



THE  
**E**XTRAORDINARY  
TALE  
OF **WILLIAM BUCKLEY**



A **STUDY GUIDE** BY ROGER STITSON



<http://www.metromagazine.com.au>



<http://www.theeducationshop.com.au>



CAPTION:

## Synopsis

In 1835, a wild white man emerged from the Australian bush with long hair and beard, dressed in skins and carrying spears. He was escaped convict William Buckley, long presumed dead, who had spent thirty-two years living with an Aboriginal tribe in southern Victoria.

Near the end of his days, Buckley sat down to tell his story to John Morgan, a journalist with an eye for a good yarn. Buckley's account tells of his life in an ancient culture before white colonisation. It is one of the most extraordinary survival stories ever told.

His journey into a different world began on a stifling hot Christmas night in 1803 – when the 23-year-old Buckley, an English court-martialled soldier, escaped the doomed first settlement of Port Phillip Bay in south-eastern Australia. He chose to risk the unknown of the terrifying and hostile Australian wilderness rather than continue life as a convict ...

After a year of harsh survival, Buckley – spent and starving – fatefully takes a

spear from a recently dug grave to use as a crutch. When a group of Aborigines find him they believe he is the warrior Murrangurk, the owner of the spear, returned from the dead. They take him in and he joins the family of Murrangurk – whose brother Torrenauk becomes his 'brother'.

We see Buckley become a Wathaurong tribesman – he learns to hunt and fish and speak their language. He witnesses many battles (usually over women), cannibalism and various tribal customs. At one stage he tragically loses his family in a clan killing. He falls in love with a young woman who stays with him for many years. He grows into middle age as part of a world utterly different from the one he

was born into.

But in 1835, Buckley's life faces new upheavals when John Batman's advance party for settling Melbourne arrives. Unbeknown to them the local Wathaurong tribe is planning to attack, kill them and steal their provisions.

Imagine the new arrivals' surprise when a six and a half foot giant of a wild white man emerges from the bush – and, it turns out, he can speak English! Buckley now stands between two worlds that are about to collide. Can he prevent bloodshed? Whose side is he on – white or black?

As the new colony is built, Buckley acts as mediator between white and black, knowing that one day, one side or the other may kill him. He can also foresee the dreadful fate of the Aborigines. He sets sail for Hobart, never to return.

As dawn enters the room and the fire in the hearth grows cold he tells Morgan – 'I wished the whites had never come'.

### Curriculum Links

This study guide is mainly aimed at middle and upper secondary school levels, with relevance to English, Media Studies, History, SOSE / HSIE, Indigenous Studies, Geography, Anthropology and Ethics.



## Background context

In order to understand and appreciate more of the ‘extraordinary tale’ of transported convict William Buckley, how this tale became known to the public at large, and his part in the European colonisation of what quickly developed into the city of Melbourne, we should first look at some background details surrounding the central issues of concern examined during the program.

### The Wathaurong people

- After William Buckley escaped from the first European settlement in Victoria in 1803 he was taken in by the Wathaurong tribe, who were (and are) members of the larger Kulin nation of Aborigines in southern central Victoria. Carry out the appropriate research then draw a map of the southern part of Victoria showing the general area populated by the Kulin, and in particular the region of the Wathaurong. Show on the map some place names and locations to indicate contemporary geographical context (such as Melbourne and Geelong, Port Phillip Bay and Corio Bay). Also indicate

on the map the location of Sullivan Bay, the place from which Buckley escaped. (See ‘Wathaurong’ in website references.)

- Research the history and culture of the Wathaurong as they existed prior to European settlement, then plan and construct an informative magazine-style page on the subject. Include illustrations as applicable, and apply layout and formatting using desktop publishing software. (More activities related to the Wathaurong are located throughout this study guide.)

### Early colonisation of southern Victoria

- Research, discuss in class and write your own account of why David Collins, appointed as Lieutenant-Governor, was ordered by the British government to colonise the Sorrento area of southern Victoria (first named Sullivan Bay) in 1803. Why was France, a military enemy of England at the time, considered important in arriving at this decision? (You may need to research the history of the early nineteenth century Napoleonic Wars, and the general empire-building activities of both Great

Britain and France.)

- From the program and from further reading, write a detailed explanation of the reasons for Collins eventually asking the governor of New South Wales to relocate the small Victorian colony of soldiers, convicts (and their families) and free settlers to Van Diemen’s Land (later renamed Tasmania). Add a short account of Collins’s activities and accomplishments after he sailed from Victoria.
- Let us indulge in some alternative history speculation. Discuss in class what might have happened in Victoria had Collins’ governorship in the Port Phillip Bay region progressed. What effect would this have had on whether Melbourne would have been founded by John Batman (and his rival, John Pascoe Fawkner) in 1835? Consider, as part of these speculations, the possible differences in the development of Port Phillip Bay as a colony of serving transported convicts, and a colony of free settlers, ticket-of-leave convicts, and ex-convicts. (More on John Batman in the next section.) Additional note: in ‘real’ history about 1700 convicts were transported directly to Victoria from



England in the 1840s. However, they were released from servitude on arrival, as 'Exiles', and were free on condition they did not leave the Australian colonies until after their full jail terms had expired. For more on this, see 'Exiles' in website references.

### John Batman

- Carry out appropriate research then write a selective biography about John Batman. What, for instance, were the circumstances of his birth? Why did he move from Sydney to Hobart? What were his motives in attempting to organise a group of free settlers to sail from Tasmania to Victoria to colonise Port Phillip Bay in 1835? In what ways did he attempt to legitimise this colonisation with the local Aboriginal nations of the district, and was he successful? In what sense did John Pascoe Fawkner (often known as 'little Johnny Fawkner') become a rival in business and in fame? What later became of Batman?
- From your research, plan and write a short fiction story based on any aspect of John Batman's efforts to establish a colony at Port Phillip

Bay. It is not necessary to be historically accurate; you are writing a story for entertainment purposes, and you may invent characters and dialogue.

### John Morgan

- Much of the detail of William Buckley's biography, covering his years among the Wathaurong people of southern Victoria as an escaped convict, is presented in scenes during the program that derive from interviews he conducted many years later with a journalist in Tasmania, John Morgan. Who was John Morgan? Carry out research and write a short, selective biography of Morgan's life, explaining where he came from, why he arrived in the Australian colonies, and why he interviewed Buckley. What was the name of the book Morgan wrote about Buckley, when was it published, and how was it received by critics and the general public? Find out and comment on whether historians today consider the details described in the book by Morgan to be authentic or not. What became of Morgan in the years after the book was published?

- From his portrayal in the program, the questions and comments he puts to Buckley, and from your research, discuss in class your view of Morgan as a person, and particularly as a British man of his own times, in a tough colonial environment. What do you think his own attitudes were to Aboriginal peoples, and to Buckley's experiences of living closely with them? Explain whether you think he was prejudiced and overtly shocked and critical or not. Discuss whether he was reflecting white colonial attitudes of the time.
- Imagine it is 1852, and Morgan's book about Buckley has just been published. Write a deliberately 'breathless' magazine review of the book, in 250–300 words.

### Terra nullius

- As a class, define the concept of terra nullius as it applies to British colonisation and Australian Aborigines, particularly in the era covered by the program, from the early 1800s to the eventual colonisation of the Port Phillip Bay district by John Batman and his supporters. (See 'terra nullius' in website references.)



## Buckley's chance – escape from Sullivan Bay

William Buckley and two other convicts escaped from the Sullivan Bay colony in December 1803. It was summer, conditions for newly arrived English immigrants not used to the Australian climate were terrible, and with no maps or other resources the land and its Indigenous inhabitants were unknown to them. (For information on Buckley, see 'William Buckley' in website references. Note that the last of these references was written in the nineteenth century by Marcus Clarke, author of *For the Term of his Natural Life*. You might wish to analyse it for Clarke's opinions of Buckley and the Wathaurong.)

### Buckley's early life

- Research and write a short description of Buckley's life before he was transported to Australia as a convict. What was the crime he committed, which brought about his conviction and transportation, and what was the length of his sentence? Discuss whether you think his sentence befitted the crime. Describe what you think might be his reactions and emotional state towards the situation.

- Based on what you have found out about Buckley's life before transportation, and of the British justice and penal system of the era, write a fiction short story about a character who finds himself or herself caught up in these kinds of events. Decide whether the tone and approach to your story will be to project sympathy for a 'victim' of circumstance, or whether you will present the story as a cautionary tale of crime and punishment.

### Conditions of life at the Sullivan Bay settlement

- Find out what it was like to set up the Port Phillip settlement from scratch in 1802–1803, then imagine you are writing a letter home to a relative, either as a soldier, administrator, free settler or convict. In the letter, describe the daily living conditions and the behaviour and state of mind of the community. How, for example, do you find and collect drinkable water? Are you able to obtain edible food off the land and from the sea? Is the land suitable for farming? What is the weather like? Were the settlers a violent, drunken rabble? Were the convicts lazy and uncoopera-

tive? Were the soldiers bored and apathetic? Do you think the colony will not only survive, but prosper? Can you behold a glowing vision for the future of European civilisation in the Port Phillip district? Are your companions up to the task? Are you up to the task?

- Why do you think William Buckley decided to escape? Was it because he believed himself to be innocent of the crime for which he was convicted? Was he angry? Did he plan his escape with other convicts or was it a spur of the moment act? Did he know what he was going to do, how he would survive, and where he was going? What did he know of the Aborigines nearby? Was he afraid? In pairs consider these questions then together plan and write one or more connected scenes of dialogue between Buckley and other convicts, in which they discuss the possibilities and chances of escape, and the likelihood of what would happen if they failed. Read, revise and improve your draft as necessary. You may then wish to use other class members to record your dialogue as a sound file for playback.
- You are Lieutenant-Governor David Collins, in charge of the new colony.



You are waiting for permission from the governor of New South Wales to abandon the settlement and relocate to Tasmania as soon as possible. Buckley and a handful of other convicts escape before this happens. Write an official report about these events for the Governor of NSW. For instance, do you intend to send search parties out for the men to capture them before the settlement relocates across the Tasman? Is it worth the effort, when the settlement is already a failure and everyone is suffering? Do you think they'll come back to the camp anyway? Write the report.

### On the run – and alone

- Discuss in class then write your own notes on why Buckley's escape plans, and the favoured route he wished to take, were, from the start, impracticable and doomed to failure. Why did he eventually lose his escapee companions? What happened to them? As a guide you may wish to examine a map of what constituted New South Wales in the early nineteenth century, and where Port Phillip Bay was situated in relation to Sydney. Also examine a map of the Port Phillip

Bay district, from the Mornington Peninsula around to the Bellarine Peninsula. Moving away from hugging the coastline, what was the land like for trekking through? Did it offer possibilities for survival in terms of food, water, shelter?

- During the program we are informed that Buckley and two remaining convict companions tried to signal the settlement from the opposite side of the bay, without success. The two companions decided to walk back to the settlement. They were never heard from again. Speculate upon what might have happened: plan and write a short fiction story. Consider the viewpoint of the story – will it be narrated by one of the convicts? Perhaps it might be narrated by an Aborigine who watches and follows them nearby. Or perhaps you may choose to write the story in traditional third-person format.
- For some time Buckley survives alone, and suffers not only from hunger, thirst and the natural environmental conditions, but an intense solitude and loneliness. Imagine you were in this predicament. Write a set of diary entries about your daily ordeal that focuses on your 'internal' state. Much of

this will be narrated in the present tense. Ensure you incorporate your perceptions of the elements, such as the sound of birds, the constant noise of waves, the wind, the sand, the heat and cold, the lack of drinkable water and fire, the emptiness, and how these play on your state of mind, your spirit and emotions. Also observe your increasing physical weakness and deterioration, and your views as to the decisions you have made that have led you to this seemingly hopeless state.

- Are there any parallels, similarities, variations or essential differences between Buckley's experiences and those of others in real life and in fiction? Some examples you might wish to examine are *Robinson Crusoe* (written by Daniel Defoe, 1719, with various twentieth and twenty-first century film and television adaptations) and the feature movie, *Cast Away* (Robert Zemeckis, 2000). If relevant, discuss in class and write your own commentary about them. (Note that the nineteenth century writer, Marcus Clarke, refers to Buckley as Australia's Robinson Crusoe. See the last of the website references listed under 'William Buckley'.)



## When worlds collide

As we see during the program, the first encounter between William Buckley and the Wathaurong people defines for us the collision of ancient Indigenous and nineteenth century European civilisations, culture, spiritual values, world view and perception of reality in the most extraordinary way. At this relatively early period of Australian colonial history and over the next thirty years, arguably Buckley was only one of a handful of Europeans, if not the only one, ever to have gained a fully developed, intricate knowledge and appreciation of Aboriginal customs and rites, language and tribal life, and he survived to tell his tale to the colonial populace, ensuring that it still lives on today.

## Murrangurk's spear

- If it were not for Murrangurk's spear, it is likely William Buckley would have died shortly after collapsing in the wilderness, on his way back to the Port Phillip Bay colony and never have been heard of again. Discuss and write a short commentary on this proposition, explaining whether you think it an accurate viewpoint or not. Also

explain who Murrangurk was, and why the Wathaurong tribes people kept Buckley alive.

- We know the Murrangurk story from Buckley's point of view as an English transportee. Plan and write a short fiction story from the world view of a member of the Wathaurong community who is a eyewitness to these events. You will need to consider, for example, Aboriginal beliefs in spirit afterlife, and how Buckley's appearance, ignorance and behaviour are explained or rationalised by the Wathaurong according to their own beliefs, customs and ways of seeing and interpreting reality.
- Create an illustrated poster depicting the fateful scene of the Wathaurong's first contact with Buckley. Include text as required.
- Tommy McCrae (1836–1901) was an Aboriginal artist whose work was based on traditional Indigenous artistic perspectives. In class discuss and analyse his ink painting, from 1890, of Buckley and Wathaurong men, then write your own commentary of it, explaining what it depicts of two cultures, and what it suggests in visual iconography and metaphor. (The painting may be found in

website references under 'Tommy McCrae'.)

## Wathaurong customs

- From the program, discuss in class and write an account of how the Wathaurong taught Buckley to survive within both the local, physical environment and in their own family groupings. Why would they not allow Buckley to take part in violent and warring disputes with other tribal clans? Explain the narrator's comment, during the program, that, 'Buckley's time was now Aboriginal time measured by the seasons'.
- Buckley is quoted in the program as saying of the Wathaurong, 'It is their way that the hunter gives to others the best of the catch'. Why do you think he specifically draws attention to this, and what do you think is the purpose of this cultural behaviour of giving to others the best? Explain whether you think it is similar to or different from a 'typically' European view of what, and what not, to share with others.
- From the program, write a short explanation, with an example, of the 'payback' system that operated between tribal groups,



particularly in relation to women, where, in the words of David Tournier, Wathaurong Cultural Advisor, '[they] were seen as a commodity'. You may also wish to fashion these customs and outbreaks of violence into a short fiction story. An alternative might be to work in pairs or small groups to present the story in illustrated comic strip format.

- Explain historian Michael Cathcart's comment that, 'For the Wathaurong, myth and material reality are woven into a seamless web'. Why is it that Buckley seemed to be able to adapt to this world view? Carry out further research if necessary, then from the program create a poster illustration of Buckley observing a bunyip.
- While interviewing Buckley many years later, John Morgan asks, 'Why did you not teach them [the Wathaurong] Christian ways? Didn't you think it was your duty to do so as a civilised man?' Discuss in class Morgan's own cultural assumptions in asking these questions, and whether Buckley was in a position to teach Christianity to the Wathaurong. If Morgan's suspicions that Buckley

is withholding information from him about Wathaurong customs are correct, discuss why Buckley might be doing this.

- Discuss and explain the events that lead to Buckley, after many years with the Wathaurong, being alone again. In particular refer to the Aboriginal beliefs concerning those who die when young, compared to the beliefs about those who die in old age. Buckley says he was 'sick at heart' after the events that ensued. Compose and draft a poem of blank or free verse to capture this sense of grief, tragedy, melancholy and loneliness.

### Alone again

- From the program write a commentary showing the differences between the William Buckley, the convict who was alone and attempting to survive in the 'wilderness' before becoming Murrangurk, and the William Buckley who was Murrangurk, now surviving in the same environment after finding himself alone again many years later. Ensure you take note of the program's visuals as well as dialogue and voiceover.

- Buckley refers to building a 'fish trap to catch bream'. What is a fish trap? Following Aboriginal methods, how and where would he have constructed it? What did it look like, and would it have been effective? You may wish to create an illustration to accompany your written description.
- Buckley is joined by a young woman, and they live together for some time. Comment on the questions John Morgan asks Buckley about this arrangement, and whether they are fair and appropriate or not. How is this questioning presented on screen in terms of Morgan's demeanour, expression and posture? Comment on Buckley's reactions to these questions.
- At this point in Buckley's life, immediately prior to the arrival of John Batman's advance party in 1835, discuss and write a commentary on whether Buckley's existence was genuinely idyllic and in emotional, physical and spiritual balance. What had he lost, or given up, of white European society, beliefs, customs and behaviour? What had he gained?

## 1835 and beyond: the founding of Melbourne

As historian Michael Cathcart says during the program, 'It had to happen'. Sooner or later William Buckley's past as an escaped British convict was going to collide with rapid colonial expansion. The coming of the advance guard also marked the beginning of the end for the ancient, traditional ways of the Indigenous peoples of Port Phillip Bay.

### Conjectures, identity and ethics

- Discuss in class what might have happened had Buckley not dissuaded Wathaurong warriors from killing John Batman's advance party at Port Phillip Bay in 1835. Would the settlement of Melbourne, for instance, have taken place? Might Buckley therefore have been known as the saviour of the Wathaurong?
- Write a commentary arguing whether Buckley was ethically right or not to approach Batman's men. After being saved, cared for and trusted for thirty-two years by the Wathaurong, did he commit an act of treachery against them, or might he have committed an act of treachery against the white men by not announcing himself to them? Where should his loyalties have lain?
- In the program, when Buckley walks into the white men's camp, he is given European-style clothing to wear, with the comment, 'You look a bit more civilised, hey?' What does the speaker mean by 'civilised'? In what ways might Buckley's decision to put the clothes on be a symbolic as well as 'practical' act? Discuss in class the importance of clothing in determining a sense of identity and of belonging to a community. You might also consider what the Wathaurong might have thought of Western-style clothing from both a symbolic and practical stance.
- Imagine you are a newspaper reporter, sent to interview one of the advance party sent by John Batman to explore the land around Port Phillip Bay. You are attempting to ascertain whether rumours



about a 'wild white man' (as Buckley was soon to be known) walking out of the scrub are true. Write the news report that might have appeared in a Sydney or Hobart Town newspaper of the day. Take into account that your reading audience is likely to be agog at such an 'extraordinary tale', so you might be inclined to use a sensationalist approach. Present the report in newspaper column format, and carefully consider the headline that will accompany the report. You may also wish to include an illustration of what Buckley might have been imagined to look like.

- Discuss in class the possible options then plan and write a short story about the moral dilemma of committing an act that could be construed or even misinterpreted as treachery against friends who have placed trust and faith in you. You may draw on the events and issues developed in the program, but your story does not have to be based on Buckley's life. You may invent your own settings, characters and situations, while maintaining the central theme of treachery and trust, and possible guilt. For example, in order to tease out conflicting attitudes and viewpoints, you may wish to use multiple first-person narrators.

### Aftermath

- Carry out further research if necessary, then write an account of the fate of the Wathaurong people once British-stock colonial settlers

began arriving in large numbers from 1835 onwards, and spreading out across Victoria from Port Phillip Bay. One of the issues to consider is the gulf in comprehension between the two communities towards the concept of land usage and ownership, and also ancient ritual treaties as opposed to written treaties on paper. You may wish to fashion this into a formatted, illustrated double-page spread designed for a popular history-based magazine aimed at young teenagers.

- Discuss in class why Buckley felt it necessary to leave the newly developing town of Melbourne in 1838 and to move to Hobart Town, in Tasmania, for the rest of his life, never to return. In what sense were his loyalties conflicted, and why was he viewed with suspicion by everyone? Explain whether you think this was a tragedy of his own doing or not.
- In pairs plan, write and revise as necessary a sequence of short dramatic play scenes (or one extended scene) about someone who finds themselves caught in a similar situation to that of William Buckley, ostracised and mistrusted, and compelled to leave forever.
- Near the conclusion of the program, Buckley wishes John Batman's advance group of explorers had never arrived at Port Phillip Bay. Why does he say this? Is he being realistic? Discuss.
- As a class, compose and write a poem in verse ballad form called 'The Ballad of William Buckley'.



The class is to decide on one consistent stanza, rhyme and rhythm format. Either individually or in pairs students are then to select one aspect of Buckley's life story, and to render it as one or two stanzas. When put together, all the stanzas created by the entire class should tell the story of Buckley's life, his adventures, his tragedies. Revise as required. You may then wish either to make a sound recording of the ballad, or to present it as a poster display. Another possibility is to combine the two forms of media (sound and written text) as an HTML page, with illustrations included.

### Media studies

Carry out the following activities.

- Drawing on examples from the program, write a commentary on the purpose and impact of dramatised reconstructions used throughout the history documentary format of *The Extraordinary Tale of William Buckley*. Look at the use of accompanying mood music, lighting, placement and angle of camera shots, editing from shot to shot, and general *mise en scène*,

as means of conveying a point of view towards the historical characters and the situations being portrayed.

- Discuss in class, then write your own commentary on the 'role' played throughout the program by historian Michael Cathcart. For example, what is the purpose and the effect of Cathcart appearing on camera in scenes shot on location, and of dramatised reconstructions? Also discuss the participation in the program of David Tournier, Wathaurong Cultural Advisor.
- How would you promote the program prior to its television screening? Plan and create either an illustrated poster display, or in pairs or small groups create and record a 30-second radio promotion.
- In 300–350 words write a review of *The Extraordinary Tale of William Buckley* for a weekly television magazine or newspaper liftout supplement. Tailor your approach to a generalist audience.

### References and further resources

#### Books and articles

Bain Attwood, *Possession: Batman's Treaty and the Matter of History*, Miegunyah Press, Carlton, 2009.

Richard Broome, *Aboriginal Victorians: A History Since 1800*, Allen & Unwin, Crows Nest, 2005.

Michael Cannon and Ian MacFarlane, *Historical Records of Victoria, Vol. 2A: The Aborigines of Port Phillip, 1835–1839*, Victorian Government Printing Office, 1982.

Michael Connor, *The Invention of Terra Nullius: Historical and Legal Fictions on the Foundation of Australia*, Macleay Press, Paddington, 2005.

Richard Cotter (ed., with commentary), *A Cloud of Hapless Foreboding: Assistant Protector William Thomas and the Port Phillip Aborigines 1839–1840*, Nepean Historical Society, Sorrento, 2005.

John Currey, *David Collins: A Colonial Life*, Melbourne University Press, Carlton, 2000.

John Morgan, *The Life and Adventures of William Buckley: Thirty-Two Years a Wanderer Amongst the Aborigines*, first published 1852,

this edition Tim Flannery (ed.), Text Publishing, Melbourne, 2002.

Gary Presland, *Aboriginal Melbourne: The Lost Land of the Kulin People*, McPhee Gribble, Melbourne, 1994; previous edition titled *The Land of the Kulin*, McPhee Gribble/Penguin, Ringwood, 1985.

Henry Reynolds, *The Other Side of the Frontier: Aboriginal Resistance to the European Invasion of Australia*, University of New South Wales Press, Sydney, 2006.

Marjorie Tipping, *Convicts Unbound: The Story of the Calcutta Convicts and Their Settlement in Australia*, Viking Penguin, Ringwood, 1988.

## Film and Television

### *Rogue Nation*

This documentary television series about the early years of colonial Sydney may be compared to the dramatised style used in *The Extraordinary Tale of William Buckley*. It also features historian Michael Cathcart. It may be useful as a means of stimulating discussion on the strengths and weaknesses of contemporary film dramatisations and 'reconstructions' of historical subjects.

Two feature films based on the life of escaped convict Alexander Pearce

may be compared, or contrasted, to the story of William Buckley.

These are:

*The Last Confession of Alexander Pearce* (Michael James Rowland, 2008)

*Van Diemen's Land* (Jonathan auf der Heide, 2009)

## Websites

John Batman:

<http://adbonline.anu.edu.au/biogs/A010066b.htm>

<http://www.whitehat.com.au/Melbourne/People/Batman.asp>

William Buckley:

[http://en.wikipedia.org/wiki/William\\_Buckley\\_\(convict\)](http://en.wikipedia.org/wiki/William_Buckley_(convict))

<http://www.adb.online.anu.edu.au/biogs/A010158b.htm>

<http://museumvictoria.com.au/encounters/journeys/gellibrand/buckley.htm>

<http://www.telelib.com/words/authors/C/ClarkeMarcus/prose/OldTales/williambuckley.html>

David Collins:

<http://adbonline.anu.edu.au/biogs/A010226b.htm>

Early settlement of Melbourne:

<http://www.eurekacouncil.com.au/Australia-History/History-Pages/1835-foundation-of-melbourne.htm>

<http://www.theage.com.au/articles/2003/10/03/1064988393029.html>

<http://www.smh.com.au/travel/travel-factsheet/sorrento--culture-and-history-20081124-6foj.html>

[http://www.slv.vic.gov.au/ergo/colonial\\_melbourne](http://www.slv.vic.gov.au/ergo/colonial_melbourne)

Exiles:

<http://www.access.prov.vic.gov.au/public/PROVguides/PROVguide057/PROVguide057.jsp>

Tommy McCrae, artist:

[http://voice.unimelb.edu.au/view\\_image.php?id=3889](http://voice.unimelb.edu.au/view_image.php?id=3889)

John Morgan:

<http://www.adb.online.anu.edu.au/biogs/A020222b.htm>

Terra nullius:

<http://www.austlii.edu.au/au/orgs/car/docrec/policy/brief/terran.htm>

<http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime/bourketerra/>

<http://www.abc.net.au/rn/counterpoint/stories/2004/1179206.htm>

Wathaurong:

<http://www.vaclang.org.au/language-program.aspx?ID=9>

<http://www.yarrahealing.catholic.edu.au/kulin-nation/index.cfm?loadref=8>

<http://en.wikipedia.org/wiki/Wathaurong>

<http://en.wikipedia.org/wiki/Kulin>



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