

THE WORKSHOPS RAIL MUSEUM

EDUCATION ON TRACK

JUNIOR SECONDARY (8–10) TIME, CONTINUITY & CHANGE TRAIL



This program has been produced and published by The Workshops Rail Museum, North Street, North Ipswich, Queensland, Australia 4305.

The Museum's Vision Statement is:

To be recognised as a creative, innovative and exciting journey of discovery into Australia's rail story.

The Mission Statement is:

To harness the significance of the Workshops precinct by delivering international standard cultural and tourism related activities, education and public programs associated with the interaction of rail on people's lives.

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Purpose and Overview

The following activities are based on different Zones around The Workshops Rail Museum and are aimed at helping students to achieve the following outcomes:

TCC 4.1 Students use primary sources to investigate situations before and after a change in Australian or global settings.

TCC 4.3 Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.

TCC 4.4 Students critique information sources to show the positive and negative effects of a change or continuity on different groups.

TCC D4.7 Students represent eras of past civilisations on a timeline or chart.

TCC 5.2 Students represent situations before and after a period of rapid change.

TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings.

TCC 5.5 Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.

TCC D5.6 Students identify changes in Australia's rural economy using a combination of primary and secondary sources.

TCC D5.7 Students summarise the short- and long-term effects of a particular change on a group.

These activities have also been designed using the Studies of Society & Environment (SOSE) Essential Learnings guidelines created by the Queensland Studies Authority.

Students will develop their knowledge and understanding of the following areas:

Time, Continuity and Change – By studying rail in Queensland, students will learn about Australian narratives and identity; social divisions and class structure; the impact of immigration on Australia; Australia's global position and relations with other nations; and how these factors have shaped our current communities.

Place and Space – By visiting The Workshops Rail Museum, students will have the opportunity to gain an understanding about built environment heritage. As they last fully functioning 19th century railway workshops in Australia, The Workshops Rail Museum demonstrates planning and sustainability in order to preserve a significant heritage environment. The Museum is also an example of award-winning adaptive reuse, the re-use of old building for modern purposes.

Culture and Identity – As the workshops was one of the largest employers of people in Queensland during the 20th century, the legacy of the Workshops has had Major impact on Ipswich. For the people who used to work here, the Workshops have also had an impact on their identity; the Workshops were, in reality, a community within a community, with thousands of diverse people working in many different positions and trades. When doing these activities, students will gain a sense of this identity, and an understanding of what it was like to work here.

During their visit and activity participation, students will engage in the following ways of working:

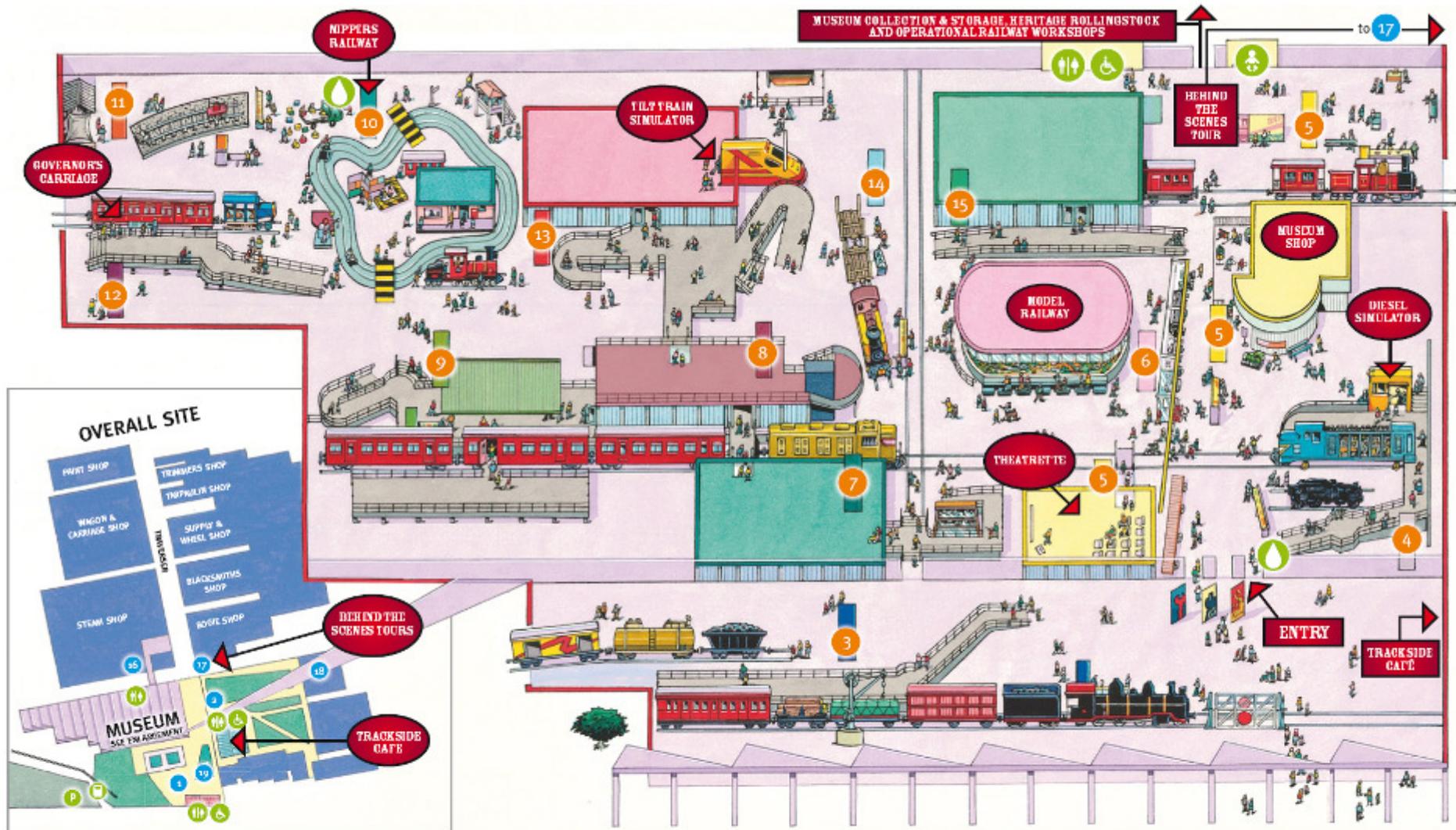
- Investigating themes and finding answers to problems.
- Researching, analysing, and evaluating primary sources.
- Drawing own conclusions and critically thinking about presented information.
- Reflecting on different people; their perspectives, values and contributions to our communities.

The activities require students to use a range of thinking skills in identifying the various answers to questions, and completing the activities below.

These activities are stepping stones to further study and acquisition of knowledge. Teachers should encourage students to explore further the answers to the various questions.

On the following page is a map of The Workshops Rail Museum. You can refer to this map to help orientate yourself throughout the trail activities.

Museum Map



- 11 Toilets
- 12 Baby change room
- 13 Disabled toilet
- 14 Water fountain
- 15 Parking
- 16 Special event station

- 1 Timekeepers Building and Grounds
- 2 Trackside Café
- 3 Museum Collection and Storage
- 4 Behind the Scenes Tours
- 5 Powerhouse
- 6 War Memorial

- 7 Moving Goods
- 8 Diesel Revolution
- 9 Diesel Simulator
- 10 All Aboard
- 11 Theatrette
- 12 Museum Shop
- 13 Model Railway
- 14 Ipswich Railway Workshops
- 15 Rail in Queensland
- 16 Platform 9
- 17 Nippers Railway
- 18 Might and Muscle
- 19 One of a Kind
- 20 Governor's Carriage
- 21 Rail Today
- 22 Tilt Train Simulator
- 23 Other Railways
- 24 Boilershop Gallery

Travel around the museum and view the different exhibits. Make sure you focus on zones 7, 8, 9, 11, 12 and 13 in order to find the information to complete the activities below.

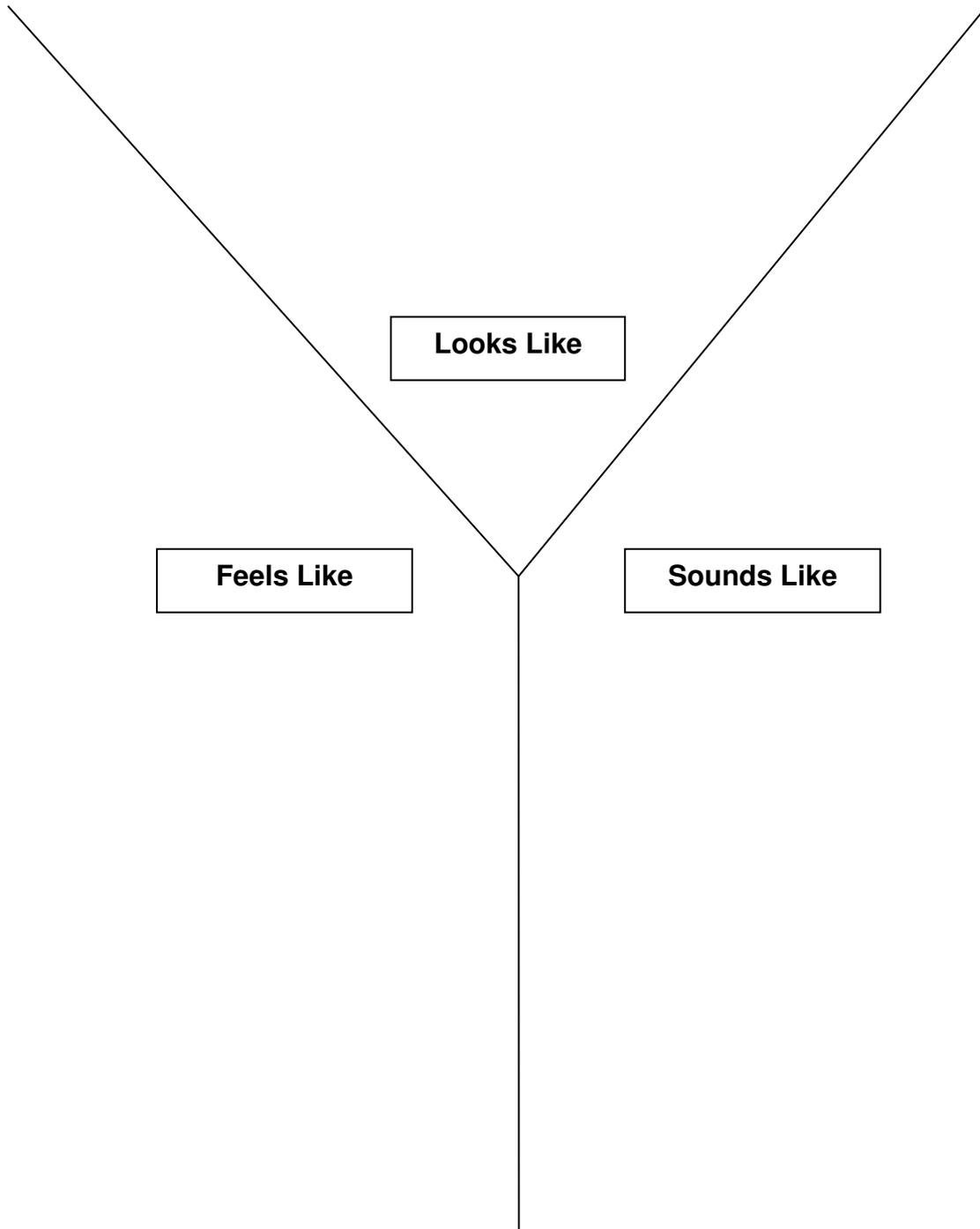
Activity 1 – Timeline

Create a timeline of significant dates and events in Queensland's rail history. Add to it as you move through the different exhibits.



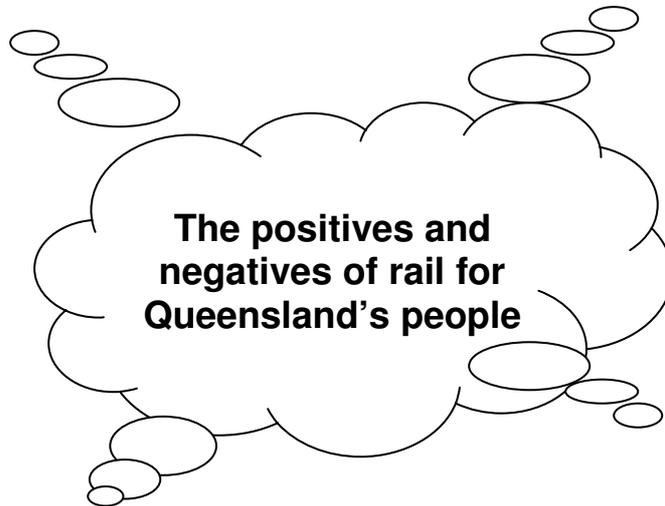
Activity 3 – Empathetic Response

In Zone 8, *Rail in Queensland*, there is an account of the grand opening of Queensland's first line. Fill in the Y chart below describing how you imagine it looked, sounded and felt.



Activity 5 – Positive and negative effects

Create a brainstorm that lists the positive and negatives of rail travel in Queensland.
Hint: think in terms of both people and the economy.



Activity 6 – Short and Long Term Effects

Evaluate the short and long-term effects that the introduction of diesel engines had on Queensland. Consider the local, state and national impacts.

Introduction of Diesel Engines

	Locally	Queensland	Australia
Short Term Effects			
Long Term Effects			

Activity 8 – Identifying values in historical sources

History is often only told from the perspective of one group of people within society. For example, in Australia for a long time students were only taught about Australian history from the perspective of the British people who came here with Captain Cook. Today in schools, students also learn about the indigenous history of our country.

Whose stories or perspectives are told in the museum?

Whose stories or perspectives are not told in the museum?

How do you feel about this?

Do you think anything needs to be done about this?
