

## Grass Dukes & Shepherd Kings

Middle phase (Grades 6 – 10)

Pre-visit activities

Suggested teaching and learning experiences	Subject and learning focus
<p><b>Background reading and useful resources</b></p> <ul style="list-style-type: none"> <li>• Read the curator’s essay <i>The “Shepherd Kings” of the Darling Downs</i> <a href="http://slq.qld.gov.au/whats-on">slq.qld.gov.au/whats-on</a></li> <li>• View the collection of images on State Library’s Historypin channel <a href="http://www.historypin.com/channels/view/id/8760004/">www.historypin.com/channels/view/id/8760004/</a></li> <li>• Search State Library’s One Search catalogue <a href="http://onesearch.slq.qld.gov.au">onesearch.slq.qld.gov.au</a> for “Darling Downs” and refine by resource type (e.g. maps, images)</li> </ul> <p><b>Discover the Darling Downs</b></p> <ul style="list-style-type: none"> <li>• Where is the Darling Downs region? <ul style="list-style-type: none"> <li>○ View a series of physical and digital maps, including topographic, political and thematic maps</li> </ul> </li> <li>• Who moved to the Darling Downs in the 19<sup>th</sup> century? What is a <i>squatter</i>? What is a <i>pastoralist</i>? Has the meaning of these terms changed over time?</li> <li>• Why did these people move to the Darling Downs?</li> <li>• What was the social, political and geographical climate of South-East Queensland in the mid to late 19<sup>th</sup> century? <ul style="list-style-type: none"> <li>○ Create a timeline of important events</li> </ul> </li> <li>• Who were the traditional custodians of the land now called the Darling Downs? <ul style="list-style-type: none"> <li>○ What happened to them?</li> </ul> </li> </ul> <p><b>Where is your “village”?</b></p> <ul style="list-style-type: none"> <li>• What makes a community? <ul style="list-style-type: none"> <li>○ Consider where you live, shop, go to school, play sport, visit the doctor and meet up with friends.</li> </ul> </li> </ul>	<p><b>History</b> Learn the stories behind the people who came to Australia and why they migrated and settled here</p> <p>Discover the nature and extent of movement of 19<sup>th</sup> century settlers</p> <p>Sequence historical events, developments and periods</p> <p><b>Geography</b> Focus on communities: what and where are the patterns and impacts of settlements</p> <p>Consider the resilience and sustainability of communities</p> <p><b>SOSE</b> Observe, visualise, estimate, sketch and measure a range of maps</p>

*all yours*

<p>Where do you learn about current events? Where do your food, clothing, and personal items come from?</p> <ul style="list-style-type: none"> <li>• Map the geographical boundaries of your community, e.g. draw your own map, highlight an atlas / street directory, or tag a GoogleMap <a href="https://maps.google.com.au">maps.google.com.au</a></li> <li>• Do you think people in the past had larger or smaller communities? Why?</li> <li>• Considering your requirements within a community, design a self-contained village. “Design thinking” lessons and videos are available <a href="https://www.designonline.org.au">www.designonline.org.au</a></li> </ul> <p><b>All about ewe</b></p> <ul style="list-style-type: none"> <li>• Discover how sheep breeding defined the Darling Downs. <ul style="list-style-type: none"> <li>○ Why sheep?</li> <li>○ Where did the sheep come from? Discuss the import / export of livestock.</li> <li>○ How did sheep breeding impact on the natural environment and on the economy?</li> <li>○ Who was “Old Billy”?</li> </ul> </li> </ul> <p><b>Extension activities</b></p> <p>Read, listen to, or watch <i>On Our Selection</i> (1899) by Queensland author Steele Rudd. Find and request the resources at State Library <a href="https://onesearch.slq.qld.gov.au">onesearch.slq.qld.gov.au</a>, and download or view online <a href="https://www.gutenberg.org/ebooks/3677#download">www.gutenberg.org/ebooks/3677#download</a></p> <p>Watch Australia’s first films, including original footage of <i>Harvesting in the Darling Downs</i> and <i>Dipping Sheep near Toowoomba</i> <a href="https://www.bit.ly/PT18CE">www.bit.ly/PT18CE</a></p>	<p>Show how the environment was defined and changed by human activity, e.g. resource use</p> <p>Identify the factors that shape personal identity and a sense of belonging to groups</p> <p><b>English</b></p> <p>Make connections between own experiences and those of people and events from the past</p>
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**During visit activities**

Suggested teaching and learning experiences	Subject and learning focus
<p><b>Philip Bacon Heritage Gallery, level 4</b>  <i>Please note that photography is not permitted in the gallery. Sketchbooks, notepads, tablets and pencils are welcome.</i></p> <p>a. Complete the following activities.  b. Comment on your visit via the visitors’ book or post-visit email.</p>	<p><b>History</b></p> <p>Identify the origin, purpose and context of primary and secondary sources</p> <p>Locate, compare and select</p>

*all yours*

Take your time exploring *Grass Dukes & Shepherd Kings*. What is your initial impression walking into the gallery? How do you feel in this space?

- How do the old maps compare with those you studied in class?
  - Can you spot differences in the topography or the political and property boundaries?
  - How has cartography changed over time? Note the size, orientation, legend and scale.
- List the pastoralists' leisure activities and compare with those in which you participate today, e.g. kangaroo hunting, lawn tennis and croquet.
- What can you discover about people's daily lives from the artworks and images? Consider their clothing, houses, furniture, gardens, and activities. [Keep notes / images to help plan your post-visit social event.]
- From the information available, what issues were important to them at the time?
- Profile a pastoralist: list their name, age, physical description and occupation. What were they known for? What happened to them? [Keep your research notes for your post-visit report.]
- Compare the garden styles of the period with the gardens you see today. Why did the pastoralists design their gardens so formally? What types of plants were they growing?

**Extension activity**

Relax, eat and discuss your exhibition experience outside in the Talking Circle (level 1). Begin your discussion with an acknowledgement / Welcome to Country. (South Bank was originally a meeting place for the traditional landowners, the *Turrbal* and *Yuggera* people.) [communities.govnet.qld.gov.au/oatsip/documents/welcome-to-country.pdf](http://communities.govnet.qld.gov.au/oatsip/documents/welcome-to-country.pdf)

information from a range of sources as evidence

Identify and analyse the perspectives of people from the past

**SOSE**

Observe, visualise, estimate, sketch and measure a range of maps

**Geography**

Consider the provision of and access to community services

Describe the change occurring through the process of gentrification and urbanisation

**English**

Explain how images contribute to our understanding of written text

Examine how texts reflect the context of culture and situation in which they were created

**Cross-curricular priorities**

Understand that experiences can be viewed through historical, social and political lenses

**Post-visit activities**

*all yours*

Suggested teaching and learning experiences	Subject and learning focus
<p><b>Create a class gazette</b> Celebrate your class community by creating a class gazette, similar to the <i>Maryvale Gazette</i>. Each person contributes an article, image or artwork.</p> <p><b>Darling Downs social event</b> Plan an historical “Pastoral Queensland” social event and invite your family and friends. Use your prior research and visit to the exhibition to inform every aspect of the event: clothing, furniture, recipes, music, leisure activities, entertainment, etc.</p> <p><b>A day in the life of...</b> Present, perform or publish the daily life of a “Grass Duke” or “Shepherd King” in 19<sup>th</sup> century pastoral Queensland.</p> <ul style="list-style-type: none"> <li>○ Write a biography, diary entry, or newspaper article</li> <li>○ Write and perform a poem or play</li> <li>○ Create, film and/or perform a documentary or game show, e.g. <i>This is Your Life</i></li> </ul> <p><b>How does your garden grow?</b> Consider the gardens of the 19<sup>th</sup> century. Could you grow a similar garden, using similar plant species, in your local area? Why / why not? Design a formal garden space, using a 3D design tool like Google Sketch Up. <a href="http://sketchup.google.com/download/">sketchup.google.com/download/</a> Bring your design to life at school or home. (If space is an issue, why not try potted plants?)</p> <p><b>Extension activities</b> Organise a trip to Glengallan Homestead and Heritage Centre; one of the few remaining examples of a substantial 19th century country house in Queensland. <a href="http://www.glengallan.org.au">www.glengallan.org.au</a> Group admission is \$3 per child and \$8 per adult.</p> <p>Visit a local cemetery to identify life expectancy in the 19<sup>th</sup> century. Look for tombstones from the 1800s. How old were these people when they died? Graph their ages and compare with those who have died in the 20<sup>th</sup> and 21<sup>st</sup> centuries. (Find obituaries in the local paper.) What might have accounted for their shortened life expectancy?</p>	<p><b>English</b> Participate in and contribute to discussions, clarify and interrogate ideas, share and evaluate information, experiences and opinions</p> <p>Present or publish a recount or narrative to reflect a variety of viewpoints</p> <p><b>History</b> Develop texts (narratives and descriptions) that use evidence from a range of sources</p> <p>Select and use a range of communication forms</p> <p>Appreciate the contribution of individuals and groups to the development of society</p>



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