



## Schools Project Material

As a general guideline, a school's project on ship wrecks along WA's coastline could include all or parts of the following:

- Investigate the maritime history of the region the school is in.
- Examine and reference any historical material already written about this history.
- Tell about the ships that sailed past the coast and those that were wrecked. Some 1337 ships and boats were wrecked on WA's coast since 1627. What were they all doing?
- Choose one particular wreck – **“Adopt a Wreck”** and investigate it.
  - Characteristics of the ship, e.g. length, tonnage, crew numbers, passengers.
  - How and when the ship was made?
  - Where was its home port? Tell something about that port. Perhaps contact a school there and exchange information with them.
  - Find out about the Company that owned the ship.
  - Who was the Captain of the ship and what was his background?
  - Why the journey was undertaken?
  - What was its destination port? Tell something about that port.
  - Likely instruments used for navigation, establishing latitude and longitude, and distance travelled.
  - Report on the likely conditions on board. Matters such as:
    - Accommodation
    - Pay and working conditions
    - Type, quality and provision of food.
    - Type of cargo carried and for whom?
    - Diseases, medical treatment and deaths during the voyage
    - Armaments (cannons, muskets, sabers) carried and why?
    - Crew numbers, composition and hierarchy: Captain down to cabin boy.
    - Clothing worn by different crew members
  - Date of the shipwreck and what happened.
  - Describe the main characters involved, eg. Captain, senior officers, cabin boy, etc.
- Plot where the event(s) took place on a map. Show school location.
- Prepare description/drawing(s) of the ship(s), places, involved.
- Report on any specific activities undertaken by the crew before the event.
- Were there any survivors from the shipwreck?
- What happened to the survivors? Any involvement with the local inhabitants?
- Any treasure left behind? What happened to it?
- Anything you may have discovered to make it more interesting.
- Describe the conditions of the life these sailors left behind – compare with circumstances today.
- Get a retired sea captain to talk about life on the high seas today.
- Establish internet/email relationship (“Sister School”) with a school in the ship's homeport. Find out the town's history and what happens there today.

- Locate and show maritime history videos in the classroom.
- Visit Maritime Museum in Fremantle.
- Visit the Duyfken and the Leeuwin as examples of older ships involved.
- Visit other types of ships - passenger ships, whalers, tankers, container ships, etc.

## Project Output

The whole class could undertake a project (or groups within a class) and output could be in a variety of formats such as (not a complete list):

- Presentations with visual impact - text, charts, drawings, maps, photographs....
- Wall-table displays with posters and dioramas.
- Big Books and other publications.
- Create PowerPoint, videos or other computer-based presentations.
- Report and Essays.

The level of sophistication of the output of a project will, of course, depend upon the grade of the students participating.

- The output of the projects could become part of a wider community education programme. Depending upon the format of the output the student's efforts could be displayed, presented, performed or shown in such venues **as theatres, local community centres, visitor centres, libraries, shopping centers and shire offices.**

Material could become the basis for more permanent presentations at **local museums, Visitor Centres, Heritage Centres and Historical Societies** these becoming the focal point for the presentation of heritage and historical information of the Community, Shire or Region. The lasting record created would serve to inform and interest visitors to the local area.