



GHOSTS

Year 9-10 Program
SA Maritime Museum

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GHOSTS

Ghosts is an excursion program designed for Year 9-10 students visiting the SA Maritime Museum.

Australian Curriculum

Year 9 History

- AC9HH9K06 – different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, beliefs and values
- AC9HH9S03 – identify the origin and content of sources, and explain the purpose and context of primary and secondary sources
- AC9HH9S05 – analyse cause and effect, and evaluate patterns of continuity and change
- AC9HH9S06 – compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values

Year 10 History

- AC9HH10S03 – identify the origin and content of sources, and explain the purpose and context of primary and secondary sources
- C9HH10S05 – analyse cause and effect, and evaluate patterns of continuity and change
- AC9HH10S06 – compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values



Teacher Information

In Ghosts, students work as detectives in small groups with a collection of real and fictional primary sources and museum objects to piece together the stories of eight different ghostly characters from South Australian history. Ultimately, they will use their skills as historians to help the 'ghosts' resolve an issue that is preventing them from being at peace.

The element of surprise

The *Ghosts* program appears at first to be a standard museum tour, but it takes a surprising turn. **The program works best if students know as little as possible about the surprise element prior to the excursion.** The visitor engagement officer will begin by introducing themselves as the museum guide who will be taking the students on a tour of the museum. They will explain that although this program is called 'Ghosts', there are no ghosts in the museum - this is simply a metaphor we use to talk about people and stories from the past. Some students may feel disappointed at this point!

However, several ghostly interruptions early in the tour cause the guide to reveal their true identity as a 'ghost detective', who requests the students' assistance in helping some of the museum's ghosts discover the information they need to be set free.

Your involvement

The success of this program depends on teacher involvement. You can choose to get involved in one of two ways:

- participate with the students, perhaps focusing on one or two groups that might need extra support, or
- provide clues and answers to groups as they work through their folders, using a booklet provided by the visitor engagement officer.

Overview of Ghost Stories

There are currently six ghost stories of varying difficulty levels, each designed to be explored by 2-4 students. You may like to review the stories and choose your student groups and story assignments ahead of time. **Remember not to share these with students before the program!**

We are developing two additional stories in consultation with First Nations communities, which will be added to the program when they are ready.

The current stories are outlined in the pages that follow.

Holiday



Each story has a colour, symbol and star rating (level of difficulty), illustrated on these tags attached to the ghost story folders.

Historical themes: Early SA tourism, employment law (annual leave), the Adelaide Steamship Company and The Gulf Trip

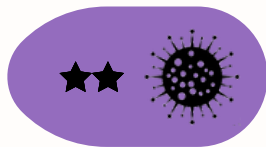
Summary: A special souvenir goes missing during a newlywed woman's travels with her husband during the 1940s-50s.

Example source types: Travel brochure, leave application, tickets, roadmap, postcards, news article

Potential learner considerations:

- This story requires the least reading of the six and contains mostly visual materials.
- Using the museum map to navigate to a particular object may be a challenge. Unlike the other stories, finding the object is critical to the story's resolution.

Quarantine



Historical themes: Torrens Island Quarantine Station, early 20th century disease management and travel by sea

Summary: A young woman wonders about the fate of a smallpox patient with whom she had connected while assisting in the rescue of the crew from a burning ship.

Example source types: News articles, photos, letter, journal entry, Quarantine station register of admission and discharge

Potential learner considerations:

- Deciphering cursive writing in the letter and the register of admission and discharge may be a challenge.

Trade Union



Historical themes: Trade Union activism and government response in the 1920s-40s, economic depression

Summary: A wharf worker grieves the failed union action that left his family in hardship, while his grown son's union achieves a different outcome.

Example source types: Union membership cards, journal entries, photos, certificates, news articles

Potential learner considerations:

- A moderate amount of reading involved, but language is mostly very accessible.
- Close attention to detail is required when analysing documents and a photo.

Shipwreck



Historical themes: 19th century marine disasters, government provisions for maritime safety

Summary: A victim of a fatal shipwreck longs for reform as the tragedy reveals the Marine Board's inadequate provisions for maritime rescues.

Example source types: Telegraphs, news articles, photos, crew list, transcript

Potential learner considerations:

- A moderate amount of reading is involved.
- Using the museum map to navigate to two spots around the museum may prove a challenge.

Colonial Navy



Historical themes: Early 20th century naval routine and traditions, establishment of Royal Australian Navy, Boxer rebellion

Summary: After a disappointing campaign in China during the Boxer Rebellion, a soldier in the South Australian colonial navy longs for his service to have accomplished something meaningful.

Example source types: Propaganda posters, journal entries, news articles, photos

Potential learner considerations:

- A substantial amount of reading is involved.
- The ability to draw inferences from a range of sources is required.

Sea Migration



Historical themes: 19th century sea travel, German migration to SA, religious persecution as motivation for migration

Summary: Amongst three ghosts who migrated to Australia by sea in the late 19th century, one of them worries about her cousin back home with whom she lost touch.

Example source types: Diary entries, letters (English and German with translations), photos, map, food wrapper

Potential learner considerations:

- A substantial amount of reading is involved.
- A logic puzzle requires close attention to textual details and the use of deductive reasoning.



Pre-visit Activity: Using Sources to Construct an Account

Carefully consider each of the sources on the following two pages:

- What kind of source is this?
- Whose perspective is represented?
- How are all these sources connected? What story can you piece together?



THE HERALD, MONDAY EVENING, MARCH 12, 1934

Miss Pamela Bourne, daughter of Lady Bourne, who will sail in the wheat race as an apprentice in the Finnish barque, Herzogin Cecilie. The vessel will leave Wallaroo, Spencer's Gulf (S.A.) for England at the end of the month.

3 August, 1934

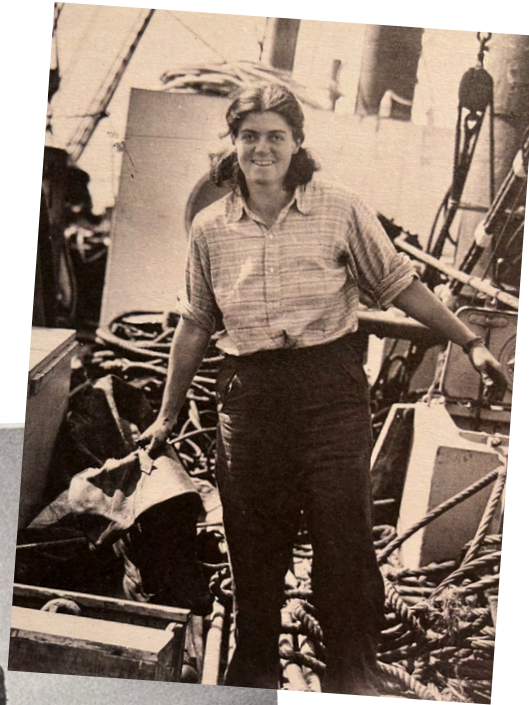
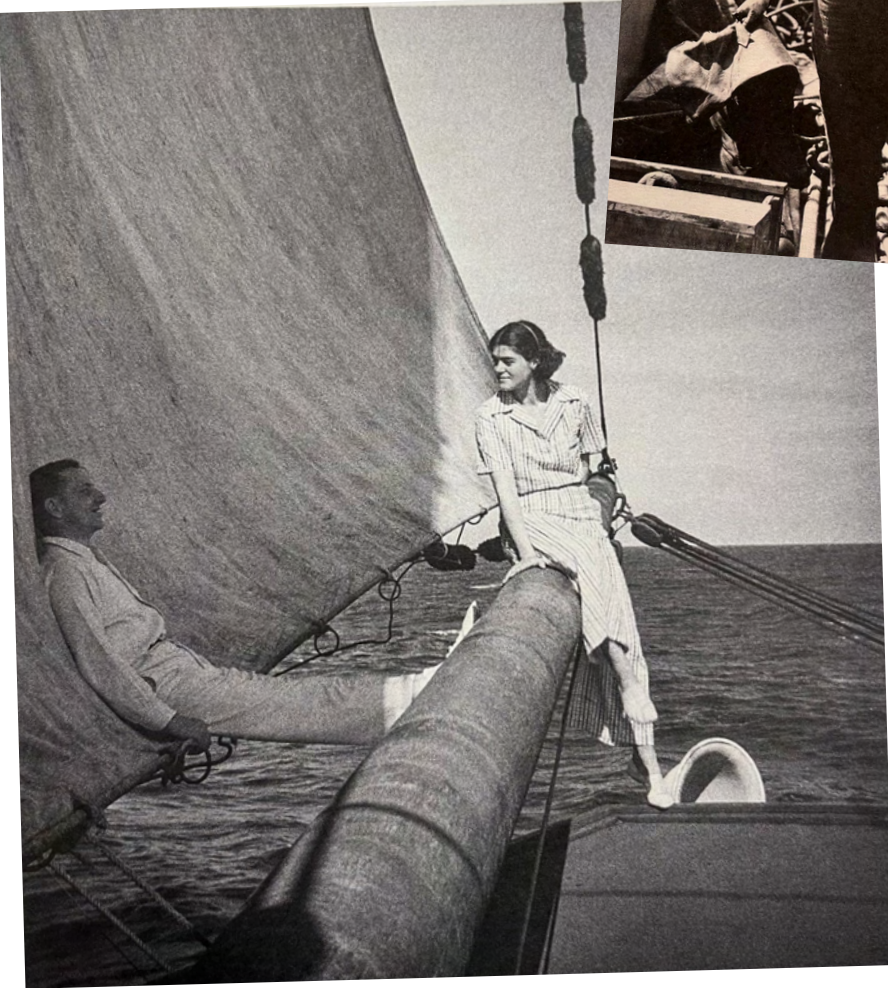
Mr Erikson,
The trip home went reasonably well, with all of 12 days of total calm off Australia. At 90 degrees west we had a bad storm and lost a life boat and a new sail which blew to bits, but no sheet has been lost. In the North Atlantic we had no wind at all, so it took us all of 119 days to get up to Ireland.

Captain Sven Eriksson
Belfast

My child, I am desperately unhappy about you. I know only too well that I count for nothing now, that there is no love in your head for me, that your four months' association with that dishonourable Finn has wiped out almost 17 years of love and devotion, and all sense of loyalty!

I am your mother, I love you, even he cannot alter that fact, you are my child, but I can have nothing to do with such a marriage. You can't get away from the fact that S.E. has the same blood as his rough family. He merely has acquired a veneer through meeting better people in his travels.

Don't resent this letter, I don't mean to be nasty, it is my last heartfelt warning to you, which I must give you, though in your present state of mind, you'll ignore it I know.



The desk from Gusaf Erikson's famous ship, Herzogin Cecilie, which sank under Captain Sven Eriksson's command in 1936. The desk was used by Sven at his home in Aland, Finland between 1936-1945 and is currently on display in the museum on that site. (Source: [Skeppargården Pellas](#))



Sven,

First I must say that it seems remarkable to say the least that you find the time to make a trip through half of England but not to send a written arrival report from the first port of call. Surely the shipping firm should be put before both government ministers and all kinds of other fancy acquaintances.

The report that finally came seems stumbling, perhaps because the smell of land has already clouded the memory of the sea. If you know that your sails are not up to it and you see a gale coming, you should in the name of reason gather them up before they blow to bits.

Gustaf Erikson



Using evidence from the sources, write a historical account that explains how the events, ideas and individuals represented are connected.

[illegible]

Ghosts: Assessment Task

After completing the Ghosts program at the South Australian Maritime Museum, you will develop your own historical ghost story. Your story should highlight **one historical perspective** related to one of the following themes:

- Sea Migration
- Waterside Workers Federation
- South Australian maritime disasters
- South Australian colonial navy
- Torrens Island Quarantine Station
- Early South Australian tourism
- Aboriginal missions in South Australia
- Aboriginal wharf workers
- Or a topic of your choosing (with teacher approval)

Your final product should include:

1. Annotated sources x 3 (50-100 words each)

Choose three historical sources. (See list below for some places to start looking) For each, write 50-100 words explaining:

- What is this source and where did it come from?
- What does this source tell you about the perspective and/or experiences of the ghost?

2. Annotated object sketch or photograph (100 words)

Choose an object from the museum's collection and either sketch or photograph it. Write 100 words, explaining:

- What is this object and where did it come from?
- What does this object tell you about the ghost's experiences or perspective?

3. Ghost's account: journal entry, voice recording, or transcript (500 words)

Using the information from your chosen sources and object, develop a ghost character and write or record a first-person account from their perspective. Making links to your sources and object, your story must answer the following:

- Who is your ghost?
- What is their unique perspective or experience of your chosen historical theme?
- What ideas, beliefs and values from their time have influenced them?
- What information do they need to find peace or be "set free"?

You can present your story in either digital or physical form.

Object Analysis

Choose a museum object you can visit in person or view online (for example, through [Recollect | History Trust of South Australia](#), <https://collections.history.sa.gov.au>)

Use this worksheet to sketch and make notes on this object. You may choose to use this for part 2 of the assessment (annotated object sketch or photograph).

Sketch your object, labelling any elements you think are important.

Use your observational skills and the object label to make notes in the table.

Criteria	Examples	Object
Description - What does it look like?	<i>Materials (wood, paper, clay) colour, shape</i>	
Size - What size is it?	<i>Height, depth, width in cm</i>	
Condition - What condition is it in?	<i>Broken, complete, worn, parts replaced</i>	
Date - When was it made and used?	<i>Certain period of time, a special event</i>	
User - Who used it?	<i>Wharfies, women, Kaurna people</i>	
Purpose - Why did people use it?	<i>Work, leisure, travel, ritual, aesthetic</i>	
Construction - Who made it and how?	<i>Handmade, machine made, special tools or skills required</i>	
Location - Where was it found? Where was it used?	<i>Country, region</i>	
Significance - Why was it kept and displayed?	<i>Teaches us about a historical period or person, sentimental or financial value</i>	

Adapted from Queensland Museum Network's [Object Analysis Worksheet](#)

