

Trans Australian Railway - the line and the Tea and Sugar train

Worksheet

To the teacher



To the teacher

The National Railway Museum invites you and your students to spend an enjoyable and educational experience at the museum. It is suggested that you allow approximately 90 to 120 minutes to make the visit effective.

About the Worksheet

The pack is designed with special relevance to the growth of rail within the nation - in particular we have chosen the **Trans Australian Railway (the line) and the Tea and Sugar train.**

Brief history

The Trans Australian Railway was a standard gauge line that linked the industrial centre of Port Augusta to Kalgoorlie. Once construction began it became apparent that apart from shortages caused by World War I, keeping the track workers supplied with materials and food was destined to be one of the biggest organisational headaches for the line builder.

However once the two ends of the line were linked in October 1917, there was a need to establish more permanent workers' settlements across the Nullarbor. The men stationed at these places would carry out routine maintenance on the stretches of track, as well as provide the infrastructure for re-supplying the steam trains with water and fuel.

The Tea and Sugar is well known to most people as the train that serviced the employees on the Commonwealth Railway's Trans Australian line. The Tea and Sugar became regular service by 1915.

Each time the train crossed the Nullarbor Plain, it had different carriages. The different carriages were to the match needs of outback residents throughout the year. On some trains there was a bank car, which in addition to being used to pay the railway workers it also allowed residents to make financial transactions. In December there was a Christmas car, with a Santa that travelled from town to town.

Diesel locomotives shortened the time taken to serve the remaining camps, although the distance was still the same. In the 1980s railway engineering advanced rapidly and this resulted in adopted a range of low maintenance materials that essentially eliminated the need for local maintenance gangs. The Tea and Sugar was withdrawn in August 1996.

Resource design

Has been designed in accordance with the SACSA Framework. Material is most suitable for **Primary/Middle Years - Year 3, 4, 5, 6.**

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Acknowledgement

The National Railway Museum acknowledges Australia's First Nations Peoples – the First Australians – as the Traditional Owners and Custodians of this land and gives respect to Elders past, present and emerging.

To the teacher

Cultural Notification

Australian Aboriginal and Torres Strait Islander people's are advised that this educational pack contains a range of material which may be considered culturally sensitive including images of people who have passed away.

For the Student

Support Material - Prior visiting the museum and can be used as revision

- **The Trans Australian Railway** - Background, Early days, Middle years - compiled by John Henry Smith (c1990)

Tea and Sugar train - reading matter

- ARHS - Chambers - attached
- Book Tea and Sugar Christmas Author: Jane Jolly; Robert Ingpen
Publisher Canberra, ACT NLA Publishing, 2015. ©2014.
- The Tea and Sugar Train article

https://www.stephenorr.com.au/uploads/1/1/3/0/11303958/ih28_44-49_stephen_orr_v3.pdf

Other references

<https://www.nma.gov.au/defining-moments/resources/trans-australian-railway>

Trans Australian Railways and Tea and Sugar Train - films/docs

<https://www.youtube.com/watch?v=fPnnO0EH6ms> - NRM 9 minutes

<https://www.nfsa.gov.au/collection/curated/tea-and-sugar-train>

<https://www.facebook.com/ABCEyrePeninsula/videos/historical-tea-and-sugar-train/2516529235279792/>

<https://www.nfsa.gov.au/collection/curated/all-manner-trains>

<https://aso.gov.au/titles/documentaries/the-golden-west/clip2/>

30 years after this film was made before Indigenous Australians were recognised Australian citizens.

Bring when you visit

Bring your **Worksheet** - comprised of 16 questions, when you visit the Museum.

Museum Map When you visit check that worksheet museum map is current.

Changes due to new exhibits, exhibitions, functions, shunting etc may have occurred. Sorry for the inconvenience.



Tea and Sugar
train - intro video
Fitch Pavilion

To the teacher



Resource design

Has been designed in accordance with the SACSA framework.

Ciruculum

Learning Areas: HASS

Description

How my world is different from the past and can change in the future
Provides a study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to. They examine their daily family life and how it is the same as and different to previous generations. Study beyond the personal to the community and to near and distant places that students are familiar with or aware of, exploring connections between the past and present and between people and places.

• Year 3 - Year 4

Questioning

Pose questions about past and present objects, people, places and events (ACHASSI001 - Scootle)

Researching

Locate and collect information and data from different sources, including observations (ACHASSI074 - Scootle)

Evaluating and reflecting

Draw simple conclusions based on analysis of information and data (ACHASSI079 - Scootle)

Communicating

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082 - Scootle)

• Year 5

Questioning

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094 - Scootle)

Researching

Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123 - Scootle)

Analysing

Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI126 - Scootle)

Evaluating and reflecting

Evaluate evidence to draw conclusions (ACHASSI129 - Scootle)

Elaborations

Work in groups to generate responses to issues and challenges (ACHASSI130 - Scootle)

• Year 6

Questioning

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122 - Scootle)

Researching

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125 - Scootle)

Analysing

Work in groups to generate responses to issues and challenges (ACHASSI130 - Scootle)

Before visiting the museum you may find the following suggestions helpful

- search your school library or local library for information concerning the building of the Trans Australian Railway and information on the Tea and Sugar train
- ask your parents/friends or people in the local area what they know about the people that built the rail line or worked on the train - gather some oral histories, or perhaps invite a guest speaker
- see if you can find some photos of the Tea and Sugar train
- check for any videos on early Australia which involves rail, country trains, rail workers
- research the environment where the Trans Australian Railway was built - what were the conditions like to work in, heat, shelter, water supply
- discuss what it would have been like for a family to live in a town along the track of the Trans Australian Railway
- discuss what impact you think the building of the track had upon the First Australians

Intro when you visit

Trans Australian Railway - about the line - map is located in the **Fluck pavilion**

The **Tea and Sugar train** is located near the entrance of the **Fitch pavilion**.

Tea and Sugar train was basically a 'store on wheels' and comprised a Pay Car, Butcher's Van, Provision Van and a Relay Van. Suggest that you view the introduction video - seating is available.

Touch screens

Touch screen technology allows visitors to experience what it would have been like when the train first pulled into each station or siding.

The first port of call for railway workers was the Pay Car, where they would receive their wages.

Next stop is the Butcher's Van where more technology allows a series of questions to be asked of the 'virtual butcher' who appears on a television screen.

The next car is the Provision Van and again touch screen technology gives visitors the chance to make 'virtual' purchases in pounds, shillings and pence, which are then converted to decimal currency.

Our brake van (HRE 349), also known as a guard's van or Relay Van was built around 1971. The Van also served as the living quarters for off-duty train members, complete with kitchen, bunks, showers and toilets.



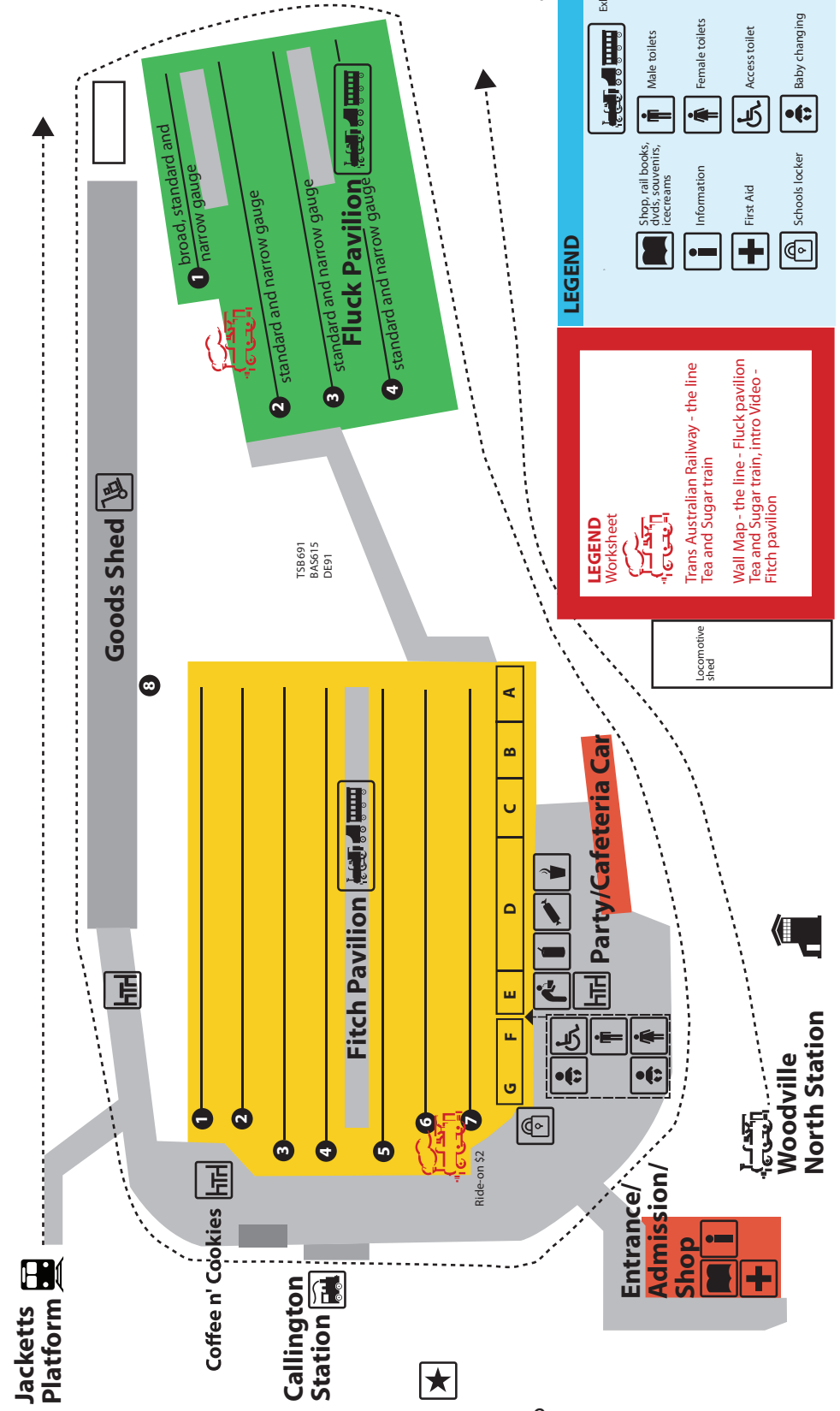
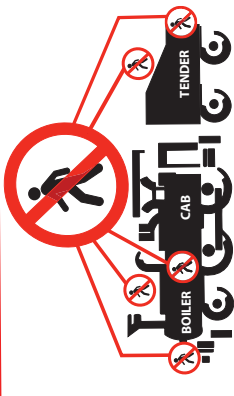
Facility and Exhibit Map - Page 6

Worksheet - Covers both subjects - the line and the train, page 7,8,9,10

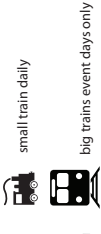


FACILITY AND EXHIBIT MAP

WARNING



Train rides



LEGEND

Shop rail books, dvds, souvenirs, icecreams	Information	First Aid	Schools locker	Exhibits	Male toilets	Female toilets	Access toilet	Baby changing
Hot drinks	Snack machine	Cold drinks	Water fountain	Seating/tables	Goods shed/heritage building	Emergency assembly point	Small train rides	

Fitch Pavilion

- | | | | | | |
|--|--|---|---|---|--|
| Track 7
Steam Locomotive G1
Dining Carriage DA52
Wegmann Lounge Carriage - AFA93 | Track 5
Steam Locomotive 409
Sleeping Car Baroota Carriage 3
Steam Locomotive Y97
Steam Locomotive T253 | Track 3
Steam Locomotive 624
Steam Locomotive RX93
Steam Locomotive P117
TPO 018
Brill Car 41 | Track 1
Van 251
Caboose 4367
Steam Locomotive 504
606 Steel Carriage | Display Cells
A Train Safeworking
B Women in the Railways
C Model Railway
D Display Cases
E 457mm Display
F Train Departures Board/Man in Blue
G Theatre | Track 4
Diesel Electric Locomotive 900
Sleeping Car Allambi
Sleeping Car Onkaparinga
Brake Van 4074 |
|--|--|---|---|---|--|

Fluck Pavilion

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|--|--|--|---|
| Track 4
Diesel Electric locomotive GM2 V260
Sleeping Carriage AR33
Diesel Locomotive NSU61 | Track 3
Steam Locomotive W25
Diesel Hydraulic Locomotive ETSA 1
Steam Locomotive BHP4 Carriage 144
Composite Brake 7553 | Track 2
Steam Locomotive NM34
NGAS373
Y5019
5506 Tank Wagon
Steam Locomotive Y12
Steam Locomotive A21
BHP- Electric E1 | Track 1
Steam Locomotive 702
Centenary Car 376 |
|--|--|--|---|

Goods Shed

- | | | |
|--|---|---|
| 276
BE42
Dynamometer Car
Steam Locomotive F255
523 | Shop
Rail publications, dvds, souvenirs, childrens books, toys, icecreams | Party/Cafeteria Car
Available for parties |
|--|---|---|

The line

Many of these questions would require research/prelearning or can be used as revision



Worksheet please bring this sheet when you visit the museum

Trans Australian Railway - the line

Go to the **Fluck pavilion**

1 Find the display wall map - write down the names of at least three famous persons recorded on the map - tell/find information about the people you have chosen - research

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2 Record four towns on the Trans Australian Railway map, at least one must be in Western Australia.

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3 Have you visited any towns on the map in South Australia?
Which was your favourite and why?

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4 Most of the towns/places on the map are First Australians places/names.
Find four towns and what are their meanings.

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5 How were First Nations Australians regarded?

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Daisy Bates
[https://en.wikipedia.org/wiki/Daisy_Bates_\(author\)](https://en.wikipedia.org/wiki/Daisy_Bates_(author))

6 How might the railway have affected their lifestyles?

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7 What were the conditions of women living on the line like and what were their duties?

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About the train - go to the Tea and Sugar train - located in the Fitch pavilion

8 Describe 2 jobs of the men who worked on the train

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The train
Questions 8 - 16
object (vans, cars) based,
Support Material
and/or view the intro video
in the Fitch pavilion

9 What was the purpose of the Tea and Sugar train.

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10 What was the purpose of the Pay Van? Describe what is in the van.

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11 Go to the Butchers Van. Describe what you see in the the butcher's living area and working area.

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12 The Provision Van. List 4 grocery items you can see on the shelves.

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13 Do your groceries look like these? Name one thing that is the same, and one thing that is different from your groceries

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NRM
reference 14-217-an880309b-10.jpg

14 Why did this family get their groceries delivered by train?

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15 In the Relay Van go to the kitchen area.
List 3 things that you found. Do you have these item at your home?

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About the brake

Train brakes use compressed air, supplied from the locomotive, and it is piped throughout to the last carriage of the train. Modern trains rely upon a fail-safe air brake system that is based upon a design patented by George Westinghouse on April 13, 1869.[2] The Westinghouse Air Brake Company was subsequently organized to manufacture and sell Westinghouse's invention. In various forms, it has been nearly universally adopted.

16 On a another page, draw a plan/drawing/floor plan of the van. Name the rooms/ compartments.

https://en.wikipedia.org/wiki/Railway_air_brake