

**HISTORY
TRUST OF
SOUTH
AUSTRALIA**

LEARNING GUIDE: HAWKER VANS



National Motor Museum

Primary School Program

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Program Overview

In this program, students develop historical thinking by exploring the important role of hawkers in early Australia.

This education program is based around the 'Hawker Vans' exhibition at the National Motor Museum. In the early twentieth century, hawkers connected rural Australian towns with cities by carrying and selling goods such as clothing, kitchen utensils and lollies. The first hawkers travelled by foot, horse or camel, but with the introduction of motor vehicles, hawkers were able to cover larger distances and carry heavier loads.

In a fun and hands-on activity, students will examine historical objects as sold by travelling hawkers and take part in a simulation in which they load up their miniature hawker van with goods for sale, preparing for a journey to outback communities.

Please refer to our [program page](#) for further information about bookings and frequently asked questions.

Excursion Information

Years: 1, 2, 3 and 5

Duration: 1 hour

Cost: \$11.00 (equity pricing available)

Session times: 10:00 am, 11:30 am, 12:30 pm

Maximum class size: 30

Location: National Motor Museum



For a full breakdown of program information and excursion FAQs, please visit the [Hawker Vans 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

Year 1 HASS

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

Year 2 HASS

- [AC9HS2K02](#) – how technological developments changed people's lives at home, and in the ways, they worked, travelled and communicated

Year 3 HASS

- [AC9HS3K01](#) – causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes

Year 5 HASS

- [AC9HS5K03](#) – the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony
- [AC9HS5K07](#) – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- [AC9HS5K08](#) – types of resources, including natural, human and capital, and how they satisfy needs and wants



Learning
Activities

PRE-VISIT



Pre-visit Activities

A Home in the Bush	60-120 minutes	Resources: historic images, workbook or drawing paper, art supplies, diorama materials (optional)
Students consider the challenges of living on a remote property in the past and create a representation of a family home equipped with features to survive the difficult environment. 1. Ask students to imagine they are a child living 100 years ago with their family in a country town or on a remote farming property. For historical images to help students visualise this, visit the State Library Photo Collection and try searches like 'farmhouse'. 2. As a class, discuss what life would be like and the challenges they would face. Make two lists on the board: ◦ What would a family need to survive? (e.g. water tank or creek, vegetable garden, chickens or other animals, woodstove, firewood, horse and cart) ◦ What would they <u>not</u> have had access to? (e.g. electricity, internet, phones, air conditioning, supermarkets, cars) 3. Students now create an artistic representation of their family home, annotating/labelling its key features and how they help the family survive in their environment. ◦ Option A: Detailed drawing ◦ Option B: Shoebox diorama, using recycled materials.		



A Child's Life in the Bush

30 minutes.

Resources: pencil and workbook

Students imagine they are a child living in a bush home 100 years ago - perhaps the one they've just drawn or created - and write a creative piece reflecting on that experience.

1. Students write a diary entry or creative piece reflecting on what their life is like.

They might choose to write about:

- their home, referring to details from their drawing or diorama
- which jobs they help with around the property
- what is fun about living in the bush
- what is difficult about living so far away from town

2. After students complete their diary entry, have them discuss the following questions in small groups before sharing with the class:

- What would be the hardest thing about living in a remote community?
- How did families work together to survive?
- How is your life different from a child living in a remote community 100 years ago?



Learning
Activities

POST-VISIT



Post-visit Activity

Hawker Day	120 minutes, over two lessons	Resources: medium-sized cardboard boxes, paint, glue and other art supplies, price tags or small blank stickers
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Students create their own hawker vans and spruik their goods to their classmates.

Preparation

Ask students to bring 2 to 3 small, non-precious items from home that they are willing to exchange with other students. For example, stickers, ribbons, small toys or figurines, trading cards, bookmarks, erasers, wrapped lollies (where permitted by school policy).

Instructions

Place students in groups of 3 to 4 and provide each group with a cardboard box to serve as their hawker van. Instruct students to:

1. Create a name and sign for their travelling business on the side of their cardboard box, using textas, coloured paper, paint, etc. It should be eye-catching and advertise their goods. Allow the vans to dry if necessary.
2. Depending on students' ability, they could create shelves inside the van to display their goods. Remind them to create a safe space to store their money.
3. Stock their vans with the items they brought from home. Use the blank stickers to create price tags, keeping each item priced below \$1.
4. When their vans are stocked, close the lids or turn them so that the contents are not visible.

Hawker Day

1. All students gather in the middle of the classroom or a large room and are given the same small amount of play money.
2. One group at a time 'brings their hawker van to town': students open their box to showcase their goods and encourage customers to buy from them.
3. After each group has presented, students have the opportunity to purchase 1-2 items using their play money. Remind students that the hawker won't be back for a long time, so they should make a careful choice. To facilitate this in an orderly manner, invite each group up one at a time to make their purchases.

Discussion

After the activity, discuss the following questions as a class:

- How did you decide which item to purchase?
- Why were hawkers so important for people living far from town?
- How is it different going shopping today?

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.

Explore more from 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





No

PT ADELAIDE

208

GARFORD

58-0

Garford Motor Vehicle Works, Adelaide, South Australia
This vehicle was built in 1928 and was one of the first
vehicles to be built in South Australia. It was built by
Garford Motor Vehicle Works, Adelaide, South Australia.
It was built for the Adelaide Motor Vehicle Works
and was used for the Adelaide Motor Vehicle Works.
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