



Schwerkolt Cottage and Museum Complex

**Deep Creek Road
Mitcham**

Melway Ref: 49 D7



**Curriculum Support Materials
VELS Level 3**

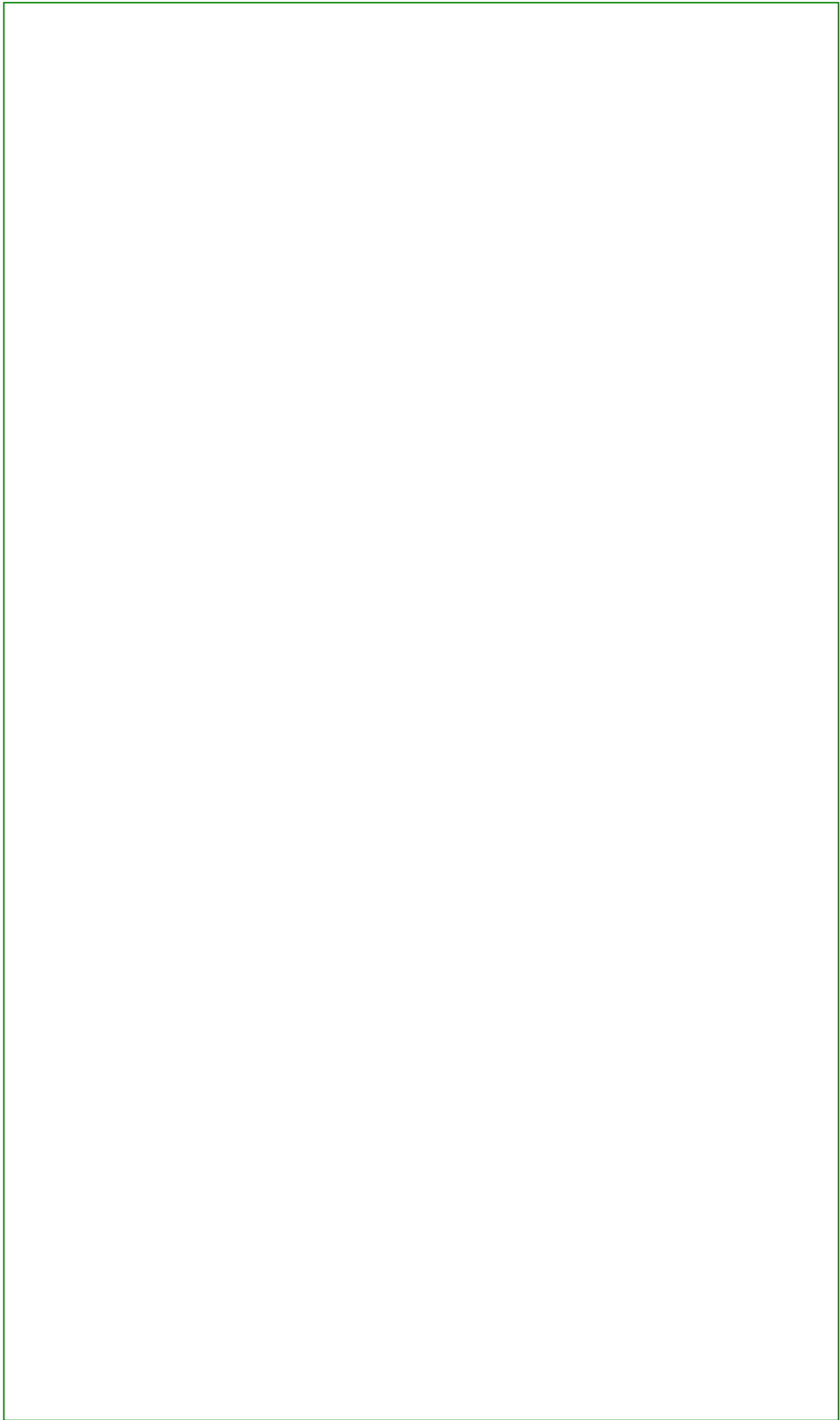


**City of Whitehorse
Schwerkolt Cottage and Museum Complex
Curriculum Support Materials
VELS Level 3**

TEACHER'S NOTES

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MEET THE SCHWERKOLT FAMILY

TEACHER'S NOTES

INTRODUCTION

Synopsis

A visit to Schwerkolt Cottage provides students with an excellent opportunity to learn about the daily lives of a family of early German settlers in the Nunawading area.

Students investigate the known family history of the Schwerkolt family. They find out what life was like for the family, especially in the early decades of settlement (1860 – 1900), how they met their daily needs, the challenges they faced in a strange land and the roles of family members. By comparing the life of the Schwerkolt family with their lives and the lives of their family today, students gain an understanding of change over time.

Students use available artefacts and information to build up a picture of life for the Schwerkolt family and their family born in Australia. They use some of the detective-investigating skills of an historian. They are given some clues prior to the excursion to Schwerkolt Cottage. These clues will help students develop some understanding of who the Schwerkolt family were. However, the picture will be incomplete and students then use the excursion to gather further information through observation. At school they are able to piece their information together to develop a greater understanding of this family and their daily lives.



August and Paulina Schwerkolt
Courtesy of Whitehorse Historical Society

Unit organisation

This unit has been organised into three parts:

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

The 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, 2 and 3
B	4 and 5
C	6

Activity sheets can be enlarged by 141% on most photocopiers to fit onto an A3 sheet. This will allow students to record more information.

Key understandings

- Historians use the skills of a detective, piecing together evidence to create a more complete story about people and events
- German families such as the Schwerkolts contributed to the Australian way of life in varied ways
- The needs and wants of the Schwerkolt family were very similar to the needs of other families already living in Australia
- Life in the period 1850 to 1900 was very different to the way we live today
- Families at this time were large but houses had less rooms
- The Schwerkolt family undertook a range of farming activities to help meet their needs
- Life as a pioneer brought many challenges.

Focus questions

- How can we find out about our family history and the history of other families?
- What do we know about the Schwerkolt family?
- What challenges did they face in a strange land?
- How were their needs and wants met?

Key terms

Acre, ancestors, barn, beekeeper (apiarist), cellar, charcoal, copper (washing), cottage, generation, Germany, horse and buggy, immigrant, immigrate, market gardener, migration, mortar, naturalised, orchardist, Prussia, quarrier, sailing ship, settlement, small scale farming, smokehouse, tall ship.

Time and Level Expectations

The activities in this booklet could provide the basis for one term's work, including a day at Schwerkolt Cottage. 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 4 students could be expected to complete most activities during the second half of that year, the same expectations should not be made of Year 3 or early Year 4 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

Working in teams

At Level 3, students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task.

B. Discipline-based Learning

English

Standards

Reading

Students read and respond to an increasing range of ... informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts... They infer meaning from material presented in informative texts. They identify how language is used to represent information, characters, people, places and events in different ways ...They use several strategies to locate, select and record key information from texts.

Writing

Students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. ... They order information and sequence events using some detail or illustrative evidence.

Speaking and listening

Students vary their speaking and listening for a small range of contexts, purposes and audiences. They ... use appropriate spoken language features, and modify spoken texts to clarify meaning and information.

They listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.

The Humanities

Standards

Humanities knowledge and understanding

Students describe and sequence ... key aspects of the histories of cultural groups that make up their class, community and nation. They describe how aspects of places in their local area have changed over time. From direct observation or observation of a variety of media, they describe the human and physical characteristics of their local area ... They describe how people use and affect different environments.

Humanities skills

Students use a range of historical evidence, including oral history, artefacts, narratives and pictures, to retell events and describe historical characters. They develop simple timelines to show events in sequence. They ... frame questions to further explore historical events.

C. Interdisciplinary learning

Communication

Learning focus

Students listen attentively when required and learn to respond and interject appropriately... They practise paraphrasing what a speaker has said to check meaning and ask clarifying questions where meaning is unclear.

... They learn how to identify the main message, develop their own interpretation, and provide evidence to support it. During both formal and informal presentations, students explore the use of a range of verbal and non-verbal strategies, to enhance meaning and to engage their audience.

Thinking Processes

Learning focus

Students develop strategies for organising and summarising information and reflecting on their thinking. They begin to categorise knowledge and ideas, identify patterns, and form generalisations. They learn to make connections between both new and established ideas and their own knowledge.

With [thinking tools](#) to assist them, students begin to ask more focused and clarifying questions. They develop skills in collecting and organising ideas from a range of sources to construct knowledge.

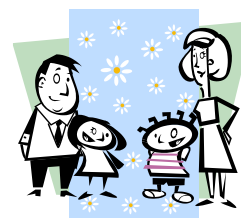
(Victorian Curriculum and Assessment Authority, State Government of Victoria, 2007, vels.vcaa.vic.edu.au/vels/level3.html)

NOTES

Teachers please use this space to make notes

PART A: GETTING READY FOR THE EXCURSION

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



Mum and Dad, where did we come from?

Students ask their parent(s) from what countries their families migrated to Australia and when they arrived here.

Use this information to:

- locate the places of origin of students' ancestors on a map of the world
- produce a bar or line graph showing how many families came from the same part of the world
- identify the places from where most and least of the students' ancestors came
- prepare a timeline showing when the first known member of each student's family arrived in Australia.

Explain to students that most pioneers in Nunawading came from England, Ireland, Scotland and Germany. (Compare the class graph with this information. Is your class 'typical' of pioneering Nunawading? Why might it be more diverse today?)

What do I need to know?

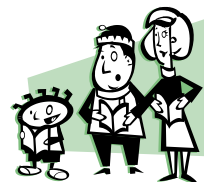
Students work in small groups. Pose the problem:

- If you were going to find out about the history of your family, what questions might you need to ask?

Each group records its suggestions on paper. Students then come together as a class and take turns to find identical or similar questions and group these. Construct a class list of questions to help with investigations.

The class list could then be cut up and questions about similar issues could be grouped together such as place of origin, the journey to Australia, settling in a new country, making new friends, types of work people did, school days, leisure activities and so on.

Typical questions students could ask are listed overleaf. Use this list as a guide to suggest additional questions not previously provided by students.



Family history questions

- Which country did they come from?
- What was it like living there?
- When did they leave that country?
- How did they travel to Australia?
- How long did it take to travel to Australia?
- What was it like living on the ship/ flying by plane?
- How many members of the family came to Australia?
- Who was later born in Australia and when?
- Where in Australia did they first land?
- How did they get to Melbourne?
- What did they think of Melbourne when they first arrived here?
- Where in Melbourne did they live?
- When did they shift to this area?
- What was their house like?
- Did they build a temporary house first?
- If you visited their house, would it have as much furniture as your house today?
- What furniture would be the same and what would be different?
- What types of work did they do?
- What equipment did they need to help them do their work?
- Did they speak English?
- How did they communicate with other people?
- How did they learn English?
- What were some of the challenges they had to face when they first started living in Australia?
- What roles did each family member have?
- Did children have the same rights and responsibilities in earlier times as they do now? What were some of the differences?
- Did they eat the same food in Australia and in their home country? Why? Why not?
- Where did their food come from? Where would they buy it? Were shops different in those days to now?
- Did they wear the same types of clothing in Australia and in their home country? Why? Why not?
- Where did the children go to school? What did they learn at school?
- At what age did children leave school in those early days?
- Did all children go to school? Was school like it is today?
- What type of transport did people have in the early days?
- What traditions and customs did they bring from their homeland?
- What games did the children play?
- What did the children do when they grew up and left school?
- How old were they when they died? From what did they die?
- What services (library, medical centres, sporting facilities etc) do we have in our community? Was it the same 50, 100, 150 years ago?

Students suggest ways they might be able to find information to help them answer these questions about their own family and where they first lived in Australia. For example, birth certificates, diaries, photographs, old letters, and discussions or interviews with family members. This will be useful when they come to consider the Schwerkolt family later during these introductory activities.

Getting started on the task

(Use Activity Sheets 1 & 2)

Students work in pairs or small groups with **Activity Sheet 1**, 'The Schwerkolt Story'.

They first read **Activity Sheet 1** which they imagine is the first attempt someone has made to write the Schwerkolt family history.

Once students are familiar with the text, they retell it in their own words, identifying information they think is most important. Record this and sort it into categories. Ask students:

- Does this story sound like it might be true?
- How do you know?

Now present each group of students with an envelope of documents that you have copied (See **Activity Sheet 2**, 'Documents'). Explain that these include copies of some old Schwerkolt family documents. Read these documents as a class so students become familiar with the different handwriting.

Each group now uses these documents to help them to find missing information in the story. The teacher's copy of the story has notes indicating what documents to use. Information ***bolded and italicised*** in the teacher's copy is correct. Students add information from the documents to complete the story. Information is added in four sections of the text only: 'August Schwerkolt in Prussia'; 'The early years in Australia' (list of children's names and births only); 'August Schwerkolt's second family'; and 'The three cottages' (Glyn Frances' letter only refers to the third cottage). The sections students use to work with these documents are shaded.

Discuss findings as a class and on an enlarged copy of the story, make any necessary changes to the story text such as dates, names and places.

Discuss further any pieces of information in the story which students still believe might be untrue. Ask students:

- If you were uncertain about information in your family history, how could you check this? (Note: Explain that people often rely on their memories. It is important to check as much information as possible using a number of resources or by speaking to several people to confirm details).
- How might we be able to recheck our information?

Revisit the class list of investigation questions. Check off questions students believe have been answered accurately.

Filling the gaps, building up the story: The students' challenge

Explain to students that many families have written histories and may have copies of some documents such as the ones they have used. In most instances these histories and documents do not tell the full story of how the family had to adjust to a land that appeared strange to them. They had to make a living here and survive. Many details are missing. The challenge for students will be to retell the story of this family, to reconstruct the past.

Students work in small groups to try and expand on the Schwerkolt Story. The activities they undertake from now on are designed to help them build up a clearer and more detailed picture of what life might have been like for the Schwerkolts. Like detectives, they will collect information from artefacts around them and from simple illustrated reference books in the school and local council libraries and the Internet to help them build up this picture. Explain to students that members of the Schwerkolt family lived in the timber cottage (the second house) until 1959. After Wilhelmina left for the USA in 1900 it is believed that the existing cottage was rented out until 1964 when it was sold.

To help them focus on the task, present each group with a copy of **Activity Sheet 3**, 'Getting ready to find out more'. This sheet will also help students to start forming opinions about family members.

Explain that once students have collected their information, they will need to decide upon the best way for their group to present that information. As a class, begin to construct a list of ways of later presenting their findings such as:

- picture story book or illustrated text
- imaginary interviews with members of the Schwerkolt family
- Powerpoint presentation
- dramatic presentation
- series of models or dioramas
- illustrated and annotated timeline
- the story told as poetry
- drawn family tree
- videoed documentary
- annotated photographic display
- series of murals with explanatory text
- combination of these.

Students should revisit this list just before their excursion. This will help them to decide what information they need to find at Schwerkolt Cottage and how to record this information while on the excursion.

Group meetings

Photocopy the list of questions developed during the 'What do I need to know?' activity and distribute one copy to each group.

Each group uses this list to decide which questions they need to ask to build up a more complete picture of the Schwerkolt family and their story. Cut up these questions and paste them onto separate sheets for recording information.

Pose the following for each group to consider:

- You have now raised many questions for which you want to try and find the answers. Where might you be able to find the answers to each of these questions?

Brainstorm ideas such as birth, death and marriage certificates, baptism or christening certificates, diaries, photographs, old letters, reference books, the internet, excursions to heritage properties including Schwerkolt Cottage, visiting speakers from the local historical society. Refer students to ideas they suggested earlier for finding out about their own family history.

Explain that while there are no books written about this particular cottage or the Schwerkolt family, there are general reference books that illustrate many artefacts used in houses and farms at this time. These books together with information found on the excursion can be used to build up a picture of daily life for the Schwerkolt family. Books such as P Bennett's *What Was it Like Before Electricity?* (Evans, London, 1993), Anne Ciddor's *Victorian Times Through Children's Eyes* (Macmillan, 1995), D Hankin's, *What Was it Like Before Television?* (Evans, London, 1994) and the How They Lived Series might be useful here.

FINDING OUT:

Note: The next two activities could be undertaken as written – as small group investigations or, to save time, as a class challenge in which students share information as they find it.

The home country: What was it like living in Germany?

Students use reference materials from the school and local council library to find out about Germany, especially any information about the area from where the Schwerkolts came. Burschen is east of Hamburg. The country was called Prussia in those days. Today Prussia has been divided between Germany, Poland and Russia.

Suitable reference books about Germany today could include:

Amos, J., *Getting to Know Germany and German*, Watts Books

Cumming, D., (1994), *Countries of the World: Germany*, Wayland Press

Davies, K., (1994), *A first guide to Germany*, Zoe Books

Grassby, A. & Hill, M., (2000) *German Australians*, Australians All Series, Macmillan (Includes a small section on Victoria)

McDonald, A., (1992), *Focus on Germany*, Evans Brothers Limited

Needham, E., (1996) *The Land and Peoples of Germany*, Watts Books

Peters, S., (1997), *A Family from Germany*, Wayland Press

Magazines and old tourist brochures can also provide pictures to give students a general idea of what Germany is like. At this stage of schooling and for the purposes of this activity- to illustrate that Germany is very different to Melbourne, this level of information is sufficient.

Students work in pairs or small groups to find information to build up as complete a picture as they can of what it must have been like for people such as August and Paulina Schwerkolt living in Prussia/Germany in the 1840s and 1850s.

Information could include:

- Location of Germany in Europe
- Population of Germany then and now
- Climate: average temperature, warmest and coldest months, wettest and driest months, total rainfall, was there snow in the area and if so, for how long?
- The landscape and environment: Describe the area: Was it hilly, flat, mountainous? Flora and fauna
- Industries: primary and secondary
- Types of clothing people wore in the late nineteenth century. (Paintings or photographs could help here)
- Typical German foods and ingredients
- How food was preserved
- How food was cooked
- The types of toys children played with at this time
- The types of games children played.

The journey to Australia

Few details are known about the voyage by ship to Australia. These are recorded in **Activity Sheet 1**, 'The Schwerkolt Story'.

The ship in which Mr and Mrs Schwerkolt sailed was called the *Emmy*. It was a sailing ship /tall ship. Challenge students to find out about these ships.

- How big were they?
- How did they move?
- How many passengers did they carry?
- How long did it take to travel to Australia on one of these ships?
- What route might they have travelled?
- What activities did the passengers do on board the ship?
- What type of food would they have had to eat?
- How was it stored and preserved?
- Where did they get fresh water to drink?
- If you visited their cabin, what would it look like?
- What furniture might you see?

Find information about a modern day ship such as the Spirit of Tasmania or a P&O Liner. Use this information to make a similarities and differences chart about modern ships and the *Emmy*.

Collect illustrations or photographs of sailing ships. Annotate some of these to show:

- the names of parts of a ship
- information about a particular ship such as length, width, height, number of sails, weight, cargo carried, number of passengers, number of crew members and country of origin.

What am I? : Identifying artefacts

(Use Activity Sheet 4)

Note: This activity is identical to Activity Sheet No 5, 'What's in the bag?' from the Level 2 unit, 'Travel Back in Time'. Use this activity if students have not previously visited Schwerkolt Cottage with the school or as a refresher activity.

Display **Activity Sheet 4**, 'What's in the bag?' Provide time for students to browse and informally discuss these objects. When students are familiar with these objects, cut up the Activity Sheet. Separate the photographs and labels. These photographs show 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 four prompts from the earlier pairs activity. Alternatively, provide students with sufficient time in which they could develop a 'What am I' activity. Students then read their 'What am I?' and ask other students to identify the artefact.

Once students have correctly identified an artefact place it in the classroom museum. Students then select the label that accompanies that artefact.

NOTES

Teachers please use this space to make notes

PART B: VISITING SCHWERKOLT COTTAGE AND MUSEUM

Select activities best suited to the interest and ability levels of your students.

Class organisation

Students will gain most benefit by working in the groups they established at school. Small groups will enable them to see the items displayed more clearly and to focus their observations on the information required to complete their group representation of the Schwerkolt family story. Suggest that each group assign particular roles or areas of investigation to specific individuals and/or pairs of students to reduce the amount of recording and to ensure all students have tasks to undertake.



Encourage parent helpers to attend, ideally on a ratio of one adult for every group. Grandparents or senior citizens would also be ideal resource people for an excursion of this nature. If the school has a program with local senior citizens, it might be possible to arrange for several helpers to come along on the day not only to help supervise but also to share their knowledge and recollections. A briefing session should be held so these helpers are familiar with the property, your expectations and the background information for the excursion.

Provide students with general viewing and familiarisation time before they start collecting information.

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 education office.

Things to bring on the excursion

(Use Activity Sheets 5 & 6)

- Each group must bring those question sheets for which information is still required
- Paper for drawings
- One camera (ideally digital) per group and plenty of film
- Envelopes prepared for **Activity Sheet 5**, 'Name tags' (**THIS IS THE MAJOR ACTIVITY DURING THE VISIT**) and copies of **Activity Sheet 6**, 'Farming activities'
- Chart showing the order for each group visiting each location (See example below on page 14)
- If the weather is fine, bring equipment to play old fashioned games such as Jacks, quoits, hopscotch, hoops, elastics, skipping (groups and individual), skittles, egg and spoon race, sock race, 3-legged races

The first three activities should be the major activities during the visit.

Introductory activity: Find the artefacts

(Use Activity Sheet 5)

Arrange for one adult helper or student to be positioned at each major location on the property:

- Kitchen
- Parents' bedroom
- Children's bedroom
- Cellar
- Barn
- Smokehouse
- Smithy.

Distribute pre-prepared envelopes to students either individually or as pairs. Each envelope will contain four or five strips of paper, each with the name of a different artefact from **Activity Sheet 5**, 'Name tags' together with the names of some larger items found in some of the buildings.

Students move around the Cottage and outbuildings to identify the artefacts whose name tags they have been given. When they identify each artefact and its location, they give the name tag for that artefact to the adult helper or student to place next to the artefact.

Once the task has been completed, students return to a central point. Ask students to check these name tags as they move around the property. Later they indicate if they disagree with the placement of any nametags. Resolve any differences by visiting the identified artefact (s).

Detectives at work

Each group now moves around the property with its question sheets, drawing sheets and camera to find and record relevant information to help them complete their group presentation about the Schwerkolt family and life in Nunawading in its early years when they return to school.

Before the excursion, prepare a chart to indicate the order in which students should visit different buildings or locations. For example:

Group	Kitchen	Bedrooms and cottage grounds	Cellar and smokehouse	Barn and smithy
A	1	2	3	4
B	4	1	2	3
C	3	4	1	2
D	2	3	4	1

One adult helper could be positioned at each location to help answer student questions.

Farming activities

(Use Activity Sheet 6)

Distribute one or more A3 copies of **Activity Sheet 6**, 'Farming activities' to each group of students.

Explain that the Schwerkolts used the land as farmers, beekeepers, winemakers, market gardeners, orchardists, dairy farmers, charcoal makers and quarriers.

As students move around the various buildings they record any evidence they can find about any of these activities. To add further evidence undertake a class walk to the creek areas (Yarran Dheran) of the property and visit the equipment shed attached to the museum. Photograph, draw or list equipment. Later use reference books at school and from the local library to gain additional information about these items.



The Museum

Before entering the Museum remind students that the Schwerkolt family lived in the existing cottage from 1885 or 1887 until 1900 and in earlier cottages built on the property from 1861 until 1964. The existing cottage contains items mainly from the mid to late nineteenth and early twentieth centuries. The Museum contains further items from this period as well as items from later periods in the history of the Whitehorse area. These artefacts are from a range of families, not just the Schwerkolt family. However, these photographs, documents and artefacts help us to reconstruct or imagine life during other periods when members of the Schwerkolt family lived in the area. If they did not own an item exactly like the one on display, it is possible they could have used a similar one.

Students visit the Museum to collect further data to help them develop the Schwerkolt story further. Within each group students should focus on specific aspects of the displays. These could include:

- things Mr Schwerkolt/Mrs Schwerkolt/John/Mary might have worn/owned/used/done
- things later descendants might have worn/owned/used/done
- transport

- food preparation and preservation
- farming tools and equipment
- household utensils and appliances
- toys, games and leisure activities
- how the City of Whitehorse has changed over time.

What does the land tell us ?

Visit Yarran Dheran, the land near the Deep Creek.

Pose the following:

As you walk along the pathway near Deep Creek, try to imagine what the area might have looked like before the Europeans came to live here. The land on the opposite side of Deep Creek will give you some ideas. Also identify as many ways as you can that the Schwerkolts and other settlers have changed this landscape.

Record and share findings.

You could also invite a member of your local Aboriginal community to speak to students about the ways in which the land was used traditionally as a source of food and medicine. Telephone the Koorie Heritage Trust on 9639 6555 or the Aboriginal Education officers for your education sector.



What would you do if...?: The challenges of life

As a class, stand in a position such as on the lawn near the cottage where much of the property is in the students' line of vision.

Present some of the following scenarios, one at a time, to students. Ask them to suggest possible solutions. Others could be discussed back at school if time runs out during your visit to Schwerkolt Cottage. Record solutions and later decide which of these solutions would be the most practical and/or most likely at this time in history. Use these answers as a basis for identifying ways in which our daily lives have changed and decide whether or not our way of life has changed for the better

- What would you do if you went to the water tap and no water came out?
- What would you do if the creek water looked unclean and was not suitable for drinking?
- What would you do if it was a wet day and you couldn't go outside to play?
- What would you do if it was cold and dark outside and you needed to go to the toilet?
- What would you do if John or Mary became sick during the night?
- What would you do to keep firewood dry in the winter?
- What would you do if a horse lost a horseshoe?
- What would you do if you were burning trees to make charcoal and a grass fire started?
- What would you do when the fruit trees produced too much fruit for the family to eat as fresh fruit?
- What would you do if you killed a lamb or pig and there was too much for the family to eat now?
- What would you do if you grew too many herbs to use fresh?
- What would you do if you used up all the bread making flour during the week?
- What would you do if you were Mrs Schwerkolt with two very young children and you needed to help Mr Schwerkolt on the farm all day?
- What would you do to help make food more interesting and varied during the winter and other periods when crops were few? (Students may need to be reminded that people did not have the variety of food we have today because of the lack of refrigeration and slower transport)

- What would you do if you wanted to post a letter?
- What would you do if you had a sore tooth?
- If you were John or Mary, how would you get to school each day?

NOTES

Teachers please use this space to make notes

PART C: POST-EXCURSION ACTIVITIES

SORTING OUT

Checking collected information

Students meet in their investigation groups to check collected information. They decide whether or not they have collected sufficient information to answer each question being investigated.



As a group, identify questions requiring further information. Share these questions as a class. Discuss possible sources of missing information such as reference books, local council library, historical society.

Guest speakers and writers

Members of the Whitehorse Historical Society are an excellent resource for finding out about the history of the local area. For further information, contact the society on 9873 4946 or by post at the following address: Whitehorse Historical Society Inc, P O Box 272 Mitcham 3132.

Using the list of incompletely answered questions from the previous activity, develop an invitation to the local historical society to address the class. Provide a list of questions to assist society members to prepare their talk or presentation to the class.

Mapping activity

Using the map of the City of Whitehorse, available from the Council Offices by telephoning 9262 6333 or email customer.service@whitehorse.vic.gov.au, locate:

- Deep Creek (now Mullum Mullum Creek), Yarran Dheran
- Schwerkolt Cottage
- Blackburn, Nunawading and Box Hill Railway Stations
- Irene Crescent (site of the first cottage built in 1864)
- Delany's Road Common School No 1022 site (corner of Mt Pleasant and Canterbury Roads, Forest Hill)
- Nunawading North Primary School and Ringwood Primary School which John and Mary attended
- Box Hill Cemetery (Paulina Schwerkolt and Johann August Schwerkolt are buried in the Church of England section)

Revisit the set of scenarios from the 'What would you do if...?' activity. Identify services that could have been useful to the Schwerkolt family such as a fire brigade, shopping strip. Mark where these can be found in the City of Whitehorse today. If possible, also find out when these were first established in the area. The historical society might have records to help you here (such as early doctors, dentists, post office, churches).

Family Tree

(Use Activity Sheets 1, 7 & 8)

As a class and using the information provided in **Activity Sheet 1**, develop a Schwerkolt Family Tree. The master sheet, **Activity Sheet 7**, 'The Schwerkolt family tree' provides an outline for students to complete by locating names correctly on the sheet.

Before undertaking this activity, model your family tree for two or three generations so students understand how a family tree is structured. As an extension, students could draw their own family tree using **Activity Sheet 8** or another template similar to the Schwerkolt family tree, Activity Sheet 7.

Timeline

As a class develop a timeline to show important milestones in the history of the Schwerkolt Family such as their arrival in Australia, known births, deaths, marriages, when the family moved from Northcote to Nunawading, building of the cottages, when important services such as schools, churches, fire brigade and so on were established in the City of Whitehorse. Information for the timeline was collected during the previous three activities (Guest speakers, Mapping activity, Family tree).

Group presentations

Students work in their groups to develop their presentations about the family history story and daily lives of the Schwerkolt family. Identify roles, responsibilities and tasks undertaken by different members of the family. For example, what would have been considered to be 'men's work' and 'women's work'? What work would both men and women do? (This could lead to a useful class discussion about changing roles of men and women over time.)

They first revisit the list of presentation formats developed during the 'Filling the gaps, building up the story' activity. In deciding how to present their information they can also include post excursion activities such as the Mapping activity, Family tree and Timeline.

They allocate tasks within the group including any roles as family members.

Explain that as students develop their presentation and any props, models, illustrations, diagrams etc, they might also need to consult additional reference books in the classroom or library.

REFLECTION AND SOCIAL ACTION

Reflection

Students reflect on the contribution of the Schwerkolt Family and what they have learnt that could help them in their own daily lives.

Consider too the gaps in the family history. How could similar gaps be avoided in their own family history? What types of records and information would be useful for their family to keep for future generations? What types of records and information would it be useful for their school to keep for future generations?

Social actions

Select all or some of the following:

- Prepare class displays of statements and pledges developed by students in relation to the Reflection tasks.
- Undertake home tasks to safeguard important records (including photographs) about each family for the future.
- Develop a plan to present to the Junior School Council (and through them to School Council) for the proper preservation of school records (including photographs) for future generations.

Celebration

As a class, organise a celebration of student work. Invite parents, the local historical society and councillors to view work and listen to students retelling of the story of the Schwerkolt family and life in Nunawading, 1860 –1900. Share opinions about the quality of life then and now and when people would prefer to have lived.



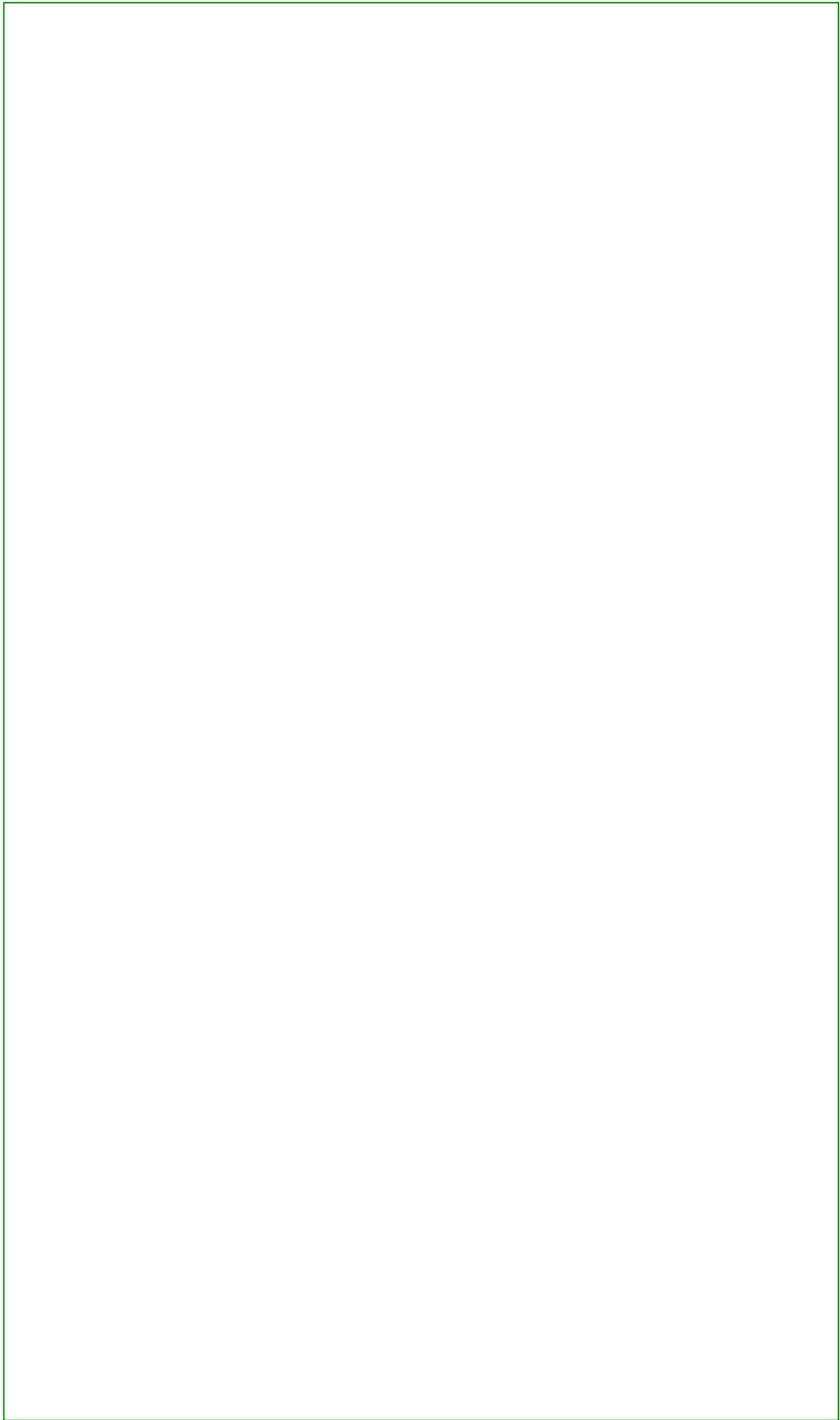


**City of Whitehorse
Schwerkolt Cottage and Museum Complex
Curriculum Support Materials
VELS Level 3**

ACTIVITY SHEETS

Contents

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2. Documents	20.
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4. What's in the bag?	29
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7. The Schwerkolt Family Tree	42
8. My Family Tree	45



Activity Sheet 1 (a): Teacher's master copy

The Schwerkolt Story

The words in ***bold italics*** on this copy are correct. Students will use the documents for Activity Sheet 2 to help them fill in the gaps

Nunawading in the 1860s

In the early 1860s the Shire of Nunawading was an isolated area where few people lived. People had only started to buy land near Schwerkolt Cottage in 1854. Those people who lived in this sparse settlement provided firewood and charcoal for the homes and industries in Melbourne. Most of the land was still bush. And only about 100 to 200 people lived in the area.

The nearest markets where people could sell their farm produce were in Kew and Hawthorn. People travelled around by walking, riding on horseback and by horse and buggy. You can see a buggy in the barn at Schwerkolt Cottage.

A post office has just opened in nearby Box Hill. It opened only part time. A school operated in Canterbury Road, Box Hill South. It was only in 1865, four years after August bought the land where Schwerkolt Cottage now stands, that a Common School was built near the corner of Mt Pleasant and Canterbury Roads in Forest Hill.

This was the settlement in which Johann August Schwerkolt was to decide to live in about 1861.

August Schwerkolt in Prussia

(Teacher's Note: Check details in the last sentence of the first paragraph using the first Marriage Certificate)

August Schwerkolt was born in April 1822 in Burschen, in the district of Goltberg, Prussia. August Schwerkolt had a number of jobs including as a bricklayer (his trade) and an assistant to a brewer. Both of these jobs would prove useful to him after he decided to immigrate to Australia. He married Paulina Richter in an official civil service in Hamburg on 1 August 1847. Later in Australia they had to marry again at ***St Francis' Church***, Melbourne on ***1 July 1850*** after Emil was born.

The early years in Australia

At the time the Schwerkolts came to Australia a Port Phillip businessman, William Westgarth had been impressed by the hardworking and honest German workers he heard about in South Australia. He thought it would be a good idea to bring workers like these people to Port Phillip (now called Victoria). He worked with Edward Delius, a ship's agent in Germany to encourage people to migrate to Australia under the bounty system that provided free transport to the colonies.

They set sail from Hamburg in Germany on 6 September 1849 in the *Emmy*. The ship arrived in Hobson's Bay, Melbourne on 20 December 1849. The *Emmy*, which weighed 554 tons was one of four ships then sailing to Melbourne. It was on its way to Adelaide. While the voyage was generally good, the ship was crowded and 31 of the passengers died during the voyage. The ship, built in 1847 was wrecked off Cape Verde Island in 1850.



August and Paulina Schwerkolt first bought a small plot of land in Separation Street, Northcote, probably in August 1850. On 31 January 1853, August Schwerkolt applied to be naturalised. This happened on 14 February 1853.

Eight children, seven boys and one girl, were born during the eleven years the Schwerkolts lived in Northcote. They were:

- Emil **August Paul**, born 5 June 1850, died 1907
- Louis, born **1852**, died 1855
- Augustus, born 1854
- Albert **Wilhelm**, born 1857
- The second Louis, born 1858, died 1935
- Paulina, born 1860, died 1862
- John **William**, born **1861**, died in infancy.
- Richard **Reinhold**, born 1863, died 1867 when he was hit by a tree being felled by his nine-year-old brother, Louis.

(Teacher's Note: Direct students to the three pages of the Pioneer Index for the 6 pieces of missing information. Not all births and deaths are registered. It was not compulsory to do so.)

Two sons and the daughter died young. The number of children who died very young was much higher in those days than it is today. Large families were common. This was necessary to make sure there were enough people to work the farm and to keep the family name alive in future generations.

The move to Nunawading

As his family grew, August began looking for a larger farm on which he could support his growing family. He first bought about 30 hectares (63 acres) on 14 December 1861 from the estate of Patrick Riley who was one of the first landowners in the Nunawading district. Later August bought land next to his property, another 10 hectares (25 acres) owned by Thomas Joynson and Edward Sealy. By 1882 he had 40 hectares of land.

At first August used to walk between the property at Nunawading and Northcote. It is commonly believed that at this time his oldest son, Emil worked the land at Northcote while August began clearing the land at Nunawading and building the first cottage there for his family to move into.

Carl Benno, who was born in May 1865 was their ninth child and the only child of August and Paulina born in the cottage.

Paulina Schwerkolt died at the age of 60, in January 1884. Her youngest child, Carl Benno was then 18 years old. Paulina is buried in the Church of England section of the Box Hill cemetery.

August Schwerkolts second family

(Teacher's Note: Check some information using the second marriage certificate. Birthplace of the twins is given as Collingwood in the Pioneer's Index. This may have been her parents' home and she may have gone there for the birth as the cottage was still being built.)



Johan August and Wilhelmina Schwerkolt
Photo courtesy of Whitehorse Historical Society

With a large family and a farm to look after, August needed someone to help with the children and household chores. On **18** January 1885, one year after his first wife had died, August married Maria Catherine Wilhelmina **Oppel**. He was **62** and she was **40**. His wife who preferred to be called Wilhelmina was also originally from Germany. She was a widow with three daughters, Dora and the twins Francesca (who was known as Cissie) and Wilhelmina (who was known as Minnie). She lived in **Collingwood** at the time of her marriage to August. Later, the twins were born there.

August and Wilhelmina had three children. On 22 November 1885, the twins ***Johan Theodor***, known as John and Bertha Maria were born. Bertha died two weeks after being born, and John in 1903, aged 18. Mary was born in mid 1887. The children's bedroom at Schwerkolt Cottage is where John and Mary slept.

(Teacher's Note: The twin's births are listed on page 2 of the Pioneer Index and Bertha's death on page 3. Mary's birth is not registered. It was not compulsory to register births or deaths until the 1930s.)

August's grandchildren and great grandchildren

Emil married an Irish widow but they had no children. He died in 1907.

Augustus married a Jane Luby and lived in Adelaide where he worked with his brother, Emil. Augustus and Jane had six sons and three daughters. Only one of his sons had any children, all daughters. The name, Schwerkolt disappeared in South Australia.

Louis and his wife Francesca (one of Wilhelmina's three children by her first marriage) had four daughters and one son, named Ernest. When Ernest's father, Louis died in 1935, Ernest remained on the property and farmed it until 1959. Ernest had one son, Arthur who was born in 1936. Today this great grandson of August Schwerkolt lives in Ringwood.

Carl Benno married Minnie, the other twin daughter of Wilhelmina in 1892 when he was 27 years old and she was 18. They had three children: two sons, Charles and William and a daughter, Clara.

Charles was born at the Cottage on 9 November 1892. He later had four children:

- Peggy who was born in 1930 but died one month later
- Wilhelmina who was born in 1931 and died in 1933
- Charles who was born in 1933 and lived to have two sons and two daughters
- Rosalie who was born in 1940.

William, the second son of Carlo Benno was born in 1895 but he died in 1916 aged 21 during the famous Battle of the Somme in France. This was during World War I when Australia was helping Britain to fight Germany. Today all three countries work together for a better world.

Charles and William's younger sister, Clara was born in 1894 but died young in 1909 at the age of 15.

Mary, the third child of August Schwerkolts second marriage had one child, Walter who was born in 1919.



The three cottages

The Schwerkolts built three cottages on their land.

The first cottage was probably built in 1864. Most of the materials were found on the property. Stone was quarried from the banks of the Mullum Mullum Creek. Mortar was made using mud, clay and pebbles from the creek bed. The timber came from trees then being felled to clear the land for farming and an orchard. The first family of August Schwerkolt lived here. It was burnt out in a bushfire some time before 1885.

A second house made of timber was built next to the original stone cottage. The original cottage became a storage shed and later a garage. This timber cottage was occupied by family members until 1959 when the house and surrounding land was sold for development. As the house was unoccupied, it was vandalised and burnt down in 1960.

(Teacher's Note: The letter from Glyn France will help students check some of the information in the next 3 paragraphs. Some parts of the other information could be checked at the cottage while on the excursion. Marriage information can be checked on the second marriage certificate)

A third cottage, the one you can visit today and known as Schwerkolt Cottage was started before August Schwerkolts second marriage in 1885. His wife, Wilhelmina finished building the house after August died in 1887.

This cottage is similar in style to cottages built by many German settlers in the Barossa Valley, a wine making area in South Australia. Like the first cottage, it was built using many materials found on their property. Stone was found in the

quarry north of the cottage and near the creek.

Mud from the creek bed was used to set the stones together. Local trees provided timber for the rafters, verandah posts, window and door frames. The window and door frames were replaced after the bushfire of 1905. The roof was made with corrugated iron.

There are no doors between rooms in the cottage. The verandah was used to move from room to room. Between each room there is a small opening in the wall. This was used to help family members communicate with each other. The first floor was probably of dirt, rammed earth. A wooden floor was later added but ***it became riddled with white ants***. It was replaced with a ***tile*** floor.

The room set up as a kitchen today was the drawing room or lounge room. It was also used to store fruit in the hot weather. Wilhelmina added a kitchen after August died. This was made of timber and had a corrugated iron roof. It was located at the eastern end of the house, next to John and Mary's bedroom.

If the family wanted to get water they used the outside pump. A basin was kept there for washing yourself. An outside copper was used to do the washing. To have a bath buckets of hot water were carried from the copper to the bath in the kitchen. When the well dried up the only supply of water was in the creek and this had to be carried uphill to the cottage.

Working the farm

Life on a farm is never easy. Even today with improved technology and a better understanding of science, farming is a difficult way of life. The Schwerkolts, like many people, came to Australia with an understanding of how best to farm the land in Europe. They had to learn how to best work the land in Australia. The climate in Australia is also different to the climate in Germany.



When August Schwerkolt first bought land in Nunawading he was also farming his land in Northcote. This continued from 1861 at least until 1868. We know this because the postal directories, which were like our telephone directories today, listed him as a gardener in Northcote and a charcoal burner in Nunawading at this time.

As he moved between the two properties he transported his belongings on two saplings which were tied to his waist. They dragged along the ground behind him as he walked. It is believed this was also the way he carried his furniture from Northcote to Nunawading.

On his Nunawading property August first cleared the land and provided firewood and charcoal for the home and industry in Melbourne. It was possible to undertake some small scale farming. Pauline Schwerkolt used to take their dairy products and other produce to the markets in Kew and Hawthorn.

Later Wilhelmina, his second wife, sold butter at the Kew Market and the girls

used to pick the wild heath, a native flower to sell at the market.

August Schwerkolt had a mixed farm. He was a farmer, beekeeper, winemaker, gardener, orchardist, dairyman and quarrier as well as a charcoal burner. It was necessary to do all these things to provide food for his large family and to have produce to sell to the people living in Melbourne. August quarried stone on his property for his cottages. Some of the stone was also used in 1880 when Whitehorse Road and other local roads were first made.

For a number of years August Schwerkolt was a successful grower of wine grapes. In 1882 his wine won the award for the 'best Colonial Wine' at an exhibition in Amsterdam, Holland. He also won other European awards. But wine making at this time was not an economic way to make a living. He replaced his vines with fruit trees. Orchards were common in the Nunawading- Mitcham- Doncaster area at this time and until the Second World War (1939 – 1945).



During the years three bushfires burned through the area. The cottage was badly burnt in the bushfire of 1905 and much of the timber had to be replaced. Bushfires were particularly dangerous and there was no fire brigade nearby to come to the rescue. You had to rely on the help of your family and if possible, your neighbours if they weren't busy protecting their own land from the same bushfire.

When you visit Schwerkolt Cottage you can see many of the items used in the early days of farming in the Nunawading area by visiting the cellar, barn, smithy and museum.





Going to school

When the Schwerkolt family first arrived in Nunawading the nearest school was in what we now know as Canterbury Road, Box Hill South. The Delany's Road Common School No 1022 began in 1865 in the Methodist Church which was near the corner of Mt Pleasant and Canterbury Roads, Forest Hill. It is now the Mount Pleasant Uniting Church.

Unlike today, the Government did not provide schools of its own. The Delany's Road school closed for a few years due to a lack of money to keep it open. It reopened in **1869**. Three of the Schwerkolt children attended this school. In 1872, the school moved to the corner of Canterbury and Mitcham Roads. It was then known as Vermont State School. The original school on that site was later moved to Vermont Primary School in Nurlendi Road.



Children outside Vermont State School

Photo courtesy of Nunawading and District Historical Society

Today the Vermont Elderly Citizens Home is located where Vermont State School once was.

Wilhelmina Schwerkolts two daughters, Minnie and **Cissie** went to Nunawading North School (No 2242) between 1885 and 1887. John and Mary went to

Ringwood Primary School (No 2997) between 1891 and 1895. Mary was only 4 years 1 month old when she started school.

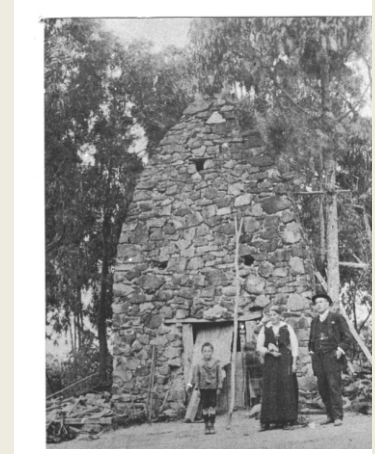
The Schwerkolts were a large family and made ends meet by undertaking a wide range of farming activities. This was common in those days when people were busy clearing the land. With houses all around, sealed roads everywhere, water, gas and electricity supplied so easily it is hard for us to imagine that just over 150 years ago people like the Schwerkolt family were starting out on a new life in a strange land. Some of the family still live in Melbourne while others have now settled in other parts of Australia.

Activity Sheet 1 (b): Students Copy

The Schwerkolt Story

Nunawading in the 1860s

In the early 1860s the Shire of Nunawading was an isolated area where few people lived. People had only started to buy land near Schwerkolt Cottage in 1854. Those people who lived in this sparse settlement provided firewood and charcoal for the homes and industries in Melbourne. Most of the land was still bush. And only about 100 to 200 people lived in the area.



Smokehouse

Courtesy Whitehorse Historical Society

The nearest markets where people could sell their farm produce were in Kew and Hawthorn. People travelled around by walking, riding on horseback and by horse and buggy. You can see a buggy in the barn at Schwerkolt Cottage.

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The early years in Australia

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- Emil _____, born 5 June 1850, died 1907
- Louis, born _____, died 1855
- Augustus, born 1854
- Albert _____, born 1856
- The second Louis, born 1858, died 1935
- Pauline, born 1860, died 1862
- John _____, born 1864, died in infancy.

- Richard _____, born 1863, died 1867 when he was hit by a tree being felled by his nine year old brother, Louis.

Two sons and the daughter died young. The number of children who died very young was much higher in those days than it is today. Large families were common. This was necessary to make sure there were enough people to work the farm and to keep the family name alive in future generations.

The move to Nunawading

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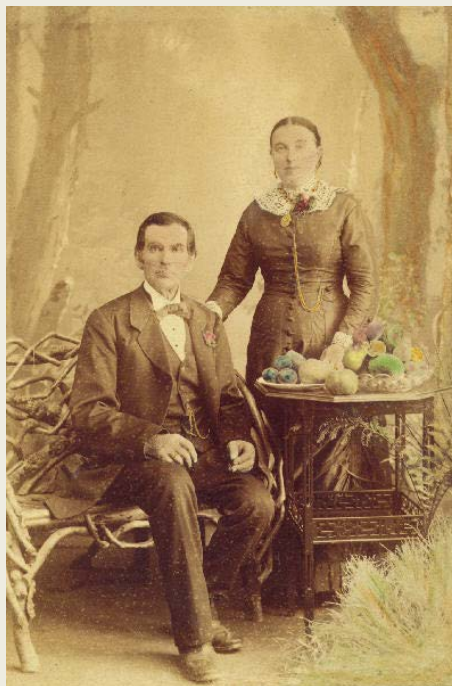
Paulina Schwerkolt died at the age of 60, in January 1884. Her youngest child, Carl Benno was then 18 years old. Paulina is buried in the Church of England section of the Box Hill cemetery.



John and Mary Schwerkolt

Photo courtesy of Whitehorse Historical Society

August Schwerkolts second family



Johan August and Wilhelmina Schwerkolt

Photo courtesy of Whitehorse Historical Society

With a large family and a farm to look after, August needed someone to help with the children and household chores. On _____ January 1858, one year after his first wife had died, August married Maria Catherine Wilhelmina _____. He was _____ and she was _____. His wife who preferred to be called Wilhelmina was also originally from Germany. She was a widow with three daughters, Dora and the twins Francesca (who was known as Cissie) and Wilhelmina (who was known as Minnie). She lived in _____ at the time of her marriage to August. Later the twins were born there.

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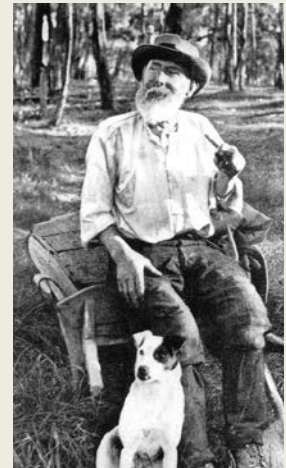
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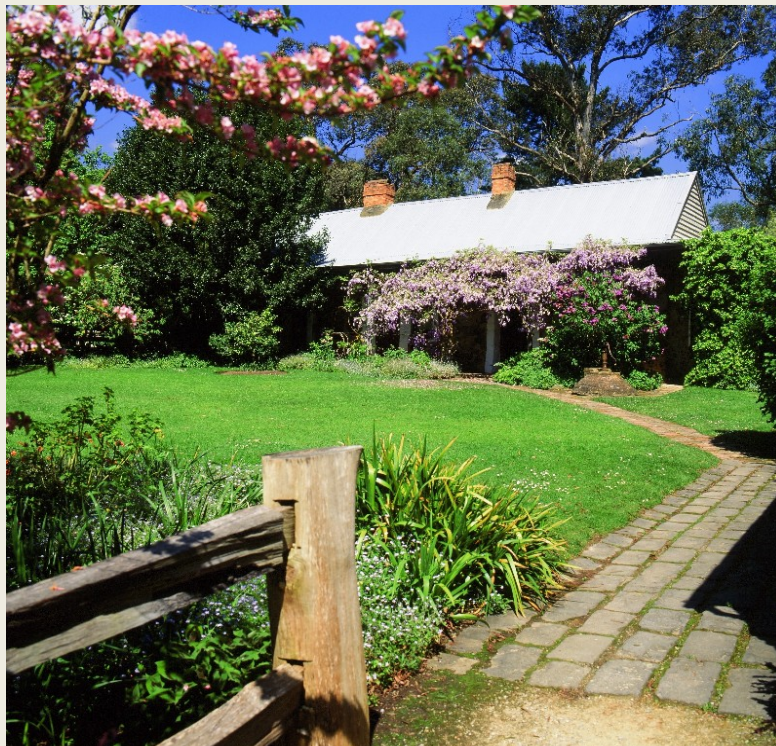
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Louis Schwerkolt
Courtesy Whitehorse
Historical Society

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The three cottages

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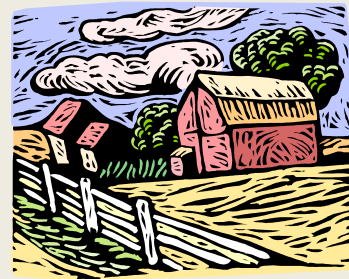
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Going to school



Children outside Vermont State School

Photo courtesy of Whitehorse Historical Society

When the Schwerkolt family first arrived in Nunawading the nearest school was in what we now know as Canterbury Road, Box Hill South. The Delany's Road Common School No 1022 began in ____ in the Methodist Church which was near the corner of Mt Pleasant and Canterbury Roads, Forest Hill. It is now the Mount Pleasant Uniting Church.

Unlike today, the Government did not provide schools of its own. The Delany's Road school closed for a few years due to a lack of money to keep it open. It reopened in 1869____of the Schwerkolt children attended this school. In 1872, the school moved to the corner of Canterbury and Mitcham Roads. It was then known as Vermont State School. The original school on that site was later moved to Vermont Primary School in Nurlindi Road. Today the Vermont Elderly Citizens Homes is located where Vermont State School once was.

Wilhelmina Schwerkolts two daughters, Minnie and _____went to Nunawading North School (No 2242) between 1885 and 1887. John and Mary went to Ringwood Primary School (No 2997) between 1891 and 1895. Mary was only 4 years 1 month old when she started school.

The Schwerkolts were a large family and made ends meet by undertaking a wide range of farming activities. This was common in those days when people were busy clearing the land. With houses all around, sealed roads everywhere, water, gas and electricity supplied so easily it is hard for us to imagine that just over 150 years ago people like the Schwerkolt family were starting out on a new life in a strange land. Some of the family still live in Melbourne while others have now settled in other parts of Australia.

Activity Sheet 2: Documents

On the following pages you will find copies of some documents about the Schwerkolt family.

Use these to check the accuracy of some of the facts in the Schwerkolt Story on Activity Sheet 1.

- (a) August Schwerkolt's Marriage Certificate 1850
- (b) August Schwerkolt's Marriage Certificate 1885
- (c) August Schwerkolt's application for naturalisation
- (d) Letter from Glyn France
- (e) Pioneer index

August Schwerkolts Marriage Certificate –1850 (a)

ROMAN CATHOLIC MARRIAGES SOLEMNIZED AT ST FRANCIS CHURCH MELBOURNE

IN THE YEAR 1850

EARLY CHURCH RECORDS

No.

I, _____ do hereby declare
that I am a Member of, or hold Communion with, the Roman Catholic Church.
August Schwerkeld

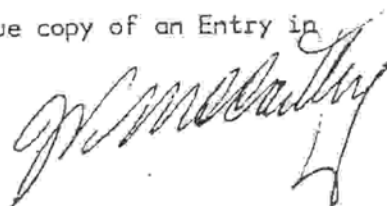
I, _____ do hereby declare
that I am a Member of, or hold Communion with, the Roman Catholic Church.

I, Nicholas Joseph Coffey of Melbourne Minister of St Francis
Church do hereby certify that August Schwerkeld of Melbourne and
Paulina Richter of Melbourne were joined together in Wedlock by me,
on the 1st day of July 1850, at St Francis Church in the presence of
John Antony Markert and Julia Schwerkeld both of Melbourne

Witnesses) Johann Anton Markert
) Juliana Schwerkeld

Nicholas Joseph Coffey
Dean

I, *Joseph Vincent McCarthy*, a Registration Officer of
the State of Victoria, in the Commonwealth of Australia, do
hereby certify that the above is a true copy of an Entry in
a Register kept in this Office.
OFFICE OF THE GOVERNMENT STATIST.
MELBOURNE,.....20.October.1882...



August Schwerkolts Marriage Certificate –1885 (b)

In the Colony of Victoria.

[COUNTERPART.]

SCHEDULE D.—28 VICT No. 265,

CERTIFICATE OF MARRIAGE.

District Melbourne No. in Register 342
On the 18th January 1885 at the Lutheran Church, Melbourne
Marriage after banns was solemnized between Us according to the
rites of the Lutheran Church
Signature August Schwerkolt

DESCRIPTION.

Residence { Present {
Usual { Melbourne
Age 62
Rank or Profession Farmer
Condition Widower
If Widower { Former { Deceased in 1883 Children nine
Wife { Living five Dead four
Birth Place Breschen, in Schwaben, Prussia
Parents' Names and Rank or Profession { Father Joseph Schwerkolt, Labourer
Mother Caroline (n. n.) Pieske
(Maiden Surname)

Signature M. Harrison Oppel

DESCRIPTION.

Residence { Present {
Usual { Victoria Parade, Collingwood
Age 40
Rank or Profession
Condition Widow
If Widow { Former { Deceased in 1880 Children three
Husband { Living three Dead none
Birth Place Altona, Germany
Parents' Names and Rank or Profession { Father Carl Theodor Krause, Labourer
Mother Johanna Caroline Elisabeth (n. n.) Teit
(Maiden Surname)

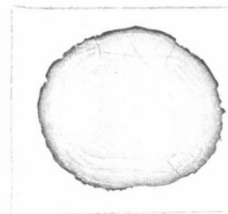
I, Hermann Hertel, being Lutheran Minister
do hereby certify that I have this day at the Lutheran Church
duly celebrated marriage between John August Schwerkolt of Melbourne
Farmer and Maria Catharina Wilhelmine Oppel of Victoria
Parade after notice and declaration duly made and published as by law required.
Dated this eighteenth day of January 1885

Signature of Minister August Schwerkolt
Witnesses { John Schwerkolt
{ John Pieske

VICTORIA.

CERTIFICATE TO NATURALIZE UNDER THE PROVISIONS OF AN ACT OF THE GOVERNOR AND COUNCIL,
XI VICTORIA, No. 39.

WHEREAS in accordance with the provisions of an Act of the Governor and Legislative Council of New South Wales, passed in the Eleventh year of the Reign of Her Majesty Queen Victoria, intituled, "An Act to amend the laws relating to Aliens within the Colony of New South Wales," *August Schwerkolt* of *Melbourne in the said Colony* has presented to me a Memorial, in the form and manner prescribed by the said Recited Act, praying that *he* may be naturalized; and whereas, I have enquired into the truth of the circumstances set forth in the said Memorial, Now I the Lieutenant-Governor of the Colony of Victoria do hereby Certify that it has been established to my satisfaction that *the said August Schwerkolt* is a Native of *Russia thirty* years of age, and that having arrived by the *Ship "Emmi"* in *the year 1849* he is now residing in *the said Colony* and *intending to purchase land and settle himself for life in the said Colony* he desires to obtain the advantages of the said Act; and I do therefore grant to the said *August Schwerkolt* (upon his taking before one of the Judges of the Supreme Court, the Oath prescribed by the said recited Act,) all the rights and capacities within the said Colony of Victoria, of a natural born British Subject, except the capacity of being a Member of either the Executive or Legislative Council.



GIVEN under my Hand and Seal at Melbourne, in Victoria, aforesaid,
this *thirty-first* day of *January*
One thousand eight hundred and *fifty-three*.

By His Excellency's Command,

Note.—

ENTERED on Record by me, in Register of PATENTS No. 3 Page 5 this *thirty-first*
day of *January* One thousand eight hundred and *fifty-three*

COLONIAL SECRETARY AND REGISTRAR.

Letter from Glyn France (d)

P.S. You refer to the timber house.
Presumably this is the one occupied by
Louis Ernest (1903-78) and Arthur. It
burnt down in 1960 or 1961.

6 December 1993

President
Nunawading Historical Society Inc
45 ...

Dear Bill,

Thank you for your letter of 30 November. Since my last (9 Nov.) I have had the pleasure of further discussions with Mrs Whalen and Mr Schwerkolt. In this letter I will pass on information relating to the property, mainly based on correspondence held by Mrs Whalen.

* I AM
ASSURED
THIS IS THE
LEGALLY
CORRECT
SPELLING

A letter dated 14 November 1960 from Mrs Mary Jackschowsky (the then owner as you know) to Mr Charles Schwerkolt, in which she compares her own age to that of the Cottage, indicates that the Cottage was being built in the years 1886 and 1887, and was probably commenced in 1886.

I believe this can be regarded as fact.

Because it was not completed when August Schwerkolt died in 1887, Wilhelmina had a weatherboard kitchen built at the eastern end of the cottage. It had a corrugated iron roof like the cottage. This kitchen is of course visible in the photograph of 1905.

In the correspondence from Mrs Jackschowsky the room at the west end known now as kitchen/living room is referred to as dining room. It, and the weatherboard kitchen, were the only rooms with wooden floors. In 1898 the floor in the dining room was riddled with white ants and replaced by tiles on the advice of Carl Benno Schwerkolt. They were bought from the Mitcham Tile Works (almost certainly Australian Tesselated Tile Company) at a cost of £10.

Notes on the enclosed photographs (numbered 1-6 on the back) are based on correspondence from Mr Charles Schwerkolt to Mrs Jackschowsky in 1962, describing the state of the property at that time. The roof of the Cottage was of mixed rusted and painted corrugated iron sheets. The garden on the north side had ceased to exist. So had the blood red roses which once grew along the verandah.

Photo 1: The front door, riddled with white ants, had been nailed up for 20 years.

Photo 2: Verandah posts were rotting, and the chimney leaning.

Photo 3: The smoke house used to stand in this vicinity. The old well, toilet (with three boards missing), and old water tank are visible.

Photo 4: Car in garage owned by Latchfords, tenants, with 10 children.

Photo 5: Recently built detached bathroom visible to left of photo.

Photo 6: The condition of the kitchen roof is visible, the floor was ant-eaten, and a 6 inch gap separated the kitchen from the cottage.

I enclose also a photocopied photograph of the Cottage and garden in late 1950s. The figure is Mr Mike Bates, then tenant. The photo was on a Christmas card from Mr Bates to Mr Charles Schwerkolt, and included the attached verses by Mike Bates on "The Stone House". References are to Mr Arthur Schwerkolt and his parents, Ernest and Myra. The verses capture something of the atmosphere of the property in earlier days.

Yours sincerely,

Glyn France

Copy (without enclosures) to: Mr Ian Belcher

Pioneer Index (e) – Page 1

Sname Parish Fiche	Gvn Nm	Digger - Pioneer Index, Victoria 1836-1888 (Page 1) Sps Gvn/Father	Evt Sps Snn/Father	Age Sex	Bth Plc	Dth Plc	Yr	Regno	Denom
Query									
Surname									
Total matching records: 46									

SCHWERKOLD ST FRAN 584	Emil August Paul	B August	B August		MELBOURNE		1850	43440	ROMAN
SCHWERKOLD ST FRAN 54	Emil August	B August	B August		MELB		1850	4925	ROMAN
SCHWERKOTT ST FRAN 119	Louis	B Augustus	B Augustus		MERR		1852	7095	ROMAN
SCHWERKOLT	August	B Johann August	B Johann August		NORTHCOTE		1855	3892	
SCHWERKOLT	Albert Wilhelm	B August	B August		NCOTE		1857	1076	
SCHWERKOLT	John William	B August	B August		N COTE		1861	19103	
SCHWERKOLT	Richard Reinhold	B Augustus	B Augustus		NORT		1863	4007	
SCHWERKOLT	Carl	B August	B August		NUNA		1865	13633	
SCHWERDTFEGGER	Adelina	B Friedrich Chris	B Friedrich Chris		BALLARAT		1867	483	
SCHWERDTFEGGER	Isabella Henrietta	B Frederick	B Frederick		BALLARAT		1869	498	
SCHWERER	Catherine	B Joseph Augustin	B Joseph Augustin		WAHGUNYAH		1869	5628	
SCHWERDTFEGGER	Florence	B Frederick	B Frederick		BUNG		1870	14129	
SCHWERER	Philip	B Joseph Augusti	B Joseph Augusti		WAHG		1871	20304	
SCHWERDTFEGGER	Elizabeth	B Fredk Christian	B Fredk Christian		BUNGAREE		1873	22390	
SCHWERKOLT	Arthur Augustus	B Augustus	B Augustus		RICHMOND		1877	24515	
SCHWERDTFEGGER	Louis Frederick	B Frederick	B Frederick		ECRU		1879	2222	

Pioneer Index (e) – Page 2

Diggar - Pioneer Index, Victoria 1836-1888 (Page 2)											
Name Parish Fiche	Gvn Nm	Evt	Sps Sm/Father	Sps Gvn/Mother	Age	Sex	Bth Plc	Dth Plc	Yr	Regno	Denom
SCHWERKOLT	Ernest William	B	Augustus	Jane LUBY			RICH		1879	25292	
SCHWERDTFEGGER	Mary Elizabeth	B	Frederick Pete	Mary TAYLOR			MAIM		1881	17813	
SCHWERDTFEGGER	Henry William	B	Frederick Pete	Mary Ann TAYLOR			MA LM		1882	17488	
SCHWERKOLT	Alice Maud	B	Augustus	Jane LUBY			RI CH		1882	4874	
SCHWERIN	Helene Mary Elise	B	Walter	Mary Anne JAMIESON			GEEL		1885	10311	
SCHWERKOLT	Johan Theodor	B	August	Wilhelmina KRUSE			COLL		1885	24647	
SCHWERKOLT	Bertha Maria	B	August	Wilhelmina KRUSE			COLL		1885	24648	
SCHWERDTFEGGER	Albert Ferdinand	B	Frederick Pete	Mary TAYLOR			KENS		1885	3767	
SCHWERKOLT	Mary Elizabeth	B	August	Maria-Catherina ALTONA			BOXH		1887	17147	
SCHWERIN	George Arthur Pe	B	Walter Frederi	Maryann JAMIESON			GEEL		1887	20048	
SCHWERKOLT	Louis	D	Johann		3		VICT		1855	5816	
SCHWERKOLL	John William	D	August	Pauline UNKNOWN	2M		VICT		1861	8663	
SCHWERHOLT	Paulena	D	August	Paulina	1		VICT		1862	2551	
SCHWERKOLT	Richard	D	August	Paulina SCHWARTZ	4		VICT		1867	7743	
SCHWERDTFEGGER	Elizabeth	D	Frederick	Elizabeth LAWRENCE	7M		BALL		1874	275	
SCHWERDTFEGGER	Florence	D	Fred	Elizabeth LAURENCE	6		BALL		1876	7961	
SCHWERDTFEGGER	Elizabeth	D	Macnamara		50		LIMERICK		1877	11551	
SCHWERKOLT	Paulina	D	Richter		61		BOX HILL		1884	338	

Pioneer Index (e) – Page 3

Sname Parish	Fiche	Gvn Nm	Evt	Sps Smn/Father	Digger - Pioneer Index. Victoria 1836-1888 (Page 3)	Sps Gvn/Mother	Age	Sex	Bth Plc	Dth Plc	Yr	Regno	Denom
SCHWERKOLT		Bertha Maria	D	August		Wilhelmina KRUSE	2W			CWOOD	1885	11669	
SCHWERKOLT		Johann August	D	Unknown			65			COLLWOOD	1887	1202	
SCHWERKOLD ST FRAN 558		August	M	RICHTER		Paulina		M			1850	40879	ROMAN C
SCHWERKELD ST FRAN 570		August	M	RICHTER		Paulina		M			1850	879	ROMAN C
SCHWERDTFEGGER		Frederick	M	HOBBS		Elizabeth					1853	326	
SCHNER		Robert Engelbert	M	BRUCE		Eliza		M			1857	2589	
SCHNERER		Charles Conrad	M	MAKINS		Margaret		M			1862	1027	
SCHWERDTFEGGER		Friederich Christian	M	LAWRENCE		Elizabeth			DENMARK		1866	1041	
SCHWERDTFEGGER		Elizabeth Ada	M	ASHBY		Joseph		F	WYNDHAM		1875	524	
SCHWERHOLT		Augustus	M	LUBY		Jane		M	NORTHCOTE		1876	3891	
SCHWERKOLT		Johann August	M	OPPEL		Maria Catharina Wilhelmin		M	BURCHEN		1885	1275	
SCHWERDTFEGGER		Charles	M	DENNISON		Margaret		M	HANOVER		1886	7180	

Activity Sheet 3: Getting ready to find out more

Complete the following table to help you get ready to find out more about the way the Schwerkolt family lived at the cottage and farm. It is not necessary to complete the last two boxes if you have nothing to say about either matter.

Things I know about the Schwerkolt family**What I feel about the Schwerkolt family****What I admire about the Schwerkolt family****What I don't admire about the Schwerkolt family**

Activity Sheet 4: 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



Wash tub



Cake mixer



Wash board

Egg Cup



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



Scythe



Rabbit trap



Horse shoe



Horse Collar



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 5: Name tags

Copy this set of sheets four times. Cut up the labels on these sheets.

Use envelopes either one per student, or one envelope between each pair of students.

Distribute the nametags between these envelopes. Take these envelopes on the excursion.

Students identify the artefacts corresponding to their set of nametags, leaving the nametag with the adult helper stationed at each location.

They then return to the central point. As students move around the property ask them to check these name tags. When students return to the central location, resolve any differences.

Iron	Scales and weights
Spinning wheel	Rolling pin
Oil lamp	Grape Seeder
Wash tub	Cake Mixer
Wash board	Can opener
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
Rabbit trap	Scythe
Horse shoe	Horse Collar
Pliers	Tongs
Spanners	Sieve
Nails	Anvil
Hurricane lamp	Wash board
Ice chest	Knife cleaner
Cane clothes basket	Coolgardie Safe
Wine barrel	Wine jug

Activity Sheet 6: Farming activities

As you walk around Schwerkolt Cottage, its outbuildings, Yarran Dheran and the museum, record any evidence you see that would suggest the Schwerkolt family undertook these activities. In some instances you might find no remaining evidence.

Beekeeping



Winemakers



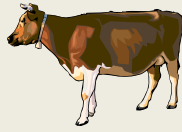
Market gardeners



Orchardists



Dairy farmers



Charcoal makers

Quarriers

Animal farmers



Activity Sheet 7: The Schwerkolt Family Tree

Cut out the names of family members. Re-read **Activity Sheet 1**: 'The Schwerkolt story', especially the following sections:

- The early years in Australia
- The move to Nunawading
- August Schwerkolts second family
- August' s grandchildren and great grandchildren.

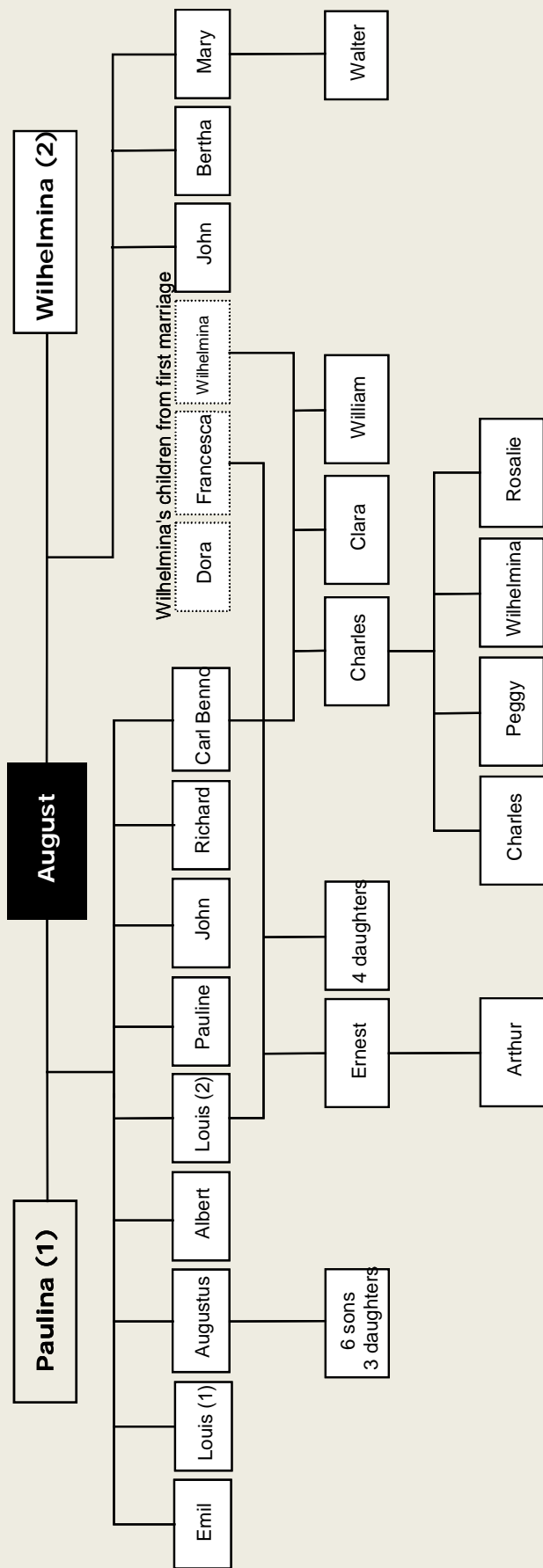
These will give you information to help you match the names to the correct parts of the family tree. Some parts of the family tree have been started to help you.

Cut and paste these names and place them on the family tree :

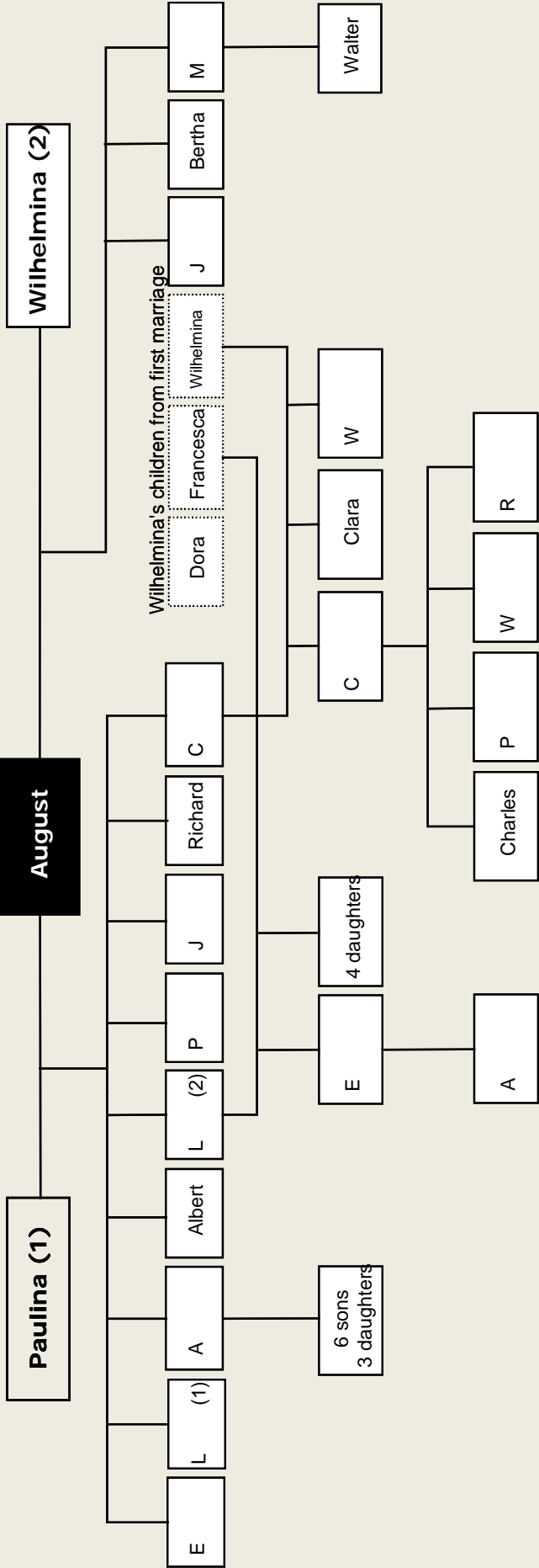
Emil	Louis (1)	Augustus	Louis (2)	Pauline
John	Richard	Carl Benno	Dora	Francesca
Wilhelmina	John	Bertha	Mary	Albert
6 sons and 3 daughters	Ernest	Charles	Clara	
William	Rosalie	Walter	4 daughters	
Arthur	Peggy	Wilhelmina	Charles	

The Schwerkolt Family Tree

Activity Sheet 7 (Student Copy)



The Schwerkolt Family Tree



Activity Sheet 8: My Family Tree

