



MacRobertson's Confectionary Factory

EDUCATION KIT



HTAV

HISTORY TEACHERS' ASSOCIATION of VICTORIA

**CREATIVE
VICTORIA**





LEVEL 2 AND LEVEL 3 HISTORY

NOTE TO TEACHERS

Welcome to the wonderful world of MacRobertson* and his Confectionary Factory.

The digital story is designed to appeal to people of all ages, but can be easily adapted for the primary classroom. Begin the unit by talking students through the exhibits in the digital exhibition and asking them to analyse and discuss the different items from the Culture Victoria MacRobertson Story. Then move onto the activities and tasks in this education kit. They are designed to introduce students to local history through the study of Fitzroy and provide an entry point for them to examine the history of their own immediate surrounds.

For teachers who would like to complement their history lessons with a literacy unit, there is the option to pair the study of the MacRobertson Chocolate Factory with a class reading of *Charlie and the Chocolate Factory*. MacRobertson shares many of characteristics with Willy Wonka in his inventiveness and larger-than-life personality.

* The name MacRobertson is spelled by some places and institutions as Mac.Robertson. In this document MacRobertson is used, except when referring to these locations.

All digital images, objects and videos can be accessed at Culture Victoria



Bust of
MacRobertson
located at the
Fitzroy Library

Image courtesy of
History Teachers'
Association of
Victoria



AUSVELS CURRICULUM LINKS

LEVEL 2 - THE PAST IN THE PRESENT

Historical Knowledge and Understanding

1. The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)
2. The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)
3. The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)

Historical Skills

1. Sequence familiar objects and events (ACHHS047)
2. Distinguish between the past, present and future (ACHHS048)
3. Pose questions about the past using sources provided (ACHHS049)
4. Explore a range of sources about the past. (ACHHS050)
5. Identify and compare features of objects from the past and present (ACHHS051)
6. Explore a point of view (ACHHS052)
7. Develop a narrative about the past (ACHHS053)
8. Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)

LEVEL 3 - COMMUNITY AND REMEMBRANCE

Historical Knowledge and Understanding

- ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)
- The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)

Historical Skills

- Sequence historical people and events (ACHHS065)
- Use historical terms (ACHHS066)
- Pose a range of questions about the past (ACHHS067)
- Identify sources (ACHHS215)
- Locate relevant information from sources provided (ACHHS068)
- Identify different points of view (ACHHS069)
- Develop texts, particularly narratives (ACHHS070)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)

The full AusVELS curriculum document can be accessed at <http://ausvels.vcaa.vic.edu.au/The-Humanities-History/Curriculum/F-10#level=2>



ACTIVITY 1: FREDDO FROG

As a class, name all your favourite types of chocolates. Pretty easy!

Now, can you list the names of the companies who made these chocolates? Possibly a bit more difficult?

Finally, do you know anything about the person who founded these factories? Be prepared to hear the story of Victoria's most famous and interesting chocolate makers. Begin by giving each student in the class a Freddo Frog. You will be learning about the man who invented them.

As a class discuss the following questions

1. What is the wrapper made of?
2. How many different colours are on the wrapper?
3. How many different machines would this wrapper have to pass through to make it look like it does?
4. What kind of image is on the wrapper? Does it make you want to buy this chocolate? Why?
5. Why would a chocolate factory choose this animal to represent the chocolate? Do you think it was a good choice?

Open the wrapper and look at the shape of the chocolate.

Look at the person sitting next to you. Is their chocolate exactly the same? How is this possible?

What kind of machine has been used to make the chocolate?

Draw a picture –what does this machine look like?

Now it's time to taste your Freddo Frog and find out more about the company that created it!





ACTIVITY 2: INTRODUCING MACROBERTSON

MacPherson Robertson is sometimes described as a cross between Willy Wonka and Richard Branson. He owned a chocolate factory like Willy Wonka, but like Richard Branson also started lots of other side businesses and gave money to different causes. As a class, read the Culture Victoria stories about MacRobertson, his business and his charitable causes.





TASK: PHILANTHROPY

What does 'Philanthropy' mean?

What are some of the reasons that people give money away?

1.

2.

3.

Every time people pass the MacRobertson Bridge or pass the Mac.Robertson Girls' High School they remember his name.



Image courtesy of History Teachers'
Association of Victoria

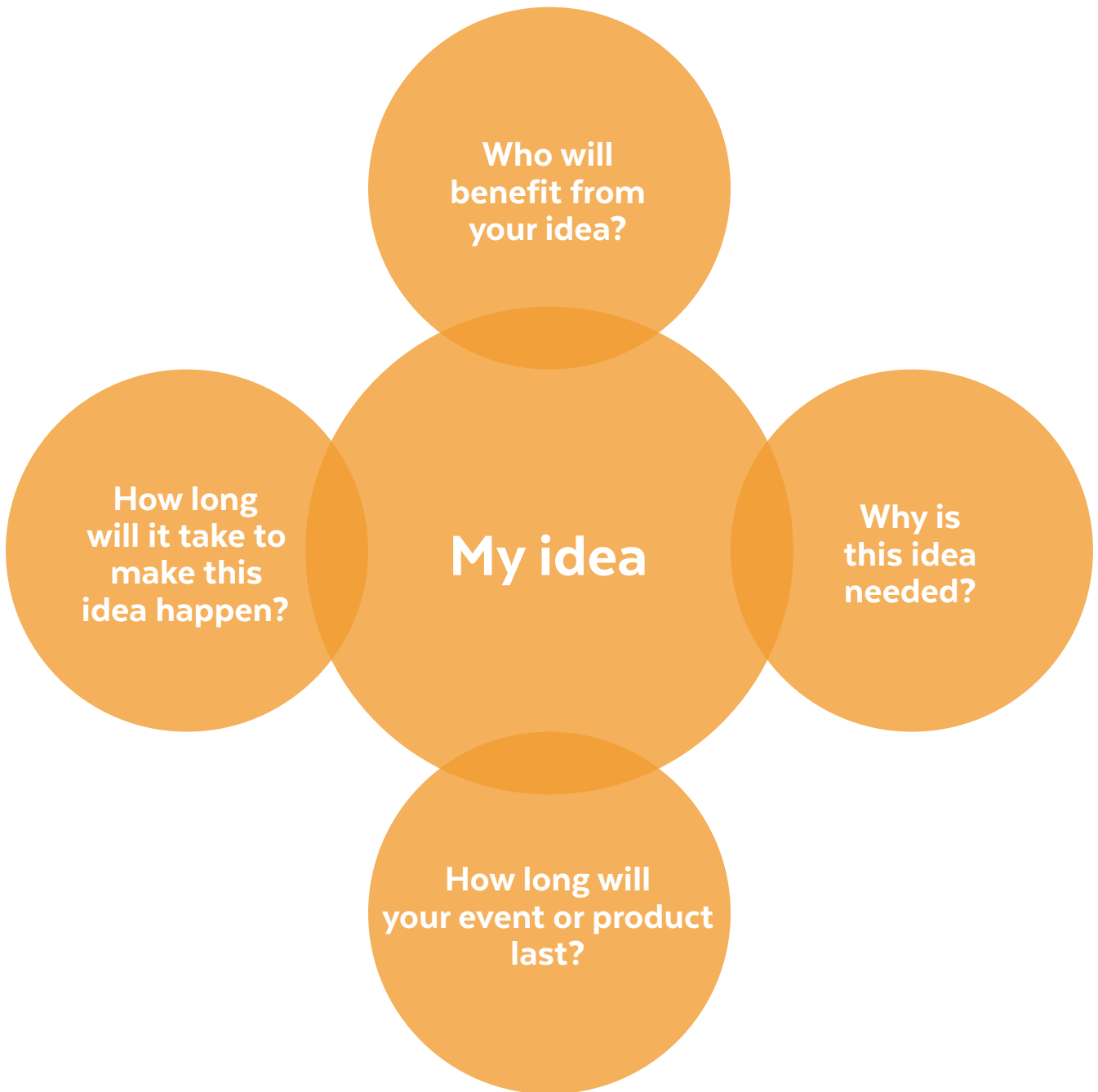


Images courtesy of History Teachers' Association of Victoria



For this task you have one million dollars to establish something that will be your legacy, while also contributing something important to your local community.

Create a mind map showing what it will be, where it will be and who it will benefit.





ACTIVITY 3: ADVERTISING

In this activity you will learn to 'read' advertising.

What are some of the things that make you want to buy a product?

1. _____
2. _____
3. _____
4. _____

Look at some television advertisements on YouTube.

Do you think that advertising makes you want to buy it more? Explain your answer.

Look at the advertising that MacRobertson used to make people buy his products.

What are some of the tricks he used?

1. _____
2. _____
3. _____
4. _____
5. _____



Spend a few minutes looking at this advertisement. Fill in the chart on the next page to show that you can 'read' this ad.

THE AUSTRALIAN WHEELMAN.—Advertisements. 5

THE NEW MacRobertson's **Chewing Gum.** OF COURSE!

MacRobertson's

ALWAYS FRESH IT'S THE BOX

MACROBERTSON'S CHEWING GUM WORKS FITZROY MELBOURNE VICTORIA

Athletes Chewing Gum.

3d. Pocket Tins keep the Gums Moist and Fresh and in good condition.

3d. Pocket Tins of MAC ROBERTSON'S Athletic Chewing Gum.

SPECIALLY PREPARED FOR CYCLISTS & ATHLETES

Send MAC ROBERTSON 1s. in Stamps, and receive a handsome Sample Box of Assorted Chewing Gums.

The above is an elaborate Card, 18 x 12, printed in seven colors, and makes a most handsome Show-piece. Twenty-four tins inserted in each Card.—Every Shopkeeper should have one.

Works: Sole Agents, Sydney:

Fitzroy, Melbourne, Victoria. ✻✻✻ **ENNEVER & APPLETON, Bay-st.**

MENTION THE AUSTRALIAN WHEELMAN.

Image courtesy of Royal Historical Society of Victoria



Question	Answer	How do you know?
What is the product being advertised in this poster?		
What are the most important words in this advertisement?		
Where did people see this advertisement?		
What do the smaller images show? Why are they included?		
Who are the two main groups of people that MacRobertson is trying to sell this product to?		
How does MacRobertson feel about women riding bicycles?		
Would this advertisement be successful today? Why? Why not?		



ACTIVITY 4: 'WALK THE WHITE CITY'

Watch the video of Dough speaking about his time working at the MacRobertson factory and giving us a tour of the 'White City'.

Type the following addresses and terms into Goggle Maps to visit the following locations associated with MacRobertson

1. MacRobertson Lane
2. 145 Argyle Street (the site of MacRobertson's original family home)
3. 165 Rose Street, Fitzroy (MacRobertson Factory building)
4. 403 George Street, Fitzroy. (The house where MacRobertson's commercial manager Arthur Trotter was shot by Squizzy Taylor's gang)
5. Mac.Robertson's Bridge
6. Mac.Robertson's Girls' High School
7. National Herbarium
8. Parliament House (the starting location for MacRobertson's Round Australia Expedition)

NOW AND THEN

Find suitable images on the internet to fill out the table below.

What did the MacRobertson factory buildings look like when the factory was still operating?

Then	Now



How are chocolates transported from factories to shops?

Then	Now

How has confection advertising changed over time?

Then	Now
Freddo Frog	
Cherry Ripe	



CREATIVE RESEARCH TASKS

TASK 1

Howard is interested in the life of MacRobertson and communicates his interest by dressing up in character. Do some research by looking at the images and watching the images and choose a type of person who knew MacRobertson.

- A woman working on the machinery
- A factory worker
- Somebody working in the advertising department
- A member of his women's cycling class
- MacRobertson's sons
- MacRobertson himself
- Delivery driver

Make a short video in character telling us about what it's like working for MacRobertson.



Dr Howard Frederick in character as MacRobertson

Image courtesy of Mamor Chocolates

TASK 2

You have a really great idea for a new MacRobertson product. Make a product pitch sheet to present it to MacRobertson in his office. It should include:

- Name of the product
- Taste (is there a special ingredient?)
- The target audience (the type of person you want to sell it to). This might include children, sportspeople or people who work in a certain type of job.
- Design of the wrapper
- A clever idea to advertise it



TASK 3

MacRobertson employees and customers were offered prizes for sweet-wrapper designs, advertising jingles and messages for 'conversation lollies'.

MacRobertson has asked you to design a new advertising campaign for one of his classic products; either the Freddo Frog or the Cherry Ripe.

Study MacRobertson's advertising and create something new that he might like.

You could consider:

1. Poem, ditty or song
2. Radio advertisement
3. Television advertisement
4. Billboards
5. Something even more creative!

TASK 4

MacRobertson would like to add a brand new chocolate to his factory.

He has given you a bar of basic chocolate to melt and transform. What can you add to it to make it new and original?

Make your chocolates at home and bring them to school to be judged. Who will win MacRobertson's prize?



Image courtesy of Royal Historical Society of Victoria



YOUR LOCAL HISTORY

The MacRobertson Factory moved to Ringwood in 1967 when it was taken over by Cadbury. Even though the factory is no longer in Fitzroy, there are still lots of clues that it was once there.



Image courtesy of History Teachers' Association of Victoria

TASK

Find a significant place in your local area that offers clues about what was there in earlier times.

Some examples might be:

1. A street name
2. A building now used for something else
3. A monument

Choose a form of presentation to show how your site has changed over time. Some options include:

1. Making a museum display
2. Creating a scrapbook
3. Writing an essay
4. Creating a video
5. Doing a performance

Once you have finished, you might like to enter your work into the National History Challenge Competition. Visit the website here: <http://historychallenge.org.au>

For more activities on analysing significant local sites visit www.achistoryunits.edu.au/year-2/unit-program/y2-overview-v3.html