



**Reflection Cards**

Explain that the interactive screen can only have a few hands on it at a time.

Distribute Reflection Cards to explore the gallery. Meet at My Actions Count and My Voice Matters and discuss as a group, sharing their questions and answers.

**Governor Gawler's Feast**

What do you think is happening in this painting?  
Where do you think this is taking place and when?  
Who looks like they are in charge? What makes you say that?

**My Actions Count and My Voice Matters**

Have students take the time to use a peg to place where their opinion falls when answering the question.  
Hold a group discussion on whole class results.  
Place into pairs and take turns spinning the wheel to receive an activity card.

When you walk in the entrance, walk to the back wall of the gallery so students can view the entire space. Ask students to place their bags along the back wall. Move students back to the main entrance so they can sit facing the painting.

## Governor Gawler's Feast

### Activity 1

Statement of Acknowledgement (Kurna – Adelaide)

Ask students to identify the traditional custodians of this very land we are standing on. Ask if anyone in the group identifies as Aboriginal. Ensure they feel valued and heard.

### Activity 2

Ask students just to spend a few minutes looking at this painting.

Use these questions as a guide to discuss the painting with the students.  
Hide the caption to the painting.

What do you think is happening in this painting?  
Where do you think this is taking place? When?  
Who looks like they are in charge? Why? How?

- This feast was held in November of 1838, focus on what everyone is wearing and the landscape
- Gawler went off to have his own feast away from this event in a marquee nearby
- Read out the title, unpack it?

Read aloud this part of the speech by Governor Gawler:

*"Black men!*

*We wish to make you happy. But you cannot be happy unless you imitate white men. Build huts, wear clothes, work and be useful. Above all you cannot be happy unless you love God who made heaven and earth and men and all things. Love white men. Love other tribes of black men. Learn to speak English. If any white man injure you, tell the Protector and he will do justice."*

Governor Gawler, 1838

This speech was translated into Kurna by the Aboriginal Protector.

What do you think were the Kurna people's reactions to this?  
How do you think this may have made people feel?  
Who looks like they are in charge?  
What is actually happening?

## Reflection Cards

### Activity 3

Print enough [Reflection Cards](#) to share amongst two students in the class. Distribute these and allow them to wander around answering the questions. Allow about 5 – 10 minutes for this activity and meet as a whole group in front of the *My Actions Count My Voice Matters* display which is the green section of the floor plan. All items are behind glass but the large Banner is not and we ask that it is not touched.

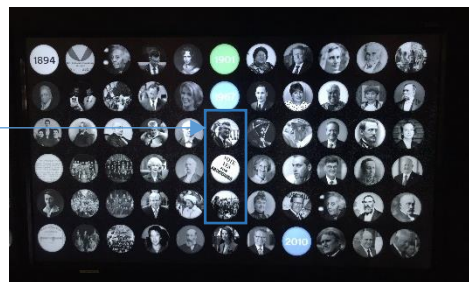
Ask students to share their questions and answers.

### Activity 4

While standing in front of the Digital Wall explain that only 5 or 6 people should use it at the same time. When something is opened, it needs to be closed so the program doesn't overload.

There are three that take up the entire two screens which users should ask others if it would be ok to open and view:

1. Vote Yes for Aborigines
2. Vietnam protest
3. Julia Gillard



### Activity 5

## My Actions Count and My Voice Matters

While sitting in front of this exhibition installation it is time for the students to vote and have their

voices matter.

They will be able to use a peg and place into a hole on the side of the peg board that best reflects their answer. By choosing yes or no this reflects what happens in a true election.

By placing the peg in the middle choosing neither Yes or No is an example of a “donkey” vote or an informal vote. [Discuss what these terms mean.](#)

Allow the whole group to view the results and have a class discussion or a debate between opposing point of views. [Why did you choose yes or no? Be prepared to support your decision.](#)

Students can also use the sticky notes to leave their thoughts and ideas in response to this question.

To choose a card for My Action Count they take a turn with a partner and spin the wheel. They can each take a card from the assigned colour from the wheel to further engage with contents of the gallery.

In the additional resource section there are five cards that can be used as post activities in the classroom.

## Teacher's Notes



### Governor Gawler's Feast

Martha Berkeley, 1838

Martha Berkeley was South Australia's first professional woman artist. This historic occasion that she painted shows the good intentions of the government towards the Kurna people and neighbouring Aboriginal groups.

This dinner was held near the River Torrens behind our present-day

Government House, on Saturday the 20<sup>th</sup> of October 1838. Standing to the right holding their spears are three Aboriginal elders, Kadlitpinna, Mallowirraburka and Ityamaitpinna of Willunga. Governor Gawler and William Wyatt the Protector of the Aborigines are seen supervising this event (the two male figures talking in the middle of the circle of people).

Blankets, boiled joints of beef and mutton, biscuits, rice and tea were given to about 300 Aboriginal people during the event. The dinner was then held each year on Queen Victoria's May birthday until 1861.

- Location is the same spot as we are standing. The event took place East of Government House which is currently the location where we are sitting.
- Feast provided by Gawler for the Kurna people to welcome them and they were fed biscuits, baked beef, rice and sweet tea. Between 200-300 Aboriginal people attended and a number of colonists. - Was the food appropriate for the diet of the Aboriginal people (meat, rice and sweet tea)? Who is welcoming who? Who has the right to do so?
- Rugs, blankets, woollen frocks, caps, tin dishes and cups were distributed – getting Aboriginal people to conform to British life, clothed etc.
- Kurna were trapped as the receivers of gifts in a system that yielded power and authority to the givers – this set up a mentality that positioned the lives that Aboriginal people have lived was worthless and that they should be grateful for the hand outs and new way of life the British were offering.
- Three Kurna men dressed in European clothing as part of the celebration who were the chosen leaders by the Europeans (Mullawirraburka **King John**, Kadlitpinna **Captain Jack**, and **King Rodney** Ityamaitpinna). How were these “leaders” chosen? Discuss

The headdress that Governor Gawler is wearing, the feathers have been preserved and are on display in the cabinet opposite where the painting is. Talk about the authority of the uniform and about the power it displayed.

**Additional Resources that can be used as pre and/or post visit activities found on the Centre of Democracy Website**

[Time Line](#)

[Time Line Post Activity](#)

[Bingo Cards](#)

[Pre and Post Visit Quiz](#)

[Research a Key Figure](#)

[List of People on the Digital Interactive](#)

[Democracy Walk Student Sheet](#)

[Democracy Walk Teacher Notes](#)

**My Actions Count Activity Cards**

- [Sign a Petition](#)
- [Electorates](#)
- [Dove is for peace](#)
- [Design a badge](#)
- [Write a postcard](#)