



Australian Curriculum: History

Mr Bassett's Schoolroom: What was school like in the past?

Recommended for Year 3

1. BACKGROUND INFORMATION

Willunga is one of the earliest settlements in South Australia, located about 40 kilometres south of Adelaide. In 2014 it celebrates the 175th anniversary of its establishment in 1839. The town has a number of significant and well preserved heritage sites and offers a unique record of early colonial life in South Australia. The town boasts 10 heritage sites listed in the Register of the National Estate and 20 State heritage listed sites. Its architectural history is closely linked to the use of locally sourced materials including slate and limestone.

Willunga's story of settlement, development and transformation over time is unique, but also representative of Australia's evolution. From early agriculture, to slate quarrying and later almonds and vineyards, Willunga's development shows how Australia itself has changed. Since 1967, the local National Trust Branch has played an active role in preserving the town's heritage and sharing its stories. The Willunga Branch restored the Old Courthouse and Police Station which now operates as a museum, as well as the Slate Museum and Basset Boys Schoolroom. The National Trust preserves and share the town's history and heritage at these places through public events, displays, education programs and guided tours.

The Bassett School is an important example of early schools established in the colony of South Australia. Mr Bassett's Schoolroom was built in 1862 by James Bassett to serve as a private school for boys due to the demand for licensed schools in the town of Willunga prior to the introduction of compulsory public education in 1875. Willunga is an important colonial site as it is one of the earliest settlements in South Australia (established in 1839). The town's slate and limestone quarries attracted many early settlers and their families to the area. The importance of these industries to the town are reflected in the building materials used in the Bassett School. The Bassett Schoolroom has State Heritage listing for its historical significance and the use of local material in its construction. The Schoolroom is operated as a museum by the National Trust of South Australia (Willunga Branch) which has preserved its interiors, furnishings and artefacts to reflect how such schools operated 100 or more years ago.

2. OVERVIEW OF PROGRAM

The Year 3 curriculum in History provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

The Mr Bassett's Schoolroom program has been developed to support teaching of Year 3 in the Australian Curriculum: History. Elements of the program can also be adapted for use in teaching Year 5 (The Australian Colonies) and Year 6 (Australia as a Nation).

The program comprises online and physical resources for classroom use, combined with an optional live interactive session delivered remotely via video into classrooms to enable them to experience Mr Bassett's Schoolroom directly and to interact with a live presenter in the character of a teacher (Miss Hawkins) from more than 100 years ago.

The program is designed to enable teachers and students to reflect on how schools and education have changed in their own area over time, as well as the shifting role of symbols and emblems in the identity and heritage of their local area. The Bassett Schoolroom provides an historical point of reference for understanding what school was like 100 years ago and how it is different from and similar to school today.

The program offers a range of resources, activities and experiences that integrate the teaching of historical knowledge, understanding and skills. The program content provides opportunities to develop historical understanding through key concepts such as sources, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of Mr Bassett's Schoolroom and also provide a focus for historical inquiries for students about the history of their own school.

Students use the following **KEY INQUIRY QUESTIONS** to discover:

- **How has schooling in our community changed over time? What features have been lost and which have been retained?**
Mr Bassett's Schoolroom offers a unique record of early education, architecture and colonial life in South Australia. Explore the schoolroom and discover the similarities and differences in school life by comparing the present with the past.

- **Where and how do we use symbols and emblems to express our local identity?**

Looking through Mr Bassett's Schoolroom, what symbols and emblems have been used to express identity and how have they changed over time? Which ones do we still use and which of those have we left behind? What events do we celebrate and commemorate at school?

3. PROGRAM DESIGN

This program can be undertaken as a Unit of Work in 3 parts.

Part 1:

Research about the history of education: What was school like in the past?

Using online resources and activities from the Mr Bassett's Schoolroom website (www.mrbassettschoolroom.net.au)
Using related resources from Scootle.

Part 2:

Virtual excursion to the Bassett Schoolroom in Willunga, South Australia

This is a live interactive video-based session from the Bassett Schoolroom. This component requires a pre-booking and access to live video streaming/conferencing equipment. See the website for more information and bookings (www.mrbassettschoolroom.net.au).

The duration of the live interactive session at Mr Bassett's Schoolroom is 45 minutes. The schoolroom can connect with one classroom per session. The suggested ratio is 1 – 2 adults per classroom to assist with the activities that take place during the live session, which

include handing out items from the classroom kit, selecting students to dress in old style school clothes, and supporting the Bassett Schoolroom facilitator with questions and overall discussion.

Activities include:

1. Who was Mr Bassett?- Find out who Mr Bassett was and why and how he built the school in Willunga.
2. Join 'Miss Hawkins' class'- students compare a classroom from the past with their own classroom and identify the similarities and differences (includes historical classroom objects and school activities).
3. Classroom fun- compare and contrast games played at school in the past to those played now.
4. Symbols and emblems in the classroom. What do these represent? Which do we still use today?
5. A schoolcase from the past- handle objects that would have been part of the school's and Willunga's past (e.g. slate).
6. Live interactive online quiz.

Payment for the session includes a package of artefacts in a kit delivered to the classroom in advance of the session.

Part 3:

Preparing a history of my school

Using a combination of local research, resources from the Mr Bassett's Schoolroom website and the virtual excursion experience, create a presentation about the history of my school, or one aspect of it (eg. Getting to school, uniforms, schoolyard games).

4. CURRICULUM MAPPING

This program allows students to develop historical skills through key concepts appropriate to their age and ability.

Historical Skills

Sequence historical people and events

Use historical terms

Pose a range of questions about the past

Identify sources

Locate relevant information from sources provided

Use a range of communication forms (oral, graphic written) and digital technologies

Key Concepts:

Sources

Through the online resources, the live tour of the classroom and the historical objects in the school case, students will consider how we know about Mr Bassett's Schoolroom and what school life was like in colonial Australia.

Continuity & Change

Through the research project and the live interactive session students will consider what aspects of school and education have changed and what has remained the same with reference to their own school and to Mr Bassett's Schoolroom.

Cause & Effect

Through the story of Mr Bassett's Schoolroom students will consider how and why school and education has changed over time in terms of who was able to go to school, what was taught and the make-up of the classroom, how lessons are taught and the types of technology used in the classroom.

Perspectives

Students learn about how students in past eras experienced school by using the technologies and learning materials of earlier generation, reading diary entries and meeting a teacher from 100 years ago.

Empathy

Students appreciate what life for a child was like in earlier times and make comparisons with their own life to develop an appreciation of the experiences of previous generations.

Significance

Students develop and understanding of what makes Mr Bassett's Schoolroom special and why it is important to preserve the building and the records of its history for future generations.

Historical Knowledge and Understanding	Local Context	Student Activities	Historical Skills (HS) General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Resources and Research
<p>Community and Remembrance</p> <p>One important example of change and one important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life</p>	<p>Explore the chronology of the Bassett School and compare to your own school's history in terms of date of construction; number of students and teachers; changes to the building/s; and who attended the school.</p> <p>History of education</p>	<p>Part 1: Education in Australia</p> <p>Explore the history of education and schools and educational technologies.</p> <p>Activity 1: Exploring Mr Bassett's Schoolroom</p>	<p>Historical skills</p> <ul style="list-style-type: none"> • Sequencing events • Use historical terms • Pose a range of questions about the past • Identify sources • Identify different points of view. • Develop texts, 	<p>Online Resources</p> <ol style="list-style-type: none"> 1. Education history 2. Bassett School Timeline 3. Diary entries 4. Games from the past 5. Tools for learning 6. Slate video

Historical Knowledge and Understanding	Local Context	Student Activities	Historical Skills (HS) General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Resources and Research
(ACHHK061)	changed in Australia/ South Australia and in my local community?	<p>Activity 2: My School Diary</p> <p>Part 2: Virtual excursion to Mr Bassett's Schoolroom</p> <p>Participate in a live interactive visit to the Schoolroom; ask and answer questions with Miss Hawkins; Use the contents of the schoolcase time capsule. (Activity 3) (Activity 5)</p>	<p>particularly narratives. Use a wide range of communication forms.</p> <p>GC: Literacy, Critical and Creative Thinking, Numeracy, Information and Communication Technology, Personal and Social Capability</p> <p>OLA: English, Mathematics</p>	<p>Activity Plans Activity 1 Activity 2</p> <p>Student resources</p> <ol style="list-style-type: none"> 1. My School's History 2. Interactive quiz 3. Diary activity

Historical Knowledge and Understanding	Local Context	Student Activities	Historical Skills (HS) General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Resources and Research
		<p>Part 3: My School's history</p> <p>Preparing a history of your school by undertaking guided primary research (photos, records) *Your School's History (Activity 5)</p> <p>- Using photographs and documents, construct a timeline of your school including when it was built and what materials were used in its construction (locally resourced?); major changes to the structure or the general makeup of the school such as the number of students; and other notable events.</p>		<p>Activity Plans Activity 5</p>

Historical Knowledge and Understanding	Local Context	Student Activities	Historical Skills (HS) General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Resources and Research
		<p>How has the school changed over the years? What has remained the same? How has your community changed? What features have been lost and what features have been retained?</p> <p>Part 2: *Interactive Live Session Activities including writing on slate, games, reading, singing, uniforms, etc.</p> <p>Part 3: Research project * Who went to school in the past? Diary activity (Activity 2) Students read diary entries from school students from the past. Who went to school? What was a school day like for a</p>		

Historical Knowledge and Understanding	Local Context	Student Activities	Historical Skills (HS) General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Resources and Research
		<p>student in the past? How do we know? How does this compare to today? Students then write their own diary entry of a typical day for them (including subjects they learn, recess activities, how they get to school, etc).</p> <p>Activity 6 Interview a family member/friend- Students interview a family member or a friend and ask about their school experience. Questions can include: When did they go to school? What school did they go to? Is it the same as the student? What did they use to do their schoolwork with (focus</p>		

Historical Knowledge and Understanding	Local Context	Student Activities	Historical Skills (HS) General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Resources and Research
		<p>on technology- pencils, pens, typewriters, etc) - Did they wear uniforms? What did they look like?</p> <p>Activity 7 * Leisure and Games in the Past- Students discuss what games were played in the past? How does this compare with games today? Small groups of students learn one game from the past such as snakes and ladders, beanbag toss, and hopscotch. They then each take turns teaching each other the games.</p>		
The role that people of diverse backgrounds have played in the development and character of the local		Activity 8. Discovering the Bassett School. Who James Bassett was amongst the early settlers to the colony of	GC: Literacy, Critical and creative thinking, personal and social capability, ethical understanding	<p>Teacher Resources</p> <ol style="list-style-type: none"> 1. Mr Bassett Biography 2. Slate Documentary 3. Schoolcase- example of

Historical Knowledge and Understanding	Local Context	Student Activities	Historical Skills (HS) General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Resources and Research
community (ACHHK062)		<p>South Australia and also one of the first to establish private schools in the colony. What contributions did other early South Australian settlers make to the development of the colony. Students choose an early South Australian settler and research their history- what contributions did they make? How do we know?</p> <p>Virtual Excursion</p> <p>Part 3: My school history</p> <p>The History of Slate Activity 5)- Slate has been an important natural resource for the Willunga area and is</p>	OLA: English, Science	slate used in school

Historical Knowledge and Understanding	Local Context	Student Activities	Historical Skills (HS) General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Resources and Research
		used in buildings in the town (including the Bassett School). Students watch the documentary and touch the slate in the schoolcase. Discuss the importance of local materials in every day lives (e.g. slate in built heritage, used in classroom for writing, etc). What are the local resources of their community? Is there evidence of them in the industries, built heritage of their community. Is it still important today?		
The importance of symbols and emblems in the local community (ACHHK063)	There are many symbols and emblems in the Bassett Schoolroom- of nation, state, colony and empire that reflect past identifications. Some persist and others have	Part 1: Identifying sources Symbols, emblems and commemorations in South Australian schools- past and present.	GC: Literacy, Critical and Creative Thinking, Numeracy, Information and Communication Technology, Personal and Social Capability	Online: Local

Historical Knowledge and Understanding	Local Context	Student Activities	Historical Skills (HS) General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Resources and Research
	been replaced	<p>Part 2: Virtual excursion</p> <p>What symbols and emblems you can find in the Bassett Schoolroom?</p> <p>Where did they come from what do they signify?</p> <p>Part 3: My school history research project (Activity 5)</p> <p>What events do we celebrate and commemorate at school? What symbols and emblems has my school used? What symbols and emblems do we use today.</p>		

PROGRAM SCHEDULE – LIVE INTERACTIVE SESSION

Time	Description/Activity	Resources Required	Pre-Recorded or Live (?)
0:00-2:00 (2 minutes)	<p>Introduction/Travel back in time: Welcome to the Bassett School at the start of a school day; see students arriving (horses, walking, bicycling), some students playing games, then bell ringing to bring them inside; details such as clothing, lining up outside to enter the building, etc, emphasised in the footage; This will ‘set the scene’ for the VC participants to differentiate between ‘now and then’; focus on travelling back in time and also to Willunga from their town.</p>	<p>Sepia-toned footage of the Bassett School in 1860s at the commencement of the school day; ‘extras’ from Willunga Primary to act as students wearing pinafore costumes, playing games such as snakes and ladders, marbles, bean bags, etc.</p>	Pre-recorded
2:00-10:00 (8 minutes)	<p>Salutations/meeting the teacher: Greeting from ‘Miss Hawkins’ (not married) and thank you for joining her classroom today.</p> <p>Two activities: To start the day, students will read the welcome on the board and then salute the two flags at the front (demonstrate and then do activity); Miss Hawkins asks students if they do this at the start of the day at their school? If not, what do they do (answer by raising hand)? Ask if they know what these two flags are? Why did we salute them?</p>	<p>Teacher to write welcome on their classroom board and perhaps practice with the class before session (so they know what they need to do).</p> <p>Scene- Hawkins at front of classroom, props include British flag, cane, slates, lamp, nibs, ink, etc. (will be used later in the program)</p>	Live

<p>10:00-18:00 (8 minutes)</p>	<p>Comparing classrooms: After activity of saluting the flag; note that things might be a bit different from what the students are used to in their own classroom and today Miss Hawkins and the class are going to discuss some of the things that are the same and what is different. Activity: Miss Hawkins asks students to look around her classroom and compare it to their own; what is different (respond by raising hand)? What is the same? - Point to cane- ask if they know what it is and briefly explain discipline (put away- won't be needed, all are well-behaved)</p>	<p>Objects to demonstrate: - This might work well if Hawkins points to one or two props first such as the flags and cane. - also ensure there are things that are the same/comparable (such as desks) - Hawkins to be stationary with close up on objects around her and on the desk in front. - If students are struggling to come up with ideas, they can be directed to describe what they saw in the opening footage.</p>	<p>Live Perhaps including some pre-recorded?</p>
<p>18:00-26:00 (8 minutes)</p>	<p>School Uniform (Costumes): Following the comparison of the classrooms Miss Hawkins indicates that she has just noticed the students are not dressed properly! Asks for the two volunteers; Discussion: How is the costume uniform different to what they wear to school now?</p>	<p>Pre-selected volunteers by teacher; first volunteer to wear the costume uniform in the 'school kit' which they can be assisted to put on; second volunteer wearing their present school uniform to stand beside first in costume; stand at front of room so students can see the differences</p>	<p>Live</p>
<p>26:00-34:00 (8 minutes)</p>	<p>Writing on slate: Explain that in Miss Hawkins's classroom slates are used by students (ask if they do this in their own classroom)? Importance</p>	<p>Slate provided in kit to be handed around for students to feel (or teacher to hold and let them touch).</p>	<p>Live Possibly include pre-recorded footage showing quarrying of the</p>

	<p>of slate to the town of Willunga- used in the floor of the school. Focus on slate being natural and not 'manufactured'.</p> <p>Ask if there any students who are left-handed writers? Explain they wouldn't be allowed to do this in her classroom normally but can today.</p>		slate (existing museum footage?)
34:00- 42:00 (8 minutes)	<p>Game demonstration: Miss Hawkins tells students that sometimes during the school day there is time to play some games; ask if they play games in their school and what kind of games are played (discussion)? Note that the games students once played might be different to what they play today (no electronics).</p>	Pre-recorded footage of children playing the various games including snakes and ladders, bean bags, marbles, etc. Hawkins to describe footage (expanded from the footage shown in the introduction).	Live with pre-recorded footage of children playing games
42:00-45:00 (3 mins)	<p>Finish of program, summary and farewell: Miss Hawkins to thank the students for being with her today; they must leave her classroom now and return to their own. What are some of the things they have learned today? 2-3 answers (brief discussion depending on time left).</p>	If students are not offering ideas, Hawkins can remind them by pointing to the objects again and the clothing.	Live- but finish with Hawkins fading out or some kind of transition to show students that they are leaving Willunga and the past.

TOTAL PROGRAM TIME: 45 minutes.