

READY MADE FARMS



EDUCATION RESOURCE

www.carnamah.com.au/education

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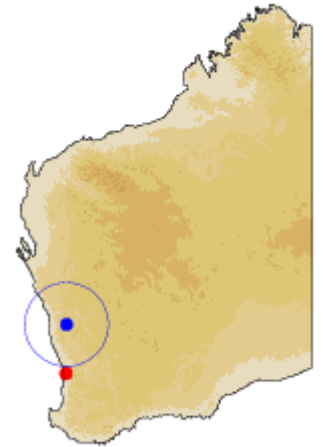


CARNAMAH HISTORY

Teachers!

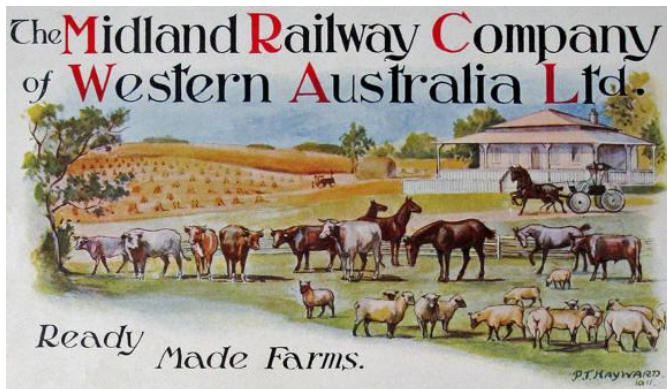
Here's a bit of Carnamah history for your own background knowledge.

Carnamah is a town in the Mid-West region of Western Australia, 300 kilometres north of Perth. The town is named after the pastoral station established by Duncan Macpherson, a Scottish migrant, who first leased land there in 1861. Macpherson's property *Carnamah* derives its name from the Carnamah Spring featured on the land.



By 1866, Englishman James Nairn and his family had settled in the district and established *Noolooloo* Station. For over 25 years, the Nairn and Macpherson families were the only settlers in the Carnamah district.

In 1894, the Midland Railway Company of Western Australia (MRWA) built a railway line north of Perth in exchange for land from the Government. Arrival of the railway led to further settlement in the district. To increase settlement in the area, in 1911, MRWA began partially clearing and subdividing their land into Ready Made Farms. These were heavily advertised in newspapers overseas which resulted in 20 families purchasing and settling on farms between 1913 and 1916. Most of these settlers were from Scotland, England and India. Many of them had no practical knowledge of farming.



The Carnamah State School started in 1912 and the following year the town site was officially declared Carnamah. The first large social gathering of Carnamah was a Sports and Races Day in 1916 which comprised children's sports, horse racing, and a town dance. The Carnamah Town Hall was officially opened by Donald Macpherson (son of Duncan) in 1921.

Between 1919 and 1923, four Soldier Settlement estates were established in the area. Subdivided land was allocated to 40 WWI ex-servicemen. This significantly increased Carnamah's population and business trade. The first telephone arrived in 1923. By the end of the 1920s, Carnamah was one of the highest wheat producing districts in Western Australia, however, with the depression came a drop in wheat prices and some farmers were forced to abandon their properties. In more recent times, Carnamah was home to a WWII Victoria Cross recipient: Thomas Starcevich, for 'outstanding gallantry' in fearlessly attacking Japanese machine-gun positions while fighting in Borneo.

Carnamah's rich history is now revealed by a number online exhibitions that highlight the district's agricultural and social history, artefacts, and local and regional stories.

A more in-depth overview of Carnamah's history can be found at www.carnamah.com.au/history and Carnamah's Virtual Museum at www.virtualmuseum.com.au

VIRTUAL MUSEUM

www.virtualmuseum.com.au



ROADS TO GOVERNMENT



BUSINESS HOUSES



TOYS!



10 MACPHERSON ST



POST OFFICE



MILK, CREAM & BUTTER

Carnamah's Virtual Museum displays ten online exhibitions that highlight artefacts, photos and documents from Carnamah's domestic, social, commercial and agricultural past.

These can be explored by your students to increase their understanding of pioneer settlement, immigration, domestic life and businesses of the past, as well as relationships between settlers and Aboriginal people.

Peruse them in your own time and connect with the Society's [blog](#) to see which themes best suit your students' interest and your curriculum needs.

Whole Class Exploration	Small Group Voyage	Independent Discovery
<p>Display the Ready Made Farms exhibition on an interactive white board and move through the text and images as a class.</p> <p>Ask students to take it in turns to read text sections, or read along together as a group.</p> <p>Look at pictures of items prior to reading their associated text and prompt 'what do you think this is?' questions for the class to respond to.</p> <p>Use resource activities included in the pack in conjunction with a whole class exploration of the Ready Made Farms exhibition.</p>	<p>Organise students into small groups and instruct them to explore the chosen exhibition at their own computer.</p> <div data-bbox="625 1503 954 1966" data-label="Image"> </div>	<p>Encourage students to explore the chosen virtual exhibition at their own pace responding to pre-set questions and tasks.</p> <p>N.B. Students can take notes while exploring the online exhibition using the <i>My Visit to Carnamah's Virtual Museum BLM</i> or, they can use it to write a recount of their experience.</p>

My visit to the Virtual Museum

Carnamah



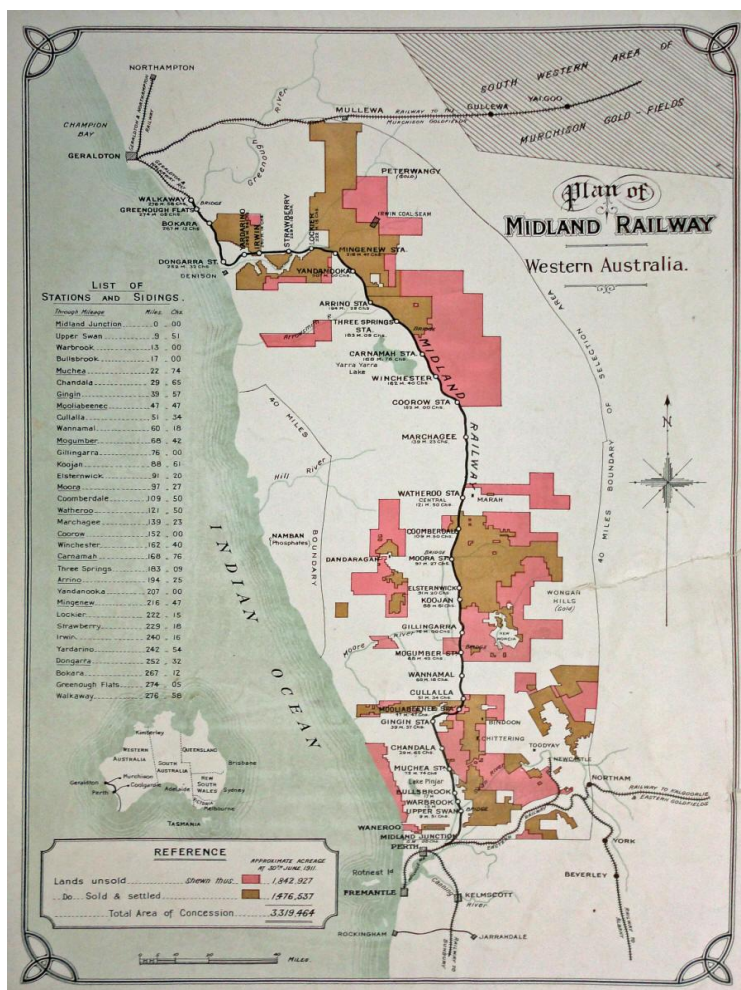
TEACHER BACKGROUND INFO

The Midland Railway Company of Western Australia (MRWA) privately built, owned and maintained the railway that ran between Midland Junction railway station (east of Perth), and Walkaway (southeast of Geraldton) from as early as 1890.

Its railway line was built on a land-grant principle from the Western Australian Government who granted a land concession to MRWA. The concession of 12,000 acres (49 km²) of land was granted for every mile of railway completed and entitled the company to select land between [Midland Junction](#) and [Walkaway](#), within 40 miles (64 km) of the new railway.

Between 1905 and 1918, MRWA actively pursued a scheme of land classification and settlement led by land agent and politician [James Gardiner](#).

Up until 1909 however, the Midland Railway Company had only made one land sale in Carnamah, which was an 11,000 acre block of virgin bush to Donald Macpherson. In 1910, Gardiner devised the Ready Made Farms Scheme which aimed to sell the land as farms, and marketed them abroad to encourage new settlement along the rail line on the MRWA land grants.



These farms were partially cleared of virgin bush, fenced, were to contain a four roomed house, 1,000 gallon rainwater tank, and a dam. This resulted in a large number of clearing, fencing and building contractors working in the district in 1912 and 1913 while 45 Ready Made Farms were created in Carnamah and Winchester.

The MRWA heavily advertised the Ready Made Farms Scheme in newspapers in the UK. As a result, 20 families purchased and settled on the farms between 1913 and 1916. Most of these settlers were British citizens from Scotland, England and India, and many of them had little practical knowledge of farming.

Left: 1912 map showing the route of the Midland Railway. The company's land grants are shaded in pink and brown. A larger version of this map can be seen at www.carnamah.com.au/midland-railway

The farms had been drastically overpriced and the local conditions falsely represented in promotional material by the Midland Railway Company. Most of the settlers soon realised the farms were so overpriced that they'd never make enough money to be able to pay for them.

The settlers demanded the prices of their farms be reduced as they had been misled about factors such as rainfall, expected yields and profits. The Midland Railway Company initially rejected their claims – to the extent that settlers formed an association to tackle MRWA's unrealistic payment expectations and wrote several letters to leading Western Australian newspapers. Many of these can be found within the Australian Newspapers on Trove at www.trove.nla.gov.au/newspapers

This contributed to a Royal Commission into all agricultural practices for the south west corner of the state. Numerous Ready Made Farm owners gave evidence for this government based investigation about their experiences, difficulties and opinions of farming. The Commission used such information to work out how the government could best support and grow agricultural industries in Western Australia. Mid-West farmers from Latham, Perenjori, Morawa, Mingenew, Three Springs, Winchester, and Carnamah were among those who gave evidence toward the Royal Commission in 1916 and 1917. See an example below:

**Wednesday 6 June 1917 at Carnamah,
SUSAN CATHERINE COLPITTS, Farmer, Winchester, sworn and examined:**

“I have been four years in this district. I had previous experience in South Africa. My husband and I hold about 1,600 acres. We paid 9s. an acre for 600 acres of second class [land] and £5 and £4 10s. for the balance. It is Midland [Railway] Company's land.... In London we took up this land without seeing it and we found it exactly as represented to us. In the first year the drought was a shock to us, because they had not told us anything about that... Up till now we have not found farming pay. We have had to appeal to the Industries Assistance Board. Last year we had an unusually dry August, which was the cause of the indifferent harvest. It is difficult to get good labour...”

Source: *Progress Report of the Royal Commission on the Agricultural Industries of Western Australia on the Wheat Growing Portion of the South-West Division of the State*

By 1919 those on MRWA farms declared that the prices of the farms would have to be significantly reduced or almost all of the settlers would be forced to abandon their properties. After almost four years of battling with the Company the settlers were finally given a fairer deal and the prices of their farms were reduced by 40 per cent. The Company also granted other concessions such as the 20 years for repayment to recommence from 1920.

With the scheme a financial disaster MRWA disposed of all of their unsold Ready Made Farms in Carnamah to the Repatriation Department of the State Government. This land later became one of four soldier settlement estates established in Carnamah in 1920 after the First World War.

The hindsight of a few more years revealed the poor results of the Ready Made Farms was also due to migrant settlers lacking farming experience and knowledge of local conditions. In the end, the Scheme could be considered a success as it laid the foundation of agriculture and further development in Carnamah and surrounding districts of the Mid-West.

SIGNIFICANT INDIVIDUALS... OF THE PAST

Many individuals and families that started a new life in Australia made significant contributions to the development of community and industry in the Mid West and Midlands of Western Australia.

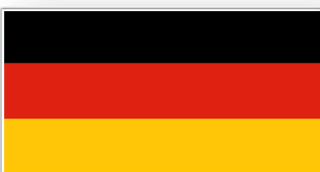
James Gardiner grew up on a sheep property in Papakua Valley, New Zealand. His family moved to South Australia when James was four years old. He later moved to Western Australia with his wife Emily in 1895 to manage a publishing firm. A keen cricketer, Gardiner was President of the WA Cricketing Association in the late 1890s.

After Federation, James served as the Colonial Treasurer of WA. In 1906, he drafted a scheme of land sales for the Midland Railway Company. This was advertised as Ready Made Farms to attract migrants to WA. On Gardiner's recommendation, the Company imported Carnamah's first tractor to assist with creating the farms (see the tractor in the [Ready Made Farms](#) virtual exhibition).

James served as a land agent for the Midland Railway Company of Western Australia between 1906-1915, where he oversaw and managed the subdividing and selling of nearly half a million acres of land in the Midlands of WA.



- Australian Dictionary of Biography – <http://adb.anu.edu.au/biography/gardiner-james-6276>
 - Dictionary of Coorow, Carnamah and Three Springs – www.carnamah.com.au/bio/james-gardiner
-



Gus Liebe was born in Wittenberg, Germany. He migrated to South Australia in 1885 and then to Perth in 1891. A builder and architect, Liebe constructed His Majesty's Theatre and other notable buildings in Perth. He also built stations along the [Midland Railway](#) for the Midland Railway Company.

In 1908, Liebe turned his attention to farming and began purchasing virgin forest at Wubin and later southeast of Carnamah at Waddy Forest. He eventually had almost 70,000 acres (over 28,000 hectares).

In the late 1920s he owned 20 tractors and twelve trucks and employed up to 140 men. From his 1929-30 season, Liebe's farms produced 100,000 bags of wheat – a world first for its time!

www.carnamah.com.au/bio/freiderich-wilhelm-gustav-liebe
<http://adb.anu.edu.au/biography/liebe-friederich-wilhelm-gustav-7192>



Duncan and Mary Macpherson were born in the highlands of Scotland. In 1846 they migrated to South Australia but two years later moved again to Western Australia. Duncan worked shepherding sheep to establish himself as a farmer in Toodyay but a drought, fire and debts led to him going bankrupt.



In 1868, along with their eight children, they moved into the bush and scrub at Carnamah in 1868 – 45 years before the first Ready Made Farm settler! Duncan established a large pastoral station and in 1891 they had 10,000 sheep, 300 horses and 300 cattle. Their [homestead](#) was the first substantial building in Carnamah and became a telegraph office and the district's first post office. Duncan and Mary's son Donald contributed an enormous amount of time to the civic and sporting development of Carnamah, and as a result became known as the *Father of Carnamah*.

For more, see the virtual exhibition on the Macpherson family and entries in the Dictionary of Coorow, Carnamah and Three Springs:

- www.carnamah.com.au/macpherson-family
- www.carnamah.com.au/bio/duncan-macpherson
- www.carnamah.com.au/bio/mary-wilson
- www.carnamah.com.au/bio/donald-macpherson

What about the women?

The lives of women in the past were often dominated by the importance of raising children and domestic chores. Encourage your students to use the Biographical Dictionary of Coorow, Carnamah and Three Springs to find significant women from this era. Key surnames for them to search are Lawson, Botha and Macpherson. It might also be useful to look at Mrs Lang's letter to her brother in Canada in 1931.

- Biographical Dictionary of Coorow, Carnamah and Three Springs – www.biographicaldictionary.com.au
- Mrs Mary Lang's letter – www.carnamah.com.au/letter

SIGNIFICANT INDIVIDUALS... RIGHT NOW!



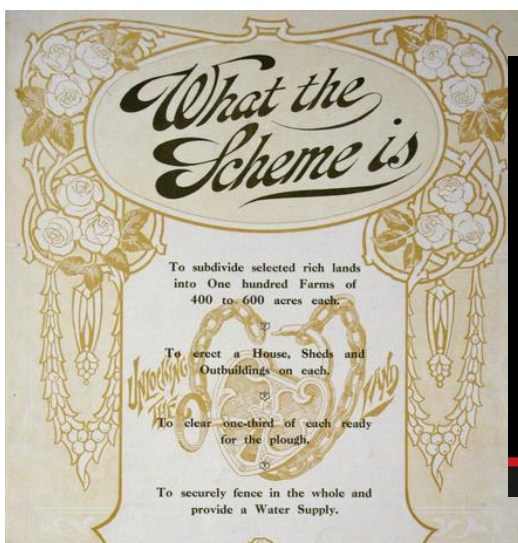
Encourage your students to visit the Australian of the Year website. This is a brilliant platform for appreciating how Australia citizens from culturally diverse backgrounds continue to contribute to the development of our nation
www.australianoftheyearaward.org.au

Get students to find out who the current movers and shakers are at the federal level for Australian immigration at www.minister.immi.gov.au and explore the immigration department website of your state to see how ministers currently 'advertise' the benefits of living in Australia. Also find out what the seven most important things are that a person should do after arriving here at www.immi.gov.au/living-in-australia/settle-in-australia/

COMPREHENSION TASKS

After exploring the Ready Made Farms virtual exhibition, your students can undertake comprehension tasks using a short one-minute video and the primary source **Handbook of Information for Intending Settlers**. The promotional handbook was produced in London, England in 1912. The video was created in 2013, and is a vocal representation of part of the handbook's introduction.

Direct your students to www.carnamah.com.au/handbook for the video and links to the 20 pages of the handbook. The pages are heavily illustrated and eight pages are mostly pictorial. Students can read from the images or from a textual transcription underneath each page. The tasks can be done as a class discussion or individually using the worksheets included in this resource.



READY MADE FARMS

A GREAT COLONISATION ENTERPRISE – THE MIDLAND RAILWAY COMPANY OF WESTERN AUSTRALIA'S SCHEME

Read through the 1912 publication *Handbook of Information for Intending Settlers* at www.carnamah.com.au/handbook and listen to the short video at www.carnamah.com.au/intro

- While listening to the video, draw all of the images that come to mind and write down the words that really jump out at you.
- The words in the video come from pages three and four of the handbook. Thinking about the images that came to mind, how do you think it made potential settlers feel when they read the handbook?
- What did someone wanting to buy a Ready Made Farm have to do?
- What did settlers receive when they purchased a Ready Made Farm, i.e. what did the farm come with?

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- What were the types of farming and produce does the handbook recommend settlers grow?
- How much did a Ready Made Farm cost and what deposit did they have to pay?
- What is the significance of Winchester in Western Australia to the entire Ready Made Farm Scheme?
- List eight positive selling points for purchasing a Ready Made Farm as outlined by the Intended Settlers Handbook. (Check the conclusion section for some great points to include.)

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- What questions come to your own mind from completing these comprehension tasks?

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1. While listening to the video, draw all of the images that come to mind and write down the words that really jump out at you.

2. The words in the video come from pages three and four of the handbook. Thinking about the images that came to mind, how do you think it made potential settlers feel when they read the handbook?

3. What did someone wanting to buy a Ready Made Farm have to do?

4. What did settlers receive when they purchased a Ready Made Farm, i.e. what did the farm come with?

What were the types of farming and produce does the handbook recommend settlers grow?

5. How much did a Ready Made Farm cost and what deposit did they have to pay?

6. What is the significance of Winchester in Western Australia to the entire Ready Made Farm Scheme?




7. List six positive selling points for purchasing a Ready Made Farm as outlined by the Intended Settlers Handbook. (Check the conclusion section for some great points to include.)

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-
-

8. What questions come to your own mind from completing these comprehension tasks?

CHECK THIS OUT!

The Handbook for Intending Settlers was produced in the 1912, therefore, some of the terms that were used 100 years ago, are no longer used today. Check the definitions of the words below and become more familiar with items and places mentioned in the virtual exhibition and the Handbook by searching for them via Google Images and Google Maps.

Dictionary 	Images 	Maps 
colonisation scheme inaptly objurgating industrious din furrows ganger grazing durned hie capital \$\$ irrefutable de luxe	anvil forge Midland Railway of Western Australia bushel of wheat pioneer outbuilding poultry blacksmith ewe heifer traction engine	Winchester WA Winchester UK Old Broad St, London Carnamah Coroow Perth Geraldton Fremantle Moora Murchison Gin Gin (now Gingin) Wales (UK) Walkaway

APPLY FOR A FARM ACTIVITY

Give your students the chance to apply for their own Ready Made Farm by filling in a copy of the same application form used by intending settlers 100 years ago. Students can either use their own name when completing the form, or they can use the name of a real Ready Made Farm settler from the list below.

By searching the online Biographical Dictionary of Coorow, Carnamah and Three Springs, students can find out the hometown and the contributions 'their settler' made to the community. This brief database exploration will provide authentic ideas toward how they can fill out sections for address, married or single, number in family, ages, experience and general.

The 'Experience' category can include the occupation and/or qualifications of a settler. The 'General' category can relate to the professional organisations they were members of or, positive community contributions they might have made back in their homeland – anything that puts them in a good light for being part of a new settlement.

The names of Ready Made Farm settlers:

Link: www.biographicaldictionary.com.au

- John Raffan
- Hans Haussler
- John Watson Colpitts
- Henry Randolph Christie
- John McIntosh
- John Bowman
- Robert Niven
- Christopher Henry Hoskyns-Abrahall
- John Lang
- Richard Robertson
- John Lawson
- Agnes Scott Lawson
- Robert Clark Forrester
- William Henry Watson
- James Edward Hunter
- John Snowden Rooke
- Charles William John Turner
- Albert Digby Nelson
- James Henry Rankine
- Amy Constance Taunton
- Capt. Philip Farley
- Capt. Carl Godfred Bernhard Jensen

<p>FORM OF APPLICATION FOR A READY-MADE FARM.</p> <p>Address.....</p> <p>To the Secretary, Date.....</p> <p>MIDLAND RAILWAY COMPANY OF WESTERN AUSTRALIA, LIMITED.</p> <p>298-303, WINCHESTER HOUSE, E.C.</p> <p>DEAR SIR,</p> <p>Please enter my name upon your Register of Applicants for ready-made Farms. The following are the particulars you desire for registration:—</p> <p>Name in full.....</p> <p>Age.....</p> <p>Married or Single.....</p> <p>No. in Family and Ages.....</p> <p>Capital available.....</p> <p>Experience.....</p> <p>General.....</p> <p>Yours faithfully,</p> <p>Signature.....</p>
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FORM OF APPLICATION FOR A READY-MADE FARM.

Address.....
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To the Secretary, *Date*.....

**MIDLAND RAILWAY COMPANY
OF
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298-303, WINCHESTER HOUSE, E.C.

DEAR SIR,

Please enter my name upon your Register of Applicants for ready-made Farms. The following are the particulars you desire for registration :—

Name in full.....

Age.....

Married or Single.....

No. in Family and Ages.....

Capital available.....

Experience.....
.....

General.....
.....
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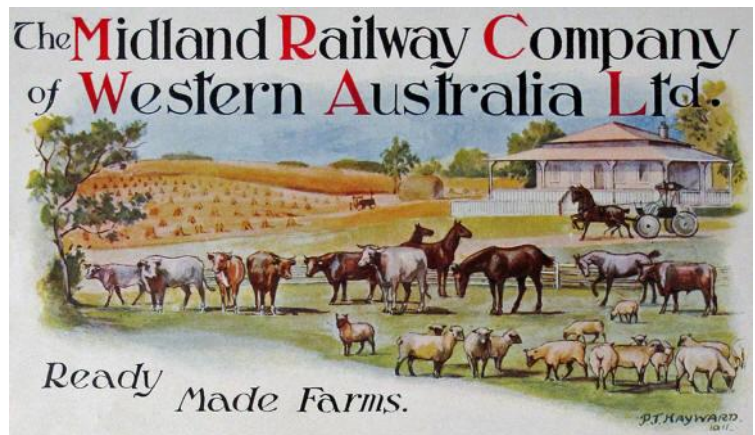
Yours faithfully,

Signature.....

ADVERTISING ANALYSIS

Visual Imagery and Colour

Look at the advertisement at the top of the Ready Made Farms virtual exhibition at www.carnamah.com.au/farms



1. What kind of mood or feeling do you get from this image?
2. Write down all of the positive elements of the advertisement that help create this mood:
3. You'll notice the first letter of each word of the company's name is highlighted. What other ways has colour highlighted parts of the image?

POSITIVE LANGUAGE

Persuasive Text Analysis: Positive Language

What are four positive words from this part of the Ready Made Farms advertisement?

- 1.
- 2.
- 3.
- 4.

**Good Rainfall !
Splendid Markets !!
An assured living from the
VERY start !!!
Generous Terms !
10 per cent. cash deposit and
the balance in equal annual
instalments extending over 20
years.**

Below is another section of a Ready Made Farms advertisement. What positive phrases can you find?

These Farms are ready for you now.
—————
They will return you an income right away.
—————
All picked agricultural land in the best cereal district in
the State.
—————
The easiest terms for improved farms in the whole of Australia.
—————
And a comfortable home from the start.
—————
The Farms are all close to the Railway.

TARGET AUDIENCE

Persuasive Text Analysis: Target Audience



The best kind of Settler!

Where there are so many sources which supply first-class settlers, it would perhaps be invidious to make distinctions, but this scheme is one specially calculated to appeal to gentlefolk,—country squires and their sons; officers retiring from His Majesty's Army and Navy; graduates of agricultural colleges; and so on.

Read through the above text, which comes from the handbook for intending settlers. Using terms such as *gentlefolk*, *country squires*, *officers retiring* etc., who is the target audience for purchasing a Ready Made Farm?

Why do you think the Midland Railway Company of Western Australia targeted this particular audience?

What was the negative outcome of targeting such an audience? A clue is provided in the below quote.

"Most of the settlers came from the Old Country, and were entirely without knowledge of the conditions existing here. They had to find out for themselves by hard experience the different methods of bringing the soil into proper cultivation, as well as the most suitable varieties of wheat and oats to sow." - John Lang of Lot M945, Carnamah in 1922.

MAKING COMPARISONS

Advertisements often compare one thing to another but portray one in a much more positive light. This technique is used in the Ready Made Farms advertisement, visually comparing a man from England to a man living in Western Australia.

Bring up the image to the right at www.carnamah.com.au/comparison so you can see it clearly and in full colour. Fill in the table below on how each element of is portrayed for each man.

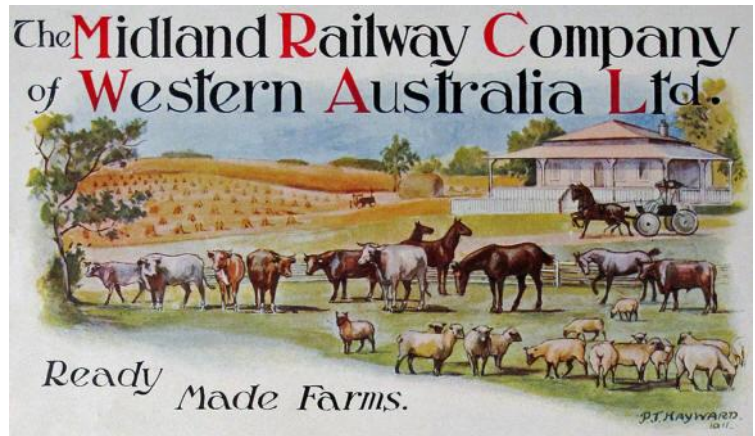


Element	England	Western Australia
Body Posture		
Facial Expression		
Colour of clothes		
Type of clothing		
Colour of the background behind each man		
Sense of youthfulness of each man		

ADVERT ANALYSIS (ANSWERS)

Visual Imagery and Colour

Look at the advertisement at the top of the Ready Made Farms virtual exhibition at www.carnamah.com.au/farms



1. What kind of mood or feeling do you get from this image?

Abundance	Busy	Profitable
Richness	Happy	Peaceful
Success	Productive	Enjoyable

2. Write down all of the positive elements of the advertisement that help create this mood:

Fertile land	Healthy livestock	Picturesque house
Nice weather	Cleared land	Expensive horse and cart
Healthy wheat crop	Blue sky	Healthy trees

Tractor – showing that it isn't all hard work as there is machinery

3. You'll notice the first letter of each word of the company's name is highlighted. What other ways has colour highlighted parts of the image?

- **Blue sky – superb weather.**
- **Golden wheat – success, building wealth.**
- **Green grass – different hues of green.**
- **The colours used creates a sense of 'warmth and growth'.**
- **Clean, bright, house that is quite expansive in size and its whiteness.**

POSITIVE LANGUAGE (ANSWERS)

Persuasive Text Analysis: Positive Language

What are four positive words from this part of the Ready Made Farms advertisement?

Good	Splendid
Generous	Assured
VERY	Over 20 years

Good Rainfall !
Splendid Markets !!
An assured living from the
VERY start !!!
Generous Terms !
10 per cent. cash deposit and
the balance in equal annual
instalments extending over 20
years.

Below is another section of a Ready Made Farms advertisement. What positive words and phrases can you find?

- Return income right away.
- Best cereal district in the state.
- Easiest terms.
- Improved farms.
- Comfortable home from the start.
- Close to the railway.

These Farms are ready for you now.
—————
They will return you an income right away.
—————
All picked agricultural land in the best cereal district in
the State.
—————
The easiest terms for improved farms in the whole of Australia.
—————
And a comfortable home from the start.
—————
The Farms are all close to the Railway.

TARGET AUDIENCE (ANSWERS)

Persuasive Text Analysis: Target Audience



The best kind of Settler! Where there are so many sources which supply first-class settlers, it would perhaps be invidious to make distinctions, but this scheme is one specially calculated to appeal to gentlemen,—country squires and their sons; officers retiring from His Majesty's Army and Navy; graduates of agricultural colleges; and so on.

Read through the above text, which comes from the handbook for intending settlers. Using terms such as *gentlefolk*, *country squires*, *officers retiring* etc., who is the target audience for purchasing a Ready Made Farm?

- Well-to-do gentleman.
- Educated men.
- Men who have been in command of others.
- Disciplined men with a family.
- Men with time on their hands to 'fill in' (i.e., retired).

Why do you think the Midland Railway Company of Western Australia targeted this particular audience?

- They would have expected these men and their families to be able to afford a £200 deposit and pay of a £2000 farm over a long term period.
- They wanted to attract a particular social class to the district.
- They wanted to attract educated families to the district.

What was the negative outcome of targeting such an audience? A clue is provided in the below quote.

"Most of the settlers came from the Old Country, and were entirely without knowledge of the conditions existing here. They had to find out for themselves by hard experience the different methods of bringing the soil into proper cultivation, as well as the most suitable varieties of wheat and oats to sow." - John Lang of Lot M945, Carnamah in 1922.

- The target audience had no or little farming experience.
- They were from other counties and didn't understand or have knowledge of conditions in Australia.
- The handbook gives the impression that the settlers could do little work and make a lot of money, which was not the case.
- The company glorified and misled settlers on conditions and how profitable the farms would be.

COMPARE (ANSWERS)

Advertisements often compare one thing to another but portray one in a much more positive light. This technique is used in the Ready Made Farms advertisement, visually comparing a man from England to a man living in Western Australia.

Bring up the image to the right at www.carnamah.com.au/comparison so you can see it clearly and in full colour. Fill in the table below on how each element of is portrayed for each man.



Element	England	Western Australia
Body Posture	Downward	Open Optimistic Happy
Facial Expression	Downcast Unhappy	Happy, healthy, rosy cheeks, wide eyed
Colour of clothes	Dark Dull	Bright Colourful
Type of clothing	Dressed for cold weather, multiple layers, formal	Lightweight, single layer, less formal
Colour of the background behind each man	Dull and grey	Blue Sky
Sense of youthfulness of each man	Old, weary, tired, disillusioned	Young, strong energetic

EXAMINING HISTORICAL SOURCES

Was the Ready Made Farms scheme a success?

After completing the Comprehension Tasks; Applying for a Ready Made Farm; and completing the Advert Analysis of the Settler Handbook, ask your students to now become historians and locate historical sources to find out how successful (or unsuccessful) the scheme actually was.

Model the skills of finding a source, identifying whether it is a primary or a secondary source, and questioning if the source is trustworthy (reliable). Below is an approach that can be followed for locating and examining historical sources to investigate the success of the Ready Made Farms Scheme.

Selecting Sources for Historical Inquiry	
1. Decide your historical inquiry topic/question.	<i>Was the Ready Made Farms Scheme successful?</i>
2. List the key words relevant to the theme. <i>(Names of relevant organisations, time line years, people, places, investigations, etc.)</i>	<i>Midland Railway Company of WA, James Gardiner, Winchester, Carnamah, Settler, Royal Commission into Agriculture South West of WA, Susan Botha, John Lang 1922, Ready Made Farms Scheme, Capt. Phillip Farley, 1913.</i>
3. List the types of sources that are expected to provide some information about your topic of inquiry. Which of those are primary and which are secondary sources?	<i>Letters, quotes, Royal Commission evidence, maps, reports, photos, virtual exhibitions, websites, historic databases, biographies, sales receipts, etc.</i>
4. List the type of resources you'd expect to provide some information about your topic of inquiry.	National Library of Australia - www.trove.nla.gov.au State Library of Western Australia - www.slwa.wa.gov.au Carnamah Historical Society - www.carnamah.com.au
5. Go hunting for the sources at the resources identified.	<i>Internet, virtual exhibitions, State Library, oral histories, archives, etc.</i>
6. When you've found a source, question its trustworthiness (reliability).	<i>See the questions on the next two pages that can be used to examine the trustworthiness of a source.</i>
7. If the source is trustworthy, explain why, keep it and refer to it in your research.	<i>"I found an article on TROVE published in The West Australian newspaper that was produced around the time of the scheme."</i>
8. If it's untrustworthy, explain why and avoid using it in your research.	<i>"This source only provides one point of view. It seems to be quite nasty in its review of the scheme."</i>

Primary Sources <i>Produced at the time of the event under investigation</i>	Secondary Sources <i>Produced after the time of the event under investigation</i>
<p>Personal Sources: Letters, diaries, journals, photographs, videos, oral histories.</p> <p>Official Sources: Newspapers, eye witness accounts, Government publications, speeches, birth & death certificates, shipping lists, court records, council records, maps, propaganda films/posters, brochures.</p> <p>Artefacts: Headstones, buildings, war memorials, plaques, medals, coins, tools, domestic implements, clothing, toys...etc.</p>	<ul style="list-style-type: none"> ● After-event newspaper accounts ● Biographies ● Documentaries ● Political commentaries ● Websites ● Post event interviews <p><i>Secondary sources may provide an overview of an event, or a different perspective (or opinion) of an event.</i></p>

Questions to Ask to Examine Source Trustworthiness

Primary Sources	Secondary Sources
<ul style="list-style-type: none"> ● Who wrote/drew/made it? ● When was it written/made? ● Where was it found? ● When and by whom? ● Why was it written/made? ● Who was the intended audience? <div data-bbox="130 1691 456 2004" style="display: inline-block; vertical-align: middle;"> </div> <div data-bbox="486 1709 756 1868" style="display: inline-block; vertical-align: middle; border: 1px solid orange; border-radius: 15px; padding: 5px; margin-left: 10px;"> <p><i>Can you trust this source?</i></p> </div>	<ul style="list-style-type: none"> ● Who wrote it? Why? ● When was it written? ● What sources were used to write it? ● Are these sources trustworthy? ● What has been omitted? ● Who was the intended audience? ● Have emotive phrases or words been used? ● What perspectives are represented? ● Has the author have any reason to be biased? ● Can anyone change the information without asking permission?

EXAMINING HISTORICAL SOURCES – ONE STOP SHOP

Handy to know...

A poster

It is a good example of propaganda and ideas at the time. Remember propaganda means trying to persuade people to accept your viewpoint.

A photograph

It records a snap shot of an event at one place and time.

A written account

It is written later by someone who is able to look back at what happened and give their view.

An eyewitness source

It gives us the view or opinions of the event as the person saw it.

Models to use...

Date

Detail

Author

Audience

Bias

Backup (*i.e. pupil's own knowledge*)

Date

Author

Material

Motive

Intended audience

Type of source

Write **DAMMIT** across the top of the page to help remember it!

Watch this YouTube clip



Understanding Primary and Secondary Sources

<http://youtu.be/g0Plq2E9ZjQ>

This American clip provides relevant information on how to distinguish primary and secondary sources. View from the start to the 2:10 minute mark. Beyond this, the remaining time is aimed at academic level research.

Ask these questions

Has the source been written or drawn by someone you can trust?

Was it written down years later when events might have been forgotten?

Is the source biased and only telling you one side of the story? What is it not telling you?

Has it missed out important events or views? What are they?

Was it written by someone who did not witness the event and might not know what happened?

REFLECTION TASKS

Perspectives

List the claims the Midland Railway Company of WA made about the Ready Made Farms. Compare it to the realities experienced by settlers.

Scheme Claims	Settler Realities

Perspectives

After exploring the Ready Made Farms scheme through the previous educational activities, encourage students to reflect upon the two perspectives that exist: the confident claims of the Midland Railway Company, and the frustrated realities of the settlers.

Use the Perspective BLM to list the different perspectives of each group. Come up with both positives and negatives for each list. These lists can be used to assist in writing a reflection essay the Scheme where students can reveal their own opinion on whether the scheme was a success or not (see below).

Reflection Essay


Students can write their opinion in an essay format that includes a formal introduction, 2-3 reasons that reveals their view, use of evidence to support their thoughts, then summarise it all in a conclusion. If students have collected historical sources from the Examining Historical Sources activity, then ask them to refer to these sources as evidence to support their stance. Essays can be written on the BLM of their choosing – depending on the viewpoint they have. Ask students to read their essay to the class to generate discussion and informal debate.

Encourage fate to play a part in the Reflection Task of the Ready Made Farms Scheme.


Imagine you have 22 students in your class. Photocopy 11 Unsuccessful BLMs and 11 Success BLMs.

Put all your students' names in a hat and pull out each name and alternate giving out a Successful or Unsuccessful BLM to work on. This will encourage students to seek out sources and create arguments for the perspective that 'fate' has dealt them.

I think the Ready Made Farms Scheme was unsuccessful because....



I think the Ready Made Farms Scheme was a success because....



Perspectives

List the claims the Midland Railway Company of WA made about the Ready Made Farms.
Compare it to the realities experienced by settlers.

Scheme Claims

Settler Realities

Scheme Claims	Settler Realities

I think the Ready Made Farms Scheme was unsuccessful because....



I think the Ready Made Farms Scheme was a success because....



CURRICULUM LINKS

Year 6 Australian History Curriculum

Key Inquiry Questions	Historical Knowledge and Understanding	Historical Skills
<ul style="list-style-type: none">• How did Australian society change throughout the twentieth century?• Who were the people who came to Australia? Why did they come?• What contribution have significant individuals and groups made to the development of Australian society?	<ul style="list-style-type: none">• Stories of groups of people who migrated to Australia and the reasons they migrated.• The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.	<ul style="list-style-type: none">• Use historical terms and concepts.• Identify questions to inform a historical inquiry.• Locate information related to inquiry questions in a range of sources.• Compare information from a range of sources.• Identify points of view in the past and present.• Use a range of communication forms and digital technologies.

Year 6 Australian English Curriculum

Language - Text Structure and Organisation

- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects.

Literacy - Interpreting, Analysing, Evaluating

- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.
- Analyse strategies authors use to influence readers.

Further Information

- [Australian English Curriculum – Year 6](#)
- [Australian History Curriculum – Year 6](#)

CARNAMAH MUSEUM

The Carnamah Historical Society's physical [museum](#) is located at 10 Macpherson Street near the centre of the Carnamah townsite. It is open Friday afternoons from 1.30 to 5pm or on other days or times by prior arrangement. Admission is free with donations greatly appreciated.

On-site Booking Inquires:

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jill@carnamah.com.au

0458 576 658

Virtual Museum Inquiries:

Andrew Bowman-Bright

andrew@carnamah.com.au

0457 911 984

Education Resource Inquiries:

Shiona Herbert

shiona@carnamah.com.au



ONLINE INTERACTION

For extension ideas follow the society on [Facebook](#), [Twitter](#), [LinkedIn](#), [Google+](#) or [Instagram](#).

We'd love to hear from you, your class or your school:

- Leave a class comment at the end of one of our virtual museum exhibitions
- Provide us with anonymous feedback on our education resources through our [feedback form](#)
- Allow us to share your class's work on our [blog](#) (nice for us and also for your students!) by e-mailing scanned copies or photographs to mail@carnamah.com.au

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