



QUEANBEYAN  
**MUSEUM**

# **EDUCATION KIT**

## **FOR TEACHERS**



QUEANBEYAN  
**MUSEUM**

## INTRODUCTION

**This Education Kit outlines a suite of stage related activities to help a teacher plan an excursion to Queanbeyan Museum, a local and historic site loaded with primary sources.**

Containing background to Queanbeyan and its museum the kit also has advice about excursion practicalities, curriculum links and a series of activities for teachers to choose from or to mix and match. Each Activity is supported by pre and post visit exercises as well as Handouts and Resources.

Housed in a beautifully preserved 1876 building once used as the Police Sergeants Residence, the Queanbeyan Museum is loaded with potential

learning resources for you and your students.

It has well over 5,000 items in its collection including furniture, textiles, technological objects, costumes, pictures, maps, objects, and photographs to help connect your students with the stories of the place and many of its people who lived locally and left a legacy.

The Museum is operated by volunteer members of the Queanbeyan and District Historical Museum Society Inc., (QDHMS) in a partnership with the Queanbeyan City Council (QCC).

This project acknowledges the traditional custodians of the land on which the museum is housed and pays respect to its Aboriginal Elders; past, present and emerging.

**COVER: Detail from 'The Mural' by local artist Margaret Hadfield measuring 30 metre by 2.4 metre. 'The Mural' traces Queanbeyan's European history from the colonial 19th and early 20th century settlement.**



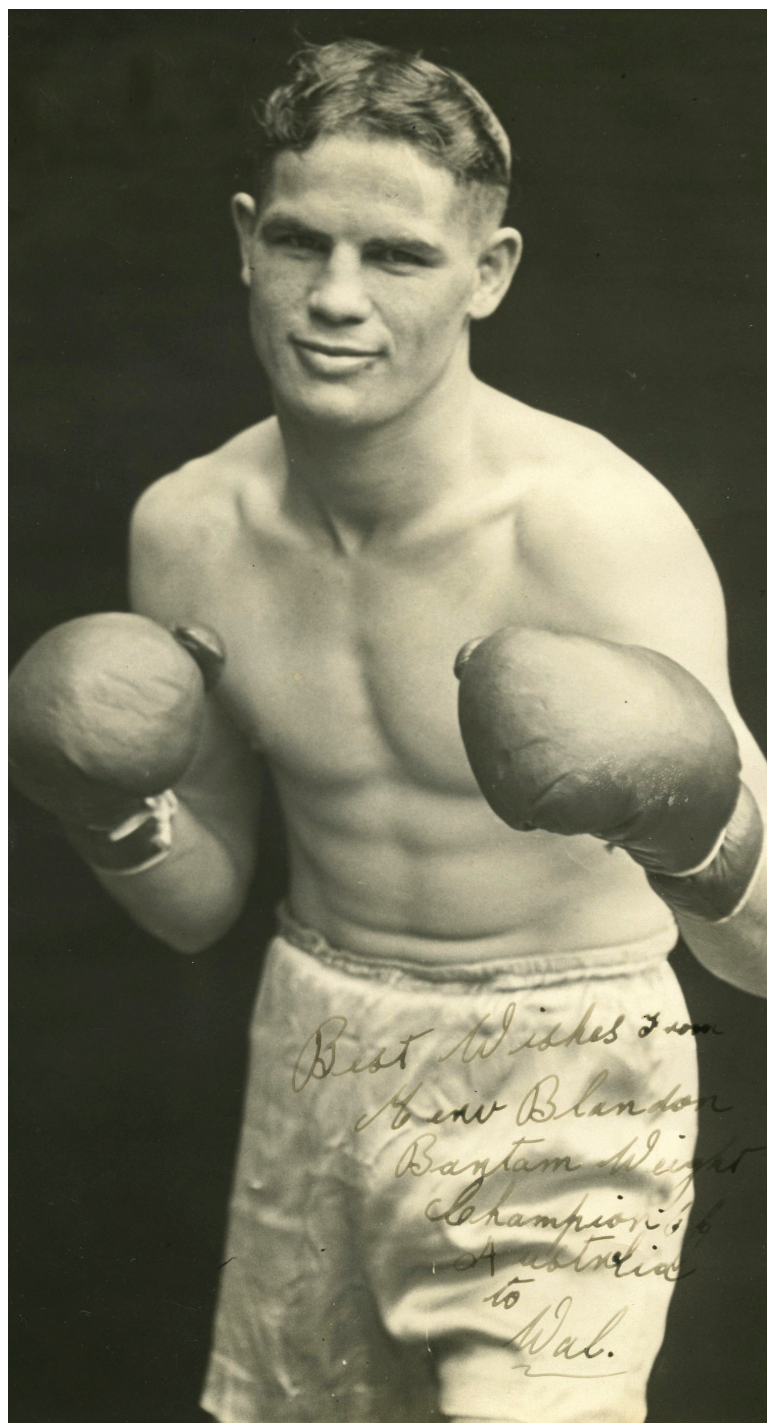
# POSTCODE 2620

**Before Queanbeyan was a place name it was an important natural and cultural site.**

Indigenous association with present day Queanbeyan extends from the present day to many thousands of years past. There is evidence of seasonal gatherings of local and regional Aboriginal people who would come together and perform ceremonies. The confluence of the Molonglo and Queanbeyan rivers was an ideal meeting place but also somewhere to stay. The rivers provided rich food sources in the form of fish, shellfish, waterfowl and edible roots. The country in between the rivers provided good grazing for emu, kangaroo and wallaby.

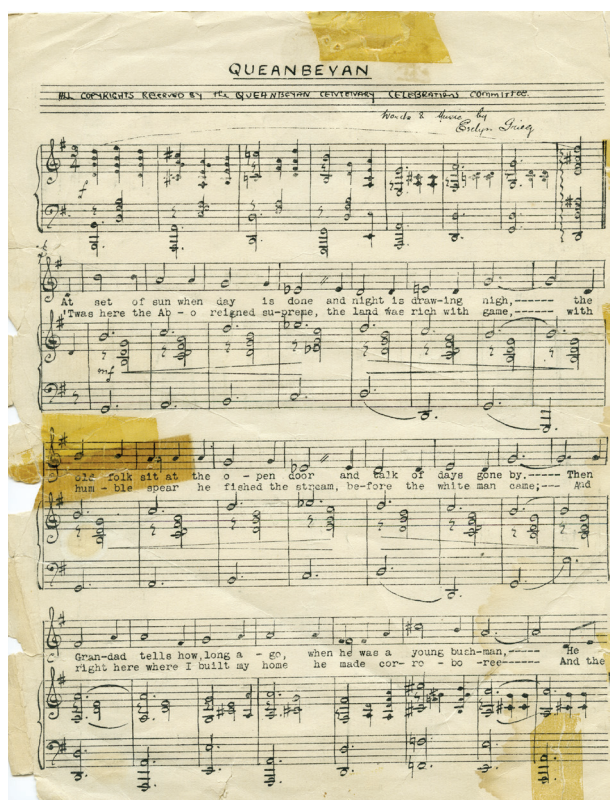
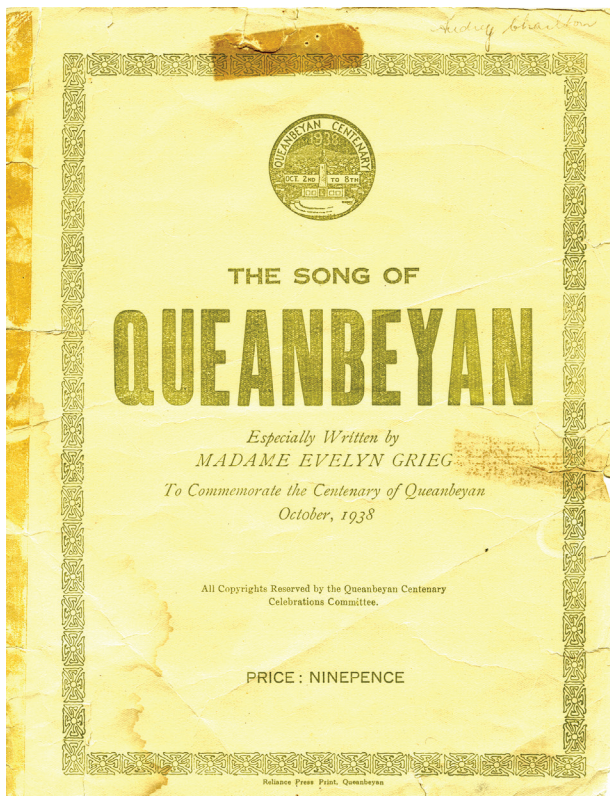
The Queanbeyan-Palerang Regional Council acknowledges Queanbeyan as being on Ngambri/ Ngunnawal land. Other groups such as the Ngambri-Guumaal and the Ngarigu peoples also claim family kinship lines to the land. These interests all attest to the rich and complex nature of Aboriginal connections and custodianship for this region. Currently there are many Indigenous nations, language groups and clans in Queanbeyan including those from the Torres Strait.

'Quinbean', the name given to Timothy Beard's farm in 1828 is believed to be from Aboriginal words meaning 'clear waters'. Timothy an ex-convict and squatter is credited as the first European to settle on land where the Queanbeyan and Molonglo Rivers meet. Queanbeyan was proclaimed a township in 1838 with a population of around fifty people of European descent. Some of the significant historic buildings still standing date from those early days (Anglican and Catholic Churches, Walsh's Hotel, Isabella St Public School, The Temperance Hall, Uniting and Presbyterian Churches, Furlong Mill and Mill House, Art Gallery, Kent Hotel, private houses and the Old Council Chambers and many others). Traces of gold were discovered in 1851 and lead and silver mines also flourished briefly. Settlers were harassed by bushrangers such as John Tennant, 'Jacky Jacky', Frank Gardiner and Ben Hall.



Mervyn Blandon, one of the great sportspeople to come from the Queanbeyan district was born in 1912. Mervyn was one of a family of seven children, who lived under poor circumstances in Dodsworth Street. During the depression years of the 1930s when many young people stepped into the ring, he won two Australian boxing titles. (MF2)





The Song of Queanbeyan by Madame Evelyn Grieg composed for the 1938 Centenary of Queanbeyan celebrations. A copy of the original music and gramophone recording is held by the museum. (QM EF129)

The Golden Age was Queanbeyan's first newspaper and was founded in 1860 by John Gale, later said to be the Father of Canberra. Now *The Queanbeyan Age*, it is currently the third oldest continuously published newspaper in NSW.

Queanbeyan, prospering as a primary producing area, was proclaimed a Municipality in February 1885, containing an area of 5,700 acres. William James Farrer, the wheat experimentalist, established Queanbeyan's reputation as an agricultural district with his famous *Federation* rust free strain, developed on his property *Lambrigg* at Tharwa. At the height of its rural prosperity Queanbeyan boasted sixteen public houses and six flour mills powered by wind water, horse and steam (including Severn and Dodsworth mills - built near the river at the end of the suspension bridge and on the golf course respectively).

Another important phase was the push for Federation. In 1899 local MP E.W. O'Sullivan urged Queanbeyaners to vote for Federation in the referendum. This was in part because the capital city may be built on a site nearby. John Gale and others championed the successful choice of a site beside the Molonglo River. Since its selection in 1909 the new nation's capital of Canberra has had a close if not altogether smooth relationship with Queanbeyan. Once called 'Struggletown' Queanbeyan indeed struggled against drought, floods, economic depression and later a well funded city at its doorstep; a city it had tried so hard to attract. Queanbeyan has produced famous actors and sportspeople and today continues to thrive. It even has its own song. Here is the chorus:

"Queanbeyan, Queanbeyan,  
I always long for you.  
The open plain, the golden grain,  
Beneath the skies of blue;  
'Tho near or far, wherever I roam,  
Just like a boomerang  
I'll always come back  
To the dear old home  
in Queanbeyan."





Hand looped wool with hessian (sugar bag) backing made in the 1930s and donated to the museum by Catherine Tizzard. (QM 2010-3)

# A TRUE LOCAL MUSEUM

The Museum has themed displays including:

## **QUEANBEYAN'S STORY**

- early exploration and settlers

## **FROM SETTLEMENT TO TOWN**

- the railway, telephones, shopkeepers, plumbers, builders, barbers, schooling and courthouses

## **BUSHRANGERS, VILLAINS AND LARRIKINS**

- local bushranging from the convict and gold rush eras;

## **THE OLD BLACKSMITH'S SHOP**

- as it was in the 1900s

## **THAT'S ENTERTAINMENT**

- featuring cameras, radios, fiddles and accordions

## **PHONOGRAPHS AND PHOTOGRAPHS**

- spotlight on businessman and entrepreneur Theo Cooper

## **QUEANBEYAN MEDICAL PRACTICES**

- featuring an original Both Iron Lung and a recreated hospital room from the mid 1900s

## **HISTORICAL MURAL**

by acclaimed artist Margaret Hadfield

Whilst these displays pick up on many of the highlights of Queanbeyan history the museum's strength is in its social history collections which promote stories and show the changing lifestyle of everyday people and their families.

With objects largely dating from the 19th century the museum's collection has textiles and costumes, kitchen and household equipment, furniture, medical equipment, musical instruments, communication technology, laundry materials, farm machinery and much more!



# LINKS TO LEARNING

**At Queanbeyan Museum all students can deeply engage with history through connecting with and interrogating the primary sources of their choice.**

Useful background and thematic information can be supplied by the displays and volunteers, with the aim of supporting the key connection between the student and the objects. In this kit each visit is designed to be a collaborative effort between the students, teachers, accompanying adults and the volunteers.

Museums often say that every object tells a story, but they don't. They tell many. The things, photos, models, pictures and letters can unleash as many stories as there are visitors or those help them. The meaning held in each object can be a platform for children to contribute their own story to what is already known and how it fits into the history of their town.

Your school visit will be a catalyst to build historical inquiry and concepts through using

foundation skills such as literacy and creative thinking.

The central curriculum focus is the History Syllabus from Early Stage 1 to Stage 4 with cross curricula reach into Science and Technology and English (Early Stage 1 to Stage 3).

All excursions to Queanbeyan are self guided tours supported by the museum volunteers who will welcome and brief your students; focus their attention with questions and prompts; respond to student interest through answering their questions and providing additional information about objects on display.

Your tour can be customised through downloading the activity you select and/or printing one or more of the student handouts. Many of these activities incorporate a pre or post visit task and each have strong syllabus links.

**Hand crocheted babies booties and embroidered bonnet in box. On the bottom of the box it says 'Handed in by Elaine Perrin, Elderly lady from Canberra'. (2008.8.1)**







Printed school lunch bag from the local school tuckshop (2012.36)

## CURRICULUM LINKS

### HISTORICAL CONCEPTS AND SKILLS

Continuity and Change

Empathetic Understanding

Analysis and Use of Sources

Significance

Cause and effect

Perspectives

### KEY INQUIRY QUESTIONS

- What was life like for the student's grandparents and great parents?
- What can historical sources reveal about history?
- How can we use historical sources to test historical hypotheses?
- What is the purpose and importance of museums?
- What can we learn from collecting and displaying museum objects?
- How can we assess the reliability and usefulness of a source?

- How did the people of Queanbeyan communicate with each other in the past carry?
- How have technologies changed over time?
- How has Queanbeyan been shaped by the decision to build the nation's capitol in Canberra?

## NSW HISTORY SYLLABUS OUTCOMES AND TOPICS

**Early Stage One:** HTe-2

(Personal and Family Histories)

**Stage One:** HT1-3 & HT1-4

(Present and Past Family Life and The Past in the Present)

**Stage Two:** HT2-2 & HT2-5

(Community and Remembrance)

**Stage Three:**

HT3-3 & HT3-5 (Australia as a Nation)

**Stage Four:** HT4-5, HT4-6 & HT4-8

(Focus on historical skills and thinking)

## NSW ENGLISH SYLLABUS OUTCOMES

**A.** communicate through speaking, listening, reading, writing, viewing and representing  
*Early Stage One to Stage Three*

**C.** think in ways that are imaginative, creative, interpretive and critical  
*Early Stage One to Stage Three*

**D.** express themselves and their relationships with others and their world

## NSW SCIENCE AND TECHNOLOGY SYLLABUS OUTCOMES

Knowledge and understanding

**Early Stage One:** STe-4MW-ST

**Stage One:** ST1-7MW-T

**Stage Two:** ST2-5LW-T, ST3-8PW-ST

**Stage Three:** ST3-5LW-T, ST3-8PW-ST



# PLANNING YOUR VISIT

## 1. ADVANCE BOOKING

Read the School Visit Booking Information (**RESOURCE A**) and view the Museum's Safety Information (**RESOURCE B**). Make a booking and let the museum know of your activity selection plus any special needs or interests.

## 2. PRE VISIT

To amplify the educational benefits of the excursion, talk to the students about the visit.

### What is a museum?

- A place that collects and conserves many kinds of things.
- A place with objects and specimens that provide material evidence of people and their environments to help us research and understand the world we live in.
- A place with collections that visitors can study, learn about and enjoy.

### What do you expect to find at the Queanbeyan museum?

- The building is one of the oldest in the town. It has been changed over time.
- Exhibitions - these contain displays of real objects, models, information and labels. Mention some examples such as the Dayton Computing Scales shown in this Kit.
- People - including museum volunteers and other visitors such as tourists.

## 3. LEARN

Drill further into museum learning by doing Activities 1 and 2.

## 4. PREPARE

Gear up for the visit by selecting from the Activities, Handouts and Resources in this Kit. Handouts are to photocopy for the class. The Resources are to better inform you. The activity component labelled AT THE MUSEUM is on a separate page so it can be photocopied for excursion group leaders.

## 5. POST VISIT

Keep the conversation going once you are back in the classroom either generally or as recommended in the specific activities.

Invite the students to complete an Evaluation Form (see **HANDOUTS H or I**; **DIY Label Favourite**).



The Queanbeyan Historical Museum is located in the historic Police Sergeant's Residence

**We hope you enjoy a rewarding excursion to the children's own local history museum.**





## INQUIRY BASED ACTIVITIES

### Pre or post visit to the Museum

#### ACTIVITY 1:

#### Special objects

##### AT SCHOOL

Encourage the students to talk about things that are special to them or their family.

Things can be special because of the way it looks, what it is made of, what it brings to the family (e.g. is it lucky?), what it means to the family.

Ask students to justify their selection- has it been in the family a long time or given to them by someone important or reminds the family of an important event.

Do they (or their parents) remember something they loved as a baby?

Has this changed now they are growing and seeing things differently?

Do they think that may happen with things that adult's value?

##### AT HOME

This activity can be extended by giving the children a list of words (**HANDOUT A: At home**) and asking them to photograph three special objects from home. These photos can be collated and shared with the class in a discussion about what and why things become special.



World War I Nurse's uniform once worn by a local but unknown woman (2009.49)



## ACTIVITY 2:

# Museum objects last many lifetimes

**Ask the students to write a list of rules everyone should follow when they visit a museum. Help by telling the students:**

Museums collect objects, then they study and care for them. Museums share the objects and grow the knowledge with visitors.

People often offer their objects, letters and photographs to the museum or the museum saves its money to buy rare things which helps its collection hold greater meanings.

Collecting an object is a difficult decision as museums can't collect everything that people may want to give them. Why not? Museums only have so much room and can only tell so many sorts of stories. The Queanbeyan Museum tries to concentrate on telling the story of Queanbeyan and not say, the town of Humpty Doo.

Once in its collection objects are protected for future generation. That is why most things cannot be touched, some things cannot be in the light for long periods as they will fade or shrink and anything that attracts insects is the enemy!

Students could reflect on the rules their own families have for important things that are not used, or only used for special occasions.

**Ask the students to think about how they would help the museum keep its objects safe for now and later. Children seem to appreciate that they may wish to show their children these objects one day.**



'Billy Billy Fishing man', boy with fishing rod, standing on base, wind-up mechanism from the 1950s and made in Great Britain. Given to the Bierzonski family by Sybil Stuckey. Her father, Herb Stuckey was a barber in Crawford St, Queanbeyan. (2011.199)





## INQUIRY BASED ACTIVITIES

### ACTIVITY 3:

## Putting yourself in the picture

#### PURPOSE

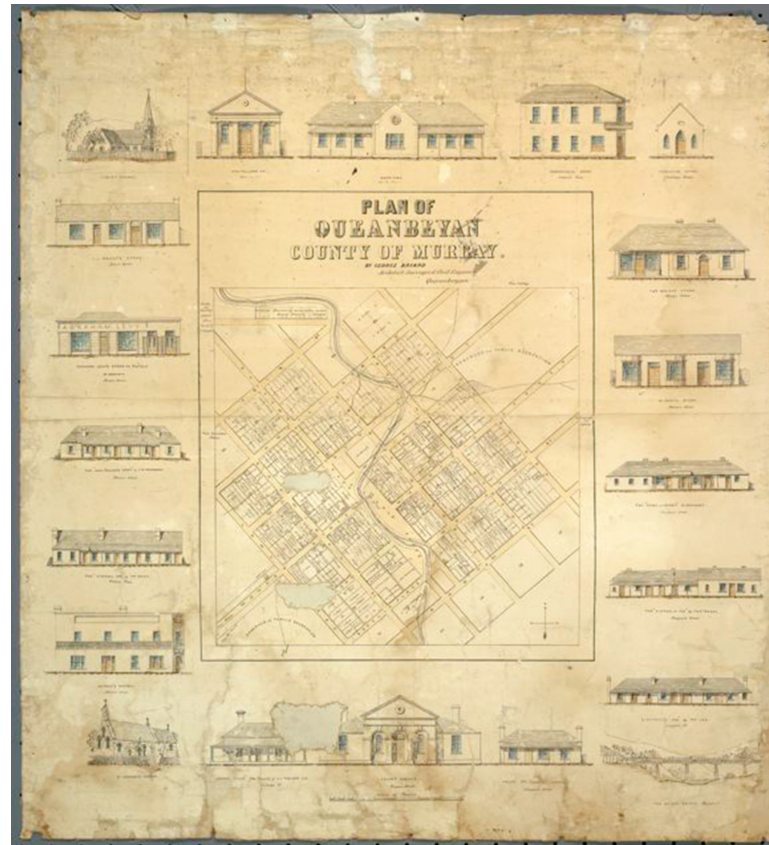
- Introduce objects as an resource for historical inquiry.
- To investigate continuity and change by looking at changing streetscapes
- Consider primary and secondary sources

#### KEY OBJECTS

- 'The mural'
- The Briand Plan
- Various

#### PRE OR POST VISIT ACTIVITY

- Ask the students how we know what our town was like in the past? Discuss different kinds of sources such as photographs, maps, newspapers and their family memories.
- Show students the online version of the Briand Plan or Map - easily found via Google.
- Place heritage listed buildings on a map of Queanbeyan using Google Maps
- Identify the closest building near the school, near where they live.
- Each student to propose one other building that should be listed. Justify these choices. For example, answer whether an important person lived there? Important to who? Did a significant event happen? Was the building designed by a talented architect? Did it use new materials? Are there many other buildings like it?
- Draw an up to date colourful mural showing transport, buildings and clothing of today.



Briand Plan of Queanbeyan

## PRINT FOR THE VISIT

**HANDOUT B:** DIY label (*Courthouse and mural*)

One copy for each student.

**RESOURCE C:** Images of the Queanbeyan Temperance Hall.

One copy per group.

**RESOURCE D:** Playing cards (*About you*).

Ask the museum whether you can borrow it's *About you* Playing Cards, otherwise print your own.

**ACTIVITY 3: AT THE MUSEUM:**

One copy per group.





## ACTIVITY 3:

# Putting yourself in the picture

### Rotate smaller groups of students through these activities

Students look through the museum thinking about what the objects mean to them. Ask the museum for the About You cards and give them out to each group. Careful: These cards must be returned intact so ask the group to count each set before and after they use them.

Students consider the difference between Primary and Secondary sources and what information they can gather from two objects that are both artworks but from different times and made for different purposes. Adult group leaders to stress that museums are loaded with both Primary and Secondary sources and each are important to understanding history.

**PRIMARY SOURCES** are those made at the time and Queanbeyan Museum collection includes:

- personal sources such as letters, diaries, personal narratives, photographs (after 1850s), memoirs.
- official sources such as newspapers, government publications and archives, speeches, awards and certificates, maps.
- artefacts such as the building, war memorabilia, medals, coins, tools and a host of domestic appliances, hospital equipment and tools

Although Queanbeyan Museum has Primary Sources they cannot tell us the whole story. For example how do we know about the life of people who could not write or did not think their letters were worth saving? And simply because someone was at the event does not mean that they remember it in the same way as another person who was present. Photos can provide a lot of information about objects, people or place even if they are in the background. But unless we know the photographer, its date and location, the names of the people and places shown and better still the circumstances in which it was taken photos are not the 100% reliable source we may think.

For example, the Briand Plan is a Primary Source. It is a Queanbeyan map or plan published by architect, surveyor and engineer George Briand in 1862. The map shows block numbers, land ownership and sketches of town buildings around the border of the map. The museum holds the original and only known print copy of this document.

**SECONDARY SOURCES** are those sources produced after the period or event and at the museum include documents written many years later, newspaper accounts, biographies and artworks. Secondary sources may provide an overview of an event or issue and a different perspective or opinion of an event. For example 'The Mural' by local artist Margaret Hadfield is a Secondary Source.

Students take turns viewing the Briand Plan on display. Do they recognise any of the buildings? What do they imagine the buildings may be used for? Can they see the museum on the plan? Why were changes made to this building and others? Show the students the photo of the Ray White Real Estate Office covering the original Queanbeyan Temperance Hall available as **RESOURCE C**. Ask the students why they think the purpose of the building changed? Why would the way the building look need to change?

Students colour the Courthouse and write a caption **HANDOUT B: DIY label (Courthouse)**

Students view the mural and discuss these questions:

Are there any buildings on the mural that they saw on Briand's Plan?

How many modes of transport can they see?

Why aren't there any cars in the mural?

Is there anything missing from the mural?

Students photograph or film themselves in front of the mural. Within each group let the students take different roles taking turns to be the photographer, models, art director, (telling the student or parent models where to stand and how to take the picture). In this way students immerse themselves in the townscape as represented by the mural.

Ask the students to point out the children in the cart and imagine what they are thinking or just said to each other. They could role play being in the cart of walking down the street greeting people.

Students continue to write the caption **HANDOUT B: DIY label (mural)**

This page uses information from 'What is history? A guide for primary teachers.' by Jennifer Lawless, State Library of NSW Fellow 2016. Available at [www.sl.nsw.gov.au/learning](http://www.sl.nsw.gov.au/learning)



## ACTIVITY 4:

# Patterns and connections

### PURPOSE

- Sharpen observation skills
- Explore cause and effect through finding connections between one object and other objects on display in the museum

### KEY OBJECTS

- 19th century Ceremonial Trowel
- Photograph of Nina Farrer (nee Fane de Salis) and William Farrer
- The mural
- The gavel
- Remnants from The Temperance Hall

### PROP

Sheaf of wheat

### POST VISIT ACTIVITY

At the museum the students ask the volunteer to tell them about William Farrer.

At school they pretend to be William Farrer and write a short autobiography called *My life as a super scientist*.

The autobiography can be a mix of fact based on historic evidence as well as speculation such as what the students imagine William loved, scared him, dreamt about, considered what people might think about him in the future.



William and Nina Farrer's piano from around the 1890s. Made by AH Francke of Liepzig the piano is connected to significant families in the early history of Queanbeyan and to Queanbeyan Museum. Nina's father was a Magistrate since 1844 in the original complex of Government buildings that once stood on the museum site now known as Farrer Place: the Courthouse, police station and Post Office. (2008.179)

## PRINT FOR THE VISIT

**HANDOUT B:** DIY label (*ceiling rose, piano, trowel*).

One copy for each student.

**HANDOUT C:** Making 'Connections'.  
One copy for each student.

**RESOURCE C:** Images of the Queanbeyan Temperance Hall.  
One for each group

**RESOURCE D:** Playing cards (*About Your Community*).

Ask the museum whether you can borrow it's *About your Community* Playing Cards, otherwise print your own.

**ACTIVITY 4: AT THE MUSEUM.**  
One for each group.



## ACTIVITY 4:

# Patterns and connections

### Rotate smaller groups of students through these activities

The museum has some remnants from The Temperance Hall

- Ceiling trim and cornice
- Small sections of stage trim from the Hall
- Detailed description of the Hall and its décor as it was built
- A photographic record of the interior of the Hall being converted to commercial space

The Temperance Hall is behind the Ray White Real Estate facade on the corner of Monaro and Lowe Streets.

The Queanbeyan Total Abstinence Society was founded in 1862, later replaced by the Sons and Daughters of Temperance in 1871.

In 1878 the opening of the large hall seating 500 was attended by leading citizens such as John Gale and George de Salis (Nina's father). School children were given a half day holiday to attend the opening.

Students find and complete the pattern of the ceiling rose in the Temperance Church at **HANDOUT B: DIY labels (ceiling rose) and/or complete Handout B: DIY labels (trowel and piano).**

Students find a host of objects in the museum connected to each other from one object, the trowel. **HANDOUT C: Making connections.**

Here is some more information about some of the objects they might find.

#### • 19TH CENTURY CEREMONIAL TROWEL

A nickel plated and ivory trowel made in Sheffield England sometime before 1877 when Nina Fane de Salis used it to lay the chief corner stone of the Temperance Hall

#### • PHOTOGRAPH OF NINA FANE DE SALIS AND WILLIAM FARRER

Nina Fane de Salis was married to William Farrer and lived her married life on the Murrumbidgee River at *Lambrigg Station*. This farm had been part of a larger property owned by her family and called *Cuppacumbalong* (now an historic homestead). William Farrer, agronomist and wheat breeder is renowned as the producer of Australia's first rust-free wheat (celebrated on the original \$2 bill).

#### • THE MURAL

By local artist Margaret Hadfield the 30 metre by 2.4 metre mural traces European history from the colonial 19th and early 20th century settlement. It shows The Temperance Hall opened by Nina.

#### • THE GAVEL

The gavel was used with the trowel in laying the foundation stone ceremony for the Temperance Hall.

The museum has cards called **About your community**. Ask the students to select a card that matches objects they find in the museum including all the objects linked to Nina Fane de Salis.

**CAREFUL:** These cards must be returned intact so ask the group to count each set before and after they use them.





## INQUIRY BASED ACTIVITIES

# ACTIVITY 5: Thinking with objects

## PURPOSE

- Develop different perspectives about objects and the relationship to the past by selecting and grouping them.
- Considering Continuity and Change through exploring old objects and their relationship to the present day

## KEY OBJECTS

Various

## PRE OR POST VISIT ACTIVITY

Activity 1

## PRINT FOR THE VISIT

**HANDOUT B:** DIY labels. Two labels for each student.

**HANDOUT D:** See, Think, Wonder. One copy for each group.

**HANDOUT E:** Then and Now. One copy for each group.

**RESOURCE E:** Playing cards (*Objects illustrated*).

If the museum is unable to supply cards to your students print these pages, laminate and cut your own cards.

**ACTIVITY 5: AT THE MUSEUM.**  
One for each group.



Dayton Computing Scales made in Ohio USA between 1901 and 1930. Used by in a Queanbeyan market garden and later in a store owned by George Petro. The company that made these scales later became IBM (2014.156.1)



## ACTIVITY 5:

# Thinking with objects

### Rotate smaller groups of students through these activities

Ask the museum to supply one set per group of *Object Illustrated Cards*. It has a number of sets. There are forty illustrations of objects per set. Depending on the number of students on the excursion each group could have an entire set or part of a set.

**CAREFUL:** *These cards must be returned intact so ask the group to count each set before and after they use them.*

Each group to find these objects and look at them carefully.

If they are carrying a mobile phone, a camera or an ipad they could photograph each object to look at later.

With the help of an adult the students could look closely at their favourite object and talk about it using the questions in **HANDOUT D: See, think, wonder**

**AND/OR** match the old object with the new object (**HANDOUT E: Then and now**).

After they have identified the objects help the students to find a quiet place to sit and sort the cards into five groups. The students can identify and name each group. The grouping could be based on age, importance, something known, unknown, materials, look, appeal, method of operation-whatever they like. The names can be silly such as 'the smellies' or sensible such as '19th century' but the students have to be able to justify their groupings. One could be called 'odd bods' in case they don't fit into the other groups.

**For younger students ask them to sort the cards into three groups:**

- We would like **TO OWN** something like this
- We would like **TO KNOW MORE** about this
- We are **NOT INTERESTED** in this object

Students complete any two DIY labels from **Handout B**.





## ACTIVITY 6:

Smell this story  
Taste this poem  
Feel this dance

### PURPOSE

- Introduce students to changes in domestic technology
- Create empathy with children in the past
- Match the new and familiar technology with the older versions on display in the museum

### KEY OBJECTS

- Hand churned Ice cream maker
- Icebox

### PRE AND POST VISIT ACTIVITY

Brainstorm with the students what they know about ice cream. Ask questions such as how is it made, what is made from, where do they get it from, their favourite flavour, should they eat it every day?

Google and read Jack Prelutsky's poem 'Bleezer's Ice cream' aloud to the class. Would anyone like to eat one of these ice creams? Can they invent any other flavours?

Write some descriptive words-how do the children feel when they eat ice cream, what does the taste remind them of? Take this word list to the museum. It would be ideal if this list could be shared electronically.

After the excursion discuss with the students the different ways that they can think about objects. Object can be used to think creatively about the past.

Ask the children to write a short poem or story about the ice cream maker. In small groups the children make up (and ideally perform) a dance about the object based on their poem. How does it move, stand still, smooth ingredients, make people happy etc.



Ice Cream maker (2015.195) and Icebox (2015.196)

## PRINT FOR THE VISIT

**HANDOUT B:** DIY label (Icecream maker, tool kit and button hook). One copy for each student.

**HANDOUT D:** See, Think, Wonder. One copy for each group.

**RESOURCE D:** Playing cards (About The Objects).

If the museum is unable to supply cards to your students print these pages, laminate and cut your own cards.

**ACTIVITY 6: AT THE MUSEUM.**  
One for each group.

## ACTIVITY 6:

Smell this story, taste this poem,  
feel this dance



### Rotate smaller groups of students through these activities

Each group to tick off the old object that matches the new object on **HANDOUT E: Then and Now**

In small groups gather around the ice cream maker and the ice chest (these are part of **HANDOUT E: Then and Now**). Here is some information about these objects:

- **HAND CHURNED ICE CREAM MAKER**

Wooden bucket with churning mechanism in the middle for making ice cream. The bucket is of wood.

- **ICEBOX**

A wooden, zinc lined two door upright icebox. The upper compartment is lined with a removable tray which housed a block of ice. A round hole in the top allowed cool air to fall into the lower compartment to keep food fresh.

Ask the volunteer to talk about each object and how they work.

Ask the children to complete **HANDOUT D: See, Think, Wonder** for one or both objects.

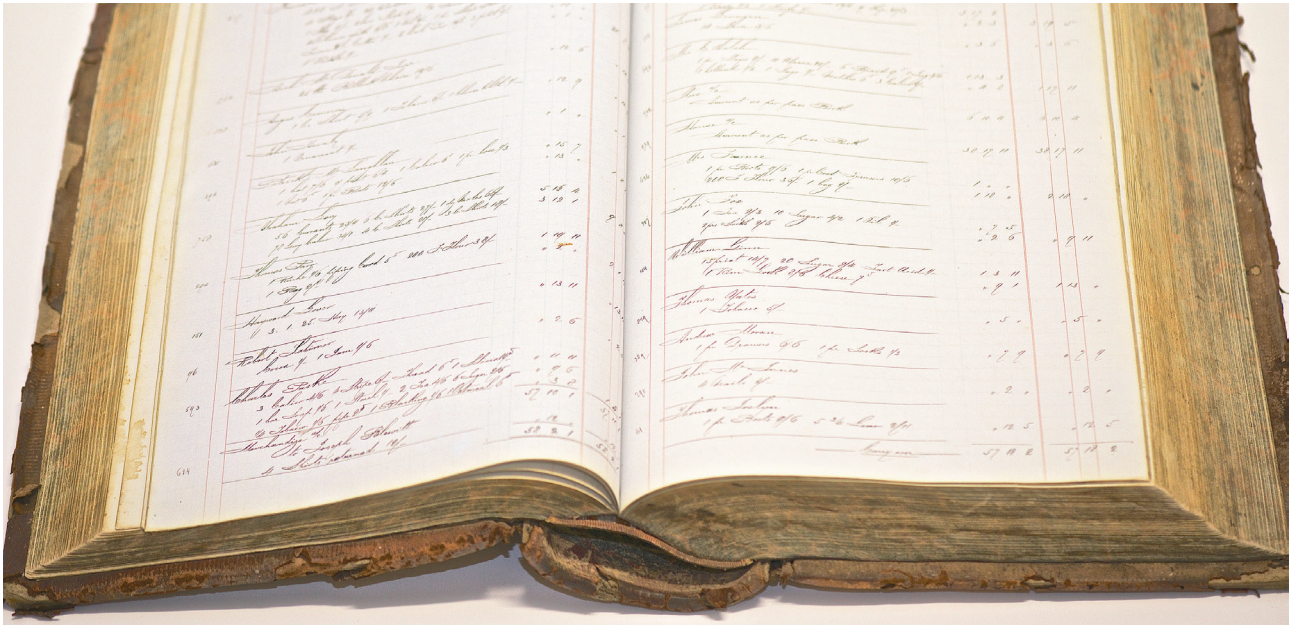
Ask the museum for cards marked 'About the objects'. If the museum is unable to supply cards to all the students you could print these pages, laminate and cut into your own cards found at **RESOURCE D: Playing cards**. These words may help the students in the following activities:

- Write a label for these objects that show differences in technologies between then and now (**HANDOUT B: DIY labels** *Icecream maker, tool kit and button hook*).
- Use their descriptive words to write a short story about one of the objects at **HANDOUT E: Then and Now** using the first person as if they were the object. Each story should start with the phrase "I remember when I ..."





## INQUIRY BASED ACTIVITIES



Large journal with leather bound cardboard covers and known as JJ Wright's Post Office Store Journal. Donated by Ralphe Clothier

### ACTIVITY 7:

## Don't forget to write

### PURPOSE

To focus on key written sources and related primary communication technology.

### KEY OBJECTS

- The Golden Age Newspaper
- Jubilee Dinner invitation
- Jubilee Dinner Menu
- JJ Wrights Store Journal

### PRE OR POST VISIT ACTIVITY

Show the students the party menu from The Jubilee Dinner (**RESOURCE F: Jubilee dinner**). Ask the students to write a party menu based on the foods that their family they would like to eat at a special occasion.

Base on their character students to write a letter to the editor of The Queanbeyan Age about the

dinner. Perhaps they write a thankyou letter or a complaint at not being invited or pleased that the town could see such finery. Children take turns reading the letters aloud. The rest of the class vote on which letters should be published. Letters can be written on paper or on the iPads and displayed on electronic boards.

### PRINT FOR THE VISIT

**HANDOUT B:** DIY Labels (blank, blackboard and chair). One copy per student.

**HANDOUT D:** See, Think, Wonder. One copy per group.

**HANDOUT F:** Queanbeyan characters. One copy per group.

**HANDOUT G:** 1868 Shopping list. One copy per group.

**ACTIVITY 7: AT THE MUSEUM.** One for each group.



## ACTIVITY 7:

### Don't forget to write

#### Rotate smaller groups of students through these activities

View these key objects using the questions in **HANDOUT D: See, Think, Wonder**.

- **The Golden Age Newspaper**

- **Jubilee Dinner invitation**

Invitation to the *Queanbeyan Age* Jubilee Dinner held at the Royal Hotel on the 15 September 1860.

- **Jubilee Dinner Menu**

- **JJ Wrights Store Journal**

John James Wright's Old Post Office Store Journal records what local people were purchasing from the store in 1868-69, during a period of growth in both the town and the Colony.

In small groups the students interview the museum volunteers about what they know about the Jubilee and the Royal Hotel.

The students then draw and write their own label on the blank DIY label.

Ask the museum for cards marked 'About the objects'. Ask the students to use the

cards to draw or describe the dinner using the display of Primary Sources.

Give each of the students one of the following five characters (**HANDOUT F: Queanbeyan characters**). These characters are based on real people and in this exercise the students imagine and pretend to be their character based on the information given. The students decide who may or may not have been invited to the Jubilee Dinner. They must justify their decisions.

The students in small groups role play going into JJ Wright's store to shop. What would their character be likely to buy (if anything)? Show the students the list of popular items sold by JJ Wright in 1868 (**Handout G: 1868 Shopping list**). In the small groups discuss the sorts of things that their family has on their shopping list. Compare with the list from 1868.

Students select and complete one or two of the DIY Labels (*blank, blackboard and chair*).





## INQUIRY BASED ACTIVITIES

### ACTIVITY 8:

#### Post visit

Students in pairs take turns being interviewed about their visit to the museum.

One is The Interviewer and the other The Visitor. The role of The Interviewer is to find out what The Visitor thought and felt about the visit and what

else they would be interested knowing more about.

To assist the process the students could show each other photographs from the visit that they or adults took.

**The class completes an Evaluation (Handouts H or I) and/or HANDOUT B: DIY label (BEST).**



**Ceremonial Trowel used by Nina Fane de Salis to lay the chief corner stone of the Temperance Hall.**

#### IMAGE CREDITS

All images are taken from the Queanbeyan Museum collection except for **Handout E: Then and Now:**

##### **Bride**

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##### **Calculator**

<https://www.needpix.com/photo/206440/calculator-radhakrishnan-solar-calculator-office-how-to-calculate-calculation-count-business-close>

##### **Ice cream maker**

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##### **Mobile phone**

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##### **Sewing machine**

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##### **Violin**

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##### **Washing machine**

<http://www.freepik.com/close-up-woman-sitting-near-washing-machine>. Designed by Freepik

##### **Kitchen**

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##### **Kettle**

<https://www.needpix.com/photo/229157/electric-kettle-plastic-white-utensil-teakettle-boiling-hot-water-free-pictures-free-photos>

##### **Baby wear**

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##### **Vaccine**

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##### **Jacket**

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QUEANBEYAN  
**MUSEUM**

This project is supported by Create NSW's Volunteer Museum Grant Program, a devolved funding program administered by Museums & Galleries of NSW on behalf of the NSW Government.

Text and related training is written and compiled by Dr Helen Whitty.

Designed by paperdoll, Tasmania.

This Queanbeyan Museum project was supported by Frances Flanagan, Frederick Monk and Leanne Houghton.

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**Morse Code Keyer operated by Mr Ernie Beaver, telegraphist, from 4am onwards on May 9, 1927, when Parliament House in Canberra was opened. Telegrams containing messages of congratulations came through all day. (2008.256)**