



Australian Government

endeavour250
Reflecting on Australia's History

Live from the deck of the *Endeavour*

How might those on the *Endeavour* have described their experiences with Cook?



Year Level: 4



English



Critical and Creative Thinking





Live from the deck of the *Endeavour*

OVERVIEW

This sequence is intended to supplement the 'First contact' sequence, and to draw on students' previous research.

Students use an inquiry methodology to explore what life was like on board the *Endeavour*. They use questioning and thinking strategies to produce a video 'interview' with an *Endeavour* character.

Finally, students consider the differing perspectives of Cook's crew and the Guugu Yimithirr people at the time. A student-led assessment evaluates their understanding of developing a visual text with a historical content.

LEARNING OUTCOMES

Students develop more detailed knowledge of life on the *Endeavour* and the shipwreck on the reef near Waalumbaal Birri (now known as the Endeavour River) in 1770.

Students develop aural texts in the form of interviews with people of the *Endeavour*, discussing their experiences.

Students consider the differing perspectives of Europeans and Aboriginal and Torres Strait Islander peoples in response to the same events.

LEARNING AREAS



English



Critical & Creative Thinking

DURATION OF LESSONS



5 lessons





Australian Curriculum

ENGLISH – YEAR 4

CROSS-CURRICULUM PRIORITIES



Aboriginal and Torres Strait Islander Histories and Cultures

GENERAL CAPABILITIES



Critical and Creative Thinking



Intercultural Understanding

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ([ACELY1694](#))
- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently ([ACELY1688](#))
- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences ([ACELY1689](#))
- The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts ([ACHASSK084](#))
- Locate and collect information and data from different sources, including observations ([ACHASSI074](#))
- Examine information to identify different points of view and distinguish facts from opinions ([ACHASSI077](#))





Engage

What do we know about the people on board the *Endeavour*?

Teacher preparation required for this activity

- In step 7 of the activity below, you will be using the names on the sheet 'People of the *Endeavour*' (page 13 of this PDF) in a random draw. Write each name and its associated position: crew member, marine, gentleman (eg scientist) and servant from that sheet on a slip of paper.
- The 26 names on this sheet come from the [Captain Cook Society website](#), which has a full list of those onboard the *Endeavour*. All 26 have interesting stories to tell, but the bold, highlighted entries would be particularly good as interview prospects. (Additional names are listed on the [Captain Cook Society website](#) if you don't have enough for the size of your class.)
- Place the names in a hat or a box
- There is a very useful [floor plan](#) at the bottom of the [article 'Thrown together'](#). If you print it out or display it, each student will be able to find their selected person's quarters.

The activity

1. Advise students that by the end of this sequence of activities the class will have made a series of video interviews based on an event that happened during Captain James Cook's exploration of the east coast of Australia in 1770. They will work in teams to develop a script, to interview and film, and will need to base their interview on evidence they discover.
2. **Create a data wall.** First, unpack what students already know about the voyage. Provide pairs of students with sticky notes and explain that they have 3–5 minutes to write down all the things they know about the *Endeavour* and Captain Cook. They should write one idea on each sticky note to create a data wall.
 - Display the stickies in a space in the classroom where they can remain throughout the course of this lesson sequence, as they will use it later.
 - As a class, organise the notes into groups that share similar ideas, and label each group with a heading generated by students.
 - Establish areas in need of further investigation and display these on sticky labels as a separate group.





3. Play the video [Captain Cook and the transit of Venus](#).
4. Revisit the data wall and add and revise ideas as required.
5. As an introduction to life on the [HMB Endeavour](#), students watch a brief [video](#) filmed on the replica.
6. Working in pairs, students will explore the *Endeavour* from the viewpoint of a person who was on board. To start collecting information, students take the [Virtual Tour of the Endeavour](#) which includes photographs with linked explanations.
7. To select someone on the *Endeavour* to interview, each pair of students now:
 - draws a name out of a hat/ box – member of crew, marine, gentleman or servant
 - visits the [Captain Cook Society website](#) to find the name and view the person's biographical details, to determine that person's age in 1770, position onboard and any interesting details of their lives.
8. Students locate their selected person's quarters on the *Endeavour* and write a brief description of what the quarters were like, the equipment found in this space, and its uses.
9. [The Australian Maritime Museum](#) is an engaging source of introductory information that you could use, along with the information in this learning progression, to build student fact sheets on the following things about the HMB *Endeavour*: discipline and punishment, food and rations, health and medicine, Joseph Banks, James Cook, and seafarer superstitions.

Cook's Cook, a book by Gavin Bishop, could also be used as an alternative or supplementary source of information.
10. Students share their findings using a Think-Pair-Share activity.
11. As a class, discuss students' opinions on the pros and cons of life on board. Revisit the data wall and add new findings.
 - For Aboriginal and Torres Strait Islander aspects, see the National Museum of Australia [resource about Waalumbaal Birri](#) (now known as the Endeavour River). It has an online quiz, fascinating pictures, audio and other resources.





Explore

1. Display a map of eastern Australia and, as a class, trace the voyage up the coast.

- 29 April 1770 (Kurnell)
- 5 May 1770 Kamay (Botany Bay)
- 23 May 1770 (Bustard Bay)
- 29 May 1770 (Thirsty Sound, near the town called Seventeen Seventy, or 1770)
- 8 June 1770 (Cleveland Bay)
- 10 June 1770 (Trinity Bay)
- 10 June 1770 (Cape Tribulation)
- 17 June 1770 Waalumbaal Birri (the Endeavour River)
- 11 August 1770 Point Lookout
- 12 August 1770 Lizard Island
- 22 August 1770 Possession Island
- 24 August 1770 Booby Island

Guide students to consider issues of time and distance for those sailing on the Endeavour.

Ask:

- What might have affected the rate of travel?
- What do you notice about the journey and the time spent moving from place to place?
- If needed, highlight the period spent at Waalumbaal Birri (Endeavour River) and ask students to explain (if they know) or predict why Cook spent almost a month at this place.

2. As a class, explore the geography of the section of Cook's voyage around Waalumbaal Birri (the Endeavour River). In Google maps, use the Zoom in/out tool to see how the reef closes in on the coast from Rockhampton. Find Kulki (now known as Cape Tribulation), Endeavour Reef, and Gungardie (now known as Cooktown). For an idea of what the coast would have looked like, do a 360-degree view from what is now known as Grassy Hill Lookout in Gungardie and from what is now known as Thornton Beach. You may find it useful to display images on the internet of the coastline from Kulki (Cape Tribulation) to Lizard Island.





3. Set the scene: Read the following descriptions of the event on the reef that led to the landing at Waalumbaal Birri (the Endeavour River) where repairs were made.

Description 1: a mixture of commentary and quotes from Geoff Weingarth, a local historian:

'It's June 10, it's a lovely night and it's high tide, and he hits the reef, which is now called Endeavour Reef. It's about 70 kilometres south of here [Cooktown], and about 15 kilometres offshore, and he hits that at high tide, which isn't a good time to hit a reef.'

A day later, and the Endeavour still hasn't come off the coral, and it's starting to break up. So Cook and the crew throw out a couple of anchors to winch the ship off, and find there's a very large hole in the hull.

'Part of the reef broke off and stayed in the hole. Had that not happened the ship would have sunk, and that's not my opinion, that's what Cook wrote in his diary: "The hole was big enough to sink us." They were pumping with three of the four pumps – the fourth was broken – and they were pumping at a rate of 15 minutes per man on each pump and every single man on the ship including Banks, Solander (the government botanists), and Cook himself. Then you're totally exhausted. Midshipman Monkhouse came to Cook with the idea of putting a sail underneath (to block the hole), and they call that fothering.'

Geoff Weingarth, local historian, accessed from the program Earshot: [The story of Australia's first reconciliation](#), ABC Radio National

Description 2: from Joseph Banks's journal, dated 11 June 1770:

'The most critical part of our distress now approached: the ship was almost afloat and everything ready to get her into deep water but she leaked so fast that with all our pumps we could just keep her free: if (as was probable) she should make more water when hauled off she must sink and we well knew that our boats were not capable of carrying us all ashore, so that some, probably the most of us, must be drowned ...

'The dreadful time now approached and the anxiety in everybody's countenance was visible enough: the Capstan and Windlass were manned and they began to heave: fear of Death now stared us in the face; hopes we had none but of being able to keep the ship afloat till we could run her ashore on some part of the main where out of her materials we might build a vessel large enough to carry us to the East Indies. At 10 O'Clock she floated and was in a few minutes hauled into deep water where to our great satisfaction she made no more water than she had done, which was indeed full as much as we could manage though no one there was in the ship but who willingly exerted his utmost strength.

Banks's journal, accessed as [Joseph Bank's account](#), via the National Museum of Australia

4. Conduct a guided drama activity. Students sit in a circle and explore how their selected crew member might have felt. Ask students to assume the role of the crew member and talk about the experience of the ship running aground. Set the scene by reminding students of these things:

The crew had been aboard for almost two years.

- They had no maps of the area.
- The ship was damaged and in danger of sinking.
- The reef appeared to be impenetrable until they found a gap in it.
- They had no idea who they would encounter when they landed.
- They had little choice about where they would land, and knew nothing about what they would find on shore.

Prompt discussion by asking:

- What did you do when the ship ran aground?
- What sounds would you have heard?
- How did you feel?
- What did you think might happen to you?

Revisit the data wall and update it with new information.





Explain

1. Divide students into teams of four. Explain that each team will develop a video interview as if it was taken on the deck of the *Endeavour* around the time it hits the reef near Waalumbaal Birri (the Endeavour River). Provide students with copies of 'Worksheet 1: Interview instructions' (p. 11 of this PDF) and discuss the task.

2. Explore the differences between facts, opinions and fiction. In a central place, write or display for the class the following statements, and ask students to explain if they are facts, fiction or opinion.

- Midshipman Monkhouse saved the ship. (Fact)
- I think the crew cheered when the ship lifted off the reef. (Opinion)
- Captain Cook mapped the east coast of Australia. (Fact)
- The *Endeavour* used an engine when the wind died down. (Fiction)
- Captain Cook was a brave man. (Opinion)

Students can suggest other examples.

Explain to students that they must use facts in their interviews, but to make the interviews more interesting they need to use their imaginations about what might realistically have occurred.

3. Each team of four will create a video interview for one of the *Endeavour* personas (crew member, marine, gentleman or servant) decided in the **Engage** activity. Suggest interesting points that could form the basis of the interview, which could include:

- Life aboard ship – discipline/ food/duties
- *Endeavour* striking the reef
- Saving the ship
- Cook as a leader.

4. If students have not recorded video interviews previously, or to help students reinforce good technique, the following video may provide helpful tips: [Scripting and storyboarding a video interview](#).

- List and discuss some of the key points on technique, which will guide and improve the end results. Remind students that various features of communication

make a difference to the understanding and recall of the audience.

- Briefly discuss the language used and the audio and visual effects, such as volume, pacing, gestures and expressions they have seen in sources so far, and add these to the list of key points on technique you have just created.

5. Students complete the planning form at the end of 'Worksheet 1: Interview instructions' to prepare for their interview. They need to brainstorm, and then revise:

- which pieces of information they will use
- ways of presenting the video that would be particularly effective and interesting (in direct reference to the dot points on technique and language mentioned above).





Elaborate

1. On 16 June 1770, the *Endeavour* entered the mouth of Waalumbaal Birri (the *Endeavour* River) and was beached for repairs. Display the illustration of [repairs to the *Endeavour*](#).
2. Play the video [Guugu Yimithirr contact with Cook](#) at Waalumbaal Birri (the *Endeavour* River).
Discuss the following:
 - Why was there little contact for several weeks?
 - Why was the landing area special to the Guugu Yimithirr?
 - Who did the Guugu Yimithirr think the crew were?
 - What might have happened if the *Endeavour* landed further north?
 - What was special about the landing place? Did the British need permission to land?
 - Why didn't the Guugu Yimithirr like the beads? The bread? What was a gift they did like? How did they react then?
3. Use the [Circle of Viewpoints](#) routine to help students explore different perspectives.
Join the whole class in brainstorming all the different perspectives on the landing. Ask: Besides your crew member, who else would have a view about the landing of the *Endeavour*? Select a perspective to explore (you may do this more than once).
4. Provide some sentence starters, for example:
 - I think that the Guugu Yimithirr people would have seen the *Endeavour* as ...
 - If I were standing on the hill I would be wondering ...
5. Ask students to re-examine the information they have collected and consider how their interview might change if:
 - I wonder what might have been explained if the two groups had a shared language.
 - the interview was conducted after the landing
 - the interviewee was a member of the Guugu Yimithirr people of the Gungardie (now known as Cooktown) region.

Further activities and resources that focus on the landing can be found in the 'First contact' lesson sequence, which students can use to conduct further research ahead of conducting their interview.





Evaluate

The following could be used as evaluation techniques.

- a. In teams, using a Think-Pair-Share technique, consider the points of view of each group's review. How did the interviews meet the requirements of 'Worksheet 1: interview instructions'? Give teams the opportunity to elaborate on their production choices.
- b. Invite teams to share the things about their video making that they thought went well, and things they thought could have been better.
- c. Hold your own class ceremony where award categories for creativity are decided by the class and presented (on a voting basis) in categories such as:
 - Best use of factual information
 - Best acting
 - Best presentation to camera
 - Most entertaining.



Interview instructions

YOUR TASK

Your team will make short video. The video will show an interviewer talking with a crew member of Captain Cook's *Endeavour*.

The video must:

- use some of the facts you discovered about the *Endeavour*
- include things you think the crew member *might* have felt, seen or believed.

INTERVIEW INSTRUCTION/PLANNING SHEET

1. The interview will last for between one and three minutes.
 2. You will need to prepare at least 10 questions and answers. To do this, use real information from your research and the data wall. The questions should encourage descriptive answers (ones that describe things) rather than 'Yes' or 'No' ones.
 3. Wherever you can, use the new terms/words that you've learned in the research about the ship, the crew and the places the ship has been.
 4. Choose your roles. Everyone in the team has an important but different job.
 - a. **Director:** Your job is to make sure that all the questions are asked and answered. You also need to set up where the interview will be filmed, and to test that the sound is clear enough. You can do this by having a short practice run.
 - b. **Interviewer:** Your job is to ask the questions, and to ask the interviewee to explain more if you don't understand their answer. Good interviewers speak slowly and clearly. They listen to the answers and ask follow-up questions to find out more.
 - c. **Interviewee:** You need to remember that you are pretending to be a real person from history. Think about what their job is and how they might talk about others on board. Good interviewees answer clearly. They also add interesting facts or talk about their feelings.
 - d. **Camera operator:** You need to consider where you are filming so that both the interviewer and interviewee can be seen and heard. Rest your device on a surface so your camera won't shake. Changing the camera's position can make an interview more interesting, but only when there is a break in the interview.
 5. Actors on camera will need to be aware of language, volume, pacing, gestures and expressions to make the interview clear and interesting. The director will guide and remind the actors of these techniques.
 6. The director will also work with the camera operator to check that the lighting is suitable and that the video is easy to see. Some test-runs will be needed.
- Now see next page for a sheet that will help you plan your interview.**

▼ To consider	▼ Planning notes
<p>Interviewee (name, role on the ship)</p>	
<p>Interviewer (name)</p>	
<p>Interesting points to cover Why would someone be interested in this person's story? Make sure your questions relate to experiences that people might like to know about.</p>	
<p>Vocabulary What are the words that best describe the ship, crew, environment (eg sea and land, sky, rocks, weather, scents/smells, sounds)</p>	
<p>Interviewer: introduction How will you introduce the interviewee? Give some background, and say why this person's story is interesting.</p>	
<p>Interviewer: questions to ask Consider what you are trying to bring out – Information? Understanding? Feelings? Make a separate list for each.</p>	
<p>Interviewer: closing the interview How will the interview finish? Pick one really interesting point. Thank the interviewee.</p>	
<p>Costumes (for interviewee) List any special costume (clothing) items that might be needed.</p>	
<p>Props (for interviewee) Will the character have any props? (Props are objects to carry or show.)</p>	

People of the *Endeavour* (first voyage)

The most engaging personal stories have been highlighted.

Reference used: [Captain Cook Society: First voyage](#)

▼ Officers	▼ Gentlemen *	▼ Marines	▼ Crew	▼ Servants
James Cook	Joseph Banks	John Edgumbe	Isaac Smith	Herman Sporing
Zachary Hicks	Charles Green	John Truslove	John Thompson	James Roberts
William Monkhouse	Sydney Parkinson	Samuel Gibson	William Harvey	Nicholas Young
John Gore	Daniel Solander	Clement Webb	James Gray	
Stephen Forwood			John Thurman	
Robert Molyneux			Jonothan Monkhouse	
John Gathrey			Henry Jeffs	
John Satterly				

* These 'gentlemen' were three scientists and a botanical/natural history artist.

Additional names are listed on the [Captain Cook Society website](#) if you don't have enough for the size of your class.



Australian Government

Department of Education, Skills and Employment

**Department of Infrastructure, Transport,
Regional Development and Communications**

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