Did you get my message?

The history of communication
in north-west Tasmania

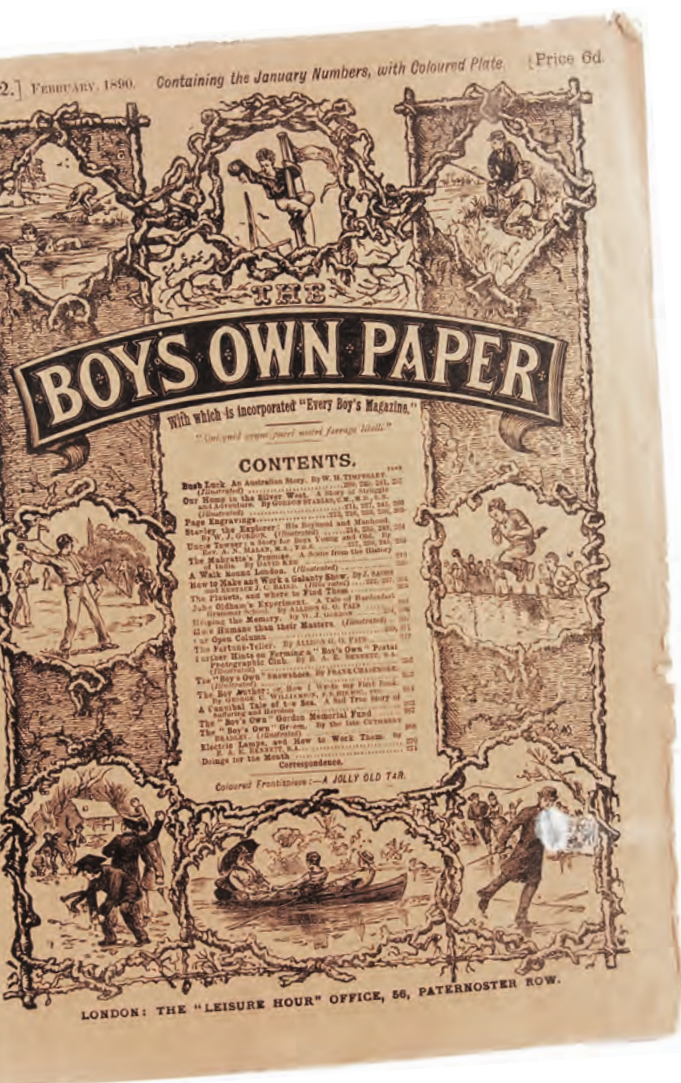**Resource book for teachers**

Contents

1. Introduction

The resources included in this box comprise objects and images relating to the history of communication in north-west Tasmania.

The history of communication is intimately linked to the routines of daily life, work, and play.

The 'Did you get my message?' theme provides a wealth of opportunities to explore and compare how changing methods of communication have influenced daily life. The evolution of technology, and the reasons for this can also be investigated.

These resource materials are designed for Kinder - Year 5 as well as Year 8 and 9. Specific links between these resources and the Australian Curriculum have been identified in Section 3. The strongest links are with the History curriculum and these are highlighted alongside other curriculum areas e.g. English, science, mathematics, and geography.

In Section 4, there is for each object or photograph in the resource box:

- Brief background information

- Several discussion starters/questions/ activity ideas

This information is designed for teachers to read and present as appropriate/interpret to their students.

Section 5 contains worksheets based on the objects and photographs in the 'Did you get my message?' Resource box.

Section 6 is a class discussion exploring historical questions and research, the analysis and use of sources and perspectives and interpretations.

Visiting the Burnie Regional Museum will put the objects in their context in Federation Street, outlined in Section 7.

Section 8 includes links to online resources which may be useful.

2.
Now that you have your resource box please...

- Check the contents of the box against the inventory when you receive the box and again before you return it. If any objects are damaged or missing, please notify the Burnie Regional Museum immediately so that they can be repaired or replaced.

- Handle objects with care.

- When removing objects from the box, place them on clean areas clear of pencils, pens, paint, water and anything else that may contaminate them.

- Do not leave the objects unattended unless you are sure anyone handling them understands how to treat the material.

- Display the photographs using book/music stands or 'Blue-Tac'. Please don't use drawing pins or any other material to pierce the photographs.

- Return your box on time, as the next borrowers are also keen to take delivery of their resource box.

- Please note: This box is for use in your classroom only and should not be passed on to other staff at your school. As the teacher responsible for this box you will be held accountable for any damage or loss of objects.

3.
Curriculum Links Matrix

The following links have been identified between the objects, photos and stories in the 'Did you get my message? The History of Communication in north-west Tasmania' Resource Box and the Australian Curriculum from Foundation to Year 5 as well as Year 8 English. Federation Street and the contents of this box also may give context to Year 6 ACHASSK134 and Year 9 ACDSEH090 and 091 discussions.

Year Level	Resource Box Grouped Activities	Curriculum Link	Related Elaborations
Foundation	Entire Box Activities (History)	**ACHHK004:** How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums.	**2:** Sharing the story of an object from home, describing its importance to the family (for example photographs, old toys, statues, medals, artwork, jewellery) and creating a class museum.
	Newspapers (English)	**ACELA1440/ACELY1653:** Recognise and produce lower and upper case letters.	All elaborations.
Year 1	Entire Box Activities (History)	**ACHHK030:** Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.	**1:** Examining and commenting on photographs and oral histories (for example talking to parents, grandparents and other elders) to find out how daily lives have changed.
Year 2	Entire Box Activities (History)	**ACHHK046:** The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past).	**1:** Examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (e.g. the introduction of television, transistors, FM radio and digital technologies).
	Writing and Sending a Letter (Visual Arts and Science)	**ACAVAM107:** Use and experiment with different materials, techniques, technologies and processes to make artworks.	**1:** Exploring a range of natural and man-made materials and technologies to visually express their experiences, for example, paint, pencils, ink, sand, photography and graphically (also 2-4).
		ACSHE035: People use science in their daily lives, including when caring for their environment and living things.	**3:** Exploring how different cultures have made inks, pigments and paints by mixing materials.

Year Level	Resource Box Grouped Activities	Curriculum Link	Related Elaborations
Year 3	Entire Box Activities (History)	**ACHHK061:** ONE important e.g. of change and ONE important e.g. of continuity over time in the local community, region or state/ territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life.	**1:** Investigating a development in the local community from the time of European settlement to the present day (for example through photographs, newspapers, oral histories, diaries and letters). **2:** comparing photographs from both the past and present of a specific location to identify the nature of change or continuity (that is key similarities and differences).
	Writing and Sending a Letter (Maths)	**ACMNA057:** Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.	**1:** Writing simple word problems in numerical form and vice versa. **2:** Using a calculator to check the solution and reasonableness of the answer.
		ACMNA057: Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents.	**1:** Recognising the relationship between dollars and cents, and that not all countries use these denominations and divisions.
Year 4	Telegraph (Digital Technologies)	**ACTDIK008:** Recognise different types of data and explore how the same data can be represented in different ways.	**4:** Exploring codes and symbols that are representations of data, for example morse code and semaphore.
	Photographs (Drama)	**ACADRM032:** Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place.	**3:** Exploring roles and situations by trialling the use of language, such as choice of words, expressions and tone. **5:** Experimenting with body language and gesture from different cultures and times.
Year 5	Entire Box Activities (History)	**ACHHK094:** The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.	**1:** Investigating colonial life to discover what life was like at that time for different inhabitants in terms of clothing, diet, leisure, paid and unpaid work, language, housing and childrens' lives'. (Also 2-Communication patterns in and between settlements).
	Newspapers (English)	**ACELY1704:** Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience.	**1:** Using research from print and digital resources to gather and organise information for writing. (Also 2-5).

3.
Curriculum Links Matrix (continued)

Year Level	Resource Box Grouped Activities	Curriculum Link	Related Elaborations
Year 8	Entire Box Activities (English)	**ACELT1626:** Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups.	**2:** comparing attitudes and ideas in texts drawn from contexts that are different to students' own.
		ACELY1729: Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.	All Elaborations.
		ACELY1736: Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate.	All Elaborations.
Year 9	Entire Box Activities and Federation Street (History)	**ACDSEH090:** Living and working conditions in Australia around the turn of the twentieth century (that is 1900).	**1:** identifying the main features of housing, sanitation, transport, education and industry that influenced living and working conditions in Australia.

4.
What is in the box?

Before outlining what is in the box, it is important to consider what isn't in there.

There are no items or objects in the box that relate to how Tasmanian Aboriginal people in the north west of Tasmania communicated between and amongst themselves.

In part, this is because their culture is largely based on oral traditions of story, song, dance and ceremony, rather than a written language. It is also because this information was not seen by many as important to record in the past and also the technology wasn't developed to a point where oral traditions could be easily recorded.

Only one pair of sound recordings of a Tasmanian Aboriginal language exists. These recordings, made in 1899 and 1903, are of Fanny Cochrane Smith, an Aboriginal woman singing songs of her people. See shapingtasmania.tmag.tas.gov.au/object.aspx?ID=39 Parts of this recording can be found at: www.youtube.com/watch?v=TxaMhbLkgB0

The resources that are in the box have been grouped into three areas:

- Writing and sending letters

- Newspapers

- Telegraphy and telegrams

Writing and sending letters

Laminated copy of letter written by Elizabeth Alexander

This letter was written with pen and ink on November 14th 1834. The beautiful curly script is called copperplate handwriting. The letter demonstrates the difficulty of communicating with loved ones far away, especially on the isolated north-west coast of Tasmania. Elizabeth's husband was in Tasmania, while Elizabeth and her children remained in England. At this time, it might take a sailing ship as long as four months with unfavourable winds to sail from England to Australia. A well-run clipper ship with favourable winds could make the journey in a little over half this time. Burnie and the north-west coast could only be accessed by small sailing ships, usually from Launceston. These ships could be delayed for days or even weeks in bad weather.

- With the invention of texting, Twitter, Facebook, emails and all the other electronic forms of communication are handwritten letters now a thing of the past? Perhaps, but how do you feel when you receive a letter in the mail addressed to you? Do you have the same feeling when you get a text or email?

- Can you write in copperplate handwriting? Learning copperplate handwriting through a Youtube playlist www.youtube.com/playlist?list=PLzHisadDr0eO1UGiY4aaH5hJzCO5z_SpC

- International Association of Master Penmen, Engrossers, and Teachers of Handwriting: http://www.iampeth.com/lessons (includes practice sheets .pdf for free download for students)

- Using the make your own materials on the next few pages, make and write a letter to a friend or relative.

- The website: auspost.com.au/education/letterwriting/teachers/curriculum-support.html has some good information, resources and activities about letter writing.

....

Elizabeth writes:

'It is very near two years since we received a letter from you and therefore I beg you to write at every opportunity. Should you see William Taylor desire him to write home to his wife as she wants to hear from him very bad. She and the children are all very well and send their love to him. Should you see John Coleman desire him to write home to his family as they have not had a letter from him since he have been gone and they are very uneasy concerning him. Should you see John Dowling tell him to write home to his father as he is very uneasy in not hearing from him so long. He is very well and sends his kind love to him. So my dear husband to conclude my letter... believe me to remain your caring loving and constant wife until death do us part

Elizabeth Alexander'

....

Pens and laminated sample of copperplate script

These pens have sharp pointed nibs and were used when writing copperplate script (the most popular style of handwriting in the 19th century).

The pressure applied to the pen determines the thickness of the line.

Handwriting was very regularly drilled in schools and students who produced messy work were liable to receive the cane.

- Write your name using the copperplate script sample.

- If possible, source a pen and ink and try writing with it. Experiment with making thick and thin lines.

- New Hampshire historical society guide to making quill pens (may need to be made prior to class): www.nhhistory.org/edu/support/nhgrowingup/quillpens.pdf

- Ask your grandparents or older friends if they can remember writing with a pen and ink. Did they find is easy or difficult? What else do they remember about it?

Ink well

Pens in those days did not have an ink reservoir, so they had to be repeatedly dipped into the ink well while writing.

- Draw the ink well from two different perspectives

- Easy instructions for making your own ink: www.hometrainingtools.com/a/make-homemade-ink-project

  **AC Link
  (Foundation – Year 2 Visual Arts
  ACAVAM107 Elab 1,2, 3, 4);
  (Year 2 Science ACSHE035 Elab 3)**

Sealing wax

This wax was melted and used to seal letters. Before 1850, often an envelope was not used. Instead the letter was folded and the loose edges were sealed with a wax seal. The address was then written on the reverse side.

Self-sealing envelopes with an adhesive edge weren't available until about 1900.

- Purchase a wax seal and stamp (available from newsagents and the Burnie Regional Museum gift shop) and demonstrate how to use one.

Wax seal

A special stamp called a seal could be pressed into the hot wax to form an image.

Important families had their own unique seals.

This is a modern example of a wax seal.

- Draw a design for your own family seal. Think about what things are important to your family and include these in the design.

- This design could be printed as stickers to attach to envelopes in lieu of wax seals.

3 postage stamps

A postage stamp is a small piece of paper that is purchased and displayed on an item of mail as evidence of payment of postage.

Typically stamps are printed on special paper, they show a country of origin, their cost and have adhesive on the back.

The cost of the stamp is used to pay the costs of moving the mail. Stamps are cancelled or postmarked to prevent the stamp from being reused. Before postage stamps were invented in the 1840s, ink and hand stamps (hence the word 'stamp') were applied to mail to show that payment had been made.

In the United Kingdom, before the introduction of stamps, the person receiving the mail was required to pay the cost of postage. However this was not a great system since the person receiving the mail was often unable or unwilling to pay for it and senders had no incentive to restrict the number, size or weight of items they posted! The postage stamp resolved this issue in a simple, elegant and often artistic manner.

- Stamps can give us clues about history. What information can you discover from these three stamps eg Are they used or new? From the parts of the postmarks on them can you work out where they were posted? What do the pictures on them show? How much did they cost? (this could lead into a discussion about pre-decimal currency)

- How much does it cost to post a standard size letter in Australia today? Do you think this is good value/too expensive/about right? Write a list of your reasons why you think so.

- Do you or someone you know collect stamps? Perhaps someone can bring along a stamp album for the class to look at.

- Design your own stamp. You may like to develop a design to commemorate something happening at school/in your community/in your family. How much will your stamp cost?

- If you have access to a collection of used stamps they can provide a wealth of activities for:

  » Sorting: (colour, size, country of origin, cost etc)

  » Maths: How many $1.00 stamps can I buy for $5.00? If I buy these three stamps how much change will I get from $2.50 etc

  **AC Link
  (Year 3 Mathematics ACMNA057 and ACMNA059)**

Newspapers

Laminated copy of The Wellington Times first edition

The local newspaper was the only means of mass communication until radio stations came on air in the 1920s.

When the first issue of *The Wellington Times* went on sale on 1st October 1890, the small but economically developing town of Burnie had its first newspaper.

At first it was only published on Wednesdays and Saturdays but nine years later it became a daily paper. *The Wellington Times* was later renamed *The Advocate*.

- Compare the front page of a recent copy of *The Advocate* to this copy of *The Wellington Times*. What things are similar what things are different?

- Create the front page of a newspaper, either individually or in small groups. What will your paper be called? What articles will there be? Will there be advertising?

Handset type

Before the age of computers, newspapers were printed by manually laying out each letter of each word. Below are two examples of handset type.

In a commercial printing works there were dozens of cases with the type arranged alphabetically and in fonts (styles) and points (sizes). Hand setting type was called 'composing' and the tray the compositor used was called a 'gallery'.

Terms like 'upper case' and 'lower case' hark back to the days of handset type when capital letters were stored in the upper section of the type case and small letters in the lower case.

- Look at the front page of the Wellington Times – how long do you think it would take one person to line up all the individual letters to print this page? A day? More than a day?

- Using a current copy of a newspaper, cut out individual letters and create your own headline or sentence. This simulates the process of handsetting type and gives a sense of how long it would take to do a whole newspaper.

- What other types of printing exist? Explore block printing eg potato or lino printing, leaf printing, screen printing, positive and negative prints etc

AC Link
(Foundation English ACELA1440/ ACELY1653);
(Year 5 English ACELY1704)

Boys Own and Girls Own papers

These were story papers aimed at young and teenage boys and girls. It tells us a lot about the interests and activities of boys and girls at the time.

- Compare and contrast the kinds of articles and language used in each of these publications.

- Read the fictional story in each paper – were there different focusses? What is the moral of the story?

- Create a modern version of a Boys Own Paper and a Girls Own Paper.

AC Link
(Year 8 English ACELT1626, ACELY1729, ACELY1736)

Telegraphy and telegrams

Telegraph key and headphones

Laminated international morse code sheet

From 1844 almost until World War II, the telegraph was the principal means of quickly communicating important information across great distances. The machine was patented in the U.S. in 1837 by Samuel F.B. Morse, who devised the famous dots-and-dashes code for tapping out messages using a telegraph key.

Two key pieces of hardware defined the telegraph. The first was the transmitter, also called the key. The operator of this instrument tapped out messages composed of dots and dashes by alternately closing (pressing the key) and breaking (releasing it) an electrical circuit. A quick tap created a dot, while holding the key down for three times as long created a dash.

Signals sent by the key were received by a recorder. Early versions of this device featured a thin, spring-powered spool of paper that slowly moved through the machine (you can see one of these in the Federation Street's General Store in the Burnie Regional Museum). As a lever with a point on its end was magnetized by the circuit, it would press against the paper, leaving dots and dashes on its surface, which were decoded into letters, numerals, and basic punctuation.

In the late 1870s, devices known as sounders began to replace paper recorders. As its name suggests, the sounder allowed a trained operator to hear the dots and dashes and scribble them down; resonators attached to the sounder permitted the operator to change the direction or volume of the sound so messages could be heard clearly.

- In Morse code, how do you know when one letter ends and another starts?

> The letters of a word are separated by a space equal to three dots (one dash), and the words are separated by a space equal to seven dots.

- There are lots of interactive Morse code games on the Internet eg

  boyslife.org/games/online-games/575/morse-code-machine/

  www.nsa.gov/kids/games/gamemorse.htm

OR

Try this: Crack the code necklace

You will need

- Beads of different colours
- Thin string to thread beads on
- A print-out of the alphabet in Morse code
- Scissors

What to do

1. Cut a length of string long enough to become a necklace.

2. Take a look at the Morse code of the alphabet and choose a bead colour that represents a dot and a bead colour that represents a dash.

3. Choose a third bead colour to separate each letter.

4. Following the code, spell your name in beads across the necklace.

5. You have made your own secret coded necklace!

6. Make one for a friend.

Applications

Code transmits all the information in our computer communications. Computers use binary signals, where information is coded as a series of 0s and 1s.

To write text, computers use a morse-like code called the American Standard Code for Information Interchange (ASCII).

Each letter or number is stored as seven binary digits, and there are 128 digits, letters and other characters represented in the ASCII system.

More information

Translate your name into binary code with this translator binarytranslator.com

Have a play with this Morse code translator morsecode.scphillips.com/translator.html What does your name sound like? What does SMS sound like?

- Make your own Morse code machine: teacher.scholastic.com/lessonrepro/lessonplans/profbooks/gotmessage.htm

- Create your own code and send someone in the class a message. Give them a copy of your code and see if they can they decipher your message.

  AC Link
  (Year 2 History ACHHK046 Elab 1);
  (Year 3 History ACHHK061 Elab 1);
  (Year 4 Digital technologies ACTDIK008 Elab 4)

Two blank telegrams and matching envelopes

A telegraph message sent by an electrical telegraph operator using Morse code (or a printing telegraph operator using plain text) was known as a telegram.

In more recent times, but before the internet and mobile phones existed, telegrams were often sent on special occasions eg weddings, births or deaths or other significant occasions. They carried an inherent sense of importance.

Mystery object

This object is something to do with communication.

- What do you think this object is? Why do you think that?

- Imagine you work in a museum and you have found this object in the collection. It has no information with it, how would you find out what it is?

This is an ink blotter. Writing with pen and ink was much messier than using a biro. Excess ink needed to be absorbed from the paper using a blotter like this to prevent the writing from smudging.

Photographs

This collection of photographs relate to the history of communication in north-west Tasmania.

For each photo in the collection you can use the visible thinking approach (see link in Section 7. Useful links/resources) by asking: What is going on? What makes you say that? This will help students describe what they see/know and encourage them to build explanations, which in turn promotes evidence based reasoning.

First wireless Morse code set in Burnie, 1909

The wireless Morse code set was the forerunner to today's radio.

Unlike the conventional electric telegraph signaling of the day, this form of communication did not require wire connection between the end points.

Incoming messages were received in Morse code, punched out on a paper tape and translated. Outgoing messages were tapped out by the operator. By the 1920s this type of communication was being replaced by speech over the radio.

AC Link
(Year 2 History ACHHK046 Elab 1);
(Year 3 History ACHHK061 Elab 1);
(Year 4 Digital technologies ACTDIK008 Elab 4)

Post and telegraph office, Marine Terrace, Burnie

This was the first purpose-built Post and Telegraph Office in Burnie. Prior to its construction in 1898, local shops and offices were used as the Post Office.

When it was first built, the staff consisted of a postmaster, two clerks, two telephonists and two messenger boys.

At that time, only about 40 people in Burnie had a telephone. In those days, it wasn't possible to directly dial a telephone number – you had to first dial the telephonist (operator) who would connect your call manually.

- Compare the old photo with the current photograph of this location. What is the same? What is different?

- In a small group act out an imagined scene/event at the post office that may have happened during the 1890s. Students could take the roles of postmaster, clerks, telephonist, messenger boy or customer.

  Remember that at this time Burnie was a relatively small town so the postmaster probably knew many customers personally.

AC Link (Year 4 Drama ACADRM032)

**Current photograph of same location**

Tatlow's Royal Mail Coach, 1906

The bridging of rivers and the construction of roads between Burnie and Circular Head enabled the setting up of 'fast' coaching services.

One of the most famous was Tatlow's coaches which could cover distances of 80 kilometres in seven hours. At one time Tatlow had more than 200 horses to maintain his service. Later he changed to a motor service.

- If Tatlows mail coach could cover 80km in 7 hours what was their average speed for this trip? (You may need to use a calculator to work this out).

- Although considered 'fast', this speed is much slower than we would average in a car today. What are some of the factors that would have limited the speed of the mail coach?

AC Link (Year 5 History ACHHK094)
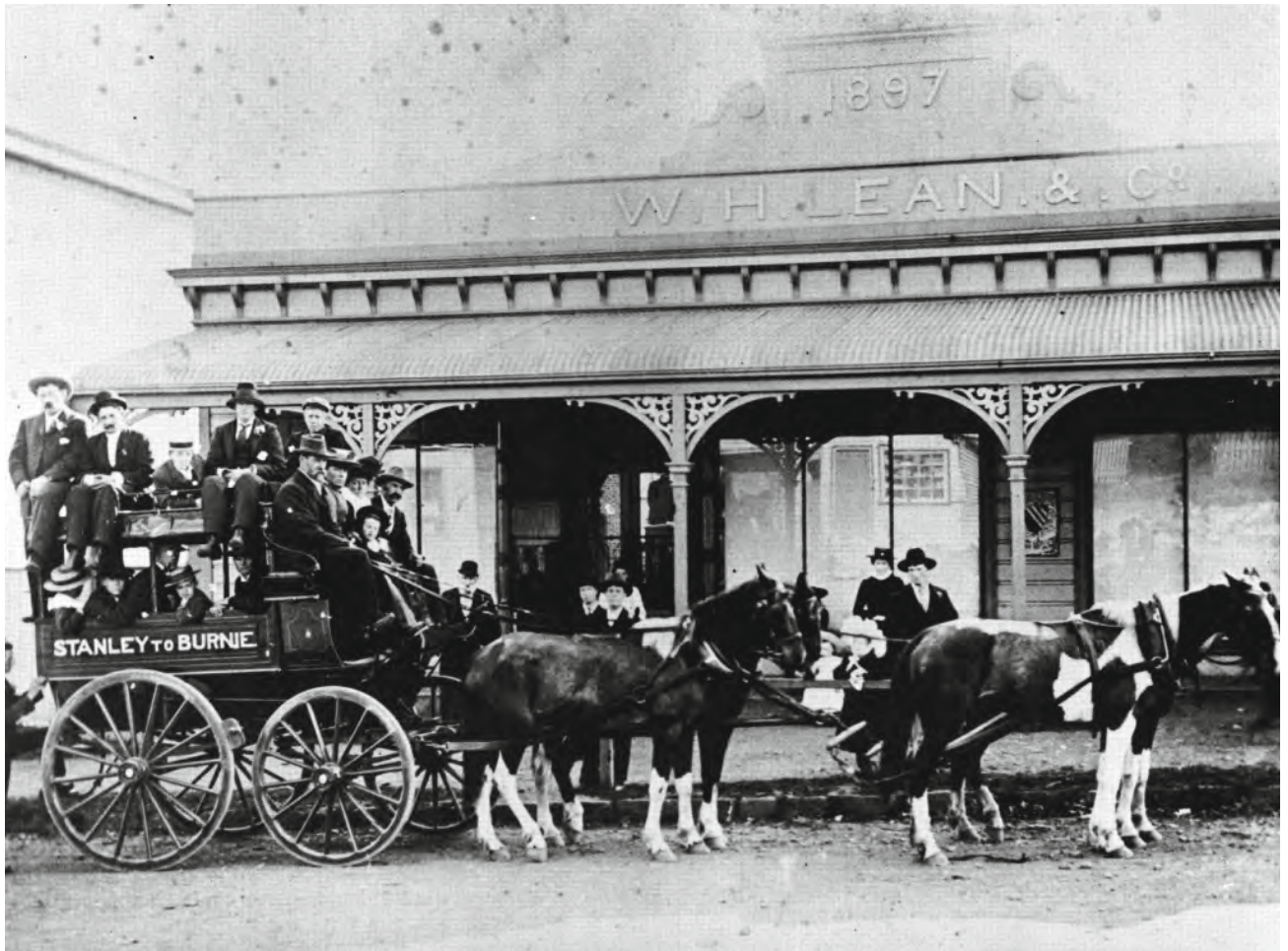
Wellington Times office, 1893

Robert Harris and his sons Robert and Charles established Burnie's first newspaper on 1 October 1890.

It was originally called *The Wellington Times* but in 1918, after several name changes, it became *The Advocate*. The original *Wellington Times* office premises were in this building in Cattley Street, Burnie.

In 1902, Harris and Co. Ltd built its own premises in Mount St but in 1920 this building was destroyed by fire.

- Some people in this photo are wearing suits and others are wearing aprons. Why do you think this is?

- All the people in the photo are men. Why do you think there are no women in this photo?

- Imagine you are a compositor (look back to the information associated with the handset type for a description of what a compositor does) on *The Wellington Times*. Write a diary entry for one day describing what you do. Do you enjoy the work? How did you come to be working as a compositor? Would you prefer to be working at a different job? If so, what work would that be? Why do you think you would prefer it?

5.
Worksheets

The following worksheets can be used in conjunction with the objects and photographs in the resource box.

Wages day

Imagine you are one of the operators in the photo
First wireless Morse code set in Burnie (1909)

You are employed for a 10-day shift and you will be paid in one of the following ways:

a) $6 per day

b) $3 on odd numbered days and $9 on even numbered days

c) Day 1: $1, Day 2: $2, Day 3: $3 and so on

d) Day 1: $1, Day 2: $1 and the sum of the previous 2 days for each day afterwards

e) Day 1: 10 cents and for each day afterwards double the amount of the day before

f) Day 1: $1, Day 2: $3 and $3 less than the total paid so far, for each day afterwards.

Choose a method of payment.

Which method do you think pays the most?

Which do you think pays the least?

Fill in the chart below and compare
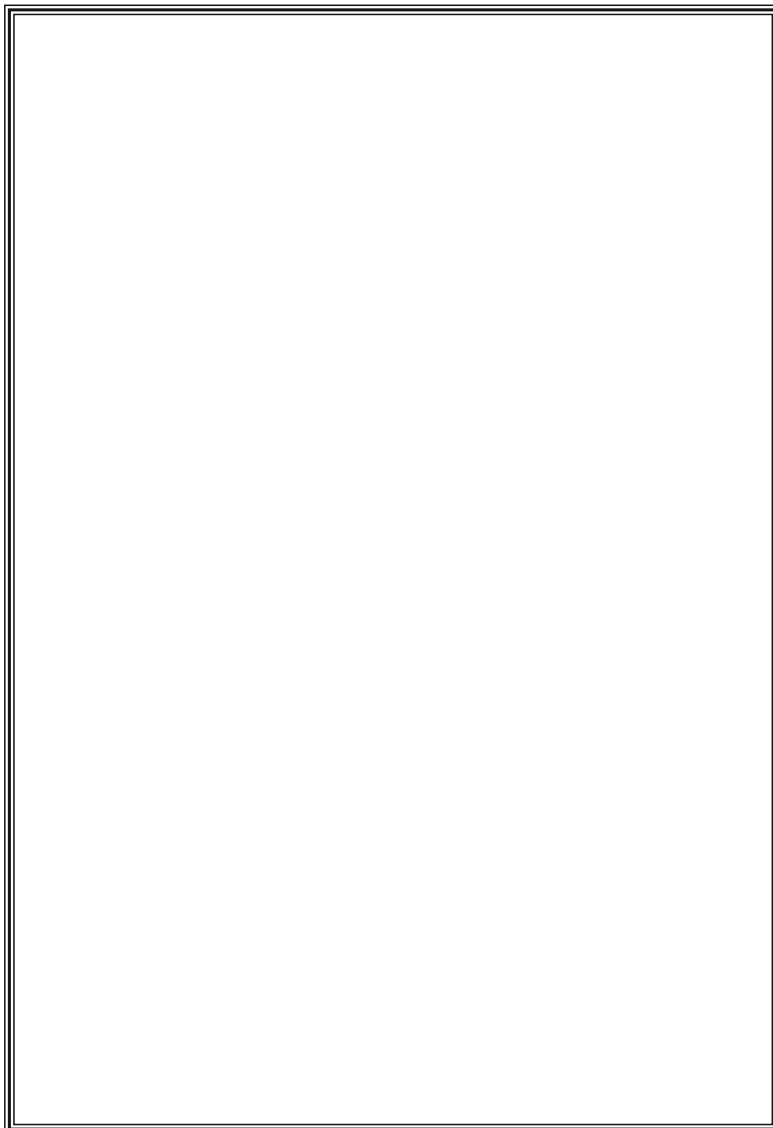
Did you make the right choice?

Day	A	B	C	D	E	F
1	$6	$3	$1	$1	10c	$1
2	$6	$9	$2	$1	20c	$3
3	$6	$3	$3	$2	40c	$1
4						
5						
6						
7						
8						
9						
10						
Total						

Everyone needs a...

Make up a newspaper advertisement for a wax seal.

- What are its uses?

- What are its benefits?

- How would you promote it/encourage people to buy it?

Have a look at ads in current newspapers and catalogues to give you some ideas.
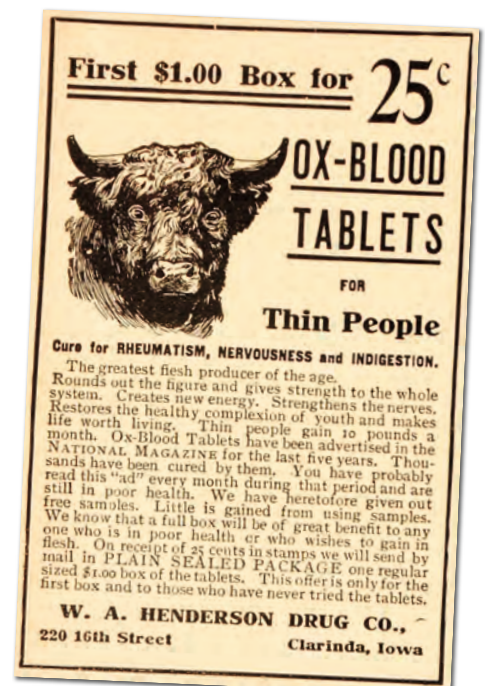
Dear diary...

Imagine you are a Morse code operator or a driver for Tatlow's Royal Mail Coach.

Write some diary entries based on what you did each day.

Monday 23 June 19..........

_____

_____

_____

Thursday 26 June 19..........

_____

_____

_____

Saturday 28 June 19..........

_____

_____

_____

Wednesday 1 July 19..........

_____

_____

_____

Email or snail mail?

Survey each person in your class and ask how they prefer to receive letters – via email or through the post ('snail mail'). **Draw a bar graph of the results below.**

Number of People

30
25
20
15
10
5
0

Email   Snail Mail
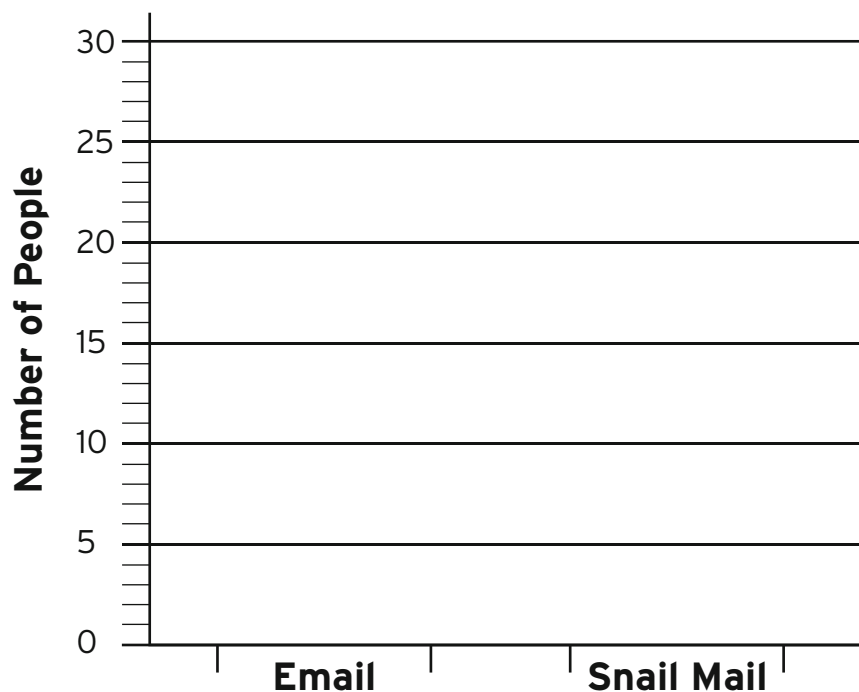
Ask each person in the class to ask a grandparent, great-grandparent or older friend how they prefer to receive letters? **Draw a bar graph of the results below.**

Number of People

30
25
20
15
10
5
0

Email   Snail Mail
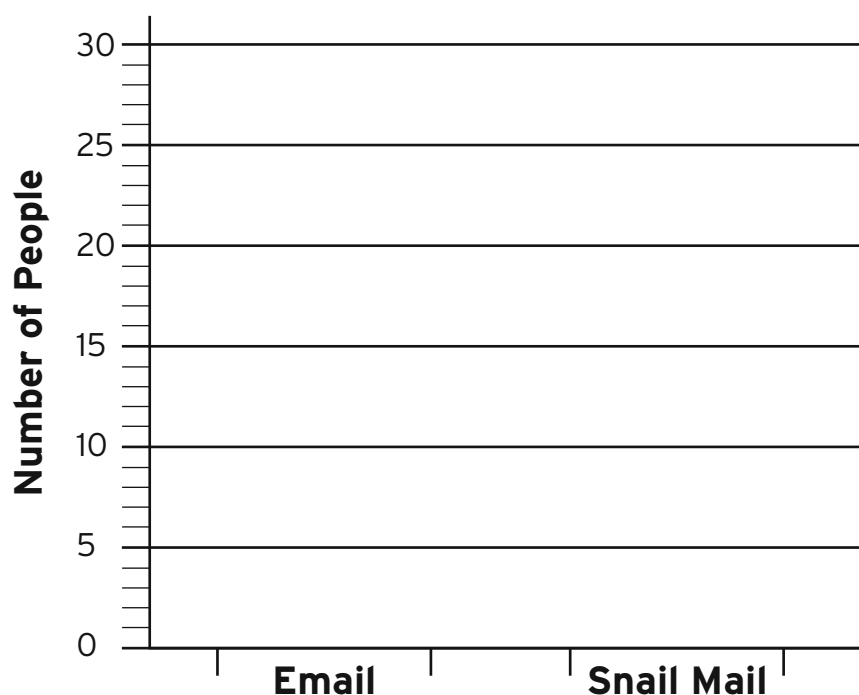
6.
Unearthing history – a class discussion

The following questions could be used to prompt a class discussion.

- What are some of the different ways we can find out about the past? Hint: what sorts of things are in the resource box eg objects/artefacts, documents, images...

- In terms of telling us about the past, is the information we obtain from paintings different to that from photos? Why?

- What sorts of things will we leave behind for people to find out about us?

- What about when technology changes (eg video, audio tapes, records etc)? Will people in the future have the tools to unlock all parts of the past?

- If you could choose 5 objects/images/ documents to leave behind to give clues to someone in the future about you and your life, what would these 5 things be?

- Perhaps you could bury a time capsule at home or at school? See paleofuture.gizmodo.com/what-is-a-time-capsule-1531521900 for ideas and information about different kinds of time capsules around the world. The International Time Capsule Society also has good ideas, see crypt.oglethorpe.edu/international-time-capsule-society

7.

Extending the learning – come and visit the Burnie Regional Museum

The understandings developed from the 'Did you get my message?' Resource Box can be extended by a visit to the Burnie Regional Museum.

See www.burnieregionalmuseum.net/visit for details about bookings, logistics, costs and support for museum visits

Some of the objects within the Museum collection which relate to the Communication theme include:

(a) Telephone exchange General store
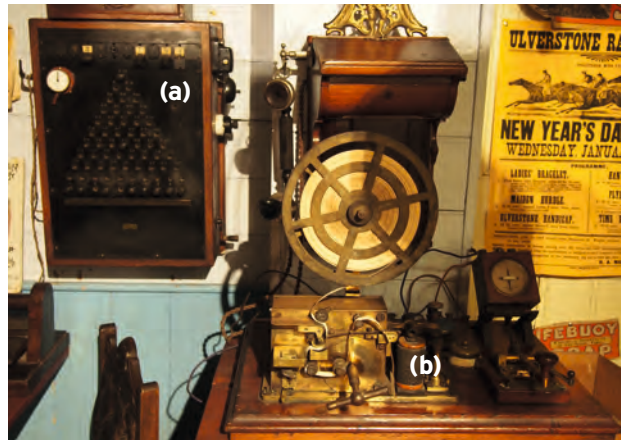
When the telephone service was first connected to Burnie, there were just ten subscribers. This number had grown to 44 by 1908. The operator working at the telephone exchange had to manually connect your call to the line you wanted.

(b) Electric telegraph machine General store

In 1867 the electric telegraph link along the coast was established, enabling Burnie to receive telegrams from other Australian colonies and by 1872, the outside world.

Incoming messages were received in Morse code, punched out on a paper tape and translated. Outgoing messages were tapped out by the operator.

Unlike modern telephone lines, that can carry multiple calls on each line, each telegraph line could only carry one Morse code message at a time, necessitating the use of separate lines to each telegraph operator.

(c) Telephone
Parlour

It was not until the 1890s that telephones were installed in private houses. There were still a very limited number of subscribers, so you couldn't just call anyone.

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Various printing equipment items
Wellington Times Printery
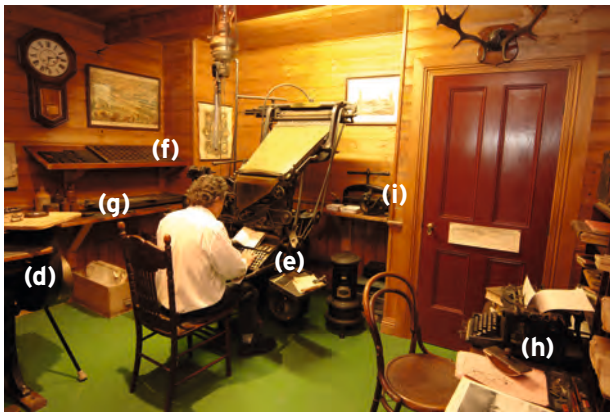
(d) Gordon printing press
(e) Linotype machine
(f) Upper case handset type
(g) Lower case handset type
(h) Typewriter
(i) Letter copying press for taking copies of office documents before the invention of carbon paper

Pack horse mailbag
Early Burnie exhibition

Letters were often slow and unreliable in reaching their destination. This mailbag was once used to deliver the post between Emu Bay and Circular Head. It is a relic from a period when travel to Circular Head was only by horse or ship.

By the 1870s mail that had previously arrived from Launceston by sea was being delivered regularly by horse from Deloraine. The mailbag continued in use well into the 20th century, long after the roads were formed and coach services operated.

Each compartment of the bag has a metal tag stamped with the name of a place on the mailman's route: Smithton, Wiltshire Junction, Stanley, Mawbanna, Rocky Cape and Myalla.

8.
Useful links/ resources

The resources below provide some useful links to online images related to the communication theme

http://trove.nla.gov.au
National Library of Australia – online images, historic newspapers, books maps, music, archives and more.

http://museumvictoria.com.au/bfa
Museum Victoria, 'Biggest Family Album' contains over 9,000 photographs from rural and regional Victoria dating from the 1890s to the 1940s. These images provide insights into domestic and working life, education, recreation, travel, communication, settlement and much more.

www.powerhousemuseum.com/collection/database/menu.php
Search 109,756 objects collected from 1880 to the present day. The interactive database contains thousands of zoomable images and research into the Museum's collection.

www.scootle.edu.au
Scootle provides digital resources for teachers and students mapped to the Australian curriculum.

www.myplace.edu.au
On this website you will find educational material to support teachers using the 'My Place' TV series in the classroom. Explore background information, aligned with the My Place stories, on events and people significant to Australia's history.

www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html
'Visible thinking' is a flexible and systematic research-based approach to integrating the development of students' thinking with content learning across subject matters.

Visible thinking has a double goal: on the one hand, to cultivate students' thinking skills and dispositions, and, on the other, to deepen content learning.

Thinking dispositions include: curiosity, concern for truth and understanding, a creative mindset, not just being skilled but being alert to thinking and learning opportunities and eager to engage with them.

BURNIE
REGIONAL
MUSEUM