The Ration Shed Museum Excursion Workbook

With reference, criteria and assessment opportunities linked to the Australian Curriculum.
Aboriginal and Torres Strait Islander viewers are warned that the following book and DVDs may contain images, voices and words of deceased persons.

This book was written in continuous consultation and partnership with the Elders and community of Cherbourg.
Hello, I’m Sandra Morgan.
I’m the Chairperson of the Ration Shed Museum.
I was raised in Cherbourg and have lived here all my life.
I’m passionate about preserving our history.

At the Ration Shed we want visitors to experience what life was like for our people living under The Aboriginal Protection Act during much of the 20th century and to share the many wonderful aspects of traditional Aboriginal culture and contemporary Cherbourg life. We want students to really understand the rich and varied history of this settlement and the people who live here.

We’ve developed some exciting, interactive resources for our visitors – these include books, worksheets, videos, art objects, online photographic and oral history collections, onsite displays and exhibitions, guided tours and art workshops. Many of these have been developed specifically for use by schools as part of curriculum-based Indigenous studies. Resources have been designed to be enjoyable, informative and educational.

We welcome school groups, university students and general visitors to the Ration Shed. If you can’t make it out to Cherbourg to see us, visit www.rationshed.com.au or our digital archive site www.cherbourgmemory.org where you can join our community and access these informative educational resources online.

We hope to see you at the Ration Shed in person or online soon.

Best regards,

Sandra

These resources have been developed to help you to understand what life was like for us living under The Act in the town of Barambah/Cherbourg. They will also give you a sense of our wonderful community. The educational resources are aligned to the Australian Curriculum: History and can be used on their own in your classroom or as a part of your visit to the Cherbourg Historical Precinct.

We would love it if you could visit us to see the displays and get to know our community. You can contact us in the following ways:

Phone: (07) 4169 5773
Address: PO Box 354, Murgon QLD 4605
Physical Address: 19 Barambah Ave, Cherbourg QLD 4605
Internet: www.rationshed.com.au
Email: rationshed@bigpond.com
Follow us on Facebook: https://www.facebook.com/RationShedMuseum?ref=hl
Cherbourg is an Aboriginal community located in the South Burnett region of Queensland, 4kms east of Murgon. The Wakka Wakka (Wok-ka Wok-ka) people are the traditional custodians of the land on which Cherbourg is located.

Cherbourg was established by Salvation Army member William Thompson, in 1899. Barambah/Cherbourg was taken over as a Government Settlement in 1904. Under The Aboriginal Protection Act, clans from all over Queensland and New South Wales were moved to Cherbourg during the early decades of the 20th Century.

On the settlement, the government administration controlled almost every aspect of our people’s lives: the language we spoke, what we ate, what we wore, where we went, for whom we worked and who we would marry. Aboriginal people removed to Cherbourg were either placed in dormitories or sent to live in camps. Large numbers of boys and girls, men and women were taken away from their families. Children were brought up living in the dormitories. Anyone breaking the strict laws was severely punished, locked up in jail or sent away to other reserves such as Palm Island or Woorabinda.

In 1968, Aboriginal people started to gain more freedom and rations ended in Cherbourg. In 1988 Cherbourg became a Deed of Grant in Trust Community (DOGIT) and in 1991 the first independent Cherbourg Council was elected.

Today Cherbourg is a vibrant community with its own culture and identity. There are approximately 2000 Aboriginal people living there.

Driving to Cherbourg from BRISBANE:
It is approximately 3 hours drive north from the Brisbane CBD to Cherbourg. Head north up the Bruce Hwy from Brisbane to Gympie. From Gympie head inland via Kilkivan to Goomeri then on to Murgon. From Murgon, follow the signs to Cherbourg.

Driving to Cherbourg from TOOWOOMBA:
It is approximately 2.5 hours drive north from Toowoomba to Cherbourg. Head north up the New England Hwy from Toowoomba via Yarraman to Nanango. From Nanango keep driving north through Wyalla and Moffatdale to Murgon. From Murgon, follow the signs to Cherbourg.

Driving to Cherbourg from MARYBOROUGH:
It is approximately 2 hours drive south from Maryborough to Cherbourg. Head south along the Bruce Hwy from Maryborough to Gympie. From Gympie head inland via Kilkivanto Goomeri then on to Murgon. From Murgon, follow the signs to Cherbourg.

Admission Prices for Cherbourg Historical Precinct
Entry: $10
Tea and Coffee is provided at the Historical Precinct as a part of your admission price. Catering can be provided but must be arranged prior to your visit. (A price list of catering options is available on request.) For special occasions, be sure to ask for Aunty Ada Simpson’s famous fried scones with syrup.
When you come to the Ration Shed Museum, you will have the opportunity to experience how life was and how it is now in our dynamic Aboriginal community, Cherbourg. Within the precinct you can view archival films, hear the stories of our Elders and look at photographic displays and old documents that relate to our lives and our history.

When you visit, you can meet our talented local artists and see them at work. Watch the films our Strong and Smart Children from Cherbourg State School have created. Explore the art gallery to discover the colourful creations and thought-provoking work of our talented local artists. You can purchase a beautiful painting, walk around our landscaped gardens and enjoy a cuppa with us. On certain days some of our Elders are available to share their stories and talk about their lives. We also offer art and bookmaking workshops where you can meet our local artists and interact with them.

The Ration Shed, Superintendent’s Office, Boys’ Dormitory and CWA buildings all form the Cherbourg Historical Precinct and house the collections and information you will interact with on site. Our displays are ever-changing, so more than one visit to the Precinct won’t disappoint. Current exhibitions include: The Timeline Exhibition, The Caroline Tennant Kelly Exhibition, Strong Women Shadow Boxes Exhibition and our Digital Memory Project, which is housed in the Memory Project Room. Future plans include a Sports Exhibition and a Craft Exhibition that will focus on the history of Domestic Science in Cherbourg. We are also planning to offer a range of arts activities.

Tours and Educational Programs on site

Organising a tour or Educational program at the Ration Shed is easy.
1. Visit www.rationshed.com.au and complete a booking enquiry or call (07) 4169 5753 to arrange a date and time.
2. Discuss with the volunteers what educational outcomes or experiences you are seeking to achieve. They will help to plan your visit to ensure this experience aligns with your broader curriculum goals and teaching outcomes back at your school.
4. Organise your own transport and associated logistics for the visit.
5. Continue to liaise with the volunteers at the Ration Shed Museum.

Check us out at www.rationshed.com.au to see all the things you can experience

Products, Services & Programs

- Art workshops for students
- Tours and Educational Programs for schools, institutions and groups of visitors
- A Keeping Place and Archive which conserves and exhibits artefacts, documents and displays
  - www.cherbourgmemory.org – an interactive archive documenting family, clan and community histories
- In our shop, you will find art, books, clothing, DVDs and souvenir items for sale.
- A community art gallery, art studio and meeting place in the old Boys’ Dormitory
- A Corroboree ring and stage
- Landscaped gardens
- Cultural Awareness programs
- A small conference venue
Out at the Ration Shed Museum

The following facilities are provided as a part of your Educational tour:
- Complimentary tea and coffee for supervising adults included in admission price
- Toilet facilities
- Wheelchair access
- Undercover outside teaching and learning areas
- Credit card/EFTPOS facilities in souvenir shop
- Tour guides and volunteers
- Rich learning experiences aligned to the Australian Curriculum: History
- BBQ, catering (if pre-booked)

Further Educational Resources to support this workbook within the context of Australian Curriculum: History:

The Ration Shed Museum DVD - $22 (22 min)
A story about Rations and living under The Act told by local residents and Elders who pursue their dream to create a Museum in the Old Ration Shed.

The Early Days DVD - $22 (15 min)
The history of Barambah/Cherbourg – told with archival photographs and images

Back Down Mango Avenue DVD - $22 (26 min)
Annie Moffatt travels to Palm Island to reunite with her old Dormitory mates. The film is about remembrance and healing.

Up The White Eyes - $22 (10 minutes)
The story of Jeffrey “Mitta” Dynevor – the first Aboriginal boxer to win a gold medal at the Commonwealth games

Strong Women Shadow Boxes DVD - $22 (10 min)
A film that follows a group of women who come together to explore their strengths and create an exhibition called “Strong Women Boxes”

Sophie Starlight’s Journey DVD (26 min)
A film about a young girl named Sophie Starlight who travels back to Palm Island. She has a difficult decision to make.

Filming our History – a compilation of 4 films - $22
1. Punishment or Paradise? Dyella, a young Palm Island student, asks her Nan, Annie Moffatt about Palm Island. (10 min)
2. Nana Radio – the story of UsMob radio station in Cherbourg. (8 minutes)
3. Smashing Up History – The story of the Anglican Church at Cherbourg after a group of vandals smash the windows. (8 min)
4. Black Diggers – A film about Indigenous soldiers (10 min)

The Domo Boys DVD – $25 (40 min)
The film tells the story of a group of men who grew up in the Boys’ Dormitory in Cherbourg

Walk Talking Country DVD – $22 (26 min)
A film about Aboriginal tradition, culture and the environment set in the Blackall Ranges in South East Queensland
Ration Shed staff are on hand to assist with pre-visit information and planning and to help with risk management for groups. Pre-visit information is available through documentation and discussion. Ration Shed staff are able to negotiate a variety of situations to tailor a visit that suits the needs of all individuals concerned.

**Access:** A large open area is available for buses and cars to park directly in front of the Ration Shed Museum. All buildings and toilets are accessible by wheelchair. There are five unisex toilets on site.

**Protection from Sun/Weather:** Groups are encouraged to bring hats and sunscreen. All of the Ration Shed tour is conducted inside buildings. There are four buildings to walk between. In the event of rain, the Ration Shed has a dozen large umbrellas available to assist groups between buildings. There is an outdoor pergola area which can accommodate groups for conversations. There are 3 outdoor, large, grassed spaces with some seating available, providing shaded eating areas for large groups. If raining, the Ration Shed staff are able to negotiate and provide indoor eating areas for visiting groups.

**Catering:** Groups are encouraged to bring their own food and drinks with them to the Ration Shed. There is a small convenience store approximately 100m from the Ration Shed that has some food options. Murgon is approximately 5 minutes drive from Cherbourg. Provisions can be purchased there if required. The Ration Shed has a water cooler as well as tea and coffee provisions for visiting adults. Catering can be arranged prior to the visit.

**Staffing:** The Ration Shed staff all hold current Blue Cards. Pre-visit booking information will determine the amount and expertise of staff to cater for group size and planned learning during visit.

**Emergency Evacuation Information:** In the unlikely event of a fire or required evacuation, each building has exit signs and maps that demonstrate evacuation gathering locations.
This Resource

This resource has been developed to enable teachers to bring Cherbourg and the Ration Shed Museum into their classroom. Each worksheet has been designed with the Australian Curriculum: History in mind. Each activity has been mapped against the Australian Curriculum to assist you even further.

The worksheets can be completed on site at the Ration Shed Museum, post-visit, back in the classroom or without even visiting the Ration Shed, but by accessing the Timeline and associated information through www.cherbourgmemory.org and www.rationshed.com.au

Ensure that you and your students view the following DVDs prior to your visit. This will enable students to gain a historical and contemporary perspective of Cherbourg and the Ration Shed Museum.

Some schools view these resources at school or on the bus in transit to Cherbourg.

1. The Early Days

2. The Ration Shed
Links to the Australian Curriculum: History - Year 9

- Knowledge and understanding of the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples (ACDSEH020)

- Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)

- Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)

Historical Skills

Analysis and use of sources
- Identify the origin, purpose and context of primary and secondary sources (ACHHS169)
- Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)

Chronology, terms and concepts
- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)
- Use historical terms and concepts (ACHHS165)

Perspectives and interpretations
- Identify and analyse the perspectives of people from the past (ACHHS172)
- Identify and analyse different historical interpretations (including their own) (ACHHS173)

Explanation and communication
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)
- Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)

Historical questions and research
- Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)
- Evaluate and enhance these questions (ACHHS167)
- Identify and locate relevant sources, using ICT and other methods (ACHHS168)
In Year 10 students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

Rights and freedoms (1945 – the present)
- The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023)
- Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)
- The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)
- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle (ACDSEH134)
- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)

Historical Skills

Historical questions and research
- Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)
- Evaluate and enhance these questions (ACHHS185)
- Identify and locate relevant sources, using ICT and other methods (ACHHS186)

Analysis and use of sources
- Identify the origin, purpose and context of primary and secondary sources (ACHHS187)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)
- Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)

Perspectives and interpretations
- Identify and analyse the perspectives of people from the past (ACHHS190)
- Identify and analyse different historical interpretations (including their own) (ACHHS191)

Explanation and communication
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192)
- Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)
The Australian History curriculum provides opportunities for strengthening and deepening students’ knowledge, understanding and appreciation of the first peoples of the land and their contributions to Australian society and cultures. It provides opportunities to deepen their knowledge of Australia by engaging with the world’s oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.

The Australian Curriculum: History values Aboriginal and Torres Strait Islander histories and cultures. It celebrates Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians.

Students will examine historical perspectives from an Aboriginal and Torres Strait Islander viewpoint. They will learn about Aboriginal and Torres Strait Islander Peoples prior to colonisation by the British, the ensuing contact and its impacts. They will examine key policies and political movements over the last two centuries. Students will develop an awareness of the significant roles of Aboriginal and Torres Strait islander people in Australian society.

<table>
<thead>
<tr>
<th>Pages</th>
<th>Topic</th>
<th>Australian Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Pre-visit placemat</td>
<td>Covering AC cross curriculum priority Indigenous Perspectives.</td>
</tr>
<tr>
<td>14</td>
<td>Pre-visit word bank</td>
<td>Covering AC cross curriculum priority Indigenous Perspectives.</td>
</tr>
<tr>
<td>12-13</td>
<td>Pre-visit viewing of DVDs - The Ration Shed and The Early Days - pose Historical Inquiry questions</td>
<td>Year 6 (ACHHK114) Year 6 (ACHHS119) (ACHHS121) Year 9 (ACDSEH020) (ACHHS171) Year 10 (ACHHS184) (ACHHS185)</td>
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**CHERBOURG EXCURSION (OR INTERNET RESEARCH)**

<table>
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<tbody>
<tr>
<td>15</td>
<td>Timeline activities - Protection</td>
<td>Year 5 (ACHHK094) (ACHHK095) (ACHHK097) Year 6 (ACHHS121) Year 9 (ACDSEH020) (ACHHS164) (ACHHS165)(ACHHS172) (ACHHS173) Year 10 (ACHHS187) (ACHHS190) (ACHHS191)</td>
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| 15    | Timeline activities  
  • Segregation  
  • Stolen Wages  
  • Consolidation  
  • Domination  
  • Living under The Act  
  • Assimilation | Year 9 (ACDSEH020) (ACHHS164) (ACHHS165)(ACHHS172) (ACHHS173) Year 10 (ACHHS187) (ACHHS190) (ACHHS191) (ACDSEH104) (ACDSEH106) |
<table>
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| 15    | • Integration  
       | • Self Determination | Year 9 (ACDSEH020) (ACHHS172) (ACHHS173)  
       |                   | Year 10 (ACHHS190) (ACHHS191) (ACDSEH104) (ACDSEH106) |
| 15    | Reconciliation -1990 and Beyond | Year 9 (ACDSEH020) (ACHHS172) (ACHHS173)  
       |                   | Year 10 (ACHHS187) (ACHHS190) (ACHHS191) (ACDSEH134) (ACDSEH143) |
| 16-18 | Mural activity | Year 9 (ACHHS174) |
| 19-21 | Strong Women Shadow Boxes | Covering AC cross curriculum priority Indigenous Perspectives.  
       |                   | Year 5 (ACELT1611)  
       |                   | Year 6 (ACELT1800) |

**CHERBOURG EXCURSION (OR INTERNET RESEARCH)**

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<tbody>
<tr>
<td>22</td>
<td>Post-Visit Venn</td>
<td>Covering AC cross curriculum priority Indigenous Perspectives.</td>
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<tr>
<td>23</td>
<td>Post-Visit reflection – Making Links with your Life</td>
<td>Covering AC cross curriculum priority Indigenous Perspectives.</td>
</tr>
</tbody>
</table>

Pre-visit

Placemat – sit at the edge of the page with 3 others. Use a quarter of the page to list any knowledge you have about Cherbourg or Australia’s Indigenous history.
Before viewing The Early Days DVD, complete this Anticipation Guide. Check your initial responses as you view the DVD.

**Anticipation Guide**

<table>
<thead>
<tr>
<th>The Early Days</th>
<th>Answer TRUE or FALSE to the following questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Wakka Wakka people are the traditional custodians of the land on which Cherbourg is located.</td>
<td></td>
</tr>
<tr>
<td>2. Aboriginal people were forcibly moved from as far away as Cooktown and Birdsville under The Aboriginal Protection and Restriction of the Sale of Opium Act of 1898, to be relocated at The Barambah Mission.</td>
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</tr>
<tr>
<td>3. Approximately 15 tribes were eventually moved to Barambah, which was renamed Cherbourg in 1932.</td>
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<tr>
<td>4. Locating Aboriginal people from across the country in the one place at Barambah, helped to preserve the language, culture and traditions of these tribes.</td>
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<tr>
<td>5. The purpose of the school, which was originally established at Barambah in 1910, was to impart a limited amount of civilisation to these children.</td>
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<tr>
<td>6. Dormitories were established to house children who were seen to be neglected. They were locked in at night and often there was only room for children to sleep on the floor.</td>
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<tr>
<td>7. Aboriginal people were able to earn their own money by working on local farms or as domestic servants.</td>
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<tr>
<td>8. The women and children who were housed in the dormitories were not free to leave and visit other family members. They could only do so for limited amounts of time and if they had a permit.</td>
<td></td>
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<tr>
<td>9. Cherbourg has proved to be a breeding ground for some famous Australian sports people.</td>
<td></td>
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</tbody>
</table>

Check your responses after you have viewed the DVD.
Before viewing The Ration Shed DVD, complete this Anticipation Guide. Check your initial responses as you view the DVD.

### Anticipation Guide

<table>
<thead>
<tr>
<th>The Ration Shed</th>
<th>Answer TRUE or FALSE to the following questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Ration Shed was first established at Barambah to provide the Aboriginal people with healthier food than they would normally have eaten if they had been living in outer camps.</td>
<td></td>
</tr>
<tr>
<td>2. The original Ration Shed has now been restored as a museum where the people of Cherbourg can tell their stories and share their experiences of living under The Act.</td>
<td></td>
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<tr>
<td>3. The Barambah/Cherbourg inmates did not have to pay for their rations but they could only get them once a week and the amount they got depended on the size of their family.</td>
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<tr>
<td>4. Most families chose to get their food from the Ration Shed because it was much cheaper and more convenient than a shopping trip to Murgon.</td>
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<tr>
<td>5. Inmates were allowed to cross Barambah Creek to go shopping in Murgon but to do so they needed to have a special permit.</td>
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<tr>
<td>6. The Aboriginal people of Barambah/Cherbourg were forced to comply with very strict rules with severe punishment for non-compliance. One man was sentenced to 6 weeks in jail on rations of bread and water for failing to salute to the Queen.</td>
<td></td>
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<tr>
<td>7. The practice of rationing food to families from the Ration Shed finally ended in 1968.</td>
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</tbody>
</table>

Check your responses after you have viewed the DVD.
Pre-Visit Word Bank
Match the era and its meaning by drawing arrows to connect or cut and paste together onto a new sheet

PROTECTION

To make one’s self or another no longer opposed, to establish friendly relations after estrangement

SEGREGATION

To combine previously racially segregated groups into a non-segregated system

ASSIMILATION

The right of a people to determine its own form of government without influence from outside

INTEGRATION

Total control and preservation of a racial group

SELF-DETERMINATION

The practice or policy of creating separate facilities with the same society for the use of a minority group

RECONCILIATION

To become or cause to become similar
List interesting facts or new knowledge you gain from viewing the timeline

<table>
<thead>
<tr>
<th>Before 1778 : List aspects of culture as described</th>
<th>1824 – 1897 : How are the interactions between the white settlers and Aboriginal people described?</th>
<th>1901 – 1909 : List words that describe “the Act”.</th>
<th>1910 – 1921 : What was the motivation of the State Government of the time?</th>
<th>1922-1929 : List some of the buildings at Barambah / Cherbourg. What did this growth suggest?</th>
<th>1930 – 1938 : How did the Camp and Dormitories impose control?</th>
</tr>
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</table>

List any significant people from the timeline

<table>
<thead>
<tr>
<th>Name</th>
<th>Reason for Significance</th>
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</table>

What rations were people of Barambah/Cherbourg given?

Write any questions you may have about Cherbourg’s history that can be further researched

[Image]

www.cherbourgmemory.org  www.rationshed.com.au
This activity can be done a number of ways.

Sheet 1
Simply listen to the Ration Shed volunteer share with you the story behind this mural. Whilst listening, complete the worksheet. On completion, discuss your findings with your group.

OR

Sheet 2 (Jigsaw activity)

a) Within your whole group, number the students off 1 – 5.
b) Ask the students to circle the number they have been given on their sheet to help them remember. The numbers relate to the aspect of the mural that they will be particularly focused on. Find these numbers on the left hand side column of the sheet.
c) Listen to the Ration Shed volunteer share the story behind this mural.
d) Ask the students to now make a group with people who share their same number i.e. all the 1s together, all the 2s together, all the 3s together and so on.
e) In these groups, the students now have 1 minute only to discuss what they believe to be the meaning of their “piece of the puzzle”. Tell them that they are to become an “expert” about their piece and will need to report back to the whole group. Use the mural puzzle pieces to assist making these groups. Laminated cards are provided:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</table>

f) Now ask students to put the pieces of the puzzle back together by forming groups with 1s, 2s, 3s, 4s and 5s together to share and record their learning about the mural.

Australian Curriculum History links
Year 9
Develop texts, particularly descriptions and discussions that use evidence from a range of sources (ACHHS174)
Year 10
Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)
Who designed and painted the mural at the Ration Shed?

What do you know about the symbolic meanings of the parts of this mural? Either draw the symbols to represent the meaning or write what the symbols used in the mural mean as a part of this story.

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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td>Everyone; youth and adults protecting culture, shown in the outer oval shape.</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Footprints representing the journey our people made. Going hunting or collecting food.</td>
</tr>
</tbody>
</table>

What do you know about Aboriginal art as a means of communication?
Who designed and painted the mural at the Ration Shed?

What do you know about the symbolic meanings of the parts of this mural? Either draw the symbols to represent the meaning or write what the symbols used in the mural mean as a part of this story.

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<tr>
<td>4</td>
<td>![Symbol 4]</td>
</tr>
<tr>
<td>5</td>
<td>![Symbol 5]</td>
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</tbody>
</table>

What do you know about Aboriginal art as a means of communication?
1. Gather in the Boys’ Dormitory where the Strong Women Shadow Boxes exhibit is housed.

2. Students will watch the Strong Women Shadow Boxes DVD.

3. After watching the DVD, actively listen to the Elder share their account of their experience with this project and their description of their own Shadow Box with references to the significance of their objects and their placement.

4. Complete either the *Introducing Strong Women Shadow Boxes DVD* activity sheet or *Make your Own Shadow Box* Activity Sheet.
Introducing the Strong Women Shadow Boxes DVD

1. What are the common themes discussed by the women who participated in this project?

2. What are Shadow Boxes?

3. What do Shadow Boxes represent historically for Non-Indigenous people?

4. What were the benefits of having a diverse range of ages involved in the project?

5. How does the process used for the Strong Women Shadow Boxes Project reinforce oral traditions of culture?

6. What effect did this process have on the younger participants?

7. In what ways can developing the Strong Women Shadow Boxes Project be an emotional experience?

8. What is the symbolic nature of the Bunya Tree planting?
Make you own Shadow Box

Follow this procedure to create a Shadow Box just like you have seen here and identify the elements below in your design. Draw this design and provide a description of your box just as these Strong Women have done.

1. List 2-3 important people who have influenced you.

2. List ways they have influenced you.

3. Draw or list what artefacts or objects you would choose to represent this person and their influence.

4. Sit with a friend to share and discuss your ideas.

5. With your class, complete this activity by sharing how you’ve gained strength and inspiration from this process.
Post-visit
Thinking about what you have learned at the Cherbourg Historical Precinct, what did you find most interesting? Complete this activity in a group of 3 and discuss your reflections.

Your personal opinion
Shared opinion of 2 from group
All group
Reflect on all you have seen, heard and felt whilst visiting the Ration Shed Museum. Consider the following aspects of lifestyle and the extent to which an Aboriginal person living under The Act at Cherbourg had access to this. Discuss further in groups.

**Making Links with your life**

<table>
<thead>
<tr>
<th>Aspect of your lifestyle</th>
<th>How important is this aspect to you (rate 1-5)</th>
<th>Extent that an Aboriginal person living under The Act had access to this aspect, discuss further.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financially supported by family</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Recreation time</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Access to Education</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Money to spend as you desire</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Freedom to socialise with whom you choose</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Express yourself and cultural identity</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Have hopes, dreams and goals</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Choose which job or career you want</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Basics rights as a person</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Marry when and with whom you choose</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Eat whatever food you want</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Come and go as you please</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Rating scale: 1 - least important 5 - most important
These resources have been developed to help you to understand what life was like for us living under The Act in the town of Barambah/Cherbourg. They will also give you a sense of our wonderful community. The educational resources are aligned to the Australian Curriculum: History and can be used on their own in your classroom or as a part of your visit to the Cherbourg Historical Precinct.

In this booklet you will find all the information you require to plan and book your excursion to the Ration Shed Museum. This 27 page workbook contains the learning sheets your students will require to support their data gathering whilst visiting the Ration Shed Museum. Also find in this resource, Risk Assessments and links to the Australian Curriculum for Years 5, 6, 9 and 10.