

# The significance of the Sisters of Mercy in shaping the Swan River Colony

1829 to 1900



Mercy Heritage Centre Perth in partnership with Heritage Perth

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# The Sisters of Mercy Educational Resource for Year 5 Teachers and Students

## Introduction

By the 1840s a small but distinctly British colonial society was emerging on the banks of the Swan River, and in scattered settlements branching from this administrative centre. Like many others, this colonial society was dominated by men of English and Church of England background. According to one Historian, Tom Stannage, power in the Swan River Colony was firmly in the hands of Church of England leaders: "...there can be no doubt that the leading colonists thought of the church [of England] and the courthouse as two sides of the same coin, and the law and religion were administered by the same people [such as] Wittenoom, Irwin, Mackie and Moore" (p. 36, People of Perth). He noted that this society was not very tolerant of other religions.

The wealthy landowners who came to the free settlement on the Swan River brought servants with them. Many of the servants were of Irish descent. The Irish, some of whom were Roman Catholics, were often treated as second class citizens because of their positions as servants and labourers. On a warm January day in 1846 a group of Irish sisters, from a small Convent in Dublin, established by Catherine McAuley, came into this environment. The strength of faith and character of the original Sisters of Mercy made an almost immediate impact on the small community of Perth. By the 23rd September 1856, when Perth was proclaimed a city, the Sisters had established a convent (1848), the first high school for girls in Australia, four schools in the city as well as a school in Fremantle and one in Guildford. Their number had grown from three professed sisters to thirteen by 1856.

### The Western Australian Year 5 History curriculum requires students to understand:

***"The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions."***

The Sisters of Mercy were strong and capable women, led by Mother Ursula Frayne, who made a lasting impact on education and welfare in the colony. Their significance is not only a story of missionary enthusiasm but also of women whose motivations and actions made an enormous impact on the society dominated by English men. Many written histories of the colony have focussed on political and economic power, but the Sisters contributed to the shape of social and cultural life of the Swan River colony and influenced political, economic and cultural decisions as well as the lives of many individuals.



Image Source: <http://www.mercy.org.au/history/>

## Year 5 HASS History Curriculum links and Learning Sequences

### The significance of the Sisters of Mercy in shaping the Swan River Colony 1829 to 1900

	Curriculum links					
Key concepts	Sources	<u>Continuity and change</u>	<u>Cause and effect</u>	Significance	Perspectives	Empathy
Key Inquiry Questions	What was the significance of the actions of the Sisters of Mercy in shaping the Swan River Colony?					
Historical Knowledge	<p>The contribution or significance of <b>one</b> individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, the Sisters of Mercy) (<a href="#">ACHASSK110</a>)</p> <p>The patterns of colonial <a href="#">development</a> and <a href="#">settlement</a> (e.g. geographical <a href="#">features</a>, <a href="#">climate</a>, water resources, transport, discovery of gold and expansion of education) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) (<a href="#">ACHASSK107</a>)</p>					
Historical skills	QUESTIONING AND RESEARCHING	ANALYSING	EVALUATING	COMMUNICATING AND REFLECTING		
<p><b>NOTE:</b>  <b>Specific HASS skills are itemised for each resource in the Teaching Programme developed for this course.</b></p>	<p>Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, <a href="#">concept</a> map)</p> <p>Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or <a href="#">data</a> from a range of appropriate <a href="#">primary sources</a> and <a href="#">secondary sources</a> (e.g. museums, <a href="#">media</a>, library catalogues, interviews, internet)</p>	<p>Identify different points of view/perspectives in information and/or <a href="#">data</a> (e.g. analyse language, identify motives)</p> <p>Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)</p> <p>Interpret information and/or <a href="#">data</a> collected (e.g. sequence events in chronological order, identify <a href="#">cause and effect</a>, make connections with prior knowledge)</p> <p>Translate collected information</p>	<p>Draw and justify conclusions, and give explanations, based on the information and/or <a href="#">data</a> in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)</p> <p>Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)</p>	<p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts</p> <p>Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from <a href="#">source</a> materials</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is</p>		

	<p>Record selected information and/or <u>data</u> using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p>Use <u>ethical protocols</u> when gathering information and/or <u>data</u> (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)</p>	<p>and/or <u>data</u> to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)</p>		<p>significant to them)</p>
<p><b>Achievement standard</b></p>	<p>Students identify the <u>cause and effect</u> of change on Australia’s colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the <u>significance</u> of a group, individual, event or <u>development</u> in bringing about change in the Swan River Colony.</p>			
<p><b>Teaching and learning sequences</b></p>	<p>This resource has clear links to the Western Australian History curriculum and HASS skills for Year 5 students. To provide the teacher with flexibility to complete this course over part of a term, a full term or longer specific weeks are not included in the programme. However, the learning sequences are in chronological order from the earliest years of the Swan River Colony until the end of the nineteenth century. Each of the learning sequences focus on the motivations and actions of significant women, the Sisters of Mercy, in the colony. The Learning sequences provide opportunities to cover the knowledge, concepts and skills in the School Curriculum and Standards Authority Western Australian History curriculum and HASS skills. There are also opportunities to expand Geographic and English skills. The resource provides the opportunity to conduct an excursion to the Mercy Heritage Centre in Victoria Square, Perth. The excursion to this Heritage Perth property can be undertaken at any stage of the programme - as an introduction, mid-way through the programme or as a conclusion to the research task. However, if the excursion is not possible the Teacher resources and references supplied in the programme enable an historical inquiry to be conducted by students. There are also opportunities to expand the study of the Sisters of Mercy to current and international developments.</p> <p><b>Learning Sequence 1</b> The Swan River Colony 1829 - 1846</p> <p><b>Learning Sequence 2</b> The Arrival of the Sisters of Mercy 1846 - 1857</p> <p><b>Learning Sequence 3</b> Leadership of Ursula Frayne 1846 - 1857</p> <p><b>Learning Sequence 4</b> Sisters of Mercy Community 1846 - 1900</p> <p><b>Learning Sequence 5</b> The Mercy Heritage Centre Perth 1846 - 1900</p> <p><b>Learning Sequence 6</b> Across the Colony 1860 – 1900</p>			

## Year 5 History, HASS Learning Sequences:

### The Significance of the Sisters of Mercy in shaping the Swan River Colony 1829 to 1900

Each Learning sequence contains both teacher and student resources and suggested activities. See Teacher Resource (TR1) or Student Resource (SR1). Some specific references are included in this document; however, a detailed reading list is included following the introduction to this resource. Both the English curriculum and Economics concepts can be readily incorporated into the learning activities.

#### The significance of the Sisters of Mercy in shaping the Swan River Colony 1829 to 1900

<b>Learning Sequence 1</b>			
<b>Sequence</b>	<b>Syllabus knowledge understandings and skills</b>	<b>Suggested teaching content and learning activities</b>	<b>Resources and <i>assessment ideas</i></b>
<b>The Swan River Colony 1829 -1846</b>	<p><u>Historical Knowledge</u>                      The patterns of development and settlement in the Swan River Colony</p> <p><u>HASS Skills</u>                      - Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p>Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph).                      Identify different points of view/perspectives in information                      Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)</p> <p><u>Main Historical concepts</u>                      Evidence, cause and effect, perspective.</p>	<p>An introductory motivational activity to spark student curiosity: the analysis of a State Records Office map of Perth in 1845.</p> <p>Build an understanding of the British colony on the Swan River through a study of historical context using statistics, primary and secondary sources and maps.</p> <p>The settlement of the Swan River Colony by 1860.                      Mapping activity on the expansion of the settlement</p> <p>Encourage students to question why the Sisters of Mercy chose to set up a new Foundation in the Swan River Colony.</p>	<p><u>The Swan River Colony TR1: Perth in 1845</u> (Interpret information and make connections with prior knowledge)</p> <p><u>Swan River Colony TR2: Features of Colonial Society 1829 to 1850</u> (Infer relationships based on information)</p> <p><u>The Swan River Colony: SR1 Mapping exercise</u> on the Expansion of settlement to 1860 (Translate collected information to a different format) <i>Formative assessment</i></p> <p><u>Swan River Colony: SR2 Why did the Sisters of Mercy come to the Swan River Colony?</u> (Data analysis and justify conclusions)  <i>Formative assessment</i></p> <p><u>Swan River Colony: SR3 The Shipping Trunk</u> (Give explanations based on information, perspectives of the Sisters of Mercy)</p>

<b>Learning Sequence 2</b>			
<b>Sequence</b>	<b>Syllabus knowledge understandings and skills</b>	<b>Suggested teaching content and learning activities</b>	<b>Resources and <i>assessment ideas</i></b>
<p><b>The Arrival of the Sisters of Mercy 1846 - 1857</b></p>	<p><u>Historical Knowledge</u>            The significance of a group in shaping the Swan River Colony, including their motivations and actions</p> <p><u>HASS Skills</u>            Locate and collect information and/or data from a range of appropriate <a href="#">primary sources</a> and <a href="#">secondary sources</a> (e.g. museums, <a href="#">media</a>, library catalogues, interviews, internet)            Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p>Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)</p> <p>Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)</p> <p><u>Main historical concepts</u>            Evidence, cause and effect, perspectives, empathy.</p> <p><u>Economics</u>            Demand and supply</p> <p><u>English</u>            Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.</p>	<p>Tuning in to the inquiry: motivating the students and building context. (See Kath Murdoch Phases of an Inquiry in "Downloads"  <a href="http://www.kathmurdoch.com.au/">http://www.kathmurdoch.com.au/</a>)</p> <p>Explore the motivations of the Sisters of Mercy by using the Virtual Museum to understand their beliefs.</p> <p>Student discovery of the Sisters' experiences through primary and secondary sources: "Through their eyes". Students to create an imaginative narrative on the experiences of one Sister. Further development of the context of the Swan River Colony during the 1840s.</p> <p>Problems facing the Sisters 1846-1851. Students create an explosion chart or series of sketches of the problems facing the Sisters in their first few years in Perth. Note the determination, diplomacy and strength of character of these women in dealing with Bishop Brady, the colonial elite and financing their projects.</p> <p>Demand and supply: Questions relating how the Sisters met the demand for education and welfare support for the poorest members of the colonial society.</p>	<p><u>The Arrival TR1: The beliefs of the Sisters of Mercy and the meaning of the Mercy Cross</u>            (Teacher information)</p> <p><u>The Arrival TR2: Problems facing the Sisters of Mercy 1846 to 1851</u> (Record information using a graphic organiser. Draw and justify conclusions based on evidence)</p> <p><u>The Arrival SR1: What the Sisters of Mercy believe</u>  <a href="http://institute.mercy.org.au/about-us/archives-and-heritage/virtual-museum/">http://institute.mercy.org.au/about-us/archives-and-heritage/virtual-museum/</a>            (Locate and collect information. Record information using a variety of methods)</p> <p><u>The Arrival SR2: Through their eyes: What did the sisters see on their arrival in Perth?</u>            (Empathy. Draw and justify conclusions based on evidence. Imaginative narrative) <i>Diary entry-formative assessment</i>            Review of terminology (<i>formative assessment</i>)</p>

<b>Learning Sequence 3</b>			
<b>Sequence</b>	<b>Syllabus knowledge understandings and skills</b>	<b>Suggested teaching content and learning activities</b>	<b>Resources and <i>assessment ideas</i></b>
<p><b>Leadership of Ursula Frayne</b></p> <p><b>1846 - 1857</b></p>	<p><u>Historical Knowledge</u>            The contribution or significance of <b>one</b> individual or group in shaping the Swan River Colony, including their motivations and actions            The daily lives of the Sisters of Mercy  <u>Hass Skills</u></p> <p>Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or data from a range of appropriate <u>primary sources</u> and <u>secondary sources</u></p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p>Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)</p> <p>Translate collected information and/or data to a variety of different formats (e.g. create a timeline)</p> <p>Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)</p> <p>Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)</p> <p><u>Key Historical Concepts</u>            Evidence, continuity and change, cause and effect, perspectives.</p>	<p>View the film on Ursula Frayne: "Ursula Frayne: Woman of Mercy". This 45 minute film can be shown in sections and form the base of notes for this learning sequence  <a href="http://www.mercyworld.org/heritage/tmpl-foundressstory.cfm?loadref=213">http://www.mercyworld.org/heritage/tmpl-foundressstory.cfm?loadref=213</a>            Use the video to help the students develop notes on Ursula's leadership, her personality, actions, relationship with Bishops Brady and Serra, Rosendo Salvado and Aboriginal people and the way of life of the Sisters of Mercy. Encourage students to ask questions about what motivated Ursula and the Sisters and what they achieved in the Colony up to 1857. (When Ursula moved to Victoria).</p> <p>Tuning in to the inquiry: begin to support students to develop questions that interest them about the motivations and actions of the Sisters of Mercy.</p> <p>Timeline of Ursula's life in the Swan River colony- Key Events in the life of Ursula Frayne's life in the colony 1846 to 1857            The belief that the Sisters held in the importance of education. Discuss their determination and achievements.</p> <p>Who's Who in the Sisters' world? In groups students construct a biography of an important person who influenced the mission of the Sisters of Mercy up to 1860. e.g. Salvado, Brady, Serra or one of the early Governors,</p> <p>Vocabulary activity. Can use a word match game and add to the vocabulary on a Word Wall or in student glossary lists.</p>	<p>Leadership SR1: <u>The expansion of schooling</u>            Complete questions and choose three images of interest.  <a href="http://institute.mercy.org.au/about-us/archives-and-heritage/virtual-museum/">http://institute.mercy.org.au/about-us/archives-and-heritage/virtual-museum/</a>            Students use the thinking tool, See Think Wonder to develop questions on their chosen artefacts in the online museum.  <a href="http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html">http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html</a> (Use criteria to determine the relevancy of information)</p> <p>Leadership SR2: <u>A letter to the Queen for Aboriginal children</u>            (Continuity and change, Identify different points of view)</p> <p>Leadership TR1: <u>Timeline: Ursula Frayne and the Sisters of Mercy in WA 1846 to 1857</u> (sequence events, data representation)  <u>Assessment</u>            Leadership TR2: <u>The Growth of Education in the Colony</u>            (Record information using a graphic organiser, a Y Chart)</p> <p>Leadership TR3: <u>Cause and Effect - The impact of the Sisters of Mercy on Education in the Colony</u> (Translate information to a different form)</p> <p>Leadership TR4: <u>Who's Who in the colony</u>            (Locate, collect and record selected information)</p> <p>Leadership SR3: <u>Vocabulary review - word match</u></p>

<b>Learning Sequence 4</b>			
<b>Sequence</b>	<b>Syllabus knowledge understandings and skills</b>	<b>Suggested teaching content and learning activities</b>	<b>Resources and <i>assessment ideas</i></b>
<b>Sisters of Mercy Community 1846 -1900</b>	<p><u>Historical Knowledge</u>            The contribution or <u>significance</u> of <b>one</b> individual or group in shaping the Swan River Colony, including their motivations and actions</p> <p><u>Hass Skills</u>            Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. <u>KWL chart</u>, concept map)</p> <p>Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or data from a range of appropriate <u>primary sources</u> and <u>secondary sources</u> (e.g. museums, <u>media</u>, library catalogues, interviews, internet)</p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p>Use <u>ethical protocols</u> when gathering information and/or data (e.g. acknowledge the work of others)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify <u>cause and effect</u>, make connections with prior knowledge)</p> <p>Translate collected information and/or data to a variety of different formats</p> <p>Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives.</p> <p><u>Key Historical concepts</u>            Evidence, continuity and change, cause and effect, significance</p>	<p>Develop focus questions to support learning during the visit to the Mercy Heritage Centre for the historical inquiry.            In what ways did the Sisters of Mercy shape the Swan River colony during the nineteenth century? How are their actions still evident in WA today?</p> <p>Brainstorm - students develop a range of ideas on these broad questions. Students may choose to focus on specific aspects of the Sisters' mission such as Aboriginal education and welfare, schools, Mercedes College, assistance to the poor, daily life of the Sisters or other themes.</p> <p>Read and analyse information on the relationship between the Sisters of Mercy and Bishop Martin Griver and Governor Weld</p> <p>Extension activity:  <u>Circle of Viewpoints</u> A routine for exploring diverse perspectives - discuss the differing perspectives on government grants to education in the colony up to and including the 1871 Education Act.</p>	<p><u>The Mercy CommunityTR1 - Inquiry Scaffold</u></p> <p><u>The Mercy Community SR2: The new convent 1871</u></p> <p><u>The Mercy Community TR2: Bishop Griver and Governor Weld</u></p>

<b>Learning Sequence 5</b>			
<b>Sequence</b>	<b>Syllabus knowledge understandings and skills</b>	<b>Suggested teaching content and learning activities</b>	<b>Resources and <i>assessment ideas</i></b>
<p><b>The Mercy Heritage Centre Perth 1846 -1900</b></p>	<p><u>Historical Knowledge</u>            The contribution or significance of <b>one</b> individual or group in shaping the Swan River Colony, including their motivations and actions            The daily lives of the Sisters of Mercy</p> <p><u>HASS Skills</u>            Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)            Locate and collect information and/or data from a range of appropriate <u>primary sources</u> and <u>secondary sources</u> (e.g. museums, <u>media</u>, library catalogues, interviews, internet)            Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p>Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)</p> <p>Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)</p> <p>Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them).</p> <p><u>Key Historical concepts</u>            Evidence, significance, continuity and change, perspectives and empathy</p> <p><u>English</u>            Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.</p>	<p><i>If an excursion cannot be arranged the following resources will provide useful material for the student inquiry: the Virtual Museum, the film "Ursula Frayne: Woman of Mercy", resource sheets and the list of references following the introduction to this Resource.</i></p> <p><u>Ideas to support the excursion to the Mercy Heritage Centre</u></p> <ol style="list-style-type: none"> <li>1. Discuss the questions students have developed for their inquiry topics.</li> <li>2. Encourage students to take notes from the Heritage Centre guide, read the banners and displays, study items in each of the main rooms (sculptures, what the Sisters wore, musical instruments, school subjects, ways of teaching and learning, helping the poor, why they were called "the Walking Nuns").</li> <li>3. Encourage students to ask questions directly related to their inquiry topic. e.g. What did the Sisters provide to the poor? Where were the school rooms? Why was there only one main entry to the Convent? Why were cups of tea important?</li> <li>4. Remind the students to take a photo or sketch an item from the Mercy Centre to use in a story about the actions of the Sisters of Mercy. For example: The Mercy Cross, The Statue of Ursula, The Poor Door, Musical instruments, an item on display in the Community Room, a painting and so on.</li> <li>5. Students should complete the question sheet provided by the Mercy Heritage Centre.</li> </ol> <p><u>Review of excursion/ Investigating Further</u>            Refine questions and discuss discoveries at the Mercy Heritage Centre (or from further research)            Review and discuss the actions undertaken by the Sisters of Mercy to support the following groups: the education of European and Aboriginal children, prisoners, poor families.</p> <p>Students read and discuss with a partner their imaginative response to their chosen artefacts from the Mercy Heritage Centre.</p> <p>Students to continue their inquiry: discuss with students how they would like to communicate and share their inquiry with other members of the school or local community:</p>	<p><u>The Mercy Heritage Centre SR1: Stepping into the past.</u>            Find answers to at least 6 focus questions for research assignment  <u>Mercy Heritage Centre SR2: What story does it tell?</u>            A creative response to an item from the Heritage Centre            Discuss imaginative response. Students read, present their item and response. Submit creative response (perspective, figurative language) <i>formative assessment</i></p> <p><u>The Mercy Heritage Centre TR1: Reflections. The importance of heritage</u> (Significance, draw and justify conclusions, Reflect on learning)</p> <p><u>The Mercy Heritage Centre SR3: Sharing your research</u> Review excursion notes. Check stages of the inquiry. Review answers to focus questions from the tour of the Mercy Heritage Centre (Develop texts based on information collected, Use ethical protocols)</p>

<b>Learning Sequence 6</b>			
<b>Sequence</b>	<b>Syllabus knowledge understandings and skills</b>	<b>Suggested teaching content and learning activities</b>	<b>Resources and <i>assessment ideas</i></b>
<p>Across the Colony 1860 -1900</p>	<p><u>Historical Knowledge</u>            The contribution or <u>significance</u> of <b>one</b> individual or group in shaping the Swan River Colony, including their motivations and actions</p> <p>The patterns of colonial <u>development</u> and <u>settlement</u> (e.g. geographical <u>features</u>, <u>climate</u>, water resources, transport, discovery of gold)</p> <p><u>HASS Skills</u>            Interpret information and/or data collected (e.g. sequence events in chronological order, identify <u>cause and effect</u>, make connections with prior knowledge)</p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p><u>Key Historical concepts</u>            Evidence, continuity and change, significance</p>	<p>Discuss evidence from the excursion (and Virtual Museum/ student research) of other places in WA where the Sisters established schools</p> <p>Data interpretation-continuity and change in Western Australia from the 1860s to 1900</p> <p>Mapping activity - Sisters of Mercy Foundations in WA (and date)</p> <p>A summary Mercy and Benedictine heritage hospitals or schools in Western Australia.</p> <p>FURTHER STUDIES COULD INCLUDE            1. ONGOING LIFE OF THE SISTERS OF MERCY in the Twentieth and Twenty first centuries            2. INTERNATIONAL FOUNDATIONS Mercy Mission in Australia and PNG today. Key work around the world (see link or ask a guest speaker from Mercy Australia to come and share her experiences with the class)</p>	<p><u>Across the colony TR1 Sisters of Mercy Schools in WA 1860 to 1900</u></p> <p><u>Across the colony SR1 Population growth 1859 to 1900</u></p> <p><u>Across the colony SR2 Significant changes from 1860 to 1900.</u></p> <p>Communicate and share the completed inquiry <i>Summative assessment</i></p> <p>Talking, Living Sharing Mercy pamphlet</p> <p><a href="http://www.mercyworld.org/heritage/index.cfm?loadref=143">http://www.mercyworld.org/heritage/index.cfm?loadref=143</a> (Foundations)</p>

## Reference List

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Stormon, E.J, 1978, *The Salvado Memoirs; Historical Memoirs of Australia and particularly the Benedictine Mission of New Norcia*, Dom Rosendo Salvado O.S.B, UWA Press

Walsh, A, 1996, *Ursula Frayne; A Woman of Mercy, Themes and Resources*. John Garratt Publishing, Melbourne. [Note: This book supports the documentary *Ursula Frayne. A Woman of Mercy*]

### Online Resources:

Virtual Museum: Archives and Heritage; Institute of Sisters of Mercy Australia and Papua New Guinea. Sections include: Introduction, Religion, Everyday life, Education and Health.

<http://institute.mercy.org.au/about-us/archives-and-heritage/virtual-museum/>

*Ursula Frayne: A Woman of Mercy*. Documentary (1996), Running Time: 45:36 found in the following website:

<http://www.mercyworld.org/heritage/tmpl-foundressstory.cfm?loadref=213>

Kimberley, W.B. *History of West Australia*

Online version found at [https://en.wikisource.org/wiki/History\\_of\\_West\\_Australia/Chapter\\_14](https://en.wikisource.org/wiki/History_of_West_Australia/Chapter_14)

A short and useful biography of Ursula Frayne rsm

<http://www.ursulafrayne.wa.edu.au/about-us/tradition/mother-ursula-frayne>

Sketches showing Mercy activities and brief history.

<http://www.mercy.org.au/history/>

Mercy Sisters look back at Ursula Frayne rsm

<http://www.therecord.com.au/news/local/mercy-sisters-set-for-a-big-anniversary-year-inspired-by-ursula-frayne/>

Historic images of the lakes and changing land use in Perth

<http://museum.wa.gov.au/explore/wetlands/city-development>

A summary of the growth of education under the Sisters of Mercy in Perth

<http://www.mercedes.wa.edu.au/index.php/Our-College/history.html>

The importance of missions in the early years of the colonies

<http://www.abc.net.au/religion/articles/2010/10/12/3036004.htm>

A short overview of Catholic religious orders in Australia during the colonial era

<http://www.abc.net.au/religion/articles/2010/10/12/3036004.htm>

The Record, The second bishop of Perth, Martin Griver,

<http://www.therecord.com.au/news/in-depth/church-finds-its-feet-through-the-sanctity-of-griver/>

MercyCare History

<https://www.mercycare.com.au/about/history/>

Sisters of Mercy Foundation to Perth, 1846

<http://www.mercy.org.au/history/sec2.html>