

# 100 Years Ago

## Beacon Media resource

This unit of study has been designed for use with the Beacon Media resource:

***Themes for Christian Studies*** - a Biblical foundation for learning.

**God is Patient**  
**God is Wise**

Email: [mail@beaconmedia.com.au](mailto:mail@beaconmedia.com.au)  
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# Notes for teachers

## Christian life and character development

### Through the completion of this unit students will:

- Develop and appreciation of the quality of family life 100 years ago.
- Appreciate the attributes of patience, perseverance shown by pioneering people.
- Appreciate the wise use of resources demonstrated by pioneers.
- Appreciate the determination of people who struggled to survive in difficult circumstances.
- Experience of the simple pleasures in a world devoid of modern technology and fast food. E.G. shared games, story telling, home-made food.
- Take responsibility for helping out with some of the work around the home.

**Related Bible references for *God is Patient* / *God is Wise* refer to:**  
*“Themes for Christian Studies”*

Teaching on ***God’s patience*** and ***God’s wisdom*** may be used to integrate the Biblical teaching on patience and wisdom as demonstrated by pioneers.

## Music resources

Refer to “Primary Music” for songs on patience and wisdom..

## Literacy

- Write some letters back to the home country.
- Write descriptions of the homes, materials, clothes, food and implements of 100 years ago.
- Practice story telling.
- Read stories of early pioneers. E.g. Caroline Chisholm.

## Art

- Build models of pioneer homes.
- Draw early implements.
- Paint water- colour scenes from early years. Imagine that you are depicting a scene taken by the first camera invented. Your photos will be depicted in tones of brown and white. Use only tones of brown and white. Add a fancy border for your photo frame. (See front cover design)
- Paint or draw a family portrait 100 years ago. Depict old- fashioned clothing.
- Make some fabric, pioneer style, by spinning, weaving or knitting.

## Social Context

- Compare life 100 years ago with today.
- Compare jobs at home, food, homes, clothing, transport and entertainment.
- Research biographies of people who have made a significant contribution to our history.

**Science**

- Look at different machines and trace their development from their first invention to today.
- Define the difference between a tool and a machine.
- Make some simple machines modeled on ones used 100 years ago. E.G. egg beater;
- Make some simple tools modeled on tools from 100 years ago. E.G a rolling pin
- Research the development of inventions and machinery.

**Mathematics**

- Use old-fashioned games for addition and subtraction. E.G dominoes; skittles; quoits; hooky
- Use games for multiplication e.g. If every quoits is worth 7, what is my score?

**Technology**

- Research information using the computer.
- Present information.

**Environment**

- Observe the way in which pioneers made wise use of the environment.
- List ways in which we can display wisdom in energy conservation, less waste and recycling.

**Evaluation**

- Were the students interested in the study?
- Did they get involved in the activities?
- How independent were they in research?
- How well did they present information?
- Did they understand the link between God, who is patient with us, and the expectation God has of us?
- Have the students been able to identify areas in their own lives where they may be able to show more patience and perseverance?
- Did the students understand the link between a wise Creator, and the expectation He has of us, to make wise use of His resources?
- Have the students been able to identify any areas in which they can display more wisdom in environmental issues?

# Things were different

*Find out what it was like 100 years ago. How were things different? Today we buy most things we need from the shops. One hundred years ago, many people made things at home. Here are some:*

- bread
- butter
- clothes
- soap
- furniture

## Patience

People had to be patient because things took time. There were no electric machines to do jobs quickly. They had to work hard to get the things they needed.

Which of these would take the most time and patience?

- a) buying milk from a shop
- b) milking a cow

- a) spinning wool and using it to knit a jumper
- b) buying a jumper from a shop

Here are some more things that were different 100 years ago:

- Instead of turning on the electric light, people would

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Instead of putting dirty clothes in the washing machine, people would

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- Instead of turning on the heater, people would
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## Perseverance

Doing these things 100 years ago took patience and perseverance. Perseverance means that you finish the job, even though it may be difficult, and may take a long time. Which jobs do you think would have taken the most time, 100 years ago?

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## Resourcefulness

Resourcefulness is when you make do with the things around you. You can make something useful out of the things you find. You use God's resources wisely.

Here are some things that required resourcefulness:

- Building a house out of materials from the environment. People who did this were called **pioneers**. What materials might they have used?

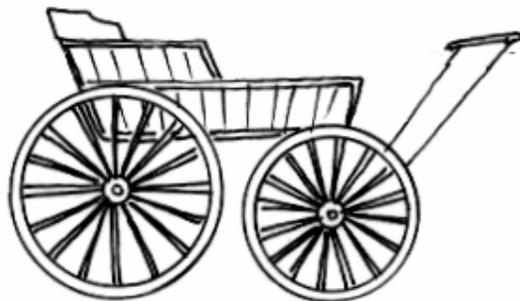
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- Growing food. Remember that 100 years ago you couldn't always buy seeds. After the first crop, people saved their seeds so that they could grow more the next year. How could you grow pumpkins without buying seed?

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- How could you grow potatoes?

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# Doing things at home

Find out how your great great grandparent did these things. Write a paragraph about each one. A few clues have been provided. Draw a picture for at least four.

## **Washing**

*copper; tub; washing board; hand wringer; long bar soap; prop clothes line*

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## **Ironing**

*heavy iron; wood stove*

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## **Cooking**

*wood stove; pots and pans; rolling pin; egg beater*

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## **Collecting water**

*rain water tank*

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## **Cooling**

*ice-chest; water bag*

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## **Heating**

*open wood fire; wood stove; axe*

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## **Dish washing**

*bar soap, washing bowl*

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**Making clothes**

*treadle sewing machine; weaving loom; spinning wheel; knitting needles*

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**Bathing**

*bath tub; kettle*

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**Toilet**

*outside toilet*

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**Rubbish disposal**

*compost; incinerator*

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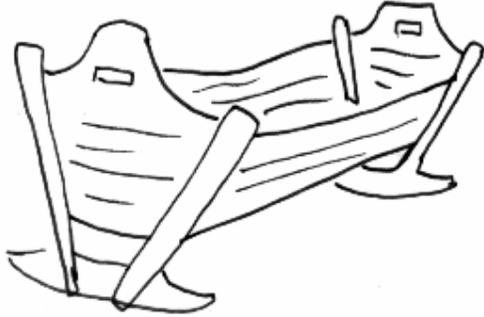
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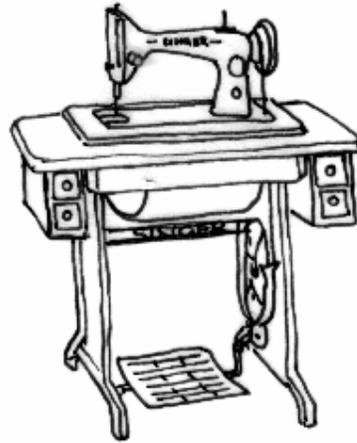
Non-electric Iron



Washing machine



Baby's cradle



Sewing machine

## Transport

Make a list of the types of transport they did not have 100 years ago.

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They did have carts and buggies, which were pulled by horses. People also rode horses and where there were good roads people could ride bicycles.

At first roads were just dirt tracks. Imagine you are riding in a horse and buggy on one of these tracks. Describe your journey.

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# Communication

List all the types on communication they did not have.

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They did have letters and telegrams. Letters would take a long time to reach people because transport was slow. Telegrams used Morse code. Find out more about Morse code and find out how it was used by the Flying Doctor service in outback Australia.

## Favourite foods from Great Great Grandma's kitchen

People ate simple foods, most of which they prepared themselves. Bread, dairy products, fruit, vegetables, eggs and meat were the main foods. Sugar was not always available. Sweet foods were not eaten very often.

Great-great Grandma's kitchen would have a wood stove and many hand utensils like grinders and mincers with handles, rolling pin, bowls and wooden spoons. There was no electric machinery. Flour for bread and cakes, was ground in a wheat grinder. Getting the ingredients was hard work and took time. Some people lived in the town and could buy things from shops, but others lived a long way from shops and had to grow and prepare most of their own food.

### Wholemeal bread

***Try making it by hand. (No bread machine)***

Mix the following ingredients together:

2½ cups wholemeal flour

2½ cups white flour

½ cup gluten flour

1 cup barley or millet flour

1 tablespoon yeast

Mix the following together in a jug:

600 ml. hot water (400 ml. boiling water, 200 ml. cold)

1 tablespoon honey

2 tablespoons olive oil

½ teaspoon salt

1. Add the wet ingredients in the jug to the dry ingredients. Mix. Add more water or flour if needed so that a firm, moist dough is achieved.
2. Cover with a towel. Allow to rise 20-30 minutes.
3. Turn onto a floured board and knead approximately 10 minutes.
4. Divide in half and shape each half into a ball and place onto a floured baking tray. (Use bread tins if you prefer).
5. Let rise approximately 20 minutes.
6. Place in a pre-heated oven at 180 degrees for 10 minutes, then reduce to 150 degrees for another 30 minutes.

### **Butter**

Butter is made from cream. After milking the cow, the milk would be allowed to stand for a while so that the cream rose to the top. (These days we don't see cream on the top on milk because our milk is homogenized. This means that the cream is mixed through the milk by a special process.)

When the milk has settled on top, it would be poured off into a wooden butter churn. Then the lid was placed on, and the handle would be turned and turned, mixing the cream until it became thick. Butter is just cream that has been made very thick by beating or churning. It was a lot of hard work.

You can make some butter without a butter churn. Here's what you do...

Take some cream and put it in a bowl. Use an egg beater or hand whisk. Whisk the cream until the cream thickens. If you whisk long enough it will eventually turn to butter. You may prefer to put the cream in a glass jar and put a lid on. Shake the jar until the cream thickens.

### **Lamb and Vegetable stew with dumplings**

½ cup pearl barley

2 cups diced root vegetables (potato, carrot, parsnip)

1 chopped onion

500 gm. diced lamb or beef

1 teaspoon salt

Place the pearl barley, the onion and the meat into a large pot and cover with plenty of water. Boil for 1 hour. Add salt, and root

vegetables. Boil for another 15 minutes. Add dumplings and boil for another 10 minutes.

Dumplings:

Rub in 1 tablespoon of butter to 1 cup flour. Add enough water to make a stiff dough. Roll into balls.

### **Bread and Butter Pudding**

2 slices buttered bread  
1/4 cup sugar  
1/4 cup raisins, currants or sultanas  
2 cups milk  
2 eggs  
vanilla essence  
a little nutmeg

Cut some thin slices of bread and butter and lay them in a buttered pie dish. Sprinkle the dried fruit in between layers of bread and butter, but not on top. Beat eggs and sugar. Add milk and essence. Pour over the bread and butter. Grate nutmeg on top. Stand in a baking dish of water and bake in a moderate oven until set, (about 3/4 to 1 hour).

### **Corned Beef**

Take a piece of beef and boil it for 2 hours in salty water.

### **Preserved Fruit**

1. Wash some heavy glass bottles.
2. Chop up fruit in season. (For example, peaches, apples, pears, plums)
3. Fill the bottles with fruit. Add water, sweetened with sugar or honey.
4. Seal the bottles with lids and clamps so that they are air-tight.
5. Place the bottles of fruit in a large preserving pan. Fill the pan with water and boil on the stove for one hour.

### **Jam**

fruit in season  
equal weight of sugar  
a little water

Boil about 30 minutes. Put into glass jars and cover.

## Foods they didn't have

Make a list of some of the food they didn't they 100 years ago. Remember that there were no fast foods, junk foods, frozen foods or instant packet foods.

### Fruit and vegetables in season

People could only eat the fruit and vegetables that grew at particular times in their area. If they lived in cooler areas they could not have tropical fruits, like bananas because there was no way of transporting them. People ate different fruits and vegetables in summer and winter.

### Activities

1. What was healthy about food 100 years ago?  
\_\_\_\_\_
2. Why can we get lots of different fruit and vegetables today?  
\_\_\_\_\_
3. Which fruits are 'in season' in your area in summer?  
\_\_\_\_\_
4. Which fruits are 'in season' in your area in winter?  
\_\_\_\_\_



Butter churn

# Early white settlers of Australia and New Zealand

The first people to live in Australia were Australian Aboriginal people. The first people to live in New Zealand were Maoris. We don't know when these people came to Australia and New Zealand. Then about 200 years ago, white people came. These white pioneers came in sailing ships from England, Ireland and Scotland. The journey from Britain took many months. Ships were small and crowded. On arrival, some ships were wrecked when they hit rocks. Others arrived safely. They brought some belongings with them, like tools, a few clothes, a little food and seeds for growing more food. They also brought some animals to start farming. Some people brought tents to live in until they could build a house. Others used the sails from the sailing ship for a tent.

Once they were in this new land they had to survive using resources from the environment.

## Homes

Early homes were small. A family with four or five children would live together in a building only four metres by seven metres. Sometimes it was divided up inside with curtains. Because it was so crowded inside, cooking had to be done outside on an open fire for safety. Later on, settlers build fireplaces of stone, brick or mud.

Here are the types of homes built by early settlers:

### 1. Wattle and Daub

Trees were cut down and the wood was used to make a framework for the home. Then clay was mixed with chopped grass and this was plastered over the framework.

### 2. Mud huts

Walls were made of packed earth. Roofs were thatched with tussock grass.

## Activities

### 1. Write a story

Imagine that you are one of the children arriving on a sailing ship. Tell the story of how you arrived, and how your family settled in the new land. Here are some ideas to help you write your story:

- How did you get ashore?
- What did you do when you reached the shore?
- What did your father do and how did you help him?
- What were the names of your brothers and sisters? How old were they?
- What were you wearing?
- What condition were your clothes in?
- What did you bring ashore with you?
- Where did you sleep for the first night?
- Where did you spend your first night?
- Describe your home after you had spent six months in the new land.
- What things kept your mother busy?
- How did you help?

### 2. List all the materials you would need to make a wattle and daub hut.

### 3. Draw a floor plan of an early settler's hut.

### 4. Use clay and straw to make a model of a mud hut.

### 5. Use a small cardboard box and cover it with sticks to make a model of a wattle and daub hut. Place the model on a cardboard base and add an outdoor fireplace



Wattle and daub pioneers hut

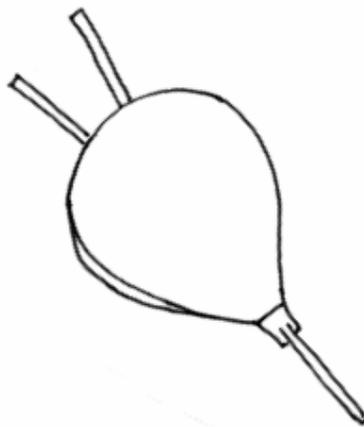
# The Fireplace

Homes that had fireplaces kept the fire going all the time. Matches were scarce, so rather than lighting the fire each day, they saved matches by never letting the fire go out. The fire was banked up at night so that it was easy to get going again in the morning. To get the fire going they used paper spills, which were twisted pieces of paper kept on the mantle piece. They also used bellows to get air into the fire.

For open fire cooking, they used iron pots, frying pans and a billy for boiling water. Open fires outside were made of stones set in a circle. Inside open fires were made in a fireplace. The fireplace was made of stone or bricks. A sack was hung from above to stop the smoke from going into the room. Salted meat and vegetables could be cooked in the pots, and so could porridge, but for bread and roasted meat, an oven was needed.

The first ovens were called camp ovens. They were big iron tubs with lids. The lids were curved up at the edges and piled with ashes. The ovens were set on the ashes while the bread inside them baked.

Later, wood stoves were used in the homes. They were made of cast iron and had many metal utensils hanging about. In the centre was a fire grate with ovens on either side.



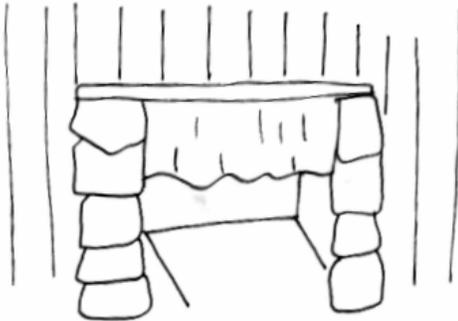
Bellows  
(Find out what bellows were used for)

## Activities

Answer the questions from the information you have just read. You can also look at the pictures to get some clues. Answer the questions in full sentences.

### 1. Open fireplace outside

- What did they use to build it?
- Why were the first fireplaces outside and not in the house?

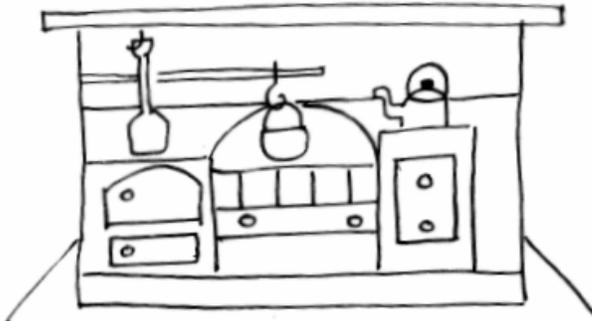
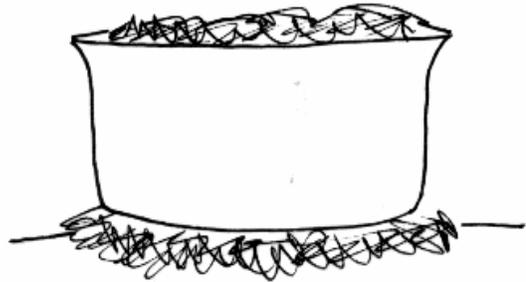


### 2. Stone or brick fireplace inside

- What did they use instead of matches?
- Where is a mantelpiece?
- What did they cook their food in?
- What did they boil their water in?
- Why do you think a sack was hung from above?

### 3. Camp oven

- Where did the camp oven sit?
- What was placed on the lid?
- What foods could be cooked in the camp oven that couldn't be cooked by boiling?



### 4. Wood stove

- What was it made of?
- How would you open the oven doors?
- What would you put in the oven?
- Where does the wood go?
- How was water boiled?

### Build your own fireplace

Build an outdoor fireplace from stones. Make sure an adult is supervising. Use sticks and twigs and wood. When the fire has died down, cook some damper on long sticks. You can use scone dough and wrap it around the stick. Hold it over the fire and keep turning it until the damper is cooked.

# Convicts

The earliest white Australian settlers were convicts. These were people who had committed a crime in Britain. They may have been convicted for something as simple as stealing a loaf of bread. Because there were so many convicts, there was not enough room in the British jails for all of them, so many were sent to Australia to work. Most were men, but some were women.

Read about the work of Caroline Chisholm who helped care for the women who had no where to live:

***Themes for Christian Studies 5, God is Love***



### **Writing project**

Imagine that you lived in England in the 1800's. You have stolen a loaf of bread because your family is hungry and you have no money. You are caught and you are sent to Australia on a ship because there is no room in the prisons. You arrive in Australia alone, and far away from your family. Write a story explaining your situation. Before you do, read some of these convict letters. They may help to give you some ideas. By the way, *New Holland* was the name for Australia back in those days.

### **Convict Letters**

*To Matthew Beardsley, 18 North Rd., Derby, England*

*Date: 7 . 8 . 86*

*My dear brother Matthew,*

*Right now I am in a hulk. I got transported to New Holland for five years for stealing a black satin cloak. That night as you know, I had a party to go to. I needed something pretty to wear. I saw a lady with a cloak in her hand so I ran up and snatched it from her. Next year I will be arriving in Botany Bay. Please do not worry about me for I will be fine.*

*from Ann*

*Date: 10 . 9 . 87*

*My dear brother Matthew,*

*I am in this ship going to New Holland. It's very stuffy and hot! People are sick and some are dying. I am feeling a bit sick myself. When you get this letter I will be in New Holland! When I am bored I read my bible. At night I can never get any sleep. People are snoring, people are crying and some are screaming.! However I have made one friend and she is very nice. Her name is Mary, and she is here for theft of apparel, the same as me. Mary is 25, just three years older than I am, and I hope that we can stay together when we get off the ship. How are Ma and Pa going? Please do write soon!*

*Love Ann.*

*Date: 10 . 3 . 88*

*Dear Matthew,*

*I am in New Holland! On the 26<sup>th</sup> of January we arrived. We stayed on the ship until the 6<sup>th</sup> of February. On the 6<sup>th</sup> we finally got off board. It had been so crowded! It took all day for just the ladies to get off board. The men got off earlier and started work, building houses. The weather here is so strange. When it's snowing in England it's hot here! Last night there was a thunder storm and you could never imagine how scary it was!*

*From Ann*

*Date: 1 . 6 . 88*

*I am working in a wool factory. Mary is working there too. It is very hard work and the weather is very hot. At first we had nowhere to live, but a kind lady called Caroline said that we could live in her dormitory. We feel safe here. It's much safer than being on the streets. There are many strange animals here, like 'kangaroo', 'koala' and 'wombat'. There's also a strange bird called a kookaburra. It doesn't chirp or tweet or sing or anything. It laughs!*

*Love you lots! Ann*

*Date: 30 . 11 . 88*

*Dear Matthew,*

*It happened so quickly! I got a ticket of leave and so did Mary! When we were walking home from the factory we saw a lady. She was yelling "Help! Help! I've been robbed!" Then Mary and I saw the thief and we ran after him. After ten minutes we caught him. A policeman saw us and helped us. He gave us a ticket of leave for helping the lady. We returned all the stolen goods. In two years time Mary and I will hopefully be back in England. Please tell Ma and Pa the exciting news!*

*Love Ann.*

# Clothes 100 years ago

## Boys clothes

Boys wore shirts, buttoned jackets and shorts. They wore long socks and leather boots. For best, ties were worn. Boys also wore woolen caps. Draw a boy dressed in these clothes.

There were no stretch fabrics and therefore no tee shirts, track suits. However there were hand knitted woolen jumpers.

What kind of clothes do boys wear today?

What would be different about boys' clothes today?

## Men's clothes

Men's clothes were similar to boys' clothes, except that long trousers were worn instead of shorts.

## Girls clothes

Girls wore cotton dresses, skirts and blouses. Dresses and skirts were gathered or pleated from the waist. Sometimes dresses had frills on the bottom. Dresses and skirts were below the knee in length and worn with stockings and leather boots. Girls wore hats called bonnets. These were tied under the chin. Sometimes aprons were worn. Draw a picture of a girl dressed in these clothes.

## Women's clothes

Women's clothes were similar to girls' clothes but dresses and skirts were longer, down to the ankle.



# Shopping 100 years ago

If you went shopping 100 years ago, you would take along a basket, because there were no plastic bags to carry your things in.

Compared to today, prices of things would seem very cheap. Instead of \$30 for a pair of shoes you might pay \$3. (This was about one pound in English money. English money was the first kind of money used in Australia and New Zealand). However, they were not really cheap because compared to today, people earned very little.

You would not go to a large shopping centre where all shops are under one roof. The shops would be set out along the street. Here are the shops you would find. Next to each type of shop, write the things you would buy. You may need to ask someone or use a dictionary.

butcher \_\_\_\_\_

baker \_\_\_\_\_

grocer \_\_\_\_\_

green grocer \_\_\_\_\_

candlestick maker \_\_\_\_\_

draper \_\_\_\_\_

pottery \_\_\_\_\_

ironmonger \_\_\_\_\_

watchmaker \_\_\_\_\_

sweet shop \_\_\_\_\_



# Entertainment

List some of the entertainment they did not have 100 years ago.

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This meant that there was more time for playing games and spending time with the family. Families enjoyed playing games together, reading or telling stories, talking, singing and playing musical instruments. The first type of record player was a gramophone or phonograph. You would wind a handle and it would play a record. The sound came out through a speaker shaped like a trumpet.



## **Toys**

There was no plastic. Toys were made from wood, porcelain, metal, fabric and leather. Here are some favourite toys:

Rag dolls

Porcelain dolls

Spinning tops

Skipping ropes

Clockwork toys

## **Activity**

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Choose a toy from 100 years ago. Draw a picture of the toy. Describe your toy. Say what it is made of. Explain some of the things you could do with the toy. If it is a clockwork toy or a spinning top, explain how it works.

## **Games**

Choose some of these games to play with your friends or family. After you have played the games, write a set of instructions for playing the games. List the instructions in point form.

### **Marbles**

Marble games were played outside in the soft dirt. A circle was drawn in the dirt and the aim of the game was to knock someone else's marble out of the ring. You had to flick the marble between your thumb and your first finger. Children carried marbles in marble bags.

### **Knuckle bones**

This game was also called 'Jacks'. You needed five knuckle bones, which you saved from the joints of legs of lamb. Every time your family had a roast leg of lamb you would take out the small joint bone, clean it and keep it. When you had five, you could play the game.

The idea was to take all five knuckle bones in the palm of your hand, hand turned upward like a cup. You would then throw the knuckle bones up in the air, flip your hand over and try to catch as many as you could on the back of your hand. If you caught one, then your score was one. If you caught two, then your score was two and so on. You could then increase your score by taking one of the knuckle bones you had caught, throw it up into the air and try to snatch one or more of the knuckle bones on the ground. Then with the same hand, you had to catch the knuckle bone in the air before it fell to the ground.

Whoever got the highest score was the winner.

### **Hopscotch**

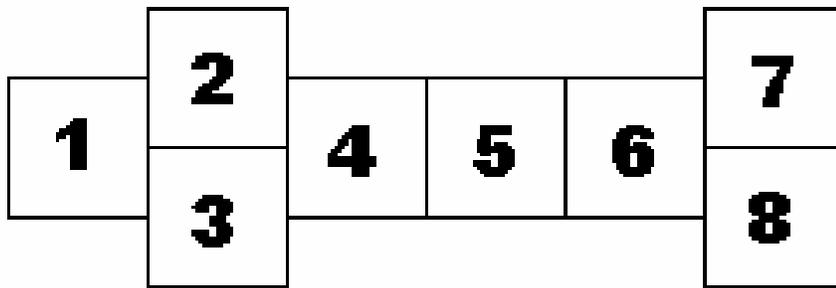
This game was played outside in the dirt. You would draw some large hopscotch squares in the shape drawn below. (You could also draw the shape with chalk on asphalt.) Each person playing

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the game would take a stone, called a 'tore'. The stone had to be one you could recognize as being yours.

The first person would stand about a metre from square number 1. They had to throw their tore into square number one, then hop in each single square, but jump in the double ones. In squares 7 and 8 you had to turn around in a single jump and then hop back again, picking up your tore in square number 1 on the way back.

Then each other person in the game does the same. When all have completed this, the first person takes their turn again, this time aiming to throw their tore into square number 2. The game continues until the tore has been thrown into all eight squares. When anyone misses getting the tore in the right square, they are out.

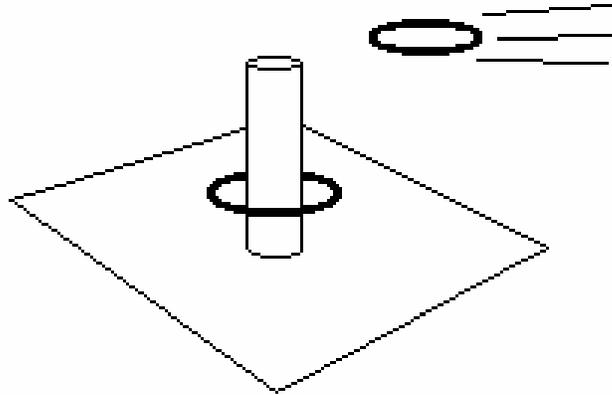


### **Skittles**

Nine wooden skittles were placed in a triangle. From a reasonable distance you would roll a ball and try to knock over as many skittles as you could.

## Quoits

An upright wooden stick was placed in a wooden base. A number of rings, made from stiffened rope, were thrown at the stick. Whoever got the most rings on the stick was the winner.



## Cat's cradle

This was a game you could play with a piece of wool or string, about 50 cm. long, ends tied together to make a loop. You would wrap the string around the thumb and little finger of each hand, and make shapes from the wool, which was stretched between your two hands.

## Tug of War

You need two teams for this. Each team stands in line, one behind the other. The two leaders hold a long thick rope, each about a metre from the centre. Everyone gets behind their leader and gets a grip on the rope. At the count of 3, each team pulls the rope as hard as they can. The first team to pull the rope in their direction is the winner.

# Compare today's lifestyle with life 100 years ago

Life 100 years ago required patience and perseverance. Ordinary things were done by hand and with much hard work. List some things about today's lifestyle that have been made easier. Use these headings:

## **Food; Housework; Transport**

What are some problems with today's lifestyle?

Life 100 years ago required wise use of resources. This meant that nothing was wasted. Today people are more wasteful. Explain how people waste many resources today. Use these headings:

## **Plastic bags and packaging; Water; Electricity; Glass; Metal; Petrol**

How could we show wisdom in the way we use resources?  
How do you think God wants us to treat the environment?

## **Technology Project**

Choose a machine used today, and trace its development. Examples: motor car; aeroplane; sewing machine; washing machine; heater; vacuum cleaner; lawn mower; C.D. player; radio

1. Name your machine.
2. When was it first invented?
3. How was the job done before this machine was invented?
4. What difference did the machine make to every day life?
5. Was the machine developed by one person, or were several people involved in the machine's development? Name any important people who were responsible for the development of this machine.
6. Write about the history of your machine. Use drawings. Were there any problems with the first machine of this type? Explain how improvements were made over time.

# Art Project

Using colours of old brown and white photographs, choose one of the following scenes for painting or pastel drawing. Show how these things would have been done 100 years ago.

1. Going to market
2. Digging for gold
3. Doing the washing
4. Traveling by stage coach
5. Driving in one of the first cars invented
6. Going shopping
7. Going on a picnic
8. The family at the beach
9. Preparing the family meal
10. Working in the cottage garden
11. Having a family photograph taken.