

**HISTORY
TRUST OF
SOUTH
AUSTRALIA**

LEARNING GUIDE: KETCH TALK

South Australian Maritime Museum

All Ages School Program

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Program Overview

This program provides a guided exploration of our full-size trading ketch Active II, housed inside the museum. Students will learn about the significance of the ketch trade, in which these small cargo vessels transported goods between South Australian ports from the mid-1800s up to the 1980s. Students are prompted to investigate the vessel to consider how the sailors on board would work, sleep, eat and navigate – experiencing life at sea on dry land!

Excursion Information

Years: Reception to 6

Duration: 30 minutes

Cost: From \$11.00 (equity pricing available)

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

Maximum class size: 30

Location: South Australian Maritime Museum



For a full breakdown of program information and excursion FAQs, please visit the [Ketch Talk 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

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
- [AC9HS2K03](#) - how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales

Year 3

- [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 4

- [AC9HS4K05](#) - the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent

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

Year 6

- [AC9HS6K03](#) - the motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region

Learning
Activities

PRE-VISIT



Word Wall

20 minutes

Resources: Poster paper, markers



Get a sense of your current understanding of maritime history, commercial sailing and cargo transportation by making a word wall of relevant terms and concepts.

1. Set the task by explaining that as a group, you are going to write and define all the ideas, terms and concepts that you know of when it comes to maritime history, commercial sailing and cargo transportation.
2. On poster paper or a whiteboard, brainstorm a list of key terms, words and concepts.
3. When your list is complete, go back through the list and ask the class to try to define each of the terms, words, and concepts.
4. Add to these posters as you continue your study of maritime history. We suggest you revisit the word wall and add to it after your excursion.

The Economy of the Day

120 minutes

Resources: Smartboard or projector, computer, poster-making resources

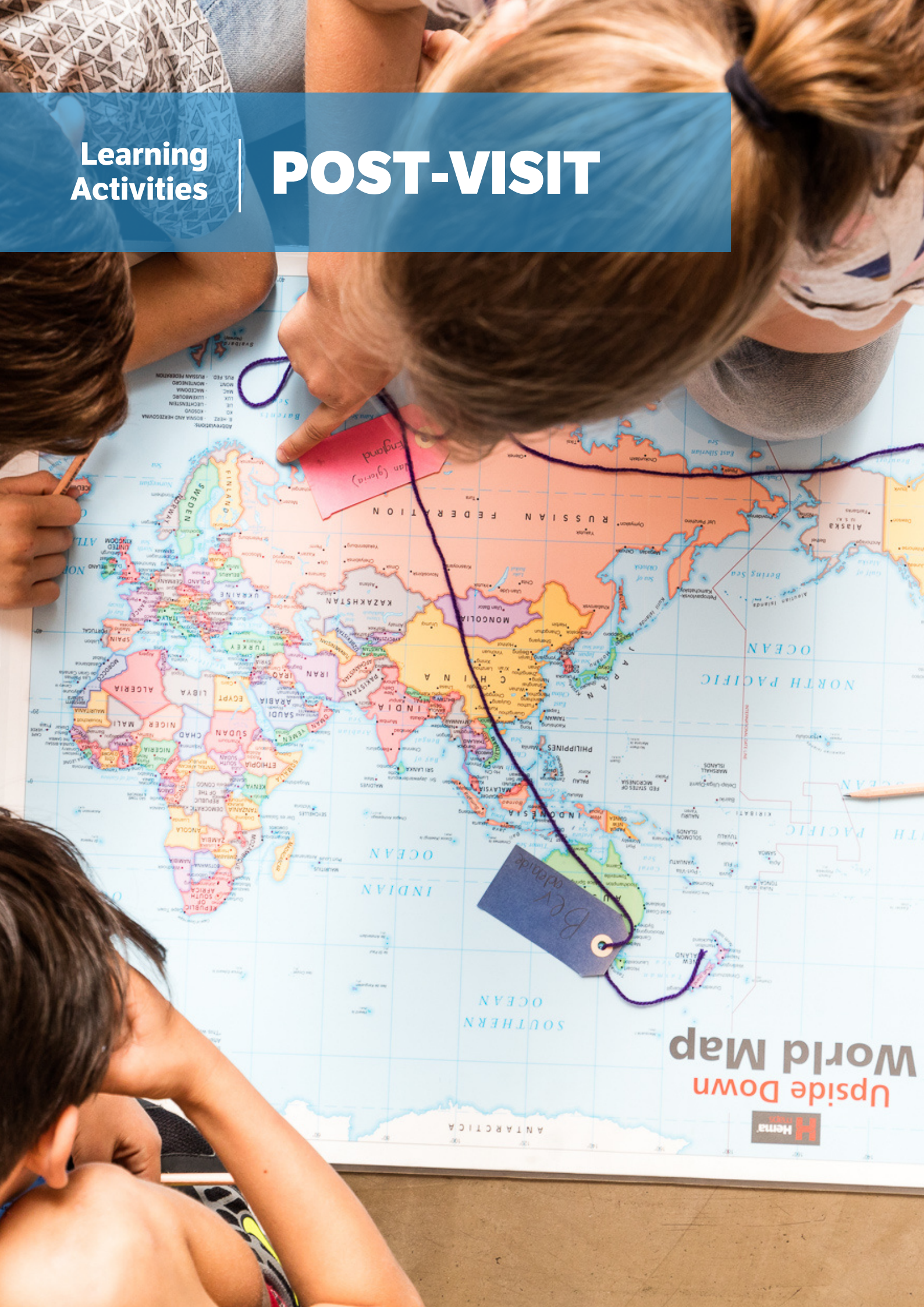


What were the key goods and services that made up the economy of 1880's life?

1. As a class discuss what you know, believe or guess to be true about life in the late 1800s. You can use [this website](#) to prompt some of your thinking.
 - a. What technologies were commonly used and available to the average person?
 - b. What were the key goods that people relied on in their daily life?
 - c. What did people grow or make themselves?
 - d. What things would people need to buy?
2. Create a list of the key goods people relied on. Be sure to include wheat, wool, live animals, gypsum, salt and firewood in the list.
3. Now imagine that you are living in 1880 and there is a ketch arriving at your town. There is only space for three goods on board. Students will work as salespeople and advocate for their item to be included.
4. Divide the class into groups and assign each a key good from your list. Each group will act as salespeople, creating a marketing poster and presentation to share with the class about why their product is essential.
5. Once their poster and presentation are completed, they will present to the class. The teacher will act as the adjudicator, assessing which three products will make it on board.

Learning Activities

POST-VISIT



Upside Down
World Map



Post-visit Activity

Captain's Log	60 minutes	Resources: Smartboard or projector, workbook and pen
Using their imagination, students write a historical creative piece, immersing themselves in life on board a ketch in the late 1800s - As a class, explore the <u>South Australian coast</u> using Google Earth and discuss the following: - How many towns can you find on the coast? - Can you see any evidence that the towns were visited by ships? - How do you think the remote and non-coastal towns received goods they needed if there were unable to make or grow them locally? - What would the further-away towns have most needed from a ketch delivery? - Now, imagine you are the captain of a ketch, travelling along the coast of South Australia and looking after precious cargo and a small crew of one skipper and two deck hands. Write a diary entry in the form of a captain's log, making notes when significant events happen, or when you complete a visit to a port to load and unload cargo. Here are some other prompts: - Which towns did you visit? - What cargo are you picking up and dropping off? - What supplies did you need to get along the way? - What issues did the crew run into? - How was the weather during your trip? - Did you make good time or were you behind schedule? - Were there any issues with food preparation or sleeping arrangements? - Take time to invite students to share their writing if they wish. Reflect as a class on the hardships of life in earlier times with earlier technologies.		



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.



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233 North Terrace, Adelaide
(08) 8203 9888



migration.history.sa.gov.au
82 Kintore Ave, Adelaide
(08) 8207 7580



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(08) 8568 4000



maritime.history.sa.gov.au
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