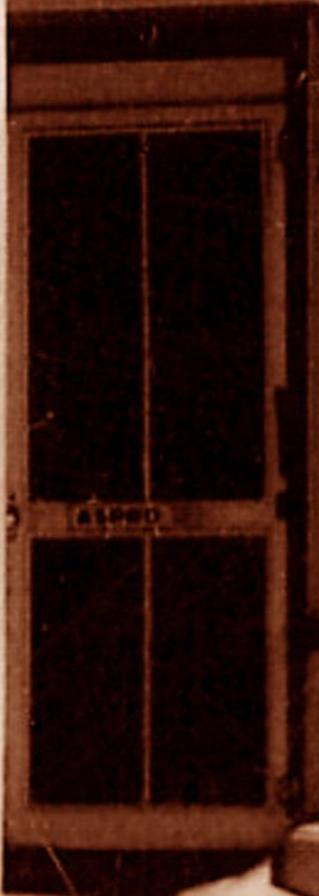


PYRAMID TEA & DINING ROOMS



EDUCATION RESOURCE

www.carnamah.com.au/education

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ACKNOWLEDGEMENTS

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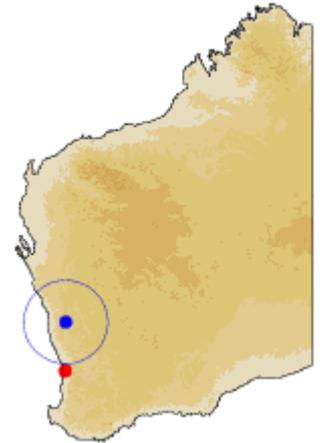
Government of **Western Australia**
Department of **Culture and the Arts**

CARNAMAH HISTORY

Teachers!

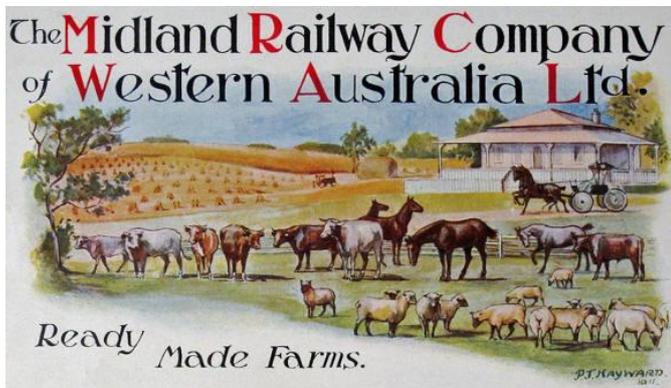
Here's a bit of Carnamah history for your own background knowledge.

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 via www.virtualmuseum.com.au

VIRTUAL MUSEUM



MACPHERSON FAMILY



MIDLAND RAILWAY



READY MADE FARMS



ROADS TO GOVERNMENT



BUSINESS HOUSES



TOYS!

www.virtualmuseum.com.au

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.

10 Macpherson Street

www.carnamah.com.au/tearooms

There are a number of ways to use the 10 Macpherson Street virtual exhibition to stimulate your students to develop their historical knowledge and skills. An initial approach for teachers is to read through the Tearooms Teacher Notes (on the next page) and then introduce the virtual exhibition to students via an interactive whiteboard. Read through the text and pause on images to generate class discussion.

Follow on with the 10 Macpherson Street Time Line activity and build up more knowledge and skills by completing the historical inquiry and creative tasks featured throughout this resource. Questions to regularly ask the class throughout your history lessons are, why are remains of the past like 10 Macpherson Street important to the local community, and why should they be preserved?



TEAROOMS – TEACHER NOTES

What are they?

Tearooms are a small restaurant or café where tea and other light refreshments are served. Thomas Twining opened the first known tearoom in 1706, at 216 Strand, London, England, where tea is still sold today. Australia being a British Colony, adopted many practices of the ‘motherland’ and visiting a tearooms for a meal or a social catch up was one of them. You can find out more about Twinings Tea Company at: www.twinings.com.au/our-story/twinings-history



State Library of Western Australia



State Library of Western Australia

Internal views of tearooms of the past. Left: Unknown Tearooms in Perth. Right: Boan Brothers Tearooms in 1919. Source: State Library of WA.

Who runs a tearoom?

Prior to exploring the 10 Macpherson Street virtual exhibition, ask your students what sort of person they think would run a tearoom 50 to 100 years ago? Do they expect it to be homely middle aged women, or, young men and women? The virtual exhibition reveals that men and women of different ages and marital status have successfully run tearooms.

Imagine your students’ reaction when they learn the first tearooms in Carnamah was run by a man who had chased a notorious bushranger! The 10 Macpherson Street tearooms were established and run by Charlie Kroschel and his wife Maggie. Kroschel was a retired policeman who had spent time chasing, and capturing on two occasions, local bushranger Frank Thomas from Coorow (for more on the bushranger, see www.carnamah.com.au/bushranger).

Why are tearooms significant to local history?

Tearooms were often built from stone and thus have stood the ‘test of time.’ They can still be seen today and therefore are an aesthetic reminder of the past in our present day. Memories of tearooms are usually positive as they were a social space and a place where people were nurtured with food or enjoyed sweet treats during a movie intermission. The virtual exhibition also reveals how the tearooms at 10 Macpherson Street were associated with major domestic developments such as having the first electrical connection in town or being associated with the first fridge! These are important milestones in any community.

Tearooms are also representative of our British past, however, as migrants from other countries came to settle in Australia, a ‘coffee culture’ became more prominent.

[**ACHHKO45** – The importance today of an historical site of cultural or spiritual significance, for example a community building]

10 MACPHERSON STREET TIMELINE

The 10 Macpherson Street virtual exhibition contains a number of dates related to moments in Carnamah's history. Although the concept of chronology may be a little advanced for Year 2 students, see how they go in identifying an image related to a piece of historical information about a particular date in time.

10 Timeline Activity

- Print, cut and laminate the timeline images on pages 10-14.
- Find some blutac and stick the images randomly on a white/black board.
- Read through the 10 Timeline Script (from pages 7-9) without letting your students see the information (an example page is shown below). As you read out each 'time snippet', ask the class which image they think it's related to.
- Invite students to place the selected images on another board to create a chronological sequence of images.
- Beam up the virtual exhibition at the same time to really bring the timeline to life and ask students what questions come to mind about each snippet of information and its matching image?

TIMELINE SCRIPT



1914
Donald Macpherson purchases #10 and #12 Macpherson Street for £30.



1926a
Charlie and Maggie Kroschel construct a large stone building at #10 Macpherson Street which includes a Tea Room that serves lunch, afternoon tea, snacks, fish and chips, confectionary and cool drinks. Their business is called *The Don Tea Rooms*.

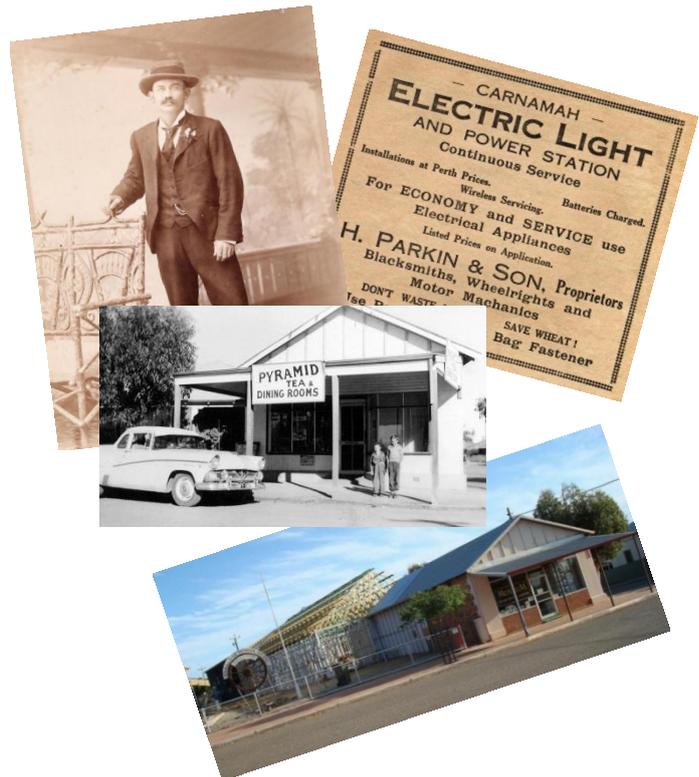


1926b
The Don Tea Rooms is the first building in Carnamah to receive electricity.



1933
Amy Giles and Vera Stephens, owners of a competing tearooms called the *Pyramid Tea Rooms* (also located on Macpherson Street), purchase the very first fridge used in Carnamah.

Page 7



Consider inviting a confident speaker to read out the script and to choose the students to select the images for the time-line sequence.

[ACHHSO49 – Pose questions about the past using sources provided]

[ACHHKO44 – The history of a significant building in the community and what it reveals about the past]

TIMELINE SCRIPT



1914

Donald Macpherson purchases both 10 Macpherson Street and 12 Macpherson Street for £30.



1926a

Charlie and Maggie Kroschel construct a large stone building at 10 Macpherson Street which includes a tearooms that serves lunch, afternoon tea, snacks, fish and chips, confectionary and cool drinks. Their business is called ***The Don Tea Rooms***.



1926b

The Don Tea Rooms is the first building in Carnamah to receive electricity.



1933

Amy Giles and Vera Stephens, owners of a competing tearooms called the ***Pyramid Tea Rooms*** (also located on *Macpherson Street*), purchase the very first fridge used in Carnamah.



1935

The Kroschel's close The Don Tea Rooms and number 10 Macpherson Street is leased to Misses Amy Giles and Vera Stephens who now call it the *Pyramid Tea Rooms*.



1938

Miss Giles and Miss Stephens leave Carnamah and Peg and Ned Wells take over the tearooms calling it: *Wells and Wells Pyramid Tea & Dining Rooms*.



1960

The Wells family sell 10 Macpherson Street and ownership of the tearooms changes a number of times.



1986a

The kitchen and the house adjoining 10 Macpherson Street are demolished.



History of the TAB - <https://www.rwwa.com.au/home/history.html>

1986b

The remaining section of the building becomes a TAB where people go to bet on horse and dog races held around the country. It closes in 1991.



1992

The Carnamah Historical Society and the Shire of Carnamah become the new owners of 10 Macpherson Street. It becomes a museum to display items relating to Carnamah's past.



2011

The Museum is closed for a period of time while extensions are built to increase the museum's display and storage space.



2012

10 Macpherson Street is officially reopened and continues to operate as a museum and a place to conduct historical research. 😊



— CARNAMAH —
ELECTRIC LIGHT
AND POWER STATION
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For **ECONOMY** and **SERVICE** use
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Listed Prices on Application.

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PYRAMID TEA ROOMS, CARNAMAH

Opposite Road Board Office.



For Superior Meals and Dainty Afternoon Teas. Full range of Confectionery.
Small Goods kept on Quirk's Refrigerator. Agent for Charities Consultation.

Wells & Wells

T.A.B.

AGENCY

NO 102



Cārnamah

HISTORICAL SOCIETY & MUSEUM

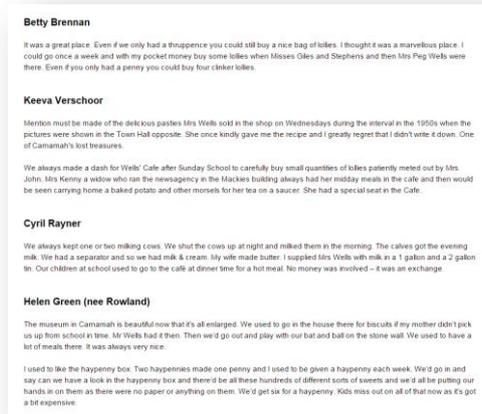


TEAROOM PERSPECTIVES

At the bottom of the 10 Macpherson Street virtual exhibition there are a number of comments that readers have submitted to increase our understanding of the tearooms.

These recollections reveal different perspectives of people's experiences. Some saw them as a place to have a regular lunch or dinner while some remember it as a place for ice cream and gossip.

You'll notice that many of the comments reflect the joy customers experienced buying lollies as a child. This is a wonderful theme to expand upon for students to find out more about the history of confectionary.



[AHCHHS052 – Explore a point of view]



To learn more about the history of Australian lollies, watch a great little clip from the ABC:

www.abc.net.au/7.30/content/2011/s3261916.htm

It provides a colourful and interesting report about social history research into lollies and Australian confectionary companies. Start the viewing from 34 seconds in and enjoy through to the end.

Favourite Lolly Timeline

Encourage your students to ask their parents and grandparents what their favourite lolly was as a child. This information can be presented in a picture timeline, either by drawing the images of the lollies in each box, or cutting and pasting images found from the internet. An example Favourite Lollies of My Family is on page 16 and a blank BLM to use is on page 17.

[AHCHHS047 – Sequence familiar objects and events]



Favourite *Lollies* of My Family

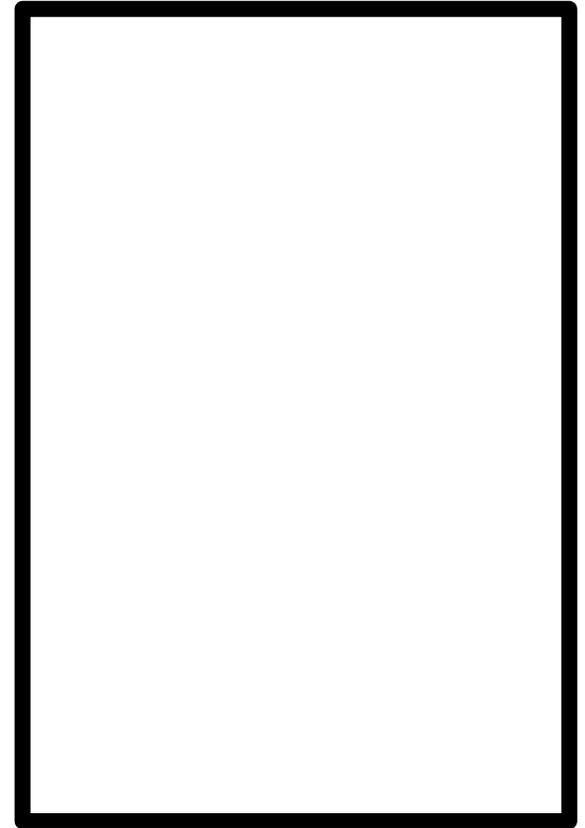
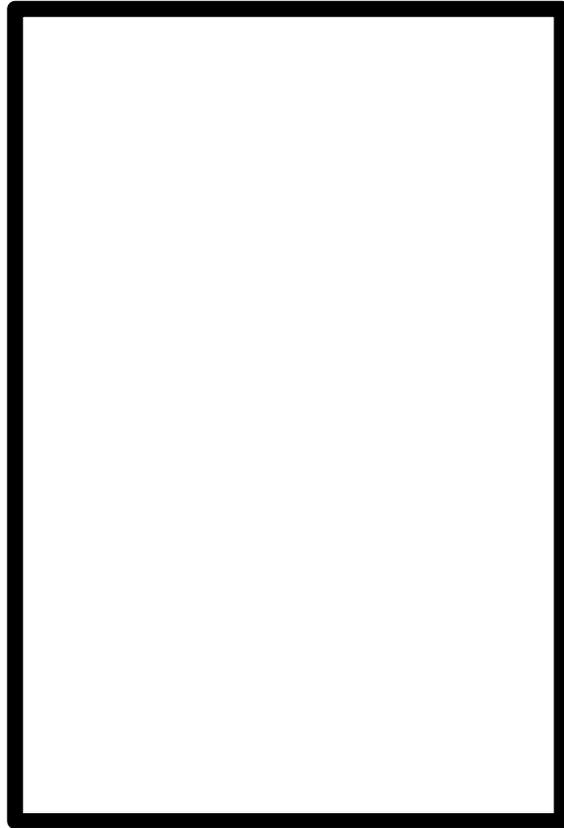
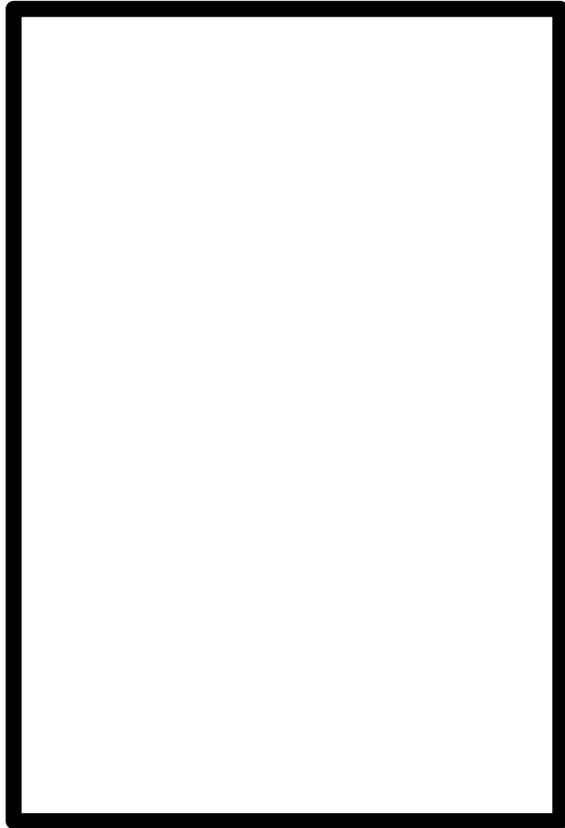


Grandma

Mum

Me

Favourite *Lollies* of My Family





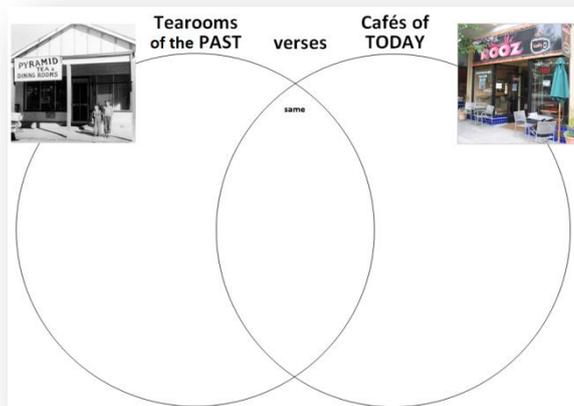
Me

CHANGES IN TEAROOM TECHNOLOGY

Isn't it interesting that tearooms were the first establishments in Carnamah to have electricity and powered fridges? Previous to the availability of such conveniences, businesses relied on a Coolgardie safes, ice chests and cellars to keep food cool and fresh.

Brainstorm with your students all the appliances in a café or tearooms that require electricity, i.e., lights, electrical oven, microwave, fish and chip fryer, coffee machine, fridges, freezers, etc. Then ask them how would tearooms built before the 1920s have kept drinks cold, food fresh, ice cream frozen, a room lit up with light and so on?

Expand on this further by asking students to compare tearooms of the past with cafés of today. The Tearooms versus Café Venn Diagram BLM on the next page can be used to record their thoughts and ideas.



[AHCHHS051 – Identify and compare features of objects from the past and present]

Ice Cream Scoop			Past, Present & Future
Past	Present	Future	

Draw students' attention to the ice cream scoop featured in the 10 Macpherson Street virtual exhibition – ask what material is this gadget made out of? How does it work? How would it be kept clean and hygienic for serving lots of ice cream back in 1926? Has the design and the material used for making ice cream scoops changed over time? What do they look like now? What might an ice cream scoop look like in 50 years' time?

Students can draw their thoughts using the Past Present & Future BLM, which includes the 1926 ice cream scoop featured in the virtual exhibition. Encourage students to draw what ice cream scoops look like today and what might they look like in the future. A simple Google Image search will reveal current designs, while the sites listed below display design ideas for the future. There is a blank Past Present & Future BLM included in this resource so that you can highlight other domestic appliances.

www.kickstarter.com/projects/belle-v/belle-v-ice-cream-scoop

www.slipperybrick.com/2008/06/ice-cream-scoops-become-cylinders

[AHCHHS048 – Distinguish between past, present, and future]

**Tearooms
of the PAST**

verses

**Cafés of
TODAY**



same

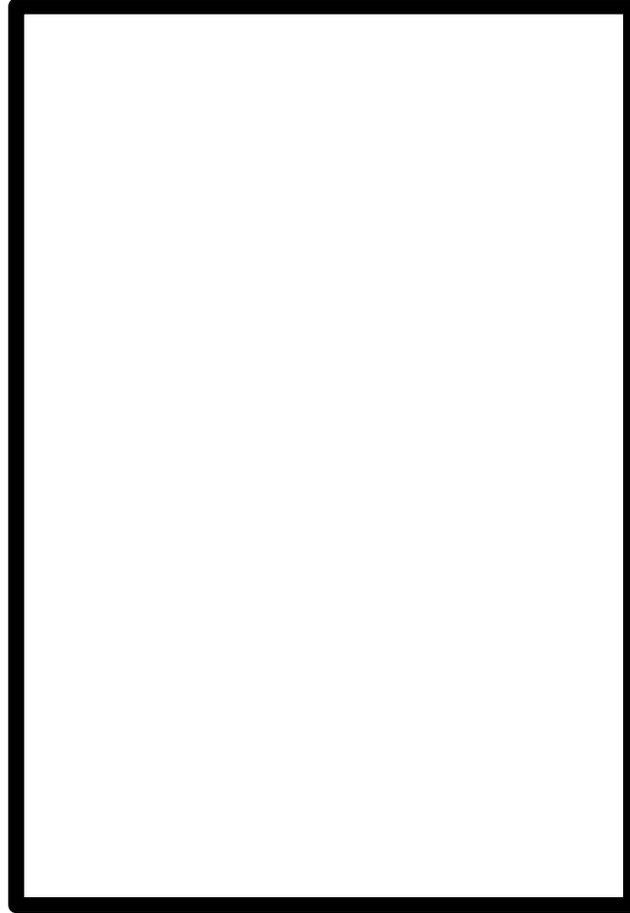
Ice Cream Scoop

Past, Present & Future

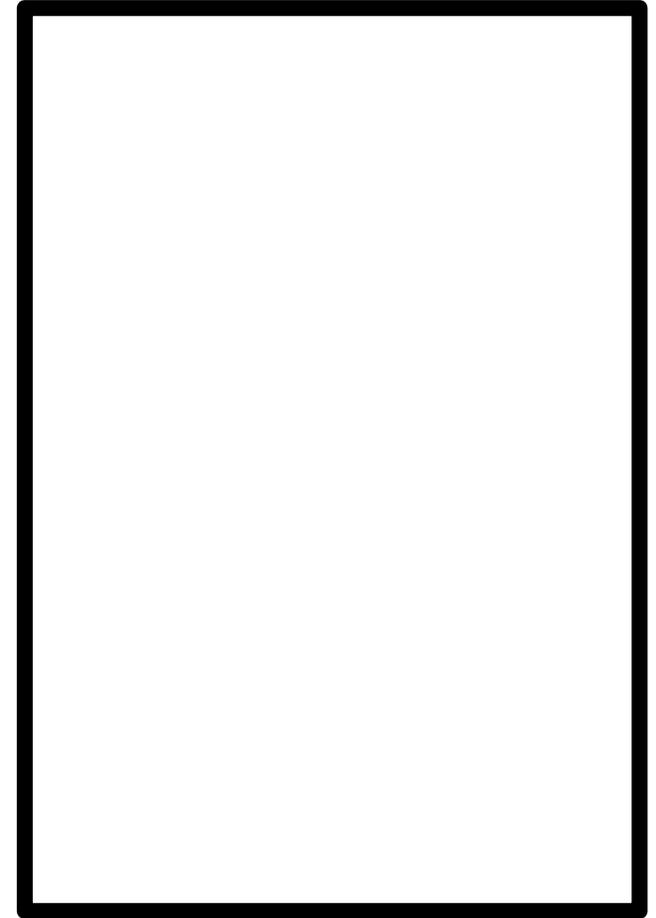
Past



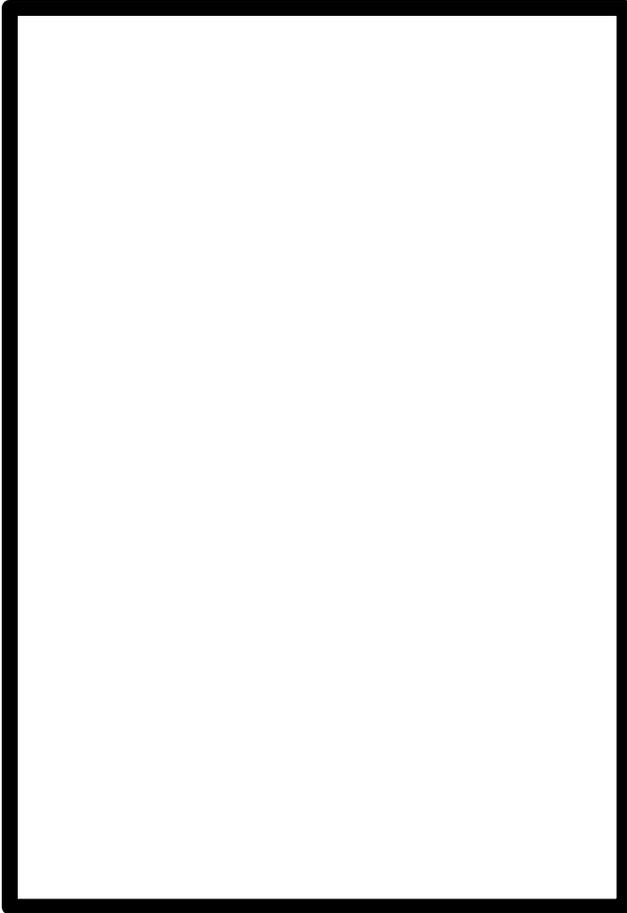
Present



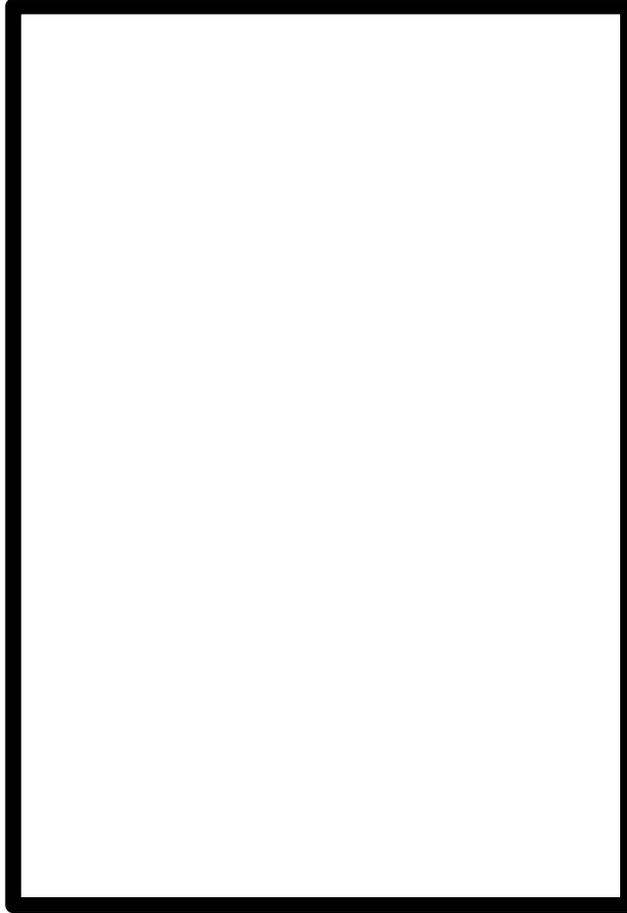
Future



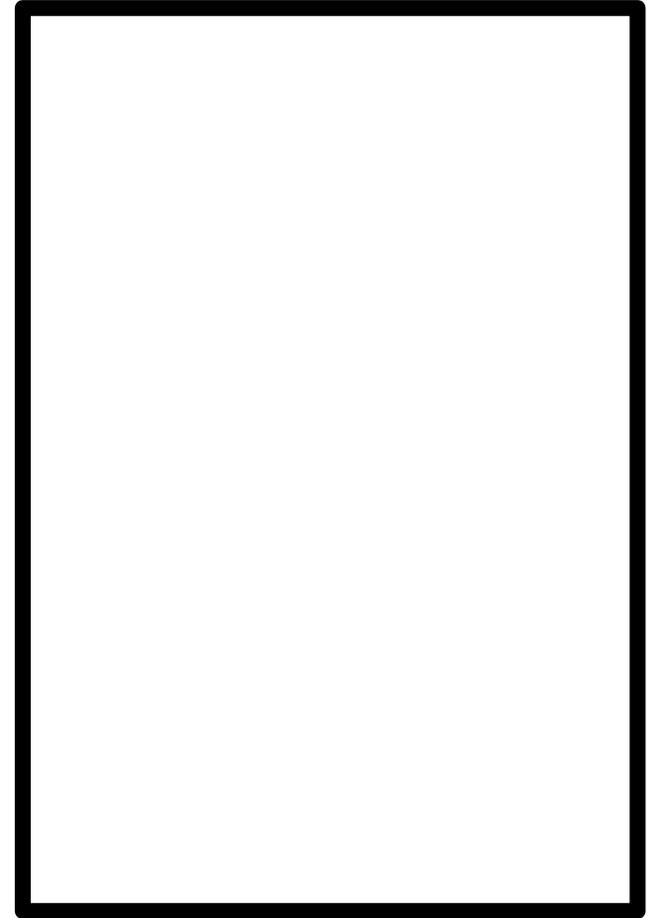
Past



Present



Future



WHOLE-CLASS DIGITAL SOURCES SEARCH

After exploring the 10 Macpherson Street virtual exhibition, use the tearooms theme to model a simple historical sources search for your students. Throw some questions at your students such as:

- Now that we know more about the significance of the 10 Macpherson Street building and that it was a tearooms for many years, how could we find out more about other tearooms?
- What are the key words we could use when searching for tearooms on the internet?
- How could we find out if tearooms were mentioned in Western Australian newspapers of the past?
- Where could we find some old photos of tearooms of the past?

What Next? Get the class to brainstorm all the key words related to tearooms (Wells & Wells Tea Rooms, Pyramid Tea Rooms, Carnamah tearooms, tea rooms, etc.). These will be the words used for your internet search. Then use three different internet databases (see below) to locate historical sources related to tearooms. Perform the search process on an interactive white board so students are involved with the process from start to finish and can then perform independent searches.

<p style="text-align: center;"><i>Step One</i> Google Search</p> <p>Google Images is a good starting point for a general search to find out more about tearooms: what they look like, what location they are, how old they are, etc.</p> <p style="text-align: center;">www.google.com.au</p> <p style="text-align: center;"></p>	<p style="text-align: center;"><i>Step Two</i> State Library Search</p> <p>State Libraries are custodians of wonderful collections of photos, oral histories, written histories and advertisements relating to tearooms of Western Australia.</p> <p style="text-align: center;">www.slwa.wa.gov.au</p> <p style="text-align: center;"></p>	<p style="text-align: center;"><i>Step Three</i> National Library Search</p> <p>Take your search to a national level by accessing the <i>Trove</i> database. Search in the digitised newspapers section to locate articles and advertisements.</p> <p style="text-align: center;">www.trove.nla.gov.au</p> <p style="text-align: center;"></p>
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On the next page are some ideas to get you started with database searching for historical sources on the internet. It reveals how separate searches actually link with each other; how a search brings new information to light; how your keywords list will increase with the more information you find; and how your initial discussion on tearooms will lead to other topics. After you've spent some time searching and examining digital sources, ask your students what do they now know about tearooms? Their knowledge and understanding of tearooms will be so much richer.

BIBS AND BOBS

Below are some activities that can be used in conjunction with the major historical tasks featured in this resource. Some of the suggestions are a little random, but they're fun, and they all tie into the themes that the 10 Macpherson Street virtual exhibition explore in this education resource.

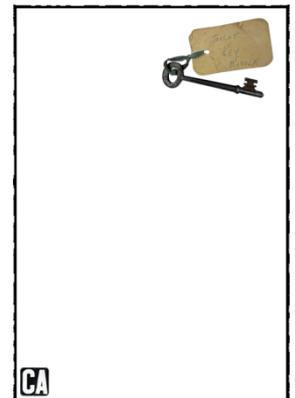
Build Your Vocabulary

The virtual exhibition contains words and mentions places that your students may not be familiar with. Google Image search items mentioned to see what they look like; find out the definitions of unfamiliar words; and locate the geographic locations of places highlighted in the virtual exhibition and throughout this education resource.

Google Image Search	Dictionary Search	Google Maps Search
Thruppence	Thruppence	Carnamah
Penny	Morsel	Coorow
Clinker Lollies	Meted	Bunbury
Haypenny	Pocket Money	Kings Park
Coolgardie Safe	Bushranger	Northam

Creative Narrative

Sometimes overlooked but highly intriguing is the 10 Macpherson Street toilet key. Look how old this key is! How old is its label and where did that piece of blue ribbon come from to tie it all together? Who was the last person to use this key? Where was it stored for years? Get your students thinking about these questions too and ask them to write a short narrative about the toilet key. As well as letting their creative storyline ideas run wild, encourage them to include some content relating to the history of 10 Macpherson Street. The BLM, right, can be found on page 25.



[AHCHHS053 – Develop a narrative about the past]



Who was Macpherson Street named after?

A great way to learn more about the Macpherson family is to complete the Macpherson Family WebQuest. This interactive experience encourages students to examine content in the Macpherson Family virtual exhibition. This may be a little advanced for Year 2 students to complete individually, so use this as a whole class learning activity led by the teacher.

WebQuest: www.carnamah.com.au/webquest

Virtual Exhibition: www.carnamah.com.au/macpherson

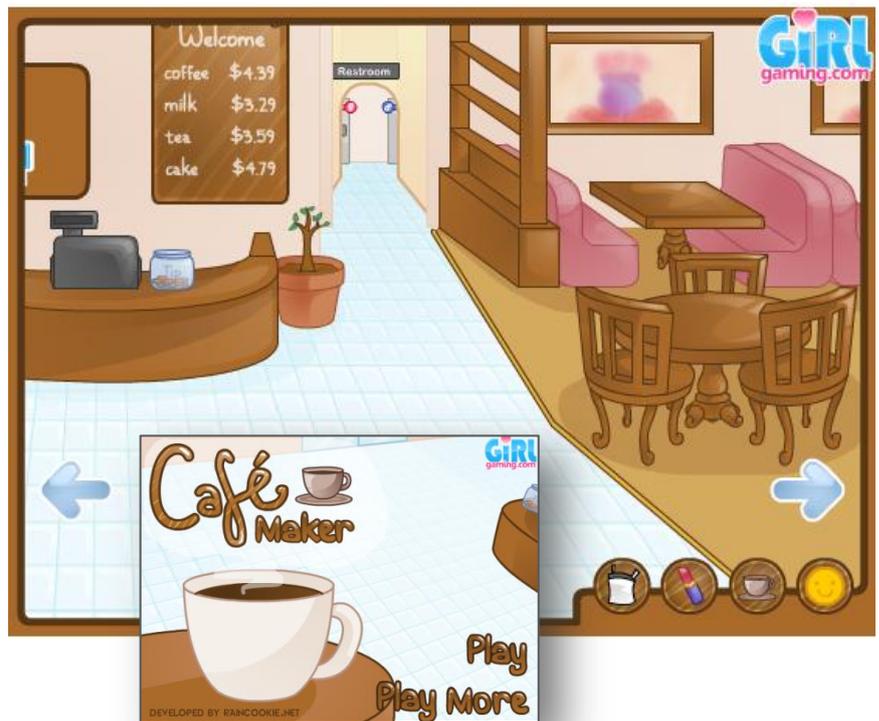
Café Internet Games... creative and educational!

This easy to understand game is focused on the fashionable elements of a café as hinted by the official game blurb:

“Ever dreamed of owning and designing your own café? Well your dream has come true!

Today is the grand opening of your cute little cafe at the corner. Choose what kind of decorations and furniture to use for your cafe.

Everything is ready to go, but wait! You still need to choose the uniforms of your workers! Pick something cute that will make your customers feel comfortable and at home.”



www.girlgaming.com/cafe-maker-23.html



<http://coolmath-games.com/0-coffee-shop/>

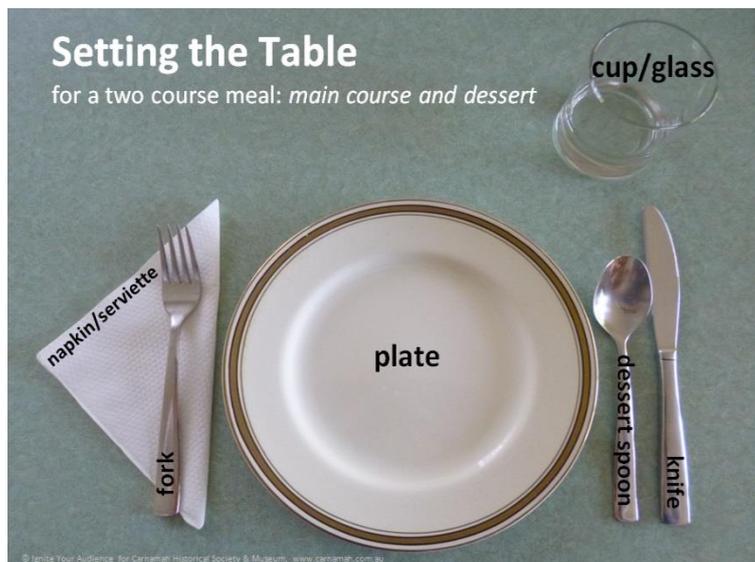
This entrepreneurial themed game can be turned into a competition between pairs in your class. It highlights the logistics of running a café with the goal to “earn as much cash as you can in 14 days.” This can be completed in 20-30 minutes.

“Each day begins in Prep Mode where you buy ingredients, adjust your coffee recipe and set your price. Before you can make coffee you have to buy the ingredients that go into it (cups, coffee, milk and sugar). Your recipe determines how expensive your coffee is to make and how well your customers like your coffee. Pay close attention to your price; adjusting the price each day is crucial skill in running a successful business.”

Be sure to trial run these games yourself before encouraging students to have a go.



TEAROOM ACTIVITIES



Setting a table is always a valuable skill to teach students. Many of them may be familiar with how to set a table, but there will be some students who aren't.

Reveal to your class that tearooms would have set their tables very nicely with clean tablecloths, floral centrepieces, smart looking cutlery, crockery/china, teacups and saucers. This would make a good impression on patrons: the people who ate there and purchased items from the tearooms.

Setting the Table BLM (page 30) provides a

template plan for a simple table setting for main course and dessert. Print it off and laminate it. Source a box of dining cutlery, crockery, cups and glasses and napkins for students to place in their specific locations on top of the template until students can remember the positions of the items off by heart. Alternatively, beam up the image and instruct students to re-create the table setting displayed. Alternatively, an afternoon tea setting is provided on page 31.

Make a Tearoom Table Centre Piece

Tearooms, cafés, restaurants, wedding receptions and even kitchen tables at home, are often adorned with a centrepiece (an ornament, flower arrangement or creative art piece placed in the middle of the table).

Visit the Pinterest link listed below to show students some lovely examples of centrepieces using a tearoom theme.

www.pinterest.com/explore/tea-pot-centerpiece

Small glass jars can be recycled into a pleasant floral centrepiece. Just clean out the jar, tie a ribbon around the outside, place a simple posy of flowers inside, pour in some water one third of way and voila!



Real Simple offer a short 1.28 minute tutorial on how to make an easy and attractive centrepiece that uses takeaway containers – <http://youtu.be/BAUJeqHqBuKo>



Setting the Table

for a two course meal: *main course and dessert*

cup/glass



napkin/serviette



fork



plate



dessert spoon

knife

Table Setting

centrepiece

cup and saucer

teaspoon

doyley

plate

napkin/serviette

knife

TEAROOM DELIGHTS

Cook up some no-fuss recipes with your class. Old Time Biscuits, Apricot Log, and Apricot Clinker Log. The latter celebrates that clinkers were a hit amongst the children of Carnamah who bought them as a treat from the 10 Macpherson Street tearooms.



Old Time Biscuit Shapes (makes 24)

60g of butter

¼ cup of castor sugar

1 egg, separated

¼ teaspoon of vanilla essence

1 cup of self-raising flour

Hundreds and Thousands

Optional – blanched almonds for decoration

- Cream butter, sugar, add egg yolk and beat well. Mix in vanilla and flour.
- Turn mixed ingredients onto a floured bench and knead lightly.
- Roll into a thin sheet and cut out biscuit shapes with a cutter dipped in flour.
- Glaze with egg white, decorate with 100's & 1000's and/or almonds.
- Bake at 180°C for ten minutes or until light brown. Place biscuits on a wire rack to cool before serving on a plate with a doyley.

Apricot Log

200g packet of chopped dried apricots

250g packet of Marie biscuits crushed

Small packet of mini coloured marshmallows

1400g tin of sweetened condensed milk

½ teaspoon of vanilla essence

½ cup of melted butter

½ cup of desiccated coconut

1 packet of crushed up Clinkers if you wish to make the delicious Clinker version of the log!

- 2 large pieces of foil
- Mix all ingredients, except for the coconut. Form combined ingredients into two long rolls and cover with the coconut.
- Wrap the rolls in foil and freeze till ready to cut up and serve.

TEAROOM DELIGHTS

Easy Peasy Lemonade Scones

Preparation Time 10 minutes
Cooking Time 20 minutes
Makes 15 scones (30 halves)

2½ cups of self-raising flour
300ml thickened cream
1-1¼ cups of lemonade soft drink
1 teaspoon vanilla essence
1 tablespoon of water
1 tablespoon raw sugar
A hand full of self-raising flour for kneading

Preheat Oven to 200°C
Line oven tray with baking paper.

Sift flour into a large mixing bowl.
Make a well in the centre.
Add ½ cup of cream, lemonade and vanilla essence.
Mix together with a table knife until a soft dough has formed.

Dust a flat surface with a little extra flour.
Turn scone dough out and knead gently until dough comes together.
Press dough out with you hand until you have a decent sized flat dough platform.
Use a sharp cutter to pierce the dough rather than twist cutting to avoid 'leaning' shaped scones.
Lift scones onto the prepared tray with a small space in between each one to allow for expanding.
Brush scones with water and sprinkle with a little sugar.

Place tray in oven and cook for 20 minutes or until scones are well risen and golden brown.
Remove from oven and allow scones to stand on a wire rack for 5-10 minutes.
Cut scones in half and serve them with jam and thickened cream. Yum!



By the way... the study of tearooms is the ideal platform to highlight the simple technology of crocheted doyleys and knitted teacosies. Prior to electric kettles to top up your tea, a teapot would have been dressed with a teacosy to keep its contents warm. Knitted teacosies were part of the attractive afternoon tea display along with doyleys, which also protected tables from hot teapots. Doyleys are characterised by 'openwork' which allows the surface of the underlying platform to show through.

theteacosy.com.au features some stunning images of teacosies used at a contemporary tearoom/coffee shop in Sydney. The art of making the perfect pot of tea can be found at www.twining.com/int/l2c_perfect_cup.php and the National Geographic have a 2.20 minute video on how teabags are made at video.nationalgeographic.com.au/video/i-didnt-know-that/idkt-teabags

TEAROOM FANS

Today many businesses produce promotional items to give to their patrons. This was common practice for businesses of the past too. The 10 Macpherson Street virtual exhibition shows three fans that were given to the customers.

Make a Promotional Fan!

A fun way to bring the past into the present is to create a promotional tearooms fan. Keeping with the essence of those in the virtual exhibition, include the following information:

- Family name
- The name of the tearooms
- Short catch phrase
- Town or suburb name (or school/class name)
- Things you sell at your tearooms
- Address
- Phone Number
- The words 'With Compliments'

Materials

- Fan shape templates (overleaf)
- Thick cardboard
- Large pop sticks
- Glue
- Textas/pencils/paints

Instructions

- Lay a piece of strong cardboard on a flat surface.
- Place the fan head template on the cardboard.
- Trace around the template on the card.
- Cut out the traced shape.
- Decorate one side with colourful images.
- On the other side, complete all of the details listed above.
- Glue a large pop stick handle to the fan head and let it dry, then have a practice run!



Fan Head Template

These are a unique shape that can be traced onto a pieces of packing box cardboard and cut out for students to trace around on their own piece of card to make their fan.



Tearooms Fan Design Requirements

Family Name of the tearooms

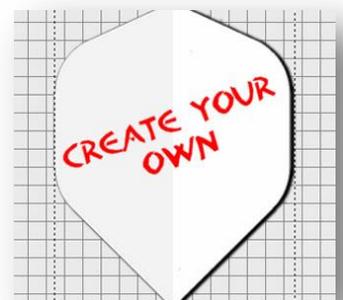
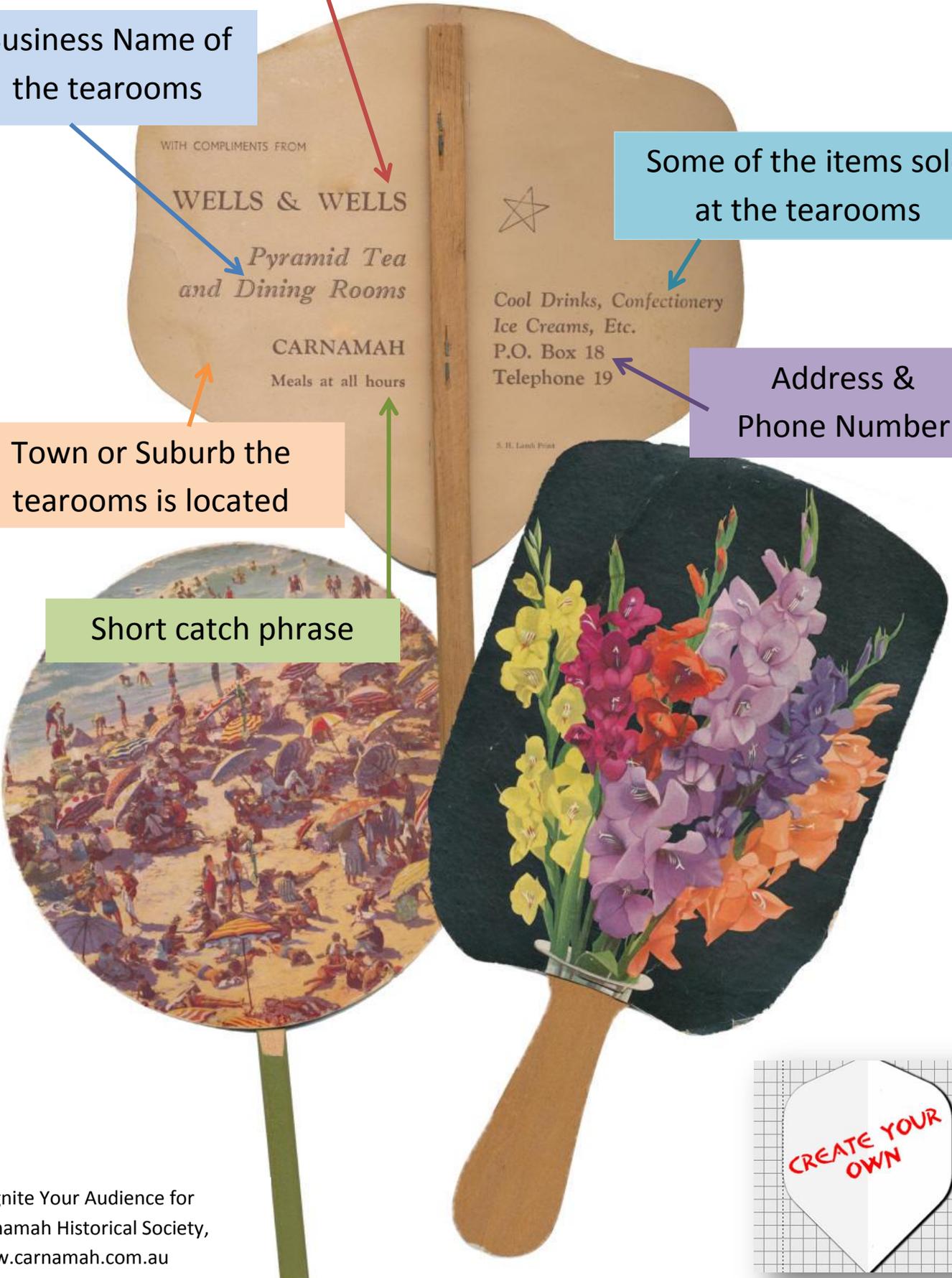
Business Name of the tearooms

Some of the items sold at the tearooms

Address & Phone Number

Town or Suburb the tearooms is located

Short catch phrase



TURN YOUR CLASSROOM INTO A TEAROOM!

The tearoom activities featured on the previous pages can be used in preparation for hosting your own Classroom Tearooms!

Invite a grandparent along for a cup of tea and sweet treats served on a beautifully set table featuring a bright floral centrepiece.

Great idea... but how do I go about it?

If you've never done anything like this before, the ideas below and on the next page provide a 'heads up' on what to keep in mind to make the experience fun and organised rather than chaotic and stressful for the teacher in charge ☺



Picture this:

Your classroom is organised into four or five table clusters that are set with table clothes, teacups and saucers, teapots full of hot Twinings English Breakfast Tea. Serving plates look inviting with a display of scones, biscuits, and apricot clinker log. Parent helpers are standing to attention beside their allocated table, ready to help or wipe up excited spills of tea. Grandparents are waiting excitedly outside while Glenn Miller jazz floats in the background.

One by one, students go out to greet their grandparent and escort them to their table, where they politely pull out the chair for their guest to sit down on and ask: "How would you like your tea? Sugar? Milk?" Confident students carefully pick up a teapot and pour tea into the nominated cup. Those who are a little hesitant ask their parent helper for assistance. Milk and sugar are all taken care of with the clinking of teaspoons.

Students ask their guests if they would like a scone or a piece of apricot clinker log, or both! The requested items are carefully picked up with small serving tongs and placed on a plate. Grandparents make polite chitchat with each other while being doted on by their attentive tearoom staff member.

After a while, the clinking of a teacup cuts through conversation and everyone is quiet. One of the confident speakers of the class clears their throat and officially welcomes guests to the tearooms. They go on to explain that the class has been studying the history of tearooms and that it was custom in many tearooms to supply patrons with a fan. Right on cue, students present their grandparent with a handmade fan. Squeals of delight and proud smiles are exchanged across tables. The speaker closes their speech with 'We hope you enjoy both your fan and your time in our tearooms today.' Genuine applause follows and more chatter ensues. Students have been prepped to ask their grandparent if they went to a tearooms when they were younger and what their favourite lolly was as a child.

Some grandparents squeeze in a second cup of tea or a bonus scone before a second clanging of a teacup can be heard. When the room becomes quiet, the teacher thanks guests for being part of the tearooms experience and congratulates students for putting on a fine event, and thanks the parent helpers for their support. The tearooms experience has now come to a close!

PREPARATION FOR YOUR CLASSROOM TEAROOM

1. Ask all students to bring a cup and saucer from home (and a small plate if you think it's needed). It doesn't have to be flash, but a matching set is preferred as tearooms are all about aesthetics. On page 37 is an example of a script you can use in a 'send-home-letter' explaining the request to parents. Be sure to start collecting teacup sets a week or two prior to the date chosen for the Classroom Tearooms experience.
2. Encourage students to write a little invite to their chosen grandparent that includes the important logistical information: date, time, place and the reason (see example on page 37 and template on page 38). Send invites out two or three weeks prior to the event so guests can clear their schedules.
3. Arrange for four or five parent helpers to assist on the day. They will be worth their weight in GOLD! Also have a practice run at making a pot of tea with students (see the bottom of page 30).
4. Some basic shopping is needed as well as a collection of tearoom equipment:

Suggested Equipment	Suggested Shopping List
<p>Enough teapots for each table Teapot cosies Doyleys (paper or linen) Serviettes Milk serving jugs Sugar bowls Teaspoons and knives Small serving tongs Serving plates and trays Paper towel for spills Access to hot water Bag full of tea towels for clean up</p>	<p>Milk Sugar Teabags</p> <p>Ingredients for tearoom recipes you'll be serving, such as scones, apricot clinker log or biscuits (see pages 29 and 30)</p> <p><i>Hint – if you need to flesh out the eating options, lamington fingers from the supermarket are always a hit.</i></p>

5. Plan which treats will be served at your Classroom Tearooms. Schedule to cook/make the chosen recipes a day before or on the morning of you event for extra freshness. Ask students to display the treats on serving plates and place them on each table.
6. Schedule to make the tearoom centrepieces a day before or on the day of the event so that flowers are looking their best. Organise a supply of flowers by asking fellow staff to bring in flowers from their gardens, or strike up a deal with a local florist – offer four weeks of free advertising in the school newsletter for a selection of flowers to use for your centrepiece making – win, win!

On the day!

- Organise your classroom to create a tearoom/café style of seating with tables arranged in small clusters.
 - Place a tablecloth and centrepiece on each table and organise students to 'set the table' like a tearooms for where each grandparent will be sitting.
 - Organise some 1930s jazz or swing for the occasion. Beam up some Glenn Miller or Miles Davis' entire album via YouTube.
 - Arrange for a Year 6 student to come and take HEAPS of photos of the event, including one of each table team and their parent helper.
 - Organise a student to read out a short paragraph officially welcoming all guests to the 'Tearooms' and share some of the things the class has learned about tearooms (this is best suited to occur when everyone is settled at their table).
 - Have a wonderful time on the actual day!
 - When guests have left the tearooms, organise each table to wash and dry the dishes under the supervision of a parent helper.
 - Be sure to have a stash of Ferrero Rocher three-packs to give to your parent helpers at the end of the session for their support.
-

Anything else?

Here are a few more ideas to really milk this fantastic learning experience for lots of other tasks:

- Guests can also take home their centrepiece to remind them of the lovely time they had.
- Students can complete a Writing Recount of the event.
- Students can complete a Procedural Writing task of 'how to make a cup of tea.' A great diagram and student example of this is located at:
www.porchester.notts.sch.uk/website/2012/03/how-to-make-the-best-cup-of-tea.html
- Another great site for an interactive procedural writing experience can be found at:
www.primaryresources.co.uk/online/makingtea.swf
- Students can write a Thank You letter to their guest grandparent for being part of the Classroom Tearooms. Australia Post have some great online curriculum support material to assist lessons in how to write a letter and how to address an envelope correctly at
<http://auspost.com.au/education/letterwriting/index.html> (or you may also like to engage students' with the Post Office virtual exhibition at www.carnamah.com.au/post).
- Submit a little write-up and a couple of photos of the event to the school newsletter describing the fun you had and the learning achieved.
- And.... if you've any energy left, send us a photo or a brief email about your Classroom Tearooms experience. We'd love to hear how it all turned out! Send to: mail@carnamah.com.au

Hello

We've been learning about Tearooms of the past in our history classes. To celebrate what we've learned, we're going to host our own Classroom Tearoom experience for the grandparents of our class.

We'd greatly appreciate it if your child could bring in a matching cup and saucer (and small plate if possible) for the event to give an authentic tearoom feel. Our tearooms will be serving tea with lemonade scones, delicious biscuits, and other treats.

Please bring your cup and saucer set into class over the next week. Invites to grandparents will be sent out soon.

If you have any queries, please contact me at school on

..... or via email at

Kind regards



Super Teacher







CURRICULUM LINKS

Year 2 Australian History Curriculum

- Explore, recognise and appreciate the history of their local area.
- Examine remains of the past and consider why they should be preserved.
- Reflect on how technological changes have influenced daily life.

Key Inquiry Questions	Historical Knowledge and Understanding	Historical Skills
<ul style="list-style-type: none"> • What aspects of the past can you see today? What do they tell us? • What remains of the past are important to the local community? • Why are these important? • How have changes in technology shaped our daily life? 	<ul style="list-style-type: none"> • The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. • The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial. • The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated and playing in the past). 	<ul style="list-style-type: none"> • Sequence familiar objects and events. • Distinguish between past, present and future. • Pose questions about the past using sources provided. • Explore a range of sources about the past. • Identify and compare features of objects from past and present. • Develop a narrative about the past. • Use a range of communication forms and digital technologies.

CARNAMAH MUSEUM

The Carnamah Historical Society's physical [museum](#) is located at 10 Macpherson Street near the centre of the Carnamah townsite, approximately 300 kilometres north of Perth. 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 Inquiries:

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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 for your students!) by e-mailing scanned copies or photographs to mail@carnamah.com.au

