

Site visit program and volunteers' guide: Year 5

The focus of the visit is daily life during the colonial period.

Resources required:

- photocopied site visit worksheets
- spare clipboards and pencils in case children don't bring them
- 'museum in a trunk' artefacts
- old iron
- clothes washing station in laundry: water in large tub, soap, scrubbing board, old linen to wash
- bell
- watch or timer

Approximate schedule:

9am-9.15:

- school group arrives
- assemble on verandah, welcome group to inn
- explain that the purpose of the visit is to discover what it was like to live during the colonial period, when William and Sarah Horton lived at the Inn (students will have completed a worksheet on William Horton prior to visit)
- outline how the visit will progress, eg 'Today we are going to be exploring the inn. We will divide you into three groups. Each group will spend 20 minutes in a different part of the Inn. Then we will sit down and have our morning tea.'
- introduce some rules, eg 'This is a very old building, so there are some rules that we have to obey.' Ask students to suggest what these rules might be. Hopefully they will say: no touching, no running, no loud voices. If not, introduce these rules. Explain that they must be careful on the staircase and outside where the ground is uneven.
- divide class into three groups, A, B and C, with assistance of the teacher
- direct group A downstairs, group B upstairs, group C outside (accompanied by NT volunteer)

9.15-9.35:

- first activity rotation (see below)

9.35-9.55:

- second activity rotation (see below)

9.55-10.15:

- third activity rotation (see below)

Note: have someone ring a loud bell at the end of each 20 minute session so that all groups finish at the same time

10.15-10.45:

- morning tea outside/run around on the lawn

10.45-11.15:*Examining artefacts from the past*

- reconvene the class with assistance of the teacher (outside or in the Parlour)
- explain that the group will be examining some objects that were used on a daily basis in the past
- show the class the iron and ask them to identify what it is - encourage them to consider:
 - the material it is made from
 - how it worked and how this has changed with modern irons
 - which room the object would have been used in
 - who would have used it (ie a person with what occupation)
- introduce the concept that objects should be looked at in more than descriptive terms, and that we need to consider three things: 1. function 2. design 3. value
- explain that we have considered function, so what about design?
 - does the design of the iron affect its use?
 - does the design make it more attractive or is it purely practical?
 - how has the design changed over time, and how does this reflect changes in use?
- talk about the value and explain that value does not just mean monetary - ie historical value, cultural, symbolic, sentimental, religious etc - give an example of a piece of schoolwork that their mum treasures (ie no monetary value, but sentimental value)
 - ask students whether they think the iron has monetary value (no)
 - what value does it have (historical)
- reiterate that examining objects from the past enables us to understand human activity in the past and make observations about living in the past

- divide students into smaller groups and allocate two objects from the 'museum in a trunk' to each group - ie shirt collars, ink well, razor (under adult supervision) etc
- ask each group to discuss the artefacts and complete the artefacts section of the worksheet, recording the function, design and value of each object

11.15-11.30:

- reconvene class, ask who has enjoyed the visit. Ask for students to report their favourite thing about the inn, or what they have learnt.
- thank students for visiting and suggest that they come back with their families to show them around on Sundays when the Inn is open
- departure of group following teacher direction

Activity One: Cooking, eating, recreation

Location: ground floor of the Inn

Divide the group into two smaller groups, and direct one group to start at the kitchen and the other group to start at the end of the hall, outside the office (prevents too many people gathering outside the kitchen).

Assist students to complete the ground floor worksheet with explanations (eg cooking etc) as necessary.

Activity Two: Sleeping, washing, recreation

Location: first floor of the Inn - no worksheet to complete.

Look at the bathroom - ask students what is missing (ie toilet, running water, shower) and discuss inconveniences. Comment about need to carry water upstairs.

Direct students to bedrooms and point out pasted pictures on walls, children's toys etc. Contrast with their own toys at home, how their bedrooms are decorated.

In the sitting room, get students to identify what they think the room was used for. Talk about recreation then and now. Explain that this was the coffee room that was described in the 1875 auction notice (which the students will have read). Discuss how it would have been used.

Activity Three: Water usage and transport

Location: yard

Show students the well and discuss how it was used and where the water needed to be taken.

Show students the 'dunny' and discuss inconveniences of having an outside toilet. Also talk about how it needs to be repaired, and why this is important.

Discuss the outbuildings and talk about horse-drawn transport/people arriving at Inn on horseback. Talk about how there used to be a blacksmith on site and why this was necessary. Discuss length of time it would have taken to journey from Brisbane and Toowoomba on horseback and compare to today.

Visit the washhouse and discuss using the equipment to wash clothes and the difficulties involved.

*Note: great **hands-on activity**: have water, clothes and the scrubbing board for children to use.*