



# Education Module

# SOSE Year 7

## Introduction

This program contains information and references to teach year 7 students about Australian history based on Old Government House in Brisbane, Queensland.

The program has been designed to fit within the SOSE essential learnings.

## The program consists of:

- teacher information
- pre-visit learning
- during-visit tasks
- post-visit learning
- bibliography and recommended web sites

## Additional resources:

- Ham's Map of Brisbane in 1863
- Fact sheets about Old Government House:
  - A. Establishment of Government House
  - B. Design of the House
  - C. House servants
  - D. Family home and social hub
  - E. Role of the Governor

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## TEACHER INFORMATION

Completed in 1862, Old Government House is one of Queensland's most important heritage buildings. It holds immense historical significance in terms of the formation and development of the state, and provides a tangible point of reference for examinations of the social and cultural practices of our past.

With Brisbane's skyline now thick with the shimmering glass and steel of corporate towers, it is easy for young people to underestimate just how important this classic sandstone and porphyry house was in the early years of settlement. Understanding that it was a virtual palace against the backdrop of a 'shantytown of huts scattered throughout the bush' will better place students to appreciate its symbolic power and the role it played in the establishment of Queensland.

This educational module is designed to fit in with the Year 7 study of Australian history – it provides a good opportunity to focus on Queensland colonial life and Brisbane history in particular. A number of key historical figures and events have links to Old Government House, and the building itself is a revealing artefact of life in the late 19th century.

For these reasons, a study of Old Government House also provides a window into a very significant era in Australia's past. In visiting the museum, students will learn much about colonial Queensland. They are encouraged to consider the class system of days of old – what was daily life like for a scullery maid, compared to the Governor's wife? They are asked to reflect on the many technological innovations that make modern life so comfortable – how did the House run without piped water or electricity? They are asked to consider how Queensland's climate would have affected the design of the building – what features have been incorporated to accommodate heat and humidity? Students should also examine the cultural meanings of "heritage" – why is it important to preserve historical material? Old Government House and its place in Australian history provides an excellent opportunity for SOSE Essential Learnings to be met (Queensland Curriculum Assessment and Reporting Framework).

There is much scope in terms of the implementation of the activities provided in this module. The nature of the activities is such that they may be used to provide a quick focus on the relevant issues or when used in a particular sequence, facilitate the development of students' understanding and skills. Worksheets 1 and 2 are strongly recommended as a way of providing an essential overview of Old Government House and its historical context, but it is ultimately up to the teacher to decide how they choose to implement the educational resources provided to cater to the particular needs of their students. There is scope within the package for the activities to be used to enhance the learning experiences of students in a range of ways. The combination of individual and co-operative tasks allow educators to use these activities as a medium through which to develop student skills and to cater to a multiplicity of intelligences. There is also the possibility of making cross-curricular links.

# SOSE Essential Learnings by the end of Year 7

*NB: Information taken from [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) and current as at June 2009*

## Learning and assessment focus

Students use their knowledge of societies and environments to investigate ideas, events, places, cultures and systems and make connections to their own experiences. They identify social and environmental values and ethical positions in local, national and global contexts. They develop the capacity for appropriate responses to address problems and issues in their communities, and recognise the applications of these processes to meet community needs. Students consider their own opinions, experiences and understandings to develop respect for and to value Aboriginal people and cultures and Torres Strait Islander people and cultures. They use inquiry processes and models to apply their understandings of social and environmental topics and issues in a range of contexts. They communicate using texts designed for different audiences and social purposes, and they individually and collaboratively plan and apply strategies for participating, both individually and collaboratively, in representative groups. They reflect on their learning and investigations to clarify values and beliefs. Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate within social and environmental contexts.

## Ways of working

### Students are able to:

- identify issues and use common and own focus questions
- plan investigations using inquiry models
- collect and analyse information and evidence from primary and secondary sources
- evaluate sources of information and evidence for relevance, reliability, origins and perspective
- draw conclusions and make decisions based on information and evidence by identifying patterns and connections
- communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts
- respond to investigation findings and conclusions by planning and implementing actions
- apply strategies to contribute effectively to representative groups and to participate in civic activities
- reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace
- reflect on learning, apply new understandings and identify future applications.

## Knowledge and understanding

- Time, continuity and change
- Place and space
- Culture and identity
- Political and economic systems

# PRE-VISIT LEARNING

The following activities can be used as a bank from which to draw.

## Unit 1: Queensland is born

A reading comprehension exercise about Queensland's early history and separation from New South Wales.

## Unit 2: The story of Old Government House

A reading comprehension exercise about the background, design and construction of Old Government House. The power of symbolism is a key theme. A conceptual exercise asking students to visualize the Brisbane of 1862 based on the information provided and to choose a site for their own Government House on a mock map.

## Unit 3: Who was 'The Governor'?

A reading comprehension and research exercise about the role of the Governor.

## Unit 4: Australia in the 1800s

Students are asked to think about what life was like in Colonial Queensland in a "Then and Now" exercise. A writing task requires them to think about the way communication has evolved over time, in terms of language style and speed of transmission. Students are asked to consider what is the same about life today compared to life in the 19th century, and what things have changed.

## Unit 5: Everyone in their place

Students learn about social status, class division and discrimination in 19th century society. A role play exercise asks students to act out interactions between characters with consideration for how their class is reflected in their dress, tone of voice, language used, etc.

## Unit 6: People make history

A case study on the Lamington family teaches students that individual people have the power to make history. Students are asked to think about which community leaders today will be remembered in the future, and how we commemorate people for their contributions to society.

## Unit 7: What is "heritage"?

Students are asked to consider the cultural meanings of heritage. A time capsule class activity has students thinking about what people in the future could learn about life today from various everyday objects.

# Unit 1: Queensland is born

Use fact sheet A to help you answer this unit.

1. When was the Moreton Bay penal settlement established? \_\_\_\_\_

2. Who were the custodians of the river and surrounding land before European settlement?

The \_\_\_\_\_ and \_\_\_\_\_ people.

3. When were free settlers allowed to come to Brisbane? \_\_\_\_\_

4. The Moreton Bay District separated from New South Wales and became an independent colony known as Queensland in \_\_\_\_\_

5. Name the Queen who gave Queensland its name. Queen \_\_\_\_\_

6. Queensland's first governor was Sir \_\_\_\_\_

7. Queensland began as a British-controlled Crown colony.  True  False

8. What does the underlined word mean? Provide some synonyms.  
(Use an online dictionary and thesaurus to help you.)

*An estimated 4000 jubilant people lined Brisbane's streets to welcome Sir George and Lady Bowen as they made their way from the Botanic Gardens landing to the temporary Government House.*

Meaning: \_\_\_\_\_

Synonyms: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The word 'jubilant' comes from an old Latin word 'jubilate', meaning 'to shout for joy'.  
What other words do you think might also be related?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Unit 2: The Story of Old Government House

Read the following text then answer the questions below.

One of the first actions of Queensland's inaugural parliament was to vote £10,000 towards the design and construction of a Government House. Considering Queensland's population at the time was only 25,000 people, this was a large amount of money and showed just how important the building of this house was to the new colony. Government House had to serve two distinct purposes: as a private residence it would be home to the governor and his family, and as an official state office it would be the hub of colonial life for the then frontier-town of Brisbane.

The newly-appointed Government Architect, Charles Tiffin, completed the plans within weeks. His drawings were of a grand Greek Revival style house, incorporating a number of adaptations to better suit Brisbane's hot climate. The building's position on a 'delightful' rise of ground in the reserved government domain commanded 'a splendid view of the river'. It was designed to be an impressive sight for visitors arriving by ship: as they circled the point, the grand house sitting high on the promontory would come into view as a symbol of Queensland's potential prosperity. Against the backdrop of early Brisbane – a frontier town of dirt tracks and huts scattered throughout the bush, where straying pigs were a major public nuisance – Government House stood tall as a vice-regal palace.

Local builder Joshua Jeays began work on Government House in October 1860. He used locally sourced building materials included sandstone from Jeays' Goodna Quarry, volcanic rock known as porphyry from Windsor, red cedar, hoop pine and Brisbane-manufactured cast iron. The final fit-out of the house with local and imported furniture, and imported marble mantelpieces, chandeliers and carpets, took place in March 1862 with the House officially completed the following month.

1. What do the underlined words mean?

inaugural:

hub:

promontory:

prosperity:

frontier:

2. What two purposes did Government House have to serve?

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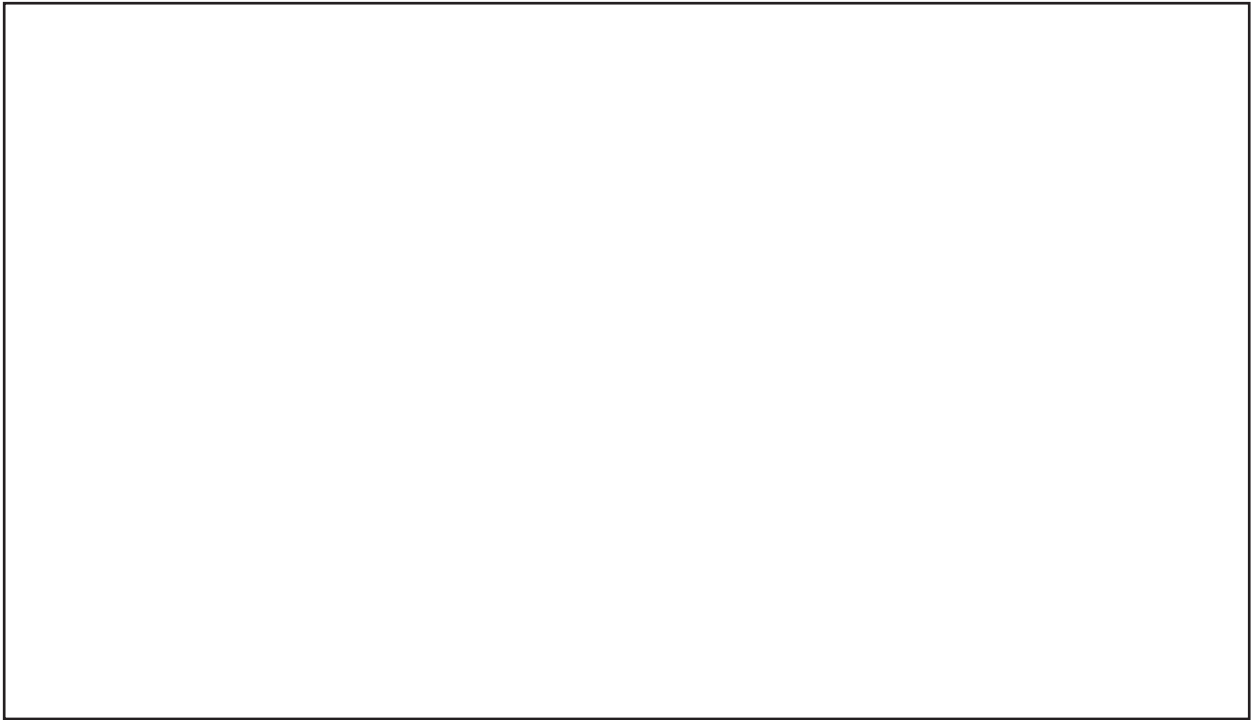
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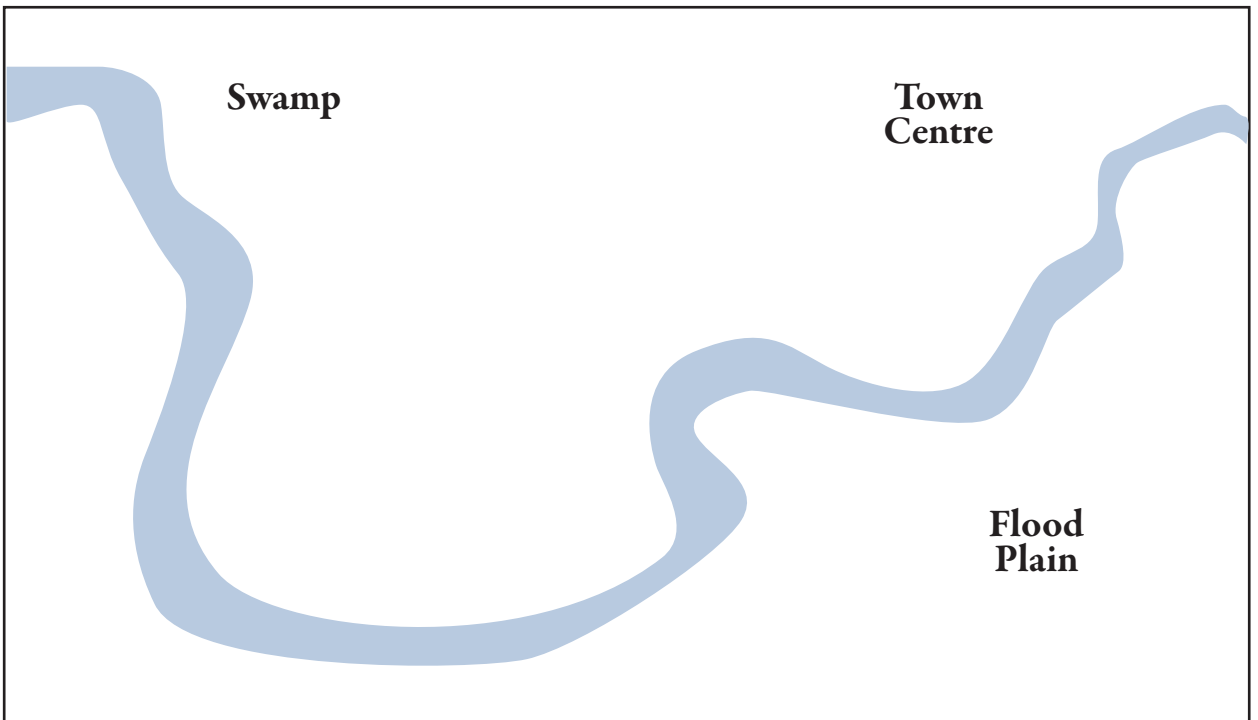
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3. Draw a picture of Brisbane as you imagine it in 1863.  
Look at Ham's Map of the City of Brisbane (see resources). Imagine you are at Old Government House looking out the window. What can you see?



4. Imagine you are the first governor of a new colony. Where would you choose to build a Government House?



Explain the reasons for your decision. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Unit 3: Who was 'The Governor'?

Use fact sheet E and the internet to help you complete this unit.

Until Australia became a nation in 1901, the colonies were essentially distant outposts of the British Empire. The Queen had to give her approval before laws could be passed, but she could not physically be in all places at once and it took three months to send documents to England by ship in the mid-1800s, so for practical reasons the Governor was appointed as her representative to sign documents and make decisions on her behalf.

What does 'vice-regal' mean?

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Who were Queensland's first eleven governors?

1. _____	7. _____
2. _____	8. _____
3. _____	9. _____
4. _____	10. _____
5. _____	11. _____
6. _____	_____

Can you find the surnames of the Governors? Names go left to right or top to bottom.

P	I	W	Z	N	R	U	M	H	M	B	O	W
E	N	L	T	O	G	K	A	P	N	U	C	W
M	U	S	G	R	A	V	E	B	N	Y	F	B
G	A	K	V	M	L	Q	V	B	O	O	G	K
O	C	K	Z	A	E	U	I	Q	R	K	P	C
Q	T	D	O	N	O	M	W	L	M	Z	M	W
L	D	J	B	B	L	A	C	K	A	L	L	F
M	D	G	G	Y	N	C	T	A	N	S	J	B
O	D	R	V	L	N	G	H	L	L	C	C	O
S	R	K	R	N	O	R	H	A	D	A	F	K
A	F	D	K	C	H	E	R	M	S	I	D	E
B	T	F	E	B	A	G	E	I	G	R	O	N
E	A	R	B	F	M	O	C	N	A	N	J	N
H	I	R	O	K	G	R	H	G	I	S	B	E
D	R	H	W	M	R	S	K	T	B	F	T	D
Y	C	H	E	L	M	S	F	O	R	D	U	Y
C	W	F	N	O	I	D	C	N	B	O	S	G



Which of the following were duties or powers of the governor? (Tick as many as you need to.)

- |  |  |
|--|--|
| <input type="radio"/> to pardon prisoners  | <input type="radio"/> to make up laws  |
| <input type="radio"/> to summon and dissolve parliament                                    | <input type="radio"/> to judge court cases   |
| <input type="radio"/> to arrest criminals  | <input type="radio"/> to commute death sentences                                       |
| <input type="radio"/> to collect taxes   | <input type="radio"/> to proclaim new goldfields                                       |
| <input type="radio"/> to catch stray dogs  | <input type="radio"/> to entertain important visitors                                  |
| <input type="radio"/> to appoint Ministers and members of the Executive Council            | <input type="radio"/> to grant Royal Assent to Acts of Parliament to enact legislation |
| <input type="radio"/> to decide on the minimum size of a cedar tree that could be cut down | <input type="radio"/> to command the defence force                                     |

How was the governor chosen? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Many places in Queensland are named after past governors. The clues below reveal the places named after the first 11 governors. Use Google Maps to help work it out and see where they are <<http://maps.google.com.au>>.

- A tropical city in far north Queensland, a major tourist centre. \_\_\_\_\_
- A park in South Brisbane, also important to Aboriginal people. \_\_\_\_\_
- A suburb on the northside of Brisbane, also has a large shopping precinct. \_\_\_\_\_
- A town in north Queensland, also famous for mangoes. \_\_\_\_\_
- A town in western Queensland on the Barcoo River. \_\_\_\_\_
- A suburb on the southside of Brisbane, suggests Scottish ancestry. \_\_\_\_\_
- Two terraces in Paddington that run parallel, are the first and last names of a Governor. \_\_\_\_\_
- A plateau in the Gold Coast hinterland, also the name of the national park. \_\_\_\_\_
- A suburb in the inner southside of Brisbane, it also has "Park" in the name. \_\_\_\_\_
- A small town near Wondai, west of Gympie may have been named after this Governor. \_\_\_\_\_
- A fiveways intersection in Brisbane where Musgrave Road meets Countess Street. \_\_\_\_\_

Today the role of the governor is mainly ceremonial. The governor does not participate directly in the political process, but appears at a range of public occasions to represent Queensland and perform other duties.

1. Who was Queensland's first female governor? \_\_\_\_\_
2. Who is Queensland's governor today? \_\_\_\_\_
3. What is the highest position in the Queensland Government today? (Clue: starts with 'P')  
\_\_\_\_\_
4. Who currently holds this position? \_\_\_\_\_

## Unit 4: Australia in the 1800s

### Read fact sheet B.

Life in the 1800s was very different from how it is today. There was no electricity, no running water and no piped gas. There were no cars, no aeroplanes and certainly no computers or the internet. Imagine how much harder life was, and how much longer everything took. Even going to the toilet was a major domestic chore – there was no sewerage system or plumbing pipes. You couldn't just flush waste away with the push of a button. It was somebody's job to empty the 'chamber pots' every morning – think about that next time your parents ask you to take the rubbish out!

### Exercise 1: Then and now

What do you do to be able to see inside when the sun goes down? \_\_\_\_\_

What do you think people did in the 1800s? \_\_\_\_\_

What do you do now when you need to wash your hands or have a shower? \_\_\_\_\_

What did people do in the 1800s? \_\_\_\_\_

What do you do now when you need to communicate with someone in England? \_\_\_\_\_

What did people do in the 1800s? \_\_\_\_\_

What do you do now for fun in your spare time? \_\_\_\_\_

What do you think children did in the 1800s? \_\_\_\_\_

What are your favourite toys? \_\_\_\_\_

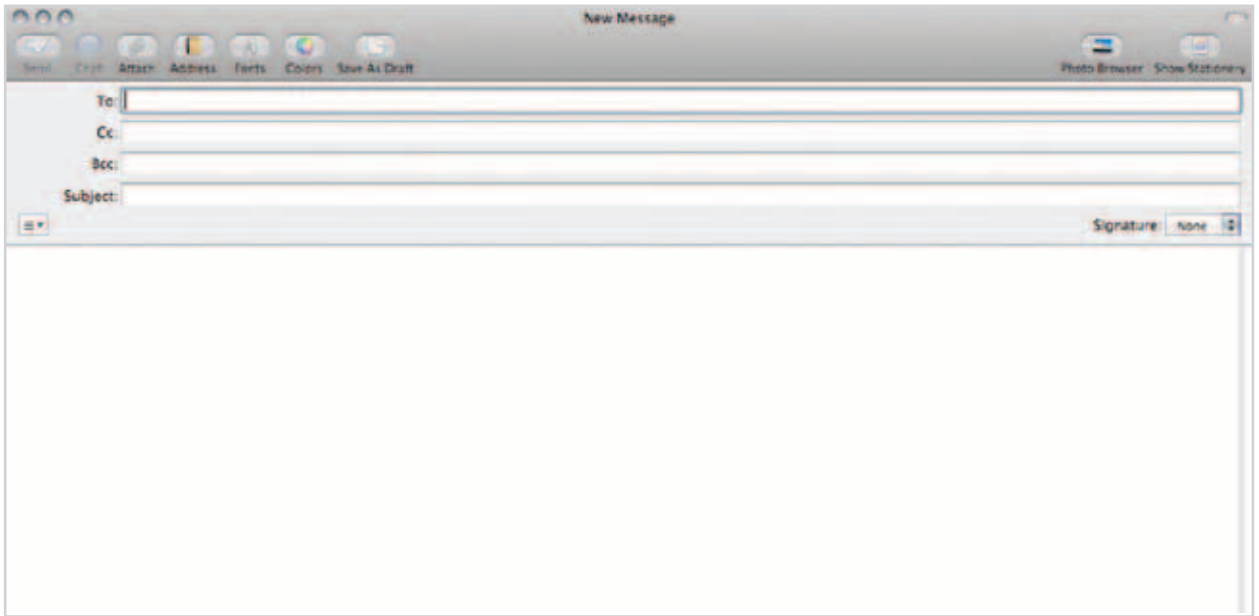
What sorts of toys do you think children played with in the 1800s?

How do you prepare dinner now? \_\_\_\_\_

How did people prepare dinner in the 1800s? \_\_\_\_\_

## Exercise 2: Staying in touch

Imagine you have a friend who lives in England. Write them an email about your past week at school. Think about the sort of language and characters you use when you communicate with people using the internet.



Now imagine you are a child growing up in the 19th century. Write a letter to a friend in England about your past week. Use your neatest handwriting and make sure you lay out the letter in the correct format.



After writing your email, how would you send the email to your friend? \_\_\_\_\_

\_\_\_\_\_

How long would it take to reach them? \_\_\_\_\_

After writing your letter, what would you need to do to send the letter to your friend? \_\_\_\_\_

\_\_\_\_\_

How long would it take to reach them in England? \_\_\_\_\_

### Exercise 3: Then and now

What things about life in the 1800s are still the same today? What has changed?

	Then	Now
Same		
Different		

# Unit 5: Everyone in their place

Read fact sheets C and D before completing this unit.

In the nineteenth century, society was divided by a “class system”. Each person’s place in society was determined by who their parents were, how much money they had, what their job was and their gender. There were particular rights and responsibilities that came with each level of class: people in the ‘upper’ class enjoyed far more power and privileges than those in the ‘lower’ or ‘working’ class.

## Exercise 1: Social Status



Upper Class



Lower Class or Working Class

Which class do you think the following words are associated with? Write them into the diagram above. You can put a word into more than one section if you want to.

- |          |            |            |        |              |
|----------|------------|------------|--------|--------------|
| cook     | nobility   | Aboriginal | shack  | The Governor |
| poor     | servant    | royal      | worker | rich         |
| labourer | mansion    | average    | posh   | born-to-rule |
| convict  | aristocrat |            |        |              |

## Exercise 2: Household Management

*Mrs Beeton's Book of Household Management* was a book published in 1861. It was widely used as a guide to all aspects of running a household and included recipes, cooking tips, advice on servants' pay and children's health. The following is an excerpt from the book outlining recommended wages for servants in middle to upper class households. ("Found in Livery" means that the employee was provided with food and clothing.)

### Mrs Beeton's Book of Household Management

The following table of the average yearly wages paid to domestics, with the various members of the household placed in the order in which they are usually ranked, will serve as a guide to regulate the expenditure of an establishment:—

#### Male Domestics

	<i>When not found in Livery.</i>	<i>When found in Livery.</i>
The House Steward	From 10 to 80	—
The Valet	" 25 to 50	From 20 to 30
The Butler	" 25 to 50	—
The Cook	" 20 to 40	—
The Gardener	" 20 to 40	—
The Footman	" 20 to 40	" 15 to 25
The Under Butler	" 15 to 30	" 15 to 25
The Coachman	—	" 20 to 35
The Groom	" 15 to 30	" 12 to 20
The Under Footman	—	" 12 to 20
The Page or Footboy	" 8 to 18	" 6 to 14
The Stableboy	" 6 to 12	—

#### Female Domestics

	<i>When no extra allowance is made for Tea, Sugar, and Beer.</i>	<i>When an extra allowance is made for Tea, Sugar, and Beer.</i>
The Housekeeper	From 20 to 15	From 18 to 40
The Lady's-maid	" 12 to 25	" 10 to 20
The Head Nurse	" 15 to 30	" 13 to 26
The Cook	" 11 to 30	" 12 to 26
The Upper Housemaid	" 12 to 20	" 10 to 17
The Upper Laundry-maid	" 12 to 18	" 10 to 15
The Maid-of-all-work	" 9 to 14	" 7-1/2 to 11
The Under Housemaid	" 8 to 12	" 6-1/2 to 10
The Still-room Maid	" 9 to 14	" 8 to 13
The Nursemaid	" 8 to 12	" 5 to 10
The Under Laundry-maid	" 9 to 11	" 8 to 12
The Kitchen-maid	" 9 to 14	" 8 to 12
The Scullery-maid	" 5 to 9	" 4 to 8

What do you notice about the wage for a male cook compared to a female cook? \_\_\_\_\_

What does this tell you about gender equality in the 1800s? \_\_\_\_\_

### Exercise 3: Picture Study

Look at each of the following pictures. Which class do you think the people in each of them belong to? Give reasons for your decisions.



Class \_\_\_\_\_

Reason \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Class \_\_\_\_\_

Reason \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Class \_\_\_\_\_

Reason \_\_\_\_\_

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\_\_\_\_\_



Class \_\_\_\_\_

Reason \_\_\_\_\_

\_\_\_\_\_

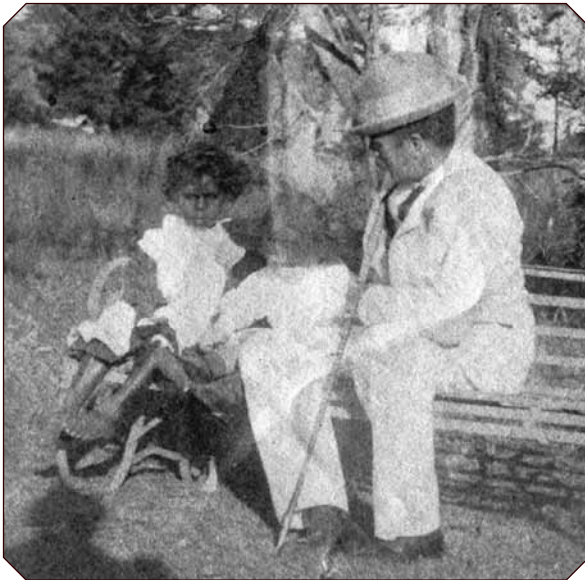
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## Unit 6: People make history

The Lamington family was one of the most popular families to ever live in Old Government House. Lord Lamington's youth and nobility made him an extremely popular governor with the people of Queensland. His wife, Lady Lamington, was a personal friend of Queen Victoria. Over 50,000 people turned out to welcome the Lamingtons when they first arrived in Brisbane in 1896.

Lady Lamington gave birth to two children while in Queensland, Victor and Grisell. The family loved animals and had many pets during their stay at Old Government House, including three dogs, horses, parrots, cockatoos, kookaburras, magpies and a cassowary that ate whole apples.



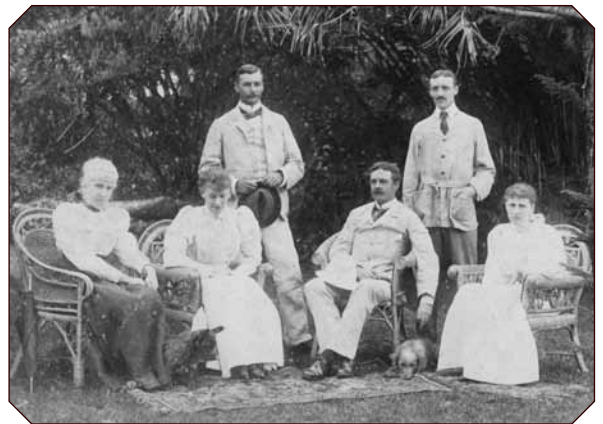
*Lord Lamington sits in the garden with his son Victor, and Mary, an Indigenous girl from Fraser Island who had lost her father and was taken in by the Lamingtons.*

Lord Lamington was one of the first people to speak out about the poor treatment of Indigenous people. Considering Aboriginal people were not allowed to vote or be counted as part of the population until the 1960s, Lord Lamington was well ahead of his time.

Lady Lamington was an excellent hostess and frequently entertained guests at Old Government House. She also supported many charities and was especially concerned about the need for a hospital for the special diseases of women. She established The Lady Lamington Hospital for Women which provided medical care for women from 1905 to 1931.



*The Lamingtons and one of their pet dogs pose for a family photo at Old Government House.*



*The Lamingtons and friends in the garden with their much-loved pet dogs.*

A number of places in Queensland are named after the Lamingtons, including Lamington National Park. Even the Lamington cake is named in honour of them. It was invented by Lord Lamington's French Chef Armand Galland when he was caught short by some unexpected guests to Old Government House. All he had to offer them was some sponge cake, so to spruce it up a bit he dipped it in chocolate and rolled it in shredded coconut.



## Exercise 1: Captions

Write some captions for the following photographs in the Lamington Family photo album.



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## Exercise 2: Recognition

Do you think the Lamingtons would have been nice people to know? Why/why not? \_\_\_\_\_

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What is meant by “Lord Lamington was well ahead of his time”? \_\_\_\_\_

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If the Lamingtons were alive today, what sorts of issues do you think they might be interested in? \_\_\_\_\_

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Think of some community leaders today. Which ones do you think we will remember in 100 years time and why?

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How would you commemorate someone important? \_\_\_\_\_

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## Unit: 7 What is “heritage”?

Define “heritage”:

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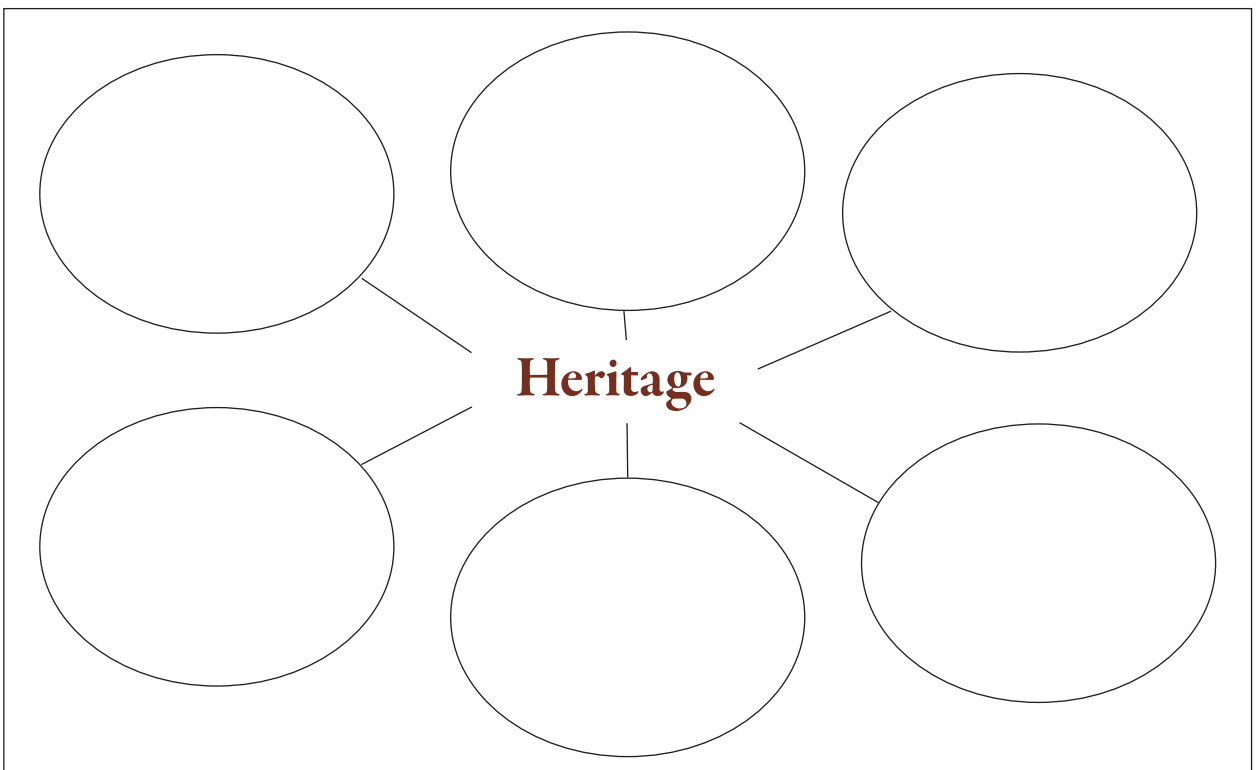
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What other words do you associate with heritage?



Why is heritage important?

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What heritage buildings other than Old Government House do you know of?

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What modern-day buildings do you think might be considered important in 150 years time and why?

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As a class, make a time capsule. Choose things to put in it that will tell people 100 years in the future something about life today. Write a list of the items you include:

**WHAT**

**WHY**

<b>WHAT</b>	<b>WHY</b>

## DURING-VISIT TASKS

A visit to Old Government House is free. However, if you are taking a school group to visit the House, it is essential to make a booking.

**To book your visit – telephone (07) 3138 8005.**

Using the pre-visit and post-visit materials provided is likely to lead to a genuine learning experience.

Research indicates that many visitors will not read extensive text in a museum environment. Providing information to students on what they might learn and can expect to see, before they visit the museum, can increase interest in exhibits.

The tasks provided can be used as a means of focusing students' attention during their visit to Old Government House.

The standard visit is for 30 minutes. The 3 activities are designed to take 8 minutes each with a group of no more than 10 students.

### Unit 8: Design Reflects Society

Location of activity: Hall and courtyard

### Unit 9: My place in the House

Location of activity: Museum entrance

Ask the students to look at the floorplan in the Museum Panel entitled "House designed for order". The idea is to understand how different people in the House used different rooms based on the social status and gender of the person. Ask the students to tick which is correct.

### Unit 10: Virtual House

Location of activity: Virtual House display

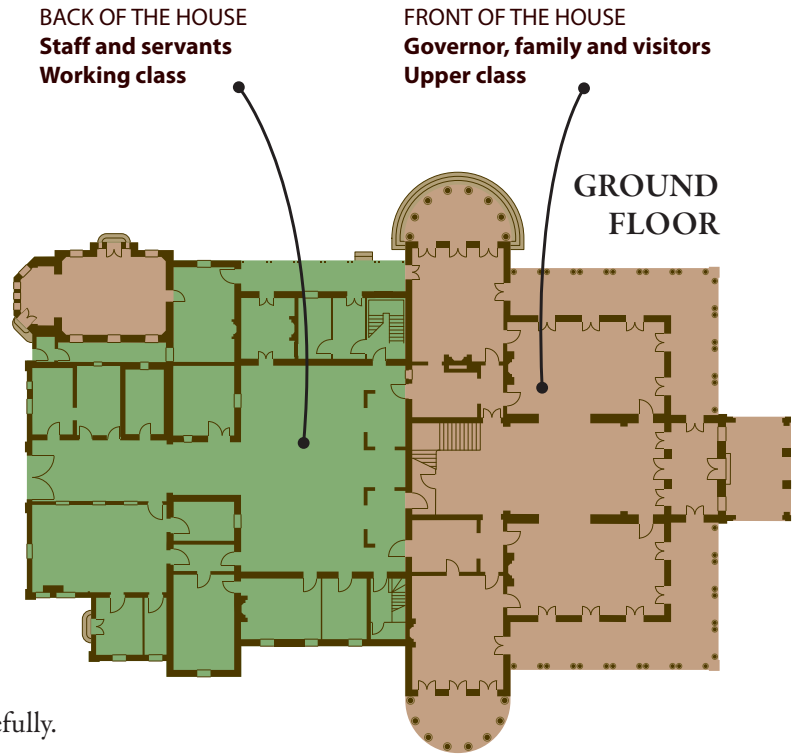
This activity is intended to be fun. Ask the students to take turns using the control. The idea is to explore the Virtual House as it would have been in 1900. Students can navigate around looking at the furnishings, the people and the clothes they are wearing. Everything is very different from today.

# Unit 8: Design Reflects Society

## Location of activity: hall and courtyard

The social structure of the 1800s was reflected in the design of Old Government House. The back part of the House was where the staff and servants lived and worked. The front of the House was where the Governor and his family lived and included public reception rooms like the hall and gallery.

### Class Zones



When you visit Old Government House, observe both sections of the building carefully. How would you describe:

	FRONT OF THE HOUSE	BACK OF THE HOUSE
<i>Example:</i> <b>staircases</b>	<b>Wide and neatly finished</b>	<b>Narrow and roughly finished</b>
Windows and doors		
Wood		
Room size		
Ceiling Height		

Do you notice any other differences between the two sections? Add them to the table above.

## Unit 9: My Place in the House

### Location of activity: Museum entrance

Look at the floorplan in the Museum Panel entitled “House designed for order”.  
Different people in the House used different rooms based on their social status and gender.

Tick which is correct:

Room	Front	Back	Upstairs	Downstairs	Male (business)	Female (family)
<b>Example: Day Nursery</b>	✓		✓			✓
Housekeeper’s Office						
Governor’s Library						
Scullery						
Governor’s Dressing Room						

## Unit 10: Virtual House

### Location of activity: Virtual House display

Take turns using the control to explore the Virtual House as it would have been in 1900. Navigate around looking at the furnishings, the people and the clothes they are wearing – everything is very different from today.

# POST-VISIT LEARNING

## Unit 11: Passing Time

Students are asked to reflect on physical changes that occur over time. Looking at an 1863 map of Brisbane, students are asked to identify physical locations and use Google Maps to explore the same area today, marking on the old map where current landmarks are found.

## Unit 12: Design your own Government House

Design your own Government House – students are asked to imagine they are Governor of a newly discovered territory, and to choose a site for their own Government House. They are required to provide reasons for their decisions.

- Design Your Own Government House
- Pick location – give reasons
- Draw plan
- Remember what purpose it needs to serve – family home, office, servants work and live, parties etc
- Keep in mind climate, technology and the environment (e.g., solar panels, rainwater tanks, etc.)
- Appoint staff to your own Government House in the various positions from people you know (friends and family)



## Unit 11: Passing Time

Look at Ham's Map of Brisbane in 1863 (included with the resources). Print it out on A3 paper.



Now see if you can find some locations that you are familiar with today, for example, Old Government House, the Botanic Gardens, the Windmill on Wickham Terrace, Musgrave Park in South Brisbane. You can also mark on some newer landmarks, for example, Queen Street Mall, QUT Gardens Point, Parliament House, the Gallery of Modern Art, Victoria Bridge.

Use Google Maps to assist you <<http://maps.google.com.au>>.

Look at the below picture of Queen Street, Brisbane, in 1860. Find a photograph of Queen Street today and compare the two images. Use Google Images to assist you <<http://images.google.com.au>>.



Paste your picture of Queen Street today here.

## Unit 12: Design your own Government House

Imagine that you are the Governor of Queensland. Design your own Government House.

Choose your location (This may be anywhere in your hometown. Imagine that there are no other buildings yet.)

Give reasons for your decision: \_\_\_\_\_

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Draw a plan of your house. Remember what purpose it needs to serve – family home, office, a place for functions and parties, a place where your staff work and sleep. Keep in mind what the climate and weather is like when designing your house. Try to include environmentally friendly features where possible. Think about what sort of technology you'll need to incorporate.

What sorts of rooms will you include?

*for example, foyer, recreation room*

_____	_____
_____	_____
_____	_____

What staff will you need to employ? Appoint someone you know to each position.

*for example, gardener - my older brother Sam*

_____	_____
_____	_____
_____	_____

What would be different in your Government House compared to Old Government House?

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# ADDITIONAL RESEARCH MATERIAL

## Printed materials

Dimity Dornan and Denis Cryle, *The Petrie Family: Building Colonial Brisbane*, University of Queensland Press, St Lucia, 1992

Raymond Evans, *A History of Queensland*, Cambridge University Press, Melbourne, 2007

Raymond Evans and Carol Ferrier, *Radical Brisbane: An Unruly History*, The Vulgar Press, Carlton North, 2004

Rod Fisher, *Sites of Separation: Brisbane Heritage Trail*, Brisbane History Group, Kelvin Gove, 2009

Ross Fitzgerald, Lyndon Megarrity, David Symons, *Made in Queensland: A New History*, University of Queensland Press, St Lucia, 2009

Helen Gregory, *Brisbane Then and Now*, Cameron House, Wingfield, 2007

Rosamond Siemond, *The Mayne Inheritance*, University of Queensland Press, St Lucia, 1997

## Websites

<http://www.queenslandfirsts.org>

This site offers a selection of historical documents from the Queensland State Archives which illustrate a wide view of Queensland's history to date, providing equal attention to economic, political and social history across various regions, major towns and Brisbane. The material is organized through three main pathways of exploration, including a selection titled "For Kids".

<http://www.archives.qld.gov.au/queenslandfirsts.asp>

This site includes more information on the Queensland Firsts exhibition (on display at museums, art galleries and libraries across the state 9 February 2009 – 28 March 2010) and provides student worksheets for various schooling levels.

<http://www.historyqueensland.org.au>

This site provides some useful contact details and links to other organizations and societies associated with the promotion of local and family history in Queensland.

<http://www.queenslandhistory.org.au/Tour.html>

This Royal History Society of Queensland includes an interesting chronology of events and developments from Queensland's early beginnings through to federation in 1901.

[http://www.govhouse.qld.gov.au/the\\_governor/roles\\_functions.aspx](http://www.govhouse.qld.gov.au/the_governor/roles_functions.aspx)

The Government House website provides some useful information on the role and responsibilities of the governor today.

<http://www.mrsbeeton.com>

Free access to the complete contents of Mrs Beeton's Book of Household Management.

<http://www.brisbanelivingheritage.org>

Brisbane's Living Heritage Network is an alliance of more than 65 heritage sites and museums engaged in the preservation and interpretation of Brisbane's history and cultural heritage.

<http://www.magsq.com.au>

Museums and Gallery Services Queensland provides brief profiles on a number of regional galleries and museums. Many of these may be valuable reservoirs of further historical material on colonial Queensland.

<http://maps.google.com.au>

<http://images.google.com.au>

# Resources

Teachers should print out these resources to use in conjunction with the program.

## Ham's map

A3 map of Brisbane in 1863

## Fact sheet A – Establishment of Government House

3 A4 pages containing information on how the House came to be built.

- Separation achieved – Queensland becomes a colony
- Establishing a fitting residence for the Governor
- House is completed and occupied by the Governor

## Fact sheet B – Design of the House

2 A4 pages looking at how the design of the house reflects the social order and needs of the nineteenth century.

- Social order of the day
- Organisation of the House

## Fact sheet C – House servants

2 A4 pages on the role that servants played in running Government House.

## Fact sheet D – Family home and social hub

6 A4 pages on the social role of Government House.

- Male-female divisions
- Social duties
- Enlarging the building
- Royal visit

## Fact sheet E – Role of the Governor

3 A4 pages on the political role of Government House.

- Role of the Governor
- Economic and political duties
- First Governors