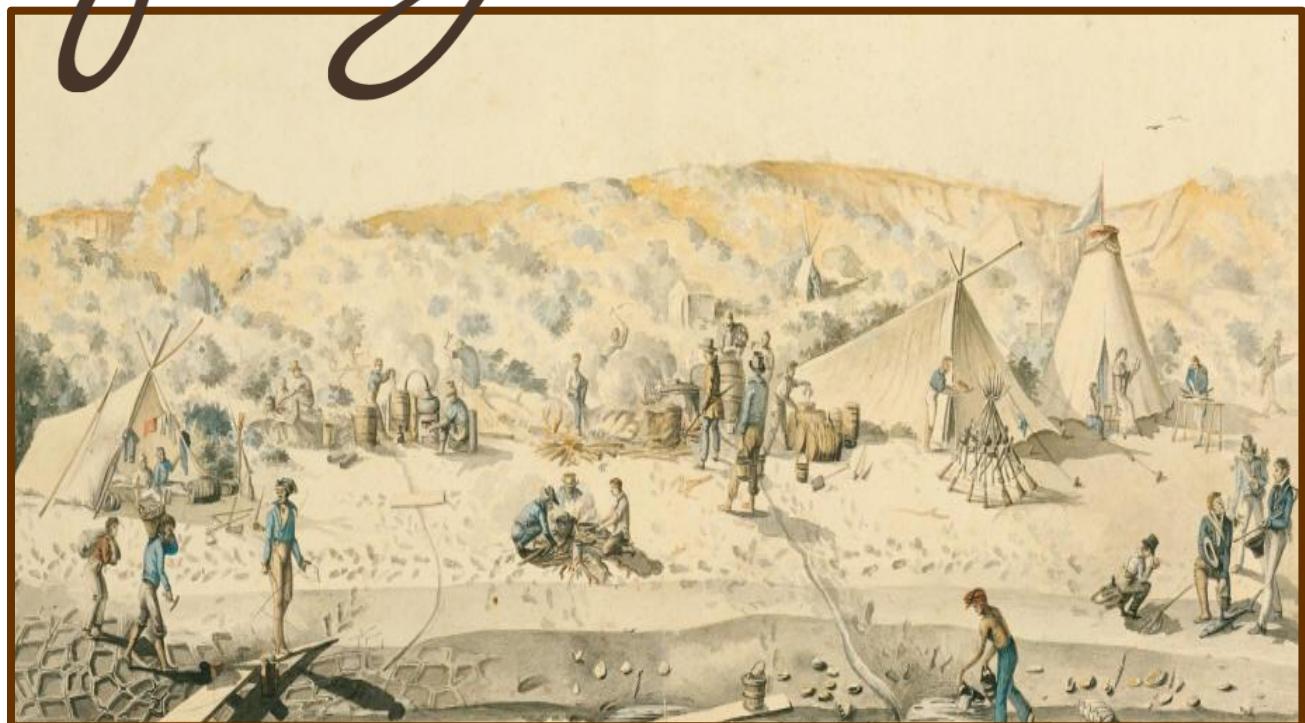
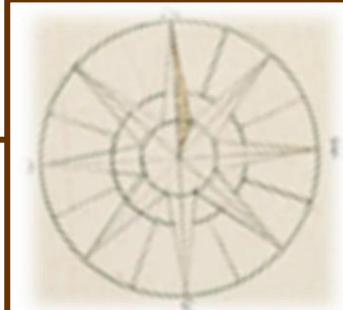


freycinet



Teacher Education Resource

Australian Curriculum
HISTORY Year 4
*Great Journeys
of Exploration*



Australian Curriculum
HISTORY Year 9
*Progressive Ideas
& Movements*

Teacher Notes



Bonjour!

This Teacher Education Resource comprises learning activities that can be used in conjunction with the Freycinet Virtual Exhibition www.freycinet.org.au; a digital collection of exceptional primary sources documenting one of the earliest recorded chapters of European exploration and interaction with the land and peoples of Western Australia.

Themes of exploration and cultural interaction link to the **Year 4 History Curriculum** in relation to:

Key Inquiry Questions

- Why did the great journeys of exploration occur?
- What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?

Historical Knowledge and Understandings

- The journeys of at least one world navigator, explorer, trader up to the late 18th century, including their contacts with other societies and any impacts.

Historical Skills are highlighted throughout this resource in the History Task section of each page.

See below for a brief induction of how the content of the Freycinet Teacher Education Resource can be used to enhance Year 4 historical knowledge and understanding and historical skill development.

Comprehension

A list of questions that relate to each page of the Freycinet Virtual Exhibition.

Suggested answers to the comprehension questions are located at the rear of the resource.

History Task

A learning activity for students to complete to develop their historical skills and increase their knowledge and understanding of the European exploration of *Terres Australes*.

Extension

Activities to take students beyond the content of the Freycinet Virtual Exhibition to further enhance their knowledge of the European exploration of Australia and of French culture.

Depuch Island 1801

Comprehension

- Which group of scientists did Baudin forbid from exploring the island? How do you think they felt about this?
- What were the natural features Ronsard recorded on *Depuch Island*?
- What evidence of inhabitation did Ronsard record?
- List the animals that were seen on the island.
- What was geographically unique about this area compared to all previously investigated parts of *New Holland*? Do you think Baudin should have given scientists more time to explore this further? Why?
- Why did Jean-Baptist Leschenault think it was a good idea for the island to be called *Trois Fontaines – Three Springs*?
- What does the word *sable* mean in French?

Geography Search

- Depuch Island
- Karratha
- Port Hedland
- Sable Island
- Ronsard Island
- Leschenault Peninsula

Geography Search

Google Map search the numerous geographic locations mentioned throughout the Freycinet Virtual Exhibition. Expand on this by creating a **Geography Vocabulary Wall** in your classroom and define the various geographical terms mentioned such as 'bay', 'peninsular', 'cove', 'cape'...etc.

History Task – Identifying Historical Sources

ACHHS0216 – Identify sources.

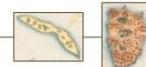
The Depuch Island chart showing Sable island and the coastline of the mainland was the first geological evidence French explorers recorded of a volcanic presence on New Holland. This is a significant *primary source* as it was created at the time of the French scientific expedition. The Freycinet Virtual Exhibit featuring the Depuch Island chart is a *secondary source*, as it was created well after the time of the French scientific study of Western Australia.

Make a list of the all the primary sources and secondary sources featured in the Freycinet Virtual Exhibit and its accompanying Education Resource. Reflect on which three primary sources you think are the most significant in the Freycinet Collection and explain why.

To view and zoom in on the items in the Freycinet Collection go to:
http://purl.slwa.wa.gov.au/slwa_b2112066

Extension

- What do the terms 'reconnoitre the lands' and 'make soundings' mean?
- Find out where mineralogist Louis Depuch was born and where he died.
- An 'official report from the Shire of Roebourne claims that "*Depuch Island has probably the greater concentration of Aboriginal engravings than any other place in Australia, comparable with the Burrup Peninsula.*" Find out about the cultural significance of Depuch Island to the Ngarluma people and the efforts of the Western Australian Museum to conserve their rock art.



Links

* Source: www.roebourne.wa.gov.au/Assets/Documents/Document%20Centre/LGHI/14_Depuch_Island.pdf

www.ala.org.au/ Atlas of Living Australia website. Just type in the names of the places the French scientists visited, i.e., Depuch Island, and it lists the biodiversity of the area. Brilliant!

<http://splash.abc.net.au/media/-/m/105970/using-mitochondrial-dna-to-identify-species> Super brief clip on how the Perth Zoo is using mitochondrial DNA to identify a species of rock wallaby extinct on Depuch Island – the very species that the French scientists would have recorded observations of in 1801. Impressive!

Historical Skills

Indicates the Australian Curriculum Historical Skill (and code) that the suggested task relates to.

Links

Website links to accompany Extension activities and other themes highlighted in the Freycinet Virtual Exhibition.

Introduction



Comprehension

- What is in the *Freycinet Collection*?
- Why were the French so interested in learning about the geography, flora and fauna of Western Australia?
- What does the term '*Age of Enlightenment*' refer to?
- What do the names of the French ships mean? How does this fit in the theme of 'acquiring knowledge of the world'?
- Who was the famous French Empress whose garden estate in Paris featured specimens from Baudin's expedition?

Geography Search

- France
- Mauritius
- Malmaison
- Muséum National d'histoire naturelle
- State Library WA
- Le Havre



History Task

ACHHS086 - Develop text particularly narratives.

Imagine that Baudin and Freycinet had their own *Instagram* account during their respective voyages and that you are in charge of their Social Media presence. As you read through the Freycinet Virtual Exhibit, come up with a photo idea and a suitable caption that could be posted on their *Instagram* account to represent the following aspects of their expeditions:

- Embarking on the voyage
- Swan River
- Garden Island
- Depuch Island
- Shark Bay 1801 and 1818
- Dirk Hartog Island
- Falkland Islands
- Funeral in Mauritius (*Baudin*)
- Arriving home in Le Havre (*Freycinet*)



LouisdeFreycinet Delicious oysters at Shark Bay in 1818. Bon Appetite!

Give some thought to the technology Freycinet and Baudin used to record their observations of the world in comparison to how we record and share information today.

N.B. If your School ICT Policy prefers to avoid Social Media platforms, another great way to create a 'contemporary journal' is through **Microsoft Photo Story** which allows students to create an impressive slide show album of images and captions.

Extension

- What was the island of Mauritius known as between 1710 and 1810? Which country changed its name and why?
- How is the *Calyptorhynchus baudinii* connected to Joseph Baudin?
- Which extinct Australian animal was featured in the 19th century vignette of the *Malmaison* garden?
- Which state is the *Freycinet National Park* located?
- Find out what a *Tricolore* is and why it has this name.

Links

www.slsa.sa.gov.au/encounter/baudin/artists.htm Scroll down to see a vignette with kangaroos, dwarf emus and black swans gracing the lawns of *Malmaison* estate 1811.

<http://www.sl.nsw.gov.au/events/exhibitions/2006/glory/docs/gloryguide.pdf> French exploration of the Pacific – beautiful images including those of the dwarf emu from Kangaroo Island.

www.parks.tas.gov.au/?base=3363 Images of *Freycinet National Park*.

<http://twoinfrance.com.au/places/chateau-de-malmaison-josephines-garden/> Australian flora at *Malmaison*.

<http://museum.wa.gov.au/explore/online-exhibitions/cockatoo-care/baudins-cockatoo> *Baudin Cockatoo*.

Swan River 1801

Freycinet

Comprehension

- On what date did the French arrive at the mouth of the Swan River?
- Which creatures were found in the deeper water of the river?
- What was found on the shores of the river?
- List the different types of land formation recorded.
- What is unique about the black swan soon after it dies?
- Why did the French choose to spend the night in their long boat rather than camp on the river shore on the 21st June 1801?
- What man-made item did the group find and use on the 19th June?

History Task

HHS085 – Locate relevant information from sources provided.

In 1801 there was no satellite technology available to assist with recording landforms or depth of water. Contours of the river and land were drawn using the naked eye, while water depth was measured by dropping lead lines into the river. Through these simple means, the French succeeded in recording many kilometres of the Swan River.

Compare the 1801 French chart with a present day Google Maps view of the Swan River on your classroom interactive white board via the links below to see how accurate the 1801 map was.

<http://www.freycinet.org.au/swan-river-map>

<http://www.freycinet.org.au/swan-river-labelled-map>

<http://www.maplandia.com/australia/western-australia/cambridge/perth/>

Discuss the differences in the technology and materials used to create each of the maps and consider how the land may have changed over the past 200 years as a result of natural movement and commercial land development.

Extension

- Imagine you are seeing a black swan for the first time. How would you describe such a creature? Its size, its shape, how it sounds...etc.?
- What length is a long boat?
- What is Mount Eliza also known as?
- What is the significance of Matagarup to the Beeloo Nyoongar people?
- Which European explorer gave the Swan River its name?
- What is the Nyoongar name for the Swan River?

Links

<http://www.boatsafe.com/kids/navigation.htm> Great site about navigation instruments including lead lines.



<http://slwa.wa.gov.au/treasures/freycinet/index.htm> Details about the 1801 Swan River chart.

<http://www.sculptureontheswan.com.au/the-location/indigenous-heritage.aspx>

Brief history about Heirisson Island and significance of the Matagarup mud flats to the Beeloo Nyoongar people.

http://www.smithsculptors.com/Burswood_Park_Heritage_Trail_de_Vlamingh_and_The_Black_Swan_Main_Page.html Images and description of a sculpture unveiled in 1997 to celebrate the 300th anniversary of Willem de Vlamingh's exploration and naming of the Swan River.

Geography Search

- Swan River
- Fremantle
- Blackwell Reach
- Canning River
- Mount Eliza
- Heirisson Island
- South Guildford
- The Causeway
- Matagarup





freycinet

www.freycinet.org.au

Chart of the Swan River by Francois-Antoine Boniface Heirisson, 1801.
Freycinet Collection, State Library of Western Australia.
slwa_b2112066_31slwa_b2112066_30



Garden Island 1801



Comprehension

- How did the French explorers describe Carnac Island?
- What flora and fauna did they record from their observations of Garden Island?
- Which part of the Western Australian coast line is thought to be where the longboat was wrecked on its attempt to return to the *Geographe*?
- What did Freycinet create to ‘amuse himself’ during the second excursion to Garden Island?
- What were the two names suggested for Garden Island prior to official publication?

Geography Search

- Garden Island
- Carnac Island
- Rottnest Island
- Cottesloe



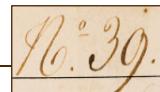
History Task – Perspectives

ACHHS085 - Identify different points of view.

The French scientist explorers highly valued the practice of acquiring new knowledge and understanding of the world. The recorded cartography and geography of Carnac and Garden Island was probably the first mapping of these islands. The chart displayed in the Freycinet Virtual Exhibit depicts details of part of the coast of Garden Island. These details were used for the highly regarded Baudin Atlas; formally known as the *Voyage of Discovery to Terres Australes*.

Complement the scientific perspective of these islands by finding out the Nyoongar cultural perspective of Garden and Carnac Island and how they came to be. Search for information about the Walyalup Dreaming Story and about the fight between the Yondock and the Wagyl that eventuated in these smaller islands being formed to the west of the mainland.

Extension



- What does the Zamia Palm look like?
- What is the methodology for making Zamia Palm nuts safe to eat?
- Listen to the ABC audio script of Des Crowley, Manager of the Rare Printed Collections section of the State Library of Victoria, describing the content of the 1807 Baudin’s Atlas. Pay particular attention to the Australian animals he mentions that fascinated the French scientists. Access the audio recording at the address below and scroll down the page for the heading: *Jewel - Nicolas Baudin Atlas*.

<http://www.abc.net.au/radionational/programs/artworks/features/jewel/>

Links



<http://www.youtube.com/watch?v=GY1hIJKmzA>

1.18 minute clip of seals around Garden and Carnac Island.

<http://fremantlesociety.org.au/blog/tag/making-walyalup-dreaming/>

Highlights the Nyoongar story of how Rottnest, Garden and Carnac Islands were formed.

<https://archive.org/details/voyagedecouve02pr> View Baudin’s published Atlas.

www.nyungar.com.au/knowhow.html

Left hand side of the website provides a brief description of the Zamia Palm, what it was used for, and how to eat it safely.

Depuch Island 1801

Freycinet

Comprehension

- Which group of scientists did Baudin forbid from exploring the island? How do you think they felt about this?
- What were the natural features Ronsard recorded on *Depuch Island*?
- What evidence of habitation did Ronsard record?
- List the animals that were seen on the island.
- What was geographically unique about this area compared to all previously investigated parts of *New Holland*? Do you think Baudin should have given scientists more time to explore this further? Why?
- Why did Jean-Baptist Leschenault think it was a good idea for the island to be called *Trois Fontaines* – Three Springs?
- What does the word *sable* mean in French?

Geography Search

- Depuch Island
- Karratha
- Port Hedland
- Sable Island
- Ronsard Island
- Leschenault Peninsula



History Task – Identifying Historical Sources

ACHHS0216 – Identify sources.

The Depuch Island chart showing Sable Island and the coastline of the mainland was the first geological evidence French explorers recorded of a volcanic presence on New Holland. This is a significant *primary source* as it was created at the time of the French scientific expedition. The Freycinet Virtual Exhibit featuring the Depuch Island chart is a *secondary source*, as it was created well after the time of the French scientific study of Western Australia.

Make a list of the all the primary sources and secondary sources featured in the Freycinet Virtual Exhibit and its accompanying Education Resource. Reflect on which three primary sources you think are the most significant in the Freycinet Collection and explain why.

To view and zoom in on the items in the Freycinet Collection go to:

http://purl.slwa.wa.gov.au/slwa_b2112066

Extension

- What do the terms ‘reconnoitre the lands’ and ‘make soundings’ mean?
- Find out where mineralogist Louis Depuch was born and where he died.
- An *official report from the Shire of Roebourne claims that “*Depuch Island has probably the greater concentration of Aboriginal engravings than any other place in Australia, comparable with the Burrup Peninsula.*” Find out about the cultural significance of Depuch Island to the Ngarluma people and the efforts of the Western Australian Museum to conserve their rock art.



Links

* Source: www.roebourne.wa.gov.au/Assets/Documents/Document%20Centre/LGHI/14._Depuch_Island.pdf

www.ala.org.au/ *Atlas of Living Australia* website. Just type in the names of the places the French scientists visited, i.e., Depuch Island, and it lists the biodiversity of the area. Brilliant!

<http://splash.abc.net.au/media/-/m/105970/using-mitochondrial-dna-to-identify-species> Super brief clip on how the Perth Zoo is using mitochondrial DNA to identify a species of rock wallaby extinct on Depuch Island – the very species that the French scientists would have recorded observations of in 1801. Impressive!

Identifying Historical Sources

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Virtual Exhibit

Charts (maps)

Lead drawings

Ink drawings

Engravings

Watercolours

Letters

Gaimard's Journal

Pewter plates

Primary Source



1801 Heirisson Chart

*Created at the time
of the event being
investigated.*

Education Resource

Saint Alouarn bottle
and ecu's (coins)

*You Tube clip

Instagram posts

Sources can be a bit tricky...

Instagram postings are typically a 'primary resource' as the photo and caption uploaded onto Instagram typically occurs at the actual time of an event being documented. The Instagram post example featured in the education resource however, is actually a 'secondary source' as it's using an image and making comment of something that occurred in the past. Hmmmm, tricky!

Virtual Exhibit

Virtual Exhibit site

Photos of primary
sources

Linked Websites

Sources can be a bit tricky... The official image of the camp at Shark Bay by Arago is both a primary and a secondary source. How? The original watercolour was created prior to the engraving that was used for the official version of events, thus, it can be argued that the latter is in fact a secondary source. However, because both items were created at the time of the event of the 1818 French expedition, it can also be considered as a primary historical source.

Secondary Source



2014 Virtual Exhibition

*Created after the
time of the event
being investigated.*

Education Resource

Newspaper articles

Blog entries examining
primary sources

Exhibition programs

Local Government Report

ABC Audio file

ABC Splash Media clip

Published Journals

Novels and Research Essays

Plate inscription translation

Painting of La Perouse and
King Louis XVI

Sources can be a bit tricky... *The You Tube clip could be argued as a primary source if it was being used to study seal behaviour of today. However, due to our focus on Garden Island at the time of the French scientists in 1801, the source is being used after that event, so it is deemed a 'secondary source.' **Confusing isn't it?** Use this confusion to your advantage and ask for student opinion on what category a source falls into and why. Encouraging them to justify their opinion will help strengthen their understanding of the complexities of sources. We're not alone; historians and researchers face this quandary regularly.

Shark Bay 1818

Freycinet

Comprehension

Set A

- What extraordinary sight welcomed the French when they arrived in Shark Bay? Beyond this pleasant introduction, what was their initial impression of the area?
- What was anthropologist Paul Gaimard hoping to achieve?
- What were Freycinet's priorities for the Shark Bay camp?
- Why was there a need to desalinate water?
- Why do you think the French scientists were focused on determining the shape of the earth? How did they contribute to this knowledge during their time at Shark Bay?
- What ocean delicacy did expedition members enjoy eating?
- Which two members were removed from the official engraving of the Shark Bay camp?

Geography Search

- Shark Bay
- Cape Inscription
- Cancale
- Brittany



Set B

- What example was given to indicate the French might have underestimated the knowledge of the Aboriginals in the area?
- What do you think the 1801 bay title '*Baie de l'Attaque*' implies?
- Briefly describe the interactions of the French and the Aboriginals of Shark Bay. How did Jacques Arago spark an impromptu 'corroboree'?
- Did Paul Gaimard have any luck in meeting the local population of Shark Bay? What did he in fact record during his time there?

History Task A – Gaimard's Journal

ACHHS083 Pose a range of questions about the past.

Paul Gaimard's journal is a primary source which allows us to get as close as possible to the original events that occurred. Along with Jacques Arago and Rose de Freycinet's journals, we obtain a much richer understanding of what it was actually like to be part of a scientific expedition and seeing new lands, flora, fauna and people for the first time.

Read through a short section of Gaimard's Journal (self-selected or teacher directed) and reveal which sections made you laugh, made you more curious, made you feel excited or even worried for the explorers. Take this further by bringing Gaimard's original accounts alive by acting out a particular section to the class. Discuss what questions you would ask Gaimard about his observations if you had the chance to go back in time and have a chat with him about it, i.e., *how does a mustard bath actually make someone feel better?* See Gaimard's reaction to a suspected case of poisoning. Go to <http://www.freycinet.org.au/gaimard-journal> and scroll down to page 276 & 277.

History Task B –

ACHHS084 Locate relevant information from sources provided.

The Freycinet Virtual Exhibit highlights an interesting fact that there is a significant difference in Pellion's original water colour and his official engraving of the Shark Bay camp. Examine both images (*overleaf or via the Zoomerfy technology for the on-line images*) and identify these differences using the *Original Versus Official Venn Diagram* on page 12. Discuss why the official engraving has 'left out' two members of the expedition party. Go to: http://purl.slwa.wa.gov.au/slwa_b2112066

Shark Bay 1818 *continued*

Freycinet

Extension

- What do the terms ‘stow away’ and ‘approbation’ mean?
- What does a pendulum look like and for what it is used?
- 1818 was actually the third time French explorers had visited Shark Bay. Freycinet had visited Shark Bay under the command of Baudin in 1801, but another Frenchman had achieved a great deal more during his visit to the area to survey the coast in 1772. *Louis François Marie Areno de Saint Alouarn* claimed the west coast of Australia for France at an official ceremony at Shark Bay when surveying the coast in March 1772. Alouarn left a bottle behind containing a document that formalised the *Prise de Possession* (taking possession) on behalf of King Louis XV, along with écu's (coins) dated 1767 to demonstrate France's claim of the area. However, they weren't actually found until 2009. These significant artefacts are displayed in the Western Museum Shipwreck Galleries in Fremantle. Find out more about Saint Alouarn's voyage and the mystery of the *Prise de Possession* document from the following sites:

<http://museum.wa.gov.au/exhibitions/journeys/The Explorers/de Kerguelen and de Saint Alouarn.html>

<http://museum.wa.gov.au/research/research-areas/maritime-archaeology/batavia-cape-inscription/cape-inscription/de-saint-alouarn>

- The interaction between the French explorers and the Aboriginals at Shark Bay was the first recorded occasion that depicted a cultural exchange, representing a highly significant snap shot of our history. Search for a digitised copy of Jacques Arago's 1822 sketch of this historic interaction via the National Gallery (Trove) data base.
- Start your search at: <http://trove.nla.gov.au/> using the French key words: *Ille. Hollande, Baie des Chiens-marins, Presqu'ile Peron, entrevue avec les sauvages.*

Links



http://purl.slwa.wa.gov.au/slwa_b1745716_001 View Paul Gaimard's Journal in its entirety.

<http://nla.gov.au/nla.pic-an9031315> TROVE address for viewing Jacques Arago, 1822 *Ille. Hollande, Baie des Chiens-marins, Presqu'ile Peron, entrevue avec les sauvages.* © National Library of Australia.

<https://archive.org/details/narrativeavoyag00araggoog>

View Jacques Arago's translated Journal: *Voyage Round the World, in the Uranie and Physicienne. (1823)*

<http://www.elaineforrestal.com.au/notes/?title=to-see-the-world> Provides comprehensive Teacher Notes that prompts interesting examination of Rose de Freycinet and the Mauritian boy who were both removed from the official version of the Shark Bay camp. The notes are connected to the novel: *To See the World* by Elaine Forrestal.

http://www.sharkbay.org/aboriginal_occupation.aspx

Information about the Aboriginal history and culture of the Shark Bay area.

<http://www.youtube.com/watch?v=xX5GqPGxfJQ>

Super quick clip on how to make a simple pendulum and how it works.

<http://teachertomsblog.blogspot.com.au/2010/04/pendulum-painting.html>

Diagrams showing how to make geometric artwork using a pendulum.

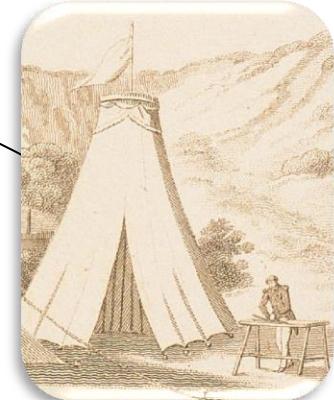




Original *versus* Official



slwa_b2112066_29



slwa_b2112066_24

same

Original versus Official

ANSWERS



slwa_b2112066_29

The original displays Rose and her Mauritian companion outside her tent with Freycinet working beside them at a bench trestle.

The original displays a much lower, detailed shoreline of Shark Bay.

The original displays planks of wood to the left hand side of the image. Perhaps these are used for walking out to a small boat or a bridge to a sand bank?

A random bucket is present along the shoreline and the barrels around the cooking fire are very untidy in their arrangement.

Technique used to convey the scene is a water colour and ink drawing.

same

Technique used to convey the scene is an engraving.



slwa_b2112066_24

The official version shows no sign of Rose and her companion. Freycinet however, is still positioned beside an elaborate looking tent.

The official version displays a higher, aesthetically pleasant looking tide level.

The official version shows no sign of the planks in the water.

The barrels beside the cooking fire are much neater in their arrangement

Characters appear to be better dressed and more 'active' in the official version.

Take note of how elaborate Rose de Freycinet's tent design is compared to the other tents in the camp. Why do you think this is the case? Do you think Freycinet's superiors would question this when they saw the published account of his voyage?

Hartog Island 1801 & 1818

Freyinet

Comprehension

- What was the Shark Bay area known as at the time of the French expeditions?
- Which European explorer gave it this name and why?
- What was left behind to document this visit to the land in 1616?
- Who left an engraved pewter plate in the same location in 1697?
- What did Freycinet and Hamelin argue about at Hartog Island in 1801?
- How did Jaques Arago feel about Freycinet's ensuing actions in 1818?

Geography Search

- Dirk Hartog Island
- Cape Inscription
- Shipwreck Galleries Maritime Museum Fremantle



History Task A

Freyinet clearly wanted possession of the de Vlamingh plate but was denied its claim in 1801 under the command of Emmanuel Hamelin. He did however obtain the plate 17 years later during his own maritime expedition and eventually presented it to the *Academie des inscriptions et belles-lettres* in 1821. Organise a class debate with opposing teams arguing Freycinet's right to claim the de Vlamingh plate for his own country. Highlight the ethical issues, storage issues, country of origin...etc.

History Task B

ACHHS087 – Use a range of communication forms and digital technologies.

One hundred and twenty five years later, the return of the de Vlamingh plate to Australia was surrounded by debate and controversy regarding the state in which it should be displayed. Find out more about this topic by searching for related digitised newspaper articles via Trove. (*Note that Trove features relevant articles published in Western Australian, Canberra, Kalgoorlie and Sydney newspapers.*) After collecting and reading these articles, organise a second class debate with opposing teams arguing if the de Vlamingh plate should be displayed in Canberra or Western Australia and why. Even though we know the outcome, it took many years to determine its current resting place.

History Task C

ACHHS081 Sequence historical people and events.

Complete the time line overleaf regarding the vast journey the actual de Vlamingh plate has taken over its lifespan. Write a brief description of what occurred to the plate and who was involved beside each year listed. Think ahead to 2047 and write about how the plate's 350th anniversary could be celebrated.

Extension



- Find out where *Hamelin Bay* is located.
- What is pewter made out of?
- Which 2013 Australian exhibition featured the de Vlamingh plate?

Links



<http://trove.nla.gov.au/newspaper?q>

Starting point for Trove NLA digitised newspaper data-base search.

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

Great background information about the 1616 Dirk Hartog plate and the history of Shark Bay.

<http://museum.wa.gov.au/research/research-areas/maritime-archaeology/batavia-cape-inscription/cape-inscription/hartog>

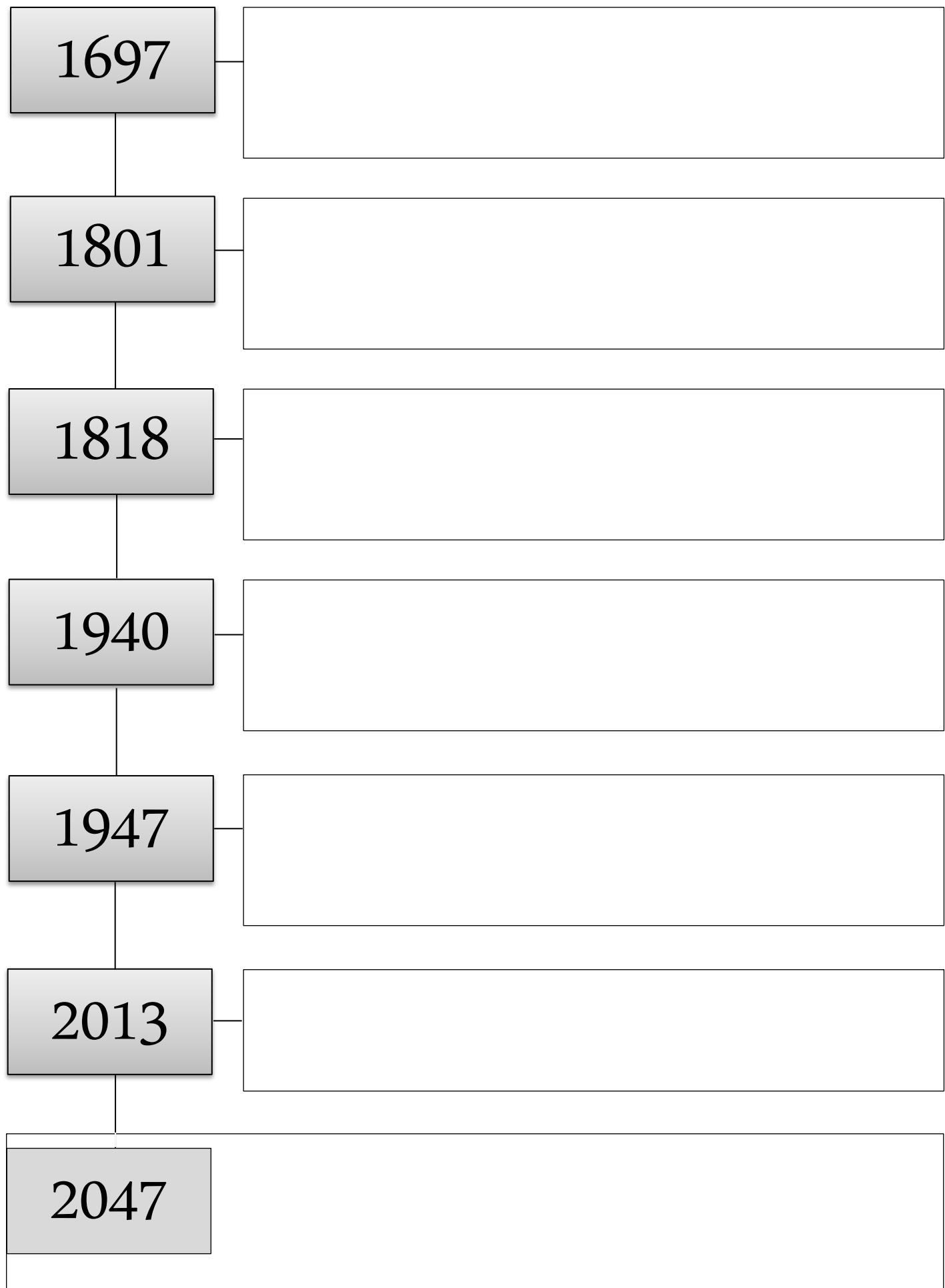
Provides the English translation of both the Hartog and de Vlamingh plate inscriptions.

<http://museum.wa.gov.au/about/latest-news/de-vlamingh-plate-headed-canberra>

2013 display of the de Vlamingh plate in Canberra for the Mapping Our World exhibition.

de Vlamingh Plate Time Line

freycinet



de Vlamingh Plate Time Line **ANSWERS**

Freycinet

1697

Dutchman Willem de Vlamingh discovers Dirk Hartog's 1616 pewter plate at Eendracht Land. De Vlamingh removes the plate but replaces it with his own that includes the original Hartog inscription and details of his own visit. The plate is nailed to a post in an area that becomes known as 'Cape Inscription.'

1801

French explorers of Baudin's expedition discover de Vlamingh's plate. Ship commander Emmanuel Hamelin forbids the plate's removal, even though Lieutenant Freycinet argues strongly to do so. Freycinet believes it should be preserved. Hamelin believes it would be sacrilegious to remove it.

1818

Freycinet now in command of his own expedition arrives in Shark Bay and sends a search party to locate the plate on Hartog Island. They are successful. The plate goes on to survive the wrecking of the Uranie in 1820 and is submitted to an academy of the Institute de France in 1821.

1940

Pre WWII, the de Vlamingh plate is held in the archives of the Institute de France. It is 'found' in a storeroom in 1940.
The plate goes on to survive a World War!

1947

The plate is returned to Australia. Prime Minister Ben Chifley receives the plate from the French Ambassador in 1947. There is great debate on where it should be displayed: Canberra, the nation's capital, or Perth; the capital of the state in which it was first located. The plate finally finds its resting place in the Shipwreck Galleries Maritime Museum in Fremantle, Western Australia in 1950.

2013

The de Vlamingh plate is relocated to Canberra for a period of time to be displayed in the 'Mapping Our World' exhibition at the National Library.
<http://www.nla.gov.au/exhibitions/mapping-our-world>

2047

Students create their own ideas for how the 350th anniversary of the de Vlamingh plate could be celebrated. Hold a birthday party at Cape Inscription? Launch a designer pewter plate set? Who would you invite? How would you promote the event? Imagine the state government is giving you **\$500,000** funding to do something spectacular!

Falkland Islands 1820

Freycinet

Comprehension

- What tragedy occurred at French Bay?
- What was the crew's first impression of the land close to where the *Uranie* had run aground? To which location in West Australian did he compare it with?
- What did the expedition members survive at the Falklands?
- Why did Freycinet send some of his crew to the Saint Louis Settlement? What did the search party find there?
- As well as the concern for loss of life, what else did Freycinet worry about losing?
- What was unique about the sacks of flour that the Chaplain gave to the cook to use?
- What plans did Freycinet make to organise the rescue of the crew and cargo of the *Uranie*? How did the group eventually get off the island and return to France?

Geography Search

- Falkland Islands
- Cape Horn
- Bay of Good Success
- French Bay
- Port Jackson
- Saint Louis Cove
- Spain
- Montevideo
- Bougainville



Art Task – Exploring the Freycinet Collection

ACAVAM110 - Explore ideas and artworks from different cultures and times to use as inspiration for their own representations.

Examine the artworks created by Arago, Pellion, and Marchais at the Falkland Islands in 1820. Find out what materials were used to produce these records. What types of implements were used? What type of paper was used? Consult the document: *J S Battye Library of Western Australia History Private Archives – Freycinet Collection Listing*, which reveals the forms, techniques and materials Freycinet's scientists and artists used during the expedition to record their observations. Go to: http://www.slwa.wa.gov.au/pdf/mn/mn2001_2500/mn2146.pdf Follow this up by making your own art using the same techniques and materials the French used. (See overleaf.)

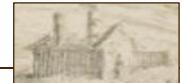
Find out more about how the items in the Freycinet Collection, including Freycinet's own signature and motifs in Gaimard's Journal inspired the design of the Freycinet Virtual Exhibit at: <http://andrew-s-bowman.blogspot.com/2014/05/use-of-historical-imagery-freycinet.html>

Extension



- Freycinet mentions another French explorer in his records: "More unfortunate even than *La Perouse*'s crew." Find out more about this *La Perouse* whom the European community were obsessed with for years and wrote songs, stories and plays about the possible fate of his expedition.
- Google Map search the NSW suburb *La Perouse* in Botany Bay. What is located there to honour the memory of this French explorer? How many kilometres is it from your school?

Links



http://www.ngv.vic.gov.au/_data/assets/pdf_file/0004/551398/Napoleon_samplepages_ngv.pdf
Wonderful image of *La Perouse* being instructed by King Louis XVI to explore the world, particularly Terra Australis. Pay close attention to where the King is pointing on the map – it's the west coast of Australia!

http://www.sl.nsw.gov.au/discover_collections/society_art/french/perouse/
Great images of items relating to *La Perouse*'s journey and the fate of his expedition.

http://museum.wa.gov.au/exhibitions/journeys/The_Explorers/de_Bougainville.html

Highlights the French explorer Louis-Antoine de Bougainville who established the St Louis Settlement in the Falklands in 1764.

Visual Arts Activities



Drawing & Sketching

The content of the Freycinet Collection could very well be perceived as 'art' but during the time of its creation, the intention was not to create art but to record scientific observations of an unknown world during the *Uranie's* voyage. Interestingly, its purpose as a 'scientific record', was revisited in 2001 when Pellion's 1820 depiction of the *Camp at the Falklands* was used as a source to locate the wreck of the *Uranie* by the Western Australian Museum (WAM) Maritime Archaeology team.

View Pellion's drawing at http://purl.slwa.wa.gov.au/slwa_b2112066_28 and do an online search for the PDF document: *Rose and Louis de Freycinet in the Uranie an illustrated research essay for the WA Museum's Journeys of Enlightenment exhibition 2008* (p. 27) to learn more about the Western Australian Museum's 2001 attempt to locate the wreck of the *Uranie* and how artworks were used to assist.

Scientists on both Baudin's and Freycinet's expeditions drew countless images of flora and fauna. Birds were of particular fascination to some because of their shape and colour. Practise your bird drawing skills by watching the following You Tube clip:

How To Draw a Bird - Real Time Quick Sketch at <http://www.youtube.com/watch?v=q56XUU2zzFk>

Freycinet himself would have practised countless bird drawings till being proficient to create something spectacular like his hand coloured engraving of a Timor Parrot 1924, which can be viewed in the State Library of NSW collection at: <http://www.sl.nsw.gov.au/events/exhibitions/2006/glory/images/4.html>

Water Colours

One of the most controversial items in the Freycinet Collection is Arago's 1818 'unofficial' water colour and ink record of the Shark Bay camp. It features Rose de Freycinet and her young Mauritian companion outside her elaborate tent with Freycinet working at a trestle beside them. The official engraving of the campsite however fails to include these 'unofficial members' of the expedition. View Arago's water colour and ink record at: http://purl.slwa.wa.gov.au/slwa_b2112066_029 and entertain the idea of being an official artist for the French expedition and hone up on your water colour painting skills by viewing the following YouTube clips:

How To Draw nature painting with water colour - <http://www.youtube.com/watch?v=XKHQHeFOzd4>

How To Draw birds painting with using thumbs & water colour - <http://www.youtube.com/watch?v=L-RJzUNapvY>

Quill Nib Writing

The written accounts of Freycinet's expedition are works of art themselves. Gaimard's Journal is a fine example of this. The writing style and materials used to journal the experience of life at sea and discovering new lands is elaborate in comparison to our modern day plastic pens and Reflex paper. As the surgeon and naturalist of the expedition, Paul Gaimard often had a clerk recording notes for him, but much of his journal contains his own writing, as well as marginal drawings by Arago. Look through Gaimard's Journal and reflect upon the style of his writing and compare it to your own handwriting style. Follow this by learning more about writing implements used in the 19th century and have a go at writing a letter using a quill nib pen and ink on wove paper.

View Gaimard's Journal at http://purl.slwa.wa.gov.au/slwa_b1745716_001

View YouTube clip *Introduction to Feather Quill Pens* at http://www.youtube.com/watch?v=_8IAstpEfi0

Australian Curriculum Links



The tasks suggested above relate to the following strands of the Australia Arts Curriculum – Year 4 Visual Arts:

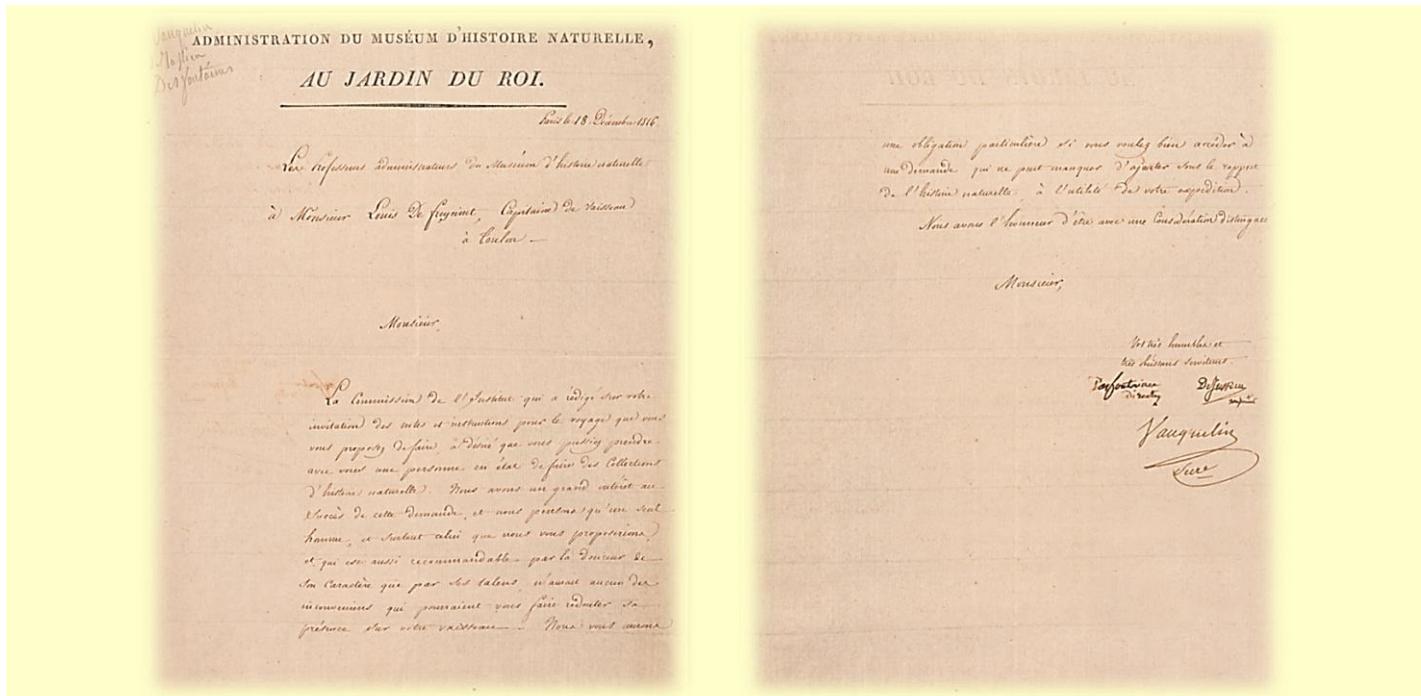
- Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110).
- Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111).

LOTE – French to English Language Translation Task

Museum national d'histoire naturelle

Freycinet

The National Museum of Natural History France; founded in 1793, catalogued natural history collections using a system developed by natural science philosophers of France who were part of the *Enlightenment* movement. This protocol led to detailed accounts of French voyages being published through government funds. The journals and objects collected from these expeditions then became the property of ‘the people’ who could view them in state institutions. See below, images of a two page letter from the *Muséum national d'histoire naturelle* to Freycinet indicating their involvement in the planning of the Freycinet’s expedition as well as the importance of taking a scientist of natural history on the voyage (to study flora and fauna observed).



Letter of Louis Vauquelin, René Desfontaines and Antoine-Laurent de Jussieu from the *Muséum national d'histoire naturelle* (France) written to Louis de Freycinet, Paris, 1816 December 18, *Australian Library Collections*, National Library of Australia, MS Acc10.185. To view the letter in detail, go to: www.freycinet.org.au/letter

Extension

- As a French language challenge, try translating the content of letter into English lanugae. Use a French dictionary (*there might be one in your school library*), or, use an on-line language translation tool to assist: <http://imtranslator.net/translation/french/to-english/translation/>
- The 1816 letter contains signatures of three French professors of science: *Louis Vauquelin*, *René Desfontaines* and *Antoine-Laurent de Jussieu*, who were prominent scientists in their own right. Find out more about their contributions to science using the links listed below.

Links

<http://www.france.fr/en/museums/national-museum-natural-history.html>

Brief description about the National Museum of Natural History France.

<http://www.nndb.com/people/901/000100601/>

<http://periodic.lanl.gov/4.shtml>

http://en.wikipedia.org/wiki/Ren%C3%A9_Desfontaines Information about René Desfontaines.

<http://www.britannica.com/EBchecked/topic/308691/Antoine-Laurent-de-Jussieu>

Information about Antoine-Laurent de Jussieu.



} Information about Louis Nicolas Vauquelin.

See below for the English translation of the 1816 letter from the *Museum national d'histoire naturelle* (National Museum of Natural History France) to Freycinet.

Administration of the Museum of Natural History,

At the Jardin du Roi

Paris, 18 December 1816

The Administrators of the Museum of Natural History

To M. Louis de Freycinet, post-captain, at Toulon

Sir,

The Committee of the Institute which has, at your invitation, compiled notes and instructions for the journey you propose to undertake, enjoins you to take with you a person able to collect specimens of natural history. We are eager that our request should be fulfilled, and we believe that a single individual – and especially the man whom we would like to propose, and whom we commend to you as much for his good nature as for his abilities – would give you no cause to regret his presence aboard your ship. We will be greatly in your debt if you accede to our request – which cannot fail to enhance the value of your expedition in the domain of natural history.

We are honoured to remain, Sir, your very humble and obedient servants.

*Desfontaines
Director*

*De Jussieu
Professor*

*Vauquelin
Secretary*

Between the 17th and 20th centuries, Europe underwent a considerable transition in attitude toward man's interaction and place in the natural world. Religious and superstitious perspectives traditionally relied upon to explain nature and behaviour were challenged by concepts emphasising rational thought and empirical approaches to examining the world. The progressive ideas born of this time came to be known as the *Age of Enlightenment*.

In France, writers, intellectuals, artists, scientists, politicians and commoners alike, contributed to the underpinning thoughts of the *Enlightenment* movement through debate and discussion in 'salons.' Salons were hosted by aristocratic women called *Salonnieres* who regulated both the guest list and the topics discussed during these social, intellectual, gatherings.

With its devotion to reason and progress, the *Enlightenment* movement influenced goals and protocols of French maritime expeditions of this time. The excerpts below highlight the importance of the *Enlightenment* movement in these realms.

"The European intellectual movement of the 17th and 18th centuries known as the Enlightenment had a profound effect on the aims and objectives of European exploratory voyages to Terra Australis or Terres Australes. The era affirmed the ascendancy of Europe over the rest of the world and marked the beginning of a new phase in the history of oceanic exploration. Journeys were undertaken with clearly defined political, economic and scientific goals, political powers taking a hand in the organization and financing of the expeditions. A serious voyage was no longer conceivable without a group of scholars, specialists in diverse disciplines such as astronomy, mathematics, physics, natural sciences, and so on."

Myra Stanbury, Curator, Department of Maritime Archaeology, Western Australian Museum Perceptions of Terra Australis, A symposium, 12-13 June, 2009, University Club.

During the European Enlightenment, with the shift in the paradigm of knowledge towards an experimental, rationally-based understanding of nature, the voyage of discovery underwent a dramatic transformation and, with this, the modes of recording the voyage. The Enlightenment scientist sought mastery over nature, working to systematize knowledge and to appropriate the natural world through measurement and classification, a sister project to colonization. (p.106)

The Baudin expedition, in its scope and achievements, represents Enlightenment knowledge gathering at its most ambitious: the exhaustive measurement, description and classification of objects of the natural world. In a quantitative sense, its achievements were stupendous: 72, 120 items (including drawings) were brought back to France, providing raw material for future research. (p.128)

Margaret Sankey, Writing and Rewriting the Baudin Scientific Expedition to the Southern Hemisphere, 1800-1804, Explorations and encounters in French, 2010.

*The Parisian salons of the 18th century allowed women to play a positive role in the public sphere of French society. Salons provided a unique outlet where women's ideas could be heard. Women, in addition to conversing with men at an academic level, had the power to influence the topics major philosophers studied. The cross-class communication that salons fostered also allowed social groups, which had never before interacted, to share ideas. Women's contributions to the development of intellectual and scientific ideas through their role as *salonnières* marked a cultural shift in how women should be accepted and involved in society. Though still limiting, salons forged the way for women's rights and leadership in the arts and sciences.*

Source: <https://sites.google.com/a/wisc.edu/ils202fall11/home/student-wikis/group4>

In-depth Study Essay Task

Choose one of the following topics to investigate:

- Explain how the *Enlightenment* movement challenged existing perceptions of the world and how this consequently influenced French exploration of Terra Australis.
- How did the philosophy of the *Enlightenment* movement influence French explorers response to the Australian landscape and the indigenous people they encountered?
- How did *Salonnieres* contribute to the *Enlightenment* movement?
- How did the *Enlightenment* movement act as a platform to improve women's rights and opportunities in the arts and sciences?
- How did the *Enlightenment* movement influence perceptions of economy and politics across the 19th century?
- Who do you think is the most influential person from the *Age of Enlightenment*? Explain why using examples to reinforce your opinion.

An Enlightened Approach

- Locate relevant primary and secondary sources to support your essay.
- Present your essay in a conventional style framing it with an introduction, main body and conclusion, accompanied by a list of sources used.
- Explain through a conversation with someone why it's worthwhile to investigate your selected question.

Australian Curriculum Links

The tasks suggested above relate to the following strands of the Year 9 Australia Curriculum – History Skills

- Evaluate and enhance these questions (ACHHS167).
- Identify and locate relevant sources, using ICT and other methods (ACHHS168).
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170).
- Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171).
- Identify and analyse the perspectives of people from the past (ACHHS172).
- Identify and analyse different historical interpretations (including their own) (ACHHS173).

Links

N.B. This list is merely a starting point for investigating the *Enlightenment* movement.

<http://plato.stanford.edu/entries/enlightenment/> Stanford Encyclopaedia entry on *Enlightenment*.

<http://changingminds.org/explanations/research/articles/enlightenment.htm> Summary of the four areas of change the *Enlightenment* movement had significant influence on.

<http://quizlet.com/8562019/ch22-s3-the-enlightenment-spreads-flash-cards/> Enlightenment key words.

<https://sites.google.com/a/wisc.edu/ils202fall11/home/student-wikis/group4> Information about Salons.

<http://www.adelaide.edu.au/press/titles/explorations/> Baudin's voyage and its Enlightenment achievements.

http://members.tripod.com/mr_sedivy/quotes7.html List of quotes from major players of the *Enlightenment*.

Comprehension Responses - ANSWERS



Introduction

- What is in the *Freycinet Collection?* *Drawings, engravings and water colours created during the time of Baudin's and Freycinet's expeditions to Terra Australis.*
- Why were the French so interested in learning about the geography, flora and fauna of Western Australia? *France was interested in the maritime exploration of unknown lands to restore national prestige as an 'intellectual giant' of Europe due to recent military defeats.*
- What does the term '*Age of Enlightenment*' refer to? *A period of time in history devoted to the 'pursuit of knowledge' through scientific observation of the world.*
- What do the names of the French ships mean? *Naturaliste* = expert in natural history.
Geographer = expert of natural features of the earth. *Uranie* = Muse of Astronomy; this discipline relates to the study of the stars, planets and the universe as a whole. *Physicienne* = Physicist; expert in the study of matter and energy.
- How does this fit in the theme of 'acquiring knowledge of the world?' *These are scientific disciplines that are devoted to the pursuit of knowledge.*
- Who was the famous French Empress whose garden estate in Paris featured specimens from Baudin's expedition? *Empress Josephine Bonaparte.*

Swan River

- On what date did the French arrive at the mouth of the Swan River? *17th June 1801.*
- Which creatures were found in the deeper water of the river? *Pelicans.*
- What was found on the shores of the river? *White, gelatinous, transparent jellyfish.*
- List the different types of land formation recorded. *Sand dunes, limestone rocks, cliffs, forest, hills, beach, swamplands, and mountains.*
- What happens to a black swan's red beak soon after it dies? *Its beak colour changes to black.*
- Why did the French choose to spend the night in their long boat rather than camp on the river shore on the 21st June 1801? *They heard a terrible noise coming from the reeds that filled them with terror, so they chose to sleep uncomfortably on their longboat for the night. (It was most likely a 'Bittern Bird.'*
- What astonished the French group while exploring the Swan River? *The size of a human footprint they found.*
- What man-made item did the group find and use on the 19th June? *A freshwater well.*

Garden Island

- How did the French explorers describe Carnac Island? *Small and arid.*
- Which creatures 'discouraged' the Frenchmen from exploring the island? *Sea-lions.* What was the response of the French? *They slaughtered them.*
- Which part of the Western Australian coast line is thought to be where the longboat was wrecked on its attempt to return to the *Geographe*? *Cottesloe Beach.*
- What did Freycinet create to 'amuse himself' during the second excursion to Garden Island? *He made a map of a section of Garden Island.*
- What were the two names suggested for Garden Island prior to official publication? *Ile aux ours (Seal Island) and St Cirq, in honour of sub lieutenant Jacques Saint Cirq.*

- Which group of scientists did Baudin (1801) forbid from exploring the island? *The naturalists.*
- How do you think they felt about this? *They would have been FURIOUS!*
- What were the natural features Ronsard recorded on *Depuch Island*? *Basalt prisms, sharp rocks, sand bars, oxide covered rock and natural ground gardens.*
- What evidence of habitation did Ronsard record? *Fires (campfire) and freshly broken pieces of lava.*
- List the animals that were observed on the island. *Kangaroo, a 'big dog', birds, snake, shellfish, grasshoppers, flies, ants and butterflies.*
- What was geographically unique about this area compared to all previously investigated parts of *New Holland*? *Ronsard believed the area was volcanic; a geological characteristic not yet observed in Terra Australis- New Holland.* Do you think Baudin should have given scientists more time to explore this further? Why? (Personal opinion to be explained.) Yes, *Baudin should have given the scientists more time to observe an area considered geologically unique, as it was a cardinal aim of his voyage to collect scientific data about unknown land. Baudin was negligent of this on this occasion.*
- Why did Jean-Baptist Leschenault think it was a good idea for the island to be called *Trois Fontaines* – Three Springs? *To indicate to future navigators that fresh water was located here.*
- What does the word *sable* mean in French? *Sand.*

Shark Bay

Set A

- What extraordinary sight welcomed the French when they arrived in Shark Bay? *A great number of whales frolicking in the water.* Beyond this pleasant introduction, what was their initial impression of the area? *Not positive – dull and harsh; 'everywhere aridity and death.'*
- What was anthropologist Paul Gaimard hoping to achieve? *He was excited to meet 'local inhabitants' and to examine them closely and exchange gifts with them.*
- What were Freycinet's priorities for the Shark Bay camp? *Set up an alembic system for desalinating water and to establish an observatory to record astronomical readings.*
- Why was there need to desalinate water? *The crew had not found any sources of fresh water so they were faced with the task of desalinating sea water to create safe drinking water.*
- Why do you think the French scientists were focused on determining the shape of the earth? *One of the main goals of the expedition was to measure the precise shape of the earth using astronomy.*
- What ocean delicacy did the expedition members enjoy eating? *Oysters.*
- Which two members were removed from the official engraving of the Shark Bay camp? *Freycinet's wife Rose de Freycinet and her Mauritian companion.*

Set B

- What example was given to indicate the French may have underestimated the knowledge of the Aboriginals in the area? *They left knives placed inside oyster shells to illustrate how they could be used to open up the shell and obtain oyster flesh.*
- What do you think the 1801 title '*Baie de l'Attaque*' implies? *That an attack occurred on the French during a previous expedition there in 1801. (An attack did not actually occur, but could have, when two expedition members had gone ashore and were threatened by a large group of Aboriginals.)*
- Briefly describe the interactions of the French and the Aboriginals of Shark Bay. How did Jacques Arago spark an impromptu 'corroboree'? *During explorations of Shark Bay, the French met a group of Aboriginals who motioned for them to go back to their ship and leave. It became very intense. Arago tried to 'break the tension' through an impromptu dance with a pair of castanets that were in his pocket. The Aboriginals responded in kind with their own dancing and music and a more friendly exchange ensued.*

- Did Paul Gaimard have any luck in meeting the local population of Shark Bay? What did he record during his time there? *No he didn't, however he did measure their footprints and make records about the man-made 'huts' that he saw.*

Hartog Island

- What was the Shark Bay area known as at the time of the French expeditions? *Eendracht Land.*
- Which European explorer gave it this name and why? *Dutchman Dirk Hartog named it after his ship Eendracht that anchored there en route to Batavia (Jakarta) in 1616.*
- What was left behind to document his visit to the land in 1616? *A flattened pewter plate featuring an inscription of Hartog's visit to the land.*
- Who left an engraved pewter plate in the same location in 1697? *Dutchman Willem de Vlamingh.*
- What did Freycinet and Hamelin argue about at Hartog Island previously in 1801? *French explorers on Baudin's 1801 expedition discovered de Vlamingh's plate at Cape Inscription. Lieutenant Freycinet argued strongly that they should take the plate with them to be preserved. Ship commander Emmanuel Hamelin forbade the removal of the plate believing that it would be dishonourable to de Vlamingh's efforts.*
- How did Jaques Arago feel about Freycinet's ensuing actions in 1818? *His journal record implies that he was not pleased with Freycinet's ordered removal of the plate during their time in Shark Bay.*

Falkland Islands

- What tragedy occurred at French Bay? *The ship Uranie was run aground (wrecked) after hitting a submerged rock.*
- What was the crew's first impression of the land close to where the *Uranie* had wrecked? *It made them feel anxious because it was a bare, barren looking shore and land.*
- Which location in West Australian did Freycinet compare it to? *Shark Bay.*
- What did the expedition members survive on while they camped on the Falklands? *Seals, birds, penguins, horses and bread made from sacks of flour salvaged from the wreck.*
- Why did Freycinet send some of his crew to the Saint Louis Settlement? *To inform anyone there of what had happened and to get help if possible.*
- What did the search party find there? *Empty buildings and inscriptions of other visitors to the island. The absence of people there made the French feel sad which would have added to their existing low morale.*
- As well as the concern for loss of life, what else did Freycinet worry about losing? *The expedition's papers, journals and collected specimens.*
- What was unique about the sacks of flour the Chaplain gave to the cook to use? *In Quam, the French received sacks of flour made from a local plant. These were stored on ship as pig food. The Chaplain, however, found it to be a very good hair fixing product.*
- What plans did Freycinet make to organise the rescue of cargo and crew of the *Uranie*? *After declaring the *Uranie* as 'irreparable', Freycinet ordered sailors to repair and refit the expedition's long boat which was to be sailed to Montevideo where the crew would arrange to send a rescue ship to the Falklands to collect surviving crew and cargo.*
- How did the group eventually get off the islands and return to France? *Freycinet purchased the ship 'Mercury' that arrived at the Falklands a month after the *Uranie* had run aground. By late April, the French crew and precious cargo made their way homeward.*

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<http://www.ias.uwa.edu.au/conf/neer09>
<http://www.lib.vt.edu/help/research/primary-secondary-tertiary.html>

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