

## **PRIMARY – WOLSTON FARMHOUSE TEACHER RESOURCE KIT: *Stepping into the past***

Within the original colonial setting of Wolston Farmhouse, located just 40 minutes from the Brisbane CBD or 30 minutes from the Ipswich CBD, students will have the opportunity to take part in a drama immersion program where they will be transported back to the 1850's as servants for the first owner of Wolston Farmhouse, Dr Stephen Simpson. They will dress in authentic style costumes to present a dramatic recreation of life as a servant in the house. Both within the rooms of Wolston Farmhouse and the surrounding gardens, students will participate in activities such as cooking, cleaning and washing just as it would have been conducted in colonial times. They will also have the opportunity to play traditional games popular in the 19<sup>th</sup> century. At all times they will be supervised by their teachers and other adult supervisors but will be supported and guided through the experience by trained staff and volunteers.

Activities conducted during the day coupled with pre and post follow-up activities will enable the History Achievement Standard for Year 2 to be achieved using the program supplied in the kit, however many of these activities are suitable for other year levels. A checklist has been supplied to ensure the best possible outcomes can be achieved:

*By the end of Year 2, students describe a person, site and/or event of significance in the local community. They identify how and why the lives of people have changed over time while others have remained the same. Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided to answer these questions and to identify a point of view. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.*

Main Curriculum Focus: *Our past and present connections to people and places.*

*Compare objects from the past with those from the present and consider how places have changed over time ([ACHASSI039](#))*

- identifying how objects and activities are similar or different (clothes, games, household objects)
- exploring how technology has changed life over time (how and where food was obtained and prepared, how sewerage was managed, household work, the roles of men, women, boys and girls)

*How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past )([ACHASSK046](#))*

- creating craft items, preparing food, playing games, cleaning with resources used in Colonial Times

Information sheets in the kit include:

- a full description of each of the traditional games available to be played
- a full description of the servants jobs with pictures of objects used by servants
- pictures of the clothing worn by servants which students will wear for the immersion experience
- Time Line for Wolston House listing prior occupants, construction and original inhabitants of the land

**TIMELINE:**

- 50,000 YEARS AGO to the present and into the future: The area referred to as the Moreton Bay district lived in by the Turrbal and Yugara people.
- 1823: Surveyor John Oxley explored the Brisbane River. The Moreton Bay convict settlement was established from 1824.
- 1840: Dr Stephen Simpson arrived in Moreton Bay.
- 1843: As the first Commissioner for Crown Lands, Dr Simpson set up a Border Police Station at Woogaroo, upstream of where he would later build Wolston House.
- 1851: Unable to purchase Woogaroo, Dr Simpson bought 640 acres of nearby land for 20 shillings per acre. He named it Wolston.
- 1852: Surveyor William Pettigrew commenced laying out the site of a farmhouse at Wolston for Dr Simpson.
- 1853: The farmhouse, described as having nine rooms, was built.
- 1857 – 1859: Having been a doctor, a soldier, a police magistrate, a public administrator and one of the first trustees of the Brisbane (General) Hospital, Dr Simpson retired to the life of a horse and cattle breeder based at Wolston.
- 1860: Dr Simpson returned to England after his nephew, John Ommaney, died following a fall from a horse at Wolston.
- 1860: Matthew Goggs, a pastoralist formerly living at Chinchilla, bought Wolston.
- 1860 – 1906: Matthew Goggs, his wife Ann and their family of 12 children made a home at Wolston. The eldest son, also Matthew Goggs, inherited the property.
- 1906: Grindles Ltd, a company business operated by Robert and Eliza Grindle and their nine children, bought Wolston. They were originally from Northern Ireland.
- The Grindles established a dairy farm producing milk, butter and cream which they sold into suburban Brisbane. They had an aviary, grew vegetables and raised poultry, horses, cattle, pigs and sheep.
- 1956: Robert Hurley paid £10,000 for Wolston House and farm. He mechanised the farm, using a tractor for ploughing, pumping, cultivating, mowing, harrowing and chaff cutting. He also set up a new, modern dairy and grew potatoes, pumpkin, oats and barley.
- 1960: The Queensland Government bought the Wolston House farm. Not being lived in, Wolston House fell into disrepair.
- 1965: The National Trust acquired Wolston Farmhouse and a small area of land around it. Following fundraising and the hard work of restoration, Wolston Farmhouse opened to the general public as a house museum in 1969.

- Wolston Farmhouse is still owned by the National Trust. With the generous assistance of volunteers, the Trust works to raise funds, maintain the House and keep it open to the public.
- School students have been visiting Wolston Farmhouse for decades.

Information on National Trust membership is available at

<https://www.nationaltrust.org.au/membership-qld>

### **PRE EXCURSION INSTRUCTIONS FOR SCHOOL STAFF OR VOLUNTEER ADULT SUPERVISORS ON THE DAY**

Each class of students will be divided into six groups on arrival at Wolston Farmhouse. It would be best if these groups could be allocated in advance. On arrival one class will be enrolled as servants of Wolston Farmhouse. Each group in this class will have an adult supervisor and will rotate through each room of the house with 10 minutes allocated in each room to complete one or more of the allocated servants' tasks. They are expected to work as a group. Please stress the importance of taking care when using the appliances. Many are old and fragile and could be damaged if mishandled. Some of the allocated jobs are using dramatic representation only (*pretending*) and some may be really performed (*real*). These are marked accordingly on the instruction sheet which each supervising adult will find in a trunk located outside the door of each corresponding room. The items to be used for the cooking, washing or cleaning tasks are located in or beside the trunk.

Please help students to identify and use the correct items for the household job and keep them on task. There should be at least one item for each student to use. They must place the items back in the trunk at the end of the 10 minutes and then be ready on the signal to rotate with their supervisor to the next room. There are 6 rooms to complete tasks in. At the end of the 60 minutes there will be a 30 minute morning tea break.

The other class will play traditional games on the front lawn with one teacher as supervisor. The instructions and equipment for each game will be in place on the lawn. The teacher will be expected to relay information to the students as required enabling the games to be played safely and appropriately. They will rotate through some or all of the games under the teacher's supervision for the 60 minutes.

After the morning tea break each class will swap activities. The class that were servants will now have their games rotation while the students playing the traditional games will become servants of the house.

**POST EXCURSION ACTIVITIES:**

1. Write a letter in role as a servant from 1850 about your experience working at Wolston Farmhouse for the day.
2. Write a journal entry about your experience at Wolston Farmhouse. What activities did you participate in and what did you enjoy or dislike most about the day's activities.
3. Name as many of the mystery objects as you can remember. Which servants used them and what were they used for.
4. Write a description of a day in the life of Dr Stephen Simpson
5. Complete activity sheet.

**Traditional Games**

Choose three traditional games from the games played on the Wolston Farmhouse excursion and answer the following questions.

	NAME OF GAME 1 -----	NAME OF GAME 2 -----	NAME OF GAME 3 -----
What equipment was needed to play this game?			
Is this game still played today? How is it different?			
Did boys or girls originally play this game?			
What skills were learnt from playing this game?			

What fun fact did you find out about this game?			
Think of a game you like to play today? How is it different to these 3 games?			

## 6. Complete activity sheet

### Traditional Servant's Jobs

List three traditional jobs from the servant's jobs encountered on the Wolston Farmhouse excursion and compare to jobs today.

	<b>NAME OF JOB 1</b> -----	<b>NAME OF JOB 2</b> -----	<b>NAME OF JOB 3</b> -----
What object was needed to complete this job? Is the same equipment used today?			
Is this job still done in the same way today? How is it different?			
Which servants usually did this job?			

Where was this job usually performed?			
What did you like / dislike about doing this job? Was it easy to do?			
Which job did you enjoy doing best? Why?			