



CALTHORPES' HOUSE

Education Program

24 Mugga Way, Red Hill ACT / Enquiries 6207 9943

Electric Servants

Teacher Booklet

Contents

Program Summary	p. 3
Curriculum information	p. 4
Information about Calthorpes' House	p. 5
Practical advice for planning your excursion	
Checklist for planning your excursion	p. 6
What will happen during the program?	p. 7
Pre visit activity	p. 8
Post visit activity	p. 9
References	p. 10

Electric Servants booking

Calthorpes' House is a wonderful venue to learn about how people lived in the past. The house was built in 1927 and is incredibly significant as an almost intact collection of objects from the period which, with the gardens, allows students to enter a time capsule. Exploring the house, using technology as a case study, is a wonderful way for students to engage with the question of how the past is different or similar to today.

The program includes a tour of the house and gardens. Students have the opportunity to eat toast cooked using an old fashioned toaster.

The following information is provided to assist teachers in making the most of their visit to Calthorpes' House. **Please note the checklist for planning your excursion is on page 6.**

Name of Program	<i>Electric Servants Come to Town</i>
Program Focus	To provide students with the opportunity to learn about the past by comparing the technology at Calthorpes' House with the technology of today.
Curriculum Focus	<p>HASS Year 2 to 6 History, sub strand</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Our past and our present connections to people and places (year 2) • Diverse communities and places and the contribution people make (year 3) <p>Inquiry and skills</p> <ul style="list-style-type: none"> • Questioning • Researching • Analysing • Evaluating and reflecting • Communicating
Program Objectives	<p>To explore the idea of difference between the past and the present using technology as a case study.</p> <p>To participate in an experiential, differentiated learning environment through discovery, hands-on, sensory, and interconnected experiences.</p> <p>To develop an awareness of changes in lifestyle over time as a result of changes in technology.</p> <p>To gain insights into a way of family life that is clearly recognisable but different from the daily experience.</p> <p>To interact with and explore an historic site.</p>
Target Audience	Years 3-6. Recommended for Year 2 and 3, although application of Inquiry and skills appropriate for up to Year 6.
Length of Program	1½-2 hours or 4 hours combined with <i>Country Life</i> at Mugga-Mugga.
Availability of Program	Tuesday, Wednesday, Thursday
Size of Group	<p>30 students maximum as a single program.</p> <p>60 students maximum as a double program, combined with <i>Country Life</i>.</p> <p>A ratio of 1 adult supervisor to 10 students is required.</p>

Aim

The program explores the experience of the past through the technology at Calthorpes' House. Students are provided with insight into the past through everyday experiences within a c.1930s household. A tour through the interior and gardens of Calthorpes' House will enable students to recognise technology from the past and to compare its function with the present. The engagement is active and hands on. Students will be able to consider change and continuity over time through the work, entertainment, and daily life of the family that lived in Calthorpes' House.

Philosophy

The strategies used in this program are experiential discovery and enquiry based learning. The students are encouraged to engage with the site through active learning, questioning, and hands-on activities. As a result of these strategies the response from the group will influence the information that is provided at any specific point. Each presenter should respond to the students in their group based on the themes of the program. The main points and questions listed throughout the program should be viewed as a framework, a way to structure the central concepts of the program. However, it is possible that presenters will pick up on the mood of the group or an emerging theme and tease that out. The primary concern is that the students have an engaged learning experience that is both entertaining and informative.

Australian Curriculum: HASS**Knowledge and Understanding History sub strand****Year 2**

How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)

Year 3

How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and the character of the local community. (ACHASSK063)

Inquiry and Skills Year 3 -6**Questioning**

Pose questions to investigate people, events, places and issues (ACHASSI052 and 073)

Researching

Locate and collect information from different sources, including observations (ACHASSI053, ACHASSI074) ACHASSI095, ACHASSI123)

Analysing

Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056, ACHASSI077)

Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099, ACHASSI127)

Evaluating and reflecting

Draw simple conclusions based on analysis of information and data (ACHASSI079) (ACHASSI129)

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060, ACHASSI081) (ACHASSI103, ACHASSI131)

Information about Calthorpes' House

Calthorpes' House is an ideal museum for students to visit and find out about life in the past. The house museum gives insights into a way of life that can be clearly recognised by your students, but which is sufficiently different from their daily experience to capture their imaginations. Comparing the technology of the 1920s and 1930s with that of today is a major theme of the program.

This may be information you would like to share with your students in preparation for their visit to Calthorpes' House.

- Calthorpes' House was built in 1927 by the Calthorpe family in the newly emerging national capital. 1927 was also the year Old Parliament House was opened in Canberra.
- Mr Harry and Mrs Dell Calthorpe had two daughters – Del and Dawn. Dawn was three years old when they moved in and Del was eight.
- The Calthorpes lived in the house from 1927 until it became a house museum in 1979. Throughout more than fifty years of occupation, only one family has ever lived in the house.
- Mrs Calthorpe was a very efficient housewife. She always cared for and maintained her home furnishings and equipment. This means that today, the furnishings, floor coverings – all household items, in fact – are still in excellent condition.
- Calthorpes' House is not a reconstruction of the past. It is real, a window into the past. Every item on display at Calthorpes' House belonged to the Calthorpe family.
- The house has many examples of technology; look out for the radio, the stove, the mix master, the refrigerator and the toaster.

Checklist for planning your excursion

- ❑ **Clothing:** Calthorpes' House programs are indoor and outdoor excursions that involve walking. Warm, waterproof attire is important in the cooler months and sun protection is also a priority throughout the year. Calthorpes' House backs onto Red Hill and due to the possibility of **snakes** long pants and closed toed shoes are required. It is recommended visiting Teachers are familiar with the ACT Government Territory and Municipal Services Living with Snakes information, particularly the section Avoid being bitten, which can viewed at the following location:
http://www.environment.act.gov.au/_data/assets/pdf_file/0007/902473/Living-with-snakes.pdf
Calthorpes' House retains the right to refuse entry to students who are inadequately dressed.
- ❑ **Weather:** The programs are offered in all weather, some alternative activities can be provided under cover. The decision to postpone lies with the school. If you decide to postpone your booking, please ring 6207 9943 and 0424 585 464 as soon as possible so we can notify the presenters. If a catastrophic fire danger rating is issued by ACT Emergency Services or a severe weather warning is issued by the Bureau of Meteorology the program will be cancelled by the Education Officer.
- ❑ **Student preparation for the excursion:** Divide the class into groups of 10 with at least one adult for each of these smaller groups.
- ❑ **Name tags:** Please ensure that every student wears a name tag. This allows the presenters to communicate more effectively with the students.
- ❑ **Lunch:** It is best that students do not bring school bags as they cannot take these on the program. Lunches should be collected into a few tubs. On arrival your presenters will show you where to put your food. It is recommended that students drink fluids during breaks. There are no bins provided, please take your rubbish away with you. If undertaking a combined program with Calthorpes' and Mugga-Mugga lunch will be at Mugga.
- ❑ **First Aid Kit:** Please bring a First Aid Kit. Please note that our First Aid Kit does not include medications, nor can we supply equipment for allergic reactions such as an EpiPen. Please ensure you bring with you any medicines your students should require while they are at Calthorpes' House.

- ❑ **Special Needs:** Please advise the Bookings Officer at the time of booking if there are students in your group with special needs or access considerations including sight / hearing / physical / learning / allergies or who will be accompanied by a learning support assistant so staff can be prepared to assist in appropriate ways and vary the program as necessary. *Because the program involves eating toast it is important to notify the bookings officer of any particular dietary requirements.*
- ❑ **Numbers:** Please confirm with the Education Officer the total number of students who attend the program on the day.
- ❑ **Risk Management Plan:** Please check the Risk Management Plan for *Electric Servants*, available from our website at the following link - <http://www.museumsandgalleries.act.gov.au/calthorpes/education.html>.

What will happen during the program?

Arrival: Your bus will not be able to enter the grounds of Calthorpes' House, as the driveway is too narrow. Please disembark on the nature strip on the Calthorpes' House side of the Mugga Way. *The road is quite busy and the museum is just below a crest, therefore we recommend students do not cross Mugga Way to access the Museum.* When you have disembarked the group will be directed to make their way along the driveway to the Garage at the rear of the house. You will be met by the presenters who will introduce the program to the class.

During the program: After the introduction the students will be split into the small groups of 10 students. Each group should be accompanied by at least one adult. The group will all do the same program in a different order.

There are three rotations:

The House: The focus of the house tour is the technology which is illustrated through items in the collection, for example, the ice box and the refrigerator.

Before entering the house, students and accompanying adults will be required to put covers (booties) over their shoes. This helps to protect and conserve the floor coverings. The presenter and teachers should ensure booties are secure around students' ankles so as to reduce risk of tripping on excess fabric. The presenter will wear white gloves to handle collection items. Students will handle one or two items from the Education Collection and it will be made clear at all times which items may be handled and which may not.

Cooking toast in the Kitchen: During their house tour, students stop in the kitchen to cook toast using an old-fashioned toaster. Students will assist in the cooking, buttering and eating of toast using an old drop-side toaster. Because of this, no morning or afternoon tea break is included in the program.

The Garden: The garden at Calthorpes' House simply invites exploration. Students will be conducted around different sections of the garden, including the formal garden, play areas, vegetable garden and two orchards. Students will discuss what jobs were done in the garden. Discussion and activities could include:

- Mowing the lawn with a push-lawnmower;
- Collecting kindling; or
- Growing fruit and vegetables.

Please Note: Please let the Education Officer know prior to your visit if you would like your students to visit the air raid shelter during the program. The air raid shelter is not accessible during the snake season, from October to March.

Pre visit activity

Old and New Trunk: The *Old and New Trunk* is available free of charge to local schools and will prepare students to take an active part in discussions during the program. Please ring 6205 0916 to organise your loan. You can return the trunk to Calthorpes' House at the time of your visit.

The *Old and New Trunk* contains pairs of objects from the past and the present that contrast the lives of the Calthorpes family in the late 1920s and 1930s and our lives now. Items include a soda siphon and a Pepsi bottle. Unlike the collection at Calthorpes' House, these objects can be handled and used by your class, as they are objects from our Education Collection, representative of their time, rather than objects from Calthorpes' House. They offer an excellent link to the objects your students will see at Calthorpes' House.

Please note: Please don't plug in the electric massager.

Suggestions for use:

Encourage your students to handle the items – under supervision. Guiding questions could include:

- What is it made out of?
- What is it used for?
- What is the energy source to power this object?
- How is the object different from what you might have at home?
- How would the invention of this object change the life of the family?

Divide all the items into 'then' and 'now' sections. What are the main differences? Can you match them into pairs?

Post-Visit Activity

Make Your Own Display: Follow up on the main theme of *Electric Servants* by making your own classroom display of old and new technology items.

Past

Students may have 'olden days' items at home, or may borrow them from grandparents.

If real items cannot be used, encourage students to collect their grandparents' reminiscences about 'the olden days', e.g. how they cooked toast when they were young, or how they made a cup of tea. The following link to the Calthorpes' House virtual tour may also provide images the students could use:

http://www.museumsandgalleries.act.gov.au/calthorpes/virtual_tour/index.html.

Present

For every item from the past on display, be it an object, image or oral history reference, provide the modern equivalent.

Future

How do students think their own children will do things like cooking toast or making a cup of tea? Students could make models or draw pictures of their predictions.

References

ACT Heritage Council. 2001 *Calthorpes' House Entry to the ACT Heritage Register*.
Downloadable from:

http://www.tams.act.gov.au/_data/assets/pdf_file/0003/13359/232.pdf.

ACT Museums and Galleries. 2008. *Hazard and OHS Risk Assessment Form: Electric Servants*. Downloadable from:

<http://www.museumsandgalleries.act.gov.au/calthorpes/education.html>.

Australian Curriculum and Assessment Reporting Authority. *Australian Curriculum: HASS*. Downloadable from:

<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/>

Bickford, Anne. 2003. *Calthorpes' House*. Cultural Facilities Corporation, Canberra.

Gibney, James. 1986. *Calthorpes' Canberra: The Town and Community in 1927*.
Calthorpes' House Museum: occasional series no. 1. Australian Government
Publishing Services, Canberra.

Lawson, Elaine. 1993. *Calthorpes' House: Notes on the house, contents and conservation philosophy*.

Waterhouse, Dawn. 2002. *Chortles, Chores and Chilblains: Cameos of Childhood in Calthorpes' House, Canberra*. ACT Historic Places, Cultural Facilities Corporation, Canberra.

ACT Government, 2010-current. *Hazard and OHS Risk Assessment form: Electric Servants*. Downloadable from:

<http://www.museumsandgalleries.act.gov.au/calthorpes/education.html>