

Year 3: Community and Remembrance



Each excursion includes a National Trust Education Presenter telling the story of the Harper family, who lived at Woodbridge, through an interactive power point presentation. Students may be divided into smaller groups to rotate through hands on activities which may include:

Presentation: Through photographs, newspaper clippings, letters and postcards students begin to develop an understanding of the impact of the First World War through the experiences of this family.

Tour of the house: an essential part of the program. The children use inquiry learning to identify what aspects of family life have changed and remained the same.

Artefacts: students examine a range of old fashioned household objects and investigate their purpose in the past and discuss their place in our modern homes.

Old fashioned games: looks at how in the past children made their own games using items found in the environment.

Sketching: Students design a Coat of Arms for Woodbridge incorporating appropriate symbols.

The house can accommodate up to 60 students at any one time. It is suggested that the school supervisory team consist of: 1 adult to 5 students. Parent helpers are encouraged and are free of charge. Please note that not all parts of the building are accessible to people in wheelchairs. The toilet facilities are upstairs and there is a downstairs staff toilet with limited disability access. We offer a half day visit which runs for approximately two and a half hours and a full day excursion runs which runs for four hours. A morning tea break is included for both excursion options and a lunch break is included for a full day visit. We ask that students bring their own food and water and also ask that all litter is taken back to school with them.

If it happens to rain on the day of your excursion students can shelter on the verandah of the house for morning tea and there is room inside the house to conduct the hands-on activities. Bus entry to Woodbridge is through the grounds of Guildford Grammar School. There is no onsite parking for coaches. A few cars can access parking at Woodbridge through the grounds of Governor Stirling Senior High School. There is additional street parking on Ford Street outside Governor Stirling Senior High School.

CURRICULUM LINKS

Content Strand		Knowledge and Understanding					Humanities and Social Sciences Skills			
Key Concepts	Geography	Place	Space	Environment	Interconnection	Sustainability	Scale	Change		
	History	Source	Evidence	Continuity and Change	Cause and Effect	Perspective	Empathy	Significance	Contestability	
General Capabilities		Literacy	Numeracy	ICT capability	Critical and creative thinking	Personal and social capability	Ethical understanding	Intercultural understanding		
Cross- Curriculum Priorities		Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia’s engagement with Asia			Sustainability		

CONTENT DESCRIPTION AND ACHIEVEMENT STANDARDS

Knowledge and Understanding	Humanities and Social Sciences Skills	Relevant Aspects Of The Achievement Standard
<p>Civic and Citizenship Communities</p> <ul style="list-style-type: none"> Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSK072) <p>Geography Places are both similar and different</p> <ul style="list-style-type: none"> The similarities and differences between places in terms of their different types of settlement, the diversity of people, the lives of the people who live there, and feelings and perceptions about places (ACHASSK069) <p>History Communities and Remembrance</p> <ul style="list-style-type: none"> One important example of change and one important example of continuity over time in the local community, region, state/territory (e.g. transport. Work, education, natural and built environments, entertainment, daily life) (ACHASSK062) The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems (ACHASSK064) 	<p>Questioning and Researching</p> <ul style="list-style-type: none"> Identify current understanding of a topic Develop a range of focus questions to investigate Locate and collect information from a variety of sources Record selected information and/or data Recognise the ethical protocols that exist when gathering information and/or data <p>Analysing</p> <ul style="list-style-type: none"> Develop criteria for selecting relevant information Interpret information and/or data collected Identify different points of view/perspectives in information and/or data Translate collected information and/or data into different formats <p>Evaluating</p> <ul style="list-style-type: none"> Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps Use decision making processed <p>Communicating and Reflecting</p> <ul style="list-style-type: none"> Present findings and conclusions in a range of communication forms, appropriate to audience and purpose using relevant terms 	<p>At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts, supported by researched information, and reflect on findings to propose an action.</p> <p>Students identify the importance of rules and the democratic processes that groups follow when making decisions. They describe how people participate in community groups, and identify the benefits to both the individual and the community.</p> <p>Students map and locate various boundaries and natural</p>

	<ul style="list-style-type: none"> • Develop texts, including narratives and biographies, that use researched facts, events and experiences • Reflect on learning, identify new understandings and act on findings in different ways 	<p>features that define Australia. They describe the diverse characteristics of Australia's neighbouring countries, and identify different climatic zones of the world.</p> <p>Students identify simple interconnections between people and places, and describe how people's perceptions of places are influenced.</p> <p>Students describe an example of continuity and change over time in a given area. They identify the contribution of different cultural groups on a community. Students identify the ways people in Australia, and around the world, acknowledge days and events that have historical significance.</p>
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Source: Schools Curriculum and Standards Authority, <http://k10outline.scsa.wa.edu.au>

INTRODUCTION

Woodbridge is a two storey Victorian house nestled on the banks of the Swan River in Woodbridge east of Guildford. The impressive house features iron lace work, tessellated tile floors, a polished jarrah staircase and displays many pieces of original furniture. The place was designed and built as a family home and centre of operations for the agricultural enterprise of prominent agriculturalist, legislator and newspaper proprietor Charles Harper. The site of Woodbridge was part of Governor Stirling's "Woodbridge" reputedly the finest of the early rural grants on the Swan River and thus part of one of the earliest farms developed. Woodbridge is linked with Captain James Stirling, first governor of the Swan River Colony. The area reminded him of his wife Ellen's family home near Guildford in England. In 1829 he built a small cottage on the land and named it after their farm. Stirling left the colony in 1839 and the land was leased.

By 1883 Henry Brockman owned the whole of Woodbridge Estate. Charles Harper bought 273 acres (lower Woodbridge Farm) that year to build a family home and run a farm that included a dairy and an orchard. Charles and Fanny Harper and their children moved into the completed house in 1885. In 1896 Charles opened a school in the billiard room for his ten children and those of neighbouring friends. Charles died in 1912 but Fanny, with two of her daughters, lived at Woodbridge until 1921.

Since then Woodbridge has a varied history having been used as a gentlemen's residence, a preparatory school, a home for aged women and as an annexe for Governor Stirling Senior High School. From the kitchen to the extensive entertaining areas, Woodbridge today reflects its role as home to Charles and Fanny Harper, their children and servants.



TOPICS TO EXPLORE

The First World War 1914 – 1918 had a significant and lasting influence on Western Australia. The families of the young men that enlisted were affected profoundly and this resulted in widespread impacts on the communities in which they lived. The Harper family were deeply affected by the war. Two sons and two nephews enlisted in 1914. They joined the 10th Light Horse and trained at Cairo. Sent to fight on the Gallipoli Peninsula, they died in the Battle of the Nek on August 7th 1915. Learning how people were affected on a personal level will assist students in developing empathy and gaining a more authentic perspective of their history.

WOODBIDGE Provides Year 3 students with opportunities to:

- Investigate changes and continuities in Western Australia's history
- Learn about a significant heritage site
- Recognize some of the ways that people, ideas and events from the past affect the way people live today
- Use information from a variety of primary and secondary sources
- Plan questions and observations for an excursion
- Gather evidence from a range of sources and summarize information



PRE-VISIT ACTIVITIES

RESIDENTIAL PICTURE COMPARISON

Over the course of time, some things change while others stay the same. Historical paintings and pictures can show how places have changed over time.

1. Use Google Maps Streetview to find photographs of the same place taken at different times – your school, local shop, a house or significant community landmark.
2. Compare the different photographs and discuss the things that have remained the same over time and those that have changed.
3. Discuss the different types of houses that feature in your local area – are they similar? What do they have in common? Talk about the things valued at different times in history; compare your suburb to others i.e. well established inner city suburbs may have larger blocks, modern sub divisions predominantly feature much bigger houses and leave very little space for a garden. It is common for those old suburbs to be subdivided or have the old place demolished and a modern larger home built in its place.
4. Discuss changes in family sizes, lifestyle and the values of people that have lived in those places and the ways that places have been changed to reflect these differences.

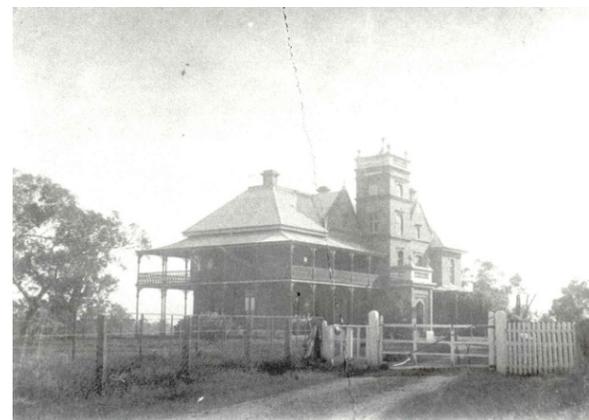
WOODBIDGE PICTURE COMPARISON

Over the course of time, some things change while others stay the same. Historical paintings and pictures can show how places have changed over time.

Resources:

Photograph of Woodbridge

1. Show students the photograph of Woodbridge.
2. Discuss:
 - a. Is this a new house?
 - b. How can you tell?
 - c. What features tell you that it is old?
 - d. Who lived here? A family? Someone who was very rich?
 - e. What do you think their life was like? What was their occupation?
3. How can we find more information about very old places?
4. Make a list of resources, places that you could visit to learn about buildings and people from long ago.



PRE-VISIT ACTIVITIES

ANZAC DAY

Woodbridge is the childhood home of two soldiers that fought and died at Gallipoli. This activity could be divided into three separate lessons.

1. As a class discuss the meaning of ANZAC Day
 - a. What do you know about ANZAC Day?
 - b. When is ANZAC Day?
 - c. Why has 25th April become so significant?
 - d. What does ANZAC stand for?
2. Create a KWL chart – record everything students already know about ANZAC Day and questions and topics they would like investigate further.
3. The letters ANZAC stand for Australian and New Zealand Army Corps. But the term has come to be incredibly significant for many Australians. Onto a large chart brainstorm all the words that are associated with ANZACs. i.e. pride, mateship, dawn service, ...
4. Symbols of ANZAC Day – list as many symbols of ANZAC Day as possible. Suggestions might include wreaths, speeches, music, war memorials, poppies, rosemary, flags, the Red Cross, medals, slouch hat, uniforms, marches...
5. Divide students into small groups; ask them to use simple craft techniques to make some of these symbols to display with the brainstorm from the previous lesson.
6. Ask students to think of creative ways to represent the music, speeches, marches etc. Ideas might include images of a bugle, sheet music, song words, copies of poems or speeches, photographs found online.
7. Students may have mementos that could be added to a class display.

GALLIPOLI

Located half a world away and without the benefit of Google, soldiers were sent off to an unknown land.

1. Use an atlas, globe, map or the internet to show students a map of the world. Discuss the location of Western Australia, Egypt and Turkey.
2. Provide students with a map of the world and ask them to label and colour Fremantle, Cairo, Lemnos and the Gallipoli Peninsula.
3. Measure and discuss the length of travel, both distance and time. Compare with modern travel methods and the efficiencies of travel now enjoyed.



PRE-VISIT ACTIVITIES

THE JOURNEY

Talk about the distance covered by their ship, with their horses on board. Consider the challenges associated with travelling so far with provisions for both the soldiers and their horses, the need for saddles, boots, tack, weapons and ammunition as well as bedding, tents, personal belongings and food.



VOCABULARY

The term ANZAC has become common – what does it stand for? Build students understanding of the language used to discuss ANZAC Day, create a word wall with as many descriptions and images as possible. Suggestions could include:

- Army Corps
- Digger
- Bugle
- Bully beef
- Dawn service
- Digger
- Honour
- March
- Lest we forget
- Last post
- Medals
- Memorial
- Rising Sun
- Trenches
- Spirit
- Wrath
- Soldier
- RSL – Returned Services League
- Red Poppy
- Slouch hat
- Rosemary

POST VISIT ACTIVITIES

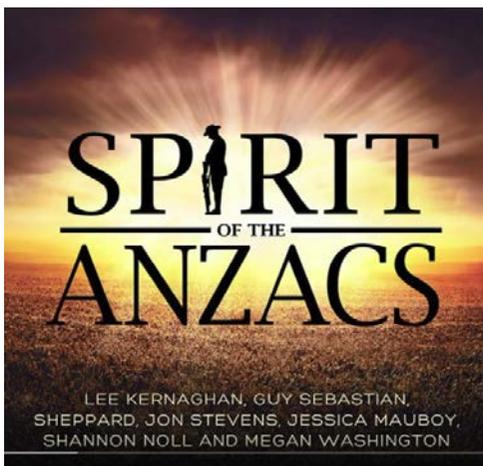
REFLECTION

Following the visit to Woodbridge discuss the images displayed in the Power Point presentation, particularly the photographs, letters and postcards. Consider what it felt like to walk around Woodbridge and think about what it might have been like to grow up at Woodbridge.

1. Students write a narrative or report about their visit and what they have learnt, including their feelings about their excursion, World War 1 and those that it affected.
2. Students create an artwork which reflects what ANZAC Day means to them; they could utilise a wide range of materials and ideas include painting, collage, sketches, sewing, text etc

THE SPIRIT OF THE ANZACS

Play "Spirit of the ANZACS" and ask students to further reflect on their understanding of the experiences of those touched by war.



<https://www.youtube.com/watch?v=QIHl9vJygCQ>

GALLIPOLI ROSE

Students may have learnt about the Gallipoli rose and made their own rose at Woodbridge. Create a display of the roses alongside red poppies, flags and other symbols and images of ANZAC Day. Include descriptions of the origins of the symbols and why they have become such powerful emblems today. This display could be part of the word wall created in previous lessons or alongside it. This could be expanded to include songs and poems.



POST-VISIT ACTIVITIES

At the time that World War 1 broke out, the kitchen was a place that only women worked. Once they left the shores of Western Australia soldiers were required to prepare and cook their own meals with very basic equipment and ingredients. This was the first time most men had ever cooked.

Hard Tack - Also known as "ANZAC wafer" or "ANZAC tile" these very hard biscuits have a long shelf life, unlike bread. The original biscuits were made by Arnott's, this recipe, from the Australian War Memorial website (www.awm.gov.au), is from Arnott's.

HARD TACK RECIPE

INGREDIENTS

Makes six biscuits

- 1½ cups self-raising white flour
- 3 cups self-raising wholemeal flour
- 5 tablespoons sugar
- 3 tablespoons milk powder
- pinch salt
- 1 cup water

Equipment:

- Large mixing bowl
- Mixing spoon
- Board and rolling pin
- Baking tray

Method

1. Preheat the oven to 180C. Place dry ingredients in a large bowl and mix together.
2. Make a well in the centre and add the water. Mix together until an even dough is formed.
3. Turn the dough onto a floured board and knead for a few minutes. Shape the dough into a ball and let rest for half an hour.
4. Divide the dough into three and then roll each ball into thick 1cm sheets.
5. Cut the rolled sheet of dough into 9 cm squares, using the edge of a steel ruler, rather than a knife. This pressing action helps to join the top and bottom surfaces of the biscuit and will improve the "lift" in baking.
6. Now make a regular pattern of holes in each biscuit, five holes across by five holes down (25 holes in all). The ideal tool to use to make these holes is a cotton bud with the cotton wool cut off or the thick end of a bamboo skewer. Push it through to the bench, twist slightly and withdraw. (Some historians claim that each biscuit had 49 holes.)
7. Place on a slightly greased baking tray, being careful that the biscuits are not touching. Form a wall around the outside edge with scrap dough. This will stop the outside edges of the biscuits from burning.
8. Bake on the centre shelf for 30-40 minutes or until golden brown. Be careful not to burn them!
9. Leave the biscuits on a cooling rack until they harden. Or switch off the oven and return the biscuit to the oven until cool.

Other Opportunities

Organise a lunch with other Gallipoli rations - tinned corned beef, rice and jam. What would you wash it down with? How about a cup of billy tea, cocoa or water? Make sure that you do not eat or drink anything the soldiers would not have had on Gallipoli - soft drink is definitely out! If you don't like hard tack by itself how else could you eat it? Some soldiers used to break up or grate the hard tack and mix it with water or powdered milk to make porridge. What would you prefer?

Warning: **Hard tack is really hard!** There are many stories of soldiers breaking their teeth on them, so be careful!

POST VISIT ACTIVITIES

BULLY BEEF

A staple food for soldiers overseas, we know it as tinned corned beef these days and it can still be purchased.

1. Design a new label for Bully Beef

Experiment with culinary creativity – design some serving suggestions to compliment and/or enhance the flavour of corned beef i.e. serve with bread or mustard. Compare availability of ingredients today with what may have been options at the front.

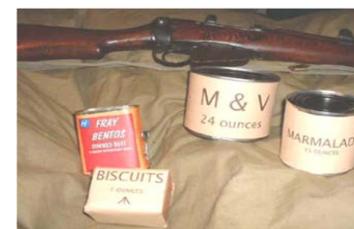


RATION PACKS

During World War 1 there was no widespread use of ration packs as we know them today. Food was cooked and distributed very close to the front and, at times, right at the front. Pre-packed food was issued as “emergency rations” and was carried to be used as a last resort. A 1914/18 British emergency ration included:



The image below is of other items that were sometimes issued, including the famed M & V which was a meat and vegetable stew.



ACTIVITY SUGGESTIONS:

- Find some old recipes and have a go at making some of these items
- Consider the food preservation techniques utilised and compare to modern ways of preparing, preserving and cooking foods
- Look at the weights on each – what does 3 ounces of biscuits actually look like? Or 24 ounces of meat vegetable stew?

RESOURCES

www.dva.gov.au

<http://anzacportal.dva.gov.au/teachers/resources>

<http://htawa.net.au/>

<http://www.gallipoli.gov.au>

www.awm.gov.au



National Trust of
Western Australia