

# Year 1 and Transition Teacher Guide: Government House, Darwin

## The First Government House

### Learning Area: History    Stage of Schooling: Foundation

**Topic:** How my world is different from the past and can change in the future

**Knowledge and Understanding:**

Students will look at evidence of the past, exposing them to an early understanding that the past is different from the present (continuity and change).

**Achievement Standard:**

By the end of the Foundation year, students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them.

**Inquiry Questions:**

What stories do other people tell about the past?  
How can stories of the past be told and shared?

### Learning Area: History    Stage of Schooling: Year 1

**Topic:** How my world is different from the past and can change in the future

**Knowledge and Understanding:**

Students will compare what has changed over time (for example, homes, family traditions, leisure, communication technology, rules, how needs were met then and now, wants, and shopping/consumer habits)

**Achievement Standard:**

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. Students sequence personal and family events in order, using everyday terms about the passing of time. They respond to questions about the past using sources provided. Students relate stories about life in the past, using a range of texts.

**Inquiry Questions:**

How can we show that the present is different from or similar to the past?

**Lesson:** The First Government House

**Learning Intention:**

Students will use the tour of Government House to investigate what life was like in early Darwin.

**Success Criteria:**

Students will -

- Question: How is Government House different from the past?
- Research: Government House to find out what it is like now.
- Analyse: By comparing and contrasting the story with Government House today to determine the differences.
- Evaluate: To decide upon the advantages and disadvantages of the two settings.
- Communicate: By creating and sharing ideas about how the building could be improved.  
By researching and sharing more information about life at the time.

**Supporting Materials:**

Story: The First Government House

Activity Sheets:

- Excursion Activity 1. Government House: What can I find?
- Excursion Activity 2. Old and Now
- School Activity 1. Same and Different
- School Activity 2. Design the room
- School Activity 3. Your dairy
- School Activity 4. Construction plan
- School Activity 5. Your design
- School Activity 6. Mind map - Find out more

**Suggested Sequence:**

- Read and discuss the story.
- Complete school activities 2-6.
- Complete excursion activities 1 or 2.
- Use school activities 1 as follow up to the excursion.

## Additional Resources:

Territory Stories: Harriet Daly <http://www.territorystories.nt.gov.au/jspui/handle/10070/218049>

Daly, D. Digging, Squatting and Pioneering Life. London, 1887.

[https://aiatsis.gov.au/sites/default/files/catalogue\\_resources/m0016029.pdf](https://aiatsis.gov.au/sites/default/files/catalogue_resources/m0016029.pdf)

Photo: The Government survey camp, Palmerston (later Darwin) ca 1870, B-4656, image courtesy of State Library of South Australia

<http://theindepthgenealogist.com/introducing-northern-territory-archives-service/hicks-apr-2016-government-survey-camp-darwin-ca-1870-slsa-b-4656/>

Photo: From Government House looking towards Mitchell Street. Department Tourism, Sport and Culture, Surveying Darwin and the Northern Territory, 2018

<https://dta.nt.gov.au/arts-and-museums/northern-territory-archives-service/stories-from-the-archives/surveying-darwin-and-the-northern-territory>

## Teacher Questions on Story: The First Government House

Page	Possible Questions
5	What do you think the wagons carried?
6	Have you seen a well? Why was water so important?
10	How many sleeping rooms do you think they had? Why would they plug the walls with paperbark? Predict what you think they will do for windows. Predict what sort of floor they had.
13	From the description, what sort of dresses do you think the girls were wearing?
14	Why do you think the sitting room was in a different building? How do you think it might be different from your lounge room? Predict how you think they kept cool. If they couldn't sit inside the sitting room, where did they sit?
17	What do you think it looked like inside their house?
18	What would you miss most if there was no electricity at your house? What would you do for lights?
21	What do think was kept in the storage hut?
22	What food would you miss the most? Have you ever been camping? How did you cook?
24	What were the monsters?
27	Who would you write to if you lived in Palmerston long ago?
28	Have you ever ridden a horse? What's it like?
31	Why weren't they allowed to swim? How does a piano make the sounds?
32	What would you do to make a better house for them on top of the hill?

## Excursion Activity 1. Government House: What can I find?

How well can you find things? Write or draw the answers.

Find something from Government House that is:

1.	The oldest thing	
2.	Square	
3.	Blue	
4.	Living	

**Excursion Activity 1. Government House: What can I find? (Continued)**

1	Patterned	
2.	Precious	
3.	Loud	
4.	Important	



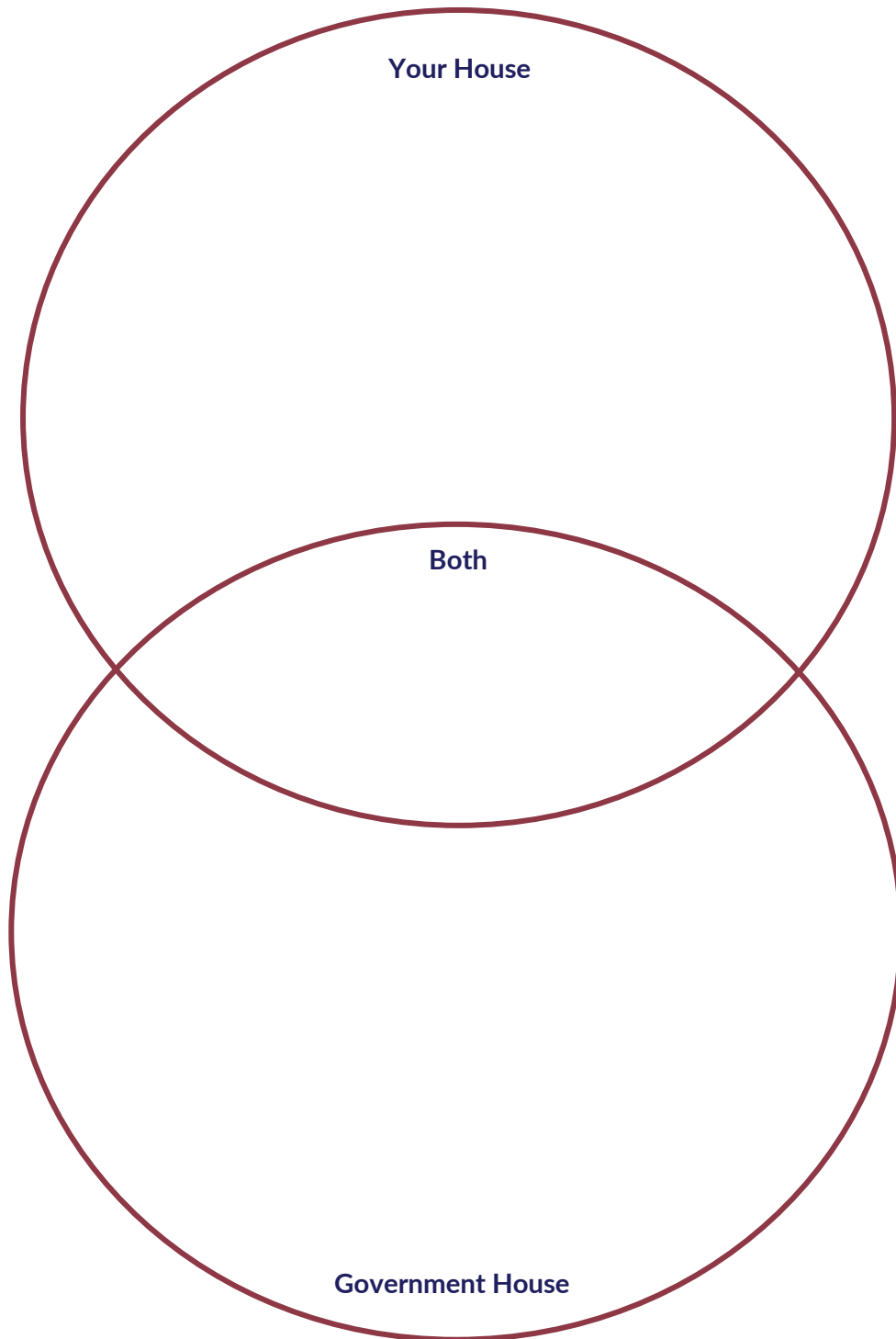
**Excursion Activity 2. Government House: Old and Now (continued)**

<b>Prince of Wales Room</b>	
Old	Now
<b>Your choice of room</b>	
Old	Now



## School Activity 1. Government House: Same and Different

Draw or write the things that are the same or different between your house and the first Government House.



## School Activity 2. Government House: Design the room

Use the pictures or draw your own furniture to create a room that Harriet lived in.



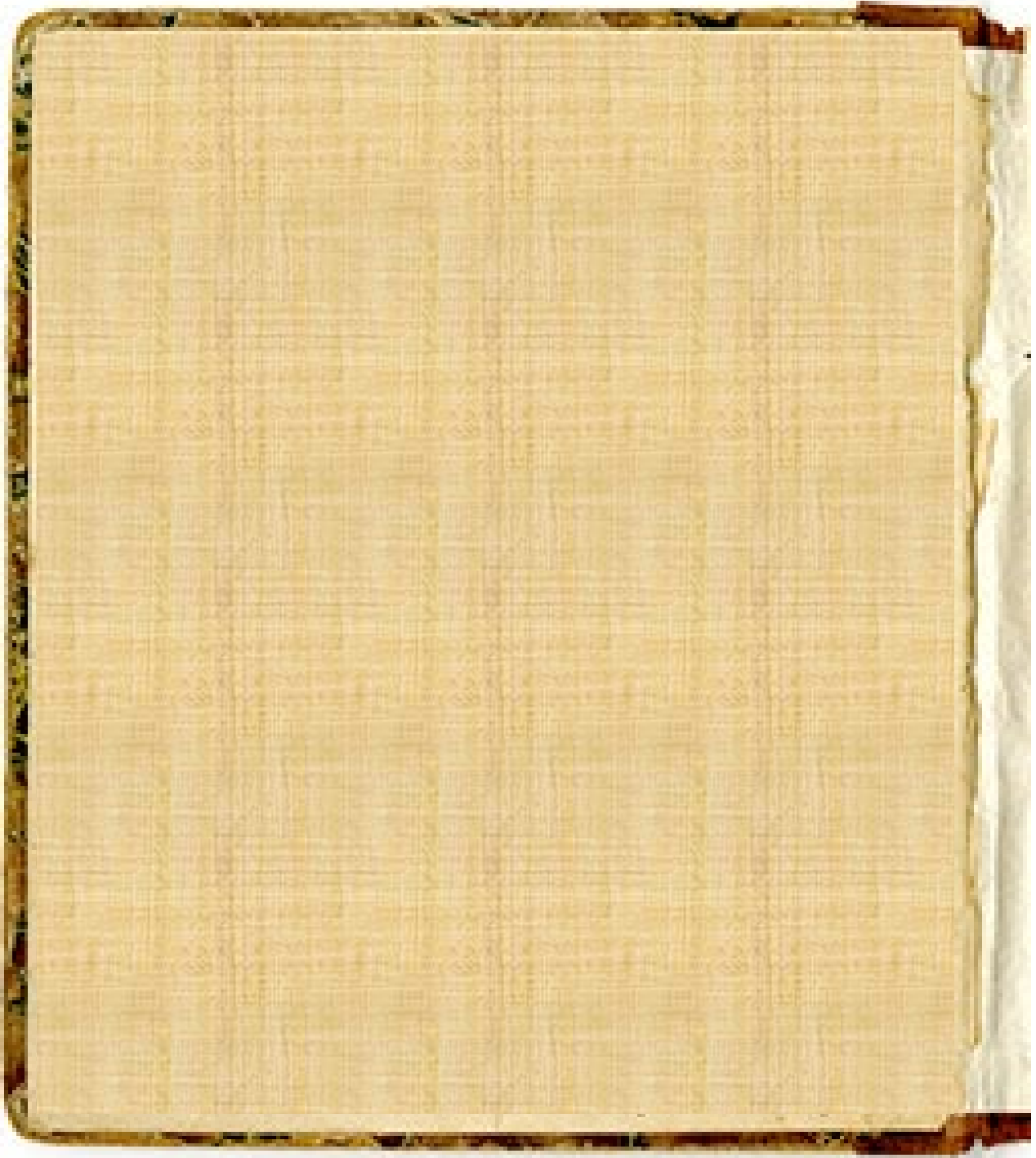






### School Activity 3. Government House: Your Diary

Imagine you are Harriet or one of the other family members. Write a diary entry for a day in your life about what is good and what is hard about your life.



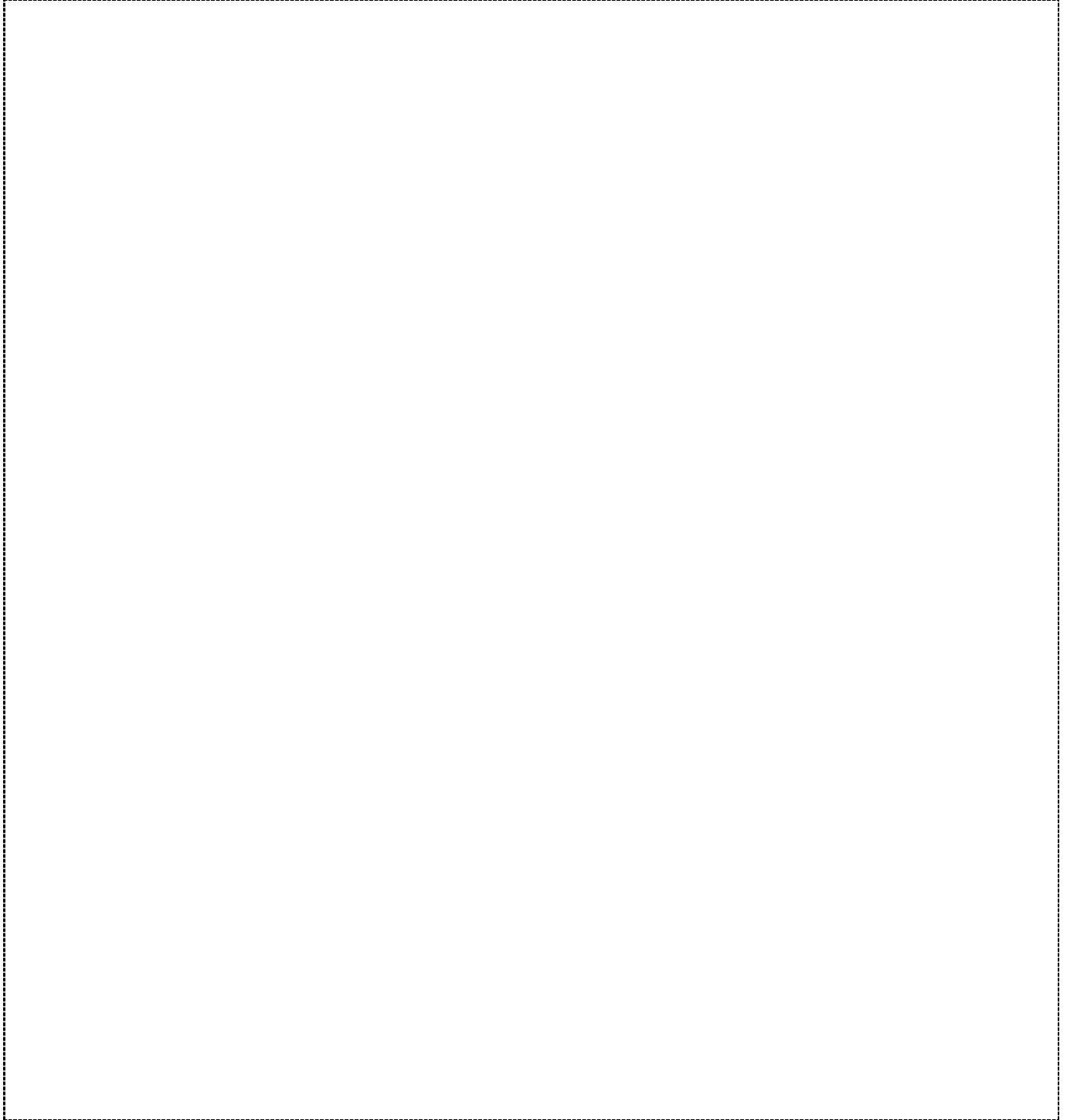
## School Activity 4. Government House: Construction

1. Make the house that Harriet and her family lived in.
2. You could use cardboard, corrugated cardboard, paddle-pop sticks, bark, and material.
3. Use the story to find out what the house looks like.
4. Draw the plans for how you will make the house.



## School Activity 5. Government House: Your Design

Design the Government House that you would build on top of the hill. Label the rooms and parts of your design.



## School Activity 6. Government House: Find out more.

Find out more about one of the things that were mentioned in the story about the first Government House.

It could be: how glass is made, what toilets are in other countries, how a piano works, what happens when you post a letter or another topic. Draw a mind map of what questions you have and what you want to find out more about.

