



## MODERN HISTORY

### UNIT 1A/2A LOCAL HISTORY

#### The Burrup and Beyond – 40 000 years of Local History



*Photo courtesy National Trust of Australia (WA)*



## MODERN HISTORY

### Unit 1A Local History

### The Burrup and Beyond – 40 000 years of Local History

Week	Unit Content	Teaching/Learning Activities	Assessments
1	<b>HTAM</b>	<p>What is History? What is Local History? Evidence. Sources- Primary, Secondary. Where and how to locate sources. Introduce the students to internet search engines to locate videos and images for both the Burrup Peninsula and the Pilbara.</p>	
2-4	<p><b>WWHN</b> Elements at the start of a period Key people, ideas, events over the period Consequences of continuity and change over the period</p>	<p>Teach research skills – e.g. Use the street names on the road map of Karratha and the place names of surrounding areas as a starting point for the important people/events of the area. Use the Karratha library's local history collection.</p> <p>Students to research: <b>The 1940-1960s</b> – a period of great change: Break the class into small groups with each group researching one of the following:</p> <ul style="list-style-type: none"> <li>o Equal pay for Aboriginals and the results of this. View the film of the 1946 Pastoral Strike – <i>How the West was Lost</i> with the whole class</li> <li>o Resource discoveries – see resource companies' websites</li> <li>o 1960 Lifting of the embargo on the export of iron ore and the consequences of this</li> <li>o Influx of Non-Indigenous workers to the area – their impact</li> <li>o Results of these changes on the social and cultural life and heritage of the Aboriginal peoples of the area</li> <li>o Economic impact of resource development.</li> </ul> <p>Groups are to report back to the class with their findings. Develop class notes from the students' findings.</p>	
5-7	<p><b>HTAM</b> <b>WWHN</b> <b>HEAR</b></p>	<p><b>40,000 years of Local History-</b> an overview: a. Aboriginal history – use as a starting point the Values and Sensitivities document at the end of this program. Excerpts from the film <i>Exile and the Kingdom</i> about the resettlement of Aboriginals in Roebourne could be shown at this point b. The Burrup Peninsula and the petroglyphs. Put into the wider perspective of other petroglyphs/rock art around the world c. Maritime history along the north-west coast d. European exploration and settlement</p>	<p><b>Task 1</b> Cognitive test on first 4 week's work Week 5</p>



		<p>e. Multiculturalism, including the part played by the Afghans and by the Japanese at Cossack</p> <p>f. Resource development</p> <p>g. Changing land use – Aboriginal, pastoral, maritime industries, resources, tourism.</p> <p>If possible, include excursions to local sites.</p>	
8-12	<p><b>HTAM</b> Constructing historical inquiry Interpreting, analysing and synthesising information Communicating findings <b>WVHN</b> Key people, ideas, events Consequences of continuity and change <b>HEAR</b> Explanations and representations of the past</p>	<p>Building on the background work already covered, students are to complete a student-centred Inquiry* on a subject chosen from a list of subjects devised by the teacher:</p> <ul style="list-style-type: none"> <li>o Teach students the inquiry method using the Research Organiser included in this package</li> <li>o In-school research</li> <li>o Visit to local sources of material. These could include Cossack, Roebourne, the Burrup Peninsula, the Local History archive at the Karratha Community Library, various mine sites and information centres, Millstream</li> <li>o Guide student's preparation for their presentation (e.g. museum display, power point, wall chart, music etc)</li> <li>o Presentations</li> <li>o Extended response.</li> </ul>	<p><b>Task 2</b> Teacher generated Document study Week 8</p> <p><b>Task 3</b> Historical inquiry Part a. – planning – beginning Week 9 Part b. – sources and notes- beginning Week 11 Part c. – Final presentation – end Week 12</p>
13	<p><b>HEAR</b> Understanding perspectives</p>	<p>Different interpretations of the local history:</p> <ul style="list-style-type: none"> <li>• Involve students in providing the perspectives</li> <li>• Invite visitors to the school to gain different perspectives – e.g. Aboriginal perspective and/or the conservation/resource development perspectives</li> <li>• Although not from the area, the film <i>The Rabbit-Proof Fence</i> could be viewed to show the impact of government policies and different perspectives.</li> </ul>	<p><b>Task 3</b> –Part d. extended response- Week 13</p>
14-15	<p><b>HTAM</b> <b>WVHN</b> <b>HEAR</b></p>	<p>Overview of term's work</p>	<p><b>Task 4</b> Student developed Document study using 4 documents the students have found for the Inquiry</p>
15-16			<p><b>Task 5</b> Cognitive test</p>

\*Possible topics for the Historical inquiry:

- Aboriginal history:
  - The Burrup Peninsula
  - Oral histories
  - Art and culture
  - Government policies – changing policies and the impact on communities and individuals
- Maritime History



- The Pearling Industry and/or other Maritime Industries
- The Pastoral Industry
- The Resource Industries
- Millstream – a changing history
- The Old Roebourne Gaol
- Cossack – a case study
- A multi-cultural society – Aboriginal, early contacts, European settlement, the Japanese at Cossack, the Afghans, today

**Note:**

1. This is not an exhaustive list and students should be encouraged to follow other areas of interest in their inquiry.
2. If being taught at Year 10 level, the inquiry work could be linked to the National Trust's Photo and Story competition and Adopt a Grave project.
3. The inquiry could also be linked to Community Service work – e.g. developing a heritage trail, working with organisations to care for old buildings, graveyards etc.
4. This program can be adapted to suit the Stage 2 Course – Unit 2A Local History.
5. This program can be adapted to other local areas.

## Sample assessment outline for Unit 1AHIM\*

### People, place and time—Local History

\*NOTE: This assessment outline and the following task briefs are for a 1A unit.  
Some tasks could also be used or adapted for 2A; however the weightings for 2A will be different.

Type weighting	Task	Task weighting	Outcome 1 Historical investigation and participation	Outcome 2 Understanding the past	Outcome 3 Continuity and change	Outcome 4 Interpretations and perspectives
40% (30-50%)	<b>Historical inquiry Task 3</b> Part a.- Planning 10% Part b.- Sources & notes 10% Part c.- Presentation 15% Part d.- Extended response 5%	40%	✓	✓	✓	✓
30% (10-30%)	<b>Explanation Task 1 Cognitive Test</b>	10%	✓	✓	✓	
	<b>Task 5 Topic Test</b>	20%	✓	✓	✓	✓
30% (20-40%)	<b>Document study Task 2</b> Teacher generated	15%	✓	✓	✓	✓
	<b>Task 4</b> Student generated	15%	✓	✓	✓	✓
0% (0-20%)	<b>Examination</b> As these students are not proceeding to Stage 2 there will be no exam.	0%				

## 1AHIM—Local History: The Burrup and Beyond

**TYPE:** Explanation

**OUTCOMES:** Outcome 1: Historical investigation, communication and participation;  
Outcome 2: Understanding the past; Outcome 3: Continuity and change

**UNIT CONTENT:** Historical thinking and methodology; Working with historical narrative

### TASK 1: Cognitive test

You are to answer the questions in the question/answer booklet provided. Questions will include primary/secondary source recognition, a timeline, matching people to events and places, interpretation of two documents and short answer explanations.

#### Time for the task:

Fifty minutes of class time.

#### What you need to do:

Answer the questions in the question/answer booklet provided.

**This task is worth 10% of your mark for the unit.**

What needs to be submitted for assessment?	Due dates:
<input type="checkbox"/> Question/answer booklet	

#### Marking guide

Questions*	Marks
Identifying sources as primary or secondary: 1 mark each	/5
Timeline of 5 events: 1 mark each	/5
Matching people to events/places: 1 mark each	/5
Document interpretation: <ul style="list-style-type: none"> <li>• Document 1</li> <li>• Document 2</li> </ul>	/5 /5
Three short answer explanations: 5 marks each <ul style="list-style-type: none"> <li>• Question a.</li> <li>• Question b.</li> <li>• Question c.</li> </ul>	/5 /5 /5
<b>Total</b>	<b>/40</b>

\*Teachers: include materials appropriate to what you have chosen to teach.



## 1AHIM—Local History: The Burrup and Beyond

**TYPE:** Document Study

**OUTCOMES:** Outcome 1: Historical investigation, communication and participation; Outcome 2: Understanding the past; Outcome 3: Continuity and change; Outcome 4: Interpretations and perspectives

**UNIT CONTENT:** Historical thinking and methodology; Working with historical narrative; Historical explanation and representation

### **TASK 2: Document study**

You are to answer the questions in the question/answer booklet provided. You will be provided with a Document Booklet

#### **Time for the task:**

Sixty minutes of class time.

#### **What you need to do:**

Answer the questions on the question/answer booklet provided.

**This task is worth 15% of your mark for the unit.**

## Document Booklet – The Burrup Peninsula: Heritage and Resource Development

Source 1(a)



Source 1(b)

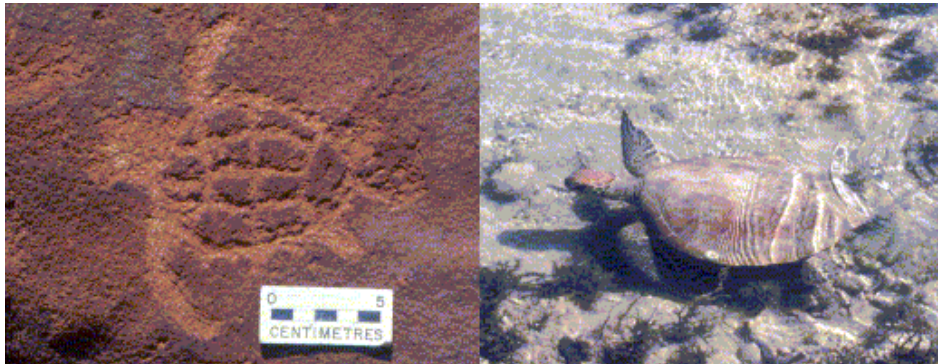


*Photo's courtesy National Trust of Australia (WA)*

### Source 2

Archaeology and rock art in the Dampier Archipelago

<http://www.burrup.org.au>



### Source 3

This source is an extract from the Woodside website about the company's commitment to preserving the heritage of the area.

<http://www.woodside.com.au/Our+Business/Pluto/Sustainability/Cultural+Heritage+Management.htm>

#### Cultural Heritage

The footprint of the Pluto LNG Project was designed to avoid significant areas of cultural heritage. During site preparation work, 170 boulders with Indigenous engravings were relocated under the guidance of archaeologists and local Indigenous representatives without damage.

The remaining 92% of rock art in the Pluto lease areas remains undisturbed and Woodside continues to work with local Aboriginal groups to responsibly manage cultural heritage.

#### Conservation Agreement

In 2007, Woodside signed a Conservation Agreement with the Australian Government committing up to A\$34 million for the recognition, protection and conservation of the National Heritage Values of the Dampier Archipelago. This is the largest single investment by an Australian company in a National Heritage place.

#### Source 4

This source comes from the National Trust website dedicated to the heritage issues on the Burrup Peninsula.

<http://www.burrup.org.au>

The National Trust believes that a win/ win solution is possible that will genuinely reconcile the competing interests of industrial development and the undoubted world heritage significances of this place.

#### Source 5

Extract of speech by Wilfred Hicks, Spokesperson, Wong-Goo-Tt-Oo Group  
BURRUP PENINSULA FORUM 7TH of April 2003

<http://www.burrup.org.au>

Like you all, the Wong-Goo-Tt-Oo people want to see development in the Pilbara. We believe that we are all Australians together and, like your families, so also do ours need jobs, education and prospects for the future for our young people. In no sense are we against development.

However, development has to be planned carefully and in such a way that it does not destroy our quality of life. We, the traditional owners of the lands between the George and Maitland Rivers, have a special duty also for the country, as the holders of its spiritual energies. On the Burrup that spiritual force is alive in the thousands of rock engravings that surround you here. They were placed here by our ancestors, and we receive from earlier generations the duty to protect them and must pass that on to our successors. The engravings are to us a spiritual source of energy – we can hear and see this energy when we are among them. It ties us to the land.

#### Source 6

[http://www.dampierrockart.net/Media/2006-11-27-Burrup\\_Gas\\_Precinct\\_map-Woodside.pdf](http://www.dampierrockart.net/Media/2006-11-27-Burrup_Gas_Precinct_map-Woodside.pdf)



### Source 7

Extract of speech to the House of Representatives by the Hon. Dr Carmen Lawrence delivered on 27/11/2006 during the Debate on the Aboriginal and Torres Strait Islander Heritage Protection Amendment Bill 2005.

Heritage, of course, is about values—or, more precisely, what we value from our past, what we are prepared to protect, conserve and pass on to future generations. Knowledge and experience of our heritage gives meaning to our lives, inspires us and contributes to our collective sense of identity. The sites, landscapes and places which we are galvanised to protect are, in some ways, an indication of what matters to us and what we think of ourselves. Our actions do speak louder than words, as they do on the Dampier Peninsula.

I think it is no accident that successive generations of Western Australians and their governments, state and federal, have not seen fit to protect the precious heritage that is the Burrup rock art precinct. It is not that voices have not been raised in its defence, but they have been overwhelmed by the siren call of development, louder and more seductive in Western Australia than in any other part of the nation and far more important to most people than our Indigenous heritage. As one commentator put it: 'Indigenous significance isn't significant enough' to galvanise us into action. But what is at stake here is even greater than the value of the site to Aboriginal Australians, great though that is. This is a unique site whose value is to all of us—indeed, to humankind. Its desecration and neglect constitutes a measurable impoverishment of our world. Surely, in the light of all the previous mistakes we have made, it is possible to avoid repeating them. Ignorance certainly cannot any longer be an excuse.

## Question/Answer Booklet - The Burrup Peninsula:

### Heritage and Resource Development

#### Question 1.

Contrast the two important aspects of the Burrup Peninsula that are shown in Source 1(a) and Source 1(b). (2 marks)

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#### Question 2.

Explain the conflict that exists between these two aspects of the Burrup Peninsula. (3 marks)

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**Question 3.**

Describe the images on the petroglyphs in Source 1(b) and Source 2. What important aspect/s of Aboriginal life do these two images illustrate? (3 marks)

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**Question 4.**

Compare the two images in Source 2 and explain what they tell us about the skills of the people who carved the petroglyphs. (2 marks)

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**Question 5.**

What is the main message of Source 3? (2marks)

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**Question 6.**

Using your knowledge of the heritage issues associated with the Burrup Peninsula; explain why these actions by Woodside are so important. (3 marks)

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**Question 7.**

What is the point of view and the main message of Source 5? (3 marks)

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## 1AHIM—Local History: The Burrup and Beyond

**TYPE:** Historical inquiry

**OUTCOMES:** Outcome 1: Historical investigation, communication and participation; Outcome 2: Understanding the past; Outcome 3: Continuity and change; Outcome 4: Interpretations and perspectives

**UNIT CONTENT:** Historical thinking and methodology; Working with historical narrative; Historical explanation and representation

### **TASK 3: Historical inquiry**

You are to research one of the areas listed below or another topic of local history that interests you AND is approved by your teacher.

Part a. - Planning. You are to use the Research Organiser for developing your ideas and planning your research.

Part b. - Recording sources and note making. You are to use the Research Organiser to record the sources you use and to make your notes.

Part c. – The final presentation. The method of presentation is to be discussed with your teacher.

Part d. – Extended response. You will be given class time to plan your writing. You will write your extended response in 40 minutes in class. You may have a limited set of notes.

#### **Time for the task:**

Five weeks of both class and your own time.

#### **What you need to do:**

##### **Choose one of the following topics**

- Aboriginal history:
  - The Burrup Peninsula
  - Oral histories
  - Art and culture
  - Government policies – changing policies and the impact on communities and individuals
- Maritime History
- The Pearl Industry and/or other Maritime Industries
- The Pastoralists
- The Resource Industries
- Millstream – a changing history
- The Old Roebourne Gaol
- Cossack – a case study
- A multi-cultural society – Aboriginals, early contacts, European settlement, the Japanese at Cossack, the Afghans, today
- Another topic of local history that interests you, but which must be approved by the teacher.

#### **Historical thinking and methodology**

Using your Research Organiser:

- select both primary and secondary sources which show a variety of perspectives, especially Aboriginal/non-Aboriginal and development/conservation
- construct a range of focus questions to address the main points of view. E.g. Who, what, when, where, how and why
- use the note making pages in the Organiser to record your notes. Include a correct bibliography

- use the evidence collected to develop an argument and draw conclusions.

### Working with historical narrative

- show an understanding of the past by:
  - showing a chronology of the important events/people/ideas of the period
  - examining the beliefs/values/traditions of the society studied
  - studying the key events that occurred during the period
  - studying the key people who were influential during the period
  - identifying the continuity during the period and what changed and why (what were the forces that caused change?).

### Historical explanation and representation

- show that a variety of points of view exist about past people, ideas and events
- use different evidence to show the various points of view
- show how different individuals and groups have different points of view and how these have been shaped by past and present experiences.

### Develop your presentation

- devise an appropriate presentation format. For example, this could take the form of a wall chart, a museum display, re-enactments, a power-point presentation, a website, a video presentation, an interview.
- this presentation will be shared with the class, with you giving a brief oral explanation of what you have learned.

### Extended Response

The topic/s for the extended response will be given to you by the teacher. It will be written in class in 40 minutes. You may have brief notes, including statistics and quotes to assist you.

**This task is worth 40% of your mark for the unit.**

What needs to be submitted for assessment?	Due dates:
<input type="checkbox"/> Research Organiser with planning, sources, notes and focus questions included	
<input type="checkbox"/> A correctly formatted bibliography	
<input type="checkbox"/> Final presentation (negotiated with your teacher)	
<input type="checkbox"/> Extended response	

## SUGGESTED MARKING GUIDE

### 1AHIM—Historical inquiry

Inquiry	Marks available	Description of what will determine your mark
<b>Planning</b>	<b>10</b>	
General planning	/5	Brainstorm ideas, plan where to locate sources, confirm topic and presentation with your teacher.
Focus questions	/5	A series of focus questions which illustrate who, what, when, where, how and why.
<b>Sources and notes</b>	<b>10</b>	
Sources	/5	A range of sources (e.g. primary and secondary; government documents; cartoons; literary; newspaper articles, photos etc.) which show different perspectives (points of view).
Note-making	/3	Precise note-making in your Organiser. Ability to find and explain the main points in a source.
Bibliography	/2	Submission of a correctly formatted bibliography.
<b>Presentation</b>	<b>15</b>	
Development of the argument and conclusions	/5	An understanding of the key arguments/points of view including: <ul style="list-style-type: none"> <li>○ an understanding of the chronology, key people/events/ideas, the continuity and change throughout the period</li> <li>○ an understanding of the different perspectives (points of view) which existed at the time and/or now.</li> </ul>
Presentation	/10	An appropriate presentation format which contains accurate and relevant information. Any sources used as supporting evidence must be cited correctly. Accurate and relevant use of historical terms.
<b>Extended response</b>	<b>/5</b>	
Extended response	/5	The extended response should show the understandings from the presentation.
<b>Total</b>	<b>/40</b>	<b>Teacher comment</b>

## 1AHIM—Local History: The Burrup and Beyond

**TYPE:** Document Study

**OUTCOMES:** Outcome 1: Historical investigation, communication and participation; Outcome 2: Understanding the past; Outcome 3: Continuity and change; Outcome 4: Interpretations and perspectives

**UNIT CONTENT:** Historical thinking and methodology; Working with historical narrative; Historical explanation and representation

### **TASK 4: Wall chart/Document study**

You are to choose 4 sources that you found for your Historical Inquiry and make a wall chart using these sources. You are to annotate the sources using the guideline below.

#### **Time for the task:**

Two periods of class time and some time out of class.

#### **What you need to do:**

1. Choose four sources from those you used for your Historical inquiry. You should have a variety of Primary and Secondary sources and print and non-print sources. Also have at least one source which shows a different point of view.
2. Annotate each source using the following guide:
  - a. Primary or Secondary source
  - b. What is the main message of the source?
  - c. How does the source compare with at least one other source?
  - d. How does the source contrast with at least one other source?
  - e. How useful is the source for an historian?
  - f. For at least one source note a different point of view.
3. Place these sources on a piece of A3 paper or coloured card The way you place the sources should show an understanding of any changes that occurred or different points of view about the topic. Some marks will be allocated for presentation.

**This task is worth 15% of your mark for the unit.**



**SUGGESTED MARKING GUIDE**  
**1AHIM—Wall chart/Document study**

<b>Document</b>		<b>Mark</b>
Document 1	Primary/Secondary source	/1
	Message of the document	/2
	Point of comparison	/2
	Point of contrast	/2
	Usefulness	/3
Document 2	Primary/Secondary source	/1
	Message of the document	/2
	Point of comparison	/2
	Point of contrast	/2
	Usefulness	/3
Document 3	Primary/Secondary source	/1
	Message of the document	/2
	Point of comparison	/2
	Point of contrast	/2
	Usefulness	/3
Document 4	Primary/Secondary source	/1
	Message of the document	/2
	Point of comparison	/2
	Point of contrast	/2
	Usefulness	/3
Different point of view	At least one document shows a different point of view	/5
Presentation		/5
Total		/50

## 1AHIM—Local History: The Burrup and Beyond

**TYPE:** Explanation

**OUTCOMES:** Outcome 1: Historical investigation, communication and participation; Outcome 2: Understanding the past; Outcome 3: Continuity and change; Outcome 4: Interpretations and perspectives

**UNIT CONTENT:** Historical thinking and methodology; Working with historical narrative; Historical explanation and representation

### TASK 5: Topic test

You are to answer the questions in the question/answer booklet provided. Questions will include true/false, matching people to events and places, interpretation of three documents and short answer explanations.

#### Time for the task:

60 minutes of class time.

#### What you need to do:

You are to answer the questions in the question/answer booklet provided.

**This task is worth 10% of your mark for the unit.**

What needs to be submitted for assessment?	Due dates:
<input type="checkbox"/> Question/answer booklet	

\*Teachers:

- Develop questions related to the material covered in class. At least one of the short answer questions should allow the student to use the knowledge they gained from their Historical inquiry
- Model this cognitive test on the earlier example included.

## National Trust of Australia (WA): Education & Learning Teaching Aboriginal History - Values and Sensitivities

*Matters of history need to be taught with increased sensitivity in the Pilbara. This is due to the continuing impact of the way European settlement occurred and the dislocation and treatment of Indigenous people during this period.*

*The following pointers will assist in ensuring this sensitivity:*

1. Terra Nullius- References to the Pilbara being uninhabited must be avoided as the Pilbara was settled by Indigenous people prior to European settlement. Historical material that suggests or represents the concept of terra nullius may be used and the incorrect facts discussed with students.
2. Factually based historical perspectives- Historical information and discussions need to be factually based rather than emotive. This ensures students are free to develop their own emotional response to the events of the past, based on facts rather than based on any other person's emotional response.
3. Deceased images- Photographs, recordings and references to deceased Indigenous people may cause discomfort or distress to Indigenous students and staff. All material to be used should be checked with an Indigenous staff or community member before use, to ensure it can be used. Increasingly, material containing deceased person's images is being used, after approval by Indigenous Elders and this approval being made clear to students and parents.
4. Exploration and Settlement- References to explorers and settlers need to be dealt with sensitively as they imply the Pilbara was not explored or settled by humans. This is not the case as Indigenous people had been settled in the Pilbara for many thousands of years. Prefacing statements with the term 'European' as in 'European exploration' and 'European settlement' clarifies this and reduces distress to Indigenous people in this matter. The same sensitivity exists with terms found in historical material such as 'first woman in the Pilbara' and 'first baby born in Cossack'. Open discussion with students about this factually incorrect historical perspective is encouraged.



5. Race References- Any references to people by their skin colour must not be done by teachers or students. Visiting speakers should also be asked to comply with this point. If reference to a person's race is necessary, the race name should be used such as 'European', 'Indigenous' or 'Asian'. Terms such as 'blackfella', 'yellow fella' and 'white people' must never be used.
6. Mixed Race Reference- Much historical material contains reference to people with a mixed heritage in ways that are considered offensive today. Open discussion on this fact is encouraged and more positive terms provided for students to use such as 'mixed heritage' or 'mixed racial background.'
7. No-Blame History- Teachers should avoid judging or allowing judgement of historical events to occur from the more enlightened modern perspective. Rather, presenting a factual recount of history ensures a 'no-blame' view of events, which complies with good principles of reconciliation.
8. Nomads- References to Indigenous people being 'nomads' or 'nomadic' should be avoided as this is incorrect. Indigenous people lived on clearly defined parcels of land which they traversed at clearly defined times of the year, hence the incorrectness of the 'nomadic' term. A form of farming called 'firestick farming' or 'arid land farming' was also used by Indigenous people to cultivate the land.
9. Asian and Afghan History- Historical material rarely documents Asian and Afghan people's significant history in the Pilbara. This historical area is under-researched and presented in current materials. It is worth being aware of this and encouraging students to be mindful of Asian and Afghan people's involvement in the Pilbara's history.
10. Indigenous- There are many Aboriginal cultures in the Pilbara. An historical perspective has been to see all Aboriginal people as belonging to one cultural group called 'Aboriginal'. However this point is incorrect as there are over 30 distinct different Indigenous cultural groups in the Pilbara. Reference to the 'Indigenous peoples' and 'Indigenous cultures' (plural) of the Pilbara acknowledges this fact and stops the perpetuation of the incorrect fact.

## Resources

See the extensive resource lists available as separate documents on the National Trust site – [www.valuingheritage.com.au](http://www.valuingheritage.com.au)

[Resources for Local History course](#)

[Centre for Aboriginal History, University of Western Australia](#)

[Burrup Rock Art websites](#)

[Towns of the Pilbara](#)

[Maritime history of NW Australia resources](#)

[Australian Maritime timeline 1503 – 1888](#)

[Pastoral Industry of the Pilbara resources](#)

[Mining company history in the Pilbara](#)

[Juluwarlu Aboriginal resources](#)

For Images and Video clips of the Burrup and the Pilbara go to the *Images* icon of any of the large search engines where you will find excellent images for document studies and the *Video* icon where there are numerous short video clips including Ngarda TV

### Film

*How the West was Lost* – a film about the 1946 Pastoral Strike

Ronin Films 1987

<http://www.roninfilms.com.au/feature/587.html>

*Exile and the Kingdom* – stories of relocation to Roebourne

Australian Film Commission 1993

This film is in the process of being revised and should soon be re-released on DVD

*The Rabbit-Proof Fence*

Rumbalara Film 2002