



Dirk Hartog 1616 - 2016

YEAR 3 HISTORY

Focus Question: Who was Dirk Hartog? Why should we remember him?

The resource was developed with support from the [Western Australian Government through Royalties for Regions](#), [HTAWA](#) and the [Western Australian Museum](#).

YEAR 3 HISTORY: Focus Question - Who was Dirk Hartog? Why should we remember him?

Activity 1: Evidence that Hartog landed on the Western Australian coast.

This pewter plate with a message written in Dutch was nailed to a wooden post on an island off the west coast of Australia in 1616. At this time Australia was called the “Unknown Southland” (*Terra Australis Incognita*). The plate has been verified as a flattened dinner plate from the Dutch ship, the *Eendracht*. As such it is a piece of actual evidence (primary evidence from the time studied), an artefact from the 1600s. The plate proves that the Dutch sailors actually stepped on land close to the west coast of Australia in 1616. The message and its English translation provided here give the first clue in the puzzle: Who was Dirk Hartog and why should we remember him?

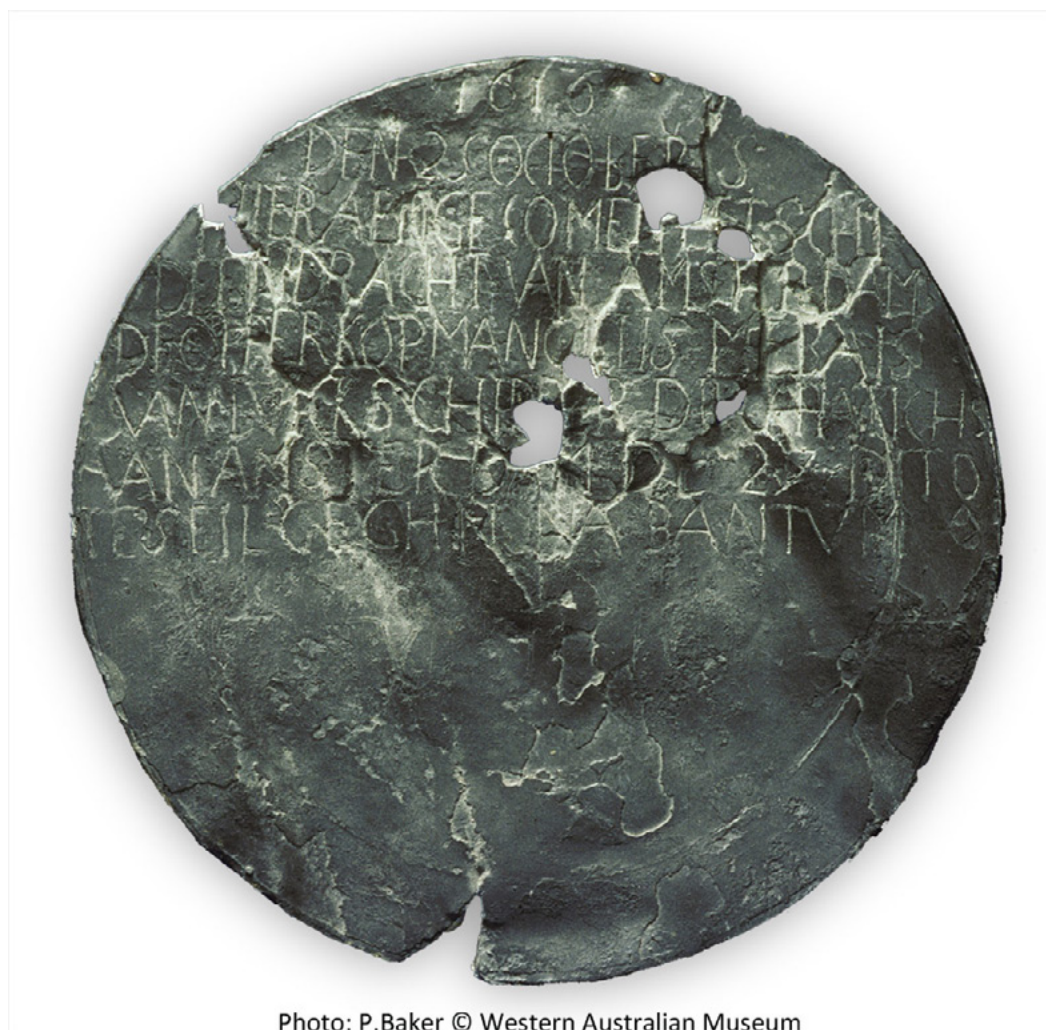


Photo: P.Baker © Western Australian Museum

Courtesy of the WA Museum

“1616 DEN 25 OCTOBER IS HIER AEN GEKOMEN HET SCHIP DEENDRAGHT VAN AMSTERDAM DE OPPERKOPMAN GILLIS MIBAIS VAN LVIK SCHIPPER DIRCK HATICHS VAN AMSTERDAM DE 27 DITO TE SEIL GEGHM NA BANTVM DE ONDERKOPMAN JAN STINS DE OPPERSTVIERMAN PIETER DOOKES VAN BIL ANNO 1616”

Translation “1616 THE 25 OCTOBER IS HERE ARRIVED THE SHIP EENDRAGHT [Eendracht] OF AMSTERDAM THE UPPERMERCHANT GILLIS MIEBAIS OF LIEGE SKIPPER DIRCK HATICHS [Dirk Hartog] OF AMSTERDAM. THE 27 [October] (we) SET SAIL FOR BANTUM [Bantam] THE UNDERMERCHANT JAN STINS, THE FIRST MATE PIETER DOOKES VAN BIL. ANNO 1616”

Ask your students to share any questions they have about the plate. The Visible Thinking routine “See, Think, Wonder” is a useful tool to encourage their questions. Type “Visible Thinking routine, See Think Wonder” into your search engine to access information on this routine.

Students may wonder about

- the places written on the plate (Amsterdam, Liege and Bantum),
- the titles of the people (Upper merchant, Under merchant, skipper),
- who Hartog was,
- Why they were sailing to Bantum,
- Why the Dutch left the plate,
- Why these Dutch sailors visited Australia.

Several articles can be accessed to help answer these questions. Type “indigitrax who was dirk hartog” into your search engine. The article by Phillip Playford provides a good summary of Hartog’s journey to the Southland. Another reading can be accessed by typing “VOC Historical Society Hartog and the discovery of Western Australia” into your search engine. The first six paragraphs relate to Hartog’s journey.

The terms provided here will assist the students to understand some aspects of 17th century Dutch exploration and trade, and will support their reading. The children can find definitions of the words as a class exercise. You could create a word wall or cut out the words and definitions for the students to match and pin on a wall display entitled “Why is Dirk Hartog important?” or “The Dirk Hartog Story” or “The discovery of Australia” etc.

| Term | Definition |
|--|--|
| Pewter | A metal made from tin mixed with lead (after the mid 1700s tin was mixed with copper and antimony) |
| Eendracht (Eendraght) | Hartog’s ship which means Unity , Harmony or Concord |
| Terra Australis | Land to the south or Southland. An early name for Australia. |
| VOC | Dutch initials for the United East India Company - Vereenigde Oost-Indische Compagnie, which was established in March 1602. Also called the Dutch East India Company. |
| Upper merchant (also called the Supercargo) | The chief representative of the VOC, a commercial agent who placed trade and profits for the VOC above all other concerns. He was able to force the captain to change course, stay in port, make treaties etc to ensure greater opportunities for VOC trade. |
| Under merchant | The deputy of the Upper merchant and the second most powerful man on an East India ship. |
| Brouwer Route | A faster route to the Spice Islands from Holland using the “roaring forties” trade winds south of Africa, promoted by Dutch trader Henrik Brouwer in 1611. |
| The Spice Islands | Tropical islands sometimes called the East Indies where pepper, cinnamon, nutmeg and cloves and other spices grew. The Dutch bought these products with silver and sold them in markets across Europe for huge profits. The region is now called Indonesia. |
| Batavia | A town in Java, an island in the East Indies, which became the centre of the Dutch East Asian trade. |
| Bantam (also called Banten) | A trading port in North West of Java |
| “Heeren Seventien” (Lords XVII or Gentlemen XVII). | Representatives from the six VOC Dutch cities: Amsterdam, Delft, Enkhuizen, Hoorn, Middelburg and Rotterdam which governed the VOC |
| Cartography | Map making. Nautical maps usually show the shoreline and land above water. |
| Charting | Detailed drawings of features beneath the water line to assist with safe navigation. |
| Pieces of eight | Spanish silver coins used to buy spices in the East Indies |
| Guilder | The official currency used in the Netherlands from the 17th century until the Euro was introduced in 2002 |
| Mariner | A person who assists in the navigation of a ship. |
| Hold | Storage area in a ship for equipment and cargo. |



Activity 2: From the Netherlands to the East Indies. Mapping Hartog’s voyage in the Eendracht.

This mapping activity helps to develop the concepts of cause and effect and significance as it assists in an understanding of the importance of Dirk Hartog in Western Australian history. Dutch navigators in the 1600s had difficulty calculating distance travelled. This meant that trade ships following the more efficient Brouwer route came dangerously close to the coast of the “Unknown Southland”. This led to the trading ships crashing into reefs close to the coast of the Southland or making short visits to the inhospitable land. It also meant that charting the coast was essential - a matter of life and death - for the Dutch East India Company.

See a map showing the Brouwer route that was taken by Hartog. Type “Life on Perth Dutch shipwrecks” into your search engine. On the home page scroll down a little way until you reach a map under the heading “Why were so many Dutch ships wrecked on the Western Australian coastline?” Project this map onto your white board or copy the map showing the old trade route, the Brouwer route and ship wreck coast.

Provide students with an enlarged blank map of the world and assist them to name the following on the map:

1. The route taken by Hartog to Asia (red one on the map)
2. The Netherlands (Holland)
3. Cape of Good Hope (Cape Town)
4. The west coast of Australia
5. Indonesia (the Spice Islands) Java, Bantam, Sulawesi

Encourage your students to illustrate their maps using images of Dutch trading ships and the spices they sought. Emphasise the distance travelled and the dangers that faced the Dutch traders who sailed across the globe to the Spice Islands. Travelling in wooden ships they were at the mercy of changing weather conditions, pirates, mutiny, disease and much more.

Note: The Year 3 Geography curriculum includes an understanding of countries close to Australia. Indonesia is a very important Australian neighbour.

An excursion to the Shipwreck Galleries in Fremantle will provide a wealth of information and artefacts from the Dutch East India ships in the 1600s. See [Guide to touring the Shipwreck Galleries](#) for ideas.

Cause and effect: A new sailing route, poor estimation of distance travelled meant many Dutch ships accidentally found the west coast of the Southland.

Significance: According to evidence Dirk Hartog and his crew were the first Europeans to make landfall on the west coast of the Southland. Historically that was very important.



Activity 3: How dangerous were the Dutch voyages?

The picture book by Mark Greenwood, *Fortuyn’s Ghost* published in 2007, was written to engage students in the exciting stories surrounding the Golden era of Dutch trade in Asia and the tragic consequences of this enterprise. The story is based on a Dutch East India ship which was lost on route to the Spice Islands in 1724. Although the story that inspired the book occurred after Hartog’s journey, the experiences of soldiers, sailors and merchants on board, the route and dangers facing the ship were similar to many other Dutch journeys to the Spice islands.

Reading *Fortuyn’s Ghost* to the class will enable students to imagine and discuss the dangers of the voyages from Europe to Asia which could take up to eight months. Students could brainstorm problems experienced by men and passengers on these sailing ships. These could include: storms and cyclones, disease, poor food, reefs, mutiny, pirates, becoming lost, plagues of rats and lice.

Vocabulary list to support your use of *Fortuyn’s Ghost*

| Term from the story | meaning |
|---------------------|--|
| lucrative trade | Buying products that can be sold for a very high price. Very profitable trade |
| stern | The back part of the ship |
| hull | The watertight body of a ship. The waterline is where the hull meets the water. |
| starboard | The right hand side of the ship |
| mainmast | The most important mast on the sailing ship |
| topsails | A sail above the lower sail |
| hand-log | Used to estimate the speed of a boat during the 17th century. Also called a chip-log. This was used before the chronometer was invented. |
| sand glass | A glass which uses sand to tell the time, also called an hour-glass. With a hand-log the sand glass estimated the speed of a ship. |
| grits | Coarsely ground maize |
| scurvy | A disease caused by too little vitamin C. |
| parchment | Thin writing material made from animal skin |
| ratlines | A small rope forming a rung of a rope ladder on a ship |
| hemp | Fibre from the stem of this plant was used to make rope |

Teacher’s notes have been developed for Mark Greenwood’s text. These provide specific questions and can be downloaded from the following site:

<http://www.markgreenwood.com.au/images/notes/fortuyns-ghost-notes.pdf>

The mutiny and shipwreck of another famous Dutch ship, Batavia, could add to your class discussion. For a short video on the shipwreck of the Batavia type “aso documentaries wreck batavia Clip 1” into your search engine. Clips 1 and 2 are suitable for your students.

Students in pairs could then write a short imaginative travel review or a letter from a crew member or VOC merchant on board a Dutch trade ship. These sailors were travelling into a distant and unknown part of the world and risked their lives on each voyage. In some ways their experience was like joining a mission to the moon in 2016.

Sequencing Dirk’s Voyage

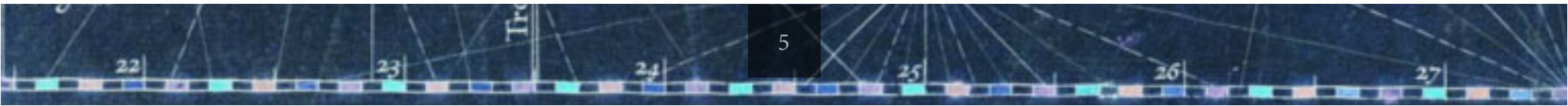
You may like to conduct this activity with your students to help build their sequencing skills. Students can access a clear summary of Hartog’s life by entering “dirk hartog 2016, dirk junior timeline” into their search engine. In pairs students can create a chronological picture story of Hartog’s journey to the East Indies. Students can illustrate this with dangers that he faced during the voyage (such as disease, being separated from other ships, storms).

As a supporting activity see [Hartog’s Journey to the Spice islands](#)

Activity 4: How did Dirk Hartog and other Dutch sailors put Australia on the world map?

Another clue to the Hartog puzzle comes in the form of maps. It was the Dutch who changed *Terra Australis Incognita* to New Holland by charting the west coast of this land.

A 2 minute video places Jansz and Hartog as the first of many Europeans to chart the Western Australian coast. This can be found by typing “You tube Early Explorers of Australia” into your search engine.



A very useful National Library exhibition can be found by typing the following into your search engine: “nla exhibitions south land to new holland”. On the home page click on “Visit the Archived exhibition”, then click on “Expeditions” and then “accidental discoveries”. The section on “Dutch mapping” and “Mapping New Holland” are also excellent. You may like to use other maps from this resource.

Show the following maps to your students:

Map 1 - Hessel Gerritsz 1618 (probably 1628)

View the Hessel Gerritsz “Chart of the Malay Archipelago and the Dutch Discoveries of Australia”. You can access more information on the map and print copies for your students by entering “nla map-rm750” into your search engine.

Map 2 - Thevenot map “Hollandia Terre Australe” 1663

A copy of this map can also be accessed through the National Library of Australia by entering “nla map RM689a-v” into your search engine. Areas charted by Dutch and other European navigators during the 1600s can be found in the table titled “Selected European Encounters with Australia” in the Year 4 resource [Guide to touring the Shipwreck Galleries](#).

Discuss

- i. How much of Australia had been mapped by 1628.
- ii. Describe the areas of the Southland (by this time called New Holland) discovered by the Dutch up to the 1660s.
- iii. Why were Dutchmen like Dirk Hartog important in the discovery of Australia?
- iv. Why do you think the Dutch did not claim New Holland as their own land?

Note: The 1663 map was drawn over 100 years before Captain James Cook charted the east coast of Australia. It was the Dutch, not the Englishman Captain Cook, who first charted and mapped parts of Australia. As part of increasing world knowledge of the Southland Hartog is a very significant person in Australian History.

Activity 5: Piecing together the clues to the significance of Hartog’s voyage to Australia 400 years ago.

Review of the clues:

Clue 1. Hartog was the first European to land on Western Australian soil. Evidenced by the Dirk Hartog Plate.

Clue 2. Hartog (and Jansz) began charting the coast of *Terra Australis* which later became known as New Holland and increased European knowledge of this once unknown land. Many maps showing areas charted and mapped by the Dutch provide evidence of this.

Clue 3. Hartog and other East India traders risked their lives during their voyages, making landfall and then charting the coast of the Southland on their journey to the Spice Islands.

Clue 4. The Dutch maps enabled future British and French exploration, mapping and later British colonisation of Australia.

Students can be encouraged to develop a poster or story collage either on cardboard or on their computer showing how the clues help to solve the puzzle of “Who was Dirk Hartog? Why should we remember him?” Within their posters students should be encouraged to use evidence such as the Hartog Plate, names of Dutch ships, Dutch maps, dangers experienced during the voyages and how others followed the Dutch to explore the Southland.

Activity 6: Who was Dirk Hartog and how should we remember him?

How should we remember and celebrate the 400th anniversary of Hartog’s landing near Shark Bay? How can we use the Hartog Plate as a significant symbol of this celebration?

Conduct a class discussion on William Wardle’s logo for the 400 year celebration of Dirk Hartog. Access an image of the logo by writing “Dirk Hartog Dirk Junior William Wardle” in your search engine. The logo uses a range of symbols such as the Dirk Hartog Plate, the *Eendracht*, the Australian, Dutch and Aboriginal flags. Provide time for students to comment on how the logo was developed, its effectiveness and encourage them to brainstorm other ideas to symbolise this event.

Encourage students to create their own logos to promote the 400 year celebration using some of the symbols representing the era of Dutch trade and exploration, such as the Hartog Plate, the East India ships, Dutch maps, Dirk Hartog Island, storms, dangerous reefs, spices and so on. The following Department of Premier and Cabinet booklet has information on Western Australian symbols which may be of use for this activity. (Note the importance of later Dutch explorer De Vlamingh in naming the black swan). Type “DPC Symbols of Western Australia” into your search engine, then click on “Symbols of Western Australia Booklet” hyperlinked towards the bottom of the page.

Some ideas on how to celebrate the anniversary of Dirk Hartog's landing on 25th October:

Develop "Plate messages" with information on the significance of Dirk Hartog and display these around the school.

Exploring Dutch impacts on Western Australia - such as food, culture, language and Dutch place names.

Research and describe stories of doomed Dutch East India ships such as *Batavia*, *Vergulde Draeck*, *Fortuyn*, *Zuytdorp* and the *Zeewyk*.

Plan a parent night to share the importance of Dirk Hartog and the Dutch in Western Australian history.

Create a "Plate trail" showing the sequence of Dirk Hartog's journey through story plates around the class or in the library.

Get on board! Find out about food, games, pests and problems on Dutch East India ships.

Create a series of displays about Dirk Hartog Island: then and now, explaining changes to animals, plants and landforms on the Island.
(See the Shark Bay website and Return to 1616)

Construct a model of a Dutch East India ship and provide information about the dangers facing 17th century sailors.

Create a blog or a storybook on aspects of Hartog's voyage or an imaginative story based on the experiences of Hartog's crew.

Create and display Hartog collages and artwork based on the clues in Activity 5.

Develop a classroom, library or local shopping centre display entitled "Why we should celebrate the anniversary of Dirk Hartog's visit to Australia in 1616".



"Return from the second expedition to the East Indies, 1599" by Hendrik Cornelisz
Courtesy of the WA Museum

There will be many other creative ideas initiated by your students. A fully annotated reference list, entitled [Useful references](#), as well as other ideas that may interest your students, are available through Year 4 Resources, [Learning sequence 4, Discovering Australia](#). Enjoy the journey!