

## Cockman House Incursion Guide

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Feedback: Two stars and a wish

Related resources

### Curriculum links:

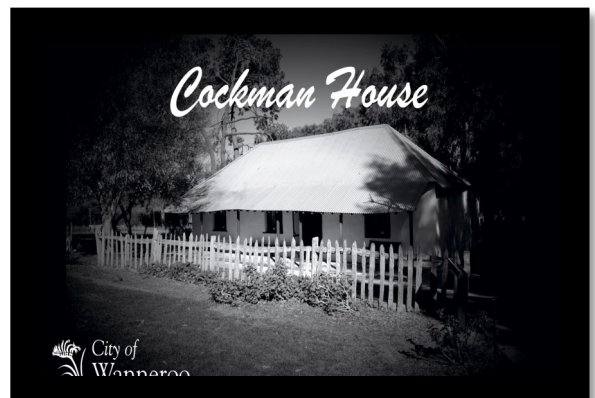
ACHASSK044-046

WAHASS13-18, 20-23, 25

General Capabilities: literacy; ICT capability;

critical & creative thinking

**Recommended year groups:** Y1-3



## Cockman House incursion

We recommend doing classroom activities which will provide students with some background context about Cockman House and local history prior to the 'live' incursion. The activities and Cockman House movie link contained in the guide may be useful to make the incursion a richer experience for students.

### Format of incursion

The online incursion can be offered in different ways, depending on the preference of the teacher:

- As a Question and Answer session: After children have completed the classroom activities on local history and the history of Cockman House specifically, they will have the opportunity to ask more questions of the education officer at Cockman House. The education officer will 'walk' the children around the house depending on their questions.

*Note:* With sufficient notice, children can also submit questions to our Heritage Education team ahead of time, and we can refer specifically to those questions during the Q&A format. This is a good opportunity for students to focus on inquiry questioning at school, and practise these skills for an authentic task. Please contact us if you would like to use this format.

- If your class has a particular area of interest, we can use the live format to focus on that area of history. Again, we will require advance notice to do this (for example, technology in the home).

**Time of incursion:** Please check our website for current times, or contact us below, as times will vary depending on COVID restriction levels and staff availability.

**Length of incursion:** The online incursion will generally be around 30 minutes.

**Online platform for incursion:** This can be discussed with our staff. Zoom and FaceTime have been successfully used to date, but we are willing to trial other platforms your school may be using! Once finalised, we will send you a confirmation and (if applicable), schedule an online 'meeting' time.

**Privacy:** The online incursions will not be recorded or class images captured in any way except with written teacher consent.

### For further information and bookings:

Heritage Education

Email: [museum@wanneroo.wa.gov.au](mailto:museum@wanneroo.wa.gov.au)



## Engaging curiosity about the past

### I wonder....

1. Show students an image of Cockman House (see the next page).
2. Tell the students that this house will be the subject of work you'll be doing about local history. Cockman House is an important part of Wanneroo's heritage.
3. Looking at this house, what kinds of questions does it raise about life in the past? Model an example: E.g. I wonder... who lived in this house? ...if children lived here and what they did for fun? ...what transport they used?
4. Ask students to spend time writing their own "I wonder...." questions.

### Ideas for generating student-led inquiry using the "I wonder ..." questions

- Gather up the "I wonder..." questions and put them into categories, but don't name them. See if students can work out how the categories have been organised and what to call each category. These categories can then become a focus for learning about Cockman House and local history.
- Model ways to make question categories on the board by using a few examples (e.g. I wonder when they started driving cars? This would be in the Transport category). Then provide a sheet of paper to small groups and have the groups decide which categories of "I wonder..." statements they have. These might be used to form a group inquiry project about the history topics the group find engaging.
- Ask students to transfer their "I wonder..." questions into a KWL chart, and use this chart as a graphic organiser for learning.
- Use the Cockman House prompt and/or the "I wonder" questions to start an exploration of producing questions for student-generated inquiry. See <https://www.teachingchannel.com/blog/creating-a-culture-of-questioning-inquiry-in-lower-elementary> and [The Right Question Institute](#) for some great ideas on teaching and encouraging student-led inquiry.

### Word wall—enriching subject vocabulary

Create a word wall for this subject to encourage students to notice and add new words focused on history. The words "heritage", "timeline", "chronology" might be good examples. Leave Post-it notes or cards and blu-tac available for students to add new words they find as they research. Refer to the word wall in teaching and encourage the use of subject-specific vocabulary. This might be especially good to use after doing the timeline activity, watching the video and after the incursion session. The vocabulary can later be used in revision and word game activities to reinforce content vocabulary.





## Activity suggestions using the floorplan

### Prediction activity:

1. Show students the floorplan of Cockman House. Brainstorm the kind of furniture that might have been in the house. Students can either draw or label what they think will be in each room. Discuss (lack of) electricity; (lack of) running water and what this might mean for everyday living.
2. Play the [virtual tour](#) of Cockman House. Navigate through the rooms of the house.
3. Students can add in additional furniture they observe.

### Observation and discussion:

- Compare furniture from the past and present. Discuss furniture which looks similar and furniture which looks different; furniture which is unfamiliar; anything surprising in the house, etc. Ask students to write anything unknown into their KWL chart or graphic organiser—this could be useful later when considering questions for the online incursion.
- Discuss electricity and lighting: What kinds of everyday items do we use in our house which need electricity? Brainstorm what might be in the different rooms which need electricity if this were a modern house (e.g. kitchen: fridge? Bedrooms: lights? Google Home?) Go through the virtual tour and write in/draw household items in each room where we would use electricity today (e.g. kitchen: Coolgardie Safe, ice chest; living room: lamp).

### See-think-wonder:

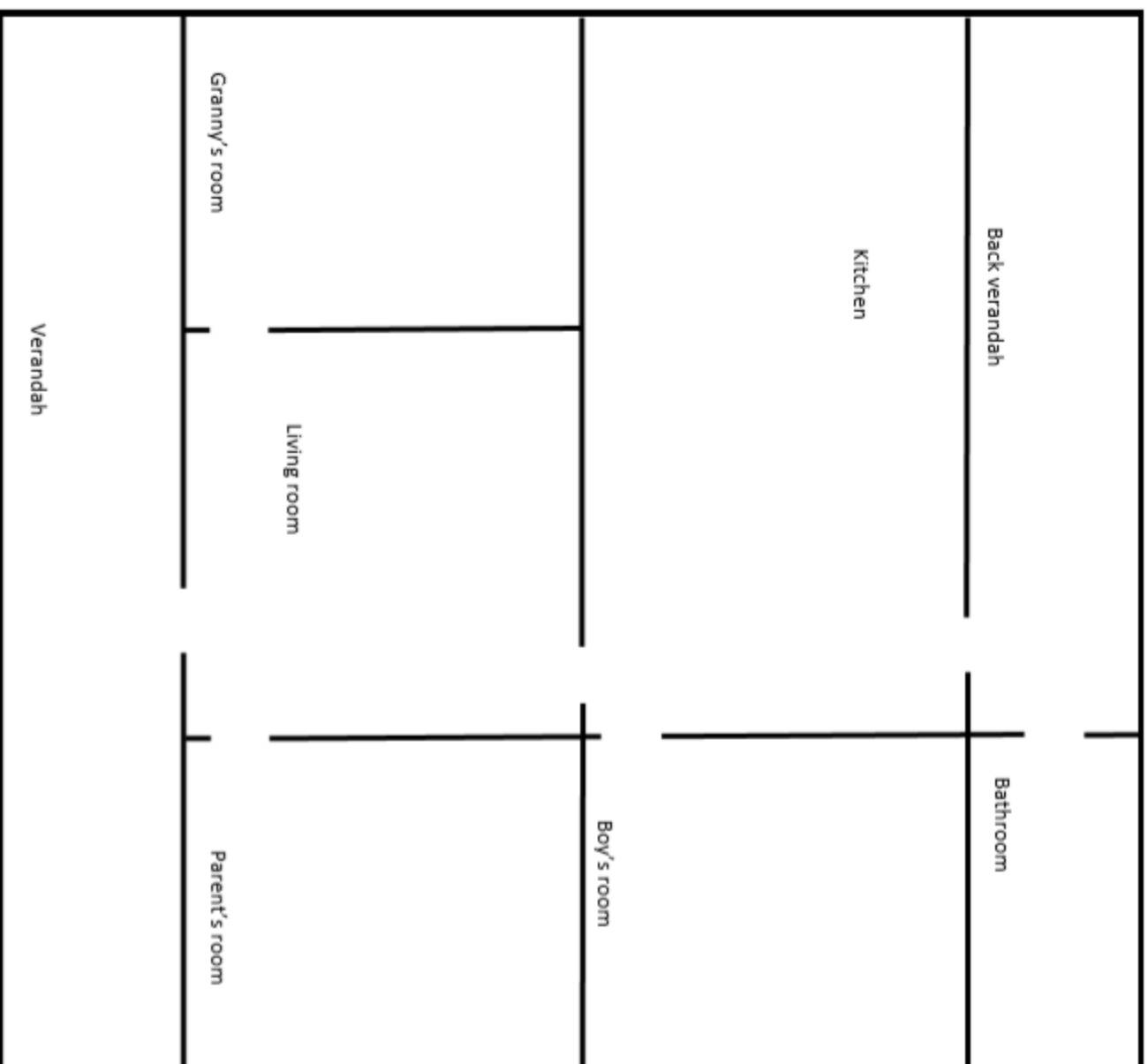
The [virtual tour](#) is an excellent opportunity for students to use a see-think-wonder chart to generate their own questions and inspire curiosity while on the virtual tour.

### *Hints regarding the virtual tour:*

- Trial using the tour before doing this in class.
- Use the 360° view.
- Place your mouse on the screen and wait until you see the 'hand' or the arrow mark to manipulate the picture and move in a new direction.

Dunny

Old washhouse



**Cockman House  
florrrplan**

## Cockman House timeline activities

### Resources for these activities:

- Date cards to construct a timeline
- Timeline information (linked to date cards)
- Timeline answers

### Matching activity:

- Practice chronological dates from oldest to most recent (e.g. 1788, 1829 etc) to ensure understanding.
- Gloss the word “*chronology*” and its etymology. Consider why chronology is important in examining history—how do a list of dates in chronological order help us think about what has happened over time? When is a *chronological* timeline useful?
- Arrange small groups, then give each group the mixed up date cards and ask them to put the dates in chronological order from oldest to most recent.
- Provide the timeline information (cut up into strips). In groups, children read the information and work out which information goes with the dates.
- Give each group one or two of the dates. Agree as a class the date order. One of the group members with ‘Before 1829’ will read out the information that goes with that date, and so on.

### Expressions of time – language and comprehension study:

- Ask children to get out markers. In pairs, they need to read the timeline information and highlight any time words. Do the first example: many thousands of years; long before; in 1829. Notice where commas are required when we use expressions of time. Highlight these with a different marker.
- As an extension, consider examining where expressions of time can fit in a sentence (e.g. In 1829, .....; ..... In 1829). Discuss why we might decide to move these expressions around in our writing (avoiding repetition in writing style; emphasis in sentences, etc). Ask students to practice writing sentences with an expression of time in different positions within the same sentence.
- Give the pairs/groups the time cards (not in order) and ask them to work out which dates go with which sections, based on what they have read.

### Comprehension check:

- Ask each pair/group to come up with four questions based on the timeline information. They will give these questions to another group. The other group must write down the answers without looking at the information, and give them back to the original group to check
- General discussion about any interesting/unusual points they noticed about the history of the family and Cockman House. Students could add these to their KWL chart or note-taking graphic organiser.



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### Timeline information paragraphs

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For many thousands of years, long before English people arrived in the Swan coastal plain in 1829, Noongar families came to hunt and gather food during the warm part of the year in around the lakes and coast of Wanneroo. The Whadjuk Noongar clan of this area were called the **Mooro** people. At the time when English immigrants first arrived at the new Swan River colony, the leader of the Mooro people was **Yellagonga**. Yellagonga Regional Park is named in his honour. The lakes and swamps in this park provided important places to camp, to harvest the wide range of edible bush food, to hunt animals like tortoise and kangaroo, to catch up with other families and hold ceremonies.

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In 1829, the same year the Swan River colony began in Western Australia, a twenty-year old man named James Cockman travelled all the way from England on a sailing ship. He came to work as a labourer. He carried only one bag containing tools, a roll of calico (cloth material), some clothes and a gold sovereign coin.

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In the same year, a young woman named Mary Ann Roper also arrived in Western Australia. Mary Ann came to work as a maid. James and Mary Ann met and fell in love, and they got married in 1830 in what was only the third marriage in the Swan River colony.

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After moving to Perth from Fremantle James started to work, clearing and building fences for Mr George Shenton who owned a large part of the Wanneroo area, including the Cockman House property. In 1843, Mr Shenton offered James the chance to buy a portion of his land for 100 pounds (£100).

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The Cockmans saved the money (£100) and bought a parcel of land from Mr Shenton in 1852. James built a small house for his family to live in, then began building the big house. By this time they had seven children.

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After eight years the house was finally finished. The Cockman family were also farming their property so they were very busy – that's why it took so long! They had cows, pigs and chickens as well as growing vegetables into the swamp behind the house.

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In 1876, James died and his youngest son, James Samuel (Sam) inherited the house. He married Emma Edwards and they went on to have 13 children!

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World War I broke out in 1914. During World War 1 William Cockman, one of the eight sons of Sam and Emma, was killed in France at the age of 24. His name is one of the first on the Wanneroo War Memorial.

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In 1923, Sam and Emma's youngest daughter, Ruby, married Albert Backshall. Ruby inherited the house after marrying Albert and had six children of her own.

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Charles Backshall, the youngest son of Ruby and Albert, was he last resident of Cockman House. The family sold the house to the City of Wanneroo in 1987, and it opened as a museum the following year. There was still no electricity in the house, and only an outdoor dunny for the toilet!

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Today, you have become part of Cockman House's history! Your online visit will be recorded in Cockman House's records.

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**1829**

**1843**

**Before**  
**1829**

**1830**

**1876**

**1923**

**1860**

**1916**

**Today**

**1987**



**Timeline activity ANSWERS****Before 1829**

For many thousands of years, long before English people arrived in the Swan coastal plain in 1829, Noongar families came to hunt and gather food during the warm part of the year in around the lakes and coast of Wanneroo. The Whadjuk Noongar clan of this area were called the **Mooro** people. At the time when English immigrants first arrived at the new Swan River colony, the leader of the Mooro people was **Yellagonga**. Yellagonga Regional Park is named in his honour. The lakes and swamps in this park provided important places to camp, to harvest the wide range of edible bush food, to hunt animals like tortoise and kangaroo, to catch up with other families and hold ceremonies.

**1829**

In 1829, the same year the Swan River colony began in Western Australia, a twenty-year old man named James Cockman travelled all the way from England on a sailing ship. He came to work as a labourer. He carried only one bag containing tools, a roll of calico (cloth material), some clothes and a gold sovereign coin.

**1830**

In the same year, a young woman named Mary Ann Roper also arrived in Western Australia. Mary Ann came to work as a maid. James and Mary Ann met and fell in love, and they got married in 1830 in what was only the third marriage in the Swan River colony.

**1843**

After moving to Perth from Fremantle James started to work, clearing and building fences for Mr George Shenton who owned a large part of the Wanneroo area, including Cockman House property. In 1843, Mr Shenton offered James the chance to buy a portion of his land for 100 pounds (£100).

**1852**

The Cockmans saved the money (£100) and bought a parcel of land from Mr Shenton in 1852. James built a small house for his family to live in, then began building the big house. By this time they had seven children.

**1860**

After eight years the house was finally finished. The Cockman family were also farming their property so they were very busy – that's why it took so long! They had cows, pigs and chickens as well as growing vegetables into the swamp behind the house.

## **Timeline answers continued...**

### **1876**

In 1876, James died and his youngest son, James Samuel (Sam) inherited the house. He married Emma Edwards and they went on to have 13 children!

### **1916**

World War I broke out in 1914. During World War 1 William Cockman, one of the eight sons of Sam and Emma, was killed in France at the age of 24. His name is one of the first on the Wanneroo War Memorial.

### **1923**

In 1923, Sam and Emma's youngest daughter, Ruby, married Albert Backshall. Ruby inherited the house after marrying Albert and had six children of her own.

### **1987**

Charles Backshall, the youngest son of Ruby and Albert, was the last resident of Cockman House. The family sold the house to the City of Wanneroo in 1987, and it opened as a museum the following year. There was still no electricity in the house, and only an outdoor dunny for the toilet!

### **Today**

Today, you have become part of Cockman House's history! Your online visit will be recorded in Cockman House's records.

**Cockman House movie (17 mins 48)**

Viewing link: <https://vimeo.com/443297979/680d56730b>

(Please contact us if there are any issues with the viewing link).

**Segments:**

- Introduction, Acknowledgement of Country and Noongar history (0:00)
- How Cockman House came to be (1:18)
- Life in the home (4:45)
- Food (8:14)
- Children's games (11:06)
- Children's chores (12:23)
- Communication (15:48)
- Today (17:13)

**Suggestions for pre -and post-viewing activities:**

- Prior to viewing, remind students of key points you may be looking for in the movie. The segments above may be useful for topics for note-taking, and the movie can be paused. See the note-taking table (next page). These can be chopped up for pairs/groups to listen for particular topics; groups could also use these topics as prompts for their making their own questions, and see if the movie answers them. Unanswered questions could be used for the live incursion, or further research.
- Use the free [Thinglink](#) program, which is a simple way for students to add information into images. Pause relevant movie scenes, then snip them, and distribute to students to work in pairs on a computer to make an interactive image, where they add in key information they have learned about furniture, objects or family life in each still.

**Reflection time and further questioning:**

- After the movie, provide time for students to reflect on what they've learned. Have all their questions been answered from the movie? How else might they find answers to their questions? What new questions or thoughts has the movie prompted? Provide time for students to write down their thoughts and/or use their KWL or note-taking graphic organisers.
- Students could also practise written reflection using stem sentences such as:
  - ◇ Before I watched the movie I thought..... Now I've learned.....
  - ◇ I didn't realise.....
  - ◇ I was surprised that .....
  - ◇ I'd like to know more about .....
  - ◇ A difference/similarity I noticed between my life and the children's was .....
  - ◇ After watching the movie I would/wouldn't like to live in Cockman House because.....

<b>Noongar history</b>	<b>Why James Cockman moved out to Wanneroo</b>
<b>The building of Cockman House</b>	<b>Life without electricity</b>
<b>Food</b>	<b>Entertainment</b>
<b>Children's chores</b>	<b>School</b>
<b>Communication</b>	<b>Other notes...</b>



## Children's chores and entertainment

Comparing how children lived in the past with the present is a highly engaging entry point for children to consider themes of change and continuity in history. Examining chores gives children insight—and some opportunity for empathy— when examining children's lives in the past.

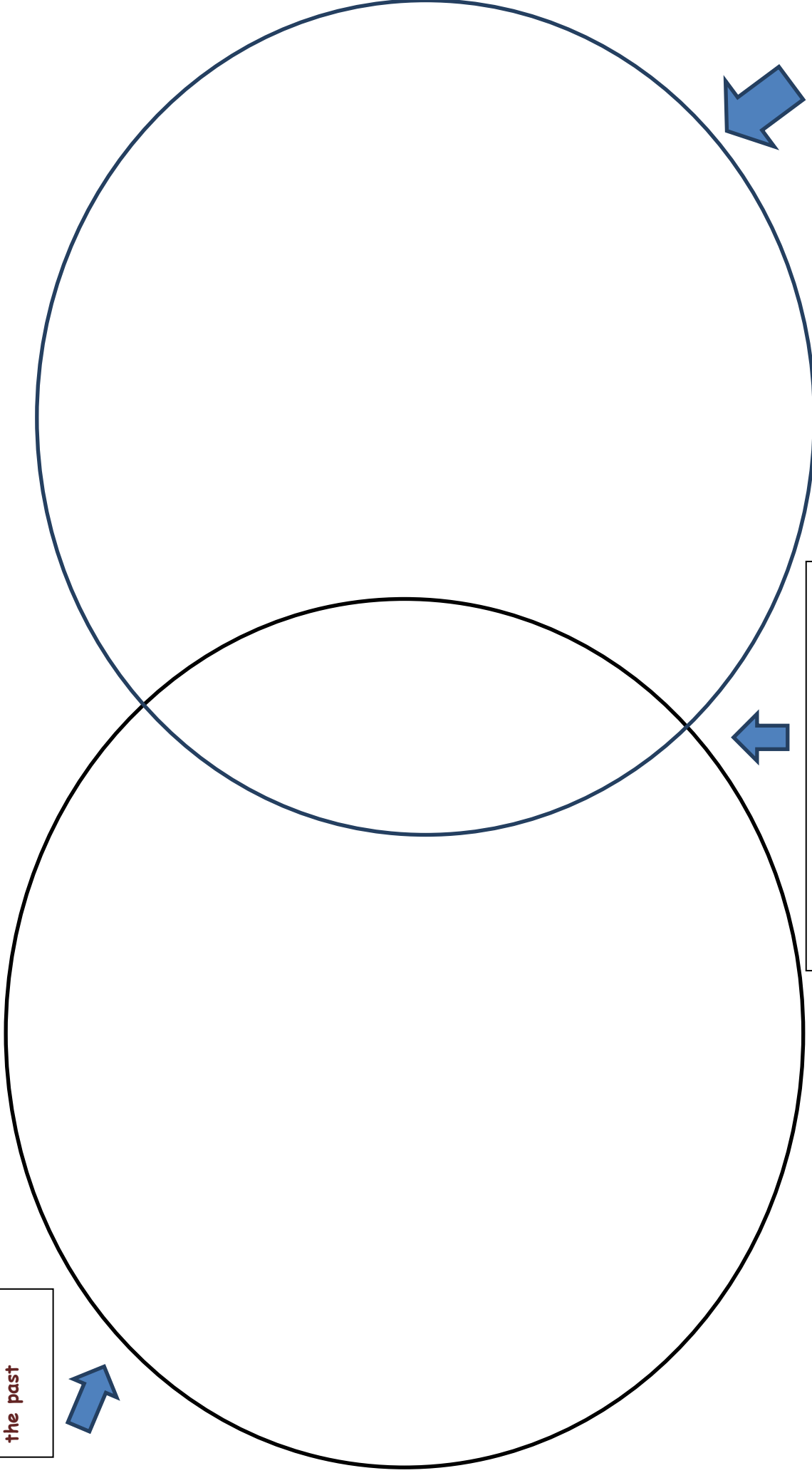
### Activity suggestions:

- The [Buckingham House teacher resource guide](#) has a daily chores list. This can be used in addition to the information from the Cockman House movie to then
  - ◇ write up their own daily 'schedule' of jobs (using time; e.g. 8:05 clean teeth; 8:20 go to school, etc)
  - ◇ Compare chores then and now using the Venn diagram (see the next page)
  - ◇ practise comparatives in writing (Children used to....now...)
- Encourage the use of descriptive language while examining the chores: *difficult; smelly; disgusting; relaxing*....teachers could make up a range of adjectives and provide them to groups to decide which chores come under the different categories. Alternatively, practice using superlatives: the *best* chore; *the most disgusting*...this is an entertaining way of introducing how superlatives are used (i.e. three syllables—*most/least* disgusting; one syllable: *-est*, e.g. *hardest*, etc).
- The [Buckingham House teacher resource guide](#) also includes a number of old-fashioned children's games. These could be taught; alternatively, pairs or groups could be assigned a game, practice it, and then teach the class how to play. Games are a great example of discussing continuity.
- See the resource [Yulunga: Traditional Indigenous Games](#) to use in teaching for a rich discussion on games in Australian history and its purpose in history and today.

## Cockman House: Chores

Think about the chores children did at Cockman House. Are these still done today? Are there some different chores done today too?

Chores done in  
the past



Chores done in the past and still done  
today!



Chores done today



## Online incursion ideas

- If students have watched the Cockman House movie in advance of the live incursion session, provide time for them to reflect on what they've learned. Have all their questions been answered from the movie? How else might they find answers to their questions? What new questions or thoughts has the movie prompted? Provide time for students to write down their reflections and/or use their KWL or note-taking graphic organisers.
- Ask students to write down their remaining or new questions on Post-It notes and place on the board of the class. Then write up these categories:
  - ◆ I can answer this!
  - ◆ Q&A session (Cockman House)
  - ◆ My own research
- Ask the class to look at the questions and decide which category the questions might belong to. (Questions which are contentious might go between two areas or put to one side). Discuss each category—students may be able to help their peers and answer some questions; students with the research questions can be encouraged to research further.
- If there are a lot of questions for the Q&A session, students can then either categorise them, or vote on the best questions by placing a mark beside the post-it note. This is a wonderful opportunity to explore what makes a good question. These questions can form the basis of the online Q&A session with the education officer.
- If questions are prepared ahead of time, they can be sent to our Heritage Education team, as they can be used as the basis for the live incursion session. Alternatively, different students can ask the selected class questions during the session. (Students can also ask questions during the session without pre-planning if there is insufficient time to decide on class questions in advance).










## Feedback on the program

We would welcome feedback from you and your students. The “Two Stars and a Wish” feedback chart (see next page) is a simple way for students to record their thoughts about the Cockman House incursion and pre-incursion activities (see next page). We would be delighted to receive their scanned/photographed written feedback and any of your suggestions to improve the program.

Email: [museum@wanneroo.wa.gov.au](mailto:museum@wanneroo.wa.gov.au)

## Two stars and a wish...

What are two things you liked and one thing you wish about the program?



## Related resources

### Cockman House materials

Cockman House teacher resource guide provides background information and suggested activities focusing on these themes: the family; work; the house; the environment; heritage and change.

[Cockman House teacher resource guide](#)

*The 13 Mile Cookbook* is a collection of Cockman family recipes. These are a valuable record of food and diet of the past (and recipes which are enduring!)

[The 13 Mile Cookbook](#)

### Comparing objects in the home from past and present

Images, activity sheets and suggestions, and teachers' background notes. Images of historical objects are predominantly from Cockman House and Buckingham House.

[Comparing objects in the home from past and present—PowerPoint images](#)

[Comparing objects in the home from past and present—activities and teachers' notes](#)

### Wanneroo Museum pre-and post-visit activity guide

A range of lesson plans, activities, songs and images focused on the local history of Wanneroo.

[Wanneroo Museum pre- and post-visit activity guide](#)

### Visible learning charts: KWL, See-Think-Wonder

See the [Wanneroo Museum pre- and post-visit activity guide](#) for these charts:

- KWL chart
- See-Think-Wonder chart

### Noongar history

City of Joondalup (2019), [Plants and People in Mooro Country: Noonqar Plant Use in Yellaqonqa Regional Park](#). Retrieved July 2020.

City of Joondalup, [Joondalup Mooro Boodjar](#) (brochure).