

- Examine the endpapers. As a class, discuss the different types of vessels. Ask students what they notice about each ship. Ask them to share their own experiences with ships.
- Read the blurb. Then discuss the following questions:
 - What discoveries might the blurb be referring to?
 - How might the Kulin Nation peoples use the waterways compared to Europeans?

AFTER READING

First Peoples

- Europeans claim they settled Australia. First Nations peoples say their home was invaded.
 - What is the difference between invasion and settlement?
 - How would you describe the arrival of Europeans? Explain your reasoning.
- What might the Boonwurrung and Woiwurrung people have thought of the Europeans and their ships?

Fatal Experience and an Invitation to Lunch

- When the Boonwurrung men threw spears at the Lady Nelson crew, none of the crew were hit. Why do you think the Boonwurrung men threw their spears?
- Why weren't the Boonwurrung men frightened when warning shots were fired?
- How might this exchange have influenced the relationship between both groups?
- What value would items such as mirrors, tomahawks, bread and beads be to First Nations peoples who had thrived for 60,000 years?
- How does Flinders' approach to the Kulin Nation people he encountered compare to Murray and the Lady Nelson crew?
 - Why might Flinders have acted with less aggression?
- Flinders' approach to the bay was different to Murray's too. Why might he have sailed through what we now call The Heads?

A Gardener's Journal

- Grimes and Flemming had different views of Port Phillip's suitability as a settlement. Why might that be?
- Why did Governor King ignore James Flemming's report and decide against a convict settlement at Port Phillip?
- 'What King didn't realise was that the British Government had already decided to establish a convict settlement at Port Phillip Bay. More than 300 convicts were on their way.'
 - Why do you think the British went ahead and sent convicts to Port Phillip?
 - What are the reasons King was not aware of the decision?
 - Discuss communications and the problems caused by how long it took mail to reach Australia.

Sullivan Bay Settlement

- The Europeans couldn't find water around the Sullivan Bay Settlement area, nor did they have success hunting kangaroo. Yet the Boonwurrung had lived in the area for over 60,000 years.
 - Why do you think the newcomers couldn't find water?
 - Why might they have been unable to hunt kangaroo?
 - What actions might they have taken to source fresh water or fresh meat?

Batman & Fawkner

- Why do you think Victorians are more familiar with Batman than Fawkner?
 - Consider each man's background and timing of their arrival in what is now Melbourne.
 - What is your opinion of Batman's behaviour towards the Woiwurrung people?
 - Given the era, do you think Fawkner would have behaved differently?
- Who do you believe should be remembered as founding Melbourne?

Treaty

- Batman called his parchment a treaty. Do you think it was a fair and honourable way to barter with the Woiwurrung people?
- Given that First Nations peoples don't own the land but are caretakers of it, if they could have understood what Batman was asking, would the Woiwurrung have agreed to the treaty?

- Examine the treaty: <<https://ergo.slv.vic.gov.au/node/1448>>.
 - What do students notice about the signatures?
 - How likely is it that the Woiwurrung Elders were able to sign the document?
- Why did European society view Batman's treaty valid for so long after Governor Bourke declared the treaty illegal?

From Batmania to Melbourne

- Melbourne had many names before its current one; Batmania, Glenelg, Bearbrass. Discuss the names and implications with students.
 - If students were naming the area today, what names would they choose and why?
- View a map of Melbourne. Explore Robert Hoddle's city grid today.
 - How well has the design coped with time?
- The first wharf was built in 1841 alongside Flinders Street. What problems might the volume of ships and lack of wharf caused for the river and riverbank?

Fever Ships

- Discuss the similarities and differences between the fever ships and Victoria during the COVID-19 lockdowns. Create a class Venn Diagram to show the differences and similarities.

Over the Seas to a New Life

- What attracted settlers to travel from England, Scotland, Van Dieman's Land and New South Wales to Melbourne?
 - What might have made them stay?
- The passenger ship, the Great Britain, was the first built of iron and to have a screw propellor. How could this have impacted on the numbers of people immigrating to Melbourne?

Rush for Gold

- What was the reality for those rushing to Ballarat and Bendigo?
- What impact would the empty vessels have on Melbourne? (Discuss reliance on trade from other countries, the lack of upkeep on vessels, etc.)

From Sail to Steam

- Ask students what they think life would have been like in the late-18th century. Ask the following questions:
 - How did people travel?
 - What technology did people have to help them find their way?
 - Compare life then with now. Consider the following comparisons:
 - walking/horses/sailing ships VS cars, planes, trains.
 - chronometer, compass, sextant and sails VS satellites, smartphones, sophisticated maps and motor-driven ships.
- Discuss the term 'the doldrums'. What does it mean?
 - Is it a good name for being stuck for long periods with no wind, or becalmed?
 - What other words might be a good name for the doldrums?
- How did the introduction of steam powered ships influence trade and immigration?
 - In what ways did it make trade easier?
 - Why was speed so important?
- Why might captains have wanted to leave port with a full load?
- What do you think was driving the improvement of ships?

Fears and Scares

- Why might Russian ships have been cruising in the Pacific Ocean?
- Do you think Australia was ever under threat of invasion? Explain your thinking.
- Explore Fort Gellibrand, Point Nepean and Fort Queenscliff today.
 - Do they still exist?
 - What happens there today?

Changing the Course of the Yarra

- Why do you think Melbourne was known as 'Marvellous Melbourne' by the 1870s?
 - Who might have given it that nickname?

- Might all people have agreed it was marvellous?
- Why do you think the depth of Birrarung/Yarra River was a problem for ships?
- What might have happened if Birrarung/Yarra River wasn't changed?
- What are the good and bad impacts of changing the path of Birrarung/Yarra River?
- Why was it decided that such an enormous undertaking was worthwhile?
- Learn more about the Victoria Dock on the National Trust page: <http://vhd.heritage.vic.gov.au/search/nattrust_result_detail/3705>.

Stacked Ships and a Collapsed Bridge

- Why is the West Gate Bridge such a tall structure?
- The maritime industry continues to develop and expand. What changes have been made recently to the waterways and the West Gate Bridge?

Keeping the Birrarung Alive

- Discuss with students what they know about First Nations peoples and their connection to waterways.
- Explore the Woiwurrung and Boonwurrung's continued close connection to Birrarung.
- Create a timeline showing important events for Kulin Nation peoples. Include Batman's treaty, Coranderrk, petitions and other important events.
- Investigate the Koorie Heritage Trust, now situated on the banks of Birrarung.
- As a class, explore the role Boonwurrung and Woiwurrung people play in caring for Birrarung today.

ACTIVITIES

- As a class, examine a map of the Kulin Nation: <<http://www.minutesofevidence.com.au/the-coranderrk-story/>>. Scroll down to 'A brief history of Coranderrk' to the maps (the map opens in a clearer window.) Note both Boonwurrung and Woiwurrung Countries and shade these onto the blank map of Victoria. Now, view an online map of Victoria. (Satellite view gives a better image) and zoom in to show Melbourne and Port Phillip. Find the following on the map:
 - Bowen Point/Sorrento
 - Point King
 - Point Nepean
 - The Heads
 - Port Phillip
 - Sullivan Bay
 - Hobsons Bay
 - Mouth of the Yarra River
 - Dights Falls
 - Western Port
 - Fort Queenscliff
 - Fort Nepean.

Mark each of the places on a second, blank map of Victoria. Discuss any observations students may have about the areas visited. Which group of First Nations peoples may have been most affected during initial exploration?

- Investigate whose Aboriginal land your school is on.
- As a class, investigate and define the following terms:
 - Tandarrum
 - Treaty
 - Settle
 - Invade.
- 'By 1850, 35 per cent of Melbourne's population was assisted migrants.' Investigate the life of one of the following, then write a diary entry about one day of their life:
 - A sailor leaving his ship for the goldfields
 - An Irish orphan girl

- A mother of two children arriving at Port Melbourne
- A sailor of the Lady Nelson
- Investigate and prepare a report about one of the following ships mentioned in *River to Bay*. The report should include: the type of vessel, where it travelled, notable crew and interesting information.
 - Lady Nelson
 - Investigator
 - Cumberland
 - Calcutta
 - Enterprise
 - Rebecca
 - Great Britain
 - Glen Huntly
 - Ticonderoga
 - Nelson
 - Thermopylae
 - Shenandoah
- Introduce children to the genre of biographies. In pairs, research and write a biography on one of the persons listed below that includes information about the person's life, any significant dates, achievements and their impact on Victoria:
 - John Murray
 - Matthew Flinders
 - Billibellary
 - Bebejan
 - Acting Surveyor General Charles Grimes
 - John Batman
 - John Fawkner
 - Sir John Coode

The finished biography can be a poster, media or digital presentation, or booklet.

- Choose one of the chapters in *River to Bay*. Use that chapter as a basis to write a newspaper article about one of the events covered in that chapter.
- As a class, discuss what makes a good book cover. Discuss how the cover works or doesn't work to create interest about the book. Recreate their own cover for *River to Bay* based on the points raised in the class discussion.