

**HISTORY
TRUST OF
SOUTH
AUSTRALIA**

LEARNING GUIDE: SELF-GUIDED

South Australian Maritime Museum

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**HISTORY
TRUST OF
SOUTH
AUSTRALIA**

The South Australian Maritime Museum

The South Australian Maritime Museum preserves, explores and celebrates the human history of our oceans and rivers. The Museum, in the historic precinct of Port Adelaide, is within a short walking distance of the National Railway Museum and SA Aviation Museum on Lipson Street and the Clipper Ship *City of Adelaide* on Dock 2.

The Maritime Museum exhibitions and displays are housed in the historic Bond Store (1854) with three floors of objects and displays telling the stories of our seas and rivers. Nearby on McLaren Wharf is the historic Port Adelaide Lighthouse (1869). As part of the visitor experience, the Museum runs regular Port River heritage tours on its historic police launch, the MV *Archie Badenoch* (1945).

Self-guided Visit: Key Information

Self-guided learning visits to the South Australian Maritime Museum are one of our core educational offerings. Use this learning guide to prepare for and get the most out of your visit.

Excursion information

- A site map is included on page 4.
- For embarking and disembarking, buses can park in the loading bay on the corner of Divett and Lipson Street, near the museum.
- We are currently unable to provide a secure space for bag storage. We recommend that students avoid bringing large backpacks and instead bring a smaller excursion bag with only the essentials.
- All front of house staff have their Working With Children Check and are trained in Responding to Reports of Harm and Neglect – Education and Care



For a full breakdown of site information and excursion FAQs, please visit the [Self-guided Tour of the South Australian Maritime Museum](#) program page or scan the QR code.

Accessibility

The museum is wheelchair accessible, with the exception of the lighthouse. Some wheelchairs may not be able to fit on the ketch or through doorways of all of the recreation cabins. There is an accessible bathroom on site. Additionally, we have sensory bags for children and adults. Please contact us if you have any accessibility requests or concerns.

Preparing your Students

The Museum is open to the public and therefore we require all visitors to be respectful of other people visiting the museum. Please let students know what to expect and what is expected of them when visiting the South Australian Maritime Museum.

- The museum is very big, with lots of galleries. Be sure to stick with your group so as to not get lost.
- Visitors are asked to keep noise to a minimum to be respectful of other visitors and staff.
- While in the museum, we walk calmly and do not run.
- We expect all visitors to share viewing spaces respectfully without pushing in front of others.
- Food and drink are not permitted in the galleries.
- The items on display are very precious and we ask visitors never to touch them unless there is signage or a staff member allowing you to do so.
- To get the most out of your experience, read the signs and labels to find out more about objects on display.
- If you have questions, feel free to ask the Visitor Engagement Officers and they will be happy to help.

Feedback

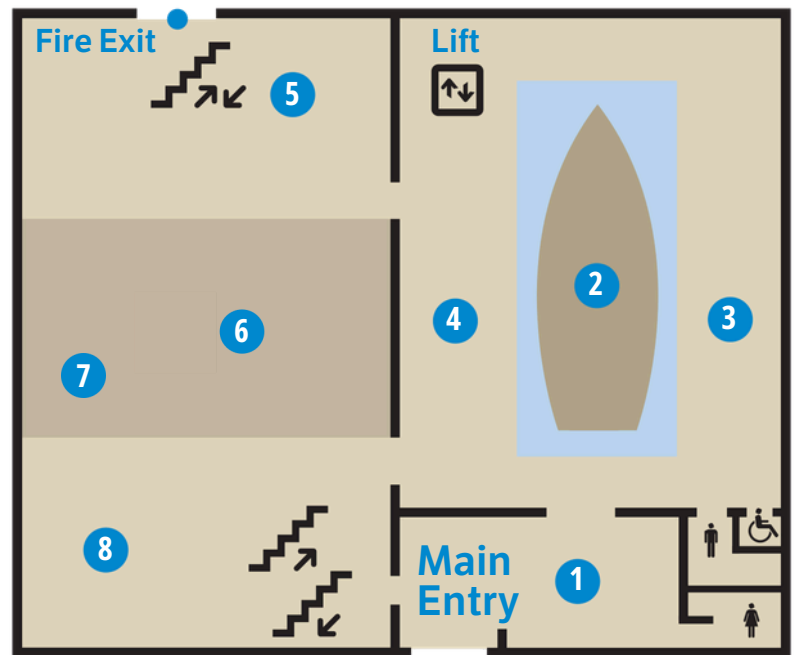
We always seek feedback to ensure that we keep improving our learning experiences. Please fill out the form after your visit to let us know about your experience:

[Museum Visit Feedback Form](#)



Gallery Map

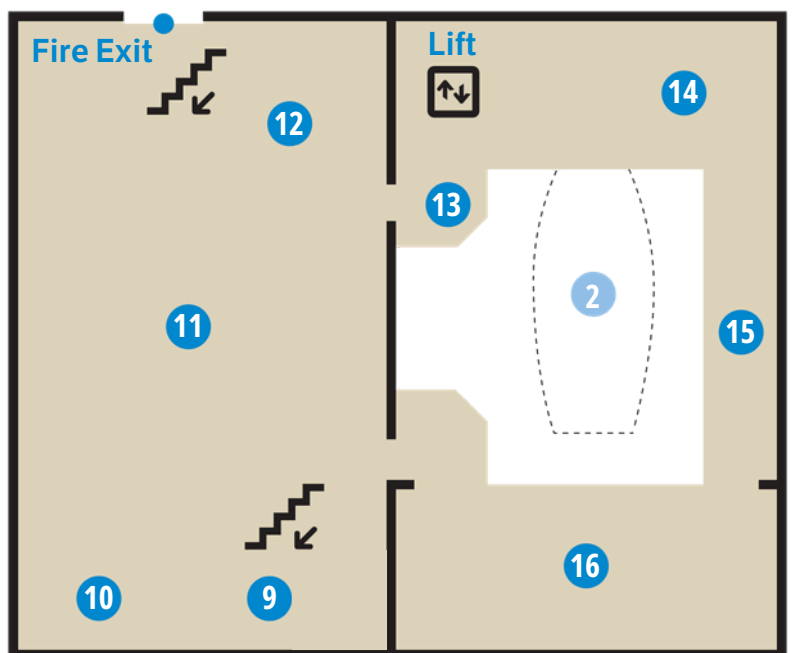
- | | | |
|--|--|-------------------|
| 1 Entrance, Shop and Toilets | 17 Bound for South Australia 1830s cabin | 20 Opal's Room |
| 2 Active II Ketch | 18 Bound for South Australia 1910s cabin | 21 Living in Port |
| 3 Figureheads | 19 Bound for South Australia 1950s cabin | |
| 4 The Mosquito Fleet | | |
| 5 Dolphins: The Port River Pod | | |
| 6 Yuki Bark Canoe - Sharing Ngarrindjeri Culture | | |
| 7 Mr Bond's Studio: Port Adelaide Through the Lens | | |
| 8 Action Stations: The Navy and South Australia | | |
| 9 HMS Investigator Anchor | | |
| 10 First Voyages: Exploring the Southern Coast | | |
| 11 Life's a Beach | | |
| 12 Wrecked! Tragedy and the Southern Seas | | |
| 13 Pondi: Kurri Winth-Amaldi (Murray Cod: River Creator) | | |
| 14 Tapestry of Treasures: The First Nautical Museum | | |
| 15 Figureheads | | |
| 16 Windjammers | | |



Ground floor



Basement



Upper floor

Navigating the Galleries

Here are some of the permanent exhibitions you may like to visit during your excursion and their central topics. Please note this is not an exhaustive list and there are always object change-overs and temporary exhibitions.

Exhibition	Key Topics	Location
Active II Ketch	Replica Sailing Ship, Interactive Exhibit, Cargo Transport	2
The Mosquito Fleet	1800s-1900s Sailing Ships, Working Ships	4
Yuki Bark Canoe	Ngarrindjeri Culture, Traditional Watercraft, First Nations History	6
Action Stations: The Navy and South Australia	South Australian Navy, First and Second World Wars	8
First Voyages: Exploring the Southern Coast	Matthew Flinders, Nicholas Baudin, Coastal Mapping, Natural Sciences, Flora and Fauna Documentation	10
Wrecked! Tragedy and the Southern Seas	Shipwreck, Archaeological Records	12
Tapestry of Treasures: The First Nautical Museum	Vintage Maritime Collection, Antique Showcases, Seafarers' Crafts and Souvenirs	14
Windjammers	Commercial Sail, Cargo Transport, Interactive Exhibit	16
Bound for South Australia cabins	Replica Cabins, Interactive Exhibit, 1830, 1910, 1950	17, 18, 19
Opal's Room	Interactive Exhibit, Children's Exhibit	20
Living in Port	History of Port Adelaide, Industry, Workers Strikes	21

Activities

Your visit to the South Australian Maritime Museum will naturally be centred around exploration of the galleries and the stories they display. To extend learning, we have created a series of pre-visit, during and post-visit activities that are adaptable to suit your class' interests, year level and learning needs. Many of the activities apply to multiple areas within the museum so that you can explore according to the interests to your group. If an activity requires you to be in a particular location, this will be clearly stated.

Look for the icons to help you identify the kind of activities on offer from art and creative writing, to technical knowledge and research. For example:



Additional Resources

There are other great resources from the South Australian Maritime Museum that you can use before or after your visit.

[Life Onboard Teaching Series](#)

[Yuki Bark Canoe - sharing Ngarrindjeri culture](#)



Learning
Activities

PRE-VISIT



**Word Wall**

20 minutes

Resources: Poster paper,
Markers

Check your current understanding of maritime history 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 Australian maritime history.
2. On one or more pieces of poster paper, brainstorm a list of key terms, words and concepts.
3. When your list is complete, 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.

**Make your own entertainment**

60 minutes

Resources: coloured whiteboard markers, paper plates, bendable card paper or cardboard roll, art supplies

Students consider the challenges of passing the time on a long sea journey, then make and play with a vintage toy that would have been played on board.

1. Ask students to help you brainstorm a list of all the different things they like to do in their free time. Write the activities on the board.
2. Choose two different coloured whiteboard markers. With one colour, cross out all the activities that rely on modern technology. With the other, cross out the activities that you couldn't do on board a ship.
Discuss:
 - What's left?
 - If you were taking a long journey by ship, what could you do to pass the time? What would that be like?
3. Watch [this video](#) on how to make a quoits game.
4. Divide the art resources and make and decorate your own quoits set.
5. Allow time for students to play with their quoits and test out different versions of the game
6. Come back together as a class and discuss what it would be like if this was your only toy for a journey of four months.

Mapping the coast

120 minutes,
across two
lessons

Resources: Smartboard or projector,
pens and pencils, worksheets



Learn about the mapping of Australia by examining the maps that came before the version we use today.

- As a class, explore the website and the three maps listed below:
 - Website - <https://www.pastmasters.org.au/early-maps-of-australia.html>
 - Map 1 - <https://nla.gov.au/nla.obj-334686747/view>
 - Map 2 - <https://nla.gov.au/nla.obj-232553076/view?searchTerm=map+of+australia#search/map%20of%20australia>
 - Map 3 - <https://nla.gov.au/nla.obj-232607560/view>
- Discuss your initial thoughts on the following questions:
 - Why are the maps so different?
 - What information did they use in the creation of their maps?
 - What were the motivations for creating these maps?
 - Why are they different from our current map of Australia?
 - Why did the name of the country change on these maps?
 - What challenges would prevent a map maker from completing the entire map of Australia in one go?
- Divide the class into groups and assign each group one of the above questions to research.
- Distribute the 'Who Mapped Australia?' worksheet and allow time for the students to complete it.
- Come back together to share your findings.



Worksheet:
'Who Mapped
Australia?'



Learning
Activities

DURING YOUR VISIT



ACTIVE II

PORT ADELAIDE

Diary entry from on board	30 minutes	Resources: Writing book and pencils	Exhibit 17, 18 or 19
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Immerse yourselves in the recreated ship cabins then write a diary entry, imagining yourself as a sick passenger on board a voyage to Australia.

1. Gather together as a class and explain the task: to imagine yourself as a sick passenger travelling to Australia. Students will then write a diary entry capturing their experience.
2. Spread students among the three cabins and instruct them to sit on the beds or benches with their workbooks and pencils (please do not allow students to take pens into the cabins). Allow them about 20 minutes to write their diary entry from their spot in the cabin. They might consider:
 - what symptoms they have and how they feel
 - what medical treatment have they received
 - what the weather is like and what is happening on board the ship
 - what entertainment they have available
3. After completing their diary entry, give them the opportunity to share with another student.

Observational drawing	30 minutes	Resources: Paper or an unlined book, pencils and a clip board	Any museum location
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Students capture the likeness of one of the historic objects at the museum by sketching it and labelling its parts. The multi-sensory nature of observational drawing has been linked to increased recall and longer term memory, even above note taking.

1. Explain to students that they are going to walk around a designated area of the museum and find an object that captures their interest.
2. They will then sketch that object, using their observational skills to capture all visible elements. They will then label the drawing with its name and key parts.
3. You could also provide this [Object Analysis Worksheet](#) for students to make further notes.
4. Let students know how much time they have and where they should meet you when they are finished. Send them into the designated area to complete the activity.
5. When the class comes back together, allow time for students to share their sketch and notes with another student.

Evidence of connection to land and water	20 minutes	No resources needed	Exhibit 6
Explore the <i>Yuki Bark Canoe - sharing Ngarrindjeri culture</i> exhibition and reflect on the yuki's significance in Ngarrindjeri culture. 1. As a group, explore the <i>Yuki Bark Canoe</i> exhibition. 2. Come together to discuss it as a class. a. What role did the yuki play in Ngarrindjeri life in the past? b. Listen to Uncle Major 'Moogy' Sumner. Why is the yuki still so special to Ngarrindjeri people today? c. Based on the information in this exhibition, what is the significance of water and waterways to Ngarrindjeri peoples' lives and culture? 3. Once back in class, you might like to visit the Yuki Bark Canoe website to explore more about the story of the exhibition and utilise some of the learning resources.			



Sailing Mechanics	30 minutes	Resources: clip board, paper and pencils	Exhibit 2
Students analyse the various parts of the ketch and how they functioned. 1. Bring your students on board the ketch and explain that they are going to analyse one part of the boat, then report back on its function. Parts of the ship might include: the galley (kitchen), the sail, the mast, the hull etc. 2. Students choose a section to sketch and then make notes on: a. Which part of the ketch they are looking at, and if they know its name b. How they think their part functions c. How they think it contributes to the ship's overall operation d. How it might be maintained and cared for e. What would happen if it were not there 3. After taking notes, come back together as a class and present the parts of the ship. Discuss together how the ship functions. Where there any parts that were not essential? How do they all work together?			



A figurehead's tale

40 minutes

Resources:
Workbook,
pencils or pensExhibit 3 (upstairs and
downstairs)

Ask your students to find a figurehead that they think has a lot of personality. Then ask them to imagine that object could talk.

1. Instruct students to write a short creative piece telling the history and life of the figurehead. They can consider the following questions:
 - a. What did a typical day-in-the-life of this object look like?
 - b. What type of people did the object interact with in its lifetime before being in a museum?
 - c. Where did it travel in its life before being in the museum?
 - d. What type of people come to visit it now that it is on display?
 - e. Why was that object so special as to end up in a museum? Does it consider itself to be a very special and important object or is it confused about why it is there?
 - f. What was its biggest adventure?
2. Take time to share the stories and highlights afterwards as a class or in small groups.



Learning
Activities

POST-VISIT



Make a compass120 minutes,
across two lessonsResources: Compass, paper,
ruler, pencils, corks, plastic bowls,
metal paper clips, water and pens

Ships traditionally navigated using technology like the compass. Try making one of your own and testing your navigation abilities.

1. Divide the class into groups and assign each group one of the following navigational instruments, with the instruction to research its composition, function and use.
 - octant
 - chronometer
 - sextant
 - magnetic compass
 - leadline
 - binnacle
2. As a class, share your findings about each instrument.
3. Next, watch the YouTube video '[How to Make Your Own Working Compass](#)'.
4. Instruct students to use the provided materials and video instructions to make their own compass. To make sure it is working, they can test it alongside a real compass. Remind students to mark N, S, E, W on the sides of the bowl to indicate the compass' orientation.
5. In those same groups, map out a course around an area of the school, using compass points as directions. Then write down the directions to a final destination.
6. Pack up your compasses, ready to put to the test in the next lesson.
7. In your second lesson, allow time for the groups to check their courses and hide an object of their choice at the end of the course.
8. Swap courses with another group and use your DIY compass (or the real one) to complete the course.
9. Come back together to discuss and share how you went navigating using this old technology. Were you successful? What things were challenging or easy? How does it compare to modern navigation technology?



Migration and maritime history

120 minutes,
across two lessons

Resources: smartboard or projector, computer or tablets, writing books, presentation materials



Migration and Maritime history have always been linked. Learn a little about the shared history in this source analysis.

1. As a class, begin by looking at the poster *Australia: the Land of Opportunity*. Consider the following questions and explore them together. This poster is from the 1910s, before World War I.
 - a. What do you know about life in Britain in this time?
 - b. What types of people might have been attracted by this poster?
 - c. Who is the target audience?
 - d. What can this poster tell us about gender roles in this period?
 - e. What colours feature on this poster? What do they represent?
2. Then, students create a research question on the connection between South Australia's maritime and migration history. Our Historical Inquiry video and worksheet can be used to guide student work.
3. Once students have had their research question checked, they should begin their research. This research guide may help them locate sources.
4. Students can share their answer in a number of ways, for example:
 - a. historical inquiry paper
 - b. poster
 - c. video
 - d. presentation
5. Come back together as a class so students can discuss their findings and share what they have learnt.

Shipboard Surgeons and Medicine Over Time

120 minutes, over two lessons

Resources: smartboard or projector, computers, workbook and pens, poster making resources



Examine the surgical kit Dr Everard brought to Australia on the *Africaine*; one of the first nine ships that brought British migrants to South Australia.

1. Start your first lesson by watching the YouTube video [Curators Talk: Shipboard Surgeons](#) and discuss the following questions and prompts:
 - a. Can you list the medical tools and treatments you can remember mentioned in the video?
 - b. 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?
 - c. What other kinds of people do you think would have been on board to establish the colony of South Australia?
2. Now, divide the class into groups and assign each one of the following time periods:
 - a. 1820-1880 (Pre-germ Theory)
 - b. 1880-1945 (Bacteriological revolution)
 - c. 1945-1975 (Antibiotic & clinical Era)
 - d. 1975-2005 (Molecular & technological Era)
 - e. 2005-Present (Digital era)
3. Each group will research and make notes on the key medical treatments available and commonly used during their era.
4. In the second lesson, reassemble the groups and ask them to design a medical kit for their era using their research. They can present as a poster or digital presentation. They should consider:
 - a. diagnostic medical tools
 - b. medicine
 - c. surgical tools
 - d. treatments
5. When all groups have completed the task, have each group present in chronological order.
6. As a class, reflect on the development of medical treatment over time.
 - a. How has our understanding of the body, ailments and their treatments changed over the last 200 years?
 - b. How have these developments changed society?
 - c. Are there technologies that you expected to see earlier? Or ones that have been around for a surprisingly long time?

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



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



history.sa.gov.au
Torrens Parade Ground, Adelaide
(08) 8203 9888



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



motor.history.sa.gov.au
Shannon St, Birdwood (08)
8568 4000



maritime.history.sa.gov.au 126
Lipson St, Port Adelaide (08)
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