

**HISTORY
TRUST OF
SOUTH
AUSTRALIA**

LEARNING GUIDE: ARCHIE BADENOCH RIVER CRUISE



South Australian Maritime Museum

Reception to Year 10 Program

2	Program Overview
3	Curriculum Links
6-16	Learning Activities: Pre-Visit and Post-Visit
16-17	About the History Trust of South Australia

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Department for Education

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Program Overview

On this guided tour, students will climb aboard the MV *Archie Badenoch* and cruise the Port River. They will learn about the significance of the riverfront for the Kaurna People, its changing use from an industrial port to a residential community, the factors that impact the river environment, and its role as a dolphin sanctuary. Sites include Hart's Mill, the lifting Tom 'Diver' Derrick Bridge and the 1864 clipper ship *City of Adelaide*. There may even be a visit from a dolphin!

The MV *Archie Badenoch* was built in 1945 at the General Motors Holden Plant in Woodville and served as South Australia's primary Water Police launch from 1946 to 1978. Named in honour of Mounted Constable Archibald Badenoch, the first South Australian police officer killed in action during the Second World War, the vessel played an important role in coastal patrols and rescue operations. Today, restored and operated by the South Australian Maritime Museum, the 'Archie' provides heritage and school tours of Port Adelaide's Inner Harbour.

If there's a particular curriculum area or topic you would like our Visitor Engagement Officers to focus on in their presentation, please let us know when you book and we will do our best to accommodate.

Excursion Information

Years: Reception to 10

Duration: 30 minutes

Cost: From \$16.50 to \$21.50 per student (equity pricing available)

Session times: 10:00 am, 11:30 am, 1:00 pm

Maximum class size: 20 students and 4 adults

Location: South Australian Maritime Museum



For a full breakdown of program information and excursion FAQs, please visit the [Archie Badenoch Port River Cruise program page](#) or scan the QR code.

Feedback

We always seek feedback to ensure that we keep improving our learning experiences. Please fill out the [Museum Visit Feedback Form](#) to let us know about your experience.

Curriculum Links

HASS

Reception

- [AC9HSFK03](#) - the features of familiar places they belong to, why some places are special and how places can be looked after
- [AC9HSFK04](#) - the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located

Year 1

- [AC9HS1K02](#) - continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods

Year 2

- [AC9HS2K01](#) - a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance
- [AC9HS2K02](#) - how technological developments changed people's lives at home, and in the ways they worked, travelled and communicated
- [AC9HS2K04](#) - the interconnections of First Nations Australians to a local Country/Place

Year 3

- [AC9HS3K04](#) - the ways First Nations Australians in different parts of Australia are interconnected with Country/Place

Year 4

- [AC9HS4K01](#) - the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place
- [AC9HS4K03](#) - the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony
- [AC9HS4K06](#) - sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place



Year 5

- AC9HS5K02 - the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment
- AC9HS5K04 - the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place
- AC9HS5K08 - types of resources, including natural, human and capital, and how they satisfy needs and wants

History

Year 9

- AC9HH9K03 - the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia
- AC9HH9K014 - the changing population movements and settlement patterns during the period 1750 to 1900

Year 10

- AC9HH10K01 - the causes, outbreak and course of the Second World War and the significance of Australian involvement



Biological Sciences

Year 1

- AC9S1U01 - identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs

Year 3

- AC9S3U01 - compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals

Year 4

- AC9S4U01 - explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships

Year 6

- AC9S6U01 - investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical condition



Learning
Activities

PRE-VISIT



Pre-visit Activities

Sites on the Waterfront	30 minutes	Laptops, colourful card
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In small groups, students research one site on the Port River that they might see on the cruise and prepare to share their knowledge.

1. Divide students into groups of 3-4 and assign each group a landmark featured on the cruise. Students will research three interesting facts about their landmark and write them in their workbook.
 - Port Adelaide Lighthouse
 - Tom 'Diver' Derrick Bridge
 - McLaren Wharf
 - Jervois Bridge
 - Birkenhead Bridge
 - Hart's Mill
 - *City of Adelaide* Clipper Ship
 - *One and All* Sailing Ship
 - Dolphin Sanctuary
2. On colourful card, students write up their favourite fact about their landmark to bring along on excursion day.
3. During the cruise, let the Visitor Engagement Officer know that your students have prepared facts to share during the cruise and they can support students to share their facts at the right moment.



Map-making: Port River through Time

60-120 minutes,
optionally over two
lessons

Laptops, A3 paper, coloured pencils
and textas, long roll of paper
(optional)

Students investigate maps and photos of the Port River from different time periods before creating their own labelled map.

Divide students into four groups and allocate each group one of the following time periods. Students should search for photographs, maps and any other historical sources they are able to find that depict the Port River within their assigned date range. A suggested resource to begin their research has been listed. There's no need to share the period labels in brackets with your students; these are provided for your own understanding.

- **Pre-1836** (Before colonisation)
 - <https://www.charlessturt.sa.gov.au/community/arts-culture-and-history/kaurna-culture/yertabulti>
- **1836 - 1900** (Colonial port building)
 - Search 'Port River', look for images from this time period in State Library photo collections: <https://collections.slsa.sa.gov.au/>
- **1900 - 1970s** (Industrial working port)
 - Search 'Port River', look for images from this time period in State Library photo collections: [State Library photo collections: https://collections.slsa.sa.gov.au/](https://collections.slsa.sa.gov.au/)
- **1970s - present** (Environmental recovery and renewal)
 - Search 'Port River', look for images from this time period in State Library photo collections: [State Library photo collections: https://collections.slsa.sa.gov.au/](https://collections.slsa.sa.gov.au/)

Research and Map-making

Ask each group to examine photographs and maps from their allocated period.

Encourage students to read photo captions and descriptions, as these often provide useful clues about what is shown.

Using the evidence they collect, students will create a labelled map of the Port River, or a section of it, showing:

- Plants and animals visible or known to inhabit the area
- Buildings and structures near the river
- Types of vessels on the river
- Ways people used the river and riverbanks
- Any other notable environmental features or human-made changes

Gallery walk and Discussion

Display all the maps on the wall, grouped and ordered in the four time periods. Encourage students to walk around and look closely at their peers' work.

As a class, discuss:

- What features remain the same across the different periods?
- What changes can be seen over time?
- How has people's use of the river changed over time?
- How have plants, animals and habitats been affected?
- What evidence of industry, transport or settlement can be seen?
- Which period appears to have had the greatest impact on the river environment?

Extension

Students create a second map, predicting what the Port River might look like in 50 years, considering factors such as climate change, environmental restoration, population growth, and recreation and tourism. Students can create this map individually or the class could create a large collaborative map on a long roll of paper, with each student contributing an element they think should be part of a sustainable and thriving river environment.



Connections to Country and Place

1-2 lessons

Laptops, optional paper and art supplies

Students explore the significance of the Port River and surrounding wetlands to the Kaurna People, then brainstorm connections to their own special place.

1. Research questions

- Can you find out the Kaurna name for the Port River?
- How were the river and mangroves traditionally used?
- What does "Country" mean to the Kaurna People?
- Why is caring for Country important today?

2. Watch 'An Indigenous History of the Port' at <https://www.youtube.com/watch?v=e57MV9D3OsQ>.

- Why is the Port River an important place for the women interviewed?
- What do you think they mean by "colonisation"? What kind of changes happened through colonisation?

3. Your Special Place

- Ask students to identify a place that is special or important to them. This could be a natural environment, a community gathering place or other meaningful location. Then, create a mind map showing how this place connects to their:
 - people (family, friends, mentors, other important people)
 - language (including special words, stories, jokes and other ways of communicating)
 - customs (traditions, special celebrations)
 - values (beliefs, important shared ideas)

4. Extension: Reflection and Creative Writing

- Facilitate a discussion on the following topics:
 - How would you feel if your special place was dramatically changed or taken away from you?
 - What memories, traditions or experiences would be affected?
 - How does this help us understand the experiences of First Nations people during colonisation better?
- Imagine that something significant has happened to change your special place or that you've been separated from it. Write a short story, diary entry or poem describing what happened to your place, how the changes have affected you, and what you hope for in the future.

Learning
Activities

POST-VISIT



Post-visit Activities

Port River Field Guide	3-5 lessons	Laptops, workbooks, optional paper and textas, coloured pencils
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Students work individually, in pairs, or in small groups to create a Port River Field Guide. The final product should be designed for someone visiting the Port River for the first time and include important information, illustrations, maps and interesting facts.

1. Set aside a couple of lessons to allow students to research different aspects of the Port River for their field guide. Some suggested topics and starting points for research are listed below:

- Kaurna cultural significance
 - <https://www.charlessturt.sa.gov.au/community/arts-culture-and-history/kaurna-culture/yertabulti>
 - <https://maritime.history.sa.gov.au/resource/an-indigenous-history-of-the-port/>
- Dolphins
 - <https://www.parks.sa.gov.au/parks/adelaide-dolphin-sanctuary>
- Estuary and mangroves
 - <https://www.estuary.org.au/the-estuary/>
- Birds and other wildlife
 - <https://www.parks.sa.gov.au/parks/adelaide-international-bird-sanctuary-national-park>
- Historic landmarks - students pick 2-3 of the following
 - Port Adelaide Lighthouse
 - Hart's Mill
 - *City of Adelaide* Clipper Ship
 - Docks and wharves
 - Birkenhead Bridge
 - Jervois Bridge
 - Historic Ketch *Falie*
 - Torrens Island Quarantine Station

2. Students create their field guide, either in physical or digital form. They should allow a page for each topic and aim to share 2-3 key ideas on each page, with illustrations or graphics.

3. Share their hard work! Print and display all of the field guides and give students the opportunity to walk around the classroom and appreciate each other's work. They could also share with other classes booked into the *Archie Badenoch River Cruise* to prepare for their visit.

**MV Archie Badenoch
Information report**

1-2 lessons

Laptops, workbooks

Students create an information report about the MV *Archie Badenoch*. Visit the [program page](#) to see examples of student work for this activity.

Depending on the year level and abilities of your students, you may wish to provide more or less guidance. This could range from providing a complete text for students to copy (see sample text below) to having students independently research, plan and write their report.

1. Before writing, have students research the MV *Archie Badenoch* and make notes on the following topics. The South Australian History Hub can be used as a source of information: <https://sahistoryhub.history.sa.gov.au/things/archie-badenoch/>
Students should record notes on the following questions:

- What is it?
- When and where was it made?
- Who was it named after?
- What was its job in the past?
- What is its job now?
- Interesting facts

2. Have students organise their notes under the following headings:

- Title: The MV *Archie Badenoch*
- Introduction
 - 1-2 sentences introducing the boat and outlining what the report will be about
- Subheading 1 (e.g. *About the Boat*)
 - a heading that tells the reader what the next section is about
- Body paragraph 1
 - 2-3 sentences explaining the topic of Subheading 1, using facts and details from research notes
- Subheading 2 (e.g. *How the Boat has Been Used Over Time*)
- Body paragraph 2
- Conclusion
 - 1-2 sentences summarising the main points of the report

3. Students should use their notes to write their information report using the title, subheadings and paragraph structure outlined above.

4. Students may include images from the [South Australian History Hub website](#) to enhance their report.

Sample text for students needing extra support:

The MV *Archie Badenoch*

Introduction

The Motor Vessel *Archie Badenoch* is a boat owned by the South Australian Maritime Museum in Port Adelaide. Over the years, it has been used for many important purposes along the Port River and the South Australian coast.

About the Boat

The MV *Archie Badenoch* was built in 1945 at the General Motors Holden plant at Woodville. It was named in memorial of Mounted Constable Archibald Badenoch, who was the first South Australian Police Officer to lose his life in action during World War Two.

How the Boat has Been Used Over Time

During World War Two, the MV *Archie Badenoch* was used as a supply tender, transporting crew and cargo around the Port River. In 1946, the South Australian Police acquired it for use as an all-weather, deep-sea patrol vessel and it saved many people's lives along the coast. Today, it is used for educational tours along the Port River.

Conclusion

The MV *Archie Badenoch* is an important South Australian boat that has played many important roles over time, including cargo transport, rescue operations and educational tours of the Port River.



Archie Badenoch in the News

120 minutes

Laptops, workbooks, Cameras and editing software (optional)

Students use historical newspaper sources to investigate the role of the *Archie Badenoch* in Port River history and communicate their findings through a news broadcast presentation.

Research with Trove

Students search Trove for newspaper articles mentioning '*Archie Badenoch*' (the vessel rather than the person) and select one article that interests them.

Source analysis

Before preparing their news report, students complete a short source analysis, using the following headings:

- Article title:
- Newspaper:
- Date of publication:
- What happened?
- Whose perspectives are represented?
- What kind of tone and language are used?
- What is the purpose of the article?
- What significant things were happening in Port Adelaide or South Australia at the time? (Hint: check out the other pages of that issue of the newspaper)
- What can we learn about life on and around the Port River at the time?
- One question I have:

Become a news anchor

In their own words, students write a 1-2 minute news broadcast based on their article and any further research. They should introduce the story as though it is breaking news and include all key information, communicated with a professional and objective tone.

To present their broadcasts, you could:

- Set up a 'news anchor desk' in your classroom with a newsroom backdrop, allowing students to deliver their report live to the class
- Have students record and edit their broadcast using simple video-editing software, then share the finished report with the class.

About the History Trust of South Australia

The History Trust of South Australia creates encounters with South Australia's social history that shift perspective, strengthen empathy, and build agency for the future. We provide learning experiences through our museums - the South Australian Maritime Museum, the National Motor Museum, the Migration Museum, and the Centre of Democracy, as well as major events - History Festival and Bay to Birdwood. Using our State History Collection, expertise, and curated experiences across these museums and events, we create space for historical complexity, civic awareness and relations, so South Australians can see each other more fully, relate across difference, and locate themselves within South Australia's past, present and future story.

Education at the History Trust of South Australia



Online
<https://education.history.sa.gov.au/>



YouTube
<https://www.youtube.com/c/EducationatHistoryTrustofSouthAustralia>



Our Museums and Galleries



Explore the History Trust collections online and visit our museums.



history.sa.gov.au
233 North Terrace, Adelaide
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(08) 8207 7580



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