

# South Australian Maritime Museum

## Life Onboard – Teacher Resource



**Suitability:** Years 4 - 10

### Historical Concepts:

- **Significance** What are the significant events that shaped the British colony of South Australia?  
Who were the early European immigrants that came to South Australia in 1836?
- **Continuity and change**  
How has the journey to South Australia changed over time (1830's, 1910's, 1950s and today)?  
How did advances in technology influence these changes?
- **Cause and effect** How did the arrival of Europeans impact Australia's Indigenous populations?

### Australian Curriculum - HASS Outcomes:

This program can be adapted to cater for students in other year levels as required.

#### Year 4:

- Students gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's need and want of resources over time has affected peoples, societies and environments.
- Students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact.

#### Year 5:

- Students learn about the reasons for the founding of British colonies in Australia and the impact of a development or event on one Australian colony (continuity and change, cause and effect).
- They examine what life was like for different groups of people in the colonial period (sources), and explore the reasons for their actions (cause and effect, perspectives, empathy).
- They examine early migration, settlement patterns, people and their contributions, significant events, and political and economic developments (sources, continuity and change, significance, empathy).

### SAMM Education Session:

The year level and student needs will determine the session length and format.

- Half hour session: Students engage in a facilitated session with an education presenter discovering the conditions early European migrants endured travelling to South Australia by boat during the 1830s. They will also examine how these journeys have changed over time, with a focus on the 1910s and 1950s.
- Hour session: Students engage in a facilitated session (as outlined above) and consolidate understanding through a variety of 'onboard' activities.
- Ipad inquiry trail: Students engage in a short facilitated session (as outlined above), and use iPads to consolidate learning through a variety of inquiry based tasks. Student responses are uploaded, with a link sent to teachers so that they can be accessed upon returning to school.

### Resources for teachers:

- Southward Bound describes the conditions early European migrants endured onboard sailing ships, travelling to South Australia in the 1830s and 1840s.
- Use the self-guided trail to explore the Museum: Junior Primary, Primary or Middle Years
- Print historical information about the Port River for your cruise onboard the Archie Badenoch.
- Print a task sheet for your lighthouse climb.

### Pre / Post Visit Learning Engagements:

- View the Bound for South Australia website to learn about the first 9 ships on which migrants travelled to South Australia from England. Access accompanying teacher resources to engage and challenge students thinking.
- Select one of the first 9 ships (John Pirie, Duke of York, Lady Mary Pelham, Emma, Cygnet, Rapid, Africaine, Tam O'Shanter or Buffalo) and use a world map to show the route taken from England to South Australia. Access the 'view progress maps' on the Bound for South Australia website to help you.



- The South Australian Colonization Commission was created in 1834 and worked with the British Government to sell land in South Australia to raise funds so that the British colony could be established. The Government required the Commission to raise £35,000 in preliminary land sales and to have secured an emergency fund of some £20,000 before it would agree to the venture proceeding. The Commission was administered by a Board, which included Robert Torrens, John Pirie, George Fife Angas, Jacob Montefiore, William Hutt, Sir John George Shaw-Lefevre and others. Locate places in South Australia that have been named after these men. Students can select one of the men and to research their role in establishing the British colony in South Australia.
- Complete a Venn Diagram comparing the 'First Fleet' (11 ships) which landed in Botany Bay in 1788 and South Australia's 'First Fleet' (9 ships) which arrived in 1836.
- Create a poster promoting the benefits of moving to South Australia in the 1830s / 1840s. What skills do you think were required in the new colony? What type of people were encouraged to move to South Australia?
- Captain Morgan was the captain of the Duke of York, the second ship to depart England for South Australia on 25<sup>th</sup> February 1836. Imagine you are Captain Morgan, write a letter to your family explaining why you are leaving for South Australia and what you expect on the voyage.
- In 1836, the food served to steerage class passengers was based on the rations given to convicts on convict ships and outlined in the Passenger Act. Rations were given out weekly, (twice weekly for meat – half pound serves). Use the listed items below to write a meal plan for one day onboard an 1836 migrant ship. First you will need to calculate the ration quantities using modern measurements.

*A loaf of bread (2-3 pounds)*  
*1 pint of oatmeal*  
*½ pint of preserved cabbage*  
*1 pound of preserved meat*  
*1 pound of salted pork*  
*1 pound of salted beef*  
*3 pounds of flour*

*6 ounces of suet*  
*2/3 pint of dried peas*  
*7 ounces of sugar*  
*1 ounce of tea*  
*1 ½ ounces of coffee*  
*A little mustard*



- Most passenger ships in the 1830s and 1840s had three different levels of accommodation for passengers. Design and build a diorama comparing each type of accommodation onboard. Include signage or captions to show who is allowed to travel in each cabin.

**Poop Deck:** Cabin located under the raised deck at the stern of the ship and were referred to as first class or saloon cabins. They were light and airy with comfortable beds.

These cabins were used by wealthy, upper class passengers, the captain, the first officer and the surgeon.

**Intermediate:** This level of accommodation was referred to as second class. It was located either on the same deck as the cabin passengers but with much less space or between the decks in the stern of the ship.

**Between Decks:** This accommodation was also referred to as steerage or third class. It was dormitory style accommodation with up to 48 passengers sharing each section. The quarters for single men and single women were separated by the married quarters.

- The beds in steerage accommodation typically consisted of a row of double bunks on each side of the cabin. The sleeping spaces were divided by low planks of wood or curtains. Each sleeping space measured:

**Married couples** (the husband and wife shared the top bed and their children shared the bed below) - 6 feet x 3 feet

**Single men** who slept alone - 6 feet x 2 feet

**Single women** who slept two to a bed - 6 feet x 2 feet

**Task:** Choose one of the above bed measurements and make out the area on the floor with chalk or masking tape. Imagine what it would feel like to be sleeping in a bed this size, especially if you were below the top deck in a cabin with more than 40 other people. How does this bed compare in size to your bed at home?