

The Village

Education Program Worksheets

Unguided activities



Transport



Early Settlers



School Days

The Village

Allen Hosking Drive, Loxton, SA 5333

P: 08 8584 7194

E: requests@thevillageloxton.com.au

W: www.thevillageloxton.com.au



School Days

How schools have changed

1890—1950



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Typical Day

Travelling to school

Most children walked to school, usually along unsealed roads that were dusty in dry weather and muddy in wet weather and some lucky children rode on a horse and cart or on a pony.



School day

At the sound of the bell, triangle or whistle, the children lined up outside their classroom or in an assembly area, in 2 separate lines, 1 for girls and another for boys. The students would say an oath and salute the flag and some schools sang the national anthem. Before entering the classroom the teacher would inspect the palms of the students for cleanliness and then the children would march silently into the classroom and remain standing at their desks until the teacher gave them permission to sit.

Classrooms

Students sat on backless wooden benches (long toms) at long desks attached to the floor with at least 5 or 6 children at each desk. Fixed desks, as seen in The Village school building (building No. 31) were introduced in the late 1890's .

Lessons

Lessons revolved around learning the “three R’s” - reading, writing and arithmetic. The children learnt by rote and were expected to memorise many facts. There were 5 classes or grades and many classes often had children of mixed ages. Other subjects included grammar, geography, object lessons, history, singing, drawing and scripture. Younger children wrote with a thin slate pencil on a slate which rested on their knees, while older children used both slates and workbooks.

Write

Jot down some of the differences between your school day when compared to our settlers?

.....

.....

.....

.....

.....

Discipline

Discipline

Discipline was strict and full attention was expected at all times. Children had to be silent and speak only when asked to.

Punishment was permitted by the Council of Education for misbehaviour and things such as a cane, quince rod, broad slappers and 1/4 inch canes were used for offenses such as talking, playing, idleness, carelessness, rudeness and disorder. Children were hit on the hand, buttocks and even occasionally on the head and shoulders. Other forms of punishment included not being allowed playtimes, writing lines and sitting on a stool in the corner of the classroom, sometimes being made to wear a dunce hat.

Leaving

Most children went to school until they were 12 or 13 years old. There were very few secondary schools and most children went off to work at around 13 years, working as office workers, shop assistants, in factories or in trades. Country children usually remained within their communities working on farms.

Describe

What happens at your school if you're caught talking?

.....

Explain the differences in your schools discipline and what our settler school children received?

.....

.....

What differences can you see in The Village classroom when compared to your classroom?

.....

How would you feel starting work at 13 years of age?

.....

.....

.....

.....



Games

Equipment Equipment for the games will be located outside the school building.

Horse shoe tossing

From a given distance from the iron spike in the ground throw the horse shoes to land around the spike. Take turns to throw and the winner is the one with the most around the spike.

Marbles

Draw a circle in the dirt, or use a hoola-hoop as your circle. Each player selects 1 marble and all the other marbles are placed in the centre of the circle. Players take turns to hit the marble out of the circle (or to hit the side of the hoola-hoop) by flicking their marble with his/her thumb, along the ground from outside of the circle. If you are successful you have another shot and gather all the marbles that have been hit out. The game continues until all the marbles are outside the circle and the winner is the one with the most marbles.



Knuckle bones (or Jacks)

Originally knuckle bones from a leg of lamb were used, but today you will be using plastic knuckle bones.



Sit around a circle and decide who goes first and the order for the other children. The first player puts 5 Jacks in one hand and then throws them into the air. You must catch as many as you can on the back of your hand.

If you don't catch any Jacks it's the next persons turn.

If you do catch some you get to put all but one aside on the ground and you must try and pick up the

remaining Jacks by throwing up the one you've kept and picking up one spare Jack from the ground— continue picking up all the Jacks until you miss one or you have the whole set. If you get all the Jacks up you get another turn - if you miss you must pass the Jacks onto the next player. The game keeps going until one player is declared the winner.

Skipping

A group of children with 1 length of rope take turns at jumping the rope while singing the rhythm



Teddy bear, teddy bear turn around

(child turns around while skipping)

Teddy bear, teddy bear touch the ground

(child touches the ground while skipping)

Teddy bear, teddy bear climb the stairs

(child pretends to climb stairs while skipping)

Teddy bear, teddy bear say your prayers

(child joins hands to say a prayer while skipping)

Teddy bear, teddy bear turn off the light

(child reaches up to turn off a light while skipping)

Teddy bear, teddy bear say good night

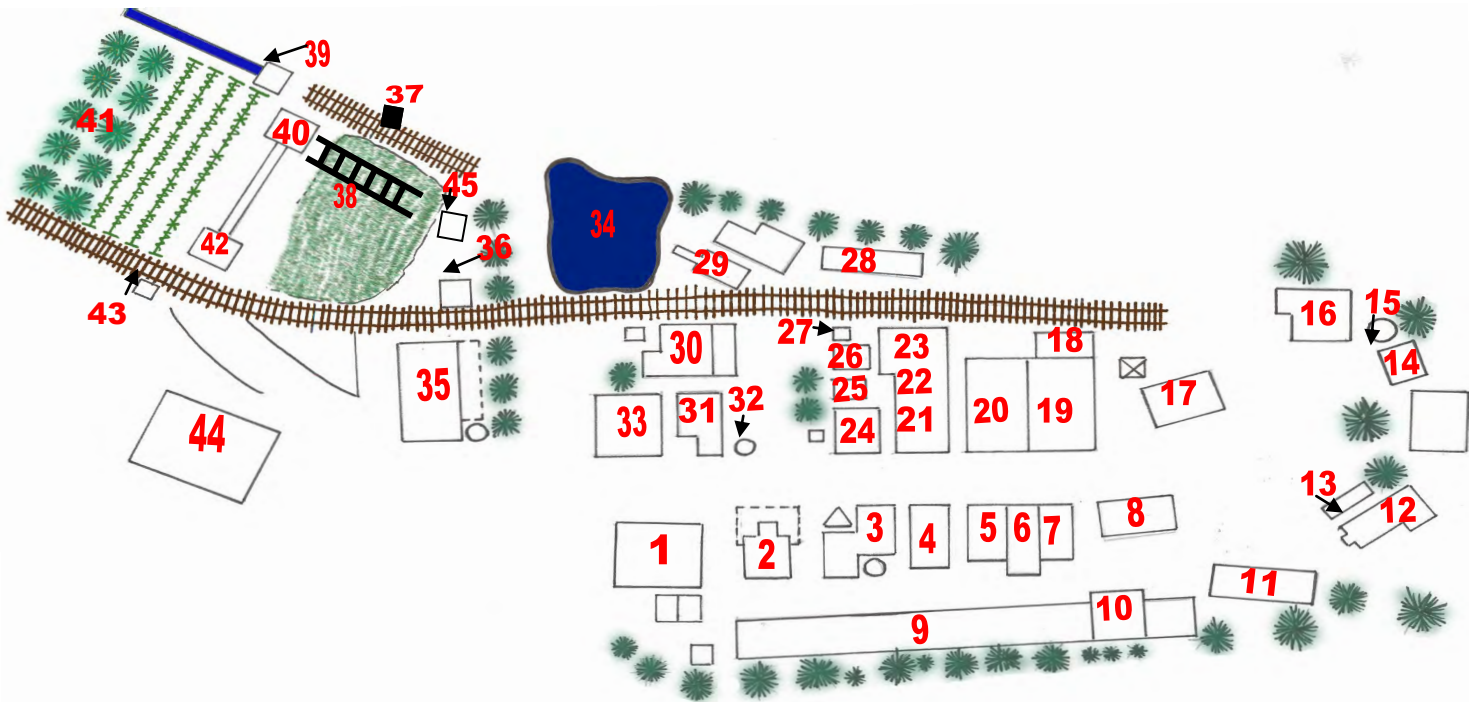
(child waves and says good night as they skip out of the rope)

The next child comes in and the rhythm is repeated.

Bikes, swings, noughts & crosses

Alongside of building No. 33 you will find restored bikes and a swing and near The Institute (building No. 21) you will find a noughts and crosses game.

What building am I?



1.	16.	31.
2.	17.	32.
3.	18.	33.
4.	19.	34.
5.	20.	35.
6.	21.	36.
7.	22.	37.
8.	23.	38.
9.	24.	39.
10.	25.	40.
11.	26.	41.
12.	27.	42.
13.	28.	43.
14.	29.	44.
15.	30.	45.

The Village, historic Loxton

Early Settlers

How life has changed

1890—1950



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Occupations

Look Wander through The Village and see how many different occupations you can see from the buildings and tools on display.
Join the lines to match the occupation with the type of work that was done.

Who do I visit if my horse needs a new horseshoe?

Saddler

Who uses shears to cut the wool off the sheep?

Who do I visit if I need a shave or a haircut?

Barber

Who would teach me to write with pen and ink?

Shearer

Who makes the newspaper?

Banker

Who would sell me a loaf of fresh bread?

Teacher

Who makes saddles and reins for my horse?

Blacksmith

Who connects 2 people who want to talk to each other on the phone?

Baker

Who would I visit if I needed pennies or shillings (coins) to go shopping?

General Shopkeeper

Who will sell me medicines, groceries and give me my mail?

Telephonist

Printer

Occupations

Who do I visit?

- Who do I visit if my horse needs a new horse shoe?
- Where would I go if I wanted to buy fresh bread?
- Who do I visit if I need a shave and a hair cut?
- Where would I go if I needed groceries and my mail?
- Who uses shears to cut the wool off the sheep?
- Where would I go if I needed pennies and shillings (money) to go shopping?
- Who will make me a new saddle and reins for my horse?
- Where would I go if I wanted to learn to write with a pen and ink?

If you have time, see if you can find these buildings at The Village and write down the building number.

Who would use the following tools? Select from the list of occupations

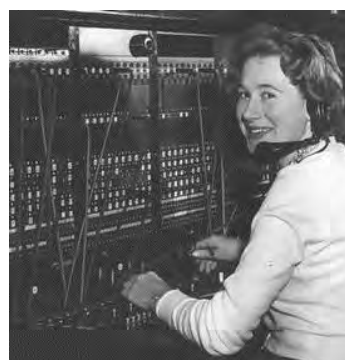
Blacksmith

Teacher

Printer

Shearer

Telephonist



Buildings

Early Australian houses were very primitive and local materials were used for building. The dwellings (or houses) and buildings ranged from bough shelters with only a roof and no walls, through to bush and bark huts, cabins, slab, wattle-and-daub, thatched and sod huts.

Why?

From what you know of the pioneer life what do you think were the reasons for using local materials?

.....

The Pine and Pug Hut (building No. 12)

The Pine and Pug Hut was the first building reconstructed in The Village. It is dedicated to represent the hut built by Loxton's first settler, William Charles Loxton (after whom the town was named), who settled next to the existing building under where the large pepper tree now stands.



Pine and Pug Hut

What types of materials were used to build the hut?

.....

What do we call the type of paint used?

.....

Name 4 items found in the Pine and Pug Hut and describe their use.

1.

2.

3.

4.

Why was a cellar necessary and what was stored there?

.....

Buildings

Identify

Over the years many different types of building materials were used as transport became easier. Wander through The Village, find these buildings and see how many different types of building materials you can identify, both inside and outside.



.....

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.....



.....

.....

.....

.....

Treasure Hunt

Wander Walk through The Village, find the objects and answer the questions



On what date was
The Village
opened?
..... Sept



I am a tractor, but
what brand am I?
.....
.....



How far is it to Echuca? miles
What town is 71 miles away?
.....



In what building will you find us?
.....

What is my full
name?
.....
.....
.....

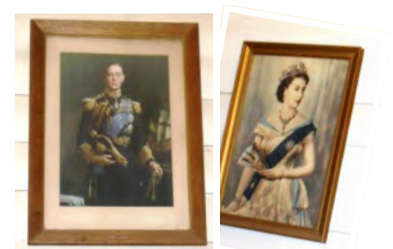


What am I? (Hint: I'm
very heavy)
.....
.....



What am I and what building
am I in?
.....
.....

What building are we
in?
.....
.....



Transport

How transport has changed

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Horses

In the early days of settlement most people travelled from one place to another on foot as there were only a few horses and bullocks available.

Horses were used both for riding and for pulling vehicles such as coaches and wagons though the loads they pulled were lighter than those pulled by bullocks.



Teams of horses. 3 horses to strip the wheat, 6 horses in a team to pull the stripper

Examine

Take a walk along 'Farm Drive' and have a look in the **Saddler Shop** (building No. 7) and examine the harnesses and variety of leatherwear. What were these items used for?

Reins:

Saddle:

Blinkers:

Nose Bag:

Stirrups:

Sewing Machine:

Look in the **Blacksmith Shop** (building No. 8) and see the selection of tools.

Why is the Blacksmith Shop made out of stone with a dirt floor?

What were the bellows used for?

Are there blacksmiths today?

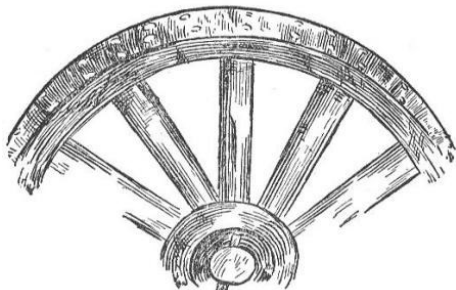


Stripping wheat at Zadow's farm in Moorook with a 9-foot stripper

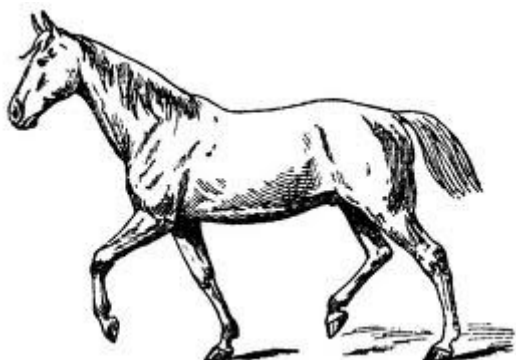


Blacksmith at work

Horses



Complete the sketch.
What am I?
.....
What am I made from?
.....



Name 2 ways I was used by our pioneers:
.....
.....
.....
.....



What am I?
What am I used for?
.....
In what building would you usually find me?
.....

Mechanical

The introduction of mechanical vehicles assisted our pioneers greatly and reduced the reliance on horses. Vehicles looked different and cars had a running board, perspex windows, no indicators (hand signals were used), no seatbelts, hand operated windscreen wipers, crank start (no keys), wheels were made of spokes and canvas as hoods. The price for an early model Ford was around 199 pounds and 10 shillings, or around \$399.00 and only the richer people could often afford a car, particularly in the early days of the 20th century.

Visit Visit the Garage (building No. 18) and list the differences you can see between the vintage cars on display and cars of today.
.....

Look Look though the window of the Fire Station. What tasks would have to be done to get the horse drawn fire engine ready to leave the fire station to go to a fire? How long do you think it would take?
.....

See Look at the brass bell on the old fire engine. Why would today's sirens be more effective?
.....

Walk To the **Train Station and Locomotive** (located at No 26 on your map).

This train operated on the Adelaide to Pinnaroo line and is engine number 55 and was made in Islington Works (Adelaide) in November 1913. The silver tower was a water tower used to supply water for the steam train. Coal was shovelled into the fire box to heat the water and create the steam which drove the engine.

The front triangular section of the train was used to push away any obstructions and the coupling (at the back) was used to join one carriage to the next.

Apart from river transport the railways was the only form of mass transport in the region until the introduction of semitrailers.

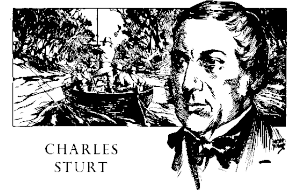
Students are permitted to climb in the drivers compartment of the train, but are NOT permitted to climb on the boiler or other parts of the train



River

Captain Charles Sturt first sailed down the Murray River in the 1830's.

From the late 1850's paddle steamers became the main means of transport along the river. Most paddle-steamers on the Murray were side wheelers, which were easier to handle in the swirling currents and tight bends of the river. Most were built in shipyards along the Murray at Goolwa, Mannum, Morgan or Echuca and local timber, often red gum, was used.



Paddle-steamers usually had two decks and were up to 36 metres long, weighing up to 225 tonnes. They were nearly flat-bottomed and had very shallow draught because of the low water level so common in Australian rivers. They used wood cut from the river banks to fuel their boilers.

Barges were widely associated with paddle-steamers on the Murray either towed behind or lashed alongside steamers to increase the volume of goods they could transport. Barges were empty hulls with several holds separated by bulkheads. Wool bales were stacked in a pyramid shape with a single row of bales at the top with spaces for pumps which may be needed during the voyage. Each layer of bales was firmly secured with wire cables, so the cargo would not move if the barge ran into a sandbank. Finally the cargo would be firmly lashed down all round. The barge steering wheel was raised at each successive tier, so that the steersman could see above the cargo. Many barges were handled by one man.



P.S. Jolly Miller sank near Pyap Pumping Station (downstream from Loxton) in 1933.

River



Count: how many bales of wool are on the barge?
.....



This photo was taken at Moorook in 1915. What has happened?

.....

How would settlers have received their goods?

.....



What differences can you see with this boat when compared to boats of today?
.....

.....

What would this boat have been made from?

Write In a sentence or 2 describe how important you think river transport was to our settlers.

.....

.....