

# WATER

## - *More Precious Than Gold?*

*Bring your class to Mundaring Weir for an excursion designed to teach the value of water ....*

Discover water's value through the lives of people who lived more than 100 years ago



### *CY O'Connor and the pipeline*

- Programs relate to the WA Curriculum Framework.
- Workshops tailored for Years 1-7.
- Additional resources available from National Trust and Water Corporation.

George Dainty in Coolgardie, about 1895. He died of thirst on the waterless goldfields. Photo courtesy Battye Library.

### **Water - More Precious Than Gold?** - suitable years 1 - 7

**What happens if we don't have water? Where can we find water? What value water?**  
*a program that focuses on water sources yesterday, today & tomorrow*

Workshops use the goldfields pipeline to emphasise the life-giving value of water. Historic photographs and documents are used extensively. Students explore the need for the pipeline, key players in the project and how the pipeline works. They explore the ongoing problem of supplying the goldfields with water and relate it to present topical issues.

The workshop encourages your students to make connections between water and the demand on water sources and enriches understanding of today's water supply and conservation issues.

The Water Corporation supports this session as part of its Waterwise Schools Program.

## *Class Activities*

The presenter can introduce an activity for follow up in class. Choose ONE:

### *Writing*

#### **1. Pumping Poetry**

Using poetry of the time as examples, students go on to construct their own poems. They are encouraged to use all their senses to create an idea of what life was like on the waterless goldfields or the life-giving properties of water.

*(English: Listening; Reading; Writing)*

#### **2. Survivor: A Prospector's Journal**

Students discover some of the challenges faced by early prospectors from journals and other writings of the gold rush period of WA. They use this information to dramatise incidents then write their own journal extracts.

*(English: Listening; Speaking; Writing)*

### *Drawing*

#### **3. Conservation Cartoons**

"There are easier ways to save water". Students discuss the serious messages behind the Water Corporation's recent campaign that uses humour to promote water conservation. They then respond and sketch their own scenarios.

*(The Arts: Arts Responses)*

#### **4. Pipeline / Lifeline**

Students build on what they have heard and seen to illustrate the importance of the water supply pipeline to the goldfields. They depict details such as the elements of the scheme or the uses to which the water is put to create their own artworks.

*(The Arts: Arts Responses)*

To make a booking or for further information contact:

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Water for sale by the gallon jug in Coolgardie,  
about 1895. Photo courtesy Battye Library

