Australian Curriculum: History

Who Were They? Who are You?
Gawler's Old Telegraph Station Museum

Recommended for Year 5

BACKGROUND INFORMATION

The Old Telegraph Station Museum is located in the town of Gawler, which was established in 1837 as the first country town in the colony of South Australia. It has notable links to Colonel William Light, the surveyor-general of South Australia, who designed the layout for both the City of Adelaide and the Town of Gawler. The telegraph building- built in 1859- is the oldest public building in the town and home to the Gawler National Trust museum. The museum presents exhibitions and displays historical objects that represent the immigration and settlement history of the town and surrounding area.

This program is designed to introduce students to the history of migration in the Gawler region through an exploration of the Old Telegraph Station Museum. It comprises three component activities aligned to the Australian Curriculum: History.

The student activities were developed to tackle various inquiry questions. The goal is to have children leave the Gawler Museum with a stronger understanding of migration in the Gawler region through their interaction with technology, museum objects, and museum members.

OVERVIEW OF PROGRAM

The Year 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. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.

This Old Telegraph Station Museum program is associated with the Year 5 Australian Curriculum: History. The central component of the program is an excursion to the Museum where students engage with the immigration and settlement history of Gawler and the surrounding region through hands-on activities. This program provides suggestions of preparation and post-visit activities to integrate the teaching of historical knowledge, understanding and skills.

The Old Telegraph Station Museum Excursion

A visit to the Gawler Old Telegraph Station Museum to do the 'Who Were They, Who Are You?' program is a full-day excursion. The museum can accommodate up to 30 students at one time. The suggested ratio is one adult to every five students.

Activities include:

1. 'Find-a-Pose' Camera Activity- compare objects from daily life in the past to now and identify similarities and differences.

2. Explore the Museum- using the museum displays and historic objects, students complete the question booklet to reflect on the early migration history of Gawler.

3. Mp3 Guided Trail- meet early immigrants to Gawler and the surrounding area and compare the work and home life of colonial settlers to their own lives.

4. Migration 'In Action'- construct a timeline of key events in Gawler's migration history.

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

- **What do we know about the lives of people in Australia's colonial past and how do we know?**

The Mp3 trail offers students the opportunity to 'meet' immigrants from the past and learn about what home life, work and communication was like for immigrants in the Gawler region in the past and compare it to their own lives in the present. The trail directs students to the historic objects in the museum of these early colonial settlers to support these comparisons.

- **How did an Australian colony develop over time and why?**
  Established in 1837 as the first country town of South Australia, Gawler provides students with a unique insight into the early planning and development of the colony.

- **How did colonial settlement change the environment?**
  Through the exploration of the museum displays and historic objects, students gain an understanding of the development of Gawler and the surrounding area, and the tools and technology utilized in early settlement, industry and agriculture which impacted upon the landscape of the region over time.

- **What were the significant events and who were the significant people that shaped Australian colonies?**
  Through the 'Migration in Action' activity students construct a timeline of the key events in Gawler's and South Australia's colonial history.

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 and concepts
Identify questions to inform an historical inquiry
Identify and locate a range of relevant sources
Locate information related to inquiry questions in a range of sources
Compare information from a range of sources
Identify points of view in the past and present

Develop texts, particularly narratives and descriptions, which incorporate source materials

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

Key Concepts:

Continuity and change
On a tour through the Gawler Old Telegraph Station Museum students gain an understanding of the history of early immigration including modes of transportation, as well as life for early immigrants and compare what aspects have changed and what has remained the same.

Cause and effect
Through the story of Gawler's colonial settlement past, students will consider the process of settlement and how European colonization impacted both the natural environment and the Aboriginal communities who resided in the area.

Perspectives
Students learn about real individuals who immigrated to South Australia and their contribution to the colony, including notable settlers such as John McKinlay, the first European explorer to cross Australia, and Caroline Carleton, the English-born poet who wrote 'Song of Australia'. Through this students gain an understanding of how people's perspectives are determined by their circumstances.

Empathy
Students will learn about early immigration to the colony of South Australia and what it was like to make the journey to the colony and then settle in Gawler and the surrounding region. This will allow them to draw comparisons with their own life and to develop an appreciation of the colonial immigrant's experience.

Significance
Students develop an understanding of what museum objects can tell us about the past, and why they are special and worth keeping for future generations.

Historical Knowledge and Understanding	Local Context	Student Activities	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources For preparation and post-visit activities
Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)		**Activity 1:** Research the beginnings of the Colony of South Australia.		**Online Resources** 1. SA history timeline
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)		**Activity 2:** at the museum take the ***Mp3 Tour** **Activity 3:** at the museum **'Find-a-Pose' Camera Activity** - compare objects and technology from daily life in the past to now and identify similarities and differences.	GC: Critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding OLA: English, Science	**Teacher Resources** 1. 'Find-a-Pose' Camera Activity picture and answer cards 2. Exerts from diaries of early settlers in South Australia **Students** 1. Photographs with historical objects 2. Diary writing

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		Activity 4 *Historical Creative Writing - Show students exerts from diaries of real South Australian settlers, and ask them to create an imaginary diary that describes the daily activities of an early settler over a ten- day period. They can focus on: the first days in South Australia; the middle of the journey to Australia (life onboard a transport ship); or the ten days up to deciding to depart for South Australia from England. Students are encouraged to research and discuss what it		

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		would have really been like and turn their findings into a narrative.		
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)		**Activity 5** ***Exploring cultural capital** Students research a country (either individually or in pairs) whose people have immigrated to the Gawler region and examine how their cultural diversity may have had an impact on the area. Ask students to create a performance, games, bring food or art from that culture and create your very own cultural hub within your	GC: Literacy, numeracy, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding CCP: Aboriginal and Torres Strait Islander histories and culture; Sustainability OLA: English, Mathematics, Science	**Teacher Resources** 1. Plan a Cultural Hub! **Student Resources** 1. Research a culture 2. Timeline

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		classroom. Discuss how culture affected Australia in the past and continues today; what impact did immigrants from many different cultural have on the Indigenous population? What might we not have if certain cultural groups were excluded from entering Australia? At the museum *Mp3 Guided Tour **Activity 6** ***Migration 'In Action'-** construct a timeline of key events in Gawler's migration and settlement history.		

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		*Timeline Construction- Make a timeline to be hung in the classroom on a length of string. Ask students to research important dates in South Australia and place the founding of Gawler, John McKinlay's expedition across the country, etc. Why are these events considered important? Who was involved? How do these events relate to each other? What contribution did Gawler residents make to development of South Australia?		

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The reason people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within the colony. (ACHHK096)		**Activity 7** ***Advertising South Australia** - Show students advertising from today and compare these with the advertisements designed to entice early settlers to move to Australia. What catches your eye when you look at these advertisements? Who were they designed for? What did they promise? What was described and how? Students then create their own posters designed to entice people to visit Australia.	GC: Literacy, numeracy, critical and creative thinking, Personal and social capability, ethical understanding, intercultural understanding OLA: English, Mathematics	**Teacher Resources** 1. Examples of colonial South Australian advertising **Students** 1. Advertising South Australia

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		Activity 8 at the museum: *Interactive discussion session: Discuss with students the motivations for people to immigrate to Australia- why did immigrants come to Australia? How did they get here? Why did they choose Gawler? What was life like in the colony? Suitcase activity- show students the size of a child immigrant's suitcase and discuss- what would they bring with them if they were an immigrant?		

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		Activity 9 ***Instructional Writing-** Give students a mixture of every day objects and, in pairs or small groups, ask them to create a game using the objects. Give the example that children on board passenger ships would have to make their own fun for most of the journey and had limited resources to pass the time. Once students have created their game, ask them to name it and write step-by-step instructions on how to win or score points, and then play the games.		

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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)		**Activity 10 *Comparing Adelaide and Gawler-** Colonel William Light played an important role in the surveying of both Adelaide and Gawler. What does a surveyor do? How is a city/town planned and why is it important? What is important for a new colony to have (eg/ hospital, gaol, school, etc). Ask students to create their own 'colonial town' and list what natural resources are necessary (eg/ water) and what buildings and institutions would be necessary for this new	GC: Literacy, numeracy, critical and creative thinking, personal and social capability, intercultural understanding OLA: English, Mathematics, Science	**Teacher Resources** 1. Colonel William Light- Surveyor General of South Australia **Students** 1. My Colonial Town 2. Biographical Writing

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		town. **Activity 6: At the museum *Migration 'In Action'**- construct a timeline of key events in Gawler's migration and settlement history. **Activity 11: *Biographical Writing-** Students select a Gawler settler and research their history and contribution to the development of the town and region (eg. Carl Linger, Carol Carleton, James Martin, John McKinlay).		