

# Introduction for Teachers

The purpose of this Education Kit is to:

- provide teachers with specific resource material for use before, during and after a visit to the National Trust Castling Street Heritage Centre in Townsville;
- present ideas for curriculum integration into classroom activities in Studies of Society and Environment;
- offer links between the curriculum and the Heritage Centre through relevant student outcomes from the Queensland School Curriculum Council Studies of Society and Environment Syllabus;
- provide some ideas for pre- and post-visit classroom learning experiences. (see pages 7 and 8 of this sheet).

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NATIONAL TRUST  
OF QUEENSLAND  
Townsville/NQ Branch

Heritage Centre  
5 Castling St, West End  
Townsville Q4810  
Ph (07) 4771 5873

### HOW TO USE THIS KIT

Have a good look at all the material in the kit.

Plan your class visit to the Heritage Centre. (SEE PAGE 2)

Be sure to check all the details with the National Trust Group Visits Coordinator prior to the visit.

Complete appropriate starter activities in the classroom. (SEE PAGE 7 OF THIS SHEET FOR CLASSROOM STARTERS)

Back in the classroom after the visit complete appropriate post visit activities. (SEE PAGE 8 OF THIS SHEET FOR CLASSROOM FOLLOW-UP)

## 1. PLANNING YOUR CLASS VISIT

- 1.1 Book your class visit as far in advance as possible with our Group Visits Coordinator Mrs Rhondda McGregor, phone (07) 4772 4269.
- 1.2 When you book, please provide this information:
  - Name of School and name of Teacher
  - Proposed date of visit
  - Year Level of group
  - Expected time of arrival and departure (See Note 1.6)
  - Focus of visit — what do you expect the students to gain from the experience?
    - Are you looking for changes/ comparisons, then and now, in clothing, furnishings, household appliances, entertainment, occupations, technology generally?
    - Is the focus to be on changes/ comparisons in architectural styles 1880 to 1920, paint colours, textiles, garden plants etc?All these topics and more are covered, but it helps if you can give some specific areas for focus.
- 1.3 Plan to give your students some background information to build on during their visit. (See page 7 of this sheet for **Classroom Starters**)
- 1.4 For pre-visit preparation, teachers may visit the Heritage Centre during normal opening hours: **Saturday and Sunday, 1.00 pm – 4.00 pm, or Wednesday, 10.00 am – 2.00 pm.** This will give you a full appreciation of what the students will experience and the physical details of the venue.
- 1.5 The optimum size for a student group is 15 at a time. With a typical class group of around 30 students, two groups of about 15 in each can be taken on a tour of the Heritage Centre by two volunteer guides at the same time. For larger groups of say 40 to 50, there is a need for a second activity. National Trust volunteer guides will be able to advise here. The West End Cemetery is worth a visit to see the graves of some early pioneers. A brochure with a suggested walk is available from Townsville City Council Heritage Unit. The cemetery is located across Ingham Road, just a short walk from the Heritage Centre.
- 1.6 Past experience has shown that for full educational value the time available for each group of 15 must be at least 45 to 60 minutes. Thus with a typical class group of around 30 students, two National Trust volunteer guides can complete their tour in this time. Larger groups that have to include a second activity will need double this time plus an extra 20 to 30 minutes for changeover and toilet/refreshment break. Toilet facilities are available on the site. There is also a pleasant shaded area where students can enjoy a lunch/ morning tea break.
- 1.8 Students must wear shoes (no thongs please), and adults should wear flat heeled shoes to minimise damage to polished timber floors.
- 1.9 Charges are: \$2.00 per person — students and adults (as at 1 July 2006).

## 2 CURRICULUM LINKS

- 2.1 This Education Kit has been developed to assist teachers in teaching **Studies of Society and Environment**. The kit refers to levels 3 to 6 of *Studies of Society and Environment Key Learning Area Years 1–10 Syllabus*, Queensland School Curriculum Council, 2000. These are most appropriate for students in Years 4 to 10.
- 2.2 In this Education Kit the “focus is on human activity as we perceive it in the past, experience and study it in the present and expect it to be shaped in the future”. [*Studies of Society and Environment – a curriculum profile for Australian schools*, Curriculum Corporation, Carlton, Victoria, 1994, p. 2]
- 2.3 In the Queensland School Curriculum Council Studies of Society and Environment Syllabus, the learning outcomes are written in four conceptual strands. The most applicable to this Education Kit is ‘Time, Continuity and Change’. However, teachers may find that some learning outcomes from ‘Place and Space’ are also relevant. The important processes — investigate, create, communicate, participate, reflect — are central to this Key Learning Area.
- 2.4 Each Level (Foundation Level through Levels 1 to 6 to Beyond Level 6) in each of the four strands contains a Level statement and five Core learning outcomes. Teachers will need to consult the syllabus and select the learning outcomes, key values and cross curriculum priorities most appropriate to their Current Curriculum Unit.

### 3 LEARNING OUTCOMES

from Queensland School Curriculum Council Years 1 to 10 Studies of Society and Environment Syllabus

Learning Outcomes	
<b>Time, Continuity and Change</b>	
<p>The key concepts of the Time, Continuity and Change strand are:</p> <ol style="list-style-type: none"> <li>1. evidence over time</li> <li>2. changes and continuities</li> <li>3. people and contributions</li> <li>4. causes and effects</li> <li>5. heritage</li> </ol> <p>These concepts, associated with what students can know, develop throughout the levels of this syllabus. Each concept corresponds to the outcome with identical numbering. Processes, associated with what students can do, are also developed throughout the levels. The process of investigating is embedded in the first core learning outcome, with creating, participating, communicating and reflecting in the following outcomes.</p>	
Foundation Level	Level 1
<p><b>Level Statement</b></p> <p><i>Students are developing an understanding of changes and continuities in people's lives and can communicate about these in a particular communication mode.</i></p> <p><i>Students are beginning to respond to information in their environment and can make decisions accordingly.</i></p> <p><i>Students are developing an understanding about changes and continuities in their environments and can communicate about these in a particular communication mode.</i></p>	<p><b>Level Statement</b></p> <p><i>Students understand changes and continuities in people's lives and the environment, and can, with assistance, use familiar evidence. They also understand that stories are a source of information and can share personal interpretations about sources.</i></p> <p><b>Core learning outcomes</b></p> <p><b>TCC 1.1</b> Students describe their past and hopes for the future using evidence from familiar settings.</p> <p><b>TCC 1.2</b> Students sequence evidence representing changes and continuities in their lives.</p> <p><b>TCC1.3</b> Students share points of view about their own and others' stories.</p> <p><b>TCC1.4</b> Students identify old and new features of a familiar environment and give reasons for these identifications.</p> <p><b>TCC 1.5</b> Students identify what older people value from the past.</p> <p><b>Discretionary learning outcomes</b></p> <p><b>TCC D1.6</b> Students match artefacts to the developmental stages of a familiar adult and discuss differences to their own development.</p> <p><b>TCC D1.7</b> Students describe a sequence of objects by age and explain criteria for judgments.</p> <p><b>TCC D1.8</b> Students critique another students' interpretation of a shared story.</p>

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Level 2	Level 3
<p><b>Level Statement</b></p> <p><i>Students understand some causes and effects of changes and continuities experienced by individuals, groups and places, and can identify some differing interpretations or evidence. They also understand that people have contributed to changes in familiar settings and can analyse the experiences of different generations.</i></p> <p><b>Core learning outcomes</b></p> <p><b>TCC 2.1</b> Students explain different meanings about an event, artefact, story or symbol from different times.</p> <p><b>TCC 2.2</b> Students record changes and continuities in their personal interests, basic needs, abilities and physical characteristics.</p> <p><b>TCC 2.3</b> Students cooperatively evaluate how people have contributed to changes in the local environment.</p> <p><b>TCC 2.4</b> Students describe cause and effect relationships about events in familiar settings.</p> <p><b>TCC 2.5</b> Students identify similarities and differences between the experiences of family generations.</p> <p><b>Discretionary learning outcomes</b></p> <p><b>TCC D2.6</b> Students classify various information sources according to their own criteria.</p> <p><b>TCC D2.7</b> Students model positive actions relating to roles, rights and responsibilities of students in different social contexts.</p> <p><b>TCC D2.8</b> Students locate and explain objects which were valued by different people at different times.</p>	<p><b>Level Statement</b></p> <p><i>Students understand the contributions, causes and effects, and differing perspectives about particular developments in Australia's history and can use a range of evidence. They also understand how to organise information about these developments and can make predictions about Australia's environmental and social futures.</i></p> <p><b>Core learning outcomes</b></p> <p><b>TCC 3.1</b> Students use evidence about innovations in media and technology to investigate how these have changed society.</p> <p><b>TCC 3.2</b> Students create sequences and timelines that summarise sets of events about specific Australian changes and continuities.</p> <p><b>TCC 3.3</b> Students use knowledge of people's contributions in Australia's past to cooperatively develop visions of preferred futures.</p> <p><b>TCC 3.4</b> Students organise information about the causes and effects of specific historical events.</p> <p><b>TCC 3.5</b> Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds.</p> <p><b>Discretionary learning outcomes</b></p> <p><b>TCC D3.6</b> Students investigate family ancestors to determine cultural, political and social reasons for their life experiences.</p> <p><b>TCC D3.7</b> Students create a cause and effect game for peers to match events in Australia's past to environmental changes.</p> <p><b>TCC D3.8</b> Students explain the attitudes involved in a newspaper article about a human experience.</p>

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Level 4	Level 5
<p><b>Level Statement</b></p> <p><i>Students understand that information about events, artefacts, symbols and stories are selective representations and can critique such evidence. They also understand social and environmental changes and continuities in local and global settings, and can describe possible and preferred futures.</i></p> <p><b>Core learning outcomes</b></p> <p><b>TCC 4.1</b> Students use evidence to describe the influence of global trends upon the beliefs and values of different groups.</p> <p><b>TCC 4.2</b> Students design replicas of primary sources that describe situations before and after a change in Australian or global settings.</p> <p><b>TCC 4.3</b> Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.</p> <p><b>TCC 4.4</b> Students critique information sources to show the positive and negative effects of a change or continuity on different groups.</p> <p><b>TCC 4.5</b> Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue.</p> <p><b>Discretionary learning outcomes</b></p> <p><b>TCC D4.6</b> Students investigate how class, gender, religion or race has influenced attitudes towards a particular group, and how this affected this group.</p> <p><b>TCC D4.7</b> Students represent past civilisations on a timeline or chart.</p> <p><b>TCC D4.8</b> Students communicate how an individual or group was crucial to a political development which promoted a value.</p>	<p><b>Level Statement</b></p> <p><i>Students understand relationships between events in ancient and modern settings and can formally communicate these with reference to primary and secondary sources of evidence. They also understand how ideas and the pace of change impact on different groups in different times and can use inquiry processes to evaluate historical heritages.</i></p> <p><b>Core learning outcomes</b></p> <p><b>TCC 5.1</b> Students use primary and secondary evidence to identify the development of ideas from ancient to modern times.</p> <p><b>TCC 5.2</b> Students represent situations both before and after a period of rapid change.</p> <p><b>TCC 5.3</b> Students collaborate to locate and systematically record information about the contributions of people in diverse past settings.</p> <p><b>TCC 5.4</b> Students explain the consequences of Australia's international relations on the development of a cohesive society.</p> <p><b>TCC 5.5</b> Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.</p> <p><b>Discretionary learning outcomes</b></p> <p><b>TCC D5.6</b> Students identify changes in Australia's rural economy using a combination of primary and secondary sources.</p> <p><b>TCC D5.7</b> Students summarise the short and long term effects of a particular change on a group.</p>

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Level 6	Beyond Level 6
<p><b>Level Statement</b></p> <p><i>Students understand changes and continuities in various regions and can critique behaviours about causes and effects. They also understand that ideas and beliefs related to changes and continuities can be constructed from different perspectives and can apply the processes of inquiry to identify these perspectives.</i></p> <p><b>Core learning outcomes</b></p> <p><b>TCC 6.1</b> Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed.</p> <p><b>TCC 6.2</b> Students use their own research focus to analyse changes or continuities in the Asia-Pacific region.</p> <p><b>TCC 6.3</b> Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments.</p> <p><b>TCC 6.4</b> Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles.</p> <p><b>TCC 6.5</b> Students develop criteria-based judgments about the ethical behaviour of people in the past.</p> <p><b>Discretionary learning outcomes</b></p> <p><b>TCC D6.6</b> Students share with students in other settings issues associated with the relative pace of change in their local environment.</p> <p><b>TCC D6.7</b> Students explain various groups' perspectives on the values of peace and social justice.</p>	<p><b>Level Statement</b></p> <p><i>Students understand that a range of values, beliefs and attitudes are held at any one time within societies, and can evaluate evidence of issues and events in the context of their time. They also understand the interconnections which can exist between previously encountered topics, and can interpret significant current events and the perspectives of time, continuity and change.</i></p> <p><b>Discretionary learning outcomes</b></p> <p><b>BY6.1</b> Students evaluate evidence of the ways in which their personal history and the history of others have been constructed.</p> <p><b>BY6.2</b> Students produce or perform an account that links their own histories and those of others.</p> <p><b>BY6.3</b> Students make reference to values and peer-generated visions of preferred futures to suggest how they might contribute to creating better futures.</p> <p><b>BY6.4</b> Students evaluate the effectiveness of progressive actions from the past to recommend particular actions for the future.</p> <p><b>BY6.5</b> Students make judgments based on records and peer-generated criteria to evaluate achievement of personal goals in a project.</p>

### 3 CLASSROOM STARTERS

These are some ideas for classroom learning experiences before your visit to the Heritage Centre.

Experiencing some of these activities will help students to get full educational value from a class visit. It will help to prepare the students by giving them some understanding of the buildings and their time and the people who lived in them. Some resources are suggested; you may need to locate others for a few tasks.

- Explain why you are going and allow the children to voice their own reasons for going. Discuss what you expect to find there and what you want to find out while you are there.
- Invite a grandparent to bring along one or two artefacts from his/her childhood/teenage years to talk about.
- Construct a timeline for major events in Townsville, Queensland, Australia and the rest of the world from 1860 to 1900.
- Research and discuss the significance of the gold discoveries at Ravenswood and Charters Towers to the early development of Townsville. Gibson-Wilde, D. M. *Gateway to a Golden Land: Townsville to 1884*, James Cook University, Townsville, Queensland, 1984.
- Use the kit, Dept of Education Queensland/ National Trust of Queensland, *Heritage: Keeping the Past for Future*, Brisbane, 1992 – issued to all schools in 1993. The Teacher's Guide in the kit will provide some useful ideas. If you are unable to locate the kit, to borrow a copy contact Townsville Environmental Education Centre, phone (07) 4779 1688.
- Develop a glossary of terms, people, places. Students can then add to the list during or following the visit. This can be a good way of developing note taking skills.
- Collect and display for comparison, photographs of Townsville in the late 1800s and the present.
- Investigate the part played by John Melton Black in the early days of Townsville.
- Discuss why the houses at the Heritage Centre were moved to their present site.
- Find and examine books from the School or Council Library illustrating life in Australia in the late 1800s.
- Use a recipe or two from Sheet 12, Food! for a cooking activity with students.
- Obtain and try some recipes from the late 1800s, early 1900s. Beeton, I. *Mrs Beeton's Cookery Book*, Ward, Lock & Co., London, 1901.
- If your School has published an anniversary booklet it may contain useful photographs and information relating to the late 1800s, early 1900s.
- Investigate the games played by children in the late 1800s. Books may help, but grandparents or senior citizens may be a more interesting source.
- Research various aspects of houses in Queensland. Fisher, R & Crozier, B. *The Queensland house: A roof over our heads*, Queensland Museum, Brisbane, 1994.

## 4 CLASSROOM FOLLOW-UP

These are some ideas for classroom learning experiences following your visit to the Heritage Centre. Some resources are suggested, and you may need to locate others for a few tasks. There is a list of some other useful publications in Sheet 2, Resources.

- Discuss the visit, the student's expectations and any surprises.
- Have students write reports on the visit. This could be done individually or in small groups.
- Compare and contrast the lives of people living in the different houses.
- Students could imagine they lived in one of the houses in the late 1800s and write an account of their day as a child, mother or servant.
- Encourage students to undertake research projects on a variety of topics relating to the local area using resources such as newspaper accounts, government reports (such as Gibson-Wilde, D. M. and Woods Bagot Pty Ltd. 'Evolution of house styles in Townsville' in *Townsville Urban Conservation Study*, vol, 3, Townsville, 1993), interviews with local identities and members of community groups.
- Do research projects on the lives of these or other suitable identities: Teresa Irving, William Tutty, Alfred Peter and Helen Ada (Nellie) McKenzie, Edward and Mary Hunt, John Joseph (Jack) and Francis Mary Fanning, James Duncan and Jessie Alice Maud Ferguson.
- Construct a Family Tree for the Fanning or Ferguson families. The Family History Association NQ may be able to help. Contact: FHANQ, 5 Baker St, Hermit Park, phone (07) 4728 2833.
- Describe the preparations Mrs Hunt would make for a Dinner Party to which she has invited some guests. (See Sheet 12, Food!)
- Write a brief biography or profile of Alfred Peter McKenzie or Edward Hunt. (See Sheet 3, 'Currajong' tells the story of north Queensland)
- Investigate the issues involved in preserving cultural heritage of Townsville.
- Consider questions relating to conserving historic buildings: What can go wrong if a building is left alone for a hundred years? How do records such as photographs or diaries of occupants help with reconstruction?
- Find some other Townsville buildings which were standing at the time when 'Currajong' was built. (See Sheet 9, Villa residences)
- Have students prepare projects on technology in the home - running water, plumbing, electricity, sewerage etc. (See Sheet 11, Laundry day)
- Find out about school life in the late 1800s.
- Use one or more of the photographs from Sheet 7, Farmhouses in Townsville, Sheet 8, Timber houses in Townsville, or Sheet 10, Transport for photographic interpretation.