

Heritage At Your Touch

# *La Trobe's Cottage*



Education Resource



**NATIONAL TRUST**  
*Every moment an amazing story*



**HTV**

HISTORY TEACHERS' ASSOCIATION of VICTORIA

# Table of Contents

<b>Note to Teachers</b>	3
Welcome to Heritage at Your Touch	3
<b>Curriculum</b>	3
Level 5 Curriculum Links – The Australian Colonies	3
<b>How to use the Hot Spots</b>	5
<b>Visiting the Cottage</b>	6
<b>Testimonials from Carrum Primary Students</b>	7
<b>La Trobe Hotspots</b>	8
Calling Cards	10
<b>Protector of Aboriginals</b>	11
<b>Renting out La Trobe's Cottage</b>	13
<b>Life after the La Trobe Family</b>	14
<b>Heritage Sites</b>	15
<b>Governor La Trobe</b>	16
<b>La Trobe's Specimens</b>	17



# Note to Teachers

## Welcome to *Heritage at Your Touch*

*Heritage at Your Touch* was produced as a partnership between The National Trust of Australia (Victoria) and the History Teachers' Association of Victoria. It was generously funded by a grant from the Telematics Trust in 2014. The project uses Google photography to help students digitally navigate two National Trust properties: The McCrae Homestead (Dromana) and La Trobe's Cottage (Melbourne CBD). These interactive journeys bring to life historical figures, their houses and their possessions. Discover the stories of the people who helped shape the city of Melbourne and work within a digital mini-world to see, acted out in front of your very eyes, concepts such as historical thinking, mapping, human impact on the environment, urban planning, the impact of settlement on Indigenous Australia, historical perspectives, historiography and provenance.

## Curriculum

The *Heritage at Your Touch Project* (La Trobe's Cottage) is specifically designed for Level 5 students as it draws on a range of rich primary sources relating to the growth of the Victorian colonies during the nineteenth century. However, students in Level 4 can also use it to support their understanding of the early contact between Europeans and Indigenous people. It is equally well suited to helping students in Level 6 research the movements, events and ideas that led to the Federation of Australia in 1901.

*Heritage at Your Touch* has been produced with composite classes in mind. Students can work individually or in groups, but teachers are encouraged to complete aspects of the resource as a whole class activity. This provides opportunities for students to pool their knowledge of the past and engage in deep deductive thinking.

### Level 5 Curriculum Links – The Australian Colonies

The Level 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony; learn about what life was like for different groups of people in the colonial period; and examine significant events and people, political and economic developments, social structures, and settlement patterns.

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**.

These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions for teachers. A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources.



*La Trobe's  
Cottage*

## Key Inquiry Questions

1. What do we know about the lives of people in Australia's colonial past and how do we know?
2. How did an Australian colony develop over time and why?
3. How did colonial settlement change the environment?
4. What were the significant events and who were the significant people that shaped Australian colonies?

## Historical Knowledge and Understanding

### The Australian Colonies

1. Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)
2. The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)
3. The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)
4. The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)
5. The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)

## Historical Skills

### Chronology, terms and concepts

1. Sequence historical people and events (ACHHS098)
2. Use historical terms and concepts (ACHHS099)

### Historical questions and research

1. Identify questions to inform an historical inquiry (ACHHS100)
2. Identify and locate a range of relevant sources (ACHHS101)

### Analysis and use of sources

1. Locate information related to inquiry questions in a range of sources (ACHHS102)
2. Compare information from a range of sources (ACHHS103)

### Perspectives and interpretations

1. Identify points of view in the past and present (ACHHS104)

### Explanation and communication

1. Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)
2. Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

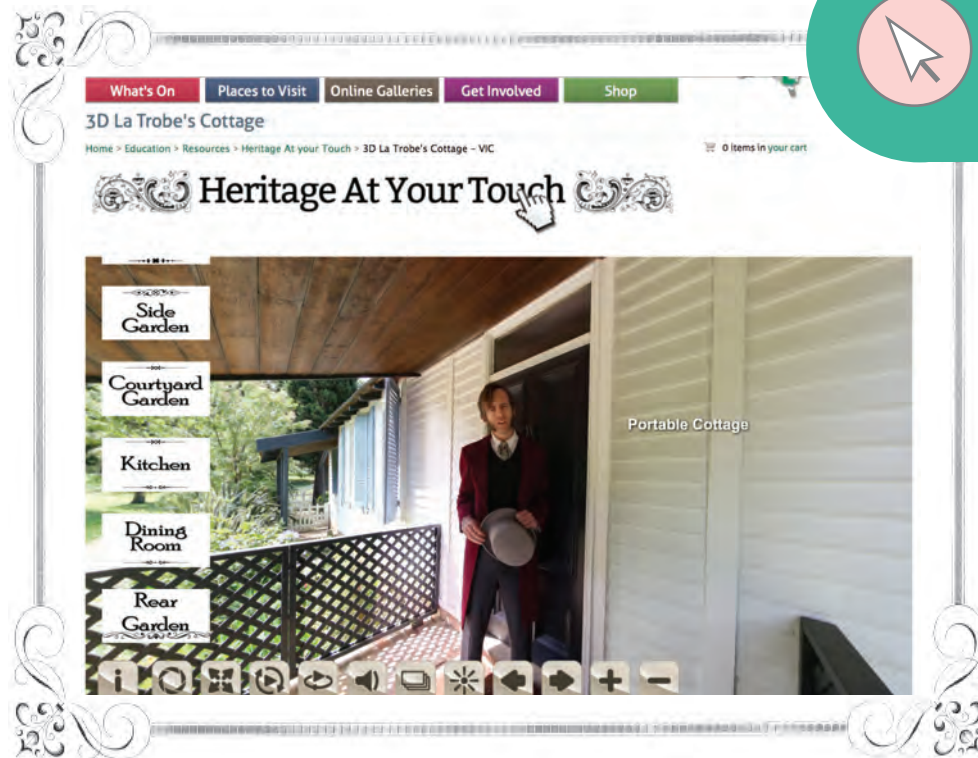


# How to use the Hot Spots

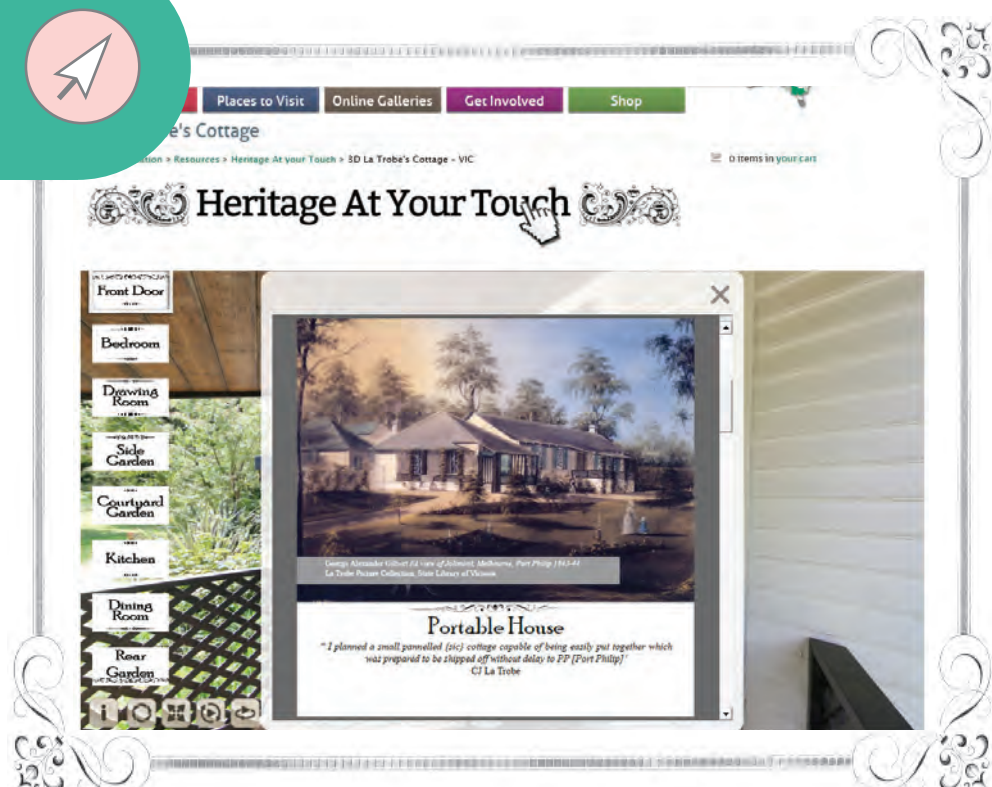
As students travel through the virtual cottage, characters will automatically come to life. In order to navigate to different rooms, click on the 'place' buttons on the side of the screen.



Hover the mouse over the screen and labels will pop up.



Click on the label to activate the hotspot information and image.



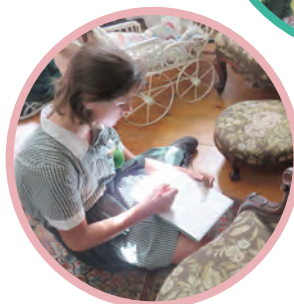
La Trobe's  
Cottage

## Visiting the Cottage

After using the Heritage at Your Touch project in class, Carrum Primary School visited La Trobe's Cottage to test their knowledge. Students completed a range of activities during their visit:

- Pressing plant specimens
- Sketching the cottage in the style of La Trobe and La Trobe Bateman
- Recording a radio broadcast
- Writing articles on the visit for the school newsletter
- Developing a piece of museum theatre. You can find out more about Museum Theatre by visiting the International Museum Theatre Alliance website: [www.imtal-us.org/definitions-of-museum-theatre](http://www.imtal-us.org/definitions-of-museum-theatre).
- Writing a piece of Historical Fiction. You might even think about entering it into the HTAV Historical Fiction competition: [www.htav.asn.au/students/htav-historical-fiction-competition](http://www.htav.asn.au/students/htav-historical-fiction-competition).
- Making digital stories. Visit the 'History in Place' project website to find out more: <http://cv.vic.gov.au/stories/a-diverse-state/history-in-place>.
- Creating visitor surveys

Visit the Friends of La Trobe's Cottage website to find out about making school bookings: [www.foltc.latrobesociety.org.au/education.html](http://www.foltc.latrobesociety.org.au/education.html).



*La Trobe's  
Cottage*

## Testimonials from Carrum Primary Students

"I thought it was amazing. I never know you could do something like that. The online tour gave me a vivid imagination of the cottage"

"It gave me a fantastic idea on the way they lived and how much harder and difficult it was. I loved it"

"It helped us with our research"

"My favourite part was that you could see Mr La Trobe, Mrs La Trobe and Nelly La Trobe in their daily routine."

"I actually felt as if I were in the house"

My favourite part was when I looked around the house and saw things I had no clue of what it was. However, I learned a lot."

"I learned that some flowers were named after La Trobe"

"I though the online cottage tour was educational and well done. I think a lot of effort was put into it."

"The most interesting object in the house was the commode. It was a toilet disguised as a bedside table. When I learned about this toilet I wanted one!"

"I liked how they got actors to speak in the online tour and I also liked how they dressed in it"

"It was a good idea and it gave me a feel about what the cottage was like before I went there. It was easy to access it".

"I liked how it had extra info and pictures for us to learn about it. Also how the La Trobe family did a bit of a play"

"They acted like it was back in the day with their choice of vocabulary"

"The most interesting fact I learned from the tour was that they shipped the house all the way from England."

"The most interesting fact was that La Trobe's father was a composer that knew many other famous composers."

 *La Trobe's Cottage*

# La Trobe Hotspots

Each of the hotspots in the La Trobe cottage help us understand life in Melbourne in the 1850s. As a class, take a tour through the cottage, clicking on each hotspot. With each click you can add a new piece of information to your understanding of the La Trobe family and their life in Melbourne during 1853.






As you are introduced to the members of the La Trobe family, fill out a profile for each in the following table.

Family member	What do we know about them?
La Trobe 	
Sophie La Trobe 	
Lonsdale 	
Nellie La Trobe 	
Mrs Pellet 	
Agnes 	
Cecile 	
Charlie 	



*La Trobe's  
Cottage*

Take some notes in the following table. What information can you add as you click the hotspots and interact with each character?

Topic	Notes
Garden 	
House 	
Food and Drink 	
Entertainment 	
Health and hygiene 	



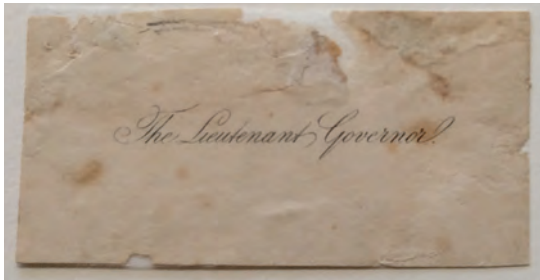
*La Trobe's  
Cottage*

# Calling Cards

Business cards were known as 'calling cards' in 1853. Most society ladies had an 'at home' morning or afternoon where people would come to visit them. Ladies would often go out to visit each other and would give their card to the servant at the front door so that the lady of the house knew who had arrived.

The lady of the house could use the card to find out who was calling and if she did not want to see a certain visitor, the servant would inform them that the lady was not 'at home'. The visitor would soon understand that they had been snubbed!

Card 1



The Lieutenant Governor -  
Charles Joseph LATROBE.

Card 2



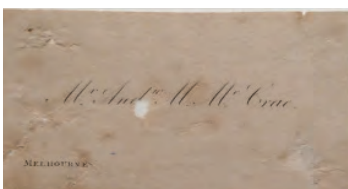
Mr. LATROBE  
P.P.C. 1801-75  
1839 Superintendent P.P.D.  
1851-4 Lieutenant Governor of Vic.

Here are two examples of business cards belonging to Charles La Trobe. Try to answer the following questions about them:

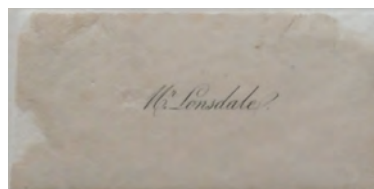
- Why does the second one have a black boarder around it? What event has occurred in the family?
- What contact information is missing from these calling cards? Why was it unnecessary?

Here are some of the calling cards belonging to people who visited the La Trobe family. Do some research on these visitors to fill out the table below.

Name of Visitor	What were they famous for?	Is anything in Victoria named after them?



Mr. Andrew M. McCRAE  
Owner of Arthur's Seat.



Mr. LONSDALE  
1800-1864.  
1836-40 Police Magistrate P.P.D.  
1840 Sub-Treasurer.  
1851 First Colonial Secretary.  
1853-4 Colonial Treasurer.



Mr. WESTGARTH  
P.P.C. Business man, Politician,  
Historian.



La Trobe's  
Cottage

Courtesy of The National Trust of Australia

## Protector of Aboriginals

Part of Governor La Trobe's job was to be the 'Protector of Aboriginals'. His role was to improve conditions for Indigenous people and relieve their suffering, which was a result of the European settlement.

*Richard Daintree 1832–1878, photographer;  
Antoine Fauchery 1823–1861, photographer.  
Aboriginal farmers at Parker's Protectorate,  
Mt. Franklin, ca. 1858.  
Pictures Collection, State Library of Victoria*



*Elisha Noyce, lithograph, Collins Street –  
Town of Melbourne, Port Philip [i.e. Phillip],  
New South Wales, 1840.  
Pictures Collection, State Library of Victoria*

One of the aims of the Port Phillip Protectorate was to make Indigenous people adapt to the European lifestyle. This meant that they were taken away from their families, given a European-style education and banned from speaking their own languages.

However, during La Trobe's travels in North America he had seen examples of the slavery of African Americans and was sympathetic to the plight of Aboriginals. His father Christian Ignatius La Trobe had also been involved with the movement to abolish slavery in Britain.

“[When] La Trobe was governing at Port Phillip he considered in racial trouble that the black man was always right, an obsession of La Trobe's mind which the settlers angrily resented.”

*OUR EARLY GOVERNORS (1934, April 14). The Argus (Melbourne, Vic: 1848–1957), p4.  
Retrieved April 24, 2015, from <http://nla.gov.au/nla.news-article10927663>*

The following article from the *Geelong Advertiser* in 1842 shows the anger of European squatters when their cattle were taken and eaten by the local Indigenous families.

**La Trobe's  
Cottage**

**List of outrages recently committed by the Natives in the neighbourhood of Port Fairy.**

Mr Ritchie — Man killed, 100 sheep taken, and hut robbed of everything it contained, including a double-barrel gun with ammunition.

Mr Campbell — 200 sheep and 10 tons of potatoes.

Messrs Kilsom and Bernard — 5 horses taken, 7 head of cattle killed and 40 calves, also 33 driven up and two men wounded. The station menaced.

Mr Loughnan — 600 sheep taken, of which 130 were recovered, hut robbed and two double-barrel guns taken.

Messrs Bolden — Ten cows and 40 calves killed, huts attacked several times, and man severely wounded.

Mr Whitehead — Three flocks attacked simultaneously, one of which was taken away and the shepherd desperately wounded. The major part was eventually recovered. One man taken but recovered.

Mr Muston — 200 sheep taken and man speared.

Mr Burchet — Shepherd fired at.

Mr Cox — 2 horses taken, station attacked and flock of sheep carried off, and shepherd dreadfully wounded.

Mr Hunter — 2 horses killed, huts robbed, and men driven off the station.

Messrs Hutcheson and Kidd — Shepherd killed, found with a spear through his heart.

**Transcript**

List of outrages recently committed by the Natives in the neighbourhood of Port Fairy.

Mr Ritchie — Man killed, 100 sheep taken, and hut robbed of everything it contained, including a double-barrel gun with ammunition.

Mr Campbell — 200 sheep and 10 tons of potatoes.

Messrs Kilsom and Bernard — 5 horses taken, 7 head of cattle killed and 40 calves, also 33 driven up and two men wounded. The station menaced.

Mr Loughnan — 600 sheep taken, of which 130 were recovered, [?] robbed and two double barrel guns taken.

Messrs Bolden — Ten cows and 40 calves killed, huts attacked several times, and man severely wounded.

Mr Whitehead — Three flocks attacked simultaneously, one of which was taken away and the shepherd desperately wounded. The major part was eventually recovered. One man taken but recovered.

Mr Muston — 200 sheep taken and man speared.

THE ABORIGINES (1842, April 4). *Geelong Advertiser* (Vic: 1840–1845), p2.

Richard Howitt wrote 'The Native Women's Lament' in 1845. Although Howitt was not Aboriginal, the poem explains the situation from the Indigenous point of view. Read the poem below and answer the following questions:

1. What reasons does the Indigenous woman narrating the poem give for killing livestock?
2. How did the relationship between the Indigenous people and European settlers change?

**The Native Woman's Lament**

When he was weak and we were strong  
The white man's soul was warmth and light:  
With friendly smiles and gentle touch  
He talked of reason and of right.

He asked of us in language meek,  
Where flocks and herds might well abide:  
We led to river and to creek,  
Fair streams and pastures, green and wide.

Now they are many – we are few,  
Still brightly shines and sun and moon:  
The white man wears an altered hue,  
His soul, his face are dark as noon.

The white man tells us where to go,  
He tells us where to turn and stand,  
Where are own creeks and rivers flow,  
In their old freedom, through the land.

His flocks and herds our forests fill;  
A thousand woods we wander through:  
And hunger – yet we may not kill  
The white man's woolly kangaroo.  
O, Sorrow! Weary little one!  
O, helpless, and ill-fated child!  
The food, the life, the land is gone – And we  
must perish in the wild!

Richard Howitt, 1845



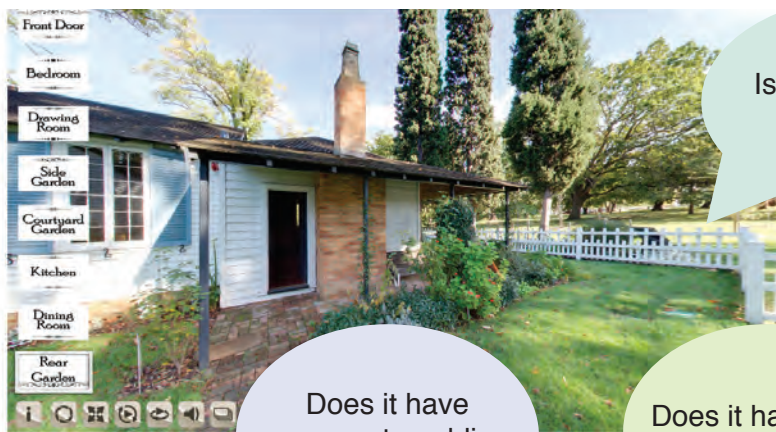
**La Trobe's  
Cottage**

# Renting out La Trobe's Cottage

Real estate agents often use the technology used in the *Heritage at Your Touch* project when they are selling or renting out a house.

When Governor La Trobe left Australia, he left the cottage in the hands of his agent James Graham. As a class, create a script for James Graham as he shows the next tenants through the house using the virtual tour.

1. Which desirable features would he point out?
2. Which undesirable features would he try to hide or play down?
3. What are some questions that a prospective tenant or buyer might ask about the cottage, grounds or location? Make sure that James is able to answer any questions!

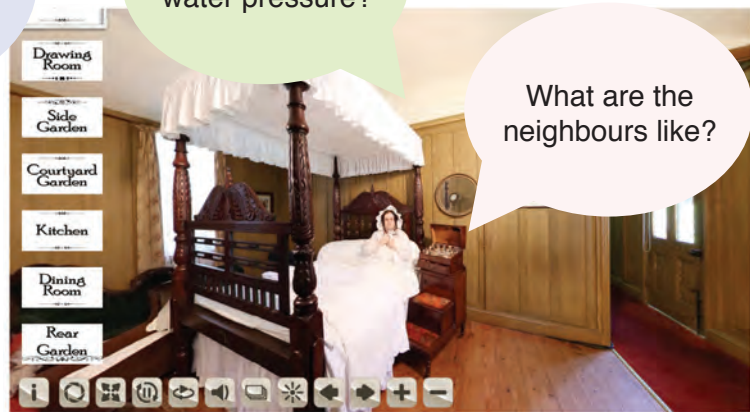


Does it have access to public transport?

Does it have good water pressure?



What are the neighbours like?



What are the local schools?



La Trobe's  
Cottage

## Life after the La Trobe Family

La Trobe Bateman was asked to make sketches of the cottage in case it was torn down. What happened to the cottage after the departure of the La Trobe family? Visit the Friends of La Trobe Cottage website to find out: [www.foltc.latrobesociety.org.au/history.html](http://www.foltc.latrobesociety.org.au/history.html).

### GOVERNOR LA TROBE'S RESIDENCE. TO THE EDITOR OF THE ARGUS.

Sir,—It seems a pity that a very interesting historical building should be allowed to fall into decay in a back yard of Jolimont. The first Governor's residence, used by Governor La Trobe, is a wooden structure lying in obscurity and neglect behind Messrs. Bedggood's factory, in that locality. Could not this interesting relic be rescued before too late and re-erected in a public park as a rest house or museum? Very few people in Melbourne probably have knowledge of its existence.

—Yours, &c.,  
July 9. E. A. MANN.

GOVERNOR LA TROBE'S RESIDENCE (1930, July 10).  
*The Argus* (Melbourne, Vic: 1848–1957), p15.

### Transcript

#### GOVERNOR LA TROBE'S RESIDENCE TO THE EDITOR OF THE ARGUS

Sir,—It seems a pity that a very interesting historical building should be allowed to fall into decay in a back yard of Jolimont. The first Governor's residence, used by Governor La Trobe, is a wooden structure lying in obscurity and neglect behind Messrs Bedggood's factory in that locality. Could not this interesting relic be rescued before too late and re-erected in a public park as a rest house or museum? Very few people in Melbourne probably know of its existence.

—Yours,  
July 9 E.A. MANN

Create a timeline to show the history of the cottage from the moment the La Trobe family left until the present day. How did it end up in its current location?



La Trobe's  
Cottage

## Heritage Sites

### AND WHO'S LA TROBE?

Sir, — What do Melbourne people know of their own city? A friend and I—two Mallee dwellers—on arrival at Flinders st.; asked two different policemen the location of Governor La Trobe's cottage, which we knew to be somewhere in Jolimont. One policeman directed us to the Treasury building, where he was sure we'd find out, and the other denied all knowledge of the place. Several passers by were equally ignorant. We walked, and after discovering the interesting relic of early Melbourne, found that we could have reached it by tram from Flinders st. station. Footsore and weary, we remembered the London policemen, who never fail to answer any inquiry, and we hoped that the entire Melbourne police force was not ignorant of this historic landmark.—

—Yours, &c.,  
Mildura

MARY LISLE.

AND WHO'S LA TROBE? (1941, February 25).  
*The Argus* (Melbourne, Vic: 1848–1957), p7.

### Transcript

#### AND WHO'S LA TROBE?

Sir,—What do Melbourne people know of their own city? A friend and I—two Mallee dwellers—on arrival at Flinders st.; asked two different policemen the location of Governor La Trobe's cottage, which we knew to be somewhere in Jolimont. One policeman directed us to the Treasury building, where he was sure we'd find out, and the other denied all knowledge of the place. Several passers by were equally ignorant. We walked, and after discovering the interesting relic of early Melbourne, found that we could have reached it by tram from Flinders st. station. Footsore and weary, we remembered the London policemen, who never fail to answer any inquiry, and we hoped that the entire Melbourne police force was not ignorant of this historic landmark.

—Yours,  
Mildura

MARY LISLE

Why are heritage sites important?

Why should we preserve heritage sites?

What are the best ways to interpret a heritage site?



La Trobe's  
Cottage

# Governor La Trobe

There are many places in Melbourne that act as memorials for Governor La Trobe. You can find a list of them here on the La Trobe Society website: [www.latrobesociety.org.au/LaTrobe-sites.html](http://www.latrobesociety.org.au/LaTrobe-sites.html).

In small groups, choose one of these sites. You will be making a hotspot tour for visitors to Melbourne who would like to know more about La Trobe, his family and his role in early Melbourne. You might like to create the hotspots using QR codes.

Within the class, you will need to cover the following topics:

- What was Melbourne like at the time of La Trobe's arrival in Australia?
- Why was La Trobe chosen to be the Superintendent of Port Phillip? Did he have the right qualifications for the job?
- Why was La Trobe an unpopular governor?
- How did the Gold Rush affect La Trobe?
- What happened to the La Trobe family after they left Australia?
- What was La Trobe's legacy?

As a class make a list of other important information that you could include in the tour.

## Research Links

La Trobe Society Website

- [www.latrobesociety.org.au/index.php](http://www.latrobesociety.org.au/index.php)

Friends of La Trobe Society Website

- [www.foltc.latrobesociety.org.au/index.html](http://www.foltc.latrobesociety.org.au/index.html)

Trove

- THE INSTALLATION OF THE LIEUTENANT-GOVERNOR (1851, July 16). The Argus (Melbourne, Vic: 1848–1957), p2. Accessed from: <http://nla.gov.au/nla.news-article4779138>.
- THE STORY OF A CENTURY (1934, October 16). The Argus (Melbourne, Vic: 1848–1957), p24. Accessed from: <http://nla.gov.au/nla.news-article10962761>.

State Library of Victoria

- [www.slv.vic.gov.au](http://www.slv.vic.gov.au) (Search for 'La Trobe')

Melbourne Museum

- <http://museumvictoria.com.au/melbournemuseum> (Search for 'La Trobe')

La Trobe Society

- <http://latrobesociety.org.au/video.html> (Video on early Melbourne at the time of La Trobe's arrival – 10.34 minutes)
- [www.latrobesociety.org.au/month/January.html](http://www.latrobesociety.org.au/month/January.html) (Timeline of early Melbourne)



# La Trobe's Specimens

In addition to gardening at his cottage, Charles La Trobe liked to ride into the bush and collect new and interesting plant specimens.

What are three possible reasons he might have had for doing this?

- 1.
- 2.
- 3.

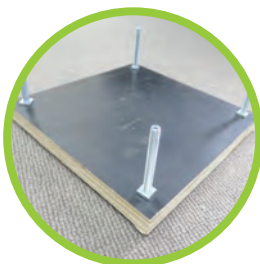
Part of the process of collection is classifying the plants.

## Step 1: Collect your specimen

Make sure that you have permission to pick the specimen and make sure that it isn't poisonous or overly prickly.

## Step 2: Preserve it using a flower press or a heavy book with paper to protect the pages

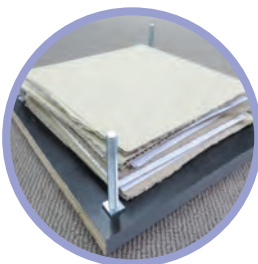
How to make a flower press in five steps:



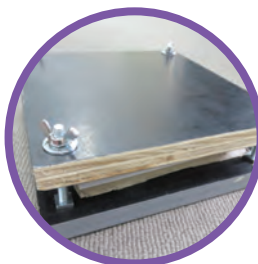
Rest the bottom of your flower press on a stable surface



Lay clean paper or card on the base and place specimen on top



Cover with more clean paper or card on top of specimen



Fasten the lid of the flower press and tighten bolts to compress specimen



Undo fasteners and remove the layers of card to reveal your pressed specimen

## Step 3: Label your specimen

Stick your specimen to a piece of paper or cardboard and label it with the following information. (You will need to do some research to find out some of the following facts)

**Common name of plant:** Lavender

**Scientific name of plant:** Lavandula

**Description of the plant:** The lavender plant is a sweet-smelling bush with small purple flowers growing in rows at the tip of long wiry stalks. The leaves of the bush are light green, small and feathery.

**What the plant is used for:** (this could include medicinal or decorative uses).

Lavender is popular due to its strong, sweet scent. The flowers are often used to make perfume, oil or potpourri. Putting lavender bags among clothes is thought to discourage moths.

**Collector:** (your name)

**Collection date:**

**Collection location:**



*La Trobe's  
Cottage*