



# EOORA

*Mapping Aboriginal Sydney 1770–1850*

Curriculum Links



**State Library of New South Wales**

[www.atsmithell.com](http://www.atsmithell.com)

## INTRODUCTION

### **Who were the Eora?**

*They lived here in the place we call Sydney, now a city of 4.2 million people. It was a different country then.*

*United by a common language, strong ties of kinship, and a rich saltwater economy, the Indigenous inhabitants survived as skilled hunter–fisher–gatherers in family groups or clans scattered along the coast. They identified themselves as Eora (pronounced ‘yura’), meaning simply ‘the people’, a word derived from Ee (yes) and ora (here, or this place), revealing their deep connection to the land.*

*Their territory spread from the Georges River and Botany Bay in the south to Port Jackson (Sydney Harbour), north to Pittwater at the mouth of the Hawkesbury River and west along the river to Parramatta. It was an environment of bushland, sandstone cliffs and ridges, bays and coves, sandy ocean beaches, rocky headlands, mangrove swamps, creeks and tidal lagoons.*

Keith Vincent Smith

### ***Eora: Mapping Aboriginal Sydney 1770-1850***

This exhibition examines the Aboriginal past of early Sydney and surrounds, chronicling the clans and families of the region and their connections to the land, each other and the colonists.

Through rarely seen letters, maps, artworks and relics, drawn predominantly from the collections of the State Library of New South Wales, the exhibition shows how the Eora continued to be part of, to name, and to live in a land that was rapidly being subsumed by Europeans.

The exhibition features 145 items and was curated by Keith Vincent Smith and Anthony Bourke.

Highlights of the exhibition include:

- the first known images of Indigenous Australians from 1770, by Tahitian artist Tupaia and Scottish artist Sydney Parkinson;
- the metal spear once believed to have wounded Governor Arthur Phillip;
- engraved portraits of clan leaders from 1802, by French artist Nicholas-Martin Petit;
- the first ever vocabulary list of the Eora taken to England by Philip Gidley King;
- a rare printed playbill from 1798 showing how Londoners learnt about the original inhabitants of New South Wales; and
- a chart of Port Jackson, New South Wales, with Indigenous clan lands indicated, surveyed by Captain John Hunter, second Captain of HMS *Sirius*, 1788.

## Resources

The exhibition guide and item captions provide a comprehensive listing of the items on display and detail the themes explored in the exhibition. These resources are available as PDF files on the *Eora* web page.

The following publications are also particularly relevant to themes explored in the exhibition:

Attenbrow, Valerie. *Sydney's Aboriginal past: investigating the archaeological and historical records*. Sydney: UNSW Press, c.2002.

Clendinnen, Inga. *Dancing with strangers*. Melbourne: Text Publishing, 2003.

Smith, Keith Vincent. *Bennelong: the coming in of the Eora: Sydney Cove 1788-1792*. East Roseville: Kangaroo Press, 2001.

## CURRICULUM LINKS

The following information has been extracted from NSW Board of Studies syllabus documents (<http://www.boardofstudies.nsw.edu.au/>).

PRIMARY K–6		
KLA	Outcomes	Contents & Units of Work
<b>ENGLISH</b>	<p><b>Values and Attitudes:</b> V2 Enjoying experiencing and responding to a range of spoken and written texts.</p> <p><b>Content:</b> Learning about: Talking and Listening Reading Writing</p>	
<b>HSIE</b>	<p><b>Change and Continuity:</b></p> <p><b>CCS1.1</b> <b>CCS2.1</b> <b>CCS3.1</b></p> <p><b>Cultures:</b></p> <p><b>CUS2.4</b> <b>CUS3.3</b></p>	<p><b>Content</b></p> <p><b>Stage 1:</b> <b>CCES1</b> Significant events and people Time and Change</p> <p>Describes events or retells stories that demonstrate students' own heritage and the heritage of others.</p> <p><b>Stage 2:</b> <b>CCS2.1</b> Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.</p> <p><b>Stage 3:</b> <b>CCS3.1</b> Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.</p>

<b>VISUAL ARTS</b>	<p><b>Appreciation:</b></p> <p><b>VAS1.4</b> Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.</p> <p><b>VAS2.3</b> Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</p>	<p><b>Content</b></p> <p><b>Stage 2:</b> <b>VAS2.3</b> Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</p> <p>How artists interpret artmaking</p> <p><b>Stage 3:</b> <b>VAS3.4</b> Communicates about the ways in which subject matter is represented in artworks.</p>
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<b>SCIENCE &amp; TECHNOLOGY</b>	<p><b>Outcomes:</b> <b>Information and Communications</b> People organise spaces by assembling and arranging components to meet particular needs. People alter their environment in response to natural conditions.</p> <p><b>Content:</b> <b>Information and Communications</b> The people and organisations that change environments. The effects of change on made and natural environments.</p> <p><b>Units:</b> <b>Stage 2:</b> Environments of living things. Interrelationships and consequences of change in mini-environments.</p>
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SECONDARY 7-12	
KLA	Outcomes
English	<p><b>Cross-curriculum Content</b> Aboriginal and Indigenous content provides all students with the opportunity to develop knowledge and understanding of Indigenous history and culture in Australia and internationally. In their study of English, students explore a range of experiences and achievements of Aboriginal peoples in historical and social contexts and the links between cultural expression, language and spirituality.</p> <p><b>Stage 4</b> 10. A student identifies, considers and appreciates cultural expression in texts.</p> <p><b>Stage 5</b> 8. A student investigates the relationships between and among texts.</p>

HISTORY	<p><b>Stage 5</b> 5.8 student locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry.</p>	<p><b>Content</b></p> <p><b>Stage 4:</b> Students have the opportunity to develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Aboriginal and Indigenous cultures</li> <li>• the impact of European colonisation on Australian Aboriginal and worldwide Indigenous cultures</li> <li>• the responses to contact with colonising peoples</li> <li>• the impact of colonisation and government policies on Aboriginal peoples.</li> </ul> <p><b>Stage 5:</b> <b>Difference and Diversity</b> History is well placed to develop students' knowledge and understanding about difference and diversity among peoples of the past and within Australian society.</p> <p>Students learn to identify</p>
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		and empathise with the varying perspectives of individuals and groups throughout history, and attempt to understand the actions, values, attitudes and motives of people from the past.
<b>GEOGRAPHY</b>	<b>Stage 4-5</b>	<p><b>Geography (Mandatory)</b></p> <p><b>Stage 4</b> requires students to:</p> <ul style="list-style-type: none"> <li>• create a desktop-published document for a specific audience</li> <li>• develop and refine search techniques using the Internet</li> <li>• collect and interpret electronic information</li> <li>• design and create a multimedia presentation</li> <li>• use email for a specific geographical purpose</li> <li>• practise ethical behaviour when using email and the Internet</li> <li>• use a range of digital images, maps, sound and other appropriate multimedia sources to develop a multimedia presentation or webpage.</li> </ul> <p><b>Content</b></p> <p><b>Stage 5</b></p> <p><b>5.1</b> student identifies, gathers and evaluates geographical information</p> <p><b>5.2</b> student analyses, organises and synthesises geographical information</p> <p><b>5.3</b> student selects and uses appropriate written, oral and graphic forms to communicate geographical information</p>

## **GEOGRAPHY and CITIZENSHIP**

Studies in both physical and human geography provide an important information base from which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society. Clarifying, analysing, acquiring and judging values and attitudes allow students to respond to geographical issues, questions and problems. Studying **Geography Stage 6** prepares students for post-school studies and future employment, and for active participation as informed citizens.

## **CLASS VISITS TO EORA**

To book class visits please contact the Education and Training section at the Library: Telephone: (02) 9273 1662, Facsimile: (02) 9273 1248.

Entry is through the Macquarie Street entrance. The exhibition is located one level up and across the glass bridge. There are no charges for visits to the exhibition.

Storage for students' bags is available and will be reserved for you when you book your visit. When you arrive, please ask at the Information Desk on the ground floor for directions to this storage area.