

# MIDLAND RAILWAY

## EDUCATION RESOURCE

[www.carnamah.com.au/education](http://www.carnamah.com.au/education)



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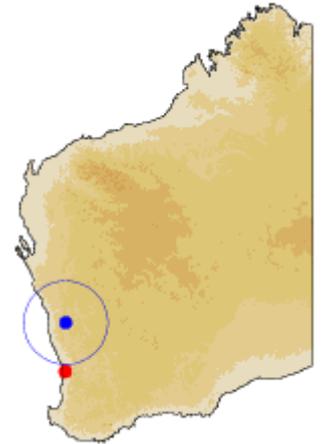
# CARNAMAH HISTORY

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## Teachers!

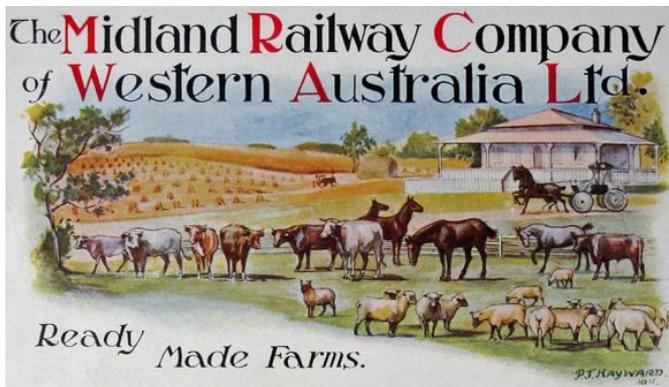
Here's a bit of Carnamah history for your own background knowledge.

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](http://www.carnamah.com.au/history) and Carnamah's Virtual Museum via [www.virtualmuseum.com.au](http://www.virtualmuseum.com.au)

# VIRTUAL MUSEUM

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MACPHERSON FAMILY



MIDLAND RAILWAY



READY MADE FARMS

[www.virtualmuseum.com.au](http://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.



ROADS TO GOVERNMENT



BUSINESS HOUSES



TOYS!

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## [www.midlandrailway.com.au](http://www.midlandrailway.com.au)

There are a number of ways to use Carnamah's Midland Railway virtual exhibition to stimulate your students and develop their historical knowledge and skills.

Prior to viewing the virtual exhibition, display the image of the Midland Railway WA Company key (as seen on the right, and enlarged on page 34). Ask your class what they think MRWA stands for and what they think the purpose of the key is. Students can record their thoughts on the related Black Line Master (BLM) found on page 35. This is a great way to build intrigue for exploring the Midland Railway virtual exhibition.

Continue on by scrolling through the Exhibit and pause on images, read captions and text, and pose questions to generate discussion.

Students can identify which items in the exhibition are primary sources and which are secondary sources. Build on this by completing the historical inquiry and creative tasks suggested throughout this resource.

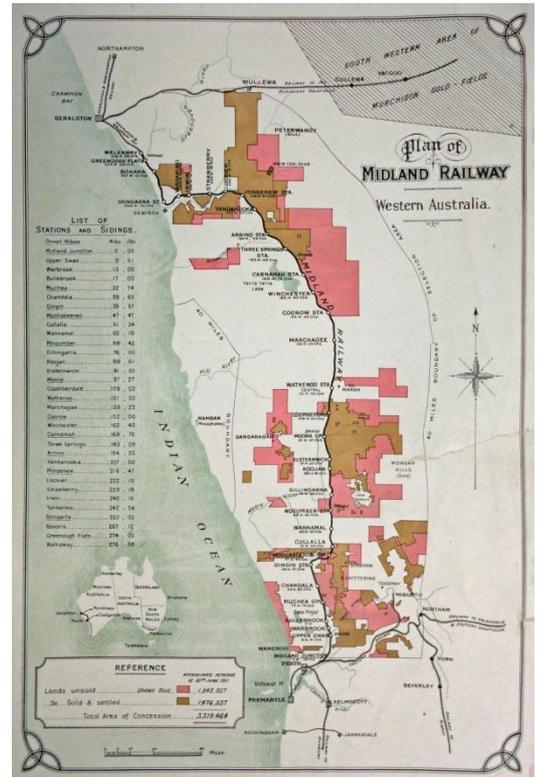


# TEACHER BACKGROUND INFO

The Midland Railway Company of Western Australia (MRWA) was a privately built, owned and operated railway between Midland Junction in suburban Perth and Walkaway (southeast of Geraldton). The MRWA was overseen by the Midland Railway Company which was owned and administered by its shareholders in London, England.

Construction of the Midland Railway commenced in 1886 and was built on a land-grant principle from the Western Australian government. The company was given 12,000 acres (49 km<sup>2</sup>) of land for every mile of railway completed. This entitled the company to select land between Midland Junction and Walkaway, within 40 miles (64 km) of the railway.

**Right:** Map showing the route of the Midland Railway. The company's land grants are shaded in pink and brown. A larger version of this map can be seen at [www.midlandrailway.com.au](http://www.midlandrailway.com.au)



From 1905, MRWA actively pursued a scheme of land classification and settlement led by land agent and politician [James Gardiner](#) as the WA government had promised to build new railways that would allow every farmer to be within 24 kilometres of rail transport.

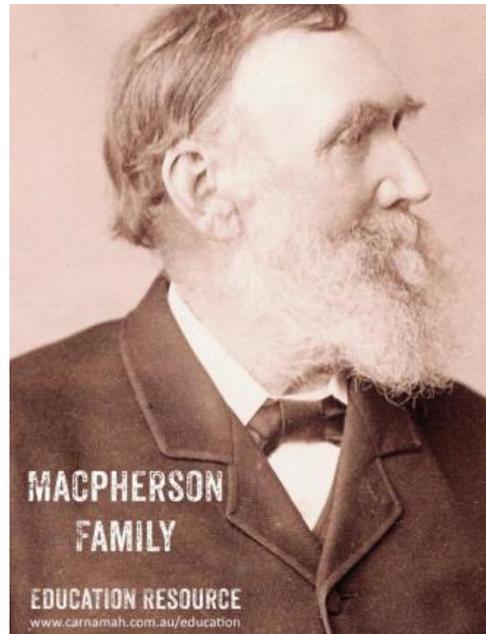
This was an important move because after the great construction projects initiated by C. Y. O'Connor during the gold rush era of the 1890s, Western Australia's population spread into the agricultural regions. This led to land schemes being established to entice new farmers to settle in wheatbelt areas of Western Australia. Up until 1909 however, the MRWA had only made one land sale in Carnamah; an 11,000 acre block of virgin bushland to [Donald Macpherson](#). In 1910, Gardiner devised the [Ready Made Farms](#) scheme aiming to sell land as farms and marketing them abroad to encourage new settlement along the railway and the MRWA's land grants. The MRWA heavily advertised the scheme in newspapers in British countries. As a result, 20 families purchased and settled on the farms between 1913 and 1916. Most of these settlers were British citizens from Scotland, England, India and South Africa. Many had little practical knowledge of farming.

Between 1914 and 1917 however, business rapidly declined and MRWA operated at a loss. This was brought on by decreased revenue owing to the construction of the Western Australian Government's northern railway, poor returns on the Ready Made Farms scheme, the loss of men from districts owing to the First World War, and the imposition of new federal taxes. The Ready Made Farms scheme was brought to an end. The MRWA, however, continued its railway and coach service for 70 years, servicing 37 stations spanning a route of 446 kilometres until it was taken over by the Western Australian Government Railways (Westrail) in 1964.

# YEAR FIVE

## HISTORICAL KNOWLEDGE AND UNDERSTANDINGS

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[www.carnamah.com.au/ready-made-farms](http://www.carnamah.com.au/ready-made-farms)

Year 5 Australian History Curriculum requires students to learn why British Colonies were established in Australia; reasons why people migrated to Australia; and to understand the factors that influenced colonial development.

These themes are thoroughly explored in the Ready Made Farms virtual exhibition, which pairs exceptionally well with the Midland Railway virtual exhibition, as it was the MRWA that created the Ready Made Farms colonising scheme to entice Europeans to settle in the 'Midlands' of Western Australia.

Students analyse MRWA migration propaganda; apply for a Ready Made Farm using the original application procedure; and ultimately decide if the colonising scheme was a success or a predictable failure. On-line access to numerous primary sources can further develop student historical skills.

[www.carnamah.com.au/macpherson-family](http://www.carnamah.com.au/macpherson-family)

Year 5 students are also required to study the role a significant individual or group played in shaping a colony. The Macpherson Family virtual exhibition examines one of the first European families to settle in Carnamah.

Duncan Macpherson arrived with his family near the Yarra Yarra Lakes in 1868 and established a large pastoral station which they named *Carnamah* after a local freshwater spring. Duncan's son Donald later purchased land from the Midland Railway that was located near his family's homestead.

Students examine artefacts and accounts of the Macpherson family which relay how important and influential this family was to the Carnamah district. The Macpherson Family [webquest](#) is a great activity to consolidate student historical knowledge and examines perspectives of the past.

# TIMELINE OF WESTERN AUSTRALIAN RAIL

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1886



The Midland Railway Company begins construction of a privately owned railway between Midland Junction and Walkaway (south of Geraldton). The company is granted land in exchange for every mile of railway built.

1910



Midland Railway Company devises a scheme to create and sell "Ready Made Farms" from some of its land in Carnamah, Winchester and Coorow. The scheme was to sell the land as farms instead of vegetated country, and to market them abroad to encourage new settlement of British migrants along its railway line.

1964



WAGR takes over the Midland Railway Company. All diesel locomotives, carriages and other worthwhile rolling stock are absorbed into the WAGR fleet and reclassified where necessary. Those not deemed worthy of inclusion are scrapped.

Encourage your entire class to sequence Western Australia's railway history which highlights significant events of the Midland Railway Company of Western Australia.

Print off, cut out and laminate the **WA Rail History Timeline Cards**, courtesy of Rail Heritage WA, at [www.carnamah.com.au/rail-timeline-cards.pdf](http://www.carnamah.com.au/rail-timeline-cards.pdf)

Hand out a card to each student and work as a class to read out the year and content of each card and place them in chronological order.

This is a great way to help students become familiar with Western Australia's railway heritage while developing their chronological ordering skills.

There are 35 timeline cards in the set.

[ **ACHHS098:** *Sequence historical people and events* ]

## HISTORICAL TERMS

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Over the following two pages is a glossary of historical terms students are required to become familiar with as prescribed by the Australian History Curriculum. It also includes words relevant to Carnamah's Midland Railway virtual exhibition. Introduce these terms to students as they naturally occur during class discussion in your history class, or use them for a simple, fun, game of bingo.

### History Bingo!

- Write up all the terms on the board.
- Ask students to select six words and write them down.
- Make up a narrative using the historical terms.
- As each term is used, tick it off on the board.  
(It helps to use a different coloured whiteboard marker to 'tick it off' with)
- When a student has had all six crossed, they jump up and call out "Bingo" and read their six words out to the class.
- The winner receives a prize, or they receive the honour of being the next 'narrator' for a second (or third) game. *Play a few rounds!*



[ **ACHHS099:** *Use historical terms and concepts* ]

# HISTORICAL TERMS AND CONCEPTS GLOSSARY

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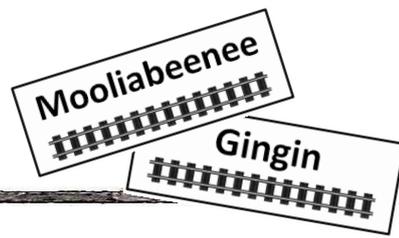
<b>artefact</b>	<i>An object made by a human being for their use (i.e., a tool, metal sword, a plastic toy... etc.) that is of cultural or historical interest.</i>
<b>bushranger</b>	<i>An outlaw living in the Australian bush.</i>
<b>cause and effect</b>	<i>When one event causes another to happen. The cause is WHY it happens and the effect is WHAT happens. This is a concept used by historians to identify chains of events and developments over time.</i>
<b>colony</b>	<i>A region politically controlled by a distant country; a group of migrants or their descendants who settle in a distant territory but remain subject to or closely associated with the parent country.</i>
<b>contestability</b>	<i>Argument against particular interpretations of the past due to a lack of evidence or different perspectives.</i>
<b>continuity and change</b>	<i>Aspects of the past that remained the same over certain periods of time are referred to as continuities whereas things, protocols, and behaviours that no longer occur indicate change has transpired. Concepts such as progress and decline may be used to evaluate continuity and change.</i>
<b>empathy</b>	<i>An understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.</i>
<b>fettler</b>	<i>A person who does repair or maintenance work on a railway.</i>
<b>ganger</b>	<i>The man in charge of a team of fettlers.</i>
<b>genuine</b>	<i>An artefact that is a <u>real</u> item; not fake or counterfeit. It's original and authentic.</i>
<b>heritage</b>	<i>Evidence of the past, such as historical sites, buildings, and the unspoilt natural environment. Can also refer to practices or characteristics that are passed down through the years, from one generation to another.</i>

# HISTORICAL TERMS AND CONCEPTS GLOSSARY

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<b>Midland Junction</b>	<i>The point at which all rail services in the Western Australian network had to pass by. (Except for the South West line to Bunbury.) Where Midland Railway Company of WA started its private railway line northward and was the stopping point for the state owned Western Australian Government Railways (WAGR) Services until its closure in 1966.</i>
<b>migration</b>	<i>The movement of persons from one country or locality to another country of which they are not a native in order to settle there.</i>
<b>perspective</b>	<i>A point of view or position from which a person see's and understands events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values.</i>
<b>primary source</b>	<i>Sources that were produced <u>at the time</u> of the event under investigation.</i>
<b>provenance</b>	<i>The history and relevance of the ownership of an object; documented records authenticating such ownership.</i>
<b>Ready Made Farms Scheme</b>	<i>A colonisation scheme devised by the Midland Railway Company of WA aimed to populate the midlands of Western Australia and to earn money for their company.</i>
<b>replica</b>	<i>An exact copy or reproduction of an artefact; either the same size or on a scale smaller than the original.</i>
<b>secondary source</b>	<i>Sources that were produced <u>after the time</u> of the event under investigation.</i>
<b>significance</b>	<i>The importance that is assigned to particular aspects of the past, e.g., events, developments, movements and historical sites.</i>
<b>trustworthy</b>	<i>A source that is worthy of being trusted for the information that it contains; it is honest, reliable, and dependable.</i>
<b>virtual exhibition</b>	<i>An exhibition displayed via a cyberspace platform.</i>

# TRAIN STATION ALPHABET



If you have a particularly boisterous class, keep them on their toes with this activity that can be performed any number of times to enhance their literacy and social skills.

- Print, cut and laminate the MRWA Train Station Cards included in this resource.
- Give each student or pair a card.
- Have a timer in your hand and give the command: **On Your Marks, Get Set, Go!**
- Time how long it takes for the class to place the train station names in alphabetical order.

See if they can improve on their time. This energising task can be a nice 'closure' to the end of your history lessons 😊

# HISTORICAL INQUIRY TASK



The MRWA Train Station Cards can also be used for historical inquiry. Imagine your class has just completed the alphabet task outlined above. Whichever card an individual or pair received for the alphabet task, it becomes the train station they are to investigate and report back on to the class:

- Where did the name of the station or town originate from?
- What year was the train station built?
- Is the station still open or when did it close?
- Locate the town on a map.
- Locate a photo of the station.
- Locate a newspaper article that mentions the train station.

Students can perform a class oral presentation of the information collected and submit their findings in a simple MRWA Train Station profile report (see the following page for an example), which can be displayed in the classroom. Encourage students to record where they source their information from!

Potential sources:

- Midland Railway virtual exhibition – [www.midlandrailway.com.au](http://www.midlandrailway.com.au)
- MRWA Stations & Sidings – [www.carnamah.com.au/stations+sidings](http://www.carnamah.com.au/stations+sidings)
- History of Country Town Names by Landgate – [www.bitly.com/townnames](http://www.bitly.com/townnames)
- History of Western Australian Railways and Stations – [www.wastations.i8.com](http://www.wastations.i8.com)
- Digitised newspapers, photos and objects on Trove – [www.trove.nla.gov.au](http://www.trove.nla.gov.au)
- Photo galleries on the website of Rail Heritage WA – [www.railheritagewa.org.au](http://www.railheritagewa.org.au)
- Catalogue of the State Library of WA – [www.catalogue.slwa.wa.gov.au/search](http://www.catalogue.slwa.wa.gov.au/search)
- Catalogue of State Records Office of WA – <http://aeon.sro.wa.gov.au>
- Google Maps – [www.maps.google.com](http://www.maps.google.com)



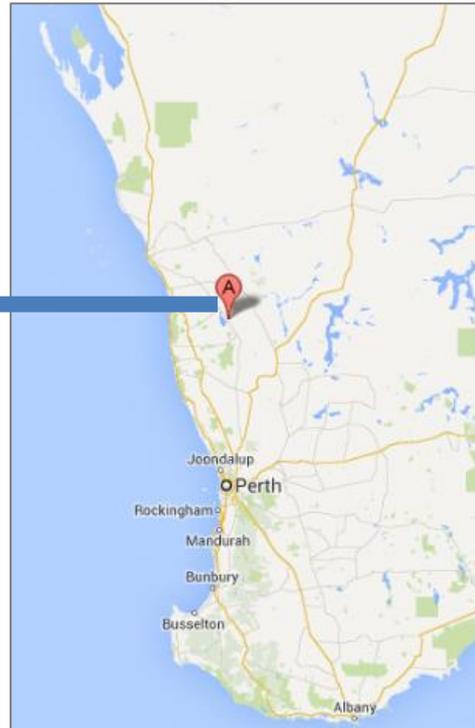
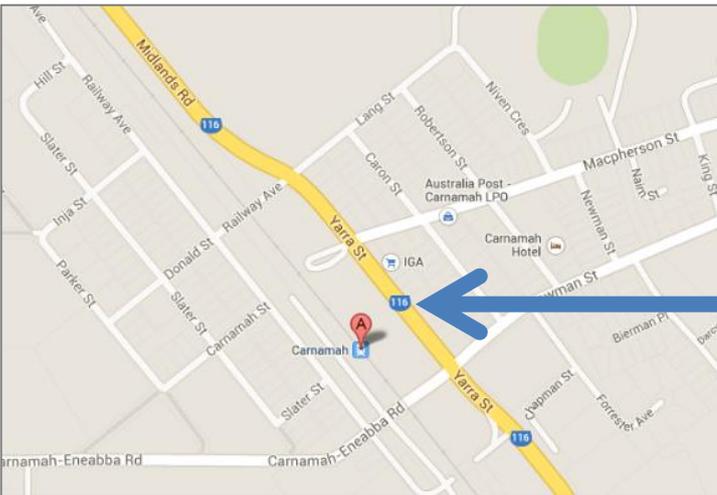
# MRWA STATION PROFILE (EXAMPLE)

## CARNAMAH Year Opened: 1894

History behind the name 'Carnamah' - Latitude 29° 41' S Longitude 115° 53' E

It is named after "Carnamah", the name of a pastoral property established by Duncan Macpherson in this location in the late 1860s. Macpherson's property "Carnamah" derives its name from Carnamah Spring, first mentioned in an application for grazing leases in 1861 in the name of Macpherson and Slater. The name is probably Aboriginal of unknown meaning, or possibly is a Gaelic word meaning "cairn of the cattle" or "cattle rocks".

Source: <http://www.landgate.wa.gov.au/corporate.nsf/web/History+of+Country+Town+Names>

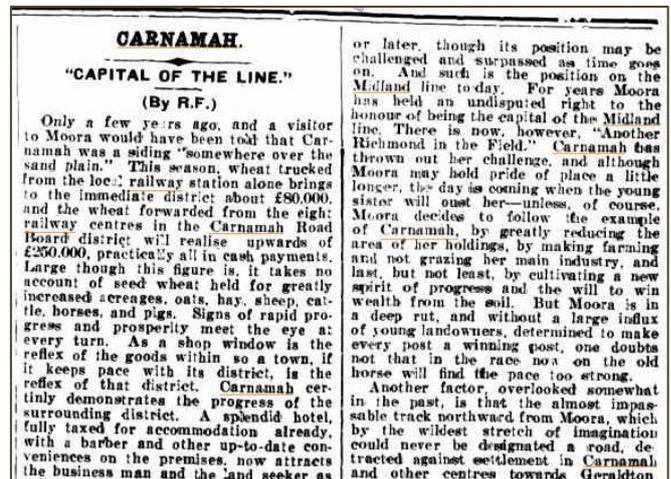


Right: The Western Mail newspaper, 18 February 1926  
Source: <http://nla.gov.au/nla.news-article37651621>

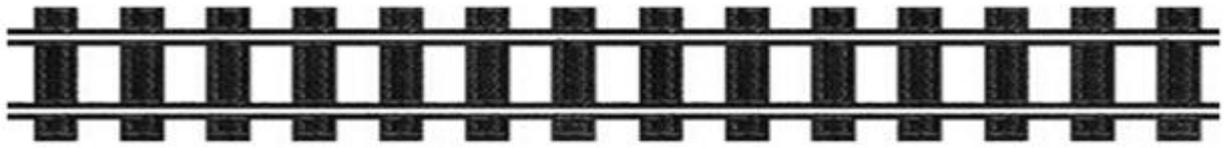
A lengthy article (only a small snippet shown here) reveals that due to prosperity of the wheat industry and a thriving town life, Carnamah was soon becoming the capital of the Midland railway line.

Above: Geographic location in Western Australia  
Source: [www.maps.google.com](http://www.maps.google.com)

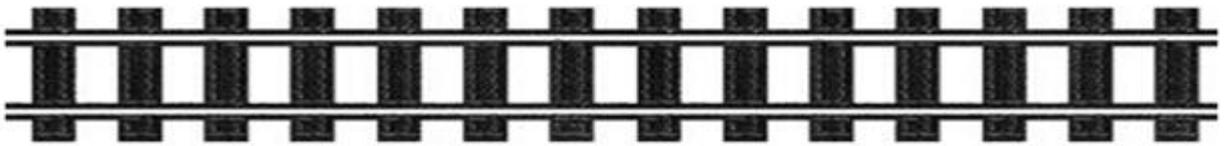
Left: Carnamah Railway Station (year unknown)  
Source: [www.carnamah.com.au/midland-railway](http://www.carnamah.com.au/midland-railway)



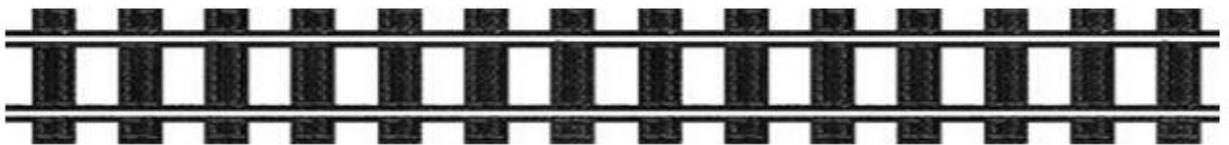
# Walkaway



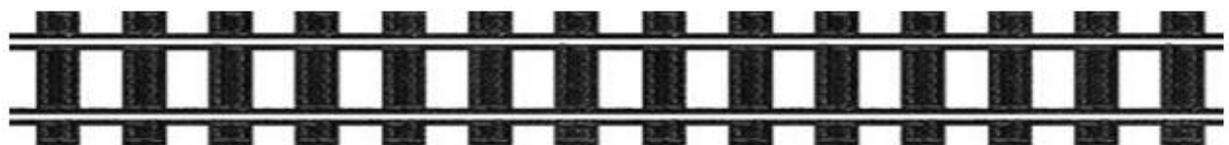
# Greenough



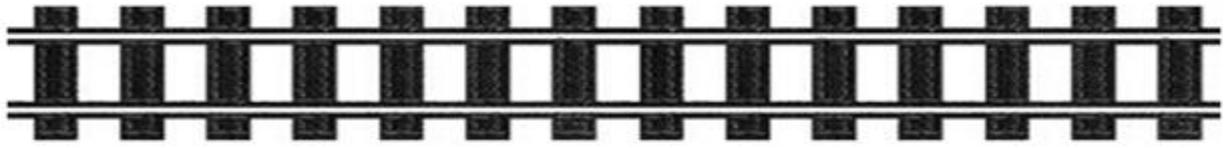
# Bookara



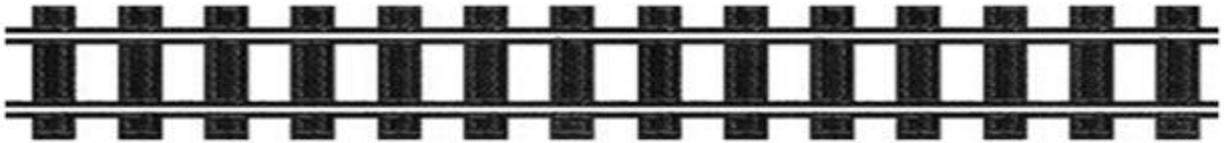
# Dongara



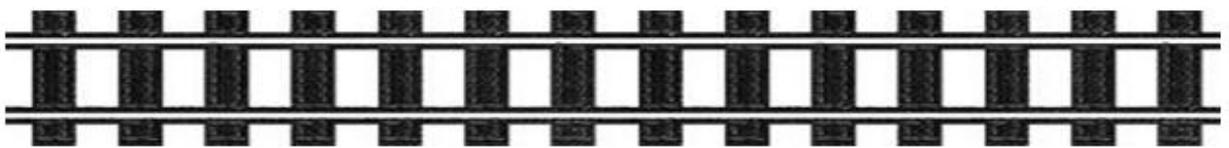
# Yardarino



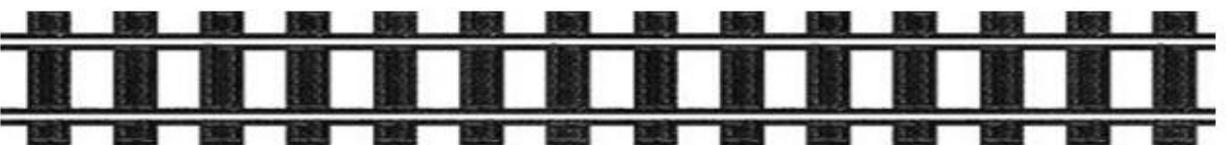
# Irwin



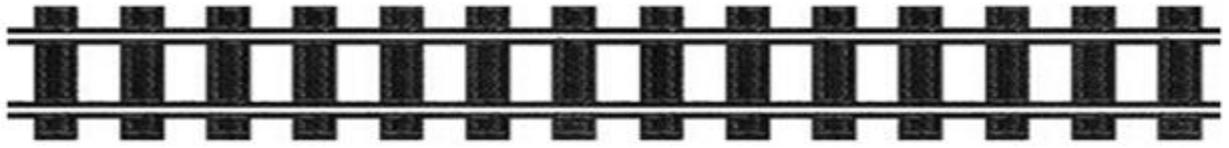
# Strawberry



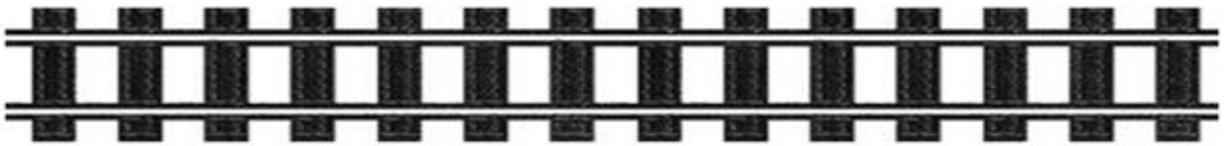
# Lockier



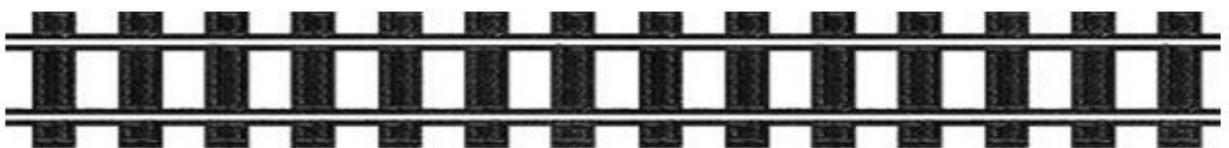
# Mingenew



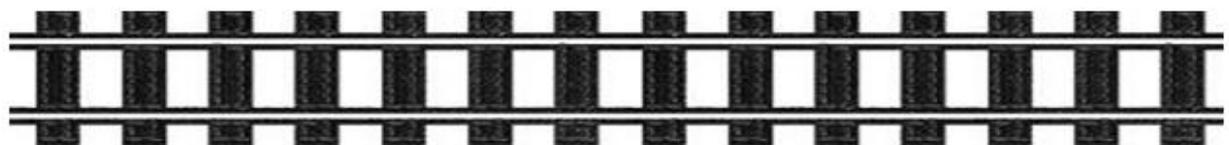
# Yandanooka



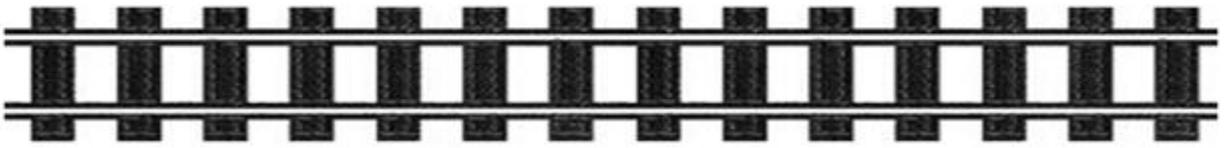
# Arrino



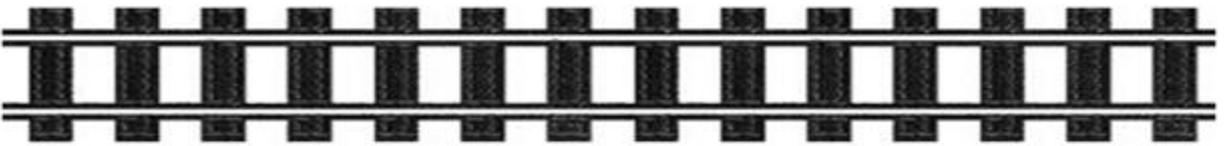
# Three Springs



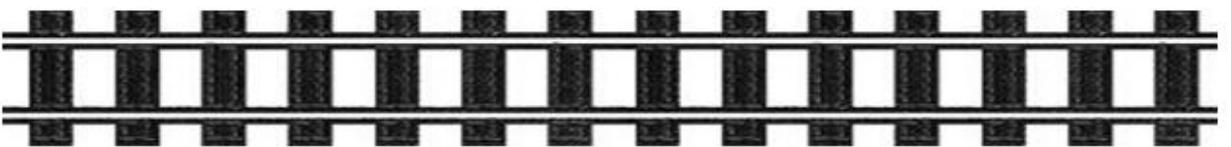
# Prowaka



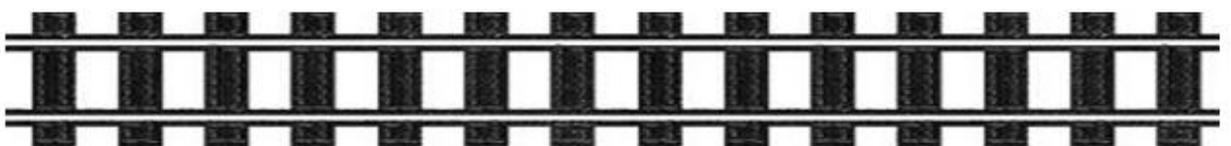
# Carnamah



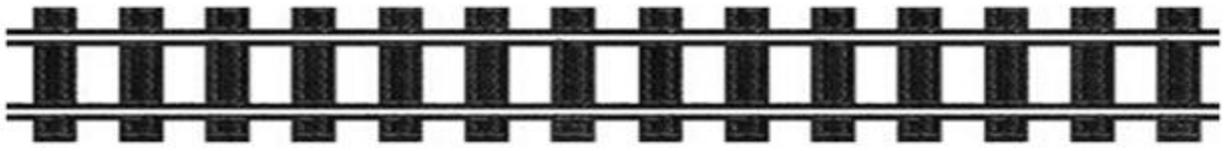
# Winchester



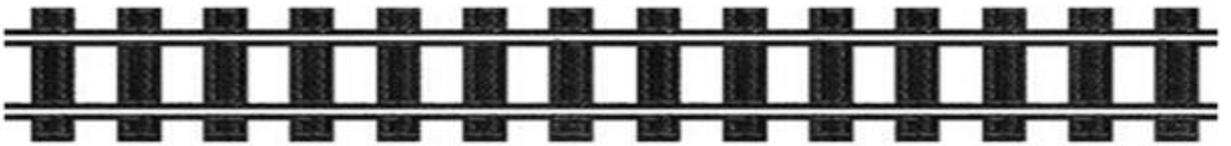
# Coorow



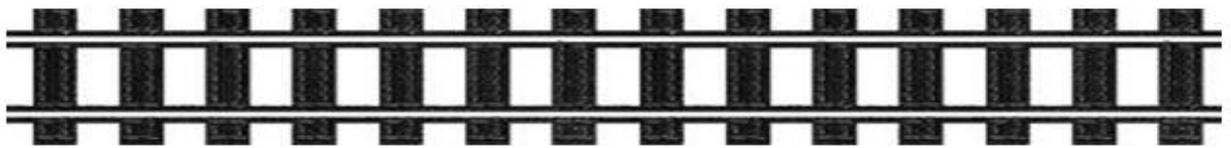
# Marchagee



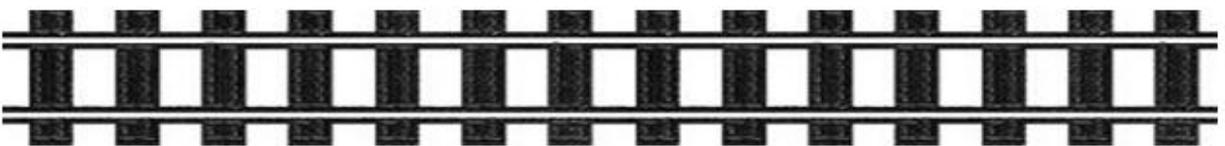
# Gunyidi



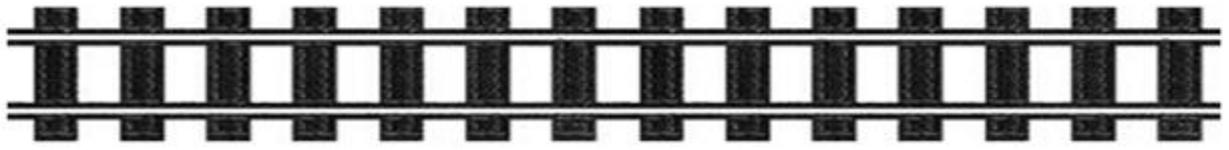
# Watheroo



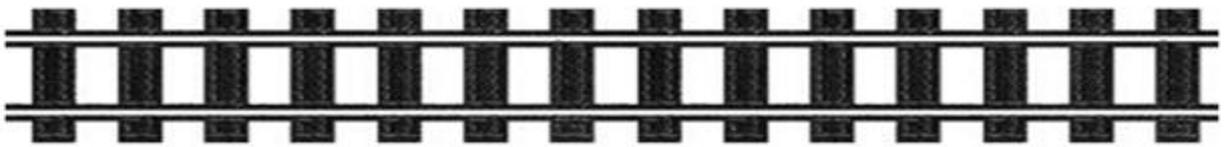
# Namban



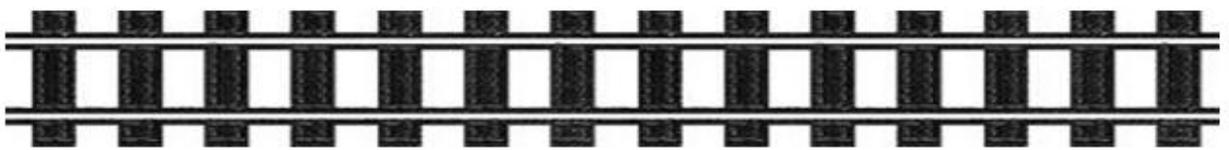
# Coomberdale



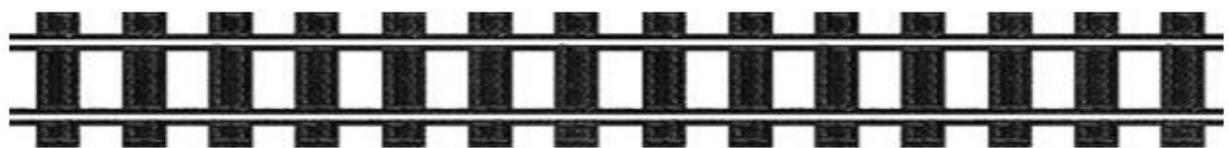
# Moora



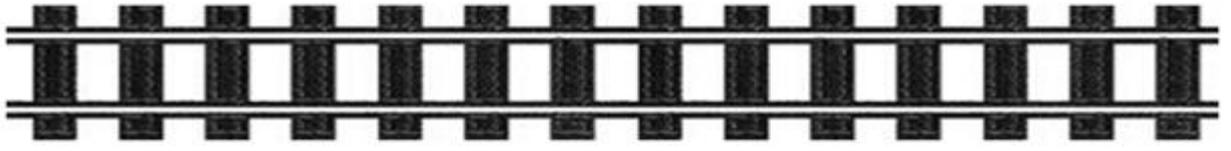
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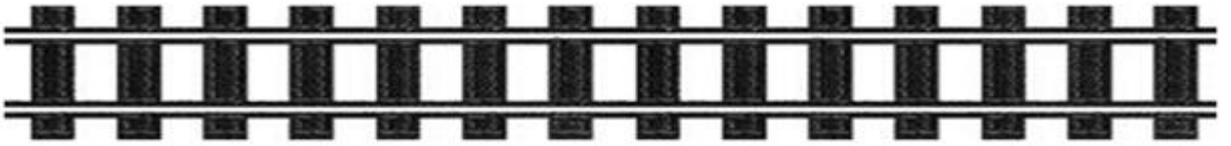
# Koojan



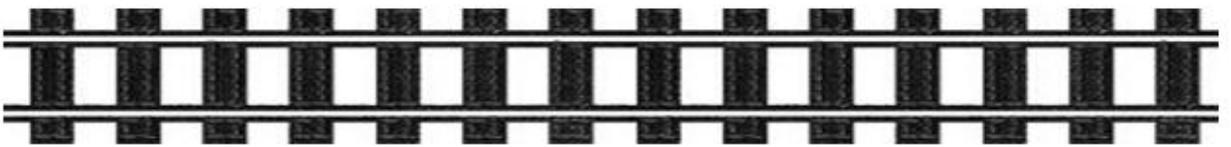
# Gillingara



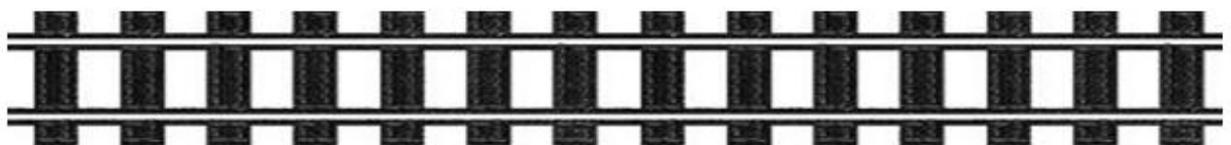
# Mogumber



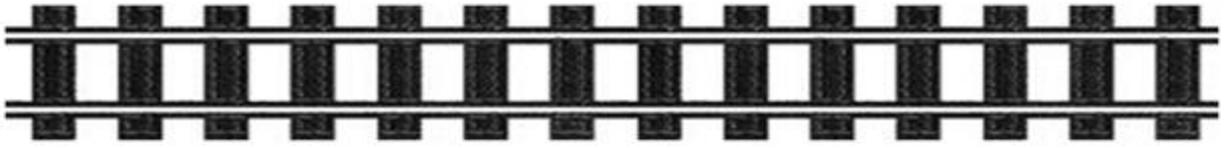
# Wannamal



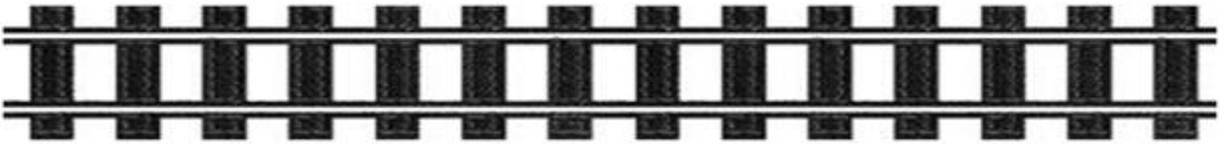
# Cullalla



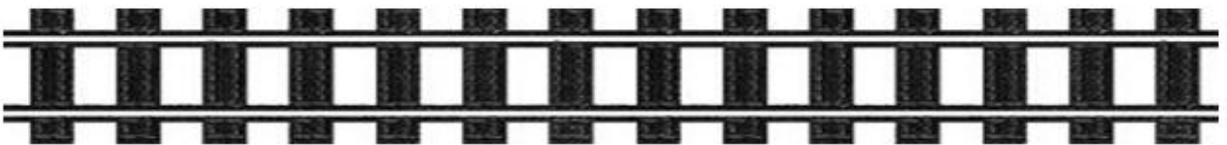
# Mooliabeenee



# Gingin



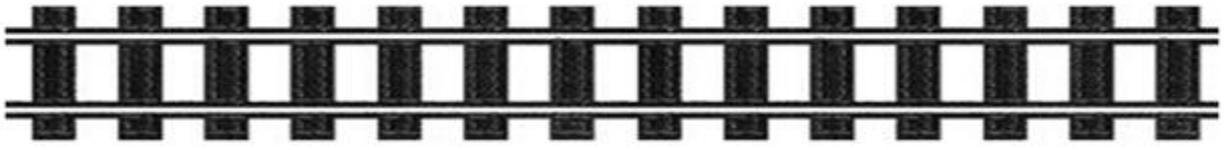
# Muchea



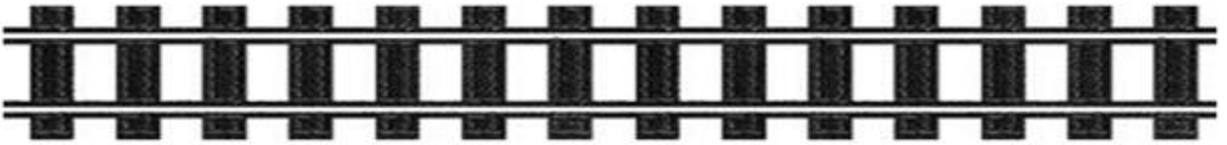
# Bullsbrook



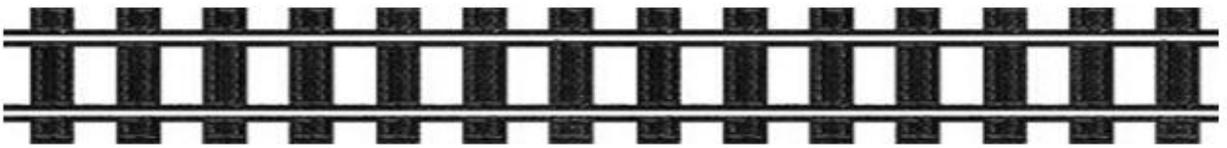
# Warbrook



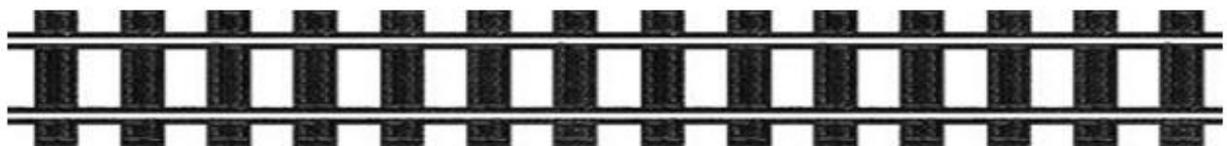
# Upper Swan



# Middle Swan



# Midland Junction



# COOROW-CARNAMAH BUSHRANGER: PERSPECTIVES & OPINIONS

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Colonial history along the east coast of Australia boasts tales of bushrangers who lived off the land and stole from free settlers. This was often a preferred way of life of escaped convicts or was a result of the lack of supplies in early British settlements. Western Australia however, has only a handful of stories in comparison; Moondyne Joe of the 1860s being the most notorious.

Carnamah and surrounding districts had to contend with the exploits of outlaw Frank Thomas much later, between 1918 and 1922. Thomas was a Coorow farmer that took up the life of a Bushranger stealing supplies from MRWA trains, and stealing horses and food from locals. After multiple escapes he was caught for the last time at the railway station in Carnamah in 1922.

Read the section on Frank Thomas in the Midland Railway virtual exhibition and ask your students if they think Thomas was a good guy or a bad guy and to explain why. It will be interesting to hear their opinions based on only the brief amount of information received through the virtual exhibition. Follow directly with the Good Guy Bad Guy Spectrum activity (below) and see if their opinion changes as they receive more facts and stories about Thomas.

## GOOD GUY BAD GUY SPECTRUM

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Print out and Laminate the Frank Thomas Tid Bits statements (over the next seven pages). Some of the statements are positive, some are negative and some are neutral by comparison.

Draw up three columns on the board: Good Guy, Neutral, Bad Guy. Pass out a Tid Bit statement to each pair (with a small wad of blutac on the back) and ask them to think about where the statement fits on the spectrum. Does it put Frank Thomas in a positive light? (Good Guy). Does it make him sound like a terrible scoundrel? (Bad Guy). Or, is the information fairly neutral in its content?

After some discussion, ask students to share their Tid Bit statement, place it where they think it fits on the spectrum, and to explain why.

When all pairs have placed their statement on the board, refer students back to their initial opinion of Thomas and ask if anyone's perception has changed based on the 'new' information they have processed from the Spectrum activity. Whose opinion changed? Why?

If your students take a shine to the story of Frank Thomas, take this further by completing the Frank Thomas Historical Inquiry on page 28. At the conclusion of this research, ask students if their opinion has changed again and discuss how our perspectives can often shift with the inclusion of new material, new knowledge and new understanding of factors and people involved.

# FRANK THOMAS TID BIT STATEMENTS

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“Frank” Francis Henry William THOMAS was born in 1897 in Greenough, Western, Australia. He was the son of Francis Henry Reeves THOMAS and Beulah Emily CRIPPIN.

Farmed *Jun Jun* Farm in Coorow with his father and elder brother "Jack" John Fitzgerald THOMAS.

Settlers, storekeepers, tradesmen and railway officials along the Midland Railway line complained to police about thefts. In time, it became known that Frank Thomas was responsible, and his crimes were reported to have begun around December 1918.

One of his regular habits was to jump on goods trains and when in a quiet stretch, he'd throw out cases of goods. Thomas would return later to the side of the railway tracks, go through them, take what he wanted and leave the rest there.

He regularly stole food, clothes, blankets and horses from Coorow, Carnamah and surrounding districts.

He raided railway sidings and homes, and took horses which he let loose after riding them for as far as he wanted to go. He is said to have operated as such along the Midland Railway Company's railway line but also the Wongan Hills railway line.

Locally he became known as "Thomas the Bushranger" and "Frank Thomas the Bushranger" who was constantly sought after by police but rarely caught and was "the most talked about topic in the district."

It was stated he'd go through the contents on the train and throw canned food out, then would go back and collect it later. Items he didn't like including whiting, sauce, vinegar, boot polish, essence, pickles and glassware were found by the tacks.

Police are said to have come upon his camp where he was cooking a chicken on a fire. He took off and they followed in hot pursuit but he got away from them so they decided to go back and eat the cooked chook. When they arrived back Thomas had already doubled back and taken the chook.

It was acknowledged that he had been treated badly by his father and that he was a local boy gone wrong," who had "somehow got on the wrong side of the police, and had taken to the bush."

Apparently Thomas often poked his finger through packaged food to see what it was and if he'd like it, as he couldn't read.

Despite his crimes he was often wrongly blamed for stolen or missing livestock in the Coorow and Carnamah districts.

To the womenfolk he was behind every bush, and felt unable to cope" while "men just swore about what a pest he'd become."

While being chased on horseback by police one day his hat fell off, however he circled around a hill, and back to the hat. He jumped off his horse, picked up his hat, got back on the horse and as usual managed to get away.

Thomas was fond of fine horses and would help himself to the best in the district.

Constable "Charlie" Carl F. W. KROSCHEL of Three Springs is said to have captured him and handcuffed him to a tree. Charlie left him there, on the west side of the Yarra Yarra Lakes (probably while he went to secure assistance to convey him). When the constable returned, Thomas was nowhere to be seen. Apparently when he was later caught, he still had the handcuffs on his arms, but no one could work out how he'd done it.

Mrs Maude GREENWOOD of Waddy Forest carried a matchbox of pepper when out in case she encountered a bushranger. Her theory was that she would be a missing quantity by the time the bushranger stopped sneezing.

There were stories of meetings held at Winchester to discuss how best to capture him but he listened in from underneath the floorboards.

Frank Thomas was successfully captured on 29 December 1919, after twelve months living the life of "an audacious thief." He was captured by Constable "Charlie" Carl F. W. KROSCHEL of Three Springs and another police constable.

On 10 January 1920 in Geraldton he pleaded guilty to charges of stealing, unlawful possession and unlawfully using a horse. The Resident Magistrate in Geraldton sentenced him to two years hard labour. After being released from his two year jail sentence he returned to Coorow in 1922 and was soon wanted by the police.

He was said to have stolen the horse and rode it to Field's Find and Wurarga in the Murchison goldfields. He abandoned the horse in an almost broken condition at Wurarga, with the horse expected to never be the same again.

It was believed Thomas wouldn't use a rifle against anyone, but he hid a stolen rifle in the bush and never revealed its whereabouts.

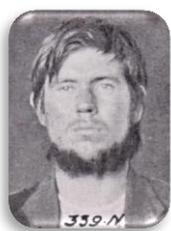
After 140 days on the run he was recaptured by Constable WREFORD in Perenjori on Friday 10 November 1922. Thomas was taken to Buntine and imprisoned at the lock-up there until he could be taken to Geraldton. Within very little time he escaped from Buntine and was once again on the run.

*The Sunday Times* headed their story on 26 November 1922: "Thomas'... Sensational Capture at Carnamah – Surrendered at Revolver's Point."

It was said that a police constable yelled at Thomas, he then dropped a box of groceries he was about to steal and fell over the points charger. The fall was said to have injured him making it difficult to run. He was caught behind Henry PARKIN's premises in Yarra Street, Carnamah.

He was sentenced to 12 months imprisonment in Geraldton on 18 November 1922 and was later given another 13 months, making a total of 25 months. He pleaded guilty to charges of stealing in the Midland and Victoria districts, improperly using horses and of escaping custody.

After being caught for the last time he was imprisoned at the Claremont Asylum for the Insane and remained there until his death.



Frank Thomas died on 23 April 1960 and was buried at the Karrakatta Cemetery in Perth, Western Australia.

**START HERE!**

6

### Reflection Task

#### *What do you think?*

Is Frank Thomas an evil criminal mastermind, or a cunning kid who was never given a chance?

Write a reflective essay revealing your thoughts and reasons why. Use sources to back up your opinions and insights.

[ ACHHS104: Identify points of view in the past and present ]

### What questions come to mind about the life of Frank Thomas the Bushranger?

- Why did he steal?
- How did he become so skilled with horses?

[ ACHHS100: Identify questions to inform a historical inquiry ]

**BUSHRANGER**

## Historical Inquiry Frank Thomas



2

### Historical Inquiry

- The Man Himself
- Crimes committed
- The Escapes
- Public Opinion
- Geography of Thomas's Life
- Use of Horses

Choose one or create your own theme to research and report on.

[ ACHHS101: Identify and locate a range of relevant sources ]  
[ ACHHS102: Locate information related to inquiry questions in a range of sources ]

5

### Narrative Tasks

- Write a newspaper report relating to an incident involving Frank Thomas.
- Imagine you are Frank Thomas and you're on the run! Describe events from the eyes of Frank Thomas himself in First Person.

[ ACHHS105: Develop texts, particularly narratives and descriptions which incorporate source materials ]

4

### Presentation of Findings

- Power Point Presentation
- Role Play Performance
- Poem or Song
- Narrative Audio File Photo Story
- Presentation
- Oral Presentation

[ ACHHS106: Use a range of communication forms and digital technologies ]

3

### How Reliable Are Your Sources?

Check the sources you have used for your research and reflections. Where do they sit on the Good Source Bad Source Spectrum?

[ AHCHS103: Compare information from a range of sources ]

# GOOD SOURCE – BAD SOURCE

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After students have played the Good Guy Bad Guy Spectrum activity (page 21) that examined various perspectives of bushranger Frank Thomas, they'll be able to transfer this style of analysis to the examination of actual historical sources to determine which are 'trustworthy' (reliable), and which are not.

In collecting sources for historical inquiry activities, students will come across items of all different calibres and it's important for them to be critical of the information found. For example, information from Google may not have been as rigorously researched and cross checked with other sources compared to content of the [Biographical Dictionary of Coorow, Carnamah and Three Springs](#) or items available from the National Library of Australia.

As your students collect sources of information for their inquiry tasks, ask them to submit a copy of one of them (i.e. newspaper clipping, photo, website write up, map, etc.), to the 'Class Historical Sources Collection.' You can even call it an 'archive' to employ more historical terms. When suitable, ask the class to examine the trustworthiness of these archived sources.

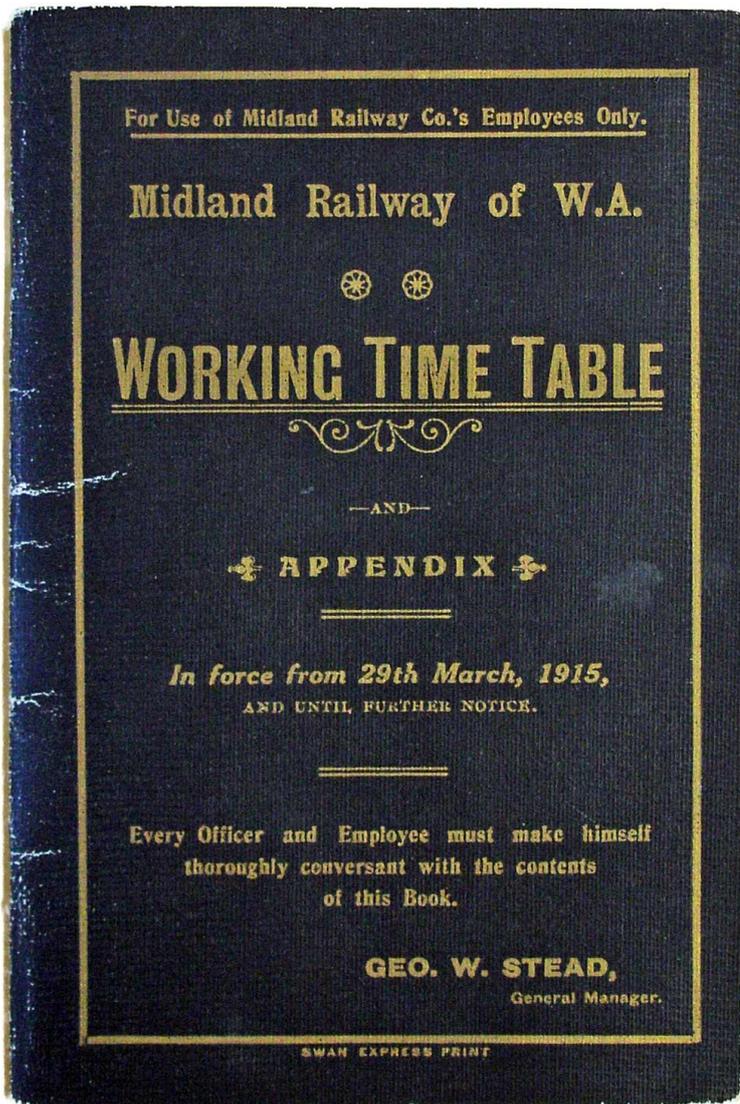
To get the hang of it, have a 'practice run' using the sources displayed over the following three pages. (Print, cut and laminate them.) Write two headings on the board: Trustworthy and Untrustworthy. Highlighting one source at a time, discuss which category it best fits by asking the following questions to determine if the source is reliable, or if we really should be cautious of the information it contains.

## QUESTIONS TO ASK TO EXAMINE SOURCES

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Primary Sources	Secondary Sources
<ul style="list-style-type: none"><li>• Who wrote/drew/made it and why?</li><li>• When was it created?</li><li>• Where was it found?</li><li>• When and by whom?</li><li>• Who was the intended audience?</li></ul> 	<ul style="list-style-type: none"><li>• Who created it and why?</li><li>• When was it created?</li><li>• What sources did the creator use?</li><li>• Are these sources trustworthy?</li><li>• Who was the intended audience?</li><li>• Have emotive phrases or words been used?</li><li>• What perspectives are represented?</li><li>• Can anyone change the information without asking permission?</li></ul>

Using the practice run sources over the next four pages, highlight to students the variety of information obtained from historical sources. For example, the photo conveys the type of transport used at the time and also the 'fashion' for working men. It also highlights a form of transportation available at the time.



## Artefact: Midland Railway of WA Working Time Table booklet

Have a look at the information a researcher can glean even from just the front page of this booklet:

- The purpose of the book.
- The company it belongs to.
- The year it was used from.
- The people who were meant to know the content of the book.
- Who the General Manager of the company was at the time of printing AND who the actual printing company was.

That is HEAPS of information from just one source! Do you think this is a 'trustworthy' source? Why or why not?

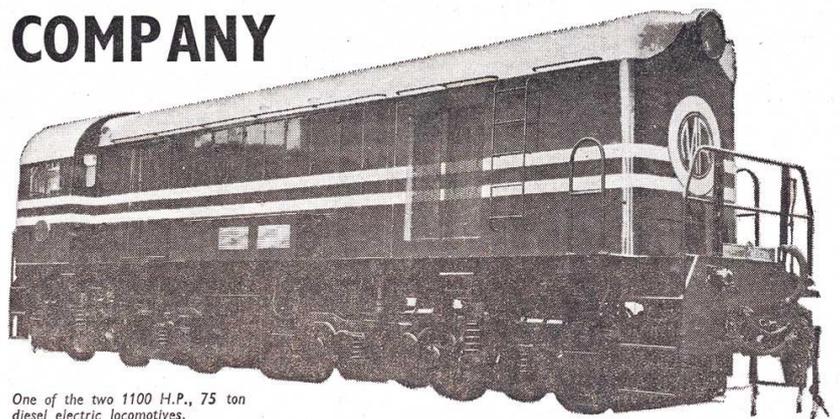
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## Advertisement: Midland Railway Company of WA

Do you think this advertisement is a 'trustworthy' source of information?

Why or why not?

## MORE POWER FOR THE MIDLAND RAILWAY COMPANY



One of the two 1100 H.P., 75 ton diesel electric locomotives.

## Website:

# Wikipedia entry for the Midland Railway of Western Australia

Do you think this website is a 'trustworthy' source of information? Why or why not?



The screenshot shows the Wikipedia article for the Midland Railway of Western Australia. The page includes the Wikipedia logo, navigation links, and the main article text. The article describes the Midland Railway of Western Australia (MRWA) as a privately built and operated railway in Western Australia, operated by the British-owned Midland Railway Company of Western Australia. It mentions that the railway ran between Midland Junction railway station, east of Perth, and Walkaway, southeast of Geraldton, and was built on a land-grant principle. The company's railway operated independently of the Western Australian Government Railways (WAGR) network for more than seventy years, from 1892 until its WAGR takeover in 1964. The article also states that the 446 km (277 mi) long route served 39 stations and operated according to a distinctly British practice.

**Midland Railway of Western Australia**

From Wikipedia, the free encyclopedia

The **Midland Railway of Western Australia** (MRWA) was a privately built and operated railway in Western Australia, operated by the British-owned **Midland Railway Company of Western Australia**.

The company's railway ran between **Midland Junction railway station**, east of **Perth**, and **Walkaway**, southeast of **Geraldton**, and was built on a land-grant principle. It was one of the longest-lived privately owned railways in Australia, operating independently of the **Western Australian Government Railways** (WAGR) network for more than seventy years, from 1892 until its WAGR takeover in 1964.

The 446 km (277 mi) long route served 39 stations and operated according to a distinctly British practice.

**Contents** [hide]

- 1 Land development
- 2 Railway

**Midland Railway of Western Australia**

MRWA locomotive no B6 with a mixed train at Watheroo, ca 1910.

Technical	
<b>Track gauge</b>	3 ft 6 in (1,067 mm)
<b>Route map</b>	[expand]

## Website:

# Photograph of Midland Railway train

Do you think this photo is a 'trustworthy' source of information? Why or why not?



**Website:**

**Carnamah Historical Society & Museum's Virtual Museum**

Do you think the Virtual Museum is a 'trustworthy' source of information? Why or why not?

**Carnamah** HISTORICAL SOCIETY & MUSEUM

Home | Virtual Museum | Biographical Databases | Cemeteries | Museum | Homestead | Blog

Virtual Museum  
to be known and distinguished as "Carnamah"

MACPHERSON FAMILY

MIDLAND RAILWAY

READY MADE FARMS

**Newspaper Snippet:**

**Newcastle Morning Herald & Miners Advocate, 19 July 1887**

Do you think this item is a 'trustworthy' source of information? Why or why not?

**MIDLAND RAILWAY COMPANY  
OF WESTERN AUSTRALIA.**  
A company is being formed to construct the Midland Railway in Western Australia.

## Artefact:

### Midland Railway of Western Australia coach service bag

Do you think this artefact is 'trustworthy'? Why or why not?



## Website:

### Flickr Photo Gallery

Do you think this secondary source of information is a 'trustworthy'? Why or why not?



Railways of Australia by Daryle Phillips > Collections



#### Midlands Railway Geraldton Line

The Midland Railway of Western Australia was a privately built and operated railway in Western Australia, operated by the British-owned Midland Railway Company of Western Australia. The Midland Railway (MR) ran between Midland, an industrial satellite city of Perth, and Walkaway near the city of Geraldton and was built on a land-grant principle.

The Midland Railway was one of the longest-lived privately-owned railways in Australia, operating independently of the Western Australian Government Railways network for more than seventy years, from 1892 until government takeover in 1964. The 446km route served 39 stations and operated according to a distinctly British practice.

Construction of the Midland Railway commenced in 1886 through a privately-funded project[1] during a period when funds were being raised to establish



**Northampton**  
44 photos



**Walkaway**  
17 photos



**Carnamah**  
12 photos



**Mingenew**  
16 photos



**Watheroo**  
13 photos



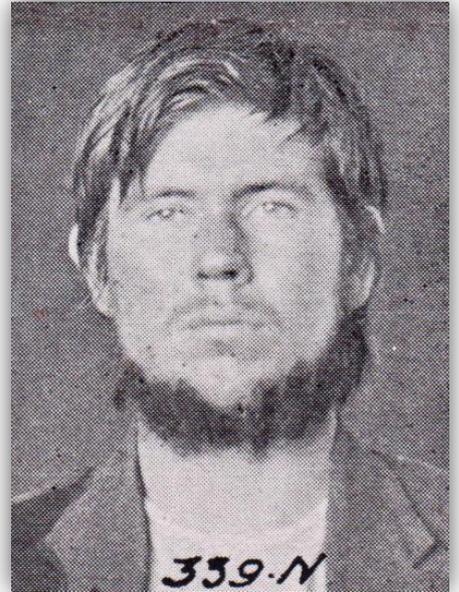
**Moora**  
26 photos



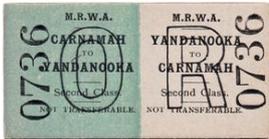
## What is this all about?

What do you think MRWA stands for and what is the purpose of this key?





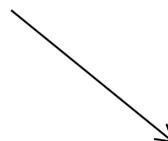
Francis Henry William Thomas  
*"Frank Thomas the Bushranger"*



# CURRICULUM LINKS

## Year 5 Australian History Curriculum

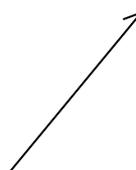
Key Inquiry Questions	Historical Knowledge and Understanding
<ul style="list-style-type: none"> <li>• How did colonial settlement change the environment?</li> <li>• What were the significant events and who were the significant people that shaped Australian colonies?</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of a significant development or event on a colony, for example, the advent of rail.</li> <li>• The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.</li> </ul>



Historical Skills
<ul style="list-style-type: none"> <li>• Sequence historical people and events.</li> <li>• Use historical terms and concepts.</li> <li>• Identify questions to inform a historical inquiry.</li> <li>• Identify and locate a range of relevant sources.</li> <li>• Locate information related to inquiry questions in a range of sources.</li> <li>• Compare information from a range of sources.</li> <li>• Identify points of view in the past and present.</li> <li>• Use a range of communication forms and digital technologies.</li> </ul>

## Year 6 Australian History Curriculum

Key Inquiry Questions	Historical Knowledge and Understanding
<ul style="list-style-type: none"> <li>• How did Australian society change throughout the twentieth century?</li> <li>• Who were the people who came to Australia? Why did they come?</li> <li>• What contribution have significant individuals and groups made to the development of Australian society?</li> </ul>	<ul style="list-style-type: none"> <li>• Stories of groups of people who migrated to Australia and the reasons they migrated.</li> <li>• The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.</li> </ul>



# CARNAMAH MUSEUM

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

## On-site Booking Inquires:

Jill Tilly

[jill@carnamah.com.au](mailto:jill@carnamah.com.au)

0458 576 658

## Virtual Museum Inquiries:

Andrew Bowman-Bright

[andrew@carnamah.com.au](mailto:andrew@carnamah.com.au)

0457 911 984

## Education Resource Inquiries:

Shiona Herbert

[shiona@carnamah.com.au](mailto:shiona@carnamah.com.au)



# ONLINE INTERACTION

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

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

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

# ACKNOWLEDGMENTS

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This resource was created by Ignite Your Audience for and in partnership with the Carnamah Historical Society & Museum. It was made possible thanks to support from the Government of Western Australia Department of Culture and the Arts and builds on a project funded by the Western Australian History Foundation. Further free resources can be found at [www.carnamah.com.au/education](http://www.carnamah.com.au/education)



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

