

Grass Dukes & Shepherd Kings

Middle phase (Grades 6 – 10)

Pre-visit activities

Suggested teaching and learning experiences	Subject and learning focus
<p>Background reading and useful resources</p> <ul style="list-style-type: none"> • Read the curator’s essay <i>The “Shepherd Kings” of the Darling Downs</i> slq.qld.gov.au/whats-on • View the collection of images on State Library’s Historypin channel www.historypin.com/channels/view/id/8760004/ • Search State Library’s One Search catalogue onesearch.slq.qld.gov.au for “Darling Downs” and refine by resource type (e.g. maps, images) <p>Discover the Darling Downs</p> <ul style="list-style-type: none"> • Where is the Darling Downs region? <ul style="list-style-type: none"> ○ View a series of physical and digital maps, including topographic, political and thematic maps • Who moved to the Darling Downs in the 19th century? What is a <i>squatter</i>? What is a <i>pastoralist</i>? Has the meaning of these terms changed over time? • Why did these people move to the Darling Downs? • What was the social, political and geographical climate of South-East Queensland in the mid to late 19th century? <ul style="list-style-type: none"> ○ Create a timeline of important events • Who were the traditional custodians of the land now called the Darling Downs? <ul style="list-style-type: none"> ○ What happened to them? <p>Where is your “village”?</p> <ul style="list-style-type: none"> • What makes a community? <ul style="list-style-type: none"> ○ Consider where you live, shop, go to school, play sport, visit the doctor and meet up with friends. 	<p>History Learn the stories behind the people who came to Australia and why they migrated and settled here</p> <p>Discover the nature and extent of movement of 19th century settlers</p> <p>Sequence historical events, developments and periods</p> <p>Geography Focus on communities: what and where are the patterns and impacts of settlements</p> <p>Consider the resilience and sustainability of communities</p> <p>SOSE Observe, visualise, estimate, sketch and measure a range of maps</p>

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<p>Where do you learn about current events? Where do your food, clothing, and personal items come from?</p> <ul style="list-style-type: none"> • Map the geographical boundaries of your community, e.g. draw your own map, highlight an atlas / street directory, or tag a GoogleMap maps.google.com.au • Do you think people in the past had larger or smaller communities? Why? • Considering your requirements within a community, design a self-contained village. “Design thinking” lessons and videos are available www.designonline.org.au <p>All about ewe</p> <ul style="list-style-type: none"> • Discover how sheep breeding defined the Darling Downs. <ul style="list-style-type: none"> ○ Why sheep? ○ Where did the sheep come from? Discuss the import / export of livestock. ○ How did sheep breeding impact on the natural environment and on the economy? ○ Who was “Old Billy”? <p>Extension activities</p> <p>Read, listen to, or watch <i>On Our Selection</i> (1899) by Queensland author Steele Rudd. Find and request the resources at State Library onesearch.slq.qld.gov.au, and download or view online www.gutenberg.org/ebooks/3677#download</p> <p>Watch Australia’s first films, including original footage of <i>Harvesting in the Darling Downs</i> and <i>Dipping Sheep near Toowoomba</i> www.bit.ly/PT18CE</p>	<p>Show how the environment was defined and changed by human activity, e.g. resource use</p> <p>Identify the factors that shape personal identity and a sense of belonging to groups</p> <p>English</p> <p>Make connections between own experiences and those of people and events from the past</p>
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During visit activities

Suggested teaching and learning experiences	Subject and learning focus
<p>Philip Bacon Heritage Gallery, level 4 <i>Please note that photography is not permitted in the gallery. Sketchbooks, notepads, tablets and pencils are welcome.</i></p> <p>a. Complete the following activities. b. Comment on your visit via the visitors’ book or post-visit email.</p>	<p>History</p> <p>Identify the origin, purpose and context of primary and secondary sources</p> <p>Locate, compare and select</p>

all yours

Take your time exploring *Grass Dukes & Shepherd Kings*. What is your initial impression walking into the gallery? How do you feel in this space?

- How do the old maps compare with those you studied in class?
 - Can you spot differences in the topography or the political and property boundaries?
 - How has cartography changed over time? Note the size, orientation, legend and scale.
- List the pastoralists' leisure activities and compare with those in which you participate today, e.g. kangaroo hunting, lawn tennis and croquet.
- What can you discover about people's daily lives from the artworks and images? Consider their clothing, houses, furniture, gardens, and activities. [Keep notes / images to help plan your post-visit social event.]
- From the information available, what issues were important to them at the time?
- Profile a pastoralist: list their name, age, physical description and occupation. What were they known for? What happened to them? [Keep your research notes for your post-visit report.]
- Compare the garden styles of the period with the gardens you see today. Why did the pastoralists design their gardens so formally? What types of plants were they growing?

Extension activity

Relax, eat and discuss your exhibition experience outside in the Talking Circle (level 1). Begin your discussion with an acknowledgement / Welcome to Country. (South Bank was originally a meeting place for the traditional landowners, the *Turrbal* and *Yuggera* people.) communities.govnet.qld.gov.au/oatsip/documents/welcome-to-country.pdf

information from a range of sources as evidence

Identify and analyse the perspectives of people from the past

SOSE

Observe, visualise, estimate, sketch and measure a range of maps

Geography

Consider the provision of and access to community services

Describe the change occurring through the process of gentrification and urbanisation

English

Explain how images contribute to our understanding of written text

Examine how texts reflect the context of culture and situation in which they were created

Cross-curricular priorities

Understand that experiences can be viewed through historical, social and political lenses

Post-visit activities

all yours

Suggested teaching and learning experiences	Subject and learning focus
<p>Create a class gazette Celebrate your class community by creating a class gazette, similar to the <i>Maryvale Gazette</i>. Each person contributes an article, image or artwork.</p> <p>Darling Downs social event Plan an historical “Pastoral Queensland” social event and invite your family and friends. Use your prior research and visit to the exhibition to inform every aspect of the event: clothing, furniture, recipes, music, leisure activities, entertainment, etc.</p> <p>A day in the life of... Present, perform or publish the daily life of a “Grass Duke” or “Shepherd King” in 19th century pastoral Queensland.</p> <ul style="list-style-type: none"> ○ Write a biography, diary entry, or newspaper article ○ Write and perform a poem or play ○ Create, film and/or perform a documentary or game show, e.g. <i>This is Your Life</i> <p>How does your garden grow? Consider the gardens of the 19th century. Could you grow a similar garden, using similar plant species, in your local area? Why / why not? Design a formal garden space, using a 3D design tool like Google Sketch Up. sketchup.google.com/download/ Bring your design to life at school or home. (If space is an issue, why not try potted plants?)</p> <p>Extension activities Organise a trip to Glengallan Homestead and Heritage Centre; one of the few remaining examples of a substantial 19th century country house in Queensland. www.glengallan.org.au Group admission is \$3 per child and \$8 per adult.</p> <p>Visit a local cemetery to identify life expectancy in the 19th century. Look for tombstones from the 1800s. How old were these people when they died? Graph their ages and compare with those who have died in the 20th and 21st centuries. (Find obituaries in the local paper.) What might have accounted for their shortened life expectancy?</p>	<p>English Participate in and contribute to discussions, clarify and interrogate ideas, share and evaluate information, experiences and opinions</p> <p>Present or publish a recount or narrative to reflect a variety of viewpoints</p> <p>History Develop texts (narratives and descriptions) that use evidence from a range of sources</p> <p>Select and use a range of communication forms</p> <p>Appreciate the contribution of individuals and groups to the development of society</p>



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