



## JONDARYAN WOOLSHED ENGLISH UNIT

### OLD DAYS - OLD WAYS

#### TEACHER INFORMATION

The English unit, *Old Days – Old Ways*, is designed to introduce upper primary and lower secondary students to the romance and realism of an Australian icon, the Jondaryan Woolshed. A visit to the Woolshed will provide the ambience that helps recreate a way of life that forms the basis of so much of the Australian myth of mateship and resilience in hardship. A wide variety of activities and exercises offers both teachers and students freedom of choice in selecting those segments best suited to individual school's programs

**The Crossword** exercise is a useful method of encouraging students to read about the Woolshed and its history, prior to their visit. Accessing the Woolshed website [www.jondaryanwoolshed.net](http://www.jondaryanwoolshed.net) and reading the material thereon may be approached as an individual or small group activity, depending on the availability of computers. The competition engendered by the students' desire to be the first to complete the crossword should ensure that this introductory activity is both enjoyable and instructive. The crossword falls into the operational strand of the curriculum and involves reading and viewing, selecting and applying information.

The essays on the website also provide background material for **A Dramatic Presentation**. Some scenarios have been suggested, but students should be free to range beyond the examples given. Working within a group will give students opportunity for social interaction and co-operation will be required to produce a script and stage instructions. The choice of scene, dialogue and action should be student initiated, with

## 2.

teacher supervision of the writing process, allocation of roles, costuming and rehearsals. The culmination of this activity is the presentations in the Woolshed at the time of the students' visit. This activity fits both cultural and operational strands of the curriculum and involves using information extracted from the website to make choices and create a text appropriate to the chosen social context, situation and setting.

A broad range of writing tasks across a variety of genres and audiences is offered in **the Worksheets**. Students must practise both speaking and listening skills to interact with the guides when gathering the information needed to complete the writing exercises. Teacher monitoring of responses can reinforce awareness of appropriate form and tone for the chosen audience. There is opportunity for students to employ idiom and jargon appropriate to the speaker they have chosen so that both cultural and operational strands of the curriculum are addressed by means of speaking and listening and writing and shaping.

There is a strong cultural emphasis in the exercise where students watch a demonstration of blade shearing and participate in a discussion of the idiom of the traditional song, "Click Go the Shears, Boys". This is further emphasised by hearing "Mulga Bill's Bicycle" in a setting that gives the humour relevance and sets up necessary follow-up work in the classroom. Students will be able to deconstruct these and other ballads against the background of the reality of the woolshed and an informed awareness of the challenges of rural life. Discussions in the classroom should move into the critical strand so that the outcome is a rounded view of **bush ballads and traditional songs**. An informed appreciation of the genre will equip students to write their own poems.

The **formal letter of appreciation** is a real-life application of writing in another genre so falls into the operational strand. The context is unambiguous and its relevance obvious.

# JONDARYAN WOOLSHED ENGLISH UNIT

## OLD DAYS, OLD WAYS

### STUDENT ACTIVITIES

#### PRE VISIT:

Visit the website [www.jondaryanwoolshed.net](http://www.jondaryanwoolshed.net) and use the links to explore the history and romance associated with the Woolshed. Using the timeline, glossary and essays on this site, complete the crossword provided.

Read carefully the essays on this website. Choose an event or a person from the history of Jondaryan. Use your selection as inspiration for creating a scene that shows your awareness of the event or character(s). Working in a small group, write the script and stage instructions for this scene. Allocate roles and arrange costuming and simple props. Rehearse the scene you have written.

Examples of suitable scenes could be:

- The visit of His Royal Highness Prince Alfred, Duke of Edinburgh, to Jondaryan Station in 1886 [see *Timeline: Prince Alfred's disastrous visit*]
- The Jondaryan Shearers' Strike of 1890 [see *Timeline: Shearers' Union and Jondaryan*]
- Henry Coxon welcomes Ludwig Leichhardt to Jondaryan in September, 1844 [see *Henry Coxen – A Remarkable Lad*]
- James Charles White and his family celebrate their first Christmas dinner at Jondaryan Station in 1856 and discuss plans for the future [see *James White – Architect Jondaryan Woolshed*]

**JONDARYAN WOOLSHED  
ENGLISH UNIT**

**OLD DAYS, OLD WAYS**

**STUDENT ACTIVITIES**

**AT THE WOOLSHED:**

Present the scene you have scripted and rehearsed as a performance for your class and teacher(s).

Watch a demonstration of blade shearing and participate in a discussion/exposition of the language associated with the activity. Listen to a reading of “Click Go the Shears, Boys” and an explanation of unfamiliar terms related to shearing.

Find the bicycle in the Woolshed museum and learn how bicycles featured as transport. Listen to a reading of “Mulga Bill’s Bicycle”.

Using the worksheets your teacher will distribute at the beginning of your visit, find the equipment pictured and ask the guide about its function and history.

**JONDARYAN WOOLSHED  
ENGLISH UNIT**

**OLD DAYS, OLD WAYS**

**STUDENT ACTIVITIES**

**POST VISIT:**

Use the school library and other websites to find examples of bush ballads such as “The Geebung Polo Club”, “A Bush Christening”, “The Man from Ironbark”, “Clancy of the Overflow” and “Said Hanrahan”.

Analyse the rhyme and metre of these poems and discuss the subjects and treatment the poets have employed.

Write your own ballad. Base it on an event that has occurred at Jondaryan Station/Woolshed. This could be from the history you have read about, or perhaps you might like to write about your own school visit there.

Using the information you gained at the Woolshed, complete the writing task you have chosen from the worksheets.

Write a formal letter of thanks to the Jondaryan volunteers who shared their experience and knowledge with your school party.

**JONDARYAN WOOLSHED  
ENGLISH**

**INSTRUCTIONS FOR VOLUNTEERS**

**WORKSHEETS:**

Students will be issued with the attached worksheets that require them to locate items of machinery and equipment that appear in the illustrations. The research involved will require students to approach guides for help. This may be done individually or in small groups, depending on the plan adopted by the accompanying teacher(s).

Students will be seeking help from the volunteers to identify the items pictured on the worksheets and will be asking about the history of the artefacts. While some of these may have been brought to Jondaryan from other sites, for the purpose of the writing tasks, it will be assumed that they belonged to the Station.

It will be helpful if volunteers can acquaint themselves with the particular pieces of machinery and be in a position to explain who used them and what function they served. Some idea of the time frame involved would also help students equip themselves for the writing exercises.

## ***CLICK GO THE SHEARS, BOYS:***

The demonstration of blade shearing and explanation of the terminology of a shearing shed already available to visitors will be supplemented by a study of traditional ballads and bush poetry. To this end, it would be appreciated if, at the time of the shearing demonstration, a volunteer could read “Click Go the Shears, Boys” to the assembled class, and use a question/answer session to clarify any unfamiliar jargon. Students will have had access to the glossary included on the Jondaryan website, and should be able to contribute to this session.

Students would be given a sheet (attached) with the words of the song, but a lively reading/performance by the volunteer will be the primary focus as the oral tradition of the ballad is better illustrated this way.

The preferred venue for this activity is in the restored wing of the Woolshed where demonstrations of shearing are being conducted at present.

Students may, as a follow-up activity, view an overhead transparency of Tom Roberts’ painting, *Shearing the Rams*, and relate what they learnt at the Woolshed to the depiction of a woolshed in the painting.

## **MULGA BILL'S BICYCLE:**

The bicycle in the Woolshed Museum will provide a perfect introduction to the bush ballad, "Mulga Bill's Bicycle".

When students are being conducted on tours of the Woolshed, preferably in small groups, it would be appreciated if the volunteers could draw particular attention to the bicycle there and explain that many shearers used this mode of transport to get from job to job. Indeed, so popular was this form of transport that in 1897 the *Bulletin* published a satirical cartoon of a horse standing in front of an advertising billboard featuring the latest bicycles. The caption read "One of the unemployed" and the suggestion was that horses were becoming redundant.

Mention might also be made of the term "Boneshaker" and an explanation about the state of roads and tracks would be useful.

A lively reading of "Mulga Bill's Bicycle" by the volunteer would give relevance to this particular bush ballad. Students could be given a sheet (attached) at this point of their tour, but the oral presentation is essential. As with "Click Goes the Shears, Boys", the ambience of the Woolshed will reinforce the relevance of the poetry.

# JONDARYAN WOOLSHED

## ENGLISH UNIT

### SUGGESTED WEBSITES FOR FURTHER EXPLORATION

<http://www.mooquack.com/ballads/ballads.html>

This site has a wide range of ballads by several poets. Many of the ballads are well-known, but others less so.

<http://australianpoems.tripod.com/index.html>

This collection of early Australian bush poems is interesting because it contains a section on Women Bush Poets, and has some brief notes about the poets.

[http://www.allaustralianwebsite.com/songs\\_poetry.html](http://www.allaustralianwebsite.com/songs_poetry.html)

The bush poetry and ballads have evocative illustrations and there are excellent links to Australian topics ranging from bush tucker to Australian slang.

<http://www.uq.edu.au/~mlwham/banjo/index>

This site contains well documented coverage of the biography and works of A. B. Paterson, as well as reproducing the poet's introduction and preface to *Old Bush Songs* (1905).

# **JONDARYAN WOOLSHED ENGLISH**

## **PROGRAM SUGGESTIONS FOR FUTURE VISITS**

### **PERFORMANCE POETRY:**

Students could give dramatic readings in costume of the ballads they wrote as follow-up to the initial visit. These could be presented as monologues, or by using a narrator with other students acting key points.

### **CAMPFIRE YARNING:**

Stay visits would provide an excellent opportunity for students to tell tall stories in role around the campfire. Recreating a shearers' campfire of the last century, students could devise and deliver yarns such as a drover claiming to have driven a mob of sheep to New Zealand, or a shearer who claimed to have taught Jackie Howe all he knew.

### **JONDARYAN NEWSPAPER:**

Students could re-create a by-gone age by planning and producing a newspaper broadsheet published on a specific date, say immediately following the visit of H.R.H. Prince Alfred.

### **JONDARYAN BOARD GAME:**

By using information gathered on site, students could devise a board game based on Jondaryan Woolshed and the vicissitudes of rural life.

# **AUSTRALIAN BALLADS**

Poets like A. B. ('Banjo') Paterson wrote ballads that promoted the theme of mateship and the image of the Australian bushman and his family as laconic and self-sufficient.

**Paterson, especially, used humour to present memorable characters such as The Man from Ironbark. He described rural life in numbers of ballads, using exaggeration and comical situations to entertain his audience.**

**Find and read**

**“The Bush Christening”**

**“Waltzing Matilda”**

**“The Man from Snowy River”**

**“Clancy of the Overflow”**

**“The Man from Ironbark”**

## CLICK GO THE SHEARS, BOYS

- Think about the images of movement and sound that make this song so effective.
- Shears don't actually "click", so why do you think the ballad says they do?
- Draw the scene the song describes.



# THE BALLAD

Early ballads had a simple form and regular rhymes because they evolved as songs which were sung to entertain audiences. The oral tradition required them to be easily memorised.





**This early bicycle (1870) was called a**

**BONESHAKER**

**What differences can you see between it and the bicycle in the Jondaryan Woolshed?**



## CLICK GO THE SHEARS, BOYS

Out on the board, the old shearer stands,  
Grasping his shears in his long, bony hands,  
Fixed is his gaze on a bare-bellied yoe,  
Glory if he gets her, won't he make the ringer go.

CHORUS: Click go the shears, boys, click, click, click,  
Wide is his blow and his hands move quick,  
The ringer looks around and is beaten by a blow,  
And curses the old snagger with the blue-bellied yoe.

In the middle of the floor in his cane bottomed chair  
Sits the boss of the board, with his eyes everywhere,  
Notes well each fleece as it comes to the screen,  
Paying strict attention that it's taken off clean.

The colonial experience man, he is there, of course,  
With his shiny leggings, just off his horse,  
Casting round his eye like a real connoisseur,  
Whistling the old tune, 'I'm the Perfect Lure'.

Now Mister Newchum for to begin,  
In number seven paddock brings all the sheep in,  
Don't leave none behind, whatever you may do,  
And then you'll be fit for to be a jackeroo.

The tarboy is there, awaiting in demand,  
With his blackened tar-pot and his tarry hand,  
Sees one old sheep with a cut upon its back,  
Hears what he's waiting for, "Tar here, Jack!"

Shearing is all over and we've all got our cheques,  
Roll up your swags, boys, we're off on the tracks,  
The first pub we come to, it's there we'll have a spree,  
And everyone that comes along, it's, "Come and drink with me!"

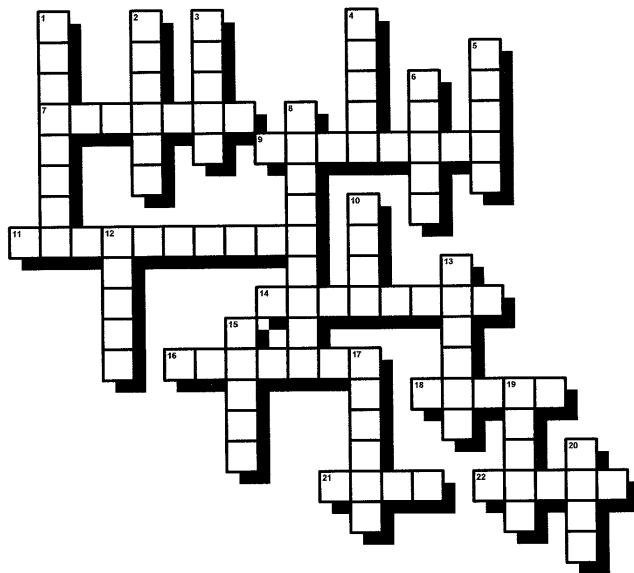
Down by the bar the old shearer stands,  
Grasping his glass in his thin bony hands,  
Fixed is his gaze on a green-painted keg,  
Glory, he'll get down on it, ere he stirs a peg.

There we leave him standing, shouting for all hands,  
Whilst all around him every drinker stands,  
His eyes are on the cask, which now is lowering fast,  
He works hard, he drinks hard, and goes to hell at last!

Traditional

## Crossword

# Jondaryan Woolshed



### ACROSS

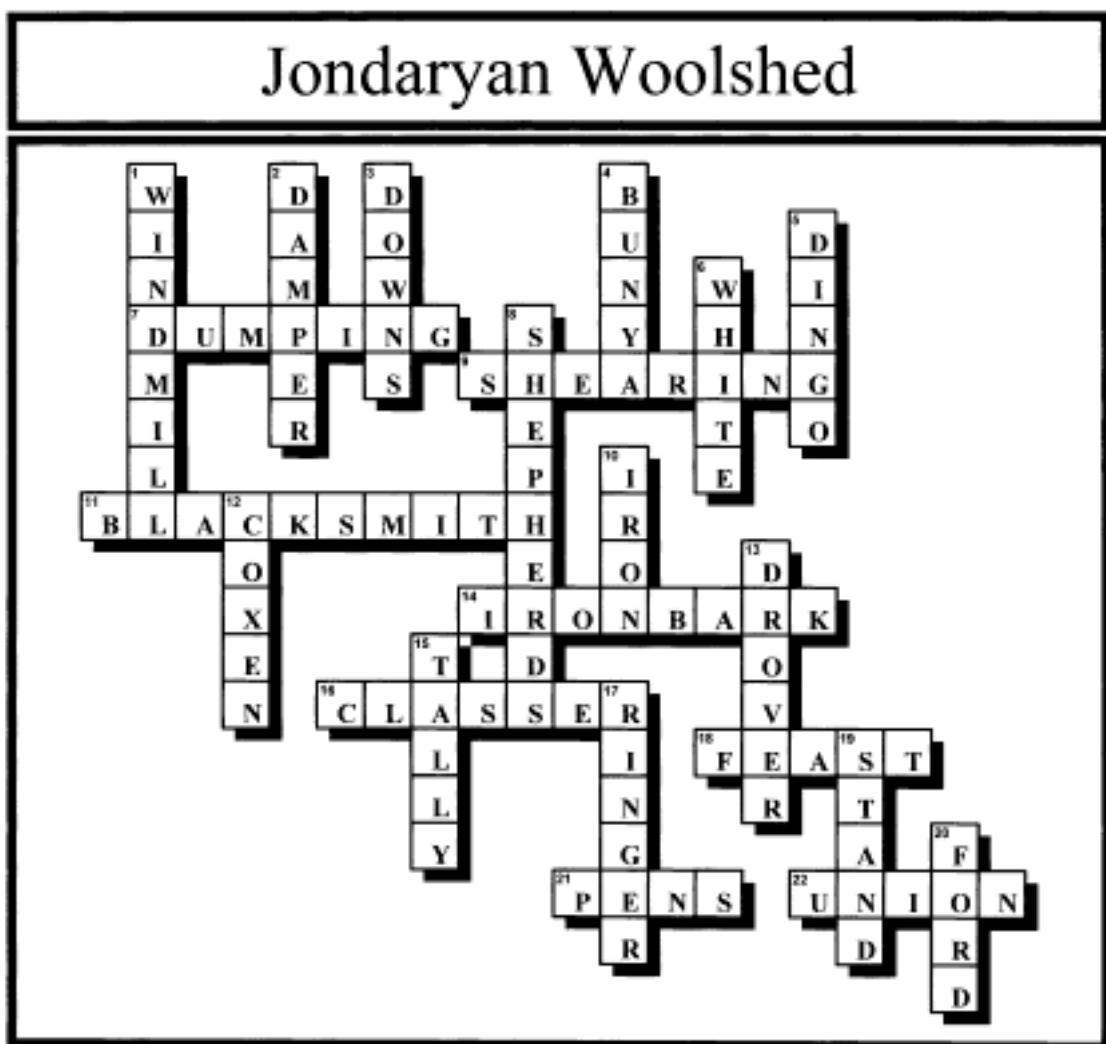
7. The process by which wool was compressed within the bale (7)
9. The process of removing fleece from the sheep (8)
11. He worked with molten metal which he hammered into shape (10)
14. This timber was split to make slabs for the construction of huts and other buildings (8)
16. He sorted the wool according to its grade (7)
18. The way the shearers celebrated the completion of shearing in 1861 (5)
21. Used to confine sheep awaiting shearing (4)
22. In 1874 shearers from Jondaryan formed this labour group (5)

### DOWN

1. This provided power for the pump that brought water up from the well (8)
2. Bushman's bread (6)
3. Jondaryan is situated on the Darling ..... (5)
4. These mountains formed the northeastern boundary of the land selected by Henry Dennis in 1840 (5)
5. A wild dog (5)
6. He was the original architect of the Jondaryan Woolshed and managed the station from 1856 to 1861 (5)
8. These people looked after the sheep (9)
10. The material with which the shed was roofed (4)
12. In 1842 he registered Jondaryan Station (5)
13. He moved the sheep from one place to another (6)
15. The number of sheep shorn by each shearer (5)
17. Fastest shearer in the shed (6)
19. The place on the shearing board occupied by an individual shearer (5)
20. The place where rivers and creeks were crossed (4)



## Crossword answers





## Mulga Bill's Bicycle

'Twas Mulga Bill from Eaglehawk that caught the cycling craze,  
He turned away the good old horse that served him many days,  
He dressed himself in cycling clothes, resplendent to be seen,  
He hurried off to town and bought a shining new machine.  
And as he wheeled it through the door, with air of lordly pride,  
The grinning shop assistant said, "Excuse me, can you ride?"

"See here, young man", said Mulga Bill, "From Walgett to the sea,  
From Conroy's Gap to Castlereagh, there's none can ride like me.  
I'm good all round at everything, as everybody knows,  
Although I'm not the one to talk – I hate the man who blows –  
But riding is my special gift, my chiefest, sole delight,  
Just ask a wild duck can it swim, a wild cat can it fight.

"There's nothing clothed in hair or hide, or built of flesh or steel,  
There's nothing walks or jumps, or runs, on axle, hoof or wheel,  
But what I'll sit, while hide will hold and girth and straps are tight,  
I'll ride this here two-wheeled concern right straight away at sight".  
'Twas Mulga Bill from Eaglehawk that sought his own abode  
That perched above the Dead Man's Creek, beside the mountain road.

He turned the cycle down the hill and mounted for the fray,  
But 'ere he'd gone a dozen yards, it bolted clean away.  
It left the track and through the trees, just like a silver streak,  
It whistled down the awful slope towards the Dead Man's Creek.  
It shaved a stump by half an inch, it dodged a big white-box;  
The very wallaroos in fright went scrambling up the rocks.

The wombats hiding in their caves dug deeper underground,  
But Mulga Bill, as white as chalk, sat tight to every bound,  
It struck a stone and gave a spring that cleared a fallen tree,  
It raced beside a precipice as close as close can be,  
And then, as Mulga Bill let out one last despairing shriek,  
It made a leap of twenty feet into the Dead Man's Creek.

'Twas Mulga Bill from Eaglehawk, that slowly swam ashore;  
He said, "I've had some narrer shaves and lively rides before,  
I've rode a wild bull round a yard to win a five pound bet  
But this was sure the derndest ride that I've encountered yet.  
I'll give that two-wheeled outlaw best; it's shaken all my nerve,  
To feel it whistle through the air and plunge and buck and swerve,  
It's safe at rest in Dead Man's Creek – we'll leave it lying still,  
For a horse's back is good enough henceforth for Mulga Bill!"

A. B. 'Banjo' Paterson



WRITE YOUR OWN BALLAD

## **Features to Remember:**

- **Your ballad should have a narrative (story)**
- **You should use rhyme**
- **Check that the lines conform to the metre you have chosen**

## **Some ideas to get you started**

- **The Shearers' Feast**
- **Prince Alfred's Visit to Jondaryan**

**JONDARYAN WOOLSHED**  
**ENGLISH ACTIVITY WORKSHEET**  
*Blade apparatus*



When you visit the Woolshed, locate this piece of farm equipment and ask the guides what it was and what it was used for.

**WRITING TASK**

Imagine that you are the station employee who will use this equipment; give yourself a name and background.

As this person, write one of the following:

- (a) A report for the Station Manager in which you express your opinion of the usefulness of this piece of machinery.
- (b) A letter to a mate on another station telling him about the equipment and what you think of it.

**JONDARYAN WOOLSHED**  
**ENGLISH ACTIVITY WORKSHEET**  
*Hut*



When you visit the Woolshed, look for this structure and ask the guides who lived there and what they did.

**WRITING TASK**

Imagine that you are the occupant of the hut; give yourself a name and background.

As this person, write one of the following:

- (a) A letter to your employer, giving details of the conditions under which you work and requesting improvements to these.
- (b) A diary entry describing a day in your life and your thoughts on that day.
- (c) A letter to your mother who lives in England, telling her what you are doing and where you are employed.

**JONDARYAN WOOLSHED**  
**ENGLISH ACTIVITY WORKSHEET**  
*Laundry*



When you visit the Woolshed, locate this equipment and ask the guides who used it and what it was used for.

**WRITING TASK**

Imagine that you are the station employee who uses this equipment; give yourself a name and background.

As this person, write one of the following:

- (a) A letter to your sweetheart apologising for being unable to keep your promise to meet the day before because you had not finished your work.
- (b) A letter to a friend who lives in the city, comparing your life to his or hers.

**JONDARYAN WOOLSHED**  
**ENGLISH ACTIVITY WORKSHEET**  
*Newspaper Report*



When you visit the Woolshed, locate this piece of farm equipment and ask the guides what it was and what it was used for.

**WRITING TASK**

Imagine that you are a reporter for a Toowoomba newspaper and have been sent to Jondaryan to inspect this piece of machinery.

As the reporter, write an article for publication in the *Toowoomba Times*. You should describe the machinery and its function and comment on the need for farmers to keep abreast of new developments in agricultural equipment. Don't forget to give your article a title.

**JONDARYAN WOOLSHED**  
**ENGLISH ACTIVITY WORKSHEET**  
*Windmill*



When you visit the Woolshed, locate this windmill and ask the guides about its history and its use.

**WRITING TASK**

Imagine that you are the Station Manager at the time the windmill is erected.

As this person, write one of the following:

- (a) The Station Journal entry recording the day's events when the windmill is installed.
- (b) The script of a conversation between the Station Manager and the Station Owner as they inspect the windmill.