

# The Australian Colonies

## River Boy

Brewongle EEC is situated at the former North Sackville Public School which was built in 1878, towards the end of the Colonial period. This historical inquiry focuses on the nature of everyday life on the Hawkesbury River in post-1800 colonial settlements, and how the environment changed during the period.



### *Inquiry Questions*

**What do we know about the lives of people in Australia's colonial past and how do we know?**

**What were significant events that shaped Australian colonies?**

**How did colonial settlement change the environment?**

### **Health and Safety Issues**

As you are working out in the field you need to be aware that:

- Ground material is often covered in moss and can be very slippery.
- Vines and dense undergrowth can trip.
- Fallen trees can be rotten and weak.
- Some animals can deliver painful or venomous bites.
- On slopes, rocks can be easily dislodged.

### **NSW K-10 History Syllabus Outcomes:**

- HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia
- HT3-2 describes and explains different experiences of people living in Australia over time
- HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society
- HT3-5 applies a variety of skills of historical inquiry and communication

Student Name: \_\_\_\_\_

## Inquiry Aim:

The aim of this Historical Inquiry is to investigate what life was like in the Hawkesbury during the Australian Colonial period and how life has changed. You will be researching the life of a boy growing up on the Hawkesbury River in Northwest Sydney, using Brewongle EEC as a historical resource.

**Complete this section at school before your Brewongle Excursion**

### Pre-Visit Lessons:

Investigate why the Hawkesbury was so significant to the early Colony of NSW

#### Lesson One: 1910 Newspaper Article

Look at the newspaper article listed on the Trove Website at <https://trove.nla.gov.au/newspaper/article/164288831> and read this paragraph from the article.

CAPTAIN WALLIS (46th Regiment), in his 'Historical Account of New South Wales,' published 1821, wrote:— 'The most remarkable event during the administration of Major Grose in 1784 was the establishment of a settlement on the fertile banks of the River Hawkesbury. This river had been discovered in the time of Governor Phillip"— who made many boat trips to Broken Bay, commencing March, 1788, before discovering and exploring it in 1790 — "but the extent of rich land on its banks and vicinity, with the extreme importance of water-carriage at all times, and more particularly in the infancy of new societies, appears to have been overlooked." This early writer expressed the opinion that "the extreme fertility of the Hawkesbury contributed more than any other circumstances to secure the independence of the colony; and the Hawkesbury, though subject to being devastated by floods, can be justly regarded as the granary of New South Wales".

Circle which one gives the best meaning for these words and phrases in the paragraph from the original writings of Captain Wallis in 1821.

**Water carriage**    water availability    water truck    carrying a bucket of water

**Extreme fertility**    pregnant    very good soil    extreme sports

**Granary**    grandmother    place to grow grain like wheat or corn

Write a paragraph about why you think the Hawkesbury area was so important to the Colony.

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## Pre-Visit Lesson Two: Ship's Logs

Solomon Wiseman, Thomas Arndell, James Webb and the Wall family were all colonists (either free settler or convict) who came to the Hawkesbury on ships. Explore the Australian National Museum's ship's logs on line or visit <http://www.navy.gov.au/hmas-sydney-i> or <http://www.dailymail.co.uk/news/article-2572967/Fascinating-200-year-old-ship-log-details-Royal-Navy-fought-stop-slave-trade.html> and create a beautifully hand written log of your own.

Include:

- Your BEST handwriting
- Some fabulous decorative capitals
- A beautiful border
- Daily observations






Think about how you could "age" your paper so that it looks like it came off a sailing ship. Consider both physical and electronic means.



# Pre-Visit Lesson Two: Imperial Measurements

Before Australia used the metric system for measurements, the Imperial systems was used. Check out the history of measurement at <http://gwydir.demon.co.uk/jo/units/length.htm>

Match up items with units of measure and their abbreviations.

Item	Units of measure	Abbreviation
 <p>We use _____</p>	stone	pt gal
 <p>We use _____</p>	Feet and inches	oz lbs
 <p>We use _____</p>	Ounces and pounds	‘ “
 <p>We use _____</p>	Pints and gallons	m
 <p>We use _____</p>	miles	st

What unit would be used to measure petrol? \_\_\_\_\_

Complete the table:

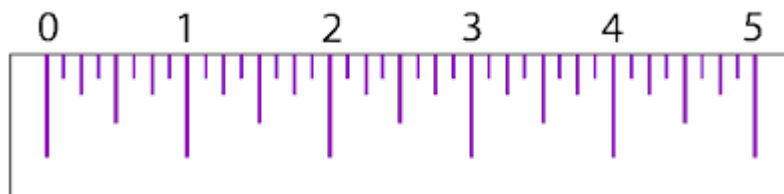
___ inches = 1 foot ( 30 cm)	14oz = _____ ( 0.45 kgs)
___ feet = 1 yard ( almost a metre)	16 lbs = 1 _____ (6.kg)
36 inches = _____ yard	_____ stone =1 hundredweight (cwt) (50.8kg)
100 links = 1 _____( cricket pitch)	20cwt = 1 _____ (1061 kgs)
22 yards = _____ chain	
1,760 yard s = _____ mile	4840 square yards = _____ acre (0.4
5,680 feet = 1 _____	hectares)

What do you notice about the numbers in the *imperial* system?

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Find out the story behind the measurement rod, pole or perch at

<http://gwydir.demon.co.uk/jo/units/length.htm#rod>

# Pre-Visit Lesson Three: The Wall Family

Read this historical account about the Wall family

<http://hawkesburyheritage.blogspot.com.au/2013/12/a-tragic-trip.html>

and answer the questions below.

1. Where did the Wall family live during the 1800's? \_\_\_\_\_

2. Why was Thomas Wall in Australia? \_\_\_\_\_

3. Was his wife Ann Huxley here for the same reason? \_\_\_\_\_

4. How many of the Wall family drowned? \_\_\_\_\_

Circle their names.

Ann Elizabeth Richard Emeline Thomas Frederick George

Martha Roseanna Jesse Rachel Drusilla



5. Which newspapers reported the incident?

a) \_\_\_\_\_ b) \_\_\_\_\_

6. Where was the inquest held? \_\_\_\_\_

7. The doctor giving evidence was \_\_\_\_\_.

What nationality was he? \_\_\_\_\_.

8. What is a "southerly buster"? \_\_\_\_\_

\_\_\_\_\_

9. What happened to the boat? \_\_\_\_\_

\_\_\_\_\_

10. Is this still an issue for boats on the river today? \_\_\_\_\_

\_\_\_\_\_

11. Would you be less likely to drown if this happened to you? \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Excursion Activity One: Young Historians

1. The speaker is \_\_\_\_\_
2. ...\_ \_ \_ \_ / \_ \_ \_ \_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ \_ \_ \_ /  
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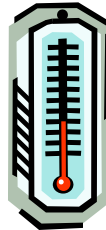
The coded message said \_\_\_\_\_

3. The school boat travelled \_\_\_\_\_

## Excursion Activity Two: Observe the Weather

### TEMPERATURE READINGS

4. At Start: \_\_\_\_\_
5. Wind: \_\_\_\_\_
6. Water: \_\_\_\_\_
7. Wind & Water: \_\_\_\_\_



8. What was important about the shape for the clay to float?

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9. What shape was best for carrying weight?

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10. How did the design change to allow for speed?

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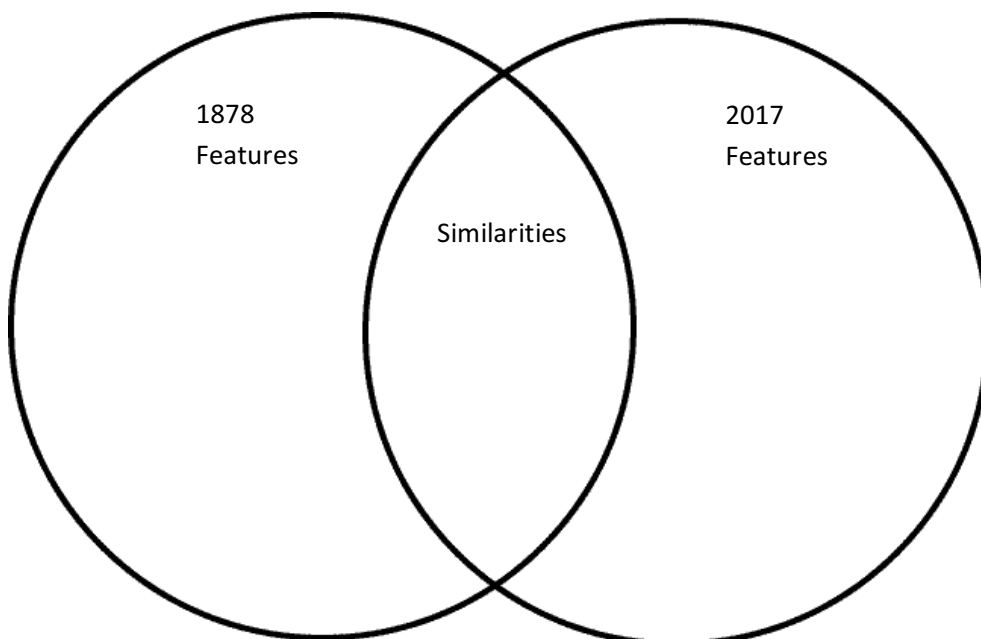


# Excursion Activity Three: Walk Back in Time

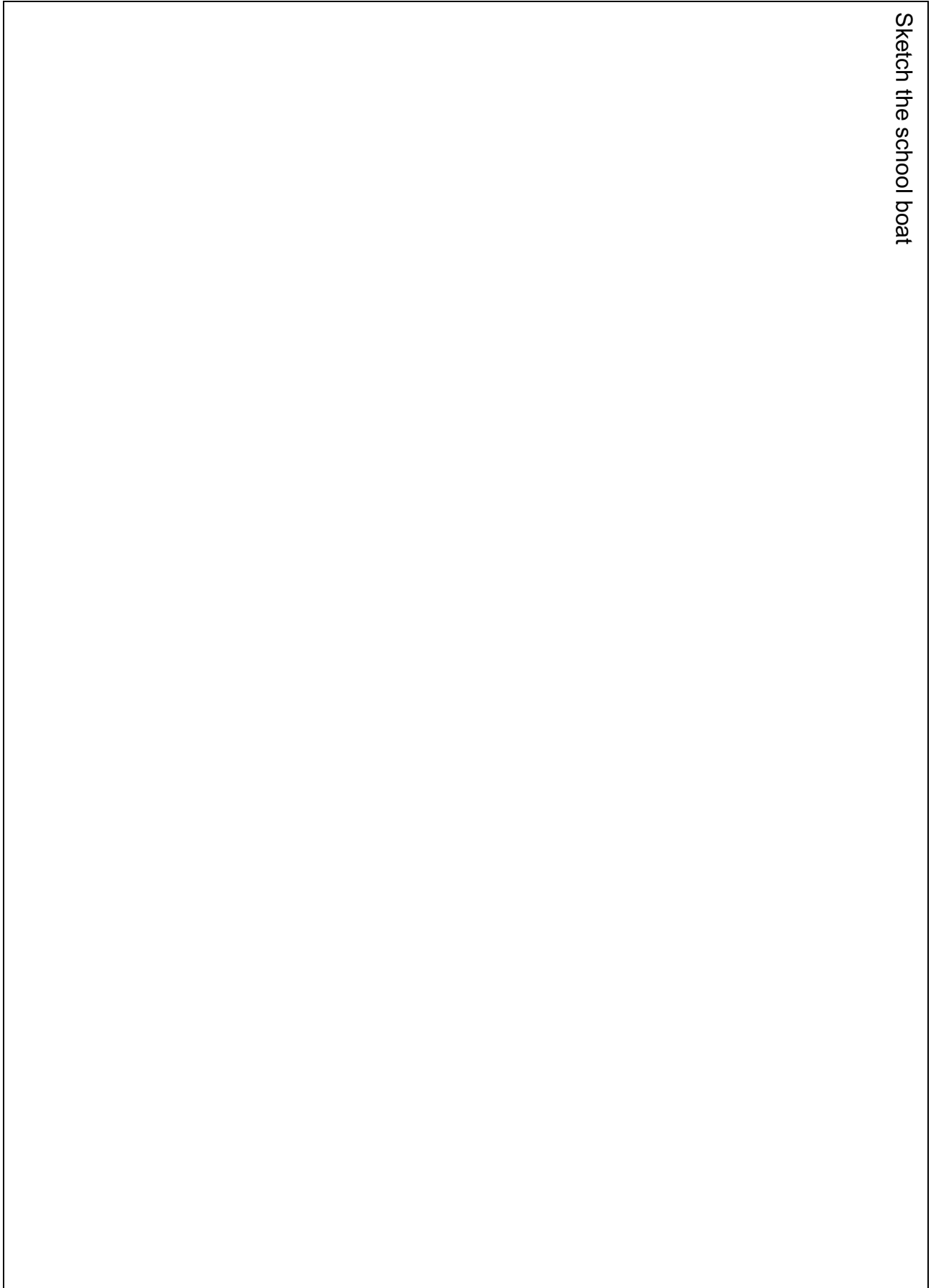
1. Draw a line showing where you think the Sulky Track is on the map below
2. Mark the highest recorded flood level on the map below
  - a. What are the GPS coordinates? \_\_\_\_\_



3. Compare the historical photograph of the Sulky Track to the track today using the Venn Diagram below. Include at least 2 differences and a similarity.



Sketch the school boat



# Post-Visit Lessons

## Historical Perspective

How might Mr Everingham or the baker have told the story differently from the River boy? Look at the incident from a different perspective and write their story.

Think about what things happened, how and why they happened, what this meant to the people involved, how they might have felt about things at the time, and what effects or consequences the events had.

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As Told by \_\_\_\_\_

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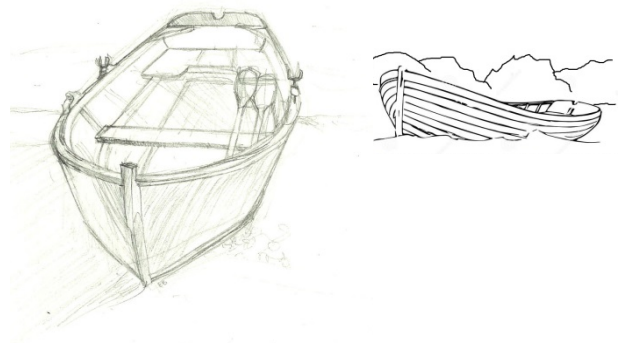
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## Art

1. Finish your boat sketch by:-

- adding detail,
- Paint or colour a background
- Use crayon to accentuate lines
- Add collage material
- Mount on coloured cardboard for display
- Or create a 3D version using your sketch as a reference.



2. Create a word cloud using a list of words based on your visit to Sackville North. Try your skill with a hand drawn version or go online to

<http://www.educatorstechnology.com/2012/06/best-10-free-word-cloud-tools-for.html>

LIST	

**International Morse Code**

- 1 dash = 3 dots.
- The space between parts of the same letter = 1 dot.
- The space between letters = 3 dots.
- The space between words = 7 dots.

A ● ■■	V ● ● ● ■■
B ■■ ● ● ●	W ● ■■ ■■
C ■■ ● ■■ ●	X ■■ ● ● ■■
D ■■ ● ●	Y ■■ ● ■■ ■■
E ●	Z ■■ ■■ ● ●
F ● ● ■■ ●	. ● ■■ ● ● ■■ ● ● ■■
G ■■ ■■ ●	, ■■ ■■ ● ● ■■ ■■ ■■
H ● ● ● ●	? ● ● ■■ ■■ ● ● ●
I ● ●	/ ■■ ● ● ■■ ●
J ● ■■ ■■ ■■	@ ● ■■ ■■ ● ● ■■ ●
K ■■ ● ■■	1 ● ■■ ■■ ■■ ■■ ■■
L ● ■■ ● ●	2 ● ● ■■ ■■ ■■
M ■■ ■■	3 ● ● ● ■■ ■■
N ■■ ●	4 ● ● ● ● ■■
O ■■ ■■ ■■	5 ● ● ● ● ●
P ● ■■ ■■ ●	6 ■■ ● ● ● ●
Q ■■ ■■ ● ■■	7 ■■ ■■ ● ● ●
R ● ■■ ●	8 ■■ ■■ ■■ ● ●
S ● ● ●	9 ■■ ■■ ■■ ■■ ●
T ■■	0 ■■ ■■ ■■ ■■ ■■
U ● ● ■■	

**Technology** - Use Morse code to create three messages.

1. Allow your friend to decode one message on paper.
  2. Tap one out as a sound message to your friend.
  3. Send one as a light flash message.
- They could try writing it down to decode slowly.
4. Find another way to send your Morse code message.

Do they get quicker at decoding with practise?

**Message 1**

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**Message 2**

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**Message 3**

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What benefits do you think Morse Code has over modern technologies?

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What are its problems?

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# Alternative Activities

## Pre-visit

- Make a time trail for how children have travelled to their own school over a number of years..
- Play the game “Captain’s coming” or an online game such as the one found at [http://oceanservice.noaa.gov/education/nautical\\_charts/scavengerhunt.html](http://oceanservice.noaa.gov/education/nautical_charts/scavengerhunt.html)
- Play some old fashioned school games like marbles, jacks, and hop-scotch.

## Post Visit

- Read The River Boy by Anthony Hill, illustrated by Donna Rawlins
- Discuss the differences in style of language compared to modern day usage.
- Investigate semaphore. Create art paper sized flags to display a message in your classroom.
- Investigate the history of telegraph/ Morse code in Australia.
- Investigate what kind of activities a boy living on the river would be involved in today. How are they different from those in the past?
- Collect pictures of river boats used over time from the indigenous to modern day river cruising boats and create a pictorial time line.
- Test your knowledge of nautical terms at:-  
<http://www.sporcle.com/games/g/nauticalterms>
- Use your art work as a stimulus for historic narrative or a story based around what you have learnt about the school life of students at Sackville North in the past.
- Explore oral histories at your local library and create some about school events for the students of the future. Are there various perspectives about what actually happened?
- Follow the National Museum of Australia’s telling a story format below to tell the story of your school from different perspectives.

**YOUR TASK** is to tell the story of that school. It does not matter if the school is old or new, large or small — it still has a story. And you are part of its story.

Here are some things that you might include in the story:

- the school's origins
- a description of the school
- its significant features
- any famous or notable or interesting teachers or students
- how it has changed over time
- incidents from the past as remembered or recorded by earlier students or teachers
- what it tells us about what it values — for example, honour boards to school captains, top students or sporting captains tell us the school values leadership qualities, academic achievement and sporting prowess.

In telling the story of the school you might:

- draw on your own knowledge and experience
- talk to other students and teachers who are at the school now
- interview past pupils and staff
- look at any objects from the school's past that might tell you something of the story of the school, such as old uniforms
- look at the school archives or past yearbooks.

When you have finished, compare your story with those of your classmates.

Chances are that you will find that some stories contain similarities, while some contain differences. How can the stories be different if you are all telling the story of the same school?

See if you can come up with a list of explanations — covering such aspects as the evidence used, personal perspectives and opinions, and changing values and attitudes over time.