



Activity Suggestions - Pre and Post Visit

Pre-Visit: THE KITCHEN

1. Collect images of devices found in the modern kitchen: electric or gas cookers; microwave ovens; electric kettles and toasters
2. Ask students if these are likely to be found in the 1880s kitchen. If not, why not?
3. Ask students how people may have cooked in the 1880s.
4. Practical exercise: Cooking and Churning, Comparing Technology

Damper Recipe:

Ingredients

250 g self-raising flour
½ teaspoon salt
25 g unsalted butter
175 mL milk

Method

1. Preheat oven to 200° C.
2. Mix flour with salt in a large bowl. Add the butter and rub it into the flour until it resembles fine crumbs. Rub lightly with finger tips.
3. Stir in the milk with a knife (or plastic flat stirrer) to make soft dough
4. Turn the dough out onto a lightly floured board and shape it into a soft, smooth ball.
5. Transfer the dough to a baking tray or baking sheet and flatten it gently to make a mound about 17 cm across. Cut a deep cross in the dough and brush lightly with milk.
6. Bake at 190° C for 30 minutes until golden.
7. Serve warm or at room temperature.

Divide the class into 2 groups. Each group makes a damper and churns butter. The students time how long each step takes and note how much physical effort it took.

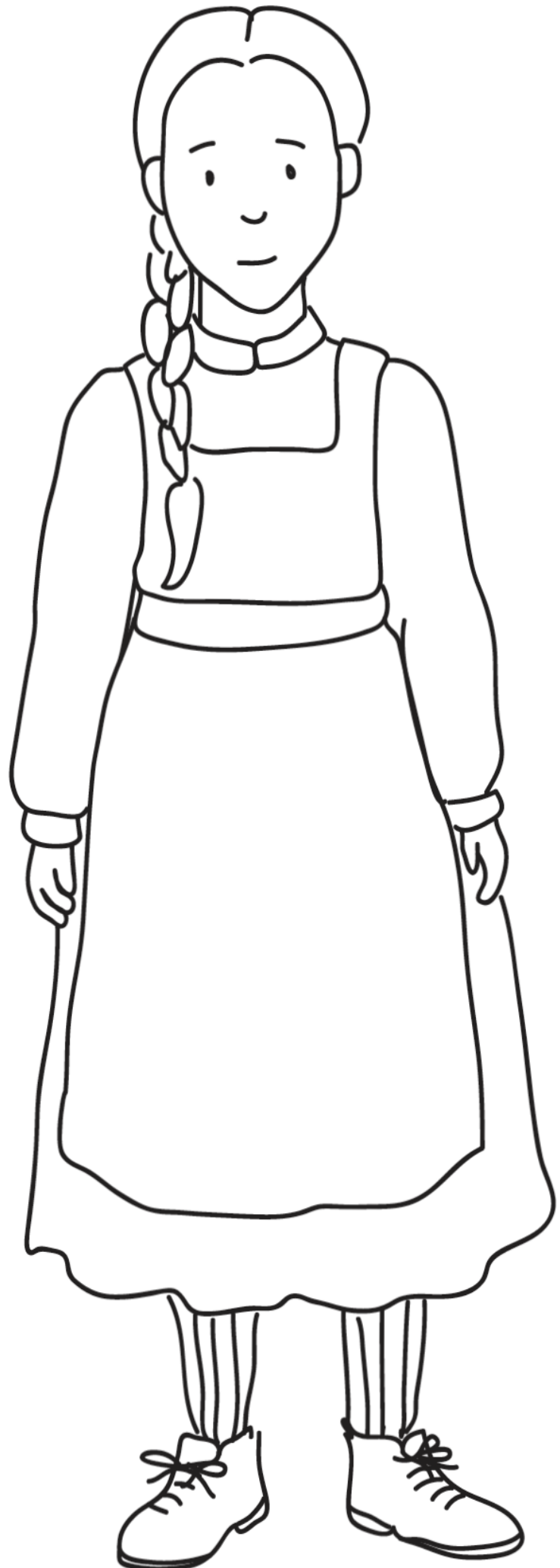
GROUP 1 churns butter by hand or place a marble with cream in a jar with a screw top lid. Roll the jar back and forth until butter forms. (Hint: Cream which is closer to the use by date will churn better. It's better if it's cool, not cold.)

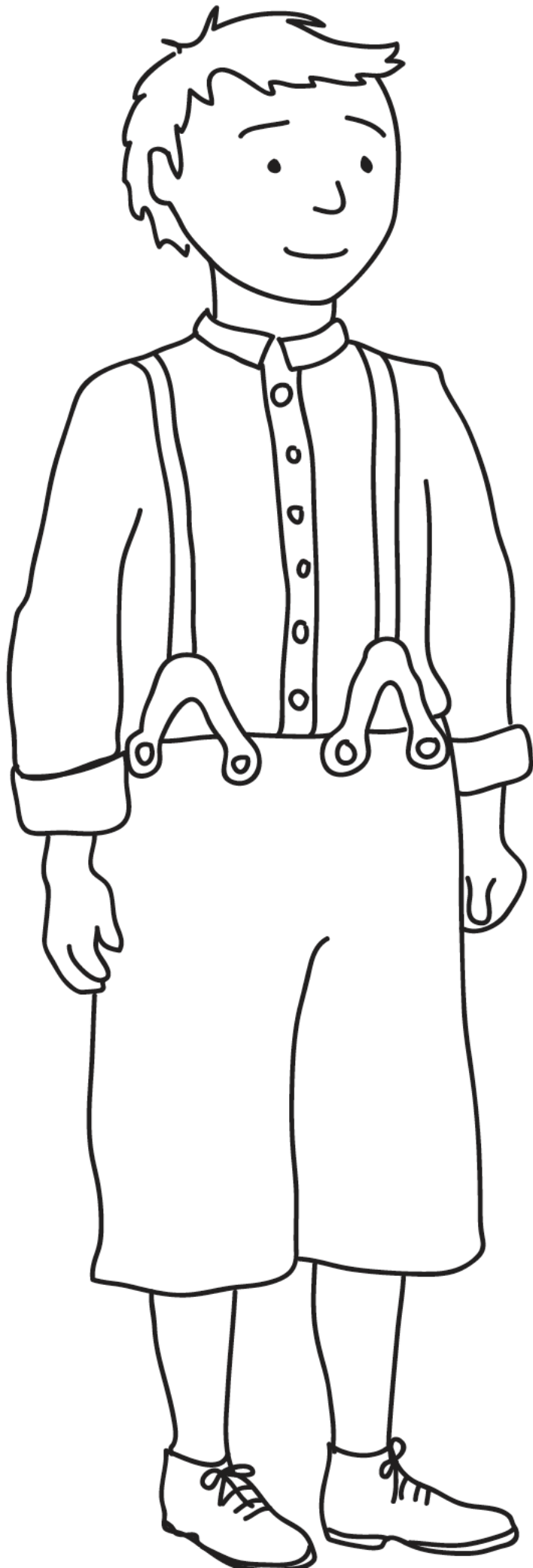
GROUP 2 uses a Mixmaster, or similar for churning butter. When both dampers are made they can be cooked in a conventional oven together. When the damper is cooked, students can eat the damper and try the different types of butter.

DISCUSS: Any difference in taste? • Which method is quicker? • Which method is more energy efficient? • Which method is more convenient? • How do we strike a balance between environmentally friendly methods (using less resources) and our use of time (the convenience factor)?

CLOTHING

Colour-in the children
wearing the clothes
from 120 years ago.





Post-Visit: KITCHEN

These post-visit activities will consolidate and extend the learning experience from the visit.

1. Ask students to recall the oven; what was used for fuel; how it could be dangerous.
2. What difference has it made to peoples' lives to have modern devices instead of the fuel stove?
3. Where does fuel come from today? Where did fuel for the 1880s oven come from? How did it get to the kitchen?
4. How did they make and store butter and milk in the 1880s kitchen? Where do they come from today? How do we store them today?
5. What did they do with kitchen rubbish in the 1880s? How do we know?
6. Is there anything you would like to have from the 1880s kitchen? If so, why? If not, why not?
7. Practical exercise: Match labels to images



Stove



Mincer



Kettle

Drip Safe

Iron



8. Compare the old technology with the images of new technology put together for the pre-visit activity.

9. Kitchen Rules

Make a list of the rules you would expect in a kitchen of the 1870s and a list of rules for a kitchen today. 1870s

1870s	These Days

Living at Tocal Homestead in the 1800s, there were many ways in which everyday life was different to what it is today. Make a list of what is easier now than it was then.

Consider what someone had to do in those days but not now.

Think about • the kitchen and cooking • having a bath and going to the toilet • doing the ironing • keeping food fresh • light at night • clothes • the dining room and what was put on the table • what to do after dinner at night • the laundry: washing, clothesline • games for children: what did they use? • travelling and visiting friends.



OVERALL SUMMARY

What would you see today but not in bygone eras? • Wherever there is a change, what difference has it made to people's lives? • How do we know what it was like?

Post Visit: DINING ROOM

1. The Cruet Set



Discuss:

Do you remember seeing this cruet set in the dining room at Tocal?

What was it used for?

What would you use at home these days?

Do you remember how far this room was from the kitchen at Tocal?

Could the distance be a problem?

2. The Dining Table



Discuss:

Do you think that this table was used every day or was it special for visitors? Why?

Why would candles have been used on the table?

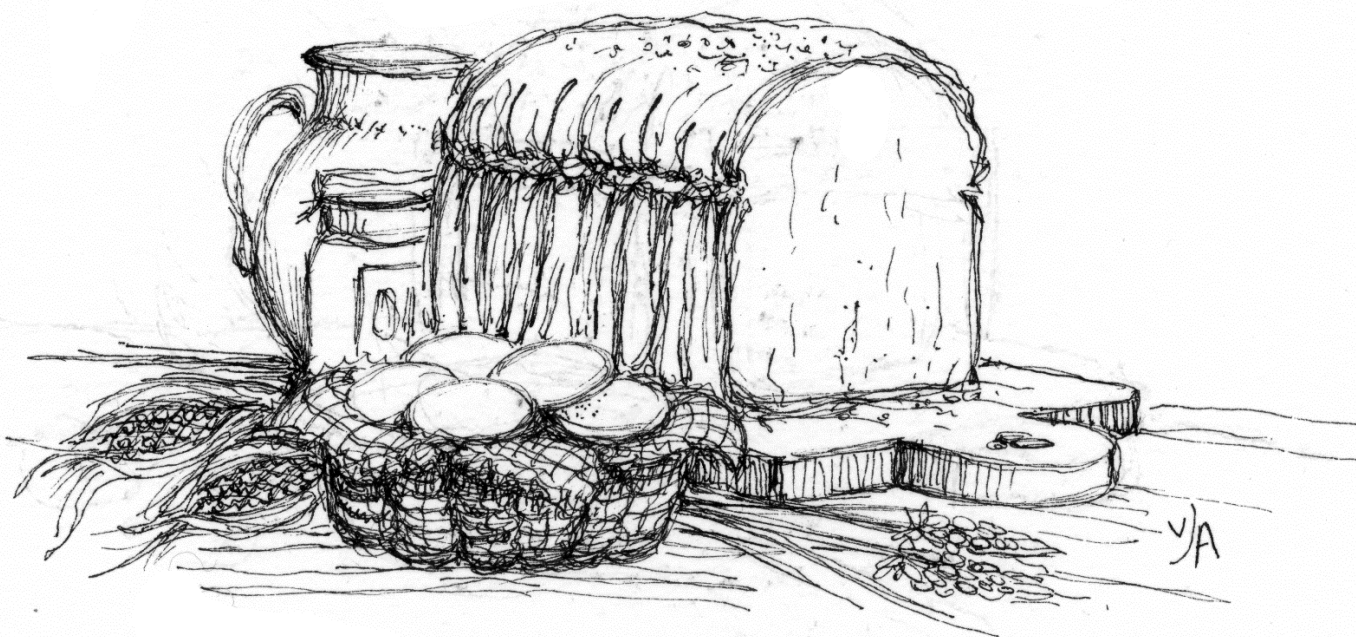
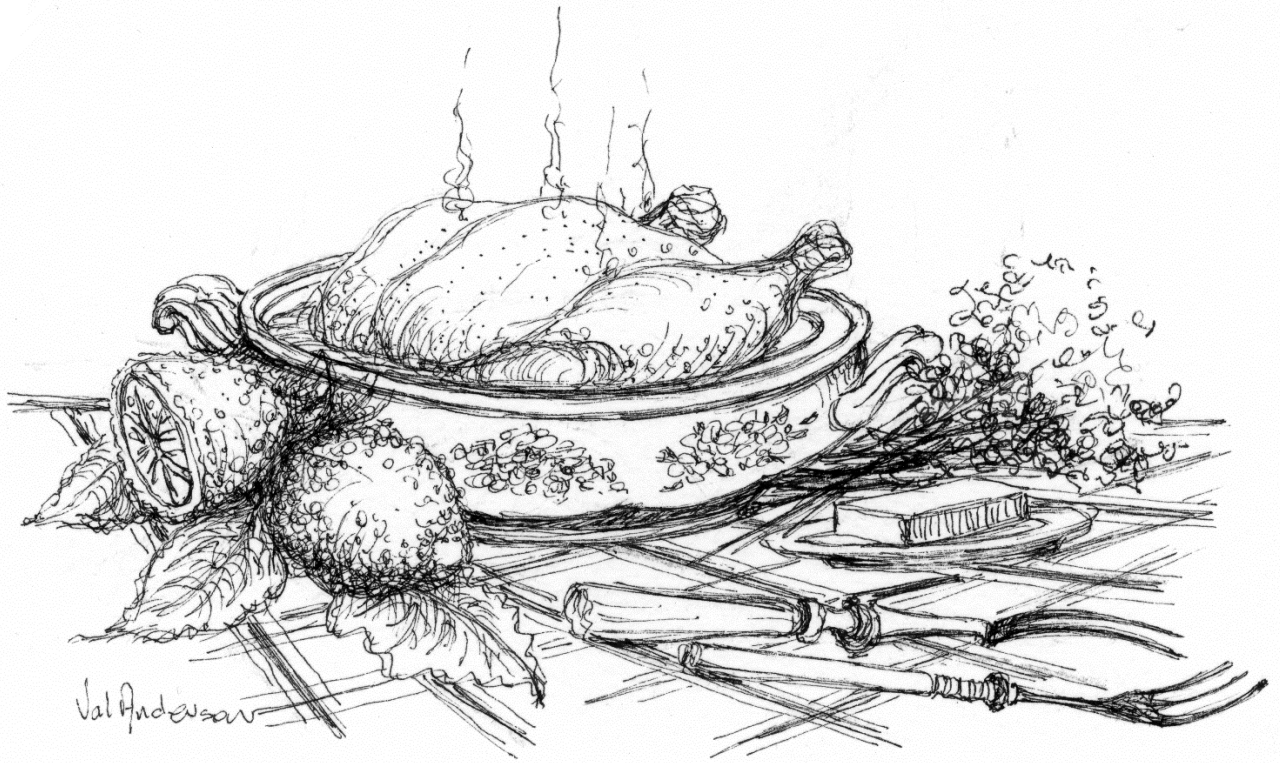
What is the tablecloth made of?

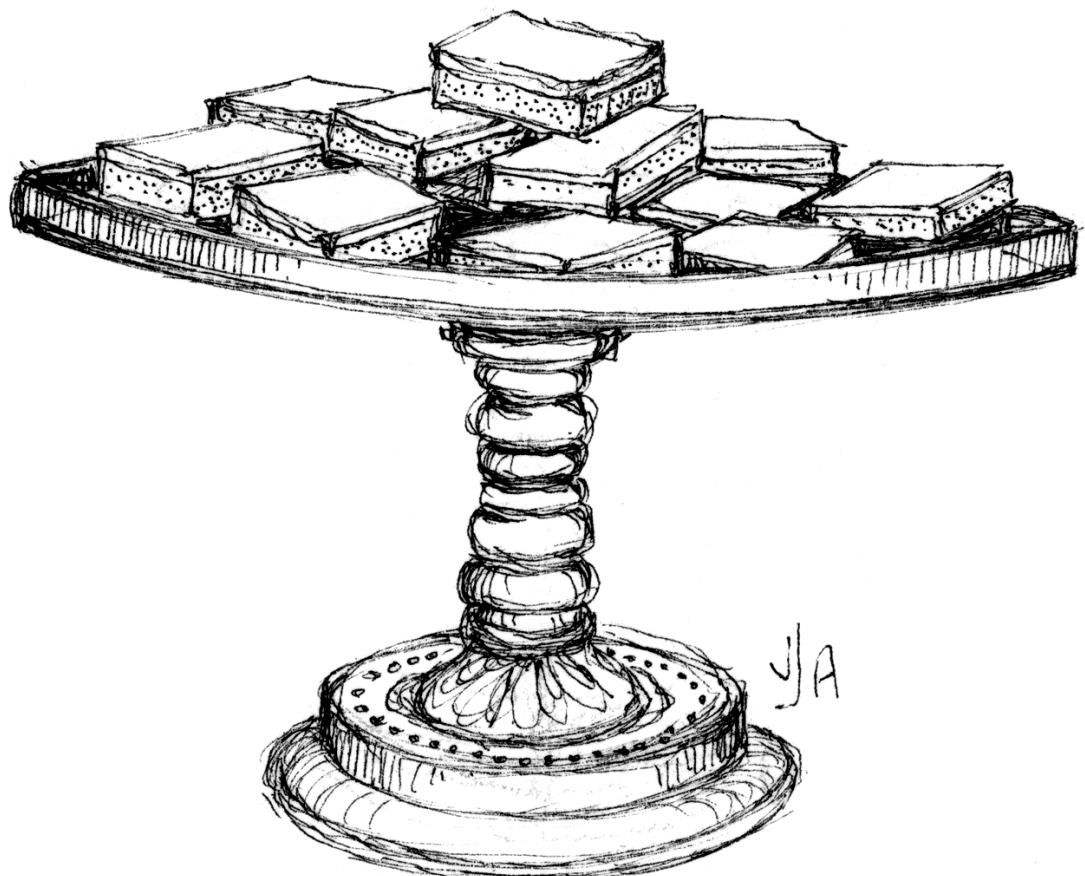
How many people could sit at this table? Would this table be big enough for your home?

Does your home have a separate room for dining or is it part of another room?

3. Colour these pictures of some of the food prepared in the kitchen back then.

- Do we eat the same foods now?
- What foods do you think would NEVER have been around in the Tocal kitchen?





Laundry and Toilets

The Chamber Pot



Not many people have a chamber pot under the bed these days.

What do people use now?

What would have been problems with using a chamber pot?

Where do you think they would have emptied the chamber pot?

Activity: Pour weak black tea into a pot chamber (or something like one) and let students carry it carefully. Ask them where would be a good place to empty it if it were urine.

The Washboard

Make a list of all the items that would have been cleaned with the washboard and tub.

What would most people use today?



The Mangle



Why was a mangle used?

Could it be dangerous to use?

Do you think hair and clothes could be caught in the mangle?

What do people use today instead of a mangle?

Activity: Collect photos of modern day equivalents and place them next to drawings of what they have replaced.

The Clothesline

Not everyone uses clothes lines all the time these days. What is used instead?

What are two advantages of the modern day clothes dryer? What are two disadvantages?

Energy

Where does energy come from for what we use today? Where did the energy come from before we had today's machines?