

I hope it's pretty there

ALEX KOPP

ILLUSTRATIONS BY
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WA SHIPWRECKS MUSEUM LEARNING RESOURCE

A range of activity sheets that can be used
by students or as springboard ideas for teachers.



Introduction

WA Shipwrecks Museum is on Whadjuk Nyoongar land. We recognise and respect the Traditional Owners of this Country and their connection to the lands, waters and skies.

About the story book

In the afternoon of 31 May 1829, in the midst of severe winter storms and after almost four months at sea, the British barque *Parmelia* dropped anchor at Wadjemup (Rottnest Island). The next day, the ship rounded the island and its passengers and crew caught a first glance of what was to be their new home. The passengers became the area's first permanent European inhabitants and comprised mostly government officials, their families and servants.

Amongst these passengers was six-year-old Joseph Daly, his mother and siblings. For him, the first glance of the Derbarl Yerrigan (named the Swan River by Europeans) must have been bittersweet, for Joseph lost his father and eldest sister during the journey. *I hope it's pretty there* tells his story.

I hope it's pretty there is an historical fiction, based on the experiences of the passengers of the *Parmelia*. The story covers the ship's journey from England, and the first few weeks after its arrival. The story is told from the perspective of one of these passengers, so the scope of view is limited to being a personal version of an early colonial experience. Understanding history through a personal 'voice' perspective is a valuable tool in an educator's toolkit.

A Whadjuk Nyoongar perspective

The frame of the limited perspective in this story means that this book does not detail or address the perspective of Whadjuk Nyoongar people, nor does it discuss the impact of colonisation on Whadjuk Nyoongar people. As educators it is important to keep asking questions when considering historical events and periods, and this includes considering the voices that are not present within a narrative.

Through current research, we need to recognise that for Whadjuk Nyoongar people, the arrival of Europeans to the Swan River Colony was experienced as an incremental dispossession of traditional lands and access to resources. This was the beginning of a traumatic process of ongoing dispossession that has continued for generations. Reconciliation between these different perspectives of colonisation in WA is a process that we are only now approaching in our cultural dialogue. (For more resources and understanding of this Aboriginal perspective on our early history, check out the work that is currently happening at www.dlgsc.wa.gov.au/aboriginal-history).



About this learning resource

I hope it's pretty there can be used as a starting point to discuss these perspectives and impacts, as well as a springboard to consider “what happened next”.

This learning resource supports the story book, providing a range of activity sheets that can be used by students or as springboard ideas for teachers. Worksheets can either be used as conversation starters or as a sheet where students write their responses. In some cases, students may need to write their responses on the back of their sheet or on a new page. On each page, you will find a question or discussion point, marked with a line on the left-hand side, which is aimed at considering a Whadjuk Nyoongar perspective. Your school may have resources available that will aid this further research and discussion.

The resource links with the Western Australian curriculum, particularly for Years 4-5.

A full list of curriculum links is provided at the end of this document. Also at the end of this resource are answers where they are required. Enlarged images are provided for use as study sheets.

The *I hope it's pretty there* story book and learning resource can be used to support an excursion to the WA Shipwrecks Museum. For more information about the Museum’s school programs, head to the WA Museum website at museum.wa.gov.au/explore/education or call 1300 134 081.



Predicting

Look at the front cover of the book. Discuss and share your answers with a classmate.

What do you see, think, wonder and feel?

See:

Think:

Wonder:

Feel:

The title of the book is *I hope it's pretty there*. **Where might 'there' be?**

Complete the table with your ideas.

	What I predict	Why I predict this Evidence: images, text, prior knowledge
Time What time period might this story be set in?		
Place Where might this story be set?		
Characters Who might the main character be?		
Plot What might happen in this story?		

Read or listen to the blurb at the back of the book.

Does it answer any of your 'wonder' questions?

Does this new information on the back match your predictions? Explain.

Find a book in your classroom or library that is written and/or illustrated by an Aboriginal person or Torres Strait Islander and complete this sheet again using the front cover as a guide.



What do we already know?

I hope it's pretty there tells the story of one of the first European settlers to come to the Swan River Colony. It is based on true events.

Write down the things that you know about European settlement of Australia, using the headings as a guide.

Who	
What	
Where	
When	
Why	
How	

| **Did any of your responses include information about Whadjuk Nyoongar people?**
If not, go back and see what you can add.



Time and place

I hope it's pretty there is an example of historical fiction. It is set in a specific time and place.

Discuss:

- How many years ago was 1829? Which century was 1829 in?
- If a ‘generation’ is about 25 years, approximately how many generations ago did this story take place?
- Have you read any books or seen any movies which are set around 200 years ago? Do you think any of them were based on true events?

Below are the locations where the story takes place. **Find** each place on a map. Use what you read and saw in the book to write your opinion. **Research** to find one fact about this place in the past and one fact about this place in the present.

Location	My opinion about this place	Fact about this place in the past	Fact about this place in the present
Portsmouth, England, where the ship left from			
Cape Colony (Cape Town), South Africa, where Tully and Jessie drowned			
Carnac Island, Western Australia, where women and children were first taken off the ship			
‘Sulphur Town’, Garden Island, Western Australia, where the settlers stayed for a while			
Swan River, near the Perth Town Hall, where the Foundation tree was cut			
The location where the first tree was cut, marking the foundation of Perth			



Time and place

Imagine if you could transport into one of the scenes of the book.

What might you see, hear or smell if you were actually there?

Place	See	Hear	Smell
Inside Joseph and Jessie's house in England, while the family is getting ready to leave			
Inside the inn, where the family is waiting to go on board the ship			
Aboard the <i>Parmelia</i> at sea			
On shore at Cape Colony			
On Carnac Island			
On the banks of the Swan River during spring time			

| **Research** what the Derbarl Yerrigan (Swan River) might have looked like before European arrival (more than 200 years ago).

| **What changes were made once Europeans started arriving?**



Weather

Find at least three instances in which the weather is mentioned in the book.

How do the descriptions of weather conditions contribute to the mood and plot of the story?

Find climate information for London and for Perth, and compare information.

Climate	London	Perth
Hottest temperature ever recorded		
Coldest temperature ever recorded		
Hottest month		
Coldest month		
Wettest month		
Average amount of precipitation per year		

The European settlers were used to thinking of the seasons as spring, summer, autumn and winter, each of approximately three months duration.

How well do the European seasons match the weather patterns in Perth?

Explore the six Nyoongar seasons.
Write or draw what you find out.

In the early days, the newcomers would have found it hard to predict the weather.

How could they have learned about their new environment?

In what ways might a lack of knowledge in this area have been a problem for them?



Illustrating the past

In historical fiction, information about the time period in which the story is set must be as authentic as possible. The author and illustrator need to do extensive research about what life was like in the past.

Look at the illustration on page 4 of *I hope it's pretty there*.

Which items in the picture tell us that this scene happened in the past?



I hope it's pretty there,

Author Alex Kopp, Illustrations Kevin Vindeg

Go online to find photos of clothing, furniture and everyday household items used in Great Britain in the early 1800s. Copy images to create a digital collage of the items you found.

What are some other objects that the illustrator might have included in the picture with Mama packing to create a sense of the time period?

Why do we have photos of everyday objects from the past? Have the photos in your collage been taken in the past or have they been taken today from objects in museums and antique stores?

| **Conduct** research into items used by the Whadjuk Nyoongar people for food gathering and production, defence, cultivation, and shelter. Compare and contrast these to the items the settlers brought with them.

| **Which were best suited to the Derbarl Yerrigan (Swan River) environment?**



Illustrating the past

Pick one of the objects from your ‘objects from the past’ collage and draw it. Then, imagine what it would have looked like if viewed from another angle. Have a go at drawing it from this angle.

Angle 1	Angle 2

Why might drawing historical objects, people and places be a challenge for a book illustrator?



Researching the past

Some information about the past is easily available for anyone who wants to research it, but other details are very hard, or even impossible, to find.

Try locating information about the Swan River Colony to answer the questions below. For any answers you find, write down where you found the information and note down how you found it.

When did European people first learn about the existence of the Swan River?

I found the answer here:

How many Aboriginal people lived in the area around the Swan River when the European settlers arrived?

I found the answer here:

What is the origin of the name ‘Perth’?

| **What did the local Aboriginal people call the area renamed ‘Perth’?**

| **Find** other Whadjuk Nyoongar names for areas such as Fremantle, Swan River and Rottnest Island.

I found the answer here:

Other than Parmelia, how many other British ships arrived in the Swan River in 1829?

I found the answer here:

Why was the Swan River Colony founded?

I found the answer here:



Researching the past

What is the name of the group of people who were already living around the Swan River when the European settlers arrived?

I found the answer here:

Who came to explore the Swan River in 1827 to see if the area would be suitable for a colony?

I found the answer here:

How did the first settlers to the Swan River Colony commemorate their arrival?

I found the answer here:

| **How did local Whadjuk Nyoongar people respond to the arrival of the settlers?**

What were some problems that early European settlers at the Swan River Colony faced?

I found the answer here:

Compare and discuss your results with others:

- How did you find the information? (eg. if researching online, what search words did you use? If using a book, did you look in the index or contents pages, or did you find the information some other way?)
- Did any information prove impossible to locate? Why do you think this might be the case?
- Did you discover any interesting information about the Swan River Colony in the process of trying to find answers to these questions?

Take notes of the information you found in your sources and use them to write a short informative report about the foundation of the Swan River Colony on a separate page.



Picturing the past

Here are two images showing scenes of the very early days of the Swan River Colony. They are primary sources of information, created by people who were there at the time.



View at Swan-River. Sketch of the Encampment of Matw. Curling Friend, Esqr., R.N., 1830 [coloured lithograph] Mrs Mary Ann Friend. State Library of New South Wales

archival.sl.nsw.gov.au/Details/archive/110349771



Fremantle's South Bay, now the Esplanade.
Mary Ann Friend, c. 1830.
State Library of WA

test.sliwa.wa.gov.au/sites/default/files/MaryAnn-FriendDiary.pdf (see page 37)

What factual information can you learn from these artworks?

| Is there anything missing from these images that you might have expected to see?

What evidence is there that the illustrator and writer used these images to create / I hope it's pretty there?

| Do you think you would be able to find images of the same time painted by a Whadjuk Nyoongar artist? Discuss the reasons for your answer.



Plotting the story – Fact or Fiction

When writing non-fiction, authors have to stick to the facts they know, or make it clear to the reader what is unknown.

However, historical fiction allows writers and illustrators to use their imagination to fill in the gaps, adding to (and sometimes even changing!) the information that they find through research.

Which of the following features of *I hope it's pretty there* do you think are true, and which ones are made up? Tick the column that you think is correct for each one.

Story element	True	Made up
Joseph and Jessie were real people who travelled aboard <i>Parmelia</i>		
Jessie owned a music box with a swan on it		
Joseph and Jessie had two younger brothers and a baby sister		
Jessie's dad cut a swan off the music box for her to keep		
Joseph and Jessie's father was a doctor		
Passengers spotted another ship and thought it was a pirate ship		
<i>Parmelia</i> stopped off at Table Bay in South Africa		
Jessie and her father drowned when the boat they were on got swamped		
Joseph's mum ignored him after his dad and Jessie died		
<i>Parmelia</i> got stuck on a sandbank as it was trying to come closer to the coast		
Women and children had to go to a nearby island, and stay there with minimal shelter and supplies, until <i>Parmelia</i> was moved again		
The first European settlement was at Garden Island		
The weather was so bad it took several days for Captain Stirling to get to the mainland		
The city of Perth founding was marked with a tree cutting ceremony		
When Joseph saw the black swan he was reminded of Jessie		

Your teacher will give you the answers. How many did you get right?

Make up three more events that sound like they could have happened in the story.
Ask a classmate to pick which one sounds most believable.



The Swan

“ When travelling to unknown places
don’t forget to pack

a little courage,
a little hope,
and a little something special
to remind you of home.”

I hope it's pretty there,
Author Alex Kopp, Illustrations Kevin Vindeg

If you were leaving your home and country forever, what special objects would you like to put in your suitcase?

The swan is an important symbol in the story.

Discuss:

- Why did Jessie pack it?
- What does it symbolise (mean) to her?
- Do you think the swan meant the same thing to Joseph? Why/why not?
- How important is the swan to people living in Western Australia today?

Search online for ‘black swan bird’ to find more information about the Australian species. Use the space below to write notes.

Create an illustration of a black swan in its natural environment, and add a caption and labels pointing to the relevant parts of your drawing which explain the bird’s features, behaviour, diet and aspects of the environment which help it survive. Use a separate page for your illustration.

| **Use** this to find out the Nyoongar word for swan.
noongarculture.org.au/glossary/noongar-word-list/



A real memento

Look at the picture on page 25 of *I hope it's pretty there*. The idea for this illustration was based on a painting held at the Art Gallery of Western Australia.



Foundation of Perth 1829, Oil on canvas, George Pitt Morison. 1929.

Art Gallery of Western Australia

en.wikipedia.org/wiki/The_Foundation_of_Perth_1829#/media/File:The_Foundation_of_Perth.jpg

The painting was created on the centenary of the foundation of Perth, so it is a secondary source of historical information. The artist spent more than a year to research and paint it, and he tried to make it as accurate as possible.

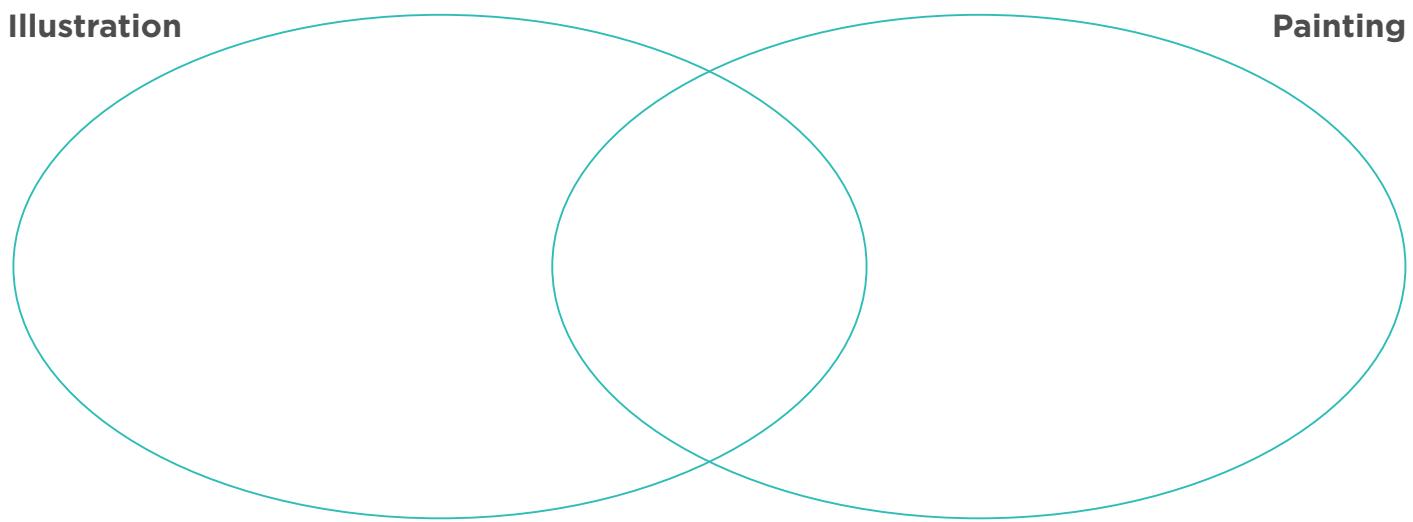
What sources of information might George Pitt Morison have used in order to create the artwork?

Conduct research to find out the names of some of the people depicted in the painting and list them below.



A real memento

Complete a Venn diagram comparing the illustration from *I hope it's pretty there* and the painting.



The ceremony to mark the foundation of Perth took place on 12 August 1829, somewhere around where the Perth Town Hall now stands. Since there were no big, flat stones available nearby with which to create a foundation plaque, the occasion was marked by cutting a tree. The tree was then used to make a box.

The box is now part of the Western Australian Museum's collection.

Why would the WA Museum collect an object like this?

| **Research** the ways that Whadjuk Nyoongar people travelled from place to place during the time when the first Europeans arrived.

| **Find out** about the sorts of items that they carried with them.



Inscription on top: "This box was made from the tree which was cut down at Swan River in 1829 by His Excellency Sir James Stirling for the purpose of laying the foundation of the capital of Western Australia"

museum.wa.gov.au/online-collections/content/CH1976.236



Needs and wants

Imagine you are a family of seven (mum, dad and five children, including a baby) going on a long sea journey, to a place which no one you know has been to. When you get there, there will be no shops, and it might take up to a year to get additional resources if you need them.

Make a list of the items you would like to take with you, and how many of each you might need. Include clothing, household appliances, tools, furniture, educational materials, entertainment, medical needs – and anything else you can think of! Write small so you can fit it all in!

Discuss:

If you were to pack all your items, how much space do you think they would take up?

Parmelia was approximately 36 metres long by 9 metres wide. Aboard were almost 70 settler passengers, and an unknown number of crew who would return to England aboard the ship. The space was limited.

Which items would you remove if you had to halve your list?

Place a star next to the items you would remove.

What would you leave behind if you had to quarter your list?

Place a circle next to the items you would remove.

Compare your ‘quartered list’ to your classmates. Are there any items you all agree are essential?



Characters on board

Name all the characters that appear in the book. Circle the main one.

If you could talk to one of the characters in the story, what five questions would you like to ask them?

- 1.
- 2.
- 3.
- 4.
- 5.

List at least five things that Joseph does in the story.



Characters on board

Consider how you might describe Joseph as a person and complete the table below.

Character trait	Evidence	Am I like this?	Is he like someone I know?	What character from another story displays a similar trait?
Adventurous	<i>Curious about the Swan River and excited about going there</i>	Yes	<i>My friend Jack</i>	<i>Tintin</i>
Active				
Cares for his family				
Capable				
Resilient				

Do you think you would like to have a friend like Joseph? Why/why not?



The other passengers

Take a look at the transcribed list of *Parmelia*'s passengers, which can be found on the WA Genealogical Society website:

membership.wags.org.au/1829-ships/97-parmelia

Note:

The abbreviation 'do', which you can see on the list, stands for 'ditto', meaning 'as above'. The list shows the passengers who left England. It does not include the crew, and it doesn't show all of the arrivals, since Ellen Stirling gave birth to a son during the journey.

Use the transcribed list to answer these questions:

What other families were on board?

How many children under 18 set out on the journey?

How old were Jessie and Joseph?

Who do you think they might have made friends with?

What jobs did the incoming settlers do?

How might their skills have been useful in a new colony?

What sorts of professions are missing?

How might this have been a problem for the colony?

| **Were there any people on board *Parmelia* who may have had the skills or the motivations to communicate and negotiate with Whadjuk Nyoongar people?**
Share your ideas in class.



Whiling away the time

“ Later, Jessie helped Mama do the washing and they hung it out to dry upon the rigging. Joseph played hide and seek with Edward and Henry, and tried to copy knots he watched the sailors tie. The children made new friends on board, and when they spotted another ship on the horizon they scared each other into thinking that it was a pirate ship.”

I hope it's pretty there,

Author Alex Kopp, Illustrations Kevin Vindeg

The journey from England to the Swan River took almost four months. The children would have only been able to take a few toys with them (or none at all), and the conditions on board were very cramped.

Discuss in a pair:

- How do you feel about being in a confined space, such as a car or a plane, for a long time?
- Are you a ‘good’ traveller, or a ‘bad’ traveller?
- What games do you enjoy playing at home? Would you have been able to play the same games on a ship, with little space, and with no electricity?
- If you were leaving your home for good and going on a long voyage, and could only take one small toy with you, what would you take?
- What are some ways you could entertain yourself during the journey?

Imagine you only had the following items:

Dice	Pack of cards
Bag of marbles	Ball of string
Length of rope	Knuckle bones
Eating utensils	A metal cup

Choose two or more of the items and use them to make up a game that you could play aboard a rocking and rolling ship.

Draw or describe it on a new page.

Extra:

Have a go at learning some knot-tying skills (look up various knots online).

| **Research** the kinds of games and toys Aboriginal children might have played with when the settlers first arrived.



From another view

I hope it's pretty there is written in the third person, limited, point of view. This means that the story is told by a narrator, but we know one character's thoughts and feelings (Joseph's).

Rewrite this passage from the text into a first person point of view:

Third person point of view	First person point of view
<p>As days turned to weeks, Joseph's favourite part of the ship became the bow, where he could see the world ahead and be alone with his thoughts. He had found Jessie's swan and he would lay it in his hand, allow his eyes to scan the horizon in search of land. '<i>I hope it's pretty there,</i>' he heard Jessie say in his head.</p> <p><i>I hope it's pretty there,</i> Author Alex Kopp, Illustrations Kevin Vindeg</p>	

How might the story be different if it was written from the point of view of Joseph's mother and why?

| **Find** some stories that have been written by Aboriginal authors about their childhood experiences.

| **From what point of view have they been written?**



Seagoing words

Below are some ‘seagoing’ words and phrases used in the book. If you are not familiar with them, try to work out their meaning from the text, and use a dictionary to check the definition. Then, use one of the words as inspiration for a poem.

Water line

First mate

Batten down the hatches

Rigging

Bow

Galley

Ratlines

Horizon

Docks

Anchor

| **Use** online resources such as noongarculture.org.au/glossary/noongar-word-list/ to learn some Nyoongar words. Use them as inspiration for a poem or a poster.



Making connections

We can't travel back in time, but we can empathise with people from the past – even if their experiences might have been very different to ours.

Consider some of the feelings and experiences of the characters in *I hope it's pretty there*.

Can you think of any situations where you might have felt in a similar way?

Characters' experiences in the book	I felt a similar way when...
Jessie and Joseph are curious about travelling to a new place	
While having to wait before they can board the ship, Joseph wants to climb the rigging	
As a game, the children scare each other into thinking that they saw a pirate ship	
Joseph and Jessie want to explore the market at the Table Bay settlement	
After Pa dies, Mama is so sad she doesn't want to talk to anyone	
Little Henry and Edward cling to Joseph, because they are worried that something might happen to him	
Joseph tries to be brave and grown up when he and his family are stuck on the small island in the storm	
When the family first arrived at Garden Island, they had to make do with what they had	
Joseph and Mama feel positive when they see the swan and more of the river	

What part of the book makes you feel most emotional (happy, sad, angry or other)?
Compare your answer to a classmate's.

What might be some of the feelings experienced by Aboriginal people when they first saw the ships arrive? Why do we not learn about them in this story?



Mmm... biscuits

“ Mama laid out their meagre supply of ship’s biscuits so they could soften in the rain. ”

I hope it’s pretty there,

Author Alex Kopp, Illustrations Kevin Vindeg

At the time of *Parmelia*’s journey, there was no refrigeration and canning was not used a lot. Passengers and crew would have had to rely on dried, pickled or fermented foods.

One of the staple items for sea travellers was ‘hard tack’, or ‘ship’s biscuits’, which were made out of flour, water and salt.



Have a go at making ship’s biscuits. This recipe makes one class batch.

You will need:

- 450g wholemeal flour
- 1¼ tsp salt
- 1 cup water, approx

Method:

- Preheat the oven to 190 degrees Celsius.
- Mix the salt and flour together. Slowly add in water and knead to make a stiff dough.
- Roll out the dough to about 5-7 mm thick.
- Use a cookie cutter to cut out rounds, then prick a few holes in each with a fork.
- Bake in the oven for about 30 minutes.

Your biscuits will last for a long time. When fresh, they will still be relatively soft to chew – but if you leave them for a few days or weeks, you will need to soak them in water to soften them. Try it!

Research some of the ways that stored food was affected on long ship journeys.

| **Research** some local plants and animals that are available in the six Nyoongar seasons.

| **Can you find any recipes using these ingredients?**



Good impressions, high expectations

About two and a half years before the foundation of Perth, in March 1827, James Stirling led an exploratory voyage to the Derbarl Yerrigan (Swan River) region. After spending a fortnight in the area, he decided that the Derbarl Yerrigan would make an ideal location for another British colony. Stirling's views were also supported by the botanist Charles Frazer, who accompanied him on the journey.

The quotes below are from the official report following the voyage.

“ ...as the stream is ascended, the banks become extremely beautiful and picturesque. Their beauty is enhanced by the lofty trees, which occasionally adorn them, and by the bright green pendulous foliage with which the shrubs are covered.

Swans and Ducks, which at Frazer's Point were numerous, now became still more so, and of the first kind we killed with ease as many as we wanted.

...we were sailing upwards through a beautiful reach of the river. On the left lay a level country 15 or 20 feet above the water, covered with bronze grass and studded by a few green trees; on the right, higher banks and greater beauty of scenery but the soil of inferior quality.

Fish we saw in abundance, but had no time to spare for their capture; at 7 o'clock, we entered a very long reach; the last sandy hills we were to see lay on our left; the distant blue mountains were before us; and the smoke from many fires was rising on different points of view.

...the richness of the soil, the bright foliage of the shrubs, the majesty of the surrounding trees, the abrupt and red coloured banks of the river occasionally seen, and the view of the blue summits of the mountains, from which we were not far distant, made the scenery around this spot as beautiful as anything of the kind I had ever witnessed.



Good impressions, high expectations

I need scarcely state that the climate is favourable to vegetation. The verdant appearance and almost innumerable variety of grasses, plants and trees skew that there is no deficiency in the three great sources of their sustenance, soil, heat, or moisture.

I was astonished at the facility with which water is obtained on this apparent sandy spot, for, on digging two or three feet, we found abundance of the finest Water I ever tasted. ♫

Title: Official Papers Relating to the Settlement at Swan River, West Australia.

December, 1826—January, 1830. Chapter 2: Captain Stirling to Governor Darling. His Majesty's Ship Success, Sydney, New South Wales, 18th April, 1827.
gutenberg.net.au/ebooks14/1402751h.html#ch-02

Based on these quotes, what were some features of the Derbarl Yerrigan (Swan River) area that impressed Stirling and Frazer?

In *I hope it's pretty there*, what do the passengers say when they first see land? Why do you think they say this?

James Stirling put a lot of effort into asking the British government to support the Swan River Colony and trying to attract people willing to join him as settlers.

Imagine that you were asked to help. Design an advertisement to encourage people to join Stirling in setting up the new Colony. Remember, at the time, photography did not exist, so illustrate your ad with a drawing based on the descriptions in Stirling's report. Jot some notes below, then create your ad on a new page.

| Stirling's report also described several interactions with Whadjuk Nyoongar people from this journey, so he knew that they inhabited the Derbarl Yerrigan (Swan River) area.

| **Why do you think Stirling continued to propose that his government should build a new settlement there?**



Investigating the title

Discuss:

- The title of the book is “I hope it’s pretty there” – where is ‘there’?
- Do you think this is a good title? Can you suggest an alternative?
- *I hope it’s pretty there* is repeated several times throughout the book. Who says or thinks it each time, and in what situation are they saying or thinking it?
- Why do you think the author used a similar – but different – phrase to end the story with?

Create a picture book story that has the same title, but which features different characters and plot. Develop a storyboard for your book, design a cover for it and write a blurb for the back.

Use the spaces below to draft your ideas.



Trespassing

Look closely at the illustration on page 26.



I hope it's pretty there,

Author Alex Kopp, Illustrations Kevin Vindeg

| Why do you think the picture of a mia mia was included?

| Think of some ways that the new arrivals impacted on or changed the lives of Whadjuk Nyoongar people. Write your thoughts here:

| Visit the Nyoongar section of WA Museum's online exhibition, *Reimagining Perth Wetlands* museum.wa.gov.au/explore/wetlands

| Come up with five questions which can be answered by reading the text.

- 1.
- 2.
- 3.
- 4.
- 5.

| Collate the questions and run a class quiz to see who can get the most answers correct.

| Include at least one idea that includes Whadjuk Nyoongar people.



Resolution

Most children's stories have a happy ending.

Do you think *I hope it's pretty there* does? Give at least one reason for your answer.

I hope it's pretty there ends with Joseph's family finally stepping onto the mainland of Western Australia in the springtime. Very little is known about what happened to them afterwards.

Write down five things you think could have happened to the family after their arrival.



Curriculum links

There are a range of curriculum links embedded in this resource. In particular, the HASS and English learning areas are covered. The strongest HASS curriculum links are listed below, and a chart follows, showing the general links that can be made for each activity sheet:

Year 4 History

First contacts

- Can draw comparisons to: Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order) (ACHASSK085)

Year 5 History

The Australian colonies

- The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies) (ACHASSK106)
- 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) (ACHASSK107)
- 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) (ACHASSK110)

HASS Skills (from year 5, but similar to Year 4)

Questioning and researching

- Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. kwl chart, concept map) (WAHASS50)
- Develop and refine a range of questions required to plan an inquiry (WAHASS51)
- 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) (WAHASS52)
- Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53)
- 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) (WAHASS54)



Curriculum links

Analysing

- Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question) (WAHASS55)
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56)
- Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives) (WAHASS57)
- Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) (WAHASS58)

Evaluating

- 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) (WAHASS60)

Communicating and reflecting

- 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 (WAHASS61)
- Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials (WAHASS62)



Curriculum links

	English	HASS	Mathematics
Predicting	●		
What do we already know?	●	●	
Recounting the story	●		
Time and place	●	●	
Weather	●	●	
Learning about the past	●	●	
Plotting the story – fact or fiction?	●	●	
The Swan	●		
A real memento	●	●	
Needs and wants	●	●	●
Characters on board	●	●	
Whiling away the time	●	●	
From another view	●		
Seagoing words	●		
Making connections	●		
Mmm... biscuits		●	
Good impressions, high expectations	●	●	
Investigating the title	●		
Trespassing	●	●	
Resolution	●		



Curriculum links

	Science	Technologies	Arts	Health and Phys Ed
Predicting				
What do we already know?				
Recounting the story				
Time and place				
Weather	●			
Learning about the past			●	
Plotting the story – fact or fiction?				
The Swan	●			
A real memento			●	
Needs and wants				
Characters on board				
Whiling away the time				●
From another view				
Seagoing words				
Making connections				●
Mmm... biscuits		●		
Good impressions, high expectations				
Investigating the title				
Trespassing				
Resolution				



Below are some possible answers to the questions in this activity. Other additional facts may also be correct, and some questions are open to interpretation, so may elicit a variety of responses from students.

The sources listed below in the links were used to gather information for the answers provided. Some of these are more suited to a Year 5 reader. You may also wish to provide age-appropriate text books to help students with their research.

When did European people first learn about the existence of the Swan River?

The Dutch first sighted the Swan River in 1619 (Houtman). The first documented exploration of the Swan River was in 1697 by Willem de Vlamingh.

en.wikipedia.org/wiki/Swan_River_Colony

How many Aboriginal people lived in the area around the Swan River when the European settlers arrived?

This is one of the questions that is not possible to answer with any certainty. Aboriginal people were not included in an official census until 1967. Also, for a number of years after European arrival, Europeans didn't acknowledge the distinctions between different groups of Aboriginal people – for example between Whadjuk Nyoongar from around the Perth area, and Ballardong Nyoongar near Northam – or Yamaji peoples around Geraldton. Therefore, sources that give an answer to this question are difficult to find, which would be a good discussion point to share with students (recorded history can often be biased towards certain perspectives and important information or data is often not included).

What is the origin of the name ‘Perth’?

Perth was named by Governor, Captain James Stirling, after the Scottish city of Perth, the birthplace of the British Secretary of State for the Colonies, Sir George Murray.

visitperth.com/about-perth/our-history

Other than *Parmelia*, how many other British ships arrived in the Swan River in 1829?

According to the Shipping Arrivals list, 20 other ships (not including *Parmelia*), arrived in the Swan River in 1829. However only 8 came from England/London. The others came from other Australian colonies or other countries, but most likely still had British passengers and crew.

membership.wags.org.au/1829-ships/78-1829-shipping-arrivals

**Why was the Swan River Colony founded?**

The Swan River Colony was founded for a number of reasons, including the fact that there was increased interest from French explorers and past Dutch interest (and possibly American whalers) so the British wanted to secure a colony on the western coast of Australia before other rival nations did.

kids.britannica.com/students/article/Swan-River-Colony/628926

Stirling and Frazer cited several advantages for settling on the Swan River, including 'fertile soil and abundant water', proximity to India so British people could travel and rest there rather than going all the way back to England, as a suitable naval post with access to NSW, Van Diemen's Land, China and South America, a good trading post and a good place to produce resources for trade.

gutenberg.net.au/ebooks14/1402751h.html (See section 1: Proposals by Captain Stirling for a Settlement at Swan River. 14th Dec., 1826)

What is the name of the group of people who lived around the Swan River when the European settlers arrived?

The original inhabitants of the Derbarl Yerrigan (Swan River) are the Whadjuk Nyoongar people. Please note that students will find varying spellings of Nyoongar and possibly of Whadjuk.

noongarculture.org.au/guildford/

swan.wa.gov.au/Your-City/History-heritage/Aboriginal-history

Who came to explore the Swan River in 1827 to see if the area would be suitable for a colony?

The area was explored in 1827 by Captain James Stirling and botanist Charles Fraser (Frazer).

nma.gov.au/defining-moments/resources/founding-of-perth

How did the first settlers to the Colony commemorate their arrival?

There are two possible answers to this, depending on how the question is interpreted:

The founding of Perth was commemorated by the ceremonial cutting of a tree close to the site of the present-day Perth Town Hall.

However, if students take the more literal answer of when they actually stepped ashore, there is no information on this, and therefore is left up to our imagination.

australiageographic.com.au/blogs/on-this-day/2013/11/on-this-day-perth-was-founded/

**What were some problems that early European settlers at the Swan River Colony faced?**

Problems encountered by the Swan River Colony settlers included:

- Lack of agricultural knowledge and lack of fertile soil to grow crops
- Lack of understanding of climate and seasonal patterns
- Scant food supplies and lack of knowledge of native plants and animals for food
- Lack of cash
- Lack of housing
- Too few labourers and farmers
- Difficulties in communication with the Whadjuk Nyoongar people and lack of recognition for Aboriginal Land Rights.

fremantlewesternaustralia.com.au/fremantle-history.htm

swanguildfordhistoricalsociety.org.au/wp-content/uploads/2014/12/SGHS-Significance-Assessment.pdf

members.iinet.net.au/~mcurtain/swan_river_colony/colony/shelter_food.html

cbhsyearfivehistory.weebly.com/western-australia.html



Answers

Plotting the story

Story element	True	Made up
Joseph and Jessie were real people who travelled aboard <i>Parmelia</i>	✓	
Jessie owned a music box with a swan on it		✓
Joseph and Jessie had two younger brothers and a baby sister	✓	
Jessie's dad cut a swan off the music box for her to keep		✓
Joseph and Jessie's father was a doctor	✓	
Passengers spotted another ship and thought it was a pirate ship	✓	
<i>Parmelia</i> stopped off at Table Bay in South Africa	✓	
Jessie and her father drowned when the boat they were on got swamped	✓	
Joseph's mum ignored him after his dad and Jessie died		✓
<i>Parmelia</i> got stuck on a sandbank as it was trying to come closer to the coast	✓	
Women and children had to go to a nearby island, and stay there with minimal shelter and supplies, until <i>Parmelia</i> was moved again	✓	
The first European settlement was at Garden Island	✓	
The weather was so bad it took several days for Captain Stirling to get to the mainland	✓	
The city of Perth founding was marked with a tree cutting ceremony	✓	
When Joseph saw the black swan he was reminded of Jessie		✓



Answers

A real memento

Conduct research to find out the names of some of the other people depicted in the painting and list them below.

People present for the tree cutting ceremony: Mrs Helena Dance, Lieutenant Governor James Stirling, Captain Charles Fremantle, Commander Mark John Currie, Major Frederick Irwin, Captain William Dance, the Colonial Secretary Peter Broun/Brown and the Surveyor-General Lieutenant John Septimus Roe. The artist has also identified Dr William Milligan as one of those present, but this is incorrect. Dr Milligan arrived at the colony in late January 1830, aboard Wanstead, and was not present when Perth was founded.



Answers | The other passengers

membership.wags.org.au/1829-ships/97-parmelia

What other families were on board?

The Stirling family, The Broun/Brown family, The Morgan family, The Drummond family, The Hoking family, The Davis family

How many children under 18 set out on the journey?

20-22 (2 children's ages are not specified)

How old were Jessie and Joseph?

8 years and 6 years

Who do you think they might have made friends with?

Possibly Johnson Drummond, Mary Hoking, Thos Hoking, David Hoking

What jobs did the incoming settlers do?

Governor, Servants, Secretary, Storekeeper, Clerk, Harbourmaster, Surveyor, Horticulturalist, Surgeon, Cooper, Bricklayer, Smith, Boatbuilder

How might their skills have been usefully applied in a new colony?

Responses will vary, but may include: leading the colony, assisting all the workers and their families, helping with paperwork and communication, looking at what goods and supplies are needed for the colony, overseeing the incoming ships, surveying the land and planning the town layout, looking at native plants and how to grow introduced plants for food, attending to colony medical needs, making items from wood and metal, building homes, building boats for further exploration and travel.

What sorts of professions are missing?

Responses will vary but may include: teachers, more medical staff, people skilled in communicating with Whadjuk Nyoongar people, farmers or market gardeners, police officers, etc.

How might this have been a problem for the colony?

Responses here will vary, depending on what students identify as missing.



Additional information:

It took some time for the Swan River area to be explored. Once the site for the city of Perth was formally announced, soldiers' barracks and other buildings started to be built nearby.

Since Dr Tully Daly had been part of the army, his surviving family was most likely supported by the military and located close to the soldiers' quarters.

In January 1830, a young artist and writer, Mary Ann Friend visited the Swan River Colony while travelling with her husband. She kept detailed diaries of her journey, and in one entry she records seeing Jane Daly ('Mama') on a boat, heading into Fremantle from Perth. She says that although Jane left at daybreak, it took her until 7pm to travel the 16 miles (25.7 km). It is believed that Jane and her family left the colony very soon after, heading for New South Wales or back to England.

You can find both the original and the transcript of Mary Ann Friend's journal online at the State Library of WA.

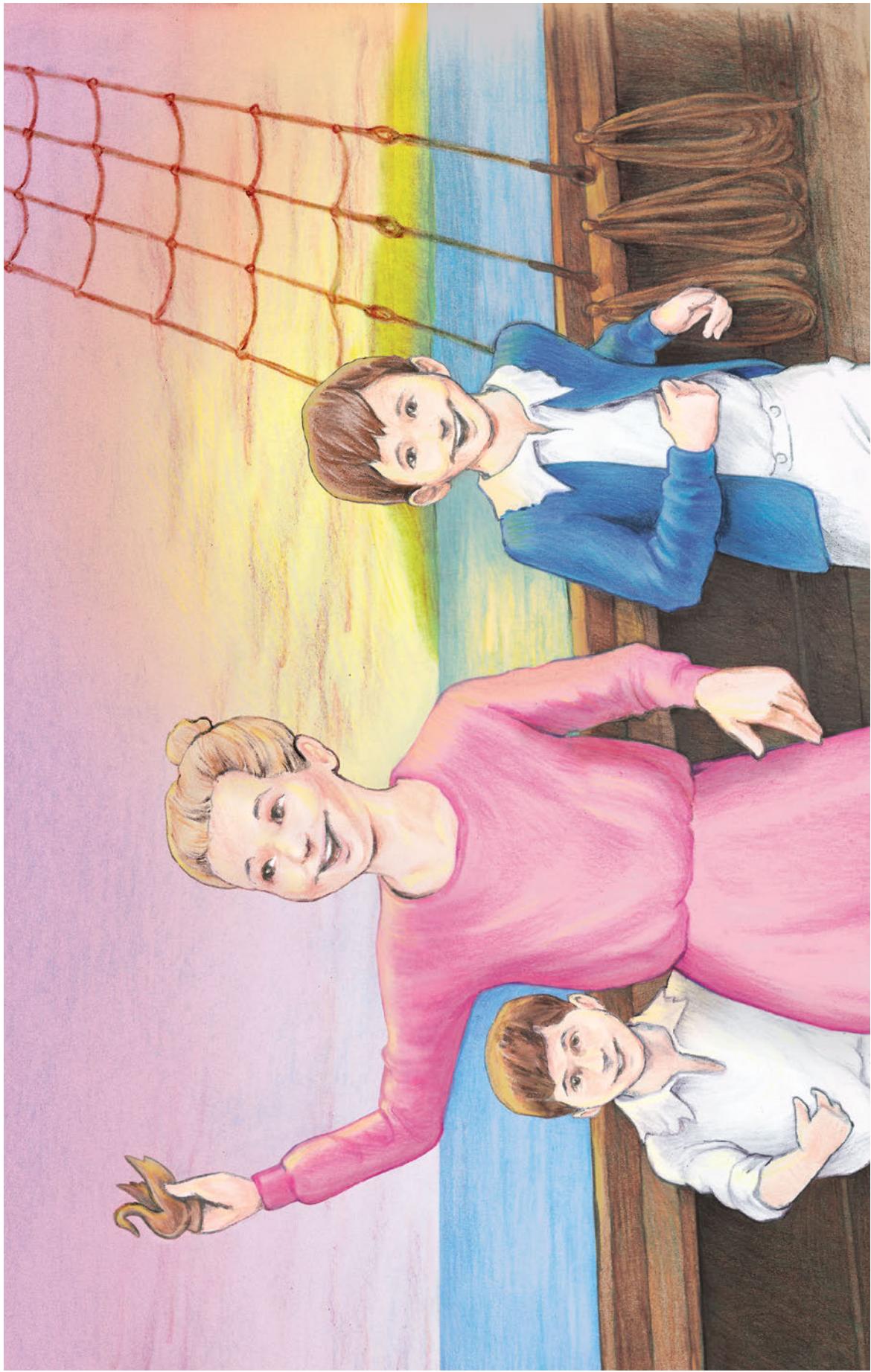
If you are visiting the WA Shipwrecks Museum, be sure to check out the *Eglinton* and *James Matthews* wreck displays on the ground floor in the Foyer Gallery. These included examples of some much-needed everyday items that were brought to Western Australia in the 19th century.

Stirling's report: (You can read the full account in the Official papers relating to the settlement at Swan River Western Australia December 1826 – January 1830.)

gutenberg.net.au/ebooks14/1402751h.html



Study the source



I hope it's pretty there

Author Alex Kopp, Illustrations Kevin Vindeg



Study the source



View at Swan-River. Sketch of the Encampment of Matw. Curling Friend, Esqr., R.N., 1830 [coloured lithograph] Mrs Mary Ann Friend. State Library of New South Wales



Study the source



Fremantle's South Bay, now the Esplanade. Mary Ann Friend, c. 1830.
State Library of WA



Study the source



Foundation of Perth 1829, Oil on canvas, George Pitt Morrison. 1929.

Art

Gallery of Western Australia https://en.wikipedia.org/wiki/The_Foundation_of_Perth_1829#/media/File:The_Foundation_of_Perth.jpg



Study the source

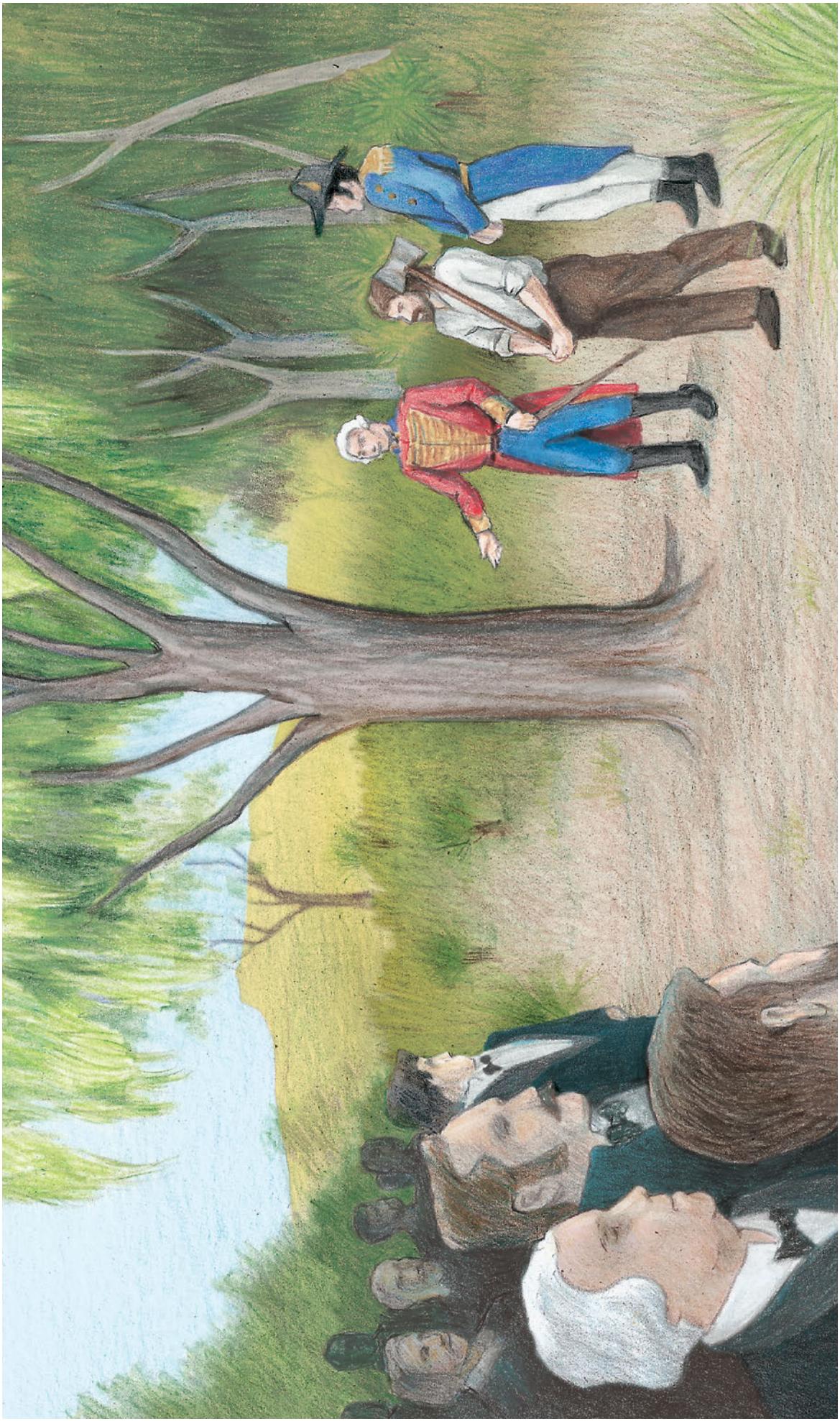


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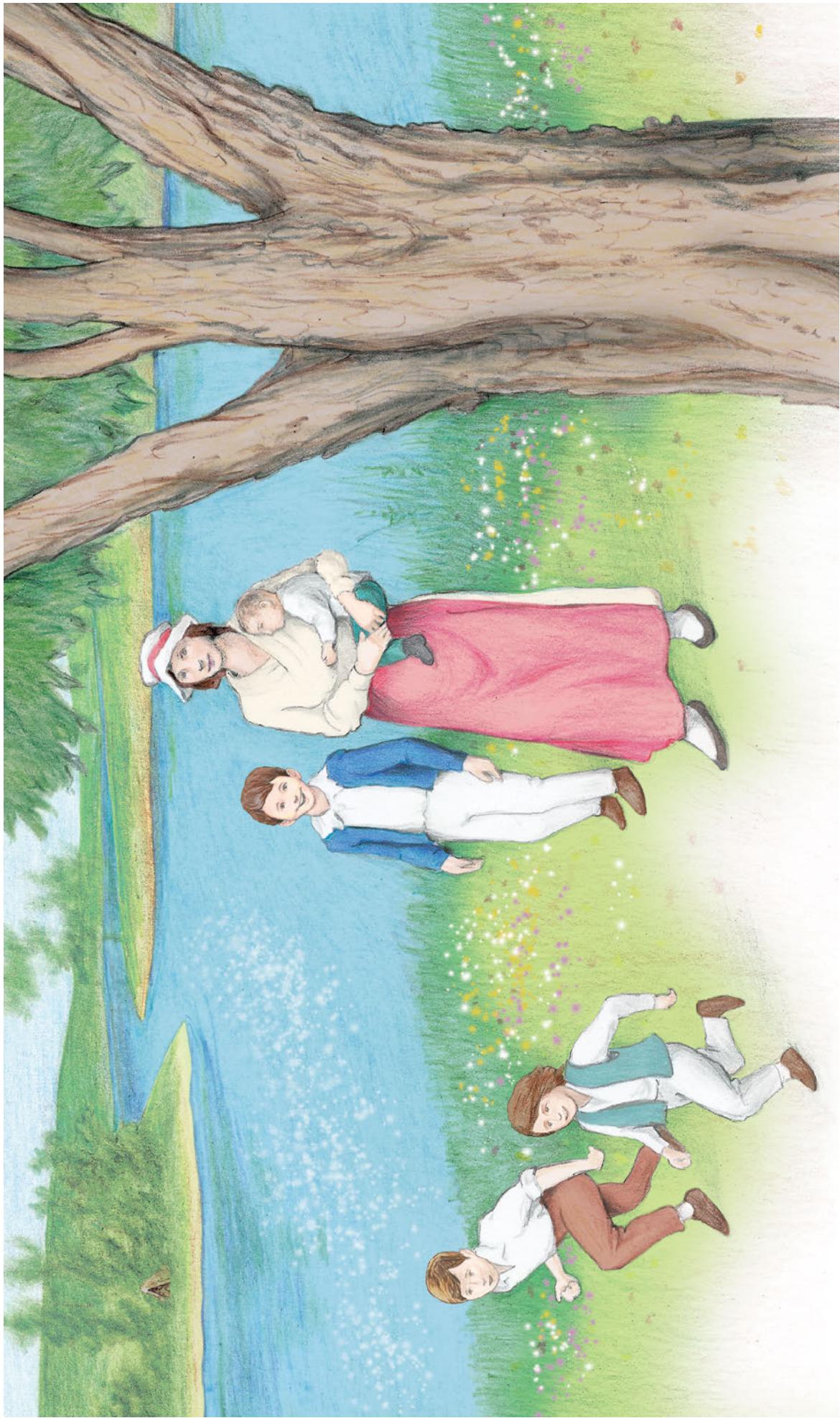


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