



Time and Change - HISE- First Contact Stage 2 / The Australian Colonies Stage 3

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| <p>Learning Intention</p> <p>What were the events the led up to our current way of life in our local area? What is the <i>heritage</i> of our local area?</p> <p>What did colonial Australia look, smell, taste, feel like?</p> | <p>Curriculum Outcomes</p> <p><u>History 2-3</u></p> <p>HT2-2 - describes and explains how significant individuals, groups and events contributed to changes in the local community over time</p> <p>HT2-5 - applies skills of historical inquiry and communication</p> <p>HT3-1describes and explains the significance of people, groups, places and events to the development of Australia</p> <p>HT3-2 describes and explains different experiences of people living in Australia over time</p> <p>HT3-5 applies a variety of skills of historical inquiry and communication</p> <p><u>Geography Stage 2-3</u></p> <p>GE2-1 examines features and characteristics of places and environments</p> <p>GE2-2 describes the ways people, places and environments interact</p> <p>GE2-3 examines differing perceptions about the management of places and environments</p> <p>GE3-1 describes the diverse features and characteristics of places and environments</p> <p>GE3-2 explains interactions and connections between people, places and environments</p> <p>GE3-3 compares and contrasts influences on the management of places and environments</p> |
| <p>Lesson 4 - A child's life in 1870s - Content</p> <p>Families were big in the 1870s with families of ten or more children being the norm. Children were dressed like small adults with clothes that were often hand me downs, and either too small or too big. Shoes were a luxury and holes in the soles were fixed by newspaper or bark. Many children born didn't make it to their first birthday. Many people were trying to make a living as gold miners, cedar getters or farmers. Children, often very young, were expected to help their family with whatever work was needed. There was no electricity, no running water, cars, television or computers. Young girls were meant to help their mother bring up the smaller children and with chores around the house. Young boys were meant to assist the menfolk with jobs like ploughing, mining or logging. Games were simple and used either no equipment or easy to find objects.</p> <p>Online Links (optional)</p> <p>https://www.sl.nsw.gov.au/site-assets/video/animation-costumes-australiansians</p> <p>https://education.abc.net.au/home#!/digibook/618324/colonial-life</p> <p>http://collectionsearch.nma.gov.au/ce/colony</p> <p>https://education.abc.net.au/home#!/media/2923812/ironing-clothes-in-the-olden-days</p> <p>https://education.abc.net.au/home#!/media/2922647/an-olden-day-toilet</p> <p>https://museums victoria.com.au/learning/little-history/my-grandmothers-toy-box/</p> <p>google 'cats cradle' and do string activities.</p> | <p>Activities</p> <p>1A - Photos and questions</p> <p>1B - Clothing</p> <p>1C - Games</p> <p><u>Extension</u> - Simple bread recipe and butter making information.</p> |

1A - A child's life

Look at these pictures and answer these questions in sentences.



| Public School at Sugganung. | | | | | | |
|-----------------------------|---------------------------------|--------------------------|-----------------------|---------------------------|---------------------|--------------------|
| Name of Pupil. | Age. | Nature of offence. | Amount of punishment. | Instrument of punishment. | Date of punishment. | By whom inflicted. |
| Robert White | 10 ³ / ₁₂ | Talking | 1 cut | Cane | 19-7-98 | F. A. Grenter |
| Robert Waters | 13 ² / ₁₂ | Smoking | 2 cuts | Cane | 22-7-98 | do |
| Edward Fitzgerald | 8 | Laughing | 1 cut | " | 25-7-98 | " |
| John Smith | 9 | Disobedience | 2 cuts | " | 18-8-98 | " |
| Bernard Brownsmith | 6 ¹⁰ / ₁₂ | Muttering | 2 cuts | " | 22-8-98 | " |
| Thomas Moran | 7 | amusing | 2 cuts | " | 22-8-98 | " |
| Stancee Kaye | 10 | Boistering | 1 cut | " | 31-8-98 | " |
| Christina Moran | 10 ³ / ₁₂ | Sulking | 2 cuts | " | 2-9-98 | " |
| Nellie Fitzgerald | 7 ⁶ / ₁₂ | Looking about repeatedly | 2 cuts | " | 5-9-98 | " |
| Bernard Brownsmith | 7 ¹ / ₁₂ | Reckless work | 2 cuts | " | 10-9-98 | F. A. Grenter |
| Nellie Fitzgerald | 7 ⁶ / ₁₂ | from want of effort | 2 cuts | " | do | do. |
| Christina Moran | 10 ³ / ₁₂ | Disobedience | 2 cuts | " | 21-9-98 | " |
| Harley Brownsmith | 10 ⁶ / ₁₂ | Continuous inattention | 1 cut | " | 28-9-98 | " |
| Maria White | 12 | do. | 1 cut | " | " | " |



1) 11% of children born in 1870 didn't make it to their first birthday. Why do you think this was?

2) Physical punishment (sometimes called corporal punishment) was often used, at school and at home. Looking at the page from the punishment book, write 5 reasons students were hit with the cane. How young was the youngest child hit according to this page? Were girls hit also?

3) Name 10 things that were different in 1870s compared to today.

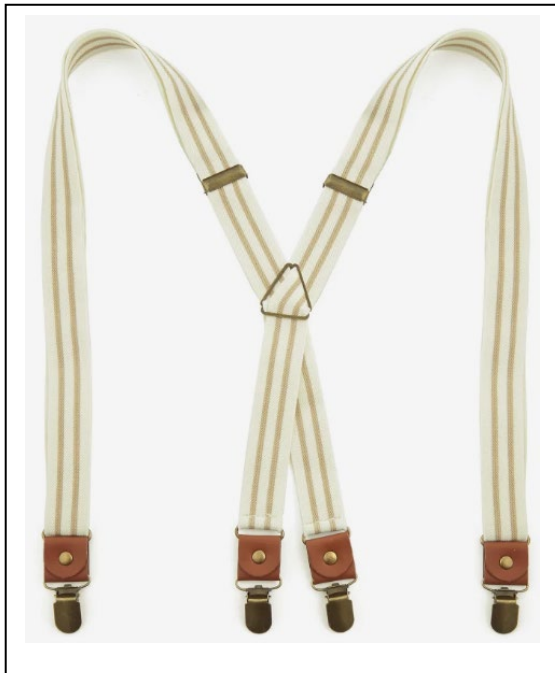
| | | | | |
|-------------------|----|----|----|-----|
| 1. No electricity | 3. | 5. | 7. | 9. |
| 2. | 4. | 6. | 8. | 10. |

EXTENSION

Imagine you are a company from the future who has mastered time travel. Write an advertisement for a holiday you are offering, where you want people to pay to go back to the 1800s for a day.

1B - Clothing

Girls had to wear dresses or skirts below the knee. Older girls needed to wear their dresses or skirts to their ankles. Young boys wore shorts whilst older boys could wear trousers. Girls wore mop (or mob caps) and boys caps. To reduce washing, girls wore pinafores (pinnies) over their clothes. Write what you think these objects are, and how they were used next to each object.





1C - Games

Games in the 1800s were played mainly using no equipment or equipment they could make from household objects, for example quoits made from rope rings and a stick stood upright in the soil; or a sack race where they used an empty flour sack. Here are 2 games to try and then answer the questions.

Game 1 - FLY

HOW TO PLAY "FLY"

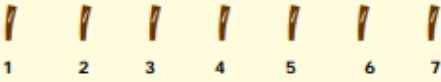




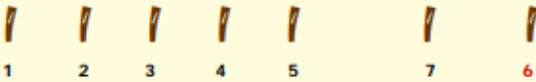
FLY – A GAME USING STICKS

"Fly" was a game that could easily be played anywhere. As with all games of this nature, there were variations to the rules and in the true spirit of improvisation were modified to suit the players and the location.

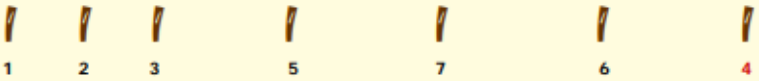
1. The children form a small team and collect 7 sticks approximately 30 cms long.
2. The sticks are arranged flat on the ground about 30 cm apart.



3. The children line up behind the first stick. The last in line is "Fly".
4. Each child in line runs through the sticks placing one foot between each stick, being careful not to touch any stick. "Fly" (the last child) runs through the sticks then leaps over the last stick as far as s/he can go.
5. "Fly" then takes one of the sticks and places it where s/he has landed.



6. Each child runs through the sticks again and the process is repeated.



7. A child is out if s/he touches a stick, misses a space or puts more than one foot in a space. The spaces between the sticks get progressively larger and the game becomes progressively more difficult to play. If "Fly" gets out the next in line becomes "Fly".

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What equipment did you need to play fly?

What did you like/not like about fly?

Game 2 - Thumb trap

THUMB TRAP

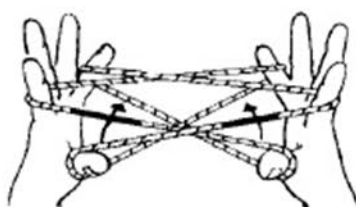
This is a very simple string trick. The end is very tricky too!



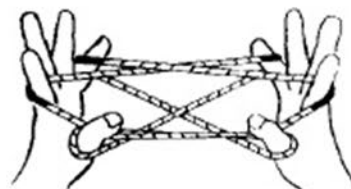
1. Put the string in the thumbs and little fingers of both hands. Give the loop a twist to make a cross in the middle.



2. Now lift the left palm string with your right index finger. Lift the right hand palm string with your left index finger.



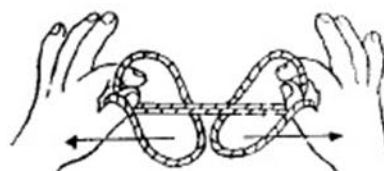
3. Put your thumbs into the forefinger loops as shown in the picture.



4. Hold the string underneath your thumbs. Release the index and little finger strings of both the hands.



5. Bend your hands inwards.



6. Pull your hands apart as far as they will go.



7. You will be surprised that both your thumbs will be trapped in a loop of string.

Did you find this easy or hard to do?

LESSON EXTENSION

Children were often given chores to do to assist mother – making beds, sweeping floors, milking cows, feeding chooks etc. Below is the recipe for a simple bread and a method to make butter from cream for you to try out on your family.

Simple Bread (Damper)

Ingredients

2 cups Self raising flour

1/2 to 3/4 cups Milk (or water)

1/2 teaspoon Salt

Instructions

Heat your oven to 210C. It needs to be hot.

Measure the flour into a bowl and add salt.

Mix in with a knife 1 $\frac{1}{2}$ cup of milk. Add more liquid if needed. It will be a sticky mix. Make sure all flour is incorporated. Pour the batter onto a greased and floured pan or tin. Sprinkle a little flour on top.

Put into the hot oven for approximately 25 to 30 minutes or until browned. Knock on the top to get a hollow sort of sound. Let cool for 5 mins. Break apart or slice and serve with butter and golden syrup, honey or jam.

How to make butter from cream

Ingredients

- 1/4 cup thickened cream
- 1 glass or plastic jar that holds about a cup, (make sure it has a tight lid)
- 3-5 marbles, (clean with soap and water)
- pinch salt (optional)

Instructions

1. Pour 1/4 cup of thickened cream into a jar
2. Add the washed marbles. These act like the mixing paddles in old-fashioned butter churns. and make the butter form faster.
3. Shake the jar. You may want to take turns shaking since it can make you tired.
4. Check on your cream every 30 seconds or so. Depending on how hard you shake, it takes between 3 and 10 minutes.
5. The liquid will get yellower and start to resemble scrambled eggs in appearance.
6. When you see the balls of butter separating, pour off the buttermilk using a colander or sieve (you can use this in cooking scones, pancakes or use just drinking!).
7. Take the butter out of the jar with a spatula. If you want you can add a little salt.