company would become one of the most significant shipping and trade companies in the South Pacific region in the early twentieth century.
1864	John Melton Black despatches Andrew Ball, Mark Watt Reid from Woodstock station to locate a coastal site suitable for a port. They reached the mouth of Ross Creek in April 1864 and explored the area around Melton Hill. Ball returned to Woodstock Station and reported of a site for settlement. The first part of settlers arrived at Cleveland Bay on 5 November.
1882	Railway was extended to Charters Towers to ship booming goldfields.
1866	Boiling down works established at Hermit Park, sugar plantations at Hyde Park and Hermit Park and cotton plantations at Railway Estate.



# ACTIVITY 3

## TOWNSVILLE TIMELINE

### HISTORICAL SKILLS AND ACTIVITIES:

Sequence historical people and events.

**For Student Worksheet see resource folder Year 5 Activity 3**

*Unscramble the dates and descriptions and create your own timeline.*







# YEAR 6

## AUSTRALIA AS A NATION

Students examine the life of Eddie Koiki Mabo, principally his High Court challenge and the subsequent acknowledgement of Native Title.

### Topic »

Eddie Koiki Mabo and Native Title

### Key inquiry questions »

- Who was Eddie Koiki Mabo?
- How did he become involved in Indigenous land right campaigns?
- What was significant about his contribution to Australian society?

### Content »

The contribution of individuals and groups, including Aboriginal and Torres Strait Islander people and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.

### Students »

Will understand that Australia was claimed by Britain and settled under doctrine of *terra nullius*, that this meant Aborigines were not legally recognised as occupants of the land prior to settlement.

Eddie Mabo, a Townsville citizen from Mur (Murray Island), launched a lands rights claim for his people for Murray Island.

He won his case at the High Court and the doctrine of *terra nullius* was abolished leading to the acknowledgement of Native Title and the legal recognition that Aboriginal and Torres Strait Islanders were the original occupants and owners of Australia

## EDDIE KOIKI MABO

Australian history is rich with individuals who have made significant contributions to the country. Townsville is equally so. There are a number of men and women from throughout the last 150 years of Townsville who have made immeasurable impacts in education, health, sport, literature and the arts, and economics.

Few Townsvillians have had as a significant impact on the fabric of Australian society as Eddie Koiki Mabo. In this section we will look at the the life of Eddie Koiki Mabo, his campaign to have Indigenous land rights recognised, and the legacy of his work. The section begins, however, by looking back to when Australia was first claimed by Captain Cook and the legacy of that action.



# ACTIVITY 1

## RESOURCE

For map and the full extract refer to resource folder Year 6 Activity 1

An interactive version of the map is available at <http://www.abc.net.au/indigenous/map/>

Wednesday, 22nd. Gentle breezes at East by South and clear weather. We had not steer'd above 3 or 4 Miles along shore to the westward before we discover'd the land ahead to be Islands detached by several Channels from the main land; upon this we brought too to Wait for the Yawl, and called the other Boats on board, and after giving them proper instructions, sent them away again to lead us thro' the Channell next the Main, and as soon as the Yawl was on board made sail after them with the Ship. Soon after we discover'd rocks and Shoals in this Channell, upon which I made the Signal for the boats to lead thro' the next Channel to the Northward laying between the Islands, which they accordingly did, we following with the Ship, and had not less than 5 fathoms; and this in the narrowest part of the Channel, which was about a Mile and a 1/2 broad from Island to Island. At 4 o'Clock we Anchor'd about a Mile and a 1/2 or 2 Miles within the Entrance in 6 1/2 fathoms, clear ground, distance from the Islands on each side of us one Mile, the Main land extending away to the South-West; the farthest point of which we could see bore from us South 48 degrees West, and the Southermost point of the Islands, on the North-West side of the passage, bore South 76 degrees West. Between these 2 points we could see no land, so that we were in great hopes that we had at last found out a passage into the Indian seas; but in order to be better informed I landed with a party of men, accompanied by Mr. Banks and Dr. Solander, upon the Islands which lies at the South-East point of the passage. Before and after we Anchor'd we saw a Number of People upon this Island, Arm'd in the same manner as all the...





# WORD BANK

Find the definition of the following words, and where appropriate use them in a sentence: autonomous, independence, terra nullius, dispossessed, patronising, annexation, High Court.

## ACTIVITY 1

### COOK CLAIMS AUSTRALIA

#### HISTORICAL SKILLS AND ACTIVITIES:

Use historical terms and concepts; locate information related to inquiry questions in a range of sources; identify points of view in the past and present.

**For Student Worksheet see resource folder Year 6 Activity 1**

*In 1770, Captain James Cook paved the way for European settlement by ceremoniously claiming the land for Britain. Cook claimed the land for England despite his own interactions with Aboriginals during his time in Australia.*

*The extract is from Captain Cook's personal journal where he claims Australia for Great Britain. Read the extract and answer the questions below.*

1. Locate and label Possession Island on the map of Australia.
2. Locate, and rewrite, the sentence in which Cook sees Aboriginals.
3. According to Cook, to whom does the honour of discovering the 'Western side' of Australia belong?
4. What sections of the Australia did Cook take possession of in the name of the King George III?
5. On your map divide the Australia in two (east and west) and label which section was called New South Wales and which was called New Holland.
6. Which group of peoples does Captain Cook not acknowledge when he took possession of East Australia? Why do you think he didn't acknowledge them?



# ACTIVITY 2

## RESOURCE

For timeline refer to resource folder Year 6 Activity 2

Mabo Timeline	
May 1982	Mabo High Court Case begins.
December 1988	The High Court declared that the 1985 Queensland laws were invalid because they were racially discriminatory.
21 May 2008	The Townsville campus of James Cook University named its library the Eddie Koiki Mabo Library.
1981 to 1984	Mabo was enrolled in the Aboriginal and Islander Teacher Education Program at James Cook University.
1953	Mabo moved to the mainland where he continued to work on luggers, then as a canecutter, a fettler in railway.
May 1991	The Mabo case was heard in the High Court.
26 January 1993	The Australian newspaper declared Mabo the 1992 Australian of the year.
1970	Mabo became president of the Council for the Rights of Indigenous People.
1981	James Cook University hosts a land rights conference at which a group of Murray Islanders, with Mabo as their leader, decide to take the Queensland Government to court to make a native title claim over their Murray Island lands.
3 June 1995	Mabo's tombstone was unveiled with a Torres Strait Islander ceremony in Townsville. That night the grave was vandalised.
1985	Queensland Government, in attempt to end the Mabo case, passed legislation that would remove any native title to land that existed prior to British settlement.
29 June 1936	Eddie Koiki Mabo was born the son of Rober and Poipe Sambo. His mother died shortly after his birth and he was adopted by his uncle and aunt Benny and Maiga Mabo in accordance with Torres Strait Islander custom.
3 June 1992	The High Court ruled in favour of Mabo. The decision destroyed the legal doctrine of terra nullius.
1962	Mabo became the Secretary of the Aboriginal Advancement League in Townsville.
1 February 1992	Mabo was buried in Townsville.
21 January 1992	Eddie Koiki Mabo died in Brisbane.
1992	After his death, Mabo was awarded a Human Rights Award by the Human Rights Commission and an Australian Achiever Medallion by the National Australia Day Council.
18 September 1995	Mabo was reburied at his village on Murray Island, Las.
1967	Began work at James Cook University (then called University College of Townsville) as a gardener.
1962	Began work at the Townsville Harbour Board as a labourer.
1953	Mabo began working out of Murray Island on trochus shell luggers.



## ACTIVITY 2

### MABO TIMELINE

#### HISTORICAL SKILLS AND ACTIVITIES:

Sequence historical people and events; use historical terms and concepts; locate information related to inquiry questions in a range of sources.

**For Student Worksheet see resource folder Year 6 Activity 2**

*Unscramble the following dates and descriptions and create your own timeline of Eddie Mabo's life.*

*The High Court challenge on behalf of the Murray Island community was a success. Terra Nullius as a doctrine was destroyed and Native Title was born. Native Title allowed Aboriginal Torres Strait Islander groups to make claims over crown land as long as they could prove they had a spiritual or traditional connection with it. The Mabo decision had broader ramifications for Australian society. It helped repair some parts of the relationship between Indigenous and European Australians and gave Indigenous peoples in Australia formal recognition of their long-held traditional ownership of Australia. The most significant acknowledgement of this change was made by the then Prime Minister, Paul Keating, at a speech in the Sydney suburb of Redfern.*



## ACTIVITY 3

### RESOURCE

For speech refer to resource folder Year 6 Activity 3

"Mabo is an historic decision — we can make it an historic turning point, the basis of a new relationship between Indigenous and non-Aboriginal Australians. The message should be that there is nothing to fear or to lose in the recognition of historical truth, or the extension of social justice, or the deepening of Australian social democracy to include indigenous Australians. There is everything to gain. Even the unhappy past speaks for this. Where Aboriginal Australians have been included in the life of Australia they have made remarkable contributions. Economic contributions, particularly in the pastoral and agricultural industry. They are there in the frontier and exploration history of Australia. They are there in the wars. In sport to an extraordinary degree. In literature and art and music. In all these things they have shaped our knowledge of this continent and of ourselves. They have shaped our identity. They are there in the Australian legend. We should never forget — they have helped build this nation. And if we have a sense of justice, as well as common sense, we will forge a new partnership. As I said, it might help us if we non-Aboriginal Australians imagined ourselves dispossessed of land we had lived on for fifty thousand years — and then imagined ourselves told that it had never been ours."



# ACTIVITY 3

## MABO LEGACY

### HISTORICAL SKILLS AND ACTIVITIES:

Use historical terms and concepts; Locate information related to inquiry questions in a range of sources; Identify points of view in the past and present.

**For Student Worksheet see resource folder Year 6 Activity 3**

*Read the text and answer the questions.*

1. *List the ways that Aboriginal Australians have contributed to life in Australia, according to Paul Keating.*
2. *Keating calls Mabo 'an historic decision' that could be an 'historic turning point'*
  - a) *What do you think made Mabo 'an historic decision'?*
  - b) *What do you think Paul Keating meant when he said 'an historic turning point'?*







## USEFUL TOWNSVILLE HISTORY TEXTS AVAILABLE THROUGH LOCAL HISTORY COLLECTION

Noel Loos and Eddie Koiki Mabo, *Edward Koiki Mabo: His Life and Struggle for Land Rights*, Brisbane: University of Queensland Press, 2013.

Helen Brayshaw, *Well Beaten Paths: Aborigines of the Herbert Burdekin district, north Queensland an Ethnographic and Archaeological Study*, Townsville: Department of History James Cook University of North Queensland, 1990.

Helga Griffin, *Frontier Town: A History of Early Townsville and Hinterland 1864-1884*, Townsville: North Queensland History Preservation Society, 2014.

John Matthew, *Highways and Byways: The Origin of Townsville Street Names*, Townsville: Townsville Library Services, 2008.

Dorothy Gibson-Wilde, *Gateway to a Golden Land: Townsville to 1884*, Townsville: History Department James Cook University, 1984.

Geoffrey Bolton, *A Thousand Miles Away: A History of North Queensland to 1920*, Brisbane: Jacaranda Press, 1963.

James Morrill, *Sketch of a Residence Among the Aborigines of Northern Queensland For Seventeen Years*, Brisbane: Courier General Printing Office, 1863.

## FURTHER RESOURCES

### CityLibraries Townsville

Our Local History Collection holds World War One information, photographs and other items relevant to Townsville's involvement.

<http://www.townsville.qld.gov.au/facilities/libraries/history/Pages/default.aspx>

### Trove

All of the newspaper articles utilised and the letters pertaining to Private Fisher were accessed via Trove. Trove is a catalogue run by the National Library of Australia which provides online access to millions of newspapers. It is an incredibly valuable and interesting resource for historians.

It is free and there is no need to register. If you do choose to register, which is also free, you are able to contribute to the catalogue by correcting the html text which accompanies the film version of the newspaper.

For more information about Trove visit their website: <http://trove.nla.gov.au>.

### Captain Cook's Endeavour Journal online

Cook's Endeavour journal is available through the National Library of Australia's website

[http://southseas.nla.gov.au/index\\_voyaging.html](http://southseas.nla.gov.au/index_voyaging.html).

### Further Mabo Resources

The Australian Broadcast Corporation has a series of videos, worksheets, and teacher tips for teaching this subject: <http://www.abc.net.au/tv/mabo/videos/>.

The entire Redfern speech is available through the Australian Screen online database:

<http://aso.gov.au/titles/spoken-word/keating-speech-redfern-address/extras/>.



