# *At the Garden Gate*

**Teacher Booklet**

**Contents**

**Program Summary p. 3**

**Curriculum information p. 4**

**Information about Mugga-Muggap. 6**

**Practical advice for planning your excursion**

Checklist for planning your excursionp. 7

What will happen during the program? p. 9

**Pre visit activities p. 10**

**Post visit activities p. 11**

**References p. 13**

***At the Garden Gate* booking**

Mugga-Mugga is an ideal venue to learn about how pioneer Australians lived in the past and how landscapes change over time. The program includes a tour of the cottage and paddocks after which students create a collage reflecting views from the property.

The following information is provided to assist teachers in making the most of their visit to Mugga-Mugga. **Please note the checklist for planning your excursion is on page 7.**

|  |  |
| --- | --- |
| **Name of Program** | *At the Garden Gate* |
| **Program Focus** | To provide students with insight into the natural and human influenced landscape at Mugga-Mugga.Students will have an opportunity to learn about changes in the landscape and the links between the historic house and its increasingly urbanised setting. |
| **Curriculum Focus** | **Historical Knowledge and Understanding**   * Personal and family histories * Present and past family life * The past in the present   **Historical Skills**   * Chronology, terms and concepts * Historical questions and research * Analysis and use of sources   **Visual Art**   * Students learn about how to make visual representations of their ideas, experiences, observations and imagination. |
| **Program Objectives** | To participate in an experiential, active learning program, with both indoor and outdoor components. |
| To increase understanding of the environmental and human interaction with the landscape. |
| To think about how student experiences are similar to or different from those of people in the past. |
| To interact with and explore an historic site. |
| **Target Audience** | Years Foundation - 2 |
| **Length of Program** | 1 ½ - 2 hours |
| 4 hours if combined with *Dawn’s Surprise* |
| **Availability of Program** | Tuesday, Wednesday, Thursday |
| **Size of Group** | 30 students maximum per program.  60 students maximum as a double program, combined with *Dawn’s Surprise* at Calthorpes’ House.  A ratio of 1 adult supervisor to 10 students is required. |

**Aim**

The aim of *At the Garden Gate* is to encourage students to engage with Mugga-Mugga, both the cottage and the surrounding landscape. Engagement is active and hands on. A tour through the cottage and paddocks will enable students to recognise people’s lifestyles in the past and Mugga-Mugga’s increasingly urbanised setting. Students will investigate both the natural and human factors influencing changing landscapes and see the links between European settlement in the Canberra region and the present. Students will be able to explore interrelationships between, and changes to, social and natural environments, using Mugga-Mugga as a case study. They will communicate their experience through the creation of a collage.

**Philosophy**

The strategy used in this program is experiential discovery. The students are encouraged to engage with the site through hands-on activities: a tour through the house, an exploration of the paddock and the garden, and to create a collage made from both natural and manufactured materials. As a result of this strategy the responses of the group will influence the information that is provided at any specific point.

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.

**Key Concepts:** Continuity and change, cause and effect, significance, perspectives, empathy.

**Key Questions:**

What stories do other people tell about the past?

How can we show that the present is different from or similar to the past?

How do we describe the sequence of time?

What aspects of the past can you see today? What do they tell us?

What remains of the past are important to the local community?

**Australian Curriculum: History Links**

**Historical Knowledge and Understanding**

##### **Personal and Family Histories: Foundation**

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums ([ACHHK004](http://www.australiancurriculum.edu.au/History/Curriculum/F-10#level=F))

**Present and Past Family Life: Year 1**

Differences in family structures and roles today, and how these have changed or remained the same over time [(ACHHK028)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK028)

How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’ ([ACHHK029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK029)

Differences and similarities between students' daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications [(ACHHK030)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK030)

**The Past in the Present: Year 2**

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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK044)

The importance today of an historical site of cultural or spiritual [significance](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Significance); for example, a community building, a landmark, a war memorial [(ACHHK045)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK045)

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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK046)

**Historical Skills**

**Chronology, terms and concepts**

Distinguish between the past, present and future [(ACHHS016)](http://www.australiancurriculum.edu.au/History/Curriculum/F-10#level=F) (ACHHS032) (ACHHS048)

**Historical questions and research**

Pose questions about the past using sources provided [(ACHHS017)](http://www.australiancurriculum.edu.au/History/Curriculum/F-10#level=F) (ACCHHS033) (ACHHS049)

**Analysis and use of sources**

Explore a range of sources about the past [(ACHHS018)](http://www.australiancurriculum.edu.au/History/Curriculum/F-10#level=F) (ACHHS050)

Identify and compare features of objects from the past and present [(ACHHS019)](http://www.australiancurriculum.edu.au/History/Curriculum/F-10#level=F) (ACHHS035) (ACHHS051)

Use a range of communication forms (oral, graphic, written, role play) and digital technologies [(ACHHS022)](http://www.australiancurriculum.edu.au/History/Curriculum/F-10#level=F) (ACHHS038) (ACHHS054)

**Australian Curriculum – Visual Arts Links**

**Content Descriptions**

Use and experiment with different [materials](http://www.australiancurriculum.edu.au/Glossary?a=TheArts&t=materials), techniques, [technologies](http://www.australiancurriculum.edu.au/Glossary?a=TheArts&t=technologies) and processes to make artworks [(ACAVAM107)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACAVAM107)

Information about Mugga-Mugga

The following information provides an introduction to the historic property, Mugga-Mugga. This may be information you would like to share with your students in preparation for their visit.

Mugga-Mugga cottage was originally part of the 2,000 hectare Duntroon estate. Duntroon was established by Robert Campbell in 1827. You can still see Duntroon from the Mugga-Mugga paddocks. The Duntroon Estate stretched right across the plain.

Mugga-Mugga cottage was built in 1838 for Duntroon’s head shepherd. Several different families have lived in the cottage – all of them shepherds for the Duntroon Estate. Patrick Curley was the last Duntroon shepherd to live at the cottage.

Mr and Mrs Curley and their three daughters, Ada, Sylvia and Evelyn, moved to the cottage in 1913. Members of the Curley family lived in the cottage until 1985, when management of the property was handed over to the ACT Government. Sylvia Curley, the last surviving member of the family, died in 1999 aged 100. Sylvia Curley described the family’s arrival at Mugga-Mugga in August 1913 when she was fifteen years old:

We set out on our journey on a cold, wet, windy day in August. In addition to our pet magpie, who was a good talker, we had sheep dogs, horses, and our pony, and mother had purchased several head of roan shorthorn milking calves.



Checklist for planning your excursion

* **Clothing:** Mugga-Mugga education programs are indoor and outdoor excursions that include walking through paddocks. Warm, waterproof attire is important in the cooler months and sun protection is also a priority throughout the year. Due to the possibility of **snakes, insects and uneven terrain** 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.tams.act.gov.au/parks-recreation/plants_and_animals/urban_wildlife/local_wildlife/snakes>

Mugga-Mugga retains the right to refuse entry to students who are inadequately dressed.

* **Weather:** The programs are offered in all weather. There are umbrellas available for use in the paddock and garden on rainy days. The decision to postpone lies with the school. If you decide to postpone your booking due to inclement weather, please ring 6207 9943 or 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 ACT Historic Places Education Officer.
* **Student preparation for the excursion:** Divide the students into two groups before they leave school as there are two rotations in the program for *At the Garden Gate*.
* **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. If undertaking a combined program with Calthorpes’ and Mugga-Mugga lunch will be at Mugga. It is recommended that students drink fluids during breaks.

There are no rubbish bins provided, please take your rubbish away with you.

* **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 Mugga-Mugga.
* **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.
* **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 *At the Garden Gate,* available from out website at the following link - <http://www.museumsandgalleries.act.gov.au/mugga/education.html>.
* **Directions for Mugga-Mugga:** [Mugga-Mugga](https://maps.google.com.au/maps?q=Mugga-Mugga&ie=UTF-8&ei=3_ZtUoqSMYimkwWd-IGwCg&ved=0CAgQ_AUoAg), located at 129 Narrabundah Lane, Symonston. Turn right off Jerrabomberra Ave onto Narrabundah Lane. Then take the driveway on your right, near two bus shelters on either side of the road, and which is just after the entry on your left that goes into the pharmaceutical manufacturing company. This right-hand turn will take you through a gateway onto a dirt road. There is a stock grid along the drive that the bus *will* fit through. There is also a wide gate to the right of the stock grid. The bus *will* also make it through that gate! Please follow the road to the Education Centre and stop before the second stock grid. When your students disembark please ensure that they *do not* walk across the stock grid, but rather that they walk through the small gate on the left hand side.

**What will happen during the program?**

*At the Garden Gate* encourages students to engage with the Mugga-Mugga property through three activities; students tour the cottage, explore the paddock and create a collage.

**Arrival:** You will be greeted by a presenter at the gate to the Education Centre.

**Please Note:** it is important to ensure that your students *do not* cross the stock grid to reach the Education Centre: they must use the gate.

**During the program:** The introduction to the program will begin at the Education Centre and then the group will be divided in half, both groups should have an accompanying adult and each group will do the same program in a different order.

There are two rotations, each approximately twenty minutes:

***The Cottage:*** Students will tour the cottage and consider the building materials, room function and objects, some of which illustrate the Curley family approach to reuse and recycling. Only the presenter will handle collection items, using gloves.

***The paddock and garden:***While visiting the paddock, each group will discuss the book, *Window*, by Jeannie Baker. This book introduces the concepts of urbanisation and collage. The children will also collect plant samples from the paddock to incorporate in a collage. The focus of this rotation is an examination of the different types of plants. **Please note** there are some safety rules that need to be observed in the garden and in the paddock. students need to wear long pants and closed toes shoes; to keep a distance from the horses; to not climb across rocky outcrops; and to remain in a group behind their presenter.

The two groups will come together at the Education Centre to carry out the final activity: the making of the collage. Students will use plant samples they collected in the paddock, along with papers and other materials, to create their own view through a Mugga-Mugga window.

**Pre visit activities**

**Read:** *At the Garden Gate* uses a book by Jeannie Baker, *Window*, to introduce the concepts of collage and landscape change. We are happy to lend the book to your school. You can return it on the day of your visit. Please contact the ACT Museums and Galleries Bookings Officer if you would like a copy of *Window.*

As a class, you might also like to read other Jeannie Baker books:

* *Mirror.* 2010
* *Belonging.* 2004.
* *Home*. 2004.
* *The Hidden Forest*.2000.
* *The Story of Rosy Dock.* 1995.
* *Where the Forest Meets the Sea.* 1988.
* *Home in the Sky.* 1984.
* *One Hungry Spider.* 1982.
* *Millicent.* 1980.
* *Grandmother*. 1978.
* *Grandfather*. 1977.
* *Polar*. 1975

Visit Jeannie Baker’s website, <http://www.jeanniebaker.com/index.htm>, to find out more about her technique and other work.

**Vocabulary:** Create a class glossary of unfamiliar words the students might encounter on the program such as: landscape, museum, collection, collage, artwork, grassland, hessian, timber slab.

**Location:** Find a map of Canberra showing Mugga-Mugga. Locate points of interest including your school if you are located in Canberra, in order to help the students understand how to read the map. Show them where to read the suburb and street name. As a class, locate Lake Burley Griffin, Mugga-Mugga and the streets of children in the class. Point out the proximity of Mugga-Mugga to Canberra.

Compare the map to a historical map of Canberra. Appropriate maps and landscape views are avaliable at the following link, <http://www.idealcity.org.au/competition-2-information_materials.html>. These digitised images were sent to entrants of the Canberra design competion in 1911, just two years before the Curleys moved to Mugga-Mugga.

What has changed? Describe changes in the landscape of Canberra by comparing a recent map or photo to maps and photos from times in the past. What will the students see during the trip to Mugga-Mugga?

**Observation:** Ask the students to look outside a window at home. They may need to ask a parent to describe the changes that have occurred in their area. Write a story or create a mural to illustrate the changes, or predict changes. Resources for students to discover how their area has changed could include photographs, newspapers, and oral history interviews with their parents or grandparents.

**Create:** Collect different shaped leaf and bark types from around the school grounds or ask students to bring some from home. Using paper and charcoal, pencils or crayons, create rubbings that show the textures of the leaves and bark.

**Post visit Activities**

**Create:** Use clay and a rolling pin to make flat tiles, create textures by making impressions of natural and manufactured objects.

**Action:** Pot a native seedling in the interests of promoting biodiversity in cities or pot a vegetable seedling in the interests of promoting healthy gardens.

**Eat:** One of the canisters in the kitchen at Mugga-Mugga is for sago. What would it taste like? What are the health benefits? Where does it come from? Why don’t people tend to eat it anymore?

**Chronology:** To further explore the concept of change overtime create a class timeline of important events in the community of the class, the school or the city.

**Record**: Investigate ways to improve a garden in your school grounds, for example increase ground cover, reduce weeds, increase moisture in the soil, encourage birds into the area by planting suitable native plants, plant bush tucker, etc. Monitor the garden by taking photographs of the area at regular intervals over a 1-2 year period. Display the changes to the garden over time recorded in the images. Discuss the changes and make plans for further improvements.

**Share:** Ask students to bring in a ‘treasure’ they have found from nature and use these items for discovery and to inspire art, poetry or even creative movement.

**Display:** Stage your own exhibition of students’ work that responds to the Jeannie Baker book, *Window,* and the students’ experiences at Mugga-Mugga. The collages could be arranged in a variety of ways including surname, daytime and sunset.**Revision:** These images could also serve as the basis for visual learning or a creative response in the form of a story or painting of the cottage.





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References

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