



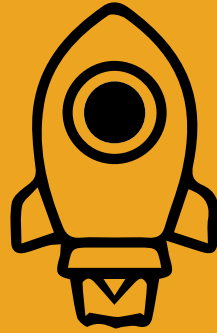
## Port Macquarie Museum Past Port Tool Kit



**Museums  
& Galleries  
of NSW**



**PORT MACQUARIE MUSEUM  
Our Place, Our Stories**



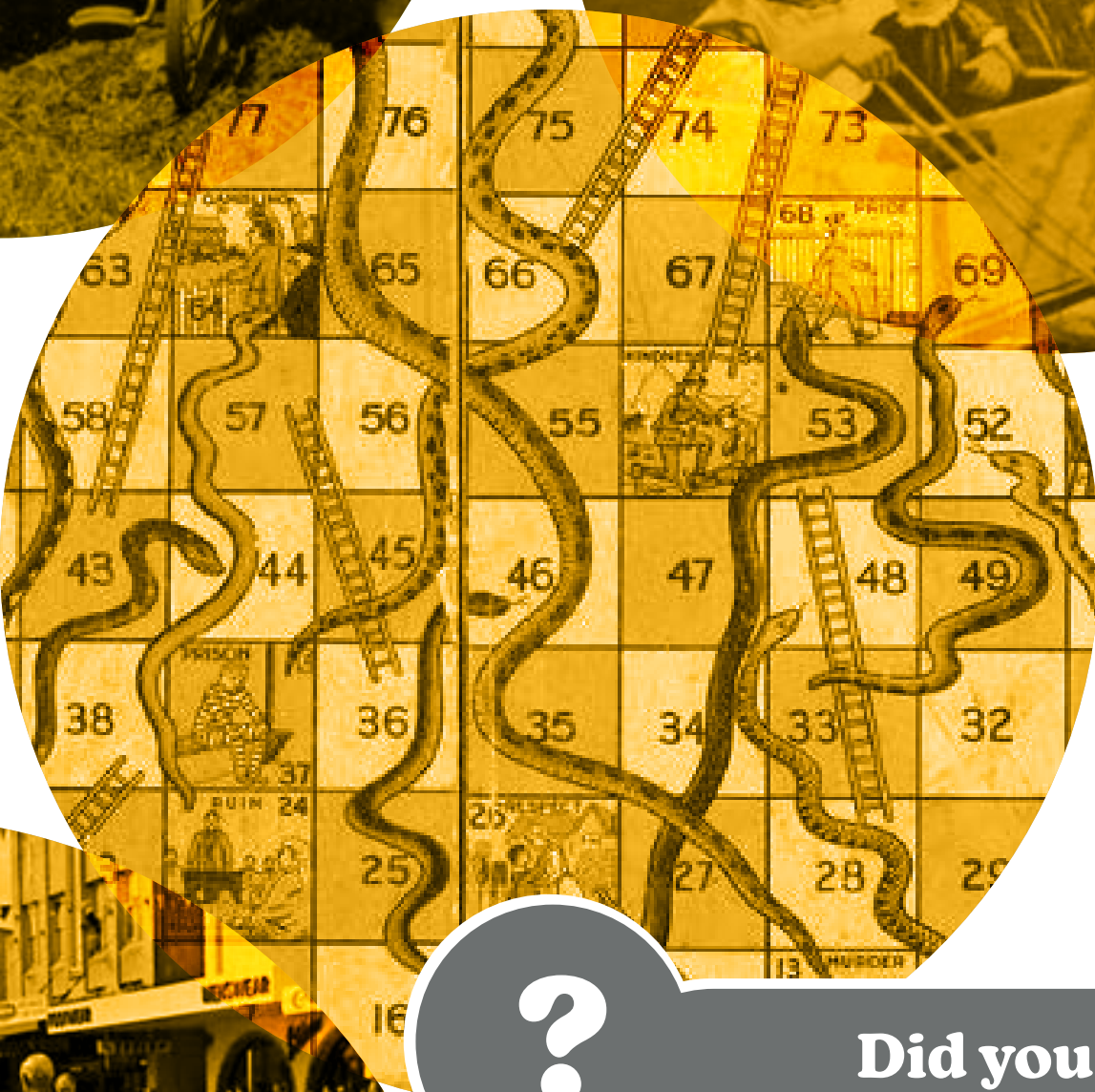
**Stage One Unit:**  
**Toys Old  
& New**

**Syllabus references:**

- ② explore and use a range of sources about the past
- ② identify and compare features of objects from the past and present
- ② pose questions about the past using sources provided



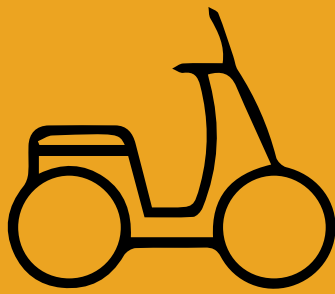




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## Did you know

Port Macquarie Museum has over 20,000 objects and over 100,000 photographs in its collection. After something special? **Please ask.**  
<https://portmuseum.org.au/contact.html>



## Activities:

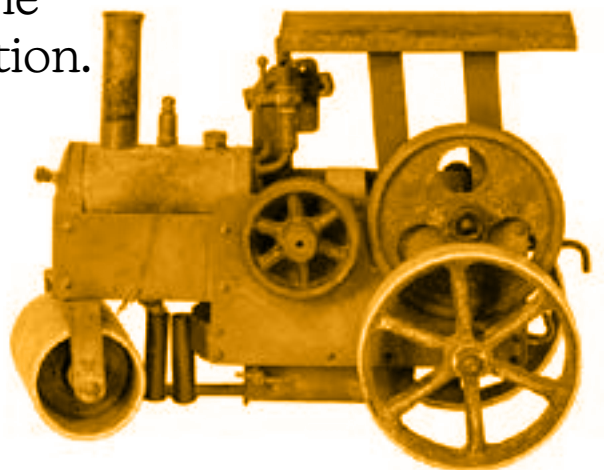
These activities for Stage One students can be used in conjunction with a Museum visit or as a stand alone unit.

Whilst this unit has a focus on the past, comparisons can be made with electronic games, toys and transport popular today. Examples could include mobile phones, electric skateboards and scooters.

- Students name and discuss toys with which they are familiar.
- Choose a toy from the Museum display or Past Port online and explain how it is used or played.
- Discuss which toys are still popular today e.g. marbles.
- How is a doll in the Museum display or Past Port online different from dolls today?
- Are there any toys that were made by hand?
- What sort of toys might children have played with before you could buy toys at shops?
- Ask parents and grandparents about toys and games they played with when they were growing up. Did they make any toys for themselves? Write about and draw a parent's favourite toy from childhood.  
**Prepare a talk or Powerpoint presentation for the class.**



- Research billycarts – how they were made and used. Find some video footage.
- Find out how to make a paper plane or a kite and have a class competition.
- Survey students to ask about toys that are popular today.
- Construct a graph of students' favourite toys.
- Make a list of board games that are popular today.
- In groups, design a board game, like snakes and ladders. Play with your group. Share with other groups. Evaluate what you liked about the game.



### Resources:

- <https://ehive.com/communities/1201/past-port>
- <https://portmuseum.org.au/visit.html>
- Toy display at Port Macquarie Museum
- Photographs of new and old toys





## Stage Two Unit:

# Continuity & Change

### Syllabus references:

- ② explain how and why people in the past may have lived and behaved differently from today
- ② pose a range of questions about the past
- ② reasons for change in people's lives over time and the results  
e.g. due to technology





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## Did you know

Port Macquarie Museum's digitised collections and their stories can be accessed online at any time. *Search here.*

<https://ehive.com/collections/3977/port-macquarie-museum>



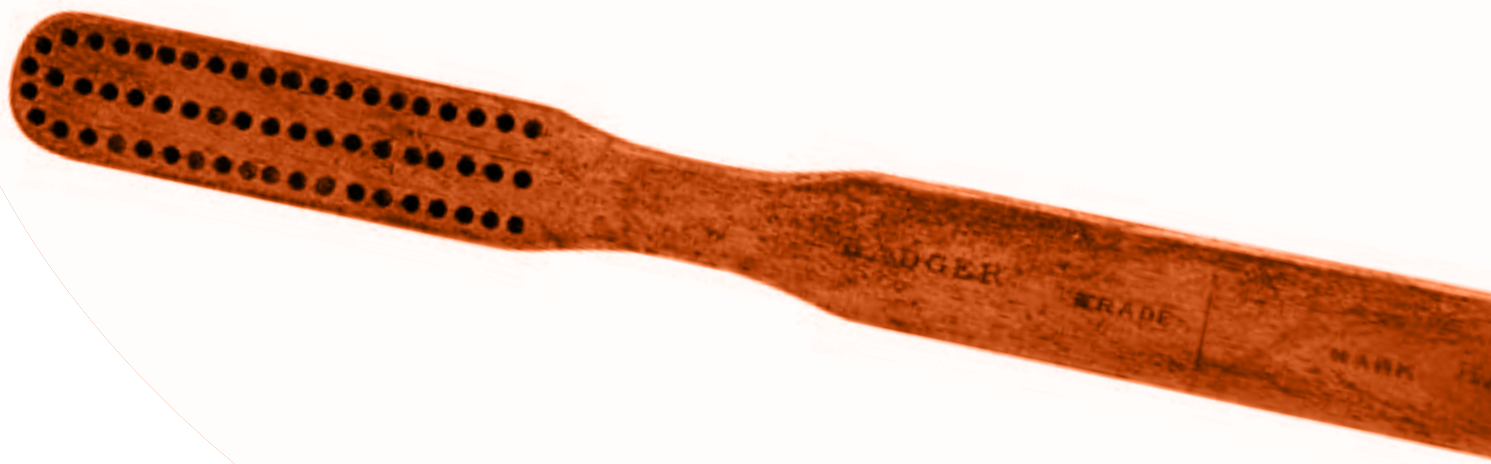
## Activities:

These activities for Stage Two students can be used in conjunction with a Museum visit or as a stand alone unit.

Activities can be used as ideas for an investigation on how technology is constantly evolving. Examples could include electric cars, robots and artificial intelligence.

- Choose one of the items from the Museum display or Past Port online e.g. television or telephone and describe how it works.
- Make a list of objects in the Museum displays or Past Port online and compare with how the objects have changed over the years e.g. clocks to digital clocks and Apple watches, telephones to internet.
- Inspect the Washing Day Museum display and explain how doing the washing may have taken all day. How has technology changed housework?
- Research the history of when television first came to Australia
  - *What is unusual about the televisions at the museum e.g. shape, antenna, controls.*
  - *Ask your parents or grandparents about early TV shows that they liked and construct a class graph.*
  - *When did colour TV start?*
  - *Compare how you watch TV today e.g. on ipads, phone.*
- In a small group, write, perform and record a TV show about your school. Make a list of what you can include e.g. interviews with Principal and students, sport, playground games.





- Interview a local person to tell you about living in Port Macquarie in the 1950s to 1980s and how technology has changed how they live. Has technology made their lives easier?
- Make a list of all of the technology in your home. List the technology by room e.g. electric toothbrush in the bathroom.
- Organise a class debate. Suggested topics: All technology is good; Mobile phones are essential for everyone; Children spend too much time on the internet.
- Select a favourite app and explain to an adult how it works.



### Resources:

- <https://ehive.com/communities/1201/past-port>
- <https://portmuseum.org.au/visit.html>
- Port Macquarie Museum displays: clothing, hats, televisions, clocks, telephones, washing machines or Past Port online
- Postcards of Port Macquarie: [touristsparadise.com.au](http://touristsparadise.com.au)



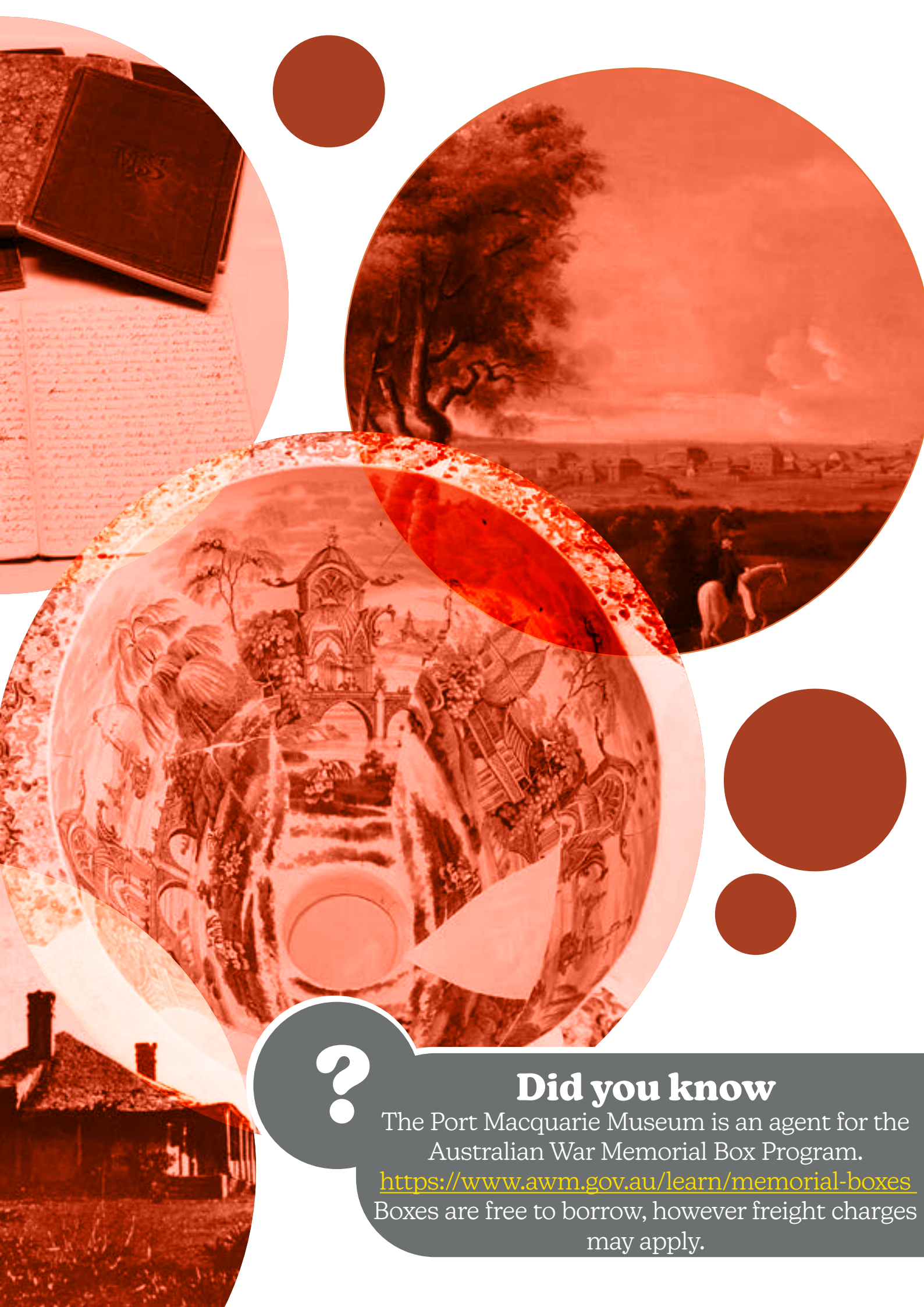
## Stage Three Unit:

# Annabella of Lake Innes

### Syllabus references:

- @ aspects of both continuity and change in Australian society over time
- @ the importance of the contribution of individuals and groups to their times
- @ sequence historical people and events
- @ develop historical texts, particularly narratives and descriptions, which incorporate source material
- @ use a range of communication forms (oral, written, graphic) and digital technologies





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## Did you know

The Port Macquarie Museum is an agent for the Australian War Memorial Box Program.

<https://www.awm.gov.au/learn/memorial-boxes>

Boxes are free to borrow, however freight charges may apply.





## Activities:

These activities for Stage Three students can be used in conjunction with a Museum visit or as a stand alone unit. This unit can be used to design an in-depth study of Birpai connection to Port Macquarie before the establishment of the colony. Activities can be expanded to incorporate creative arts, literacy and numeracy links.

- Research the beginnings of the convict settlement at Port Macquarie from 1821.
- Who lived at Port Macquarie before the convict settlement?
- What changed in Port Macquarie from 1830?
- Research how Port Macquarie looked between 1843 and 1848 – roads, transport, shops, houses.
- How did people travel between Sydney and Port Macquarie? What were the problems?
- Describe a typical day for Annabella Innes.
- Select one date of the year. Read about what Annabella Innes did that day and compare how you spent that same day of the year.
- What would you have enjoyed if you lived at Lake Innes House? Compare your list with a friend.
- Keep a diary for a week, writing in the same way as Annabella. How is your week different?



- Make some studies and sketches of plants and flowers from your garden and compare them to Annabella's drawings and paintings.
- Research convicts that came to Port Macquarie. Choose one convict and prepare a Powerpoint presentation about his/her life.
- Tuesday 6th February, 1844. In groups, read about Annabella's day and make up a play to perform for the class.

### Resources:

- <https://ehive.com/communities/1201/past-port>
- <https://portmuseum.org.au/visit.html>
- <https://portmuseum.org.au/shop.html>
- Port Macquarie Museum displays.
- Book: Healing the Spirit: A Birrpai Perspective on the Port Macquarie Penal Colony and its Aftermath
- Book: Birrpai – beyond the lens of Thomas Dick
- Book: Port Macquarie's First Convicts
- Book: Port Macquarie's Last Convicts
- Book: Annabella of Lake Innes Port Macquarie
- Book: Return to Lake Innes



*Thomas Jasmenoides*



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Past Port Tool Kit



**Museums  
& Galleries  
of NSW**



PORT MACQUARIE MUSEUM  
**Our Place, Our Stories**  
[portmuseum.org.au](http://portmuseum.org.au)

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on behalf of the NSW Government.*