

# VISITING THE SOUTH AUSTRALIAN MARITIME MUSEUM

*a guide for teachers*

SOUTH  
AUSTRALIAN  
MARITIME  
MUSEUM

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AUSTRALIA



Government  
of South Australia



The History Trust of South Australia developed this education resource using the expertise, collections and resources of the History Trust of South Australia, its museums and partners. Our learning programs bring to life the stories, objects and people that make up South Australia's rich and vibrant history.

## HISTORY TRUST OF SOUTH AUSTRALIA

The History Trust of South Australia operates three museums - the Migration Museum, the National Motor Museum and the South Australian Maritime Museum, along with the Centre of Democracy managed in collaboration with the State Library of South Australia. The History Trust's role is to encourage current and future generations of South Australians to discover this state's rich, relevant and fascinating past through its public programs and museums.



[history.sa.gov.au](http://history.sa.gov.au)  
Torrens Parade Ground,  
Victoria Drive, Adelaide  
(08) 8203 9888

## SOUTH AUSTRALIAN MARITIME MUSEUM

Located in the historic Port Adelaide precinct, the South Australian Maritime Museum preserves, explores and celebrates the human history of our oceans and rivers.

Renowned for its innovative approach to maritime history and education, the Museum incorporates the historic Bond Store with three levels of exhibitions, the Port Adelaide Lighthouse from South Neptune Island, and the much-loved steam tug, *Yelta*.



[maritime.history.sa.gov.au](http://maritime.history.sa.gov.au)  
126 Lipson Street,  
Port Adelaide  
(08) 8207 6255

## BEFORE YOUR VISIT

### MAKE A BOOKING

Please use the [Booking Request form](#) on our website to begin the booking process, and our team will be in touch with you shortly after.

You can also find a list of [frequently asked questions](#) about school visits on our website.

On-site education programs are outlined on page 5, and on the website. You can also use the discussion questions in this booklet to guide students as you explore the museum in groups.

### CONTACT

P: (08) 8207 6255

E: [schools.maritime@history.sa.gov.au](mailto:schools.maritime@history.sa.gov.au)

W: [maritime.history.sa.gov.au](http://maritime.history.sa.gov.au)

The museum is open every day (except Christmas day) 10am - 5pm.



### PREPARING YOUR STUDENTS

Please let students know what to expect and what is expected of them when visiting the South Australian Maritime Museum:

- Read the signs and labels to find out more about objects on display
- Discuss objects and information with other students and feel free to ask questions
- Be respectful of other people visiting the museum by keeping the noise to a minimum, walking calmly, and sharing spaces to view displays
- Be COVIDSafe by using hand sanitiser and maintaining physical distancing

### ACCESSIBILITY

The South Australian Maritime Museum is across three levels. There is a lift at the back of the museum, which is visible on the map on page 6. The accessible bathroom is on the ground floor.

In consultation with Autism SA, the South Australian Maritime Museum has developed a short guide to assist visitors with sensory sensitivity to prepare for a visit to our museum. You can download the guide from the website [here](#).

### COVID SAFE

To ensure our visitors remain COVIDSafe, hand sanitiser is provided at the main entrance and stationed throughout the museum. We recommend using it upon entry and exit, and before and after touching handrails or interactives. Please ensure all members of your group maintain physical distancing in the gallery.

Visit the [SA Health website](#) to keep up to date with current COVID-19 regulations and restrictions in the state.

**Please note:** In the instance that a facility has a confirmed case of COVID-19 or a confirmed close-contact among staff, students, residents, or team members which requires the facility be closed, the History Trust of South Australia and its museums will delay any bookings made by that facility for a minimum period of 14 days from the date that the case was identified.

Should no further cases occur during this period the booking may be rescheduled, subject to availability. Any subsequent cases within that period will extend the period an additional 14 days, starting from the date of the last confirmed case or close contact.

The period of 14 days is in accordance with the current understanding of the COVID-19 incubation period. All attempts will be made to reschedule within a reasonable time frame.

## ON KAURNA LAND

### THE SOUTH AUSTRALIAN MARITIME MUSEUM STANDS ON THE LAND OF THE KAURNA PEOPLE

Before you visit the museum, we encourage you and your students to watch our two-minute [Welcome to Country video](#), performed by Senior Kurna man, Uncle Mickey O'Brien.

This welcome is specific to Port Adelaide, where the South Australian Maritime Museum is located.

The History Trust of South Australia respects the primary place of Aboriginal people in the history of this place. We acknowledge that our story commenced long before Governor Hindmarsh proclaimed the new Province of South Australia on 28 December 1836. Aboriginal people have a history that extends millennia into the past. We acknowledge that Aboriginal land and sovereignty were not recognised and that building a shared understanding of history is critical to reconciliation. We affirm our role in reconciliation as an essential part of Indigenous and non-Indigenous South Australians co-creating a positive future.

### KAURNA GREETINGS

**Niina marni?** - Are you good? (how are you?)

**Naa marni?** - Are (all of) you good?

**Marni'ai** - I'm good

**Yaku marni'ai** - I'm no good

**Ngaityalya** - Thank you

**Nakutha** - Goodbye / See you later

These translations are from the Kurna language and culture videos from [Kurna Warra Pintyanthi](#). Watch the videos for pronunciation and more Kurna language.

### Discussion questions:

1. What land is your school on? Use the [AIATSIS map of Indigenous Australia](#) as a reference. What are the neighbouring lands called?
2. What do you think the land would have looked like before English colonists arrived?
3. In the Welcome to Country video, Uncle Mickey talks about how Port Adelaide is a special place for Kurna people. He says it was known as 'the place of the \_\_\_\_\_'?

**BONUS TASK:** In small groups, create your own ceremonial welcome to your class. It might include speaking, singing, dancing, a symbolic gesture, or a mixture of these. The welcome should make a guest feel safe, and teach them a bit about the rules and values of the class. Once they are complete, take turns presenting your welcome and discuss your choices.





## EDUCATION PROGRAMS

For more information about these programs and to book, contact the South Australian Maritime Museum via phone or email.

### ENCOUNTERS

This workshop asks students to analyse early maritime encounters and how various groups including Aboriginal people, Macassan fishermen and European navigators engaged and interacted. It unpacks the story of the first European settlers to NSW in 1788 and the famous meeting between British navigator Matthew Flinders and French explorer Nicolas Baudin off our southern shores in 1802, with a focus on the experiences and perspectives of First Nations people.

#### Australian Curriculum links: History

Year 3: Who lived here first and how do we know?

Year 4: What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans?

Why did the Europeans settle in Australia? Who travelled to Australia? What were their experiences following arrival?

What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers?

Year 5: What were the reasons people migrated to Australia from Europe and what were the experiences and contribution of a particular migrant group within a colony?

After your visit, [play the Encounters Kahoot! quiz here](#)

### LIFE ON BOARD

This program asks students to consider the experience of life on board for migrants voyaging by ship from England to South Australia in 1836: Where did they sleep, what did they eat and drink, how did they cope with illness on board, and how did they while away the long days on deck? We also explore the changing motivations for migrating over time and the evolution of sea travel from sailing ships through to steam and modern cruise liners.

#### Australian Curriculum links: History

Year 4: Locate relevant information from sources provided.

Identify different points of view.

Year 5: The reasons people migrated to Australia from Europe and the experiences and contributions of a particular migrant group within a colony.

Year 6: Stories of groups of people who migrated to Australia and the reasons they migrated.

After your visit, [play the Life on Board Kahoot! quiz here](#)

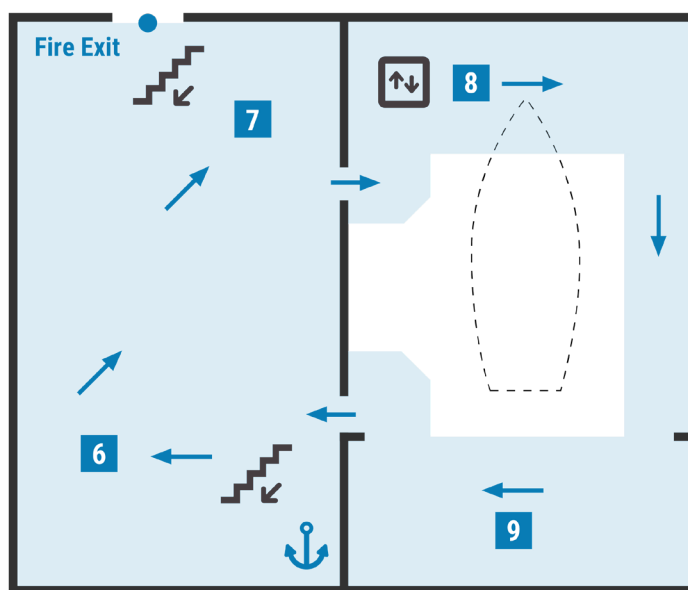


Image: Student in the *Living in Port* exhibition. Photo by Kristy Kokegei

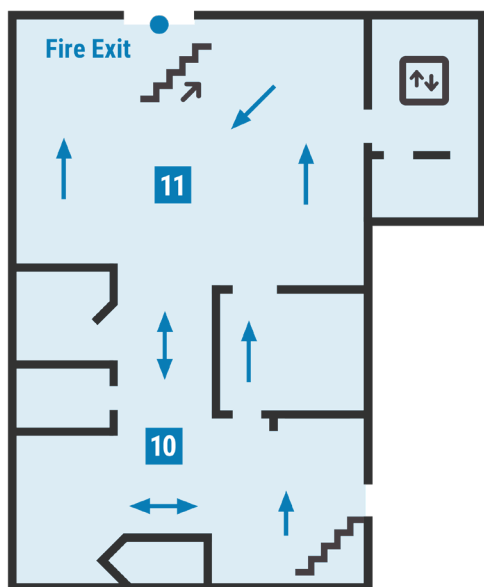


## AT THE MUSEUM

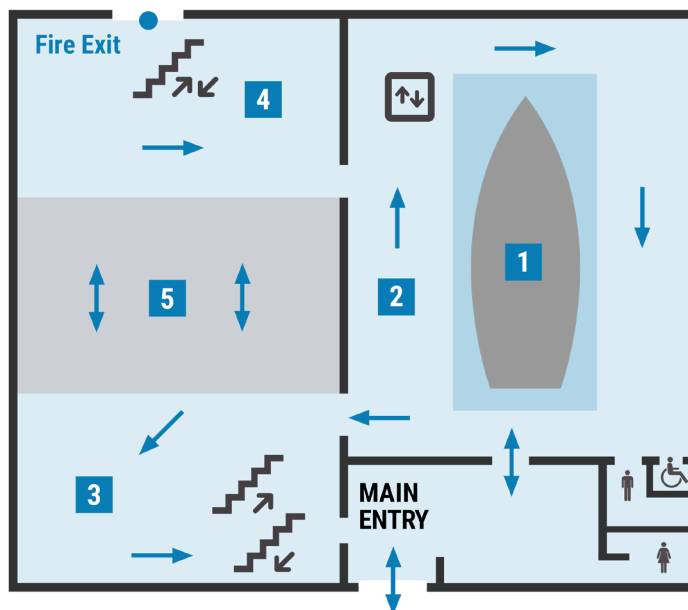
- 1 Active II Ketch
- 2 The Mosquito Fleet
- 3 Action Stations: The Navy and South Australia
- 4 Dolphins: The Port River Pod
- 5 Temporary Exhibitions
- 6 First Voyages: Exploring the Southern Coast
- 7 Wrecked! Tragedy and the Southern Seas
- 8 Tapestry of Treasures: The First Nautical Museum
- 9 Windjammers
- 10 Bound for South Australia
- 11 Living in Port



UPPER FLOOR



BASEMENT



GROUND FLOOR



## AT THE MUSEUM

### 1. ACTIVE II

The original *Active* was built in 1873 and worked the coast as part of the Mosquito Fleet until 1959. The *Active II* is a replica that can be explored from all angles within the museum.

#### Discussion questions for students:

- 1 Which end is the front of the ship? Try to find features that distinguish the back and the front.
- 2 Look through the rooms on board. Are there rooms you might expect to see that aren't there?
- 3 Look at the figureheads on the wall next to the *Active II*. What was the purpose of a figurehead?
- 4 If you were the captain of a ship, what would you want the figurehead to look like?

### 2. MOSQUITO FLEET

South Australia's ketches linked town and country from the nineteenth century to the 1970s. They carried farm products, grain and minerals to the city and took anything to rural ports, from groceries to machinery. Ketches were rough working craft crewed by tough seafarers. Small vessels, they had centre boards instead of keels and flat bottoms so they could negotiate shallow waters. The ketches were dubbed the mosquito fleet because of their ability to flit across the mudflats.

- 1 Can you find an object that shows what it might have been like to work on board a ketch?

### 3. ACTION STATIONS: SOUTH AUSTRALIA AND THE NAVY

Action Stations explores the roles that South Australians have played in the colonial navy and the Royal Australian Navy through the First and Second World Wars and the Vietnam War. It looks beyond major events to the personal experiences and insights of the seafarers who served in these conflicts.

- 1 Take a closer look at the big bell on display. What was it used for?
- 2 Find the badges for the Cheer-up Society. When was the group created? What was its purpose?

### 4. DOLPHINS! THE PORT RIVER POD

The Port River is home to some of the most urbanised dolphins in the world. A pod of about thirty dolphins makes the river estuary its home and as many as 200 dolphins visit each year, all within a city of more than one million people.

Our exhibition examines the Port River dolphins and their environment. It looks at their anatomy, ecology, how they communicate and how they live in social groups. It also explores how people and dolphins interact, how humans have impacted on their environment and how dolphins are perceived in different cultures.

- 1 What challenges do the Port River dolphins face?
- 2 What are some of the differences between sharks and dolphins?

### 5. TEMPORARY EXHIBITION SPACE

This space on the ground floor is home to many fascinating exhibitions, which are temporarily on display.

- 1 What exhibition is on display at the moment? What is its connection to maritime history?
- 2 Look at the objects on display. What do these objects add to the stories being told?





## AT THE MUSEUM

### 6. FIRST VOYAGES: EXPLORING THE SOUTHERN COAST

This exhibition charts a history of exploration from the Greek geographer Ptolemy's ancient speculation about an unknown south land, Terra Australis Incognita. It presents rare and evocative artefacts that include some of the first European charts of Australia, objects linked to James Cook's *Endeavour* voyage, Dutch explorers reaching the west Australian coast in the 17th century and Macassans sailing from Sulawesi to northern Australia in the 18th century.

- 1 Who are the captains of the two model ships, the *HMS Investigator* and the *Le Géographe*? What are their notable achievements?
- 2 Take a close look at the big anchor. What is it made from? How old is it? What ship did it come from?
- 3 Try out some of the navigation interactives, and see if you can determine the longitude and latitude coordinates for Adelaide.

### 7. WRECKED!

More than 850 shipwrecks line South Australia's coast. They hold stories of disaster, heroism, failure and survival. Whether caused by bad weather, bad luck or bad decisions, shipwrecks have changed people and places forever.

*Wrecked!* relays gripping accounts of some of those wrecks. The *Admella* wrecked off Carpenter Rocks, near the Victorian border in 1859, shocked Melbourne and Adelaide when 89 lives were lost.

The exhibition includes artefacts from the *Star of Greece* which sank just 200 metres off Port Willunga on Friday 13 July 1888, becoming South Australia's most infamous shipwreck.

- 1 What do you think would cause a shipwreck?
- 2 Why did the *Star of Greece* become such a well-known shipwreck story?
- 3 Find the diving helmet. When was this helmet used? What challenges do you think a diver would have had in this helmet?

### 8. TAPESTRY OF TREASURES

The Port Adelaide Nautical Museum is the oldest maritime collection in Australia. It began in 1872 as the general museum of the Port Adelaide Institute, and its collection represents both local maritime trade and the destinations of ships and crews.

The collection is presented as an historic museum within a museum. With its antique showcases and eclectic selection of seafarers' crafts and souvenirs, Tapestry of Treasures offers a window into the past – to the history of collecting and the culture of the sea.

- 1 What is your favourite model ship on display? What is the vessel's name? Where did it travel to and from?
- 2 How are the displays in this exhibition different from other exhibitions in the museum? What would you change or keep the same if you were going to modernise this exhibition?

### 9. WINDJAMMERS

*Windjammers* explores the lives of the young crew who sailed enormous four-masted square-rigged ships, transporting South Australian grain during the final days of commercial sail.

With small crews of 25-30 sailors, the youngest about 13 years old, skilled captains sailed the enormous ships east and south passing through the tumultuous seas of Cape Horn where the ships of iron and steel 90 metres long, rode waves that loomed like walls of water.

- 1 What country did the windjammers come from each year?
- 2 Watch the short film in the exhibition about life on board a commercial ketch. What are some of the positives and negatives for the sailors on board?





## AT THE MUSEUM

### 10. BOUND FOR SOUTH AUSTRALIA

Nine ships left Britain for the newly created Province of South Australia in 1836. Estimates of the precise number of intending settlers vary but the 1837 report of the South Australian Colonization Commission claimed 546 souls, all hoping for a better life on the other side of the world.

Most had never been to sea before and along with their grief at leaving home, they battled seasickness, made infinitely worse by the cramped quarters they shared with others. They were often anxious and their fears were not misplaced.

*Bound for South Australia* features precious personal mementos those first immigrants brought to South Australia. It explores life at sea, what they ate, where they slept and how they fared on the long sea voyage.

- 1 **Take a look at the large black and white illustration that shows people on a busy dock. How do you think they would feel as they get ready to migrate to a new land?**
- 2 **How long was the journey on board a sailing ship from England to Australia?**
- 3 **How did people entertain themselves while on a long journey? What evidence can you find of their hobbies?**
- 4 **What are some possible hazards for passengers and crew on board a sailing ship? What treatments might they receive for an injury?**

### 11. LIVING IN PORT

*Living in Port* provides a window to the industries that once clung to the shoreline –towering flour mills, pungent sugar refineries, sprawling timberyards, wool stores, boat builders and bond stores. The exhibition explores the slog of lumping cargo, the violent strikes that pitted neighbour against neighbour, and the entertainments and sporting clubs that welded the community together. It probes the tension between pulpit and pub as churches committed to drawing sailors from the more salacious temptations of the Port. It reveals the fate of passengers held in isolation at the Torrens Island Quarantine Station.

A dynamic interactive map allows visitors to navigate the Port's history through place, time and artefacts. Living Portraits, a projection of interviews and images, explores Aboriginal stories of living in port, from camps along the shoreline, to the experience of sailing ketches, lumping cargo and working in the flour mills. These are inspiring and often surprising stories that highlight the continuity and strength of the Aboriginal community.

- 1 **Who lived in this area before English colonists arrived? What was their life like?**
- 2 **What industries were most common in the early days of the Port?**
- 3 **Can you find any information about the building the South Australian Maritime Museum is in? What was it used for originally?**



Image: *Bound for South Australia*: 1900s Cabin. Photo by Andre Castellucci

## AFTER YOUR VISIT: ENCOUNTERS ON THE SOUTHERN COAST

After visiting the museum and completing the *Encounters* program, have a go at completing these follow-up activities.

These activities can also be undertaken without visiting the museum.

To delve further into this topic:

- Play the [Encounters Kahoot! quiz](#)
- Watch the video on *19th Century Navigational Instruments* and complete the activities on the following page
- Watch the [Race to Map Australia](#) video from the National Library of Australia
- Play the Australian National Maritime Museum's online [Voyage game](#)
- For teachers: Listen to the episode of [Conversations on the race to map Australia](#)

### MAPPING THE SOUTHERN COAST

Matthew Flinders and Nicolas Baudin were captains on rival scientific missions, tasked with mapping the South Australian coast in the early 1800s.

For this activity, divide your class into halves; one group will play the part of the crew on board Matthew Flinders' *HMS Investigator*, and the other group will play the crew on board Nicolas Baudin's *Le Géographe*.

The two groups will complete a series of tasks as they prepare for their journeys at sea.

#### 1. ROLES

In your groups, use butcher paper and lots of scribbling to brainstorm what types of people would be useful to have on board for your journey. What skills and knowledge would be required to maintain the ship, look after the crew, navigate and complete the task of mapping and recording discoveries.

Groups should narrow down their list to the most valued roles, and assign a character to each student.

Students can develop a personality profile for their characters that outlines their background, skills, personal qualities and their responsibilities on the journey. Profiles can be presented on a small poster or in a group presentation.

#### 2. SUPPLIES

There is limited space on board your ship for supplies, including food, medicine, tools, materials, navigation and scientific equipment, weapons, art supplies, and personal items.

Groups should brainstorm again, listing the things they would like to take on the journey. Remind the students about the limitations of technology in the 1800s. What kind of food could be preserved without refrigeration or modern packaging? What kind of tools and equipment would have been used? (Watch the video on *Colonial Tools of Navigation* linked on the following page). What might people do for entertainment on board in this time?

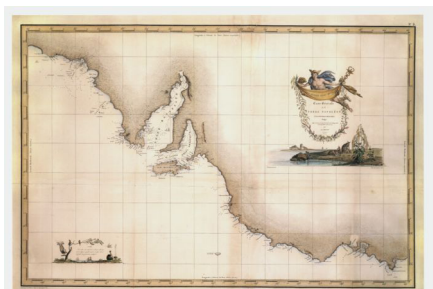
When they have a list of items, let the groups know they only have space for 20 items on board, so they need to select the most important ones and explain their reasoning.

#### 3. ROUTE

Print or trace a large world map and draw the route your group plans to follow between your home country (England or France) and South Australia.

What oceans will you pass through? Are there any difficult regions to navigate?

Where will you stop for supplies? What will you be able to find in each location (keeping in mind different foods and products will be available in different climates and cultures).





## VIDEO: 19TH CENTURY NAVIGATIONAL INSTRUMENTS

In [this video](#), South Australian Maritime Museum's Senior Curator Lindl Lawton describes the tools and techniques of navigation in the 19th century.

### CURRICULUM LINKS

How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past). (ACHASSK046)

People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity. (ACSHE121)

### Discussion questions:

- What are *latitude* and *longitude*? Write a definition for each of these terms.
- What sounds can you hear in the background of this video? In what kind of location might you hear these sounds?
- What are some of the navigational instruments that you remember from the video?
- What other equipment would be needed to navigate the journey by sea from England to Australia?
- What do you think would happen if navigational instruments broke or were lost along the journey?
- How do you think ship captains navigate the world's oceans today?

### EXTEND YOUR LEARNING

1. Students break into pairs or small groups and research a navigational instrument in depth. They should report to the class with some images, and a description of how the item works and why it is useful. Navigational instruments include: octant, chronometer, sextant, magnetic compass, leadline, binnacle.
2. Research online or visit your local library or museum to find a map that is over 100 years old. Use Google Earth to locate the exact same location. Compare the maps and draw conclusions as to why features of the maps are the same or different. Which tools were used to create each map?
3. Using some simple materials in the classroom you can [make your own compass](#). How does the compass work? Take a look at the science behind electromagnetic fields. Share your results with us by tagging us in a Facebook post or sending them via email!
4. Create an orienteering worksheet asking students to use a compass and follow directions to a secret location around the school. This could be part of an explorer-themed scavenger hunt, racing other groups to find objects and answer trivia.
5. Aboriginal and Torres Strait Islander peoples have navigated this country for many thousands of years without any of the instruments colonists used. [Research and discuss](#) how observing the stars can be used to navigate the land, and how an oral tradition keeps this sophisticated knowledge alive. Create a homework task for your students, asking them to view the night sky and try to locate specific points or constellations.
6. Access the [Bound for South Australia website](#) for more information and ideas for navigation activities.



## AFTER YOUR VISIT: REFLECT ON LIFE ON BOARD

After visiting the museum and taking part in the *Life on Board* program, have a go at the following activities with your class.

If you haven't been able to visit the museum, you can still complete these activities and discuss what life would have been like on board an early colonial ship to Australia.

To delve further into this topic:

- Visit the [Bound for South Australia website](#)
- Play the [Life on Board Kahoot! quiz](#)
- Watch the short [video](#) about the first colonising ships to South Australia and complete the activities on the following page

### KIDS ON BOARD

Children were among those on migrant ships voyaging to a new life in South Australia. This journey was long and often uncomfortable. Without the modern technology and devices we have today, how do you think young people entertained themselves on board?

#### 1. QUILTS

Quoits is a classic game that most of us have played, you might even have a version of it at school already. If not, you can create your own by making rings out of some rope and throwing them around a prop found in the classroom. Alternatively you could use small balls or beanbags and make a game of throwing them into buckets placed in strategic positions; more difficult means more points.

#### 2. HORSE RACING

Games like the one pictured below were used by attaching a long string to a wooden horse on wheels, then standing some distance away and winding the string fast to bring the horse forwards. The aim is to be faster than friends with



their own horse and winder.

This game can be replicated by creating and decorating your own horse (or really, anything on wheels), attaching some string, and winding it by hand around a stick or handle. Remember to have all players standing behind a line and wind instead of pull their string to move their object along.

#### 3. WRITING LETTERS OR DIARY ENTRIES

Ask your students to imagine they are a child on board a sailing ship in the late 19th century. What might they see, hear, smell, taste and feel on board? What kind of clothes would they be wearing? Who are they travelling with? How would they be feeling about their journey to live in a new, unknown land?

Students can write a letter to a friend, a diary entry, or series of entries about their experience. Give them a few questions like the ones above that they should answer in their writing.

#### 4. HOPSCOTCH

Students can break into small groups with some chalk and ask them to draw their own hopscotch track. Students should have a small object to use as a marker, which should be hopped over wherever it lands. Teachers may need to demonstrate how to play and show some examples if this is a new game in the school yard.



## VIDEO: FIRST COLONISING SHIPS TO SOUTH AUSTRALIA

**This video describes the ships that brought the first British people to establish the colony of South Australia in the 1830s, and what the journey was like for those on board.**

### CURRICULUM LINKS

- Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHASSK106)
- The nature of colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants, including Aboriginal Peoples and Torres Strait Islander Peoples. (ACHASSK106)

### Discussion questions:

- **How big were some of the ships, and what do you remember about how they worked?**
- **On the Admiralty route to South Australia, where did some ships stop to restock supplies?**
- **What were some of the challenges faced by the captains of the ships?**

### EXTEND YOUR LEARNING

1. In the second half of this video we hear some passages from the diary of Mary Thomas, one of the first passengers journeying to South Australia on board the *Africaine*. Her diary is one of the most important records we have of this journey and what life was like on board.
  - What did Mary say were some of the foods eaten on the ship?
  - Mary also mentions her first interactions with Kaurna people upon landing in South Australia. What do you think her impressions were of these people? Based on what she writes, how do you think these Kaurna people might have felt about the colonists arriving?
  - Extracts from Mary's journal can be used for source analysis, further study of life on board, or as a prompt for a creative response as students write diary entries imagining life on board a migrant ship. Find the original diary of Mary Thomas [here](#).
2. Use the painting of the *Africaine* below as a source, to discuss and imagine what the journey to Australia would have been like. Find the painting and more info [here](#).
3. Brainstorm what type of people may have been on board ([research further if necessary](#)) and develop characters for a role play game. Students can find or be assigned imagined or real characters (including Captain John Finlay Duff and Mary Thomas and others from the passenger list). Students should take some time to research their characters before undertaking a role play 'on board the *Africaine*'. Students could bring costumes and have a go at cooking recipes made with ship's rations. The activity can be concluded with a written reflection or diary entry.
4. Explore the [Bound for South Australia](#) website for more information about this fleet: the ships, passenger lists, images and more ideas for the classroom.



Image: Barque *Africaine* in the Indian Ocean. JM Skipper, 1836. Image courtesy of NLA.

## VIDEO: SHIPBOARD SURGEONS

In [this video](#), Senior Curator of the South Australian Maritime Museum Lindl Lawton displays the surgical kit Dr Everard brought to Australia on the *Africaine*; one of the first nine ships that brought British migrants to South Australia. She describes some of the instruments and treatments used at the time.

### CURRICULUM LINKS

- The nature of colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants, including Aboriginal Peoples and Torres Strait Islander Peoples. (ACHASSK106)
- How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past). (ACHASSK046)
- People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121)

### Discussion questions:

- List the medical tools and treatments you can remember mentioned in the video.
- What did Lindl say they didn't have any of back then? (no antiseptic or anaesthetic). What are these things used for? What do you think the surgeries would be like without these things?
- What other kinds of people do you think would have been on board to establish the colony of South Australia?

### EXTEND YOUR LEARNING

1. Watch the video, First Colonising Ships to South Australia for more depth into life on board the *Africaine* and similar ships. What kinds of challenges were faced on [the journey to South Australia](#)? How long did the journey from Britain take? What year did the first ships arrive? Why do you think people would have wanted to move to Australia in such an early stage of colonisation?
2. Brainstorm what type of people may have been on board one of these ships to South Australia ([research further if necessary](#)) and develop characters for a role play game. Students can find or be assigned imagined or real characters (including Captain John Finlay Duff and Mary Thomas and others from the passenger list). Students should take some time to research their characters before undertaking a role play 'on board the *Africaine*'. Students could bring costumes and have a go at cooking recipes made with ship's rations. The activity can be concluded with a written reflection or diary entry.
3. Use the Shipboard Surgeons video as an introduction to the study of medical developments through history. How has our understanding of the body, ailments and their treatments changed over the last 200 years? How have these developments changed society? Start with group discussions, having students work together to create a table that compares medicine 'then and now'. Students can then choose one invention or development (e.g. the concept of germs, the invention of antibiotics, the vaccination for polio) as a focus point for a depth study.





## AFTER YOUR VISIT: SOURCE ANALYSIS

These images feature posters on display in the *Bound for South Australia* exhibition at the South Australian Maritime Museum. They are from different eras, but both were designed to attract British migrants to Australia. Critically analyse and compare the posters, using the source analysis questions below.

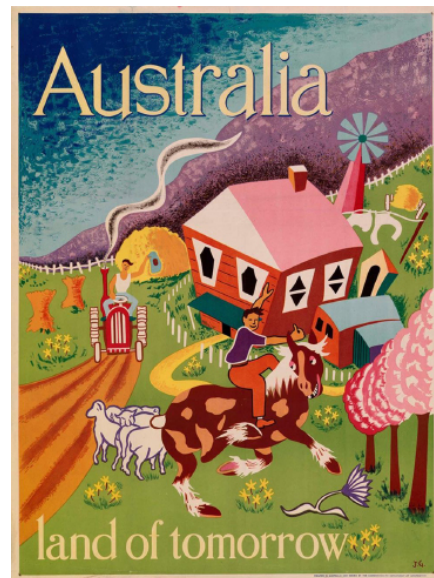
To see the images in full, visit the National Archives of Australia website:

- [Australia, the land of opportunity](#)
- [Australia, land of tomorrow](#)



### AUSTRALIA: THE LAND OF OPPORTUNITY

1. This poster is from the 1910s, before World War I. What do you know about life in Britain in this time?
2. What types of people might have been attracted by this poster? Who is the target audience?
3. What can this poster tell us about gender roles in this period?
4. What colours feature on this poster? What do they represent?



### AUSTRALIA: LAND OF TOMORROW

1. This poster is from the 1950s, after the end of World War II. What do you know about life in Britain in this time?
2. What type of industry is in focus in this advert? Why is this type of work being featured?
3. The two figures pictured appear to be male. Why are women missing from this picture? Is there any evidence of women in this setting?
4. What are the similarities and differences in the imagery and messaging between these two posters?

*If you had to encourage people to migrate to Australia today, what would your advert look like?*

## DELVING DEEPER

Check out the History Trust collections online and visit our museums.



[history.sa.gov.au](http://history.sa.gov.au)  
Torrens Parade Ground, Adelaide  
(08) 8203 9888



[migration.history.sa.gov.au](http://migration.history.sa.gov.au)  
82 Kintore Ave, Adelaide  
(08) 8207 7580



[motor.history.sa.gov.au](http://motor.history.sa.gov.au)  
Shannon St, Birdwood  
(08) 8568 4000



[maritime.history.sa.gov.au](http://maritime.history.sa.gov.au)  
126 Lipson St, Port Adelaide  
(08) 8207 6255



[centreofdemocracy.sa.gov.au](http://centreofdemocracy.sa.gov.au)  
Institute Building, Kintore Ave, Adelaide  
(08) 8203 9888

Here are some additional History Trust resources to use and share with students.

- Bound for South Australia  
[boundforsouthaustralia.com.au](http://boundforsouthaustralia.com.au)
- Passengers in History  
[passengers.history.sa.gov.au](http://passengers.history.sa.gov.au)
- History Trust Learning Resources  
[history.sa.gov.au/learn](http://history.sa.gov.au/learn)
- Kahoot! quizzes  
[history.sa.gov.au/quizzes](http://history.sa.gov.au/quizzes)
- SA History Hub  
[sahistoryhub.com.au](http://sahistoryhub.com.au)
- Adelaidia  
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