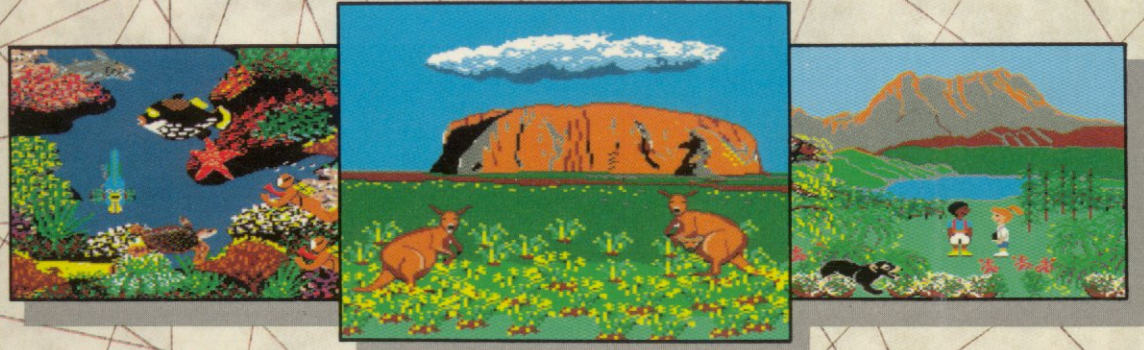# EXPLORE
AUSTRALIA

**A computer program encompassing the
history, geography, and heritage
of Australia.**

Dataflow Computer Services Pty. Limited

Apple IIe, IIc, IIGS 128k required

EXPLORE AUSTRALIA

Imagine a program as flexible and imaginative as your students. Think of a history adventure built around the years 4, 5 and 6 social studies curriculum that will have your students writing, discussing, creating artwork and reliving Australian history for themselves.

You don't have to imagine such a program, for it exists. Explore-Australia from Dataflow is a landmark in educational software. Never before has there been a totally interactive history, geography, social studies, art and creative writing program that makes learning fun, irresistible, inevitable.

Two program disks, a comprehensive teacher's manual and a 32-page student book.

Explore-Australia contains everything you need to get started straight away. The teacher's manual is full of hints and information. The 32-page student book is designed to be used with the program. It is packed with supplementary material: stories, activities and challenges.

The only thing about Explore-Australia which isn't challenging is operating it. The entire program can be operated with a minimum of fuss using a mouse, joystick, koala pad, keyboard or touch screen. Simple!

EXPLORE AUSTRALIA

Disk 1   Si **541**

Turn disk over for side B

Apple IIe, IIc, IIGS.

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EXPLORE AUSTRALIA

Disk 2   Si **542**

Turn disk over for side B

Apple IIe, IIc, IIGS.

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EXPLORE AUSTRALIA

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Hardware Requirements

Apple II series computer with 128k memory
Mouse, joystick, touch screen, koala pad, or keyboard.
Printer optional.

EXPLORE AUSTRALIA
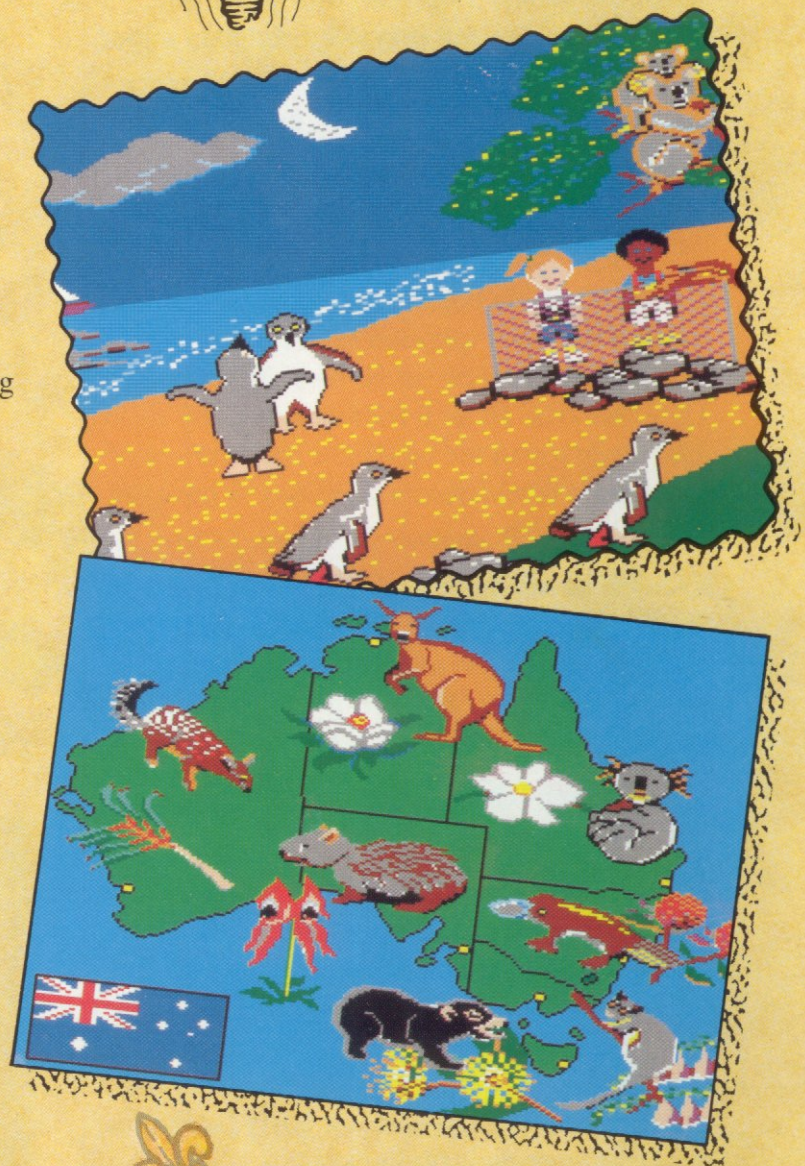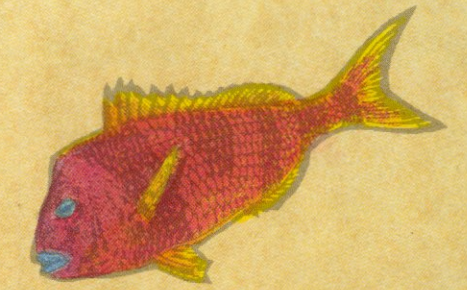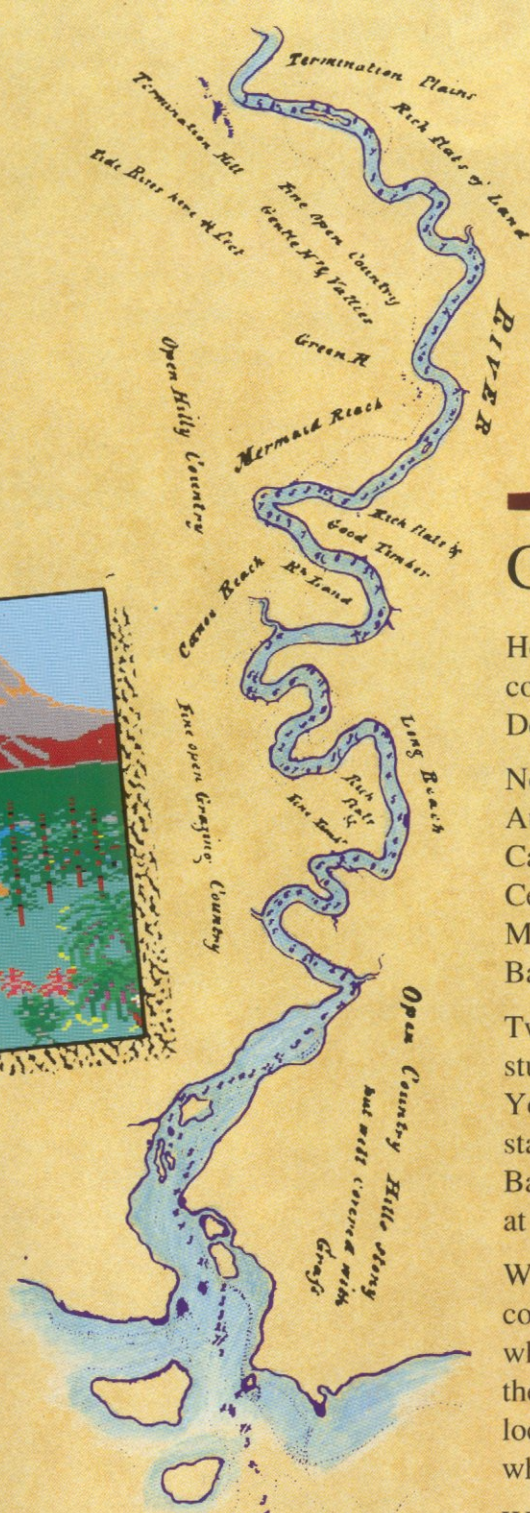
Living History

Start with the history section of the program and watch as Australia's beginnings unfold before your eyes. Aborigines hunt with spears and boomerangs, giant possums slide out of vine-covered trees, and giant emus make their way across the plains. Legends come to life as animated pictures tell important chapters of our past.

The program covers Australian history from Aboriginal lifestyle and Dreamtime, through to the First Fleet, Convict Life, the Gold Rush and Early Explorers.

But that's just the beginning. With each screen, students can open question boxes which provide information about the scene they are watching. They can write about it for themselves by typing directly on top of the images or they can select appropriate labels from a word box to position where they wish.

Even the on-screen images can be reworked. Students can select from a box of animated figures to add to the scene, they can reposition existing pictures or add new graphics to suit their needs.

All the screens can be printed out at any time, either in colour or outline form to colour in, using a black and white printer.

There's adventure too. Simulations allow students to sail with the First Fleet, attempt an escape from the penitentiary with the Point Puer lads, come panning for gold in the 1850s Gold Rush and see how many nuggets they can find, and explore Australia with the Early Explorers and rediscover their findings.

It's the adventure that makes this program unique. The history lessons are complemented by challenges and simulation adventures that will have your students experiencing history for themselves.
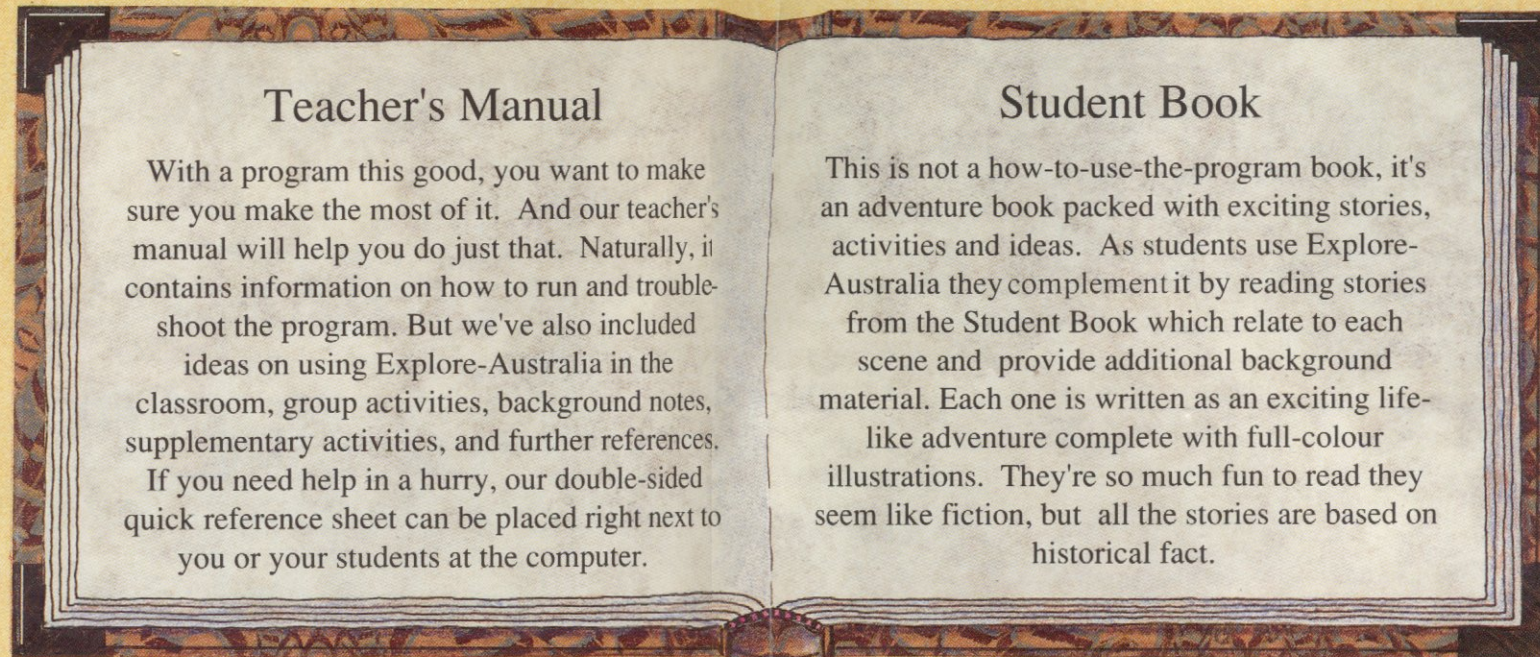
Teacher's Manual

With a program this good, you want to make sure you make the most of it. And our teacher's manual will help you do just that. Naturally, it contains information on how to run and trouble-shoot the program. But we've also included ideas on using Explore-Australia in the classroom, group activities, background notes, supplementary activities, and further references. If you need help in a hurry, our double-sided quick reference sheet can be placed right next to you or your students at the computer.

Student Book

This is not a how-to-use-the-program book, it's an adventure book packed with exciting stories, activities and ideas. As students use Explore-Australia they complement it by reading stories from the Student Book which relate to each scene and provide additional background material. Each one is written as an exciting life-like adventure complete with full-colour illustrations. They're so much fun to read they seem like fiction, but all the stories are based on historical fact.

Geography First-hand

How many times have you wished your students could see the Barrier Reef or visit the Simpson Desert? With Explore-Australia, they can.

Not just visit, but *experience* eight different Australian locations including Uluru, the Jenolan Caves, Rottnest Island, Phillip Island, Exhibition Centre and Parliament House in Canberra, Cradle Mountain, the Simpson Desert and the Great Barrier Reef.

Two children, Kate and Neil, accompany your students on their geographical tour of Australia. You'll find them exploring the stalagmites and stalactites at the Jenolan Caves or diving at the Barrier Reef where colourful fish seem to swim at you out of the screen - they're so lifelike!

With each of the places students visit, a full-colour animated scene appears on the screen which students can redraw, alter and label from the wordbox. They can also read about the location, add new animated pictures, write about what they have created and print out their work.

Whichever location they visit, their excitement and interest is generated by the pictures. They can't help learning!

This section of the program also contains a map of Australia which allows for mapping activities, such as finding and naming state capitals, floral emblems and flags, which are all stored in a graphic box.
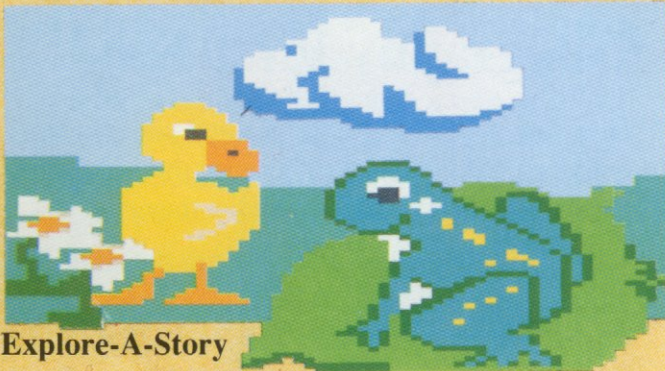
You will use Explore-Australia again and again, whether you decide to teach with it step-by-step or simply select from its numerous themes to highlight your teaching.

Explore-Australia costs $149.95 (ex. tax) or $170.00 (inc. tax), and may be purchased from your nearest educational software dealer.

dataflow

EXPLORE-AUSTRALIA™ USER'S CARD

Getting Started

Put the **Explore-Australia** disk A, side 1, into the disk drive. Turn on the computer. When the program has loaded, turn the disk over to start the story sequence.

Pointer

The **pointer** is used to point to things on the screen. For example, use your mouse to move the pointer to the **page turn box** in the upper-right corner of the screen, and push the mouse button to turn to the next scene. The number in the page turn box tells which scene you are on.

This program works best with a mouse. However, it also works with a joystick, a KoalaPad,® a touch screen, or the keyboard arrow keys. When using the arrow keys, hold down ⌂ to move quickly. The TAB key moves the arrow through any options on the screen.

Selecting/ Clicking

To **select** something on the screen, place the pointer on it and "**click**" by pushing the mouse button. If you have selected an object or character, you can now move it anywhere on the screen and click again to drop it.

Keyboard users press the (OPTION key on IIGS), to make selections.

Menu Bar

The **menu bar** is a row of menus from which to select. Move the pointer to the **menu box** in the top left corner of the screen, and click to select the menu bar. To close the menu bar, click anywhere on the screen, or on the red **X** in the menu box.

Keyboard users use the ESCAPE key to select the menu bar and the TAB key to move through options.

Characters
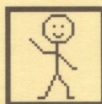
Moving things, like people and animals, are **characters**. Click on the **character menu** to open it. Then click on either arrow to **scroll** through the characters. To add a character to your scene, point to one and click, move it into your scene, and click again to drop it.

Objects

Things that do not move are called **objects.** Add objects to your scene just as you did with characters.

Copying Objects or Characters

To **copy** an object, select it and press the space bar. When you move the original away, a copy is left behind.

You can "stamp" a non-animated print of a character in the same way. Animated copies of a character must be selected from the character menu.

Deleting Objects or Characters

To **delete** a character or object from the screen, select it, then either press the DELETE key, or move it completely off the screen and click again.

Backgrounds
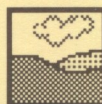
Select a **background** in the same way you select a character or object. Change the background of your scene, or choose a new background to create an entirely new scene (see **Making New Scenes**, below).

Labels
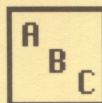
The **labels menu** has words and names from the stories. Select and move them just as you did with characters and objects.

Text Windows

Text windows are often available on the screen. Open any one by clicking on buttons on the screen. Buttons might look like ●s or ?s, or they might be hidden for you to find. To close a text window, click anywhere in the scene outside the text window.

Writing Your Own Words	Use the keyboard to add your own words anywhere in any scene. Move the pointer to where you would like to begin writing, then type the words you want. To delete letters, press the DELETE key. Press the RETURN key to start a new line. You can move any line of text by selecting and moving it, just like a label.
Deleting Text	Delete labels or written text by selecting it and pressing the DELETE key to delete from the right, one letter at a time. Hold down the DELETE key to delete a line of text quickly.

Making New Scenes

To make a new scene, change an existing scene by moving, adding, and deleting pictures or words.

You can also create a completely new scene. First **clear the screen**. *This erases everything. If you have done any work, consider saving the scene first.* Select the **disk menu** from the menu bar, and then select **clear screen**. Click on **Yes** if you are sure you want to clear the screen. Now choose a background, objects, characters, or words to create your own scene. Once you have cleared the screen, you must re-open the story to continue the story sequence (see **Opening Scenes**, below).

Saving Scenes

To save a changed scene, you must choose a new name for your story. *If you change scenes without saving, any work you have done will be lost.* Select the disk menu from the menu bar, then select **save.** You will see a name box, with the name of the current story and a page number.

Move the pointer to **new name** and click. Type your new story name. Click on the **name box** to save the scene.

```
Save AUSTRALIA                    3
        [ ▼ ]   [ ▲ ]          [ ▶ ]
      [ New Name ]   [ New Number ]
      ...........................
```

If you have created a completely new scene by clearing the screen, the story will no longer have a name. When you wish to save it, give it a name, and save as above.

After a story has a name, each new scene in the story must be given a new number. To save the next scene of your story, click on **new number**. Type a number for the scene, and click in the name box to save the scene.

The red line under **new name - new number** shows how much space remains on the disk. When the line comes close to the right edge, the disk is nearly full. *Refer to the Teacher's Guide for instructions on deleting old scenes and replacing disks.*

Opening (Loading) Scenes

When you use the program from the beginning, the AUSTRALIA story opens automatically. To open any of the other scenes on the disks, or to load your own story scenes, choose the disk menu from the menu bar, and

select **open**. You will see: Use the arrows to scroll through the story names

```
Open AUSTRALIA                    3
        [ ▼ ]   [ ▲ ]          [ ▶ ]
```

and/or the scene numbers until you find the one you wish to open. Move the pointer to the name box, and click to open this story scene.

Printing a Scene

Any scene can be printed in small or large colour, or in black and white. Turn on the printer. Select the **print menu** from the menu bar, then choose the type of image you would like to print.

For further information consult the Teacher's Guide.

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Thank you.

Name

Street Address

State   Postcode

Program Name   Date Purchased

Purchased From   Computer Type (Apple ,IBM, etc)

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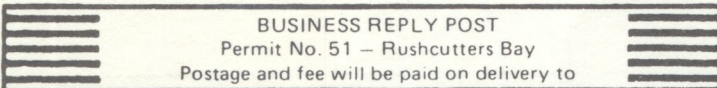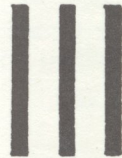
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RUSHCUTTERS BAY, N.S.W. 2011

EXPLORE AUSTRALIA

A computer program encompassing the
history, geography, and heritage
of Australia.

TEACHER'S GUIDE

EXPLORE-AUSTRALIA™

A computer program encompassing the
history, geography, and heritage
of Australia

TEACHER'S GUIDE

Learningways, Inc.
Dataflow Computer Services Pty. Limited

Explore-Australia was developed and produced by Learningways, Inc.
and Dataflow Computer Services Pty. Limited.

Written by Sharon Grollman
with Charles P. Mountford and Maureen Watson

CONTENTS

I. WHAT IS EXPLORE-AUSTRALIA?

Throughout time, people have shared their knowledge of the world through stories. The desire to tell a story about something has evolved into a basic motivation for learning. Becoming an active storyteller may well be as fundamental to a person's educational growth as all of the basic educational skills put together. Therefore, it is deeply important that a person grow up hearing stories and having stories to tell.

Explore-Australia introduces students to stories about their country. It gives them an opportunity to become more familiar with their country through the tales that are told about it. Through animated graphics, students have a chance to get involved in these stories. The animated images provide starting points for students' imaginations. They can begin to imagine what it must have been like to be the first Aborigine to see a white man. They can imagine planning an escape from the Point Puer boys' prison. They can imagine discovering Captain Cook's cannon while diving in the waters of the Great Barrier Reef.

Students should then realize that what they imagine can become a story of their own. Their new story may be only a very slight modification of the old, or it may be the beginning of a totally new story that uses some of the characters, objects, and backgrounds of the old. To make a good story, they might need to gather more information, understand better what it was like to live at a particular time, and learn how a person living at that time might have understood his or her world. Most importantly, however, they can bring their own experiences and reactions to their stories, and they can share them with others.

II. USING EXPLORE-AUSTRALIA

Using Explore-Australia is easy; there are three basic steps:

1. Reading the storybook

The Explore-Australia Student Book contains illustrated stories that tell about Australia's history, heritage, and landforms. Students will soon recognize the same scenes in the computer program.

2. Exploring story scenes with the computer

The Explore-Australia disk opens an animated world where students can explore each scene that appears in the book. Text windows available in some scenes add more information to what students have seen and read. Built-in disk activities make exploration fun and interesting. What's more, any scene can be redesigned, changed, or added to by the student.

3. Writing storybooks

As one immediate result of creating new scenes, students want to tell their own stories about them. Soon they are writing these stories about Australia... a few words, several sentences, or an entire page. A series of several scenes can become a booklet to publish and share with friends or family.

Time to Begin

In order to use the Explore-Australia program, you will need an Apple IIc or IIGS computer, or a IIe with a minimum of 128K of memory and a hi-resolution graphics chip. Only one disk drive is needed. A colour monitor is strongly recommended. If you wish to print out your story scenes, you will need a colour or black and white printer.

The computer segment of Explore-Australia is on two two-sided disks. Disk 1, Side A loads the program; Disk 1, Side B and Disk 2, Sides A & B contain story scenes. The package comes with two copies each of the two disks. One copy of each disk is a backup and should be kept in a safe place. The program (Disk 1, Side A) cannot be copied. However, you can use a copy program (such as the System Utilities disk that came with your computer) to make as many copies of the Explore-Australia Student Disks as you wish. You will want students to have their own copies of the disks for saving their own stories.

The Explore-Australia User's Card enclosed with this guide gives you and your students simple, step-by-step instructions for using the program. Once you are familiar with it, this Teacher's Guide will help you get the most out of Explore-Australia.

Your students will do their best work with Explore-Australia if you are familiar with the program, the procedures for using it, and its many unique features. Set aside a computer and about 30 minutes of your time to review Explore-Australia.

Note: If you are using the program for the first time, you may need to set up the program to work with your printer and/or printer interface card. If you are using a special input device (e.g., a touch screen), you may also need to set up the program for that device. See Teacher's Utilities/Setup in Chapter V: Program Notes.

Explore these special features:

Move characters around... You'll be surprised by what they can do! Move them up, down, to the left, to the right. Try "dropping" them in different directions to see what happens. Explore all the possibilities.

Make a million... Well, not quite. But up to 200 objects can be duplicated on the screen. Build one thing on top of another, or just make as many of anything as possible! You can also make "stamped," non-animated images of characters in their different stages of movement.

Play hide and seek... Cover up objects or characters by moving something on top of them. Hiding objects or characters for others to find, or discovering what has been hidden, can be great fun for two children working together.

Pile things up... Cluster individual objects together to create new visual effects. A pile of rocks can become a mountain, a road, a castle. Your only limit is your imagination.

Name things... Almost everything in a scene has a label in the labels menu. Let it be a challenge to give everything its right name.

Write anywhere... Create captions, dialogues, or stories to go along with your pictures. Simply put the pointer anywhere, and begin to type. Then put the text anywhere on the screen by clicking on it, moving it,

and dropping it. If a full screen of text is desired, the "clear screen" option can be chosen to erase the screen, and then a white background can be selected for entering text. Any text page can be illustrated with some objects or characters.

What went wrong? Change the background for delightful effects! What at first made sense can become a bit off-beat, and the fun of it all can lead to wonderful stories or discussions. It's also a good memory test.

Create entirely new scenes... Choose the "clear screen" option in the disk menu, then add backgrounds, characters, and objects to create brand new scenes, even entire stories, with or without text.

Create totally new activities... You can write instructions or pose questions on existing or new scenes. Then you can save these for someone else to work on. Such scenes can also be printed in black and white to become worksheets to support student learning away from the computer. Thus, Explore-Australia is a toolkit for building learning opportunities.

Make them laugh!... It's easy to create humourous situations with Explore-Australia. Fly a dingo through the sky; jump a kangaroo over Ayers Rock. Children delight in such scenes, and many fantasy stories spring up from these idea beginnings.

Save, save, save... Each Student Disk (Disk 1, Side B and Disk 2, Sides A & B) has space for saving students' work. You should make multiple copies of these sides so students will have plenty of space to save when they need it. You might want to make a set of Student Disks for each group of three to five students. Keep the original disks in a safe place so they can be used for making more copies at another time. The disk sides can be copied easily with the System Utilities disk that comes with your computer, or with any other copy program.

One program disk runs many computers... Once the program has been loaded with the Program Disk, the disk is no longer needed for continued program operation. Only a Student Disk is needed while children work with the program.

III. EXPLORE-AUSTRALIA IN THE CLASSROOM

Now that you are familiar with the way Explore-Australia works, this section provides ideas for using Explore-Australia in a classroom setting. Each story in the Student Book and each scene on the disks can be related to a particular area of the Social Studies curriculum. The complete program is not meant to be used in one session. You may choose the story and scene(s) to supplement the content you are teaching.

Small Group Activities

Using the program in small groups allows for maximum use of available computers. It also fosters peer learning and encourages cooperative group learning.

Step 1: Read the stories

Introduce the relevant stories in the Student Book to each individual group, and have them read silently or aloud. Students for whom the reading level is too difficult can have the text read to them. Call students' attention to the pictures in the book, and help them relate the pictures to the major events in the stories.

Step 2: Introduce the program

Introduce the Explore-Australia disks to each group. Following the Explore-Australia User's Card, show them the main features of the program: how to pick up, move around, drop, and delete characters, objects, and labels; how to add new ones; how to open and close text windows or change backgrounds; and how to write text on the screen.

It is very important to show them how to save a scene they have created, either by modifying an existing scene or by creating a totally new one. Show them also how printing works, and the different types of pictures they can print.   (Printer availability may limit the possible options.)

Choose the relevant scenes, point out the disk activities suggested within the stories, and indicate which ones you would like them to work on.

Step 3: Explore the program in small groups

Small group activities can be short-term, or they can extend over a series of class sessions. Students can work as teams that meet on a regular basis, planning and creating projects of their own, or you can give them a plan for their work. If your students are not used to working together at the computer, start by providing tips on taking turns and solving problems together. Then, as a group, they can:

Explore story scenes... Have students look at and discuss the story scenes. Can they think of anything they might want to add or change in any of the stories?

Explore activities... Do some of the activities that go along with each scene, following either the book or screen directions. What new things do they discover?

Modify an existing scene... The first step in creating a new story or scene might be to modify an existing scene. After students have chosen one scene to work with, they can change the placement of characters and objects, add new objects and characters, and/or add text to tell their own story.

Save the scene... Have each group pick a name for its new story and save the scene on their Student Disk under a new name.

Print the scene... Have each group print their modified scene and share it with the class. What story do they want to tell about it?

Publish a book... If you are using a colour printer, print a colour picture of each scene for a class storybook. If you are using a black and white printer, you can print one for each student (or make multiple copies using a photocopier). One set of these black and white pictures can be coloured in with crayons or textas to make an attractive class book.

Further Activities

Storyboarding... Once students are comfortable with the program, it is a good idea to have them carefully plan their story before they begin to create it on the computer. This would include outlining a story and planning the content and sequence of its illustrations. You might provide them with a storyboard worksheet with frames in which to sketch scenes and some space under each frame for a brief verbal description of the scene idea.

Create story starters... Individual students or groups create the first line of a story on a scene and then share it with another student or group which finishes the story.

Sequenced stories... Have one group write the first page of a story. Then, in sequence, each team adds a page. The complete story will no doubt surprise and entertain the entire class.

Research projects... The stories and the materials on the Student Disks lend themselves to starting many different types of research projects. Students can find out more about Captain Cook, Edward Hargraves, or any other character from Australia's past. They can learn more about the various areas of Australia and the special features of these areas. They can use the program for some of the writing and illustrating of their projects.

Note: Since the text writing and editing functions of Explore-Australia are limited, students will undoubtedly find it easier to do extended written work on a standard word processor. The program can contribute attractive, captioned illustrations.

Bookbuilding... Make an attractive, bound book about Australia out of the students' work. Share it with other classes and other schools.

Create title pages, tables of contents, book covers... Use the characters, objects, scenes, and text capabilities to create a finished look for stories or class books.

Individual use... After working with a group, most students can easily use the program on their own. Most group activities can be modified for individual use.

IV. SUPPLEMENTARY ACTIVITIES

Each scene on the disk is a starting point for many possible classroom activities. As stated in the introduction to the Guide, the scenes and the stories are provided to stimulate students to want to know more and to tell their own stories. The suggestions below are provided to supplement and extend those in the program and Student Book. Teachers and students will undoubtedly discover many other possibilities. You may also wish to obtain further information and ideas from the lists of References and Related Computer Programs included at the end of this guide.

Some activities will involve using the visual images available on the disk. However, many students will want to bo beyond the possibilities of this program. Extended written work can best be done with any standard word processor. More elaborate graphics can be created either in traditional art media or with any standard drawing program.

There are many other ways for children to tell their stories: in plays, murals, dioramas, newspaper stories, photo essays, letters, videos, and the like. Students should be encouraged to explore these possibilities whenever possible.

History and Culture _____

Scene 1

Every culture in the world has its own stories to tell about creation—the creation of land, the seas, the heavens and all the creatures that inhabit the Earth. Students can:

- read other Aboriginal creation stories (e.g. *The Birirrk, Our Ancestors of the Dreaming* by Gulpilil, and *Stradbroke Dreamtime* by Kath Walker).

- write their own story about the creation of Australia.

- study the creation stories of some other culture (e.g. Maori), find factors in common, and plot them on a matrix.

Scene 2

Aborigines have various ideas on how Australia was created. Scientists also have theories on the creation of Australia. Students can:

- research the scientific theories of the creation of Australia.

- discuss the reasons why Australia's flora and fauna are unique in relation to the formation of the continent.

Scene 3

Australia is noted for its numerous species of animals that do not exist anywhere else on Earth (especially marsupials and monotremes). Students can:

- choose one of the giant animals and discuss what they think happened to it. What brought about this change?

Scene 4

The culture and ways of life of Aborigines changed significantly after 1788. Students can:

- list the similarities and differences between Aboriginal culture prior to 1788 and the present.

- draw examples of the different types of hunting tools Aborigines used and explain the different uses of each.

- draw a coolamon and find out three different uses for it.

Scene 5

Aborigines use their paintings and drawings to tell stories and to pass on their history. Students can:

- print out the patterns from the screen, cut them out, design their own picture, and write a caption or short story to accompany it.

- explain the different occasions for which Aborigines might use paint (i.e., bark paintings, corroboree etc.).

- look at some examples of Aboriginal art and design an advertisement for a rock group (e.g., "No Fixed Address").

Scene 6

Aborigines from different parts of Australia have written stories depicting their world. Students might be interested in reading other stories like *The First Kangaroo* (e.g., *Turramulli The Giant Quinkin* by Percy Trezise and Dick Roughsey and *Kwork Kwork the Green Frog and Other Tales from the Spirit Time* by a variety of authors).

Scene 7

The eleven ships of the First Fleet carried over 1,000 people from many different countries. Students can:

- list the different nationalities of the people who came to Australia in 1788.

- list the crimes they committed. Did the punishment fit the crime?

- take the point of view of an Aborigine, convict, or sailor and make up a play that dramatizes the differences between the two cultures meeting for the first time.

Scenes 8 & 9

By studying the history of Point Puer and the boys who lived there, the writer of the journal (presented in the Student Book) was created. The three boys, Logan, Smith, and Brown, however, were actual prisoners who did manage to escape from Point Puer. They passed the dogs at Eaglehawk Neck and crossed the bay on a charcoal-filled mattress. At East Bay Neck (now Dunally) the boys were caught and sent back to Point Puer. Students can:

- write a letter of pardon for one of the convict boys which entitles him to become a free settler.

- discuss how the skills gained as a prisoner assisted the boys in becoming free settlers when they were pardoned.

Scenes 10 & 11

Many exciting stories were told about the Gold Rush, some of them true and many of them exaggerated. Students can:

- write about what they would have done with the money if they had found gold in the 1850s.

- explain the effect the gold discoveries had on the population of Australia and on Aborigines.

- create a newspaper for a gold mining town.

Scene 12

     This scene presents only a brief overview of the many early explorations of Australia. Students can:

- pretend they were explorers and write letters to their families about their journeys.

- discuss the differences in dangers encountered by 19th century explorers and explorers of today (e.g., space explorers).

Exploring Each State

Queensland — The Great Barrier Reef

     The Great Barrier Reef is one of the most beautiful wonders of the world. Students can:

- debate the advantages and disadvantages to Queensland and the Reef of allowing an oil well to be erected on the Reef.

- discuss what will happen to the Reef if the crown of thorns is not controlled.

South Australia — The Simpson Desert

     A very large part of Australia is desert. People often think of the desert as dry, lifeless, and uninteresting. Students can:

- explain why and how Aboriginal people survived in the desert and European explorers often did not.

- compare the flora and fauna of the Simpson Desert to that of another desert (e.g., Antarctica).

- explain the formation of sand dunes. What is happening to the dunes and the desert?

Northern Territory — Uluru/Ayers Rock

The sight of Uluru in the middle of thousands of kilometres of flat, red land is spectacular. Students can:

- provide a scientific explanation of the formation of Uluru.

- draw a picture of Uluru at sunrise and sunset and write a poem about the changes.

- find out how long it would take to walk around Uluru (the circumference is 8.8 kilometres).

Tasmania — Cradle Mountain

Tasmania possesses unusual wildlife, unpredictable weather, and beautiful landscapes. Students can:

- discuss the process of glaciation in relation to Cradle Mountain.

- list the items necessary to ensure survival during a five-day bushwalk at Cradle Mountain. Factors to be considered could include: number of people (four), weight of backpack (15 kilos), food, clothing, shelter, etc.

New South Wales — Jenolan Caves

Jenolan Caves are a massive underground system of limestone caves. Students can:

- research how the caves got their name.

- explain the methods Aboriginal trackers used to locate bushrangers.

- list the ways in which caves have been useful to people.

Victoria — Phillip Island

The Penguin Parade on Phillip Island is not only a major tourist attraction but also of great significance for scientific study. Unfortunately, the penguin population here has declined drastically during the past ten years. Students can:

- discuss the reasons for the decline of the penguin population on Phillip Island. What other animals in Australia have decreased in numbers?

- design warnings and/or caution signs and notices which could be displayed on Phillip Island to help to protect the fairy penguins.

Western Australia — Rottnest Island

Rottnest Island, like Phillip Island, is a major tourist attraction. The wildlife that lives on the island is some of the most beautiful in Western Australia. Students can:

- investigate how Rottnest Island got its name.

- find out how quokkas came to be on Rottnest Island and where else (if anywhere!) they exist.

Australian Capital Territory — Canberra

Planning for the New Parliament House began in 1965; however, the first brick was not laid until 1980 (by Malcolm Fraser). Students can:

- pretend they are one of the Government Ministers and decide what they will do with the old Parliament House. Each Minister should take into consideration factors such as cost, the environment, etc.

V. PROGRAM NOTES

Teacher Utilities _____

Teacher Utilities enable you to control such functions as choosing the type of printer, locking, unlocking, or deleting scenes. The Teacher Utilities are functions not ordinarily used by students, and for that reason, are not as readily accessible. To use these functions, choose **Disk** from the menu, and then press the CONTROL key and T at the same time. You will then have the additional options of **Setup** and **Disk Utilities**.

```
Open
Save
Clear Screen
Setup
Disk Utilities
```

Setup

The Explore-Australia program is set up to work with an Apple Imagewriter II printer, a serial printer card, and a mouse or a keyboard. It is also set up to have the Student Disk in Slot 6, Drive 1. You may need to change these settings to use the program. If you make any changes, you will probably want to save them on Disk 1, Side A so that you will not have to make them again.

To change **Setup**, open the **Menu Bar** and select **Disk**. Press CONTROL-T. Choose **Setup**, and then click on the arrows until you see the correct printer name, card type, or disk drive. To save the settings you have changed, put your Program Disk (Disk 1, Side A) in the disk drive, then move the pointer to **Save to Disk**, and click on it. The next time you use the program, it will set up with your new settings. If you don't save the changes you have just made, they will be in effect only until you end the current work session.

```
SETUP
Print              ▶  Current Page
Printer Type       ▶  Imagewriter II
Card Type          ▶  Serial
Data Disk          ▶  Slot 6 Drive 1
Setup and          ▶  Off Menu
Disk Utilities
        Save to Disk
```

If you would like to have the Teacher Utilities visible in the Disk menu box, click on **Setup** and **Disk Utilities** to change the default to **On Menu**.

Disk Utilities

Use **Disk Utilities** to lock, unlock, or delete story scenes saved on any Student Disk. From the expanded CONTROL-T Disk

menu, choose **Disk Utilities**.   Select the name of the scene you want
to work with by clicking on the arrows under the name. Select the
number of the scene you want to work with by clicking on the arrow
under the scene number.

       Locking a scene protects it from being deleted or replaced by
accident. To lock a scene, move the pointer to **Lock**, and click on it.
Then click in the name box. The * which appears to the left of the
page number tells you that the scene is locked. Follow this procedure to
lock each scene of the story that you want to protect. You can always
unlock the scene if you want to save new changes.

       Unlocking a scene makes it possible to delete, replace, or
resave it. To unlock a scene, move the pointer to **Unlock**, and click on
it. Then click on the name box.

       Deleting a scene removes it permanently from the disk. Use
delete to remove scenes you no longer want to keep. This will make
room on the disk for new scenes. To delete a scene, select the scene
name and number you want to delete. Click on **Delete**, and then click
on the name box. Click on **Yes** when you are certain you want to delete
that scene.

Alternate Access to the Program

       Explore-Australia works best with a mouse. However, there
are several alternatives for access to the program. It also works with a
joystick, a KoalaPad®, a touch screen, or the keyboard.

       With the keyboard, use the arrow keys. Hold down ○ and any
arrow key to move the cursor quickly in the desired direction. The TAB
key will move the arrow through all the options open at any given level
(e.g., from the menu box to the page turn box, or, with the menu bar
open, it will cycle through available window options). After positioning
the arrow with the TAB key, the user must press the (OPTION key on
IIGS) to select the chosen option. The keyboard's ESCAPE key will also
open or close the menu bar.

VI. TROUBLE-SHOOTING GUIDE

This section lists problems sometimes encountered with the program, along with likely causes. Most problems are easily remedied. If the solutions below do not help, try running your Explore-Australia program on another computer to determine if there is a hardware problem.

If the Program Disk will not load,

Check:
- Do you have the correct disk in drive 1?
- Is the disk inserted upside-down?
- Is the disk drive door open?
- Is the disk drive properly connected to computer?
- Is the computer's memory large enough (128K)?
- Does the computer's 80-column card have a hi-resolution graphics chip?

If you cannot save a scene,

Check:
- Is the scene locked?
- Does a scene with the same name and number already exist on the disk?
- Is the Student Disk in the correct drive according to Setup?
- Does the disk have a write-protect tab on it?
- Is the disk full?
- Is the disk damaged?
- Is the disk drive malfunctioning?

If the computer displays an error message,

Check:
- Is the disk drive door open?
- Are there too many objects (about 200), or text letters (about 750), or characters (over 19) in your scene?

If you cannot add new characters, objects, and/or labels,

Check:
- Are there too many characters, objects, or labels in the scene? (See above.)
- Is the pointer directly on the character, object, or label when you try to select it?

If you cannot open another scene,

Check:
- Is the Student Disk in the correct drive according to Setup?.

If the characters will not move,

Check:
- Are there too many characters and objects in the scene? (Only 7 characters are able to move at one time.)
- Is the character behind another character, an object, or a label? (Only the character on top will move.)
- Is the menu bar open?
- Is the pointer on top of a character?

If a scene will not print, or prints incorrectly,

Check:
- Is the computer Setup incorrect? (i.e., unsupported printer or card or printer/card combination).
- Is the printer hooked up properly?
- Is the paper centered in the printer?
- Is the printer's Select button on?
- Is the printer plugged in?
- Is the printer turned on?
- Try several unlikely printer settings, i.e., serial rather than parallel.

If the pointer does not move,

Check:
- Was the mouse, joystick, or KoalaPad® plugged in before loading?
- Is the mouse, joystick, or KoalaPad® correctly plugged in? (See the owner's manual.)

If the page turn box won't respond,

Check:
- Has the scene been cleared? (The story must be re-opened.)

If the pointer has disappeared,

Check:
- Has the pointer been moved completely off the screen? (It will show as a black line on the border.)
- Is the computer trying to print? (It will return momentarily.)

- Was Print selected without first connecting the printer?
- Have you selected a character, object, or label?

If you cannot save the Setup,

Check:

- Does the program have a write-protect tab?
- Is the Program Disk in drive 1?

The Bushrangers Database, Know Ware Pty. Ltd., 1985.

The Convicts Absconded, New South Wales Computer Education Group, 1985.

Explorers Database, Know Ware Pty. Ltd., 1986.

The First Fleet Convicts, S. Wills and Edsoft Pty. Ltd., 1986.

The First Fleet: Convicts and Computers, Elizabeth Computer Centre, 1982.

GOLD, Dataflow Computer Services Pty. Ltd., 1985.

Goldfields, Jacaranda Wiley Ltd., 1986.

Point Puer Lads, Mitchell CAE, 1985.

Resource Materials for the First Fleet Convict Database, New South Wales Department of Education Computer Education Unit, 1987.

Dataflow Computer Services Pty. Ltd.
134 Barcom Avenue,
Rushcutters Bay 2011

Know Ware Pty. Ltd.
25 Tunnel Road,
Helensburgh 2508

Edsoft Pty. Ltd.
Unit 5, 2-6 Apollo Cres.,
Blackburn 3130

NOTES

VII. RELATED COMPUTER PROGRAMS

The following computer programs, relating to the history and heritage of Australia, may be of interest to you or your students:

Australian Mammals, Dataflow Computer Services Pty. Ltd., 1984.

The Bushrangers Database, Know Ware Pty. Ltd., 1985.

The Convicts Absconded, New South Wales Computer Education Group, 1985.

Explorers Database, Know Ware Pty. Ltd., 1986.

The First Fleet Convicts, S. Wills and Edsoft Pty. Ltd., 1986.

The First Fleet: Convicts and Computers, Elizabeth Computer Centre, 1982.

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Goldfields, Jacaranda Wiley Ltd., 1986.

Point Puer Lads, Mitchell CAE, 1985.

Resource Materials for the First Fleet Convict Database, New South Wales Department of Education Computer Education Unit, 1987.

Dataflow Computer Services Pty. Ltd.
134 Barcom Avenue,
Rushcutters Bay 2011

Know Ware Pty. Ltd.
25 Tunnel Road,
Helensburgh 2508

Edsoft Pty. Ltd.
Unit 5, 2-6 Apollo Cres.,
Blackburn 3130

Elizabeth Computer Centre
Cnr. Warwick & Murray Streets,
Hobart 7000

Jacaranda Wiley Ltd.
65 Park Road,
Milton 4064

Robin McLaughlan
Mitchell CAE,
Bathurst 2795

New South Wales Computer Education Unit
Bridge Street,
Erskinville 2043

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IX. INDEX

* UC = User's Card

EXPLORE AUSTRALIA

AUSTRALIA

A computer program encompassing the
history, geography, and heritage
of Australia.

STUDENT BOOK

Explore-Australia™

A computer program encompassing the
history, geography, and heritage
of Australia

Written by Sharon Grollman
with Charles P. Mountford and Maureen Watson

Illustrated by Laura Koller
with Angela Faeth and Samuel Wantman

The artwork appearing in this storybook was generated with
Explore-a-Story™ software.

Learningways, Inc.
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Explore-Australia™

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CONTENTS

IN THE BEGINNING

Long, long ago before this land was made, the spirits sat up there among the stars. One day, they decided to make a special place; a place where there would be different animals, different birds; a different place.

So, they said, "It will be a land where everything balances out, where there is harmony among all things in the land. There will be gentle, delicate grasses here for the people to walk on, as well as the hard, tough plants."

The wise spirits said, "The people here will not wear hard, cutting shoes; they will walk on soft, padded feet. They can run and dance and jump without damaging even the most delicate grasses."

"Oh yes, yes, yes!" agreed the others. "Wonderful! But what about the animals? Won't their feet damage the grasses?"

"No, no, no," said one, "there will be special animals here. None of them will have hard, cutting feet. Every animal that walks on this land must have soft, padded feet. There will be no rough hooves here."

And so, there were kangaroos, wallabies, wombats, koalas, all with soft padded feet.

"What else can we do?"

"Well," said one, "they must have a language, these people."

"And an alphabet," said another.

"So they can teach their children and read their history, and make the laws," said another. "No, no, no," the wise one said. "Everybody has an alphabet, and reads and writes; these people will be different."

"But how will they teach the little ones?" Everybody was puzzled.

"Through storytelling, of course," said the wise one. "With stories you can do anything, teach anybody."

"And even record the history and the laws," they agreed. "Oh, truly, this will be a special place."

"And what else, what else?" they questioned.

"Well," replied the wise spirit, "there will be no garbage, no rubbish in this land."

"Don't be silly," the mischievous spirit said. "When they throw away the peels and seeds from their fruit, won't that be rubbish? And the bones and skins from the animals and birds that they eat. That will be garbage."

"Silly, those things will rot back into the soil and enrich it, so more plants will grow. Those things cannot pile up," the wise one told them.

"Ah, but what about the sea shells, when they have a big feast on the beach?" asked one curious spirit. "It will take a long while for oyster shells to go back into the soil. What about them?"

"The people will stack them all in a neat heap, of course," the wise one pointed out.

"But how about the next group and the next feast? There will be heaps of shells all over the beach. The children will cut their feet on piles of garbage everywhere. What then?" they asked.

"These people will know what to do. They will all stack their shells in one big heap, of course," the wise spirit told them.

And of course that is what happened. To this very day, you can find the hills and mounds, covered with grass and sand along the beaches. If you dig gently into the sides, you can see the neatly stacked shells, just the way the Aborigines left them, so long ago.

"So what colour will this land be?" asked one.

"It will be a land of many colours," said the wise one. "Reds and yellows and browns, in the soil, the rocks, the mountains."

"Oh yes, then they can make paints from the colours and paint pictures on the bark and the caves to tell their stories," said one.

"Oh, yes, yes, and they can paint their bodies, too, for dances, and tell the stories that way. And they can do paintings on the ground using the soil itself and the coloured sands."

"Wonderful," said the wise spirit, "this will indeed be a different place, a magic kind of place."

And so it is, still, to this very day. This is the country that is called Australia, this land that the Aborigines share with so many. And the wise spirits still watch over their very special place.

Scene 1 tells one story of the beginnings of life in Australia. Scene 2 tells of another theory. However Aboriginies came to live in Australia, we know that they have lived here for at least forty thousand years. In scenes 3 and 4, you can see and read more about early Aboriginal life.

Aborigines passed on their history from generation to generation in beautiful stories and art. For every animal and every place in Australia, Aborigines can tell a story about how it came to be. In scene 5, you can tell your own story with pictures. One story of the first kangaroo is told in Scene 6.

THE FIRST KANGAROO

One Australian myth relates how the first kangaroos were blown to the Australian mainland by a violent windstorm. The creatures became exhausted on that journey, for they could not land, even though their hind legs had grown longer and longer in their attempts to gain a foot-hold.

A party of Aborigines were out hunting when this extraordinary storm of wind swept across the country, uprooting the trees, tearing the grass and shrubs from the earth, and driving the Aborigines into the shelter of the rocks. As the hunters looked upward at the clouds of swirling debris, they saw the kangaroos being carried along by the storm.

Never before had the Aborigines seen such strange animals, with their small heads and small arms, large bodies and tails, and long legs with which they were always trying to touch the ground, only to be

swept into the air by the next blast of wind. But during a short lull in the storm the hunters saw a kangaroo become entangled in the branches of a tree, fall to the ground, and hop away.

Knowing that so large a creature would provide food for many people, the whole tribe moved to the locality where the hunters had seen the kangaroo, for it was good country with streams of running water, much fruit on the trees, and grass on the ground.

But it was a long time before the Aborigines learnt how to capture the kangaroos, the largest and swiftest of all the Australian animals.
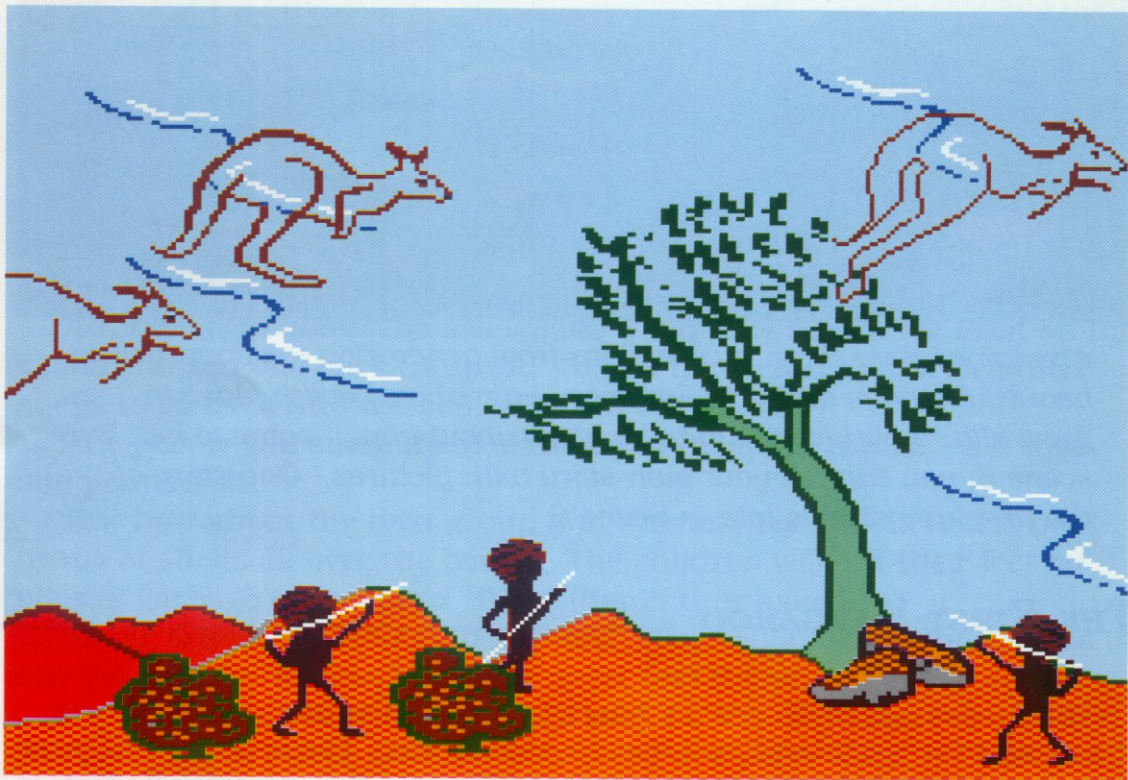
TURTLE STEW

Life for Aborigines was changed when the First Fleet brought convicts in 1788. In scene 7, click on the red dots to find out about the First Fleet's journey.

When the First Fleet arrived in Australia in 1788, some Aborigines were seeing white people for the first time. An Aboriginal girl seeing these very different people for the first time may have described it like this:
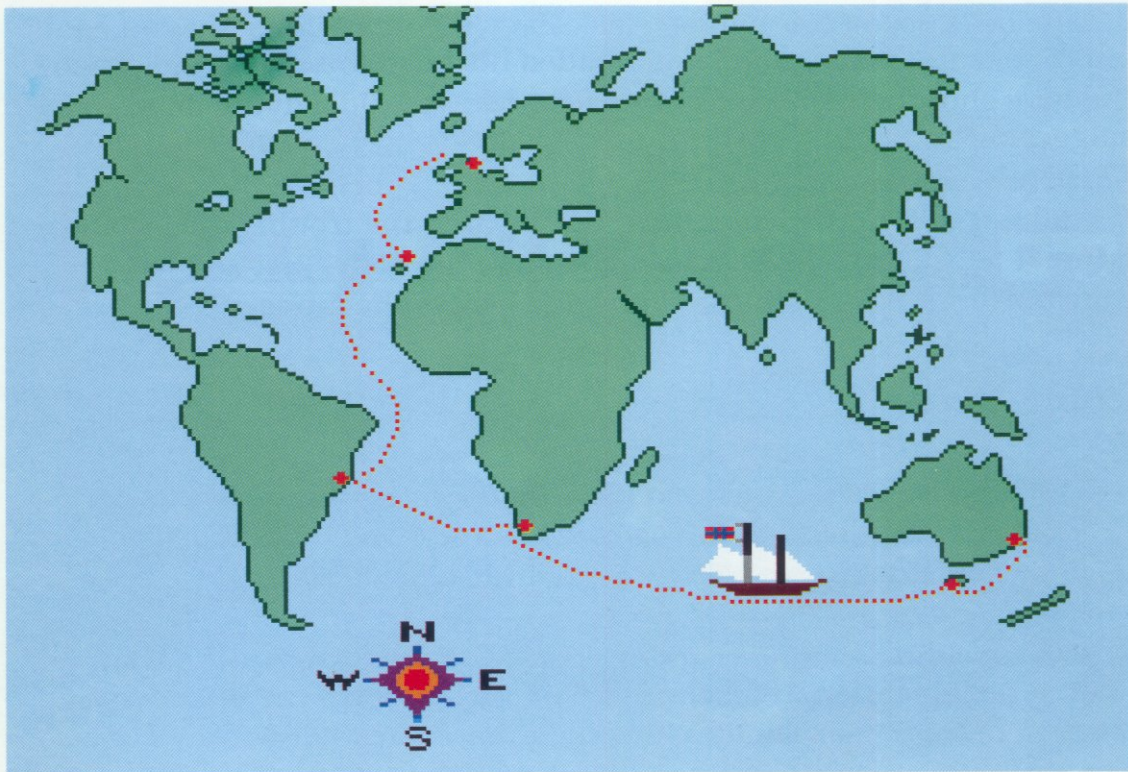
I was gathering oysters along the rocks when I saw the big canoes. They seemed to grow bigger and bigger as they came towards shore. The men in the canoes had painted their faces white and their skins were covered from neck to toe.

Illawarra said, "They look like bald-face cockatoos."

To me, the men looked like white-faced turtles standing on their toes, trying to catch flies. But the elders said that the white men were not very good at catching anything. The white men did not know how to read animal tracks left in the dust. The white men would pass a goanna clinging to a tree, his throat swelled out in fear, and not even stop—or freeze while the lizard worked up the courage to make his descent. The white men did not shimmy up gum trees to find wild honey, or crack off a blacksnake's head like a whip. The white men had no boomerangs or stone axes or spears. "They will go hungry," the elders said. "So why don't they leave?" But the white men did not leave.

Only the boys of the tribe were curious about the ways of the white men, and the black shiny weapons they always kept close to their sides. One white man showed how it worked. He aimed it at the clouds—then the shiny weapon shuddered, letting out a sudden, low "POW!"

5

The boys used their hands to ask the white man if his weapon could kill. The white man smiled and nodded his head to say it could. Then the boys shot their spears towards the sun, and did a dying dance—staggering and falling to the ground to show how powerful their weapons were. The white man laughed and clapped his hands.

I did not talk to the white men, but I feared the trouble they would bring. I felt their trouble running through my body, just as I felt trouble running through the rivers and across the lands.

POINT PUER

The British thought Australia ideal for the relocation of convicts. Point Puer, established in Tasmania in 1834, was the only boys' prison outside Britain. Scene 8 illustrates life there.

Boys as young as nine years old were sent from England to Point Puer, a penal station in far-away Tasmania. Most of the prisoners there were from poor families and could barely read or write. If one had written a journal, however, this is what he might have said:

Point Puer
12th July, 1838

This morning during Bible class, I spotted a pen and ink on the chaplain's desk. The chaplain's back was toward me—he was leaning over, instructing some poor cadger who got here just last week. I prayed the chaplain would not turn around as I quickly swiped the pen and ink off the desk and stuffed it into the back of my trousers. If I were caught, I would be sentenced to solitary confinement for a week. But I am safe, for today, anyway.

15th July

Ever since I was shipped here, all I dream about is getting out. I can't imagine anything worse than being on this wretched island. The land is dry and full of rocks. The horizon is grey. The soil is barely fit for the potatoes and cabbages that we must tend to every morning before the sun rises. And sometimes the wind is so strong, it feels like it could carry me away. If only it could, straight to Nottingham!

22nd July

Last night I dreamt I was at my trial. The judge said, "You are found guilty for stealing dried peas and butter, and your sentence is seven years at Point Puer." I told the court to forget it and ran out of the room before anyone could catch me. How I wish that were true!

24th July

The guards like me so they've assigned me to trade school. I'm learning how to be a blacksmith. So far I've made two tub handles. They say I will need work skills when I am released, but I don't think I can wait so long to get out.

25th July

This afternoon I talked to Logan, Smith and Brown. They said to count them in—they want to get out of this place as much as I do. The plan: we'll make a boat by stuffing a mattress with charcoal, then sail across the bay.

28th July

Smith is in trouble now. When the guard for his barracks fell asleep during his night watch, the boys put out the lights, then emptied a bucket of water over his head. When questioned, none of the boys would tell who did it, so everyone got ten lashes and two weeks in the gaol.

31st July

If the winds are not too strong, we escape tomorrow. Smith knows his part of the plan. He'll complain about pains in his stomach, so he'll be sent to the gaol sickbay. When the guards are busy playing cards,

he'll sneak down to the lower road. If the guard dogs are out, he'll retrace his steps, then go past the guard house to the upper road. When he cuts through the paddock, he'll steal potatoes and cabbages, then go to the sawpits, where the old mattress is hidden. There, he'll wait for us to make our move.

Logan, Brown and I will climb out of the barracks window and go to the workshops. There, we'll get the charcoal. Then we'll sneak through the garden around the sickbay, down to the road where we'll meet Smith by the sawpits. We'll stuff the mattress with charcoal, and run to the big jetty.

Tomorrow at this time we'll all be free—away from Point Puer forever!

In scene 9, click on different places on the map to learn what they are. Then try to follow the boys' escape route from Point Puer. Hint: Find the jetty! Were they able to escape?

In the 1800s, people from countries all over the world settled in Australia. Some gave up everything they had to come here in search of gold.

THE GOLD RUSH

Some people say that money doesn't grow on trees. For Edward Hammond Hargraves, though, gold was everywhere in Australia—hidden under creek beds, rocks, boulders and streams. All he needed was a pick and shovel to unearth the valuable treasures.

How did Hargraves first make his discovery? It was on the 12th of February, 1851, when young John Lister led Hargraves up some of the streams that run into the Macquarie River. When Lister and Hargraves reached Summer Hill Creek, Hargraves carefully scratched some gravel and earth from the riverbank and tried to pan for gold. To Lister's amazement, Hargraves succeeded, and the Gold Rush in Australia began! If Lister had written about Hargraves and their day at the Creek, this is what he might have said:

When I first set my eyes on Hargraves, I couldn't help but stare at him. He was so big! At first he reminded me of the giant from *Jack and the Beanstalk*, but Hargraves smiled and laughed too much to be compared to such an angry creature. He seemed more like a fat, happy ox.

Hargraves wasn't shy either. Right away he said to me, "I'm looking

for gold and I hear you're the one to help me."

Yes, it was true that I had found a stone with gold in it, but everyone knew it wasn't worth a shilling. The gold was trapped inside the quartz, and not even a giant of a man like Hargraves could free it. "I don't think I can help you," I told Hargraves. "You see, my mother is a widow and she needs me to help her run the inn."

But Hargraves persisted. "Once you help me find gold, your mother will have all that she needs for as long as she lives."

I was convinced, and my mother agreed, and so our treasure hunt began. Hargraves borrowed a tin pan and shovel, and we set off for Summer Hill Creek on our horses.

Usually I find myself at a loss for words, especially with strangers, but that was no problem for Hargraves. He did all the talking. He told me his story, and I listened.

He began, "The *Sydney Morning Herald* is what got me started."

Before I could ask, "Started what?" he continued. "The paper claimed that miners in California, USA, had found gold by the shovelful and scooped up nuggets as big as a man's thumb. As soon as I read that, I got what you call gold fever. So I went to California myself. For two years, I scrambled and panned, and would you believe I didn't find so much as an ounce of gold? But then while I was panning, an idea

hit me so hard I couldn't think of anything else. I thought the land west of the Blue Mountains in New South Wales was a lot like the gold country of California. So I figured if there's gold in California, there must be gold in Australia! When I told the other chaps, they laughed and looked at me as if I were crazy." Hargraves started laughing then, and his whole body shook.

"But people's doubts weren't enough to stop me. So I spent my last dollars on a passage back to Sydney. In Bathurst, someone told me about how you had found gold, so I knew you were the chap to help me."

Just when Hargraves finished his story, we arrived at Summer Hill Creek. Hargraves was excited, for sure. He waved his pan through the air as if it were his victory flag and announced, "I feel myself to be surrounded by gold. Young Lister, we have reached the goldfields!"

I stared at him as he took a pick and scratched the gravel off the riverbank. With the shovel, he dug a panful of earth which he washed in the water hole. "Here it is!" he shouted again and again as he washed five panfuls, finding gold in all but one.

After another belly-shaking laugh, he made a speech, just as if he were talking to His Royal Highness: "This is a memorable day in the history of New South Wales. I shall be a baron, you will be knighted and my old horse will be stuffed, put in a glass case and sent to the British Museum."

Explorers Time Line
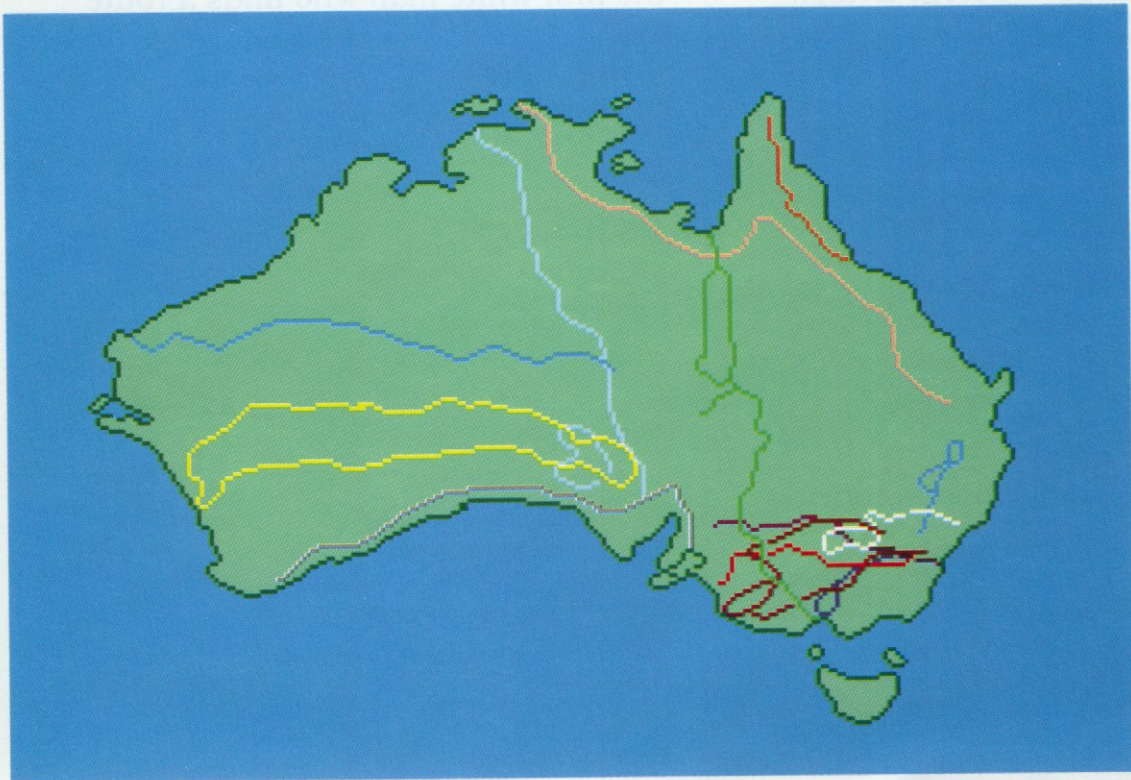
Date	Explorer(s)	Place
1606	Willem Jansz:	sights Northern Australia and sails into Gulf of Carpentaria.
1616	Dirk Hartog:	lands on an island off Western Australia, and explores Australia's west coast.
1642	Abel Tasman:	Dutch explorer who reaches the west coast of Tasmania and names it Van Diemen's Land.
1688	William Dampier:	the first Englishman to land on Australia's northwest coast.
1770	James Cook:	explores Australia's east coast during the voyage of the Endeavour, and calls it New South Wales.
1801-1803 Matthew Flinders:		circumnavigates Australia.
1813	G. Blaxland, W. Lawson, and W. Wentworth:	find a way through the Blue Mountains.

1815	George Evans:	the first white man who finds a route through the Great Dividing Range to the inland plains.
1817	John Oxley:	investigates the Lachlan and Macquarie Rivers.
1824	H. Hume, & W. Hovel:	explore the south coast of Australia, crossing the Murray River, and finally reaching Port Phillip Bay.
1827	Alan Cunningham:	finds a route through the Great Dividing Range to the rich farming lands of Darling Downs.
1828	Charles Sturt:	explores the inland rivers.
1831	Thomas Mitchell:	continues Sturt's river explorations.
1841	E. Eyre & Wylie:	the first men to cross Australia from Adelaide to Albany.
1844	Ludwig Leichhardt:	traverses the country from Darling Downs to Port Essington.
1848	Edmund Kennedy:	tries unsuccessfully to reach the top of the Cape York Peninsula through its thick rainforest.
1860	R. Burke & W. Wills:	travel north from Melbourne to the Gulf of Carpentaria, and return only as far as Coopers Creek where they died of starvation.
1862	John Stuart:	finally succeeds in crossing the continent from South to North.
1873	Peter & Richard Warburton:	travel from Alice Springs to Perth.
1875	Ernest Giles:	crosses the Great Victoria Desert going to Perth, and the Gibson Desert on his way back.

To continue, insert Disk 2, Side A and open EXPLORE from the menu.

Queensland—The Great Barrier Reef

Kate and Neil were snorkelling in the waters of the Great Barrier Reef, amazed by the colours of the fish and the coral. Suddenly, Neil spotted something peculiar on the ocean floor. He pointed to it, making a gesture as if to ask, "What is it?"

Kate was determined to find out. She swam towards the mysterious object; Neil followed. With all their might, they tried to lift it, but it wouldn't budge.

When they got to shore, they described the object to one of the Reef's resident scientists. "What could it have been?" Kate asked.

The scientist put down her diagrams of coral and butterfly cod excitedly. "Maybe it was a cannon!" she exclaimed.

"What cannon?" asked Neil.

"A cannon from the *Endeavour*." Then she told them this story:

Endeavour was a British coal ship. Whoever thought she could sail around the world, I'm not sure. But Cook, the ship's captain, was determined to discover unknown continents. "A scientific expedition" is what he called it. He brought along Joseph Banks, a botanist, who was never without his artists, ready to draw whatever new specimens he found. Show Banks a strange plant or creature, and he looked as if someone had just handed him a precious jewel.

After sailing the Pacific for two years, Captain Cook and his crew landed at Botany Bay. They rested for a week, then headed north. Cook and most of his crew were sleeping late on the 11th of June, 1770, when the *Endeavour* crashed into the reefs. The jagged coral sliced the bottom of the boat clean through, and the ocean flooded wildly through the hull. Afraid of sinking, Banks packed his specimens and equipment while the others ran onto the deck.

Cook was already there, giving orders. The men worked fast. What would happen if the *Endeavour* never sailed again? They might be stranded on an unknown continent in the middle of the Pacific!

The sails were taken in. The small boats were hoisted into the water and the crew took soundings around the ship. The anchors were lowered. Cook ordered: "We must lighten the ship." Under the stars, the men worked together, throwing barrels of fresh water, firewood and guns into the ocean. Even the cannons went overboard. Still, the *Endeavour* would not budge. "We must wait for another high tide," said Cook, as he studied the cracked hull. After twenty-three long hours of waiting, there was a sudden lurch. The *Endeavour* floated free, and the crew carefully guided their ship across the sandbar to a small inlet.

It took six weeks to repair the ship. Cook was anxious to sail on, but Banks was happy to stay. "Never have I seen such plants and animals!" he exlaimed. "It's like discovering a whole new world!"

When the *Endeavour* was again seaworthy, Cook surveyed the blue waters and reported worriedly, "We are surrounded by shoals on every side." They began their journey silently, praying that they could find a way through the Great Barrier Reef, lest they be trapped forever.

No sooner had they gotten underway, than the wind died, and the ship was powerless. Then suddenly, driven by a wave, the ship headed straight towards the Reef. The crew feared the worst.

Less than a hundred metres from destruction, a young sailor suddenly yelled, "I see it! An opening in the reef!" The men shouted and cheered as the *Endeavour* passed through the feared coral walls. Now they could finally say, "We're on our way home!"

In scene 2, you can explore the underwater world of the Reef. Try to find the cannon left by Captain Cook. Clear the screen, and build your own reef from the coral and fish you find in the menu.

South Australia—The Simpson Desert

The tour guide pointed out the bus window toward the endless stretch of desert and said, "South Australia is the driest state on the continent. Would you believe that four-fifths of the area receives less than 254 millimetres of rainfall a year? Most of its people live in the southern half of the state. Can you guess who lives in the rest of the state?"

Kate answered, "Dingoes."

"Good guess," the guide said. "And the dingoes have lots of company—kangaroo rats, red kangaroos, camels, kingfishers, scorpions, goannas and echidnas."

Kate asked, "What are goannas?"

"Australia's largest lizards," answered the guide.

Kate made a face. Reptiles gave her the creeps. "How big are they?"

The guide stood on his tiptoes and raised his arm above his head to demonstrate. "They can grow to about two and one half metres long, and their tails are so powerful that they use them like weapons to lash out at enemies."

Kate shivered.

Neil asked, "You said echidnas live here, too. What are they?"

The guide said, "They are small animals covered with stiff spines

which they rely on for protection."

"Are they reptiles, too?" asked Neil.

"Even though echidnas lay eggs, they are mammals and the babies live in marsupial pouches. Echidnas have been around for a long time. Scientists think they are survivors of mammals from 190 million years ago."

"You mean, they might have been around during the time of the dinosaurs?" asked Neil.

"That's right," said the guide.

"Some people also say echidnas are magicians—they do a great disappearing act." Then the guide explained, "When echidnas think an enemy is nearby, they dig straight down with their four powerful feet. Once they're buried, only a few of their spines stick above the surface. Sometimes their spines are camouflaged by the spinifex, a kind of grass that grows in the desert. When no enemies are in sight, they creep around, looking for ants and termites to scoop up with their long, sticky tongues."

"Can we look for some echidnas?" asked Neil excitedly.

"Let the search begin!" announced the guide as he led Kate and Neil off the air-conditioned bus into the hot, dry desert.

In scene 3, take Neil and Kate hiking through the Simpson Desert to look for echidnas. What other animals are camouflaged there? Do you know what happens after it rains in the Simpson Desert? Go to the character menu to bring other desert life into your scene.
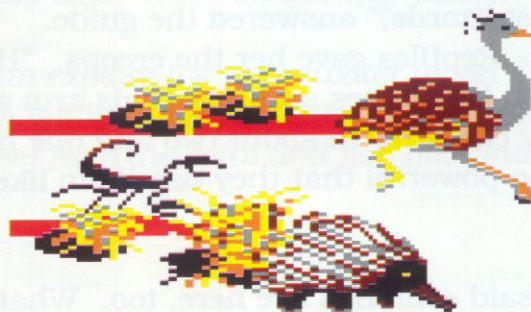
Northern Territory—Uluru/Ayers Rock

Neil and Kate listened to the tour guide describe Ayers Rock: "Its great hump rises 348 metres from the desert and its base measures 8.8 kilometres all the way around. You will notice that the Rock, an Aboriginal sacred site, sometimes changes colour according to the time of day. Around its base are different types of vegetation, and often you can spot kangaroos or emus near the caves. Any questions?"

Neil raised his hand and asked, "How was Ayers Rock formed?"

The guide answered, "Aborigines tell a story of the creation of Uluru, and this is how it goes:

"In the beginning, the earth was one long stretch of flat land. There were no mountains to climb, no valleys to wander," said the guide.

Neil pointed to Ayers Rock. "Then how did that get there?"

The guide continued with the story. "Ayers Rock, or Uluru, which is the Aboriginal word, was formed during Dreamtime when two boys were playing after the morning rain.

"Let's jump in the puddles," said one boy.

"Let's splash and dance," said the other.

So they danced and sang, making the world spotted with mud.

When they finished playing, the two boys travelled south. Hungry from their journey, the boys killed a wallaby and cooked him for dinner.

"Let us continue," said the tall boy, and he led the way to Atila. The tall boy was far ahead of the other when he saw a wallaby jumping across the land. Quickly, he grabbed his wooden club and aimed it at his prey. But the club struck the ground instead and soon a fresh water spring flowed onto the long stretch of flat earth. "This spring is my secret," the tall boy said.

The other boy was thirsty. "I need to drink. Tell me where you have found water," he said to the tall boy.

But the tall boy refused, and the two began to fight. And they fought all the way to Atila where their bodies turned into fat boulders.

Many from the Kuniya people and the Liru people searched for the two boys who played in the mud. But the peoples did not like each other, and they grabbed their spears and digging sticks and became angry warriors.

And now if you look at the south-west face of Uluru, you will see two black-stained watercourses which were once the bodies of the two Liru, and the scars left by the warriors' spears. And if you look at the eastern face of the gorge, you can see what was once was a Kuniya woman who fought an angry Liru with the end of her digging stick. On the western face you can see the Liru she attacked, whose eyes, head wounds and broken nose form the jagged cliff.

And so when you look at Uluru, you do not simply see Ayers Rock, but the life and spirits of Aborigines who lived during Dreamtime and who watch over us now.

In scene 4, bring Kate and Neil into the Northern Territory to explore the land and animals surrounding Uluru. Can you find the joey? Change the background and watch Uluru change colour along with it.

TASMANIA—CRADLE MOUNTAIN

Mike, the National Park ranger, pointed to his boots and said, "This is how we travel here."

Neil laughed, "You mean we're not going to take a train up to Cradle Mountain?"

Mike smiled. "There are no trains in this wilderness. This is one of the few places where you can explore territory that may never have been explored before." Then he turned to Kate and Neil. "So, are you ready for the bushwalk?" he asked.

Kate and Neil nodded, feeling frightened and excited at the same time. They had hiked before in the Simpson Desert and around Ayers Rock, but never for five days at one time.

Mike led the way through eucalyptus trees and pine forests, past lush green bush, beside lakes and waterfalls. Finally, Kate asked, "Will we set up camp soon?" Her feet ached, and she felt a row of blisters growing on her little toe.

Neil took off his pack, and sat down on a boulder. "I'm starved."

After pitching their tents and cooking dinner, they lay down and gazed at the stars.

Mike said, "Everytime I look at the stars, I see something new in them. Tonight I see..." and he paused. "A wallaby—the kind we saw

grazing on the open slopes close to the eucalypt forest."

Kate said, "I see a possum in the sky, like the one we spotted today."

Neil grabbed for his jacket and said, "I see a cozy bed with an electric blanket." Then he turned to Mike, "It really is cold here."

Mike smiled. "We're lucky today. At least we're not in the middle of a blizzard or a rainstorm. The only predictable thing about Tasmanian weather is that it is completely unpredictable. It could even snow in the middle of the summer."

Kate and Neil shivered and headed to their tents. No sooner had they drifted off to sleep, than they awoke to a fearsome screech.

"What was *that?*" asked Neil, snuggling deep inside his sleeping bag.

"I don't know," called Kate from her tent. "Maybe it's a tiger quoll out to get us."

Kate and Neil listened, but this time all they heard was the steady rhythm of Mike's snoring and the sounds of their own hearts beating.

"How can he sleep through this?" asked Kate.

The animal screeched again; this time it sounded closer.

"MIKE!" called Kate and Neil as loud as they could. "A tiger is after us!"

Mike grunted, sitting up in his sleeping bag. "It's just a Tasmanian devil."

"Devil?" cried Kate, imagining ugly creatures holding pitchforks.

Mike laughed. "Don't worry. Tasmanian devils aren't devils at all. They're marsupials found only in Tasmania. A Tasmanian devil is about the size of a pug dog, with a big head, short pointed ears and a stiff tail. Its black fur is usually spotted with a patch of white at the neck. The early settlers gave them their name because they looked and sounded so fierce, but the devils are not fierce at all. They hunt by smell and eat mostly the remains of dead animals."

Kate yawned, "Well, it's good to know that the devils aren't after us. Now we just have to learn to sleep while they screech."

And they did.

In scene 5, take Neil and Kate bushwalking around Cradle Mountain. Use the character and object menus to make the weather change.

To continue, turn the disk over and load EXPLORE.

NEW SOUTH WALES—JENOLAN CAVES

Kate and Neil took the bus on the winding road that led to a rugged, deep valley. As Kate pressed her nose against the window, she spotted the big limestone tunnel up ahead. Excitedly she said, "We're almost there! That's the Grand Arch—it leads right up to the Jenolan Caves!"

As the bus passed through the Arch and came to a halt, Kate and Neil grabbed their backpacks and raced to the caves' entrance. A sign read: DO NOT GO BEYOND THIS POINT UNLESS ACCOMPANIED BY A GUIDE.

"I wonder why we need a guide," said Kate.

Neil joked, "Maybe ghosts or vampires live inside."

Just then, they each felt a hand on their shoulders. Startled, they jumped, then turned to face a dark-haired woman wearing khakis.

"I didn't mean to frighten you," the woman smiled. "I'm one of the cave guides and I thought you might want a tour."

"Sure," said Neil and Kate, following their guide underground.

"Wow!" said Neil. "What are those things that look like upside-down and downside-up icicles?"

The guide explained, "Stalactites are limestone formations that grow downward from the cave's ceiling. Stalagmites grow upward from the floor."

Neil asked, "How were these caves discovered, anyway?"

"I'll tell you the story," said the guide. And she did:

Aborigines were the first to discover the caves which they called Binoomea, or Dark Holes in the Hill. It wasn't until thousands of years later that the first Europeans found the caves. Some say that James McKeown was the first. McKeown was a tough fellow. Some folks even thought he was a bushranger.

Settlers were always talking about the bushrangers. The grown-ups feared losing their belongings—or worse—their lives. The children dreamed of finding the bushrangers' secret hide-outs. One would say, "Think of the gold we could find." Another would say, "Think of all the jewels and treasures."

But James Whalan, a settler whom McKeown had once robbed, was not satisfied just to dream. "I am going to stop that lawbreaker once and for all," Whalan promised himself. So, in 1838, he set out to capture McKeown. For days, Whalan followed McKeown's tracks into unexplored territory until he came to a huge stone archway leading to a cultivated farm in a scenic valley. Whalan smiled, realizing the farm was the work of McKeown. "Why if it isn't the devil himself," he said.

When Whalan returned to the valley with help, he discovered McKeown's other hide-out, a large cave in the mountainside. Then Whalan spotted McKeown. He grabbed his pistol and aimed. "Your time is up," Whalan yelled. "Your devil's work is over, do you hear?"

McKeown was captured at last. As he was led out of the caves by the troopers, he let out a loud, low laugh that echoed throughout the caves.

The guide turned to Neil and Kate and said, "Some say if you're very still, you can hear McKeown's ghost laughing."

"Really?" asked Kate, not quite sure if she was ready to hear any ghosts laugh.

The guide continued, "People have even claimed that when the mood strikes, McKeown's ghost flies through the caves and steals from the tourists."

"Let's get out of here," cried Neil, his voice shaking.

Kate took Neil's hand and together they raced towards the light of the Dark Hole's opening.

Take Kate and Neil exploring in the Jenolan Caves in scene 7. Can you find McKeown's ghost? Build more cave formations with the stalactites and stalagmites found in the object menu.

Victoria—Phillip Island

"Welcome to Victoria!" announced Neil as their bus crossed the border.

"How much longer to Phillip Island?" asked Kate as she studied her guide book.

Neil pointed to the map of Victoria. "Phillip Island is off the southern coast of Victoria. We have a long way to go." Then he laughed, "Don't worry, the penguins won't leave the island before you get there."

"Very funny," said Kate, leaning back in her seat.

For the next five hours, Kate and Neil watched the Victorian countryside pass by. There were rain forests, vineyards, potato and wheat fields, pear orchards and fields of wildflowers.

"Victoria has everything," said Neil in amazement.

"Even penguins," sighed Kate with a yawn, and she closed her eyes. When she awoke, it was nearly dusk. Neil was shouting, "We've made it, Kate. We're at the Island!"

Excitedly, Kate ran off the bus. "Come on, slow coach," she called as she ran to join the others watching the penguin parade. When Neil caught up with her, Kate told him about the penguins. "They're called fairy penguins because they're the world's smallest penguins. When you see them, you'll notice they have wings, but they can't fly."

When Kate looked up to see if the penguins had begun their journey out of the surf, she realized that the other tourists had gathered around her. A tall man wearing a yellow windcheater raised his hand. "Excuse me," he called out to Kate. "How large are the penguins?"

Kate, who had never expected to lead a tour, looked at Neil and smirked. Then she turned to the man and answered in her most serious voice. "Fairy penguins stand about 33 centimetres and they weigh less than 1 kilogram."

A red-haired girl asked, "What's a penguin parade, anyway?"

Kate answered, "The world can be a scary place, especially if you're as small as a fairy penguin. So, to avoid eagles and other large birds that feed during the day, the fairy penguins come ashore at dusk. They spend their days in the sea in burrows or in hollows under rocks, then parade out of the surf at sundown."

Just then, they heard the wild chatter of the fairy penguins. "Look, there they are," said Kate as she pointed to some fairy penguins that had appeared at the water's edge. Then, the penguins marched up onto the beach, flapping their wings and yapping loudly as if they were in the middle of the most exciting conversation.

"Aren't they adorable?" cooed Kate.

"They look like wind-up toys to me," said Neil.

The red-haired girl added, "They're the noisiest wind-up toys I've ever heard."

The tall man in the yellow windcheater said, "If only I could take one home with me."

After the penguin's performance, the tourists clapped and headed away from the beach.

"Come on," said Neil, tugging at Kate's sleeve. "Let's go try to find some other animals who live on the island."

Kate, looked through the wire fence and waved goodbye to her fairy friends.

One of the penguins raised his wing as if to wave back and yapped loudly.

Kate smiled and yapped back. Then she followed Neil to look at Seal Rocks in the hope of spotting some fur seals.

Go to scene 8 to watch the penguin parade with Kate and Neil.
Take Neil and Kate for a walk. What have they learned to do?
What other animals can you bring to the beach from the menu?

WESTERN AUSTRALIA—ROTTNEST ISLAND

"Since we left Rottnest Island, all we've seen is desert, and we've been sitting in the bus for hours," complained Neil.

The bus driver laughed and said, "Western Australia covers about one-third of the country, and most of it is desert. But, at least you're on a bus. Think about the people who have walked across the state."

Kate looked up in amazement, "You mean somebody actually walked across Western Australia?"

"That's right," answered the bus driver. "Eyre, along with his Aboriginal guide, Wylie, was the first white man to do it."

Kate was curious. "Please tell us about them."

And the bus driver did.

By the early 1800s, the coastline of Australia had been mapped, but no white man had ever crossed the continent. Some men had a burning desire to go west. Edward Eyre, an Englishman, was one of them. On 25th February, 1841, he and his men, three Aborigines—Joey, Yarry, and Wylie, and another Englishman named Baxter, began their expedition, leaving Adelaide and heading due north of the Spencer Gulf. When they reached Fowler's Bay, Eyre decided to follow the coastline. After loading ten horses with water casks, salted meat and

scientific equipment, the men set out to walk the two thousand kilometres along the coast to Albany, driving nine sheep ahead of them.

But Eyre never suspected that on his journey, he would find no rivers, no streams; not even a creek. Eyre dreamed of finding hidden water wells and lakes; Wylie dreamed of the great koala who threw his boomerang into the sky to cause the clouds to rain. But each day, the men were met only by thorny scrub and hot desert winds. They never got used to the buzzing flies that swarmed over their faces, nor the hot sands that blinded their eyes. When they were lucky, the thermometer was 40 degrees in the shade, and often no shade could be found.

"When are we going to find water?" asked the men, feeling tired and weary. Their only liquid came in sparse amounts dug up from the bases of sandhills. But soon, even the sandhills were hard to find. The men killed and ate the sheep. The horses died or became so weak they could not go on. Baxter died, and Joey and Yarry deserted the others in anger and desperation.

As Eyre continued with Wylie, refusing to give up, he yelled to the endless stretch of desert sands, "Why are you so barren? Why do you have no streams to give us water? Why do you have no berries to give us food? Why do you have no trees to give us shade? You are nullarbor—you have no trees. You are the Nullarbor Plain."

One morning, Wylie woke up to see the masts of a whaling ship. Wylie thought he might be dreaming, so he poked Eyre, who shot up like a dart. Seeing that ship, Eyre could almost taste cold water in his mouth. Eyre and Wylie lit a signal fire and the boat sailed over to them. For twelve days, they lived with the French whalers on their ship, the *Mississippi*. This was Eyre's chance to return to civilization, but he refused. "I must finish what I started out to do," he told the seamen.

And so, he and Wylie set out to walk the remaining 420 kilometres to Albany. A month later, he and Wylie staggered to their destination. They had finally made it!

Kate and Neil started on their trip through Western Australia at Rottnest Island. You can view the unique animals that live there in scene 9. What kind of animals are quokkas? How do you think Rottnest Island got its name?

26

Neil and Kate strolled along the shores of Lake Burley Griffin. Their tour of Australia would end here in Canberra.

"I'm exhausted," groaned Neil. "Is there anywhere we haven't been?"

Kate laughed. "Well, there's the National Botanic Gardens, and the National Library... the Captain Cook Memorial, the War Memorial, the High Court, and the Canberra Carillon..."

The pair turned up Kings Avenue, and soon stood on Capital Hill. "It's beautiful," gasped Kate, as she looked from the wide marble stairs to the majestic curved walls of the New Parliament House.

Neil read aloud from his guidebook: "On January 1, 1901, the separate states of Australia became a single Commonwealth. The first Parliament met in Melbourne, but a new and quite separate centre was required for the government. In 1909, the Parliament chose the Canberra district as the site for the Federal Government. 'Canberra' is an Aboriginal word meaning 'meeting place'. The New Parliament House stands on Capital Hill in the heart of the district. Slide shows to be shown daily at 11:00 a.m. in the Exhibition Centre alongside the New Parliament House."
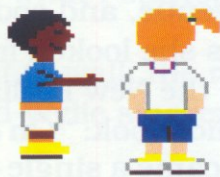
Kate looked at her watch, then grabbed Neil's hand and started to run. "Let's hurry, or we'll miss the slide show," she said.

The *Explore-Australia* slide show had just begun when Kate and Neil reached their seats. There were slides of koalas, quokkas, and penguins, along with scenes from the magnificent countryside they had visited.

After the show, Neil and Kate sat still, remembering their travels over their great country. They felt full of amazement for the animals they had seen and the vast and beautiful landforms they had passed through. They had great respect for the culture of the Aborigines and for the heroic efforts of the early explorers and settlers.

Then they started to clap. Soon, the rest of the audience at the slide show joined them. In unison, they clapped and cheered, giving Australia a standing ovation.

You can review the sights of Australia in scene 10. Bring Neil or Kate over to the red button, then back to a seat to start the slide show. Make your own slide show with pictures from the menu. Clear the screen to construct your own city of Canberra with buildings and objects from the object menu.