



Schwerkolt Cottage & Museum Complex

**Deep Creek Road
Mitcham**

Melway Ref: 49 D7



**Curriculum Support Materials
VELS Level 2**



**City of Whitehorse
Schwerkolt Cottage and Museum Complex
Curriculum Support Materials
VELS Level 2**

TEACHERS NOTES

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TRAVEL BACK IN TIME: LONG BEFORE GRANDMA WAS A KID...

TEACHER NOTES



INTRODUCTION

Synopsis

Students investigate what it might have been like living as a child on a farm in the early years (1880s and 1890s) in what is now the City of Whitehorse. These activities have two central focuses:

- My house, Their house
- My yard, Their yard.

These focuses provide students with a familiar starting point, and an authentic point of reference for beginning historical studies, by looking at change and continuity, by seeking similarities and differences in lifestyles then and now. Often students will find that people long ago did the same things that people today do. It is the technology that has changed, not our needs. People today have the same needs but they meet them with different tools, equipment and technologies.

Unit organisation

This unit has been organised into three parts:

- Part A: Getting ready for the excursion
- Part B: Visiting Schwerkolt Cottage
- Part C: Post excursion activities: Making sense of what we saw and learnt and Going further.

This unit uses an inquiry approach and is cross-curricular in nature.

Activity sheets have been developed for use with these Teacher Notes as follows:

Part	Activity Sheets
A	1 to 5
B	1, 2, 3 and 6 to 11
C	All sheets

Activity sheets can be enlarged by 141% on most modern photocopiers to fit onto an A3 sheet. This will make the recording of information easier for students at this level.

Key understandings

- Our needs are similar to the needs of people long ago.
- Today we have more tools, equipment and gadgets to make daily life easier.
- Tasks took longer to do in the past.
- New forms of energy such as electricity and gas make many household and farm tasks easier to do.
- Families were larger in the past.
- While many things have changed over time, other aspects of our lives have stayed the same.
- Long before Grandma was a kid, much of the land in this part of the City of Whitehorse was used for farming. Today it is used for housing.
- It is important to find out about the past because it tells the story of how the world has changed to be like it is today.

Focus questions

- What are our needs and wants and how do we meet these?
- Do needs and wants change over time?
- How have houses changed over time?
- How has farming changed over time?
- Is technology more important today than in the past?
- Would you prefer to live now or long before Grandma was born? Why?

Key terms

Most words which appear in this list are items which students will see and for which photographs have been taken for use in pre-excursion activities such as 'What's in the bag?'

accordion, anvil, barn, bellows, blacksmith, buggy, butter churn, candleholder, cellar, chaff cutter, chamber pot, cheese press, chimney, clothes wringer, Coolgardie safe, cottage, fireplace, furnace, future, grape seeder (juicer), history, hoe, ice chest, jacks, milk can, museum, needs, oil lamp, past, pick, pliers, plough, present, rabbit trap, rolling pin, saddle, scales, scythe, seeder, sheep shears, sieve, smokehouse, spanner, spinning wheel, story telling, tongs, tool sharpener, tool, verandah, vice, wants, wash basin and jug, washboard, wash tub, water pump, wheelbarrow, yoke.

Time and Level Expectations

The activities in this booklet could provide the basis for one term's work, including a day at Schwerkolt Cottage and Museum. Teachers may need to be selective to meet timetable demands as well as cater for the interest and ability levels of students. While the majority of Year 2 students could be expected to complete most activities during the second half of that year, the same expectations should not be made of Year 1 and early Year 2 students.

Links to the learning focuses and/or standards of the Victorian Essential Learning Standards (VELS):

The Humanities provide the main focus for this excursion, its pre- and post-excursion activities.

A. Physical, Personal and Social Learning:

Interpersonal Development

Standards

Building social relationships

At Level 2, students behave appropriately in a range of social situations.

Working in teams

At Level 2, students work in teams in assigned roles, stay on task and complete structured activities within set timeframes. They share resources fairly.

Personal Learning

Learning focus

Students participate in a wide range of learning experiences which involve a variety of learning styles and approaches to learning.

B. Discipline-based learning:

English

Standards

Reading

Students read independently and respond to short... informative texts with familiar ideas and information... and a small amount of unfamiliar vocabulary..... They locate directly stated information ... and interpret labelled diagrams.

Writing

Students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content, form and vocabulary depending on the purpose for writing... They use appropriate structures to achieve some organisation of the subject matter.

Speaking and listening

Students listen to and produce spoken texts that deal with familiar ideas and information.

The Humanities

Learning focus

Students develop their understanding of the concepts of time - chronology and sequencing, and change and continuity - through a study of changes in the local community over time. By comparing the experiences and artefacts of their daily lives with those of their parents, grandparents and other community members, students reflect on how life at home and in the community has changed.

Through observation, they investigate and describe elements of the natural and built environments in their local area.

By examining artefacts and listening to the oral history of relatives, teachers and community members, students become aware of the various types of geographical and historical evidence. They begin to make basic comparisons between 'then' and 'now' and learn to construct simple timelines to show their understanding.

They begin to understand how local resources are used to make products which meet local people's needs and the needs of people in other places. They also begin to understand that resources from other places may be used to make products locally to meet their needs.

Mathematics

Standards

Space

Students interpret simple... maps involving a small number of points, objects or locations (in the local environment).

Measurement, chance and data

At Level 2, students make, describe and compare measurements of length ... using informal units.

Science

Learning focus

Students observe and describe phenomena; for example, properties of natural and manufactured materials.

Communication

Learning focus

Students ... practise the skills of being attentive listeners and viewers in pairs, small groups and as a whole class. They are encouraged to use questions to clarify meaning and to extend interaction.

Thinking Processes

Learning focus

Students explore the community and environment around them, and increasingly consider contexts and information which lie beyond their immediate experience. Questions and wondering are encouraged, recorded and shared, and become the basis for further learning.

Students develop their skills in making accurate observations about people and events, and they begin to use a variety of means to record their observations.

Students practise ordering and sequencing their ideas. They begin to classify [concepts](#), objects and ideas using given criteria and describe, compare and contrast these classifications.

(Victorian Curriculum and Assessment Authority, State Government of Victoria, 2007, vels.vcaa.vic.edu.au/vels/level2.html)

NOTES

Teachers please use this space to make notes

PART A: GETTING READING FOR THE EXCURSION (1 – 2 weeks)

Select activities suitable to the interest and ability levels of students in your class

How many rooms are there in my house?

In small groups, students make a list of the rooms in their houses and what each room is used for. How many rooms are there in their houses? Make a class master list of rooms found in different houses. Which rooms are common to all or most houses? How many bedrooms do most houses have?



My bedroom

As a class, discuss the following and record findings on **Activity Sheet 1**, 'My bedroom, Their bedroom':

- number of people (if any) with whom students share their bedroom
- items of furniture commonly found in their bedrooms
- toys, games and leisure activities they can use in their bedrooms.

Comparative information will be recorded while on the excursion to Schwerkolt Cottage.

Note: You could adapt this activity by using student scrapbooks which provide more space to do the activities on the worksheet.

Things people do at home: Meeting our needs and wants

Explain to students that their house helps them meet many of their needs and wants.

As a class, make a list of those needs and wants students can identify such as safety, food, shelter, healthy living, privacy/personal space, entertainment and leisure activities. Decide which of these are needs and which are wants.

In small groups, students complete **Activity Sheet 2**: 'Meeting Our needs and wants ' to identify:

- how a need or want is met
- the equipment that is used to help meet this need or want
- who is responsible in the family for meeting this need or want.

Share information as a class and develop a class data chart or poster of these findings.

On the excursion students will find out a how these same needs were met by the people who lived at Schwerkolt Cottage. (After the excursion record this information on a class data chart and ask students to identify similarities and differences). Ask students to think of other needs not listed on Activity Sheet 2 and add these to your class chart. For example, washing dishes (hygiene), personal safety, (having your own space or room).

What's it made from?

Students list the materials used to make different parts of their house:

Floors	Walls	Ceilings
Roof	Window frames	Doors
Steps	Stairs	Chimneys
Verandah /Porch	Fireplaces	

Copy **Activity Sheet 3:** 'What's it made from?' Students complete the first part of this activity, 'My home'. They draw a line from each part of their house to the materials used to make that part of their house. More than one part may link to a particular material.

Note: Keep this activity sheet to complete while on the excursion.

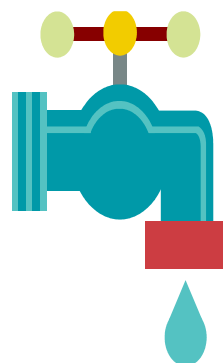
At school, share findings. Make a graph of the materials most commonly used in houses today.

Mapping activity

Students draw a not-to-scale plan of their house on Activity Sheet 4: 'My house and yard'. Explain that this is a difficult task and that family members can help students with the task.

On the plan, students label:

- Their bedroom
- Kitchen
- Bathroom
- Toilet
- Parent or caregiver's bedroom
- Where water taps can be found
- Garage/Carport
- Power points



Students also draw and label the main features of their front yard and backyard on their plan.

How big is my house and yard?

Using informal units (steps), students step out the outside measurements (length and width) of their house and also record these on **Activity Sheet 4**.

Living long ago

Note: While there are few picture story books set in the 1880s and 1890s suitable for students at VELS Level 2 to read, the following books will give students an idea of it was like to live then. Some titles are suitable for reading aloud to the class, others are suitable for browsing for visual information.

They include:

Baker, J., *Grandmother*, Scholastic, Reprinted 2000

Edwards, I and Tonkin, R, *Papa and The Olden Days*, William Heinemann Australia, 1989 (Hardback and paperback)

Wheatley, N. and Rawlins, D., *My Place*, Collins, 1987

Winch, J., *The Old Woman Who Loved to Read*, Scholastic, 2000

Also, browse your local and school library for illustrated reference books such as:

Brown, J. & R., *Inventions*, My First Reference Library, Belitha Press, 1990

Drew, D., *Realization Technology Series*, Rigby 1992

Dugan, M., *How They Lived Series*, Macmillan, 1992

Kerr, D., *Keeping Clean: A Very Peculiar History*, Watts Books, 1995

Thomas, R. & Stutchbury, J., *How We Live in Australia Series and Where Our Food Comes From Series*, Macmillan, 1996.

Shared experience: Farm visit

The Schwerkolt farm was a mixed one, growing fruit trees and vines. Other farm activities included dairying, wine making, charcoal burning, poultry, beehives and quarrying stone. The property today is not set up as a farm. Only the cellar and farm equipment provide any evidence of past farming activity. No crops are grown at Schwerkolt Cottage today as much of the farmland has been sold for housing.

However, before visiting Schwerkolt Cottage, you might consider arranging a class visit to a modern-day farm, vineyard and winery or dairy. This would provide some useful points of reference for students.

Alternatively, use illustrated reference books or photographs to see what a modern farm looks like and how it operates. Penny Matthews' book, *A Year on Our Farm* (Scholastic, 2002) could be useful to read to the class as it introduces students to an Australian farm.

After the farm visit, or after browsing picture reference books, ask students to work in small groups to discuss and record their responses to the following:

- When you visit an old farm like Schwerkolt Cottage, what might you expect to find on that farm that is the same or similar to things we see on farms today?
- What would you not expect to see on the old farm? Why?

Record student responses so that predictions can be checked after the excursion.

Classroom museum

Ask students:

- What do you think a museum is?
- What might you see if you visited a museum?
- Why do you think you would go there?

Explain that Schwerkolt Cottage is a museum and once a family lived there and worked a farm. Ask students:

- When you visit this museum, what might you see?

Record their responses to check after the excursion.

Set up a classroom display of photographs and drawings of old houses and farms. Collect artefacts (clothing, toys, household appliances, equipment, transport and so on) using books from the school and/or local library, and photocopies of old photographs students can bring from home. The school may have copies of old books, readers, inkwells etc. that could be added to the collection.

As a class, prepare a short article for the school newsletter, inviting people to lend artefacts or photographs of them for the classroom collection.

Discuss classroom rules to look after these photographs, books and artefacts.

What's in the bag?

(Use Activity Sheet 5)

Display Activity Sheet 5, 'What's in the bag ?' so students become familiar with the wide range of objects. Provide time for students to browse and discuss these informally. As a class first identify any objects familiar to students. Name these and discuss their purpose.

Cut up **Activity Sheet 5**, 'What's in the bag?' Separate the photographs and labels. These photographs are of equipment, tools and other artefacts students will see when they visit Schwerkolt Cottage. Place these photographs in a bag or box, and students take turns to each select one photograph.

After students have examined their photograph, they work in pairs to share information about their photograph. In sharing information, they should tell their partner:

- What they think it is
- From what they think it is made
- What they think it is used for
- How they think it works.

Repeat the activity for the second photograph in each pair, before students share information with the class.

As a reinforcement, students sit in a circle with all the photographs placed face down. Students then take turns to select a photograph other than the one they selected previously. They use the same five prompts from the earlier pairs activity. Once students have correctly identified an artefact place it in the classroom museum. Students then select the label that accompanies that artefact.

Classification activity

Using the same set of photographs on **Activity Sheet 5**, students suggest ways to group or classify these photographs. If a photograph belongs in more than one group, use hoops or draw overlapping circles (Venn diagrams) to help with the classification of these artefacts.

If students have not suggested based on places in the house or on the farm where they would be used or stored, then introduce this classification and record the results to check while at the cottage. Use the following categories for classifying artefacts:

- Cottage: Kitchen/Parents' bedroom/Children's bedroom
- Farm: Barn/Blacksmith's Shed/Smokehouse/Wine cellar

Note: Take a copy of these groups or classifications on the excursion for students to check on site.

PART B: VISITING SCHWERKOLT COTTAGE

Class organisation

Excluding the Museum, students will gain most benefit by working in small groups as this will enable them to see items displayed more clearly. The viewing spaces in the cottage and outbuildings are best suited to small groups of 6- 10 students. Teachers should encourage parent helpers to attend, ideally on a ratio of one adult or more adults for every small group. **On the excursion answers could be provided by students and could be recorded on the activity sheets by an adult.**



Students should be organised to move from one activity location to another with each adult being aware of the order of movement.

Except for the introductory mapping activity and the follow-up to the 'What's in the bag?' activity, all activities have been arranged so they can be undertaken as students visit each activity station.

Before students undertake the activities at each location, provide time for general viewing of the building and grounds.

If the weather is fine, bring equipment to play old-fashioned games such as Jacks, quoits, hopscotch, hoops, elastics, skipping, skittles.

Safety Note:

Teachers should be conversant with the safety requirements and student teacher ratios for excursions and outdoor activities as set down by their education system and/or school. To clarify any issues, contact your central or nearest regional office.

Things to bring on the excursion

(Use Activity Sheets 1,2 &3)

(Bring a class set of Activity Sheets 6-11)

- Each student should bring **Activity Sheets 1 to 3**
- Also bring a class set of **Activity Sheets 6 to 11**
- Results of the classification activity for **Activity Sheet No 5**
- Camera
- Blank paper
- If the weather is fine, bring equipment to play old fashioned games such as Jacks, quoits, hopscotch, hoops, elastic, skipping (groups and individual), skittles, egg and spoon race, 3 legged races.

Introductory activities:

What's in the bag?: Follow- up

Give each small group of students a copy of the artefacts they believe belonged at a particular location, for example in the kitchen or barn. (Note: This classification group should be the same as the first station at which students begin their excursion.) Each group checks the accuracy of the classified objects. If any objects do not belong, they should look out for these as they go around the property and note their correct location.

Share findings at school.

Is my house similar to Schwerkolt Cottage?

(Use Activity sheet 3)

1. Students step out the length and width of the cottage. Record results so students can compare Schwerkolt Cottage with the measurements of their own house (**Activity Sheet No 4**) when they return to school.
2. Complete **Activity Sheet 3**, 'What's it made from?'
3. Look at the pump outside the cottage near the kitchen end of the verandah. Ask students:
 - What do you think this pump was used for?
 - How do you think it works? Students make a rough sketch of the pump to use later to explain how it works in their own words. Alternatively, photograph the pump and other major items for classroom use after the excursion.
 - Where do you think the water comes from?
 - What would happen if the well dried up in the summer? Where would they go then to get water for drinking, cooking and washing?
4. Ask students how many of their houses have a verandah? If so, what do they and their family use it for? Could the Schwerkolt family use their verandah for the same or other purposes? Make sure students understand that the verandah also protected wooden doors and window frames as well as being a place where children could play, where washing could be placed to dry in wet weather, where wood for the fires could be stored to keep it dry and so on.



Mapping activity

Provide each student with a copy of the map on **Activity Sheet 6**, 'Plan of Schwerkolt Cottage'. Each feature is numbered.

Students locate each feature on the map as they move around the property. They place the corresponding number beside each feature.

Activity Station A: Kitchen

(Use Activity sheets 7&8)



What am I?

Use **Activity Sheet 7**, 'What am I?' to identify items found in the kitchen.

At school students could later make their own What am I ? for one or more objects used in Activity 5, 'What's in the bag'.

It's all about food

As students view the items found in this room, explain that many of these items relate to food. They belong in three main categories:

- Things people used to prepare food
- Things people used to serve or put food on the table
- Things people used to store food in before it was cooked and after it was cooked.

Students then identify items that belong in each category. List items that belong to each category.

Students could be divided into three groups, each group searching for items for one category.

What's different?: Question and Answer

Use **Activity Sheet 8** 'What's different?'

Students draw a line from the question to its possible answer on the activity sheet. For example:

- Why are there no power points? The house did not have electricity.

You could also do this activity at school after the excursion by cutting up the sheet. Ask students to match questions and answers.

Is it only a kitchen?

Students search for items in the kitchen that would be found in another room in their houses today.

To complete the activity, give pairs of students one sheet of paper, each with a different heading:

Bathroom

Laundry

Lounge Room or Family Room.

The group searches for items that belong in their allocated room. They list or draw these. Students might also suggest items found in these three rooms besides those identified here in the kitchen. The responses to this activity will depend upon their personal experiences of houses, especially the types of rooms found in houses other than their own (for example, pantry, dining room).

Ask students:

- Why do you think this room had many purposes?
- Is this very different to what it is like in your house today?
- Why do you think they had less rooms in their house than you have in your house?

There may be differences in responses to the second question from students living in flats or units compared with students living in a house. This could be used to discuss how people make the best use of the available space. (As an extension at school, decide if the class makes the best use of space in their classroom. Invite students to suggest solutions and improvements.)

What materials did they use?

(Use Activity sheet 9)

Students each identify one or more items in the kitchen at Schwerkolt Cottage that they also have in their house.

For each item, ask students:

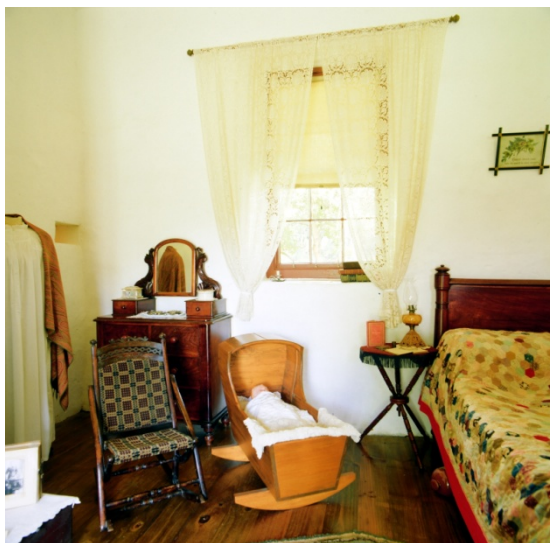
- What is the same about this item and the one in your house?
- What is different?
- Are they made from the same materials?
- Does it look stronger or weaker, heavier or lighter than the one you have at home?
- Is it larger, smaller or about the same size?



Students then use this information to complete the columns marked 'Schwerkolt Cottage' of **Activity Sheet 9**, 'What materials were used?' Later complete the column marked 'In my house' about the same items in their own house at school or as a home task, then share findings.

Activity Station B: The bedrooms

1. Parents' bedroom (Use Activity Sheet 10)



Quiz

Students work in pairs to find the answers to the questions about the bedroom on **Activity Sheet 10**, 'Parents bedroom'.

2. Children's bedroom



My bedroom, Their bedroom

Complete the 'Their bedroom' section of **Activity Sheet 1**: 'My bedroom, Their bedroom' to show:

- number of people who share this bedroom
- items of furniture found in this bedroom
- toys, games and leisure activities found in this bedroom.

John's room. Mary's room

John and Mary Schwerkolt
Photo courtesy of Whitehorse Historical Society

Explain that the Schwerkolt's had nine children. Earlier they lived in another cottage when the other children were younger. John and Mary at one time shared this bedroom.

Students identify items that John would most likely have used and items Mary would most likely have used. List these. Students should be able to find at least five items each for John and Mary. Add to the list when you visit the Museum toy collection. Use this information back at school to discuss toys and gender, then and now.

Ask students:

- Which of these toys do you, your brothers and sisters play with today?
- Why do you think the children had few toys?
- What types of books did the children have to read?
- How are these books different to books you read today?

Activity Station C: Cellar and Smokehouse

What's the funny shaped building?

Ask students:

- What do you think this building was used for?
- Why do you think it is made from stone?
- Why do you think it is shaped in this unusual way?
- Why is there a hole in the roof?
- What do you think was smoked in here?
- Where would you place the meat?
- If you had to use this room to smoke meat, what would you have to do?



Students could add the Smokehouse (and later the Cellar) to the list they prepared in the Kitchen for ways to preserve food.

Underground



Explain to students that the Schwerkolts grew their own grapes and made their own wine.

Ask students:

- Why was the cellar built underground?
- Why do you think it was dark in here?
- Why was it necessary to have a cellar? (No refrigeration, lack of a local supply of readily available ice)

Students examine the items in the room (wine kegs, Marc trolley, jugs, grape baskets) and suggest their purpose.

Ask students to suggest other items the family might store down here to keep them cool and fresh (Milk, vegetables, home made butter, cream, yoghurt, etc). As a group, make a list or draw these items people could store here.

Activity Station D: Blacksmith, Barn and Orchard Shed



What are they made from?

Students walk around both the barn and smithy, identifying all the materials they can find that were used to build these two buildings. As a group, prepare a list of these.

Ask students:

- Which of these materials do you think the family would have bought in a shop and which materials do you think they made themselves?
- How can you tell this?
- How do you think they built these buildings? (Note: Nails were scarce so they used to slide slabs of timber between cleats on smoothed logs placed at the top and bottom of each wall)
- Why do you think the door was split into two halves? (Horses would have been kept in here originally).

What were they used for?

In the barn and in the orchard shed (north west of the museum) there is a range of items that were used for

- Carrying people
- Carrying things and goods grown or made on the farm
- Storing food
- Preparing the soil for crops
- Harvesting crops.

. Ask students to identify some of these items for each of the five categories. Where possible, photograph these for later use at school

What's a smithy? (Use Activity Sheet 11)

Ask students:

- What type of work do you think a blacksmith would do?
- How did people use horses in the past? (The previous activity should help students to answer this question)

Students find as many items as they can in the Smithy that were used to:

- Make horseshoes
- Steer cattle when working on the farm
- Repair farm tools and implements.



Using **Activity Sheet 11**, 'What's the blacksmith's shed used for?' students match the photographs and labels. They then classify these items using the three categories above by writing the number:

- 1 next to items used to make horseshoes
- 2 next to items used to steer cattle when working on the farm
- 3 next to items used to repair tools and implements

Note: Some items could belong in more than one group.

Furnace and bellows

Point out the furnace and bellows to students, then ask them:

- How do you think the furnace and bellows worked?
- What materials were used to build the furnace? Why?
- What materials were used to make the bellows? Why?
- Where in the cottage did you also see a set of bellows? (Kitchen fireplace and parents' bedroom fireplace)
- Why do you think the bellows in the blacksmith's shed are larger than the ones in the house?

Explain to students that they will be investigating making fire and heat when they return to school as part of their post-excursion activities. To help them, they make a rough drawing of the furnace and bellows. Students could also be encouraged to suggest information about things they learnt in the blacksmith's shed. These could be recorded by the teacher or parent helper.

Activity Station E: Museum

(Use Activity Sheet 12)



Students visit the Museum to find further information to add to ideas they have already recorded during their visits to the Cottage and outbuildings.

To focus their attention, students could work in small groups concentrating on a selected number of the following:

- Children's toys and games
- Male clothing- everyday and for special occasions
- Female clothing- everyday and for special occasions
- Kitchen utensils
- Tools and implements
- Storing food (Also revisit the implements shed for this)

Photograph some of these items. At school, these photographs could be used to develop a class timeline as described in Part C. As a comparison, students should look at the collection of old cameras to see what parts are common between these old and modern cameras. Ask students:

- In what ways have cameras changed?
- In what ways have they stayed the same?

Whitehorse: Then and Now

Use the series of photographs for **Activity Sheet 12**, 'City of Whitehorse today'. Students work in small groups, each group working with one pair of photographs of a location in the City of Whitehorse today. These photographs are of the same locations or buildings as shown in some of the photographs displayed around the Museum.

Students:

- Identify the Museum photograph that corresponds with their photograph
- Identify three or more things or features that have changed
- Identify three or more things or features that have remained the same.

On site discuss photographs seen by students while in the Museum to identify changes and continuities. Find out what students think about each of these. Is the area better now or was it better then? You could complete **Activity Sheet 12** at school as a writing activity.

Activity Station F: Yarran Dheran

Take students for a walk through Yarran Dheran, along the Mullum Mullum Creek pathway. You can find out about Yarran Dheran at home.vicnet.au/~yarraand/ and also by reading the noticeboard as you enter the creek area.

Explain to students that much of the land would have looked like treed area on the opposite bank before people began to live here and work their farms.

As students walk along the pathway, challenge them to identify:

- Materials that could have been used for buildings and fences at the cottage
- things people did to make the land suitable for farming and housing
- native plants and animals
- fruit trees



Cormorant, Little Pied



Kookaburra



Willie Wagtail

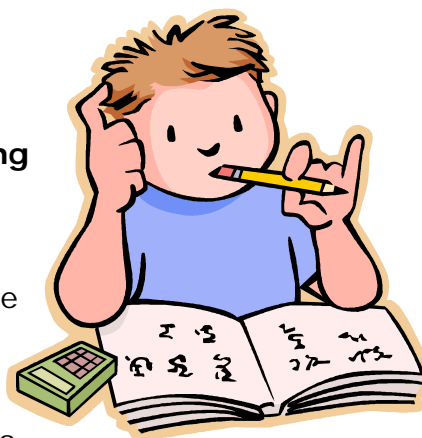
NOTES

Teachers please use this space to make notes

PART C: AFTER THE EXCURSION

Making sense of what we saw and learnt: Sharing information

At school, students share information recorded on the Activity Sheets and other sheets used during the excursion. Students use this information to:



prepared

- make picture or column/bar graphs as a basis for developing statements about living now and in the past
- paint friezes or a class mural about life at Schwerkolt Cottage. Annotate these with student statements about different aspects of daily life at the Cottage and on the farm
- prepare role plays about life at the Cottage. Each group presents its role play. Other class members then retell the story of the role play in their own words.
- prepare and conduct a day when students live like the Schwerkolts did
- make an annotated collage comparing life in the Cottage then with life in students' homes today
- make a diorama of a room in the cottage and prepare a taped record to explain the features of the room
- write a wall story about life at Schwerkolt Cottage
- prepare charts about 'My house, Their house' and 'My yard, Their yard'
- Make a large class poster about meeting needs and wants now and in the past. Use information from Activity Sheet 2, 'Meeting our needs and wants' to help you
- As a class, label a photograph of Schwerkolt Cottage to identify different building materials seen at the excursion

Photo quiz

Cover photographs taken during the excursion and place them in the centre of a circle of students. In pairs, students take turns to select and unveil a photograph. They then have a short time in which to examine the photograph together before giving as much information as they can about the photograph to the class. After each pair has presented its information, other class members are invited to provide any additional information about the photograph—what it shows, its purpose, what it was made from, how it is used, where at the cottage or in the outbuildings and grounds this item could be found and so on.

Class map

As the discussion about each photograph is concluded, place the photograph on a class map at its correct location at Schwerkolt Cottage to develop a visual record of your excursion. This could be used as the basis for individual, small group or whole class writing tasks.

Class book or webpage (blog)

Use the photographs and writing tasks to prepare a class book or webpage about your visit to Schwerkolt Cottage. Keep the book or webpage to use to help introduce the excursion in future years. Send a copy of your class book or your webpage to the Heritage Officer, City of Whitehorse, Locked Bag 2, Eastern Mail Centre 3110 (Telephone 9262 6478) or inform the Heritage Officer about your website. This will allow other schools visiting the Cottage to share student's knowledge and understandings.

Class Timeline

Note: This activity is designed to give students an estimate of the time when the Schwerkolt Cottage was built and the family lived there and when artefacts they used were first used. Students at this age should not be expected to understand time, especially historical time. Use general terms associated with time such as 'first, second... last, before and after, next. The dates are meant to be general indicators and act as a point of reference for the teacher when placing items on the timeline.

Place a string across the classroom or around the classroom wall.

On the timeline first place cards to indicate:

- The year(s) in which students in your class were born
- When their parents and grandparents were born. If any students have a great grandparent or very old relative, the year of their birth could also be recorded.

As a home task, students ask their parents and/or grandparents about past events they know about and when they happened. Students could suggest some dates and teachers might add to these using students' experiences and the likely experience of parents. Past events students (or the teacher) might suggest include:

- Melbourne Olympics and television first seen in Australia (1956)
- Sydney Olympics (2000)
- Westgate Bridge opened (15 November 1978)
- Flinders Street Station opened (1854); present building opened (1910))
- first trams in Melbourne (1885; and then 1889- from Box Hill to Doncaster)
- first settlers arrived in the area near Schwerkolt Cottage (1854/1855)
- their school opened
- Mount Pleasant Methodist School, the school John and Mary Schwerkolt attended opened in 1864
- first T Model Ford, mass produced cars arrived in Australia (1909)
- first Holden car (1948)
- when gold was discovered in Victoria (1851)- two years after the Schwerkolt's arrived in Australia
- when Ned Kelly was hung (1880) – 5 years before construction of the existing cottage began

Add items students saw at Schwerkolt Cottage such as the ice box, Coolgardie Safe, and different cameras. Find out the approximate date when some of these were invented and place labels on the timeline to indicate this.

Going further

As a follow up to the excursion:

- List different materials used in items found at Schwerkolt Cottage and in the outbuildings. Add new materials such as plastics used today. Investigate the properties or characteristics of some of these. Which are heaviest, lightest? Which materials break easily? Which last longest? Which materials naturally decay? Which materials don't easily decay? Which materials are easiest to cut, carve and make into shapes? Which materials are the most waterproof?
- Make a list of things students can find in their house but not in Schwerkolt Cottage such as television, telephone, electricity, running water, plastic goods, microwave, CD/DVD player. Using the school library (and peer tutors) find out when some of these items or materials were invented or first became available. Add these dates to the class timeline. Find photographs or examples of some of these items to add to the class museum. If two or more examples of the same item such as telephones are found, ask students to place these in the order in which they think they would have been made to show how they have changed over time. In some instances examples of changing technologies (gramophone, record player, CD player or open fireplace, wood stove gas/electric stove, microwave oven) will also be found.
- Prepare one or more diagrams or annotate a series of photographs to show how a water pump works. Investigate how students and their families get water at their house today. What happens when there is a scarcity of water- now and then.
- Fire played an important role at Schwerkolt Cottage: for cooking, warmth, in the blacksmith's shop and in making charcoal. Investigate fire and heat. Draw a diagram or prepare a computer generated diagram and brief talk to demonstrate how a furnace and bellows works. Find out about other sources of heat people use today. Prepare posters about fire safety at home and on a farm like that owned by the Schwerkolt's.
- Students ask their parents and grandparents about the ways people preserve and store food now and in the past. Find examples in the home, in shops, in warehouses, and when transporting food from farms to the city today. Find out about drying foods (make sundried tomatoes); smoking food, the use of salt for preserving food, dried fruits, bottle preserved fruit, tinned foods.
- Collect photographs to show how horses and beasts of burden are used today in Australia and in other countries. If possible, include examples from the past as well as the present.
- Find out about different types of houses today and in the past. Find out how these houses often were built to suit the climate of the area: steep sloping roofs in areas where it snows, no windows in some hot/tropical areas. Collect pictures to illustrate these.

These activities could be undertaken as whole class investigations or using expert/interest groups. Prepare a class or group article for the school newsletter seeking artefacts and information about some of these topics.

Putting you in the picture

(Use Activity Sheet 13)

Distribute **Activity Sheet No 13**: 'Putting you in the picture'.

Ask students:

- Would you prefer to live now or when John and Mary Schwerkolt were children (then)?

On the left hand side of the sheet, students give one or more reasons to indicate why they would or would not prefer to live now.

On the right hand side of the sheet, students give one or more reasons to indicate why they would or would not prefer to live in the olden days.

Class celebration

To conclude the unit of work about life at Schwerkolt Cottage, students plan and organise a celebration day when they present their findings to parents, grandparents or another class.

Arrange for students to dress as characters from the past and prepare food to reflect food choices of the times. Include some traditional German foods for students to try. Any decorations should be home made. Invite the local historical society and councillors to your celebration.






**City of Whitehorse
Schwerkolt Cottage and Museum Complex
Curriculum Support Materials
VELS Level 2**

ACTIVITY SHEETS

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Activity Sheet No 1: My bedroom, Their bedroom

Things to do:	My bedroom	Their bedroom
	Students place a photo of their bedroom here	
Who sleeps in the bedroom?		
Draw or make a list of things you can see in each bedroom		
Draw or make a list of toys, games and activities you can play in each bedroom.		

Activity Sheet No 2: Meeting our needs and wants

We meet many of our needs and wants at home.

- How do you meet each need at your house?
- How did they meet the same need at the cottage?
- Who helps you meet this need?
- Who helped them meet this need at the cottage?

Students, with the help of an older person, complete the 'My house' section before the excursion.

The 'Their house' section is completed on the excursion as a whole group activity, with the adult recording student responses.

Need or want	My house	Their house
Food to eat		
Washing myself		
Washing the dishes		
Washing clothes		
Drying clothes		
Feeling safe		
Having my own special space in the house		
Things to do at night		

Activity Sheet No 3: What's it made from?

For each section 'My house' and 'Their house', draw lines from each part of the house to the material used to build it.

You might include more than one line from the part of the house to different materials.

My house:

	Aluminium
	Steel
Outside walls	Concrete
Inside walls	Timber
Roof	Dirt
Ceilings	Rocks
Floors	Bricks
Window frames	Plaster
Doors	Concrete
Chimneys	Tin
Verandah	Tiles
	Slate
	Plastic
	Iron

Their house

	Aluminium
	Steel
Outside walls	Concrete
Inside walls	Timber
Roof	Dirt
Ceilings	Rocks
Floors	Bricks
Window frames	Plaster
Doors	Concrete
Chimneys	Tin
Verandah	Tiles
	Slate
	Plastic
	Iron

Activity Sheet No 4: My house and yard

Pretend that the roof has been taken off the top of your house and you are floating in the air. Draw a plan of what you think you would see. Inside the house only draw the walls windows and doors. In the frontyard and backyard, draw the main things you could see.

	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

When you have finished drawing your plan, put number

- 1 to show where your bedroom is
- 2 to show where the kitchen is
- 3 to show where the bathroom is
- 4 to show where the toilet is
- 5 to show where the main bedroom is
- 6 to show the garage or carport

Put a X to show where you can find taps

Put a tick where you can find power points.

My house is ____ steps long and ____ steps wide.

Activity Sheet No 5: What's in the bag?

Cut up the photographs and labels on these sheets. Place the photographs face down inside a circle. Display the labels so all students can see them.

Students take turns to select a photograph. Ask:

- What do you think it is?
- What is it made from?
- What do you think it was used for?
- How do you think it works?

After the questions have been answered correctly, match each photograph with the correct label.



Iron



Scales and weights



Spinning wheel



Rolling pin



Oil lamp



Grape seeder (Juicer)



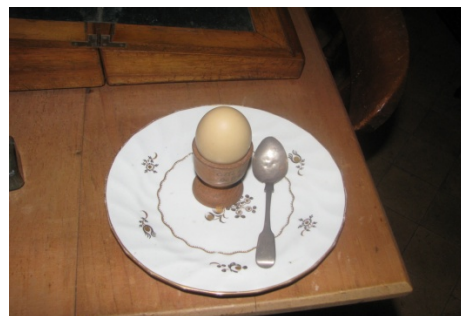
Wash tub



Cake mixer



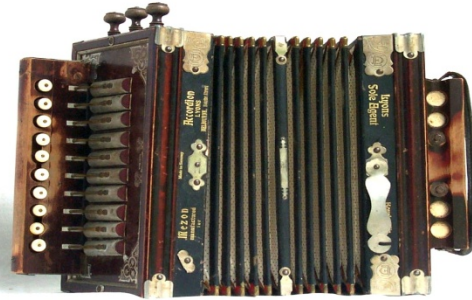
Wash board



Egg Cup and Spoon



Butter churn



Accordion



Bellows



Herb Drying Rack



Spice Rack



Tea Set



Cradle



Bath



Rocking chair



Pram



Wash basin and jug



Chamber Pot



Candlestick



Jacks



Sewing Basket



Teddy Bear



Toy Sewing Machine



Cot



Doll



Wooden Blocks



Smokehouse



Water Pump



Milk can



Tool Sharpener



Sickle



Rabbit trap



Nails



Yoke



Tongs



Pliers



Sieve



Spanner



Nails



Anvil



Hurricane Lamp



Wash Board



Ice Chest



Knife Cleaner



Cane Clothes Basket



Coolgardie Safe



Wine barrel



Wine jug

Activity Sheet No 6: Map of Schwerkolt Cottage

This is a map to show you where things can be found at Schwerkolt Cottage. As you walk around and find places put the number on the map next to the words that tell you what it is.

Barn _____

Schwerkolt Cottage _____

Smokehouse _____

Cellar _____

Smithy _____

Kitchen _____

Museum _____

Parents' bedroom _____

John and Mary's bedroom _____

Water pump _____

Mullum Mullum Creek _____

Julie: A simple map should be drawn here. If it can show the general shape of each building this will help students at this age recognise the features. Number the features 1 to 11.



Activity Sheet No 7: What am I?

Read the clues in each box on the left hand of this sheet and then circle the answer in the right hand column.

I am a large open space in the wall.
I am made from bricks.
You can see lots of large pots hanging there.
People used me to cook and to keep the room warm.
I am a.....

Butter Churn.....

I am made from wood.
I am square.
I have a bumpy surface with ridges going from one side to the other side.
I am a

Fireplace.....

I am a wooden box.
I have a metal handle to turn.
I am a....

Grape Seeder.....

I am made from steel
I am a funny shape with a hole at the top and a hole at the bottom.
You turn the handle to make me work.
I sit on the edge of a shelf.

Wash Board.....

I am a.....

Activity Sheet No 8: What's different?

Draw a line from the question to its answer

How did they cook without a stove?

They used an **oil lamp**.

How did they keep food fresh?

Outside there is a **water pump**.

How could they see in the kitchen at night?

They cooked food in the open **fireplace**.

Where did they get water?

They could keep food in the cellar and hang it in a safe on the **veranda**.

Activity Sheet No 9: What materials were used?

Find three items in the kitchen at Schwerkolt Cottage that you also have in your house.

Item	Schwerkolt Cottage	In my house
<p>1.</p> <p>Tick ✓ the one that is smaller</p> <p>Use a cross x to show which one is heavier</p>	<p>It is made from</p> <hr/>	<p>It is made from</p> <hr/>
<p>2.</p> <p>Tick ✓ the one that is larger</p> <p>Use a cross x to show which is lighter</p>	<p>It is made from</p> <hr/>	<p>It is made from</p> <hr/>
<p>3.</p> <p>Tick ✓ the one that is larger</p> <p>Use a cross x to show which is lighter</p>	<p>It is made from</p> <hr/>	<p>It is made from</p> <hr/>

Activity Sheet No 10: Parents' bedroom

For each question, draw a circle around the correct answer.

If you wanted to go to the toilet at night you would....	have to wait till the morning use the wash basin and jug
	<u>use the chamber pot</u>
If the room was cold you could	just get colder and colder light a fire
	take rugs out of the baby's cot
You could wash your face and hands	in the chamber pot
	using the wash basin and jug
	in the baby's cot
If you needed to speak to someone in the kitchen you could...	speak through the square hole in the wall
	shout very loudly
	wait till the morning
If you wanted to read at night you could...	switch the light on
	light the candle
	sit by the fire
You would keep the baby's cot in this room because....	it is a good room for a cot
	there is no room in the children's bedroom
	you could hear the baby in the night

Activity Sheet No 11: What's the blacksmith's shed used for?

In the box under each photograph put the number

- 1 if the item is used to make horseshoes
- 2 if the item help you to steer cattle when working on the farm
- 3 if the item is used to repair tools and equipment.



Nails



Bellows



Spanners



Tongs



Pliers



Yoke

Activity Sheet No 12: City of Whitehorse today

Our group photograph is of

Three things you can see in both photos are:

Three things which have changed or disappeared since the old photograph was taken are:

Do you think this part of the City of Whitehorse looks better today or in the past?

Why do you think it looks better now or in the past?

Activity Sheet No 13: Putting you in the picture

Draw a picture of yourself in the middle page. Think about what it is like living now and what it would have been like in the past at Schwerkolt Cottage. What would you like living now and in the past. Write your ideas in this sheet.

I would like to live now

YES

I would like to live then

YES



NO

No