

LANYON HOMESTEAD

Education Program

Tharwa Drive, Tharwa ACT / Enquiries 6207 9943

Spit and Polish

Teacher Booklet

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Spit and Polish booking

Lanyon is an ideal venue to learn about how people lived in the past. The homestead dates back to 1859. The outbuildings and the gardens provide students with a window into another time period. Exploring the house, through the lens of spring cleaning, is a wonderful way for students to engage with how the past is different or similar to today.

The program includes a tour of the homestead. Students will participate in spring cleaning activities on the verandah of the homestead and undertake washing using a wringer and elbow grease behind the original laundry.

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

Spit and Polish

Program Notes for Access and Learning Presenters

Name of Program	<i>Spit and Polish</i>
Program Focus	<p>To provide students with the opportunity to learn about Victorian cleaning methods, practices and materials; experiences in cleaning which pre-date electricity and running water.</p> <p>To provide students with the opportunity to learn about the past and technological change by comparing practices and materials of today with that of the past.</p>
Curriculum Focus	<p>HASS: History sub strand Knowledge and Understanding</p> <ul style="list-style-type: none"> • Diverse communities and places and the contribution people make.(year 3) • Australian communities – their past, present and possible futures. (year 5) <p>Inquiry and Skills</p> <ul style="list-style-type: none"> • Questioning • Researching • Analysing • Evaluating and reflecting • Communicating
Program Objectives	<p>To participate in an experiential, differentiated learning environment – discovery, hands-on, sensory, interconnected experiences.</p> <p>To explore the idea of difference between the past and the present using cleaning as a case study.</p> <p>To consider the environmental impact of cleaning products and technologies.</p> <p>To interact with and explore an historic site.</p>
Target Audience	Years 3-6. Recommended for Years 3 and 5, although application of historical skills appropriate for up to Year 6.
Length of program	1 ½ -2 hours
Availability of Program	Tuesday, Wednesday, Thursday
Size of Group	35 students maximum. A ratio of 1 adult supervisor to 10 students is required.

Aim

The aim of *Spit and Polish* is to provide students with insight into the working experience at Lanyon during the Victorian Period. The students tour the homestead and carry out cleaning tasks through the lens of spring cleaning. If time permits, they might also tour other areas, eg the kitchen and garden. The engagement is active and hands on. Students will explore the roles of housemaid, laundress, and other manual workers, and will be able to consider change and continuity over time, using Lanyon as a case study.

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: History

Key Concepts: Sources, continuity and change, cause and effect, perspectives, empathy and significance.

Key Questions:

How has our community changed?

What features have been lost and what features have been retained?

What do we know about the lives of people in Australia's colonial past and how do we know?

Australian Curriculum: History Links**Historical Knowledge and Understanding****Community and Remembrance: Year 3**

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 or built environments, entertainment, daily life (ACHHK061)

The Australian Colonies: Year 5

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHHK094)

Historical Skills**Chronology, terms and concepts**

Use historical terms and concepts (ACHHS066) (ACHHS082) (ACHHS099) (ACHHS118)

Historical questions and research

Pose a range of questions about the past (ACHHS067)

Identify questions to inform an historical inquiry (ACHHS119)

Perspectives and interpretations

Identify points of view in the past and present (ACHHS085) (ACHHS104) (ACHHS123)

Analysis and use of sources

Locate information related to inquiry questions in a range of sources (ACHHS102)
(ACHHS121)

Information about Lanyon

Lanyon is one of Australia's historic grazing properties. The homestead, which dates from the 1850s, is set within superb gardens on the banks of the Murrumbidgee River. It has been beautifully restored and furnished. There is also a range of fascinating outbuildings, including some which date back to the convict era.

The continuity of pastoral use is unbroken. The property has been continually worked since it was established by James Wright in 1835. It remains a working property, and sheep and cattle can still be seen in the surrounding pastures.

Up to fifty people lived and worked on the property at any one time during the late nineteenth and early twentieth centuries. Lanyon was virtually a self-contained community. As well as the property-owner and his family, workers included a farm overseer, a groom, a blacksmith to look after the horses, stockmen, farm labourers, seasonal workers such as shearers, and inside servants such as housemaids.

The property was resumed by the Commonwealth in the early 1970s. The homestead now operates as a museum, set in its original surroundings and land use. Although the suburbs are a few minutes' drive away, when you are at Lanyon, they seem a world away.

Information about spring cleaning

Last century there were few labour saving devices to help the matron of the house, her daughters and servants. Many hands and plenty of 'elbow grease' were needed to clean the house. There were regular daily, weekly and annual cleaning chores. Sweeping, dusting and tidying were daily tasks while washing, starching, pressing and ironing were done weekly.

Spring with its warmth, breezes and longer daylight hours was the season for a thorough cleaning of the house, furniture and furnishings. Managing the cleaning tasks vary considerably today - the laundry can be done daily and some cleaning tasks which were only performed annually can be done with modern equipment throughout the year. For example, carpets previously taken outside, beaten and left to air in the sun can now be steam cleaned and dried in one day.

Checklist for planning your excursion

- ❑ **Clothing:** Lanyon Homestead 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. 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. Lanyon 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 indoors. The decision to postpone lies with the school. If you do decide to postpone your booking due to inclement weather, 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 students into groups of 10 before they leave school.
- ❑ **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. 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 any medicines your students should require while they are at Lanyon.
- ❑ **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 *Spit and Polish*, available from our website at the following link - <http://www.museumsandgalleries.act.gov.au/lanyon/education.html>.

What will happen during the program?

Arrival: The bus will drop students at the Lanyon Heritage Centre and you will be met by a presenter. Please arrive at 10.00am or a little earlier, the program will end at 12.00pm. There is a little time for morning tea and your students are welcome to have lunch in the garden after the program.

Introduction: The introduction for *Spit and Polish* will occur on the Apricot Orchard lawn. The students will be divided into smaller groups after the introduction. Each group should have an accompanying adult and will do the same program in a different order.

There are four rotations:

The Homestead: The focus of this tour is domestic life at Lanyon during the Victorian period. Students will be asked to identify and discuss spring cleaning jobs in the 1860s section of the homestead. Only the presenter will handle collection items, using gloves.

Spring cleaning outside the Homestead: Students will be put to work dusting, scrubbing and cleaning on the homestead verandah.

Washing: Students will experience carrying water, soaping and washing linen in a wash tub using a wash board, wringing and hanging out washing.

For groups of more than 30 students there is a fourth rotation.

Other Jobs: During the Victorian era, Lanyon was a bustling community of up to fifty people. Many tasks which simply don't exist in the same way anymore were carried out on the property. During this section of the program, students could visit the harness room, the blacksmith's shop, and the vegetable garden (depending on the season).

Pre visit activities

Spring clean: You might like to ask your students to interview their parents and/or grandparents using the following questions to introduce the concept of the spring clean:

Do you spring clean in your house?

If yes: What are the special spring cleaning jobs you do?

If no: Why don't you spring clean?

Did your parents or grandparents spring clean when they were children?
What special jobs did they do?

Ask students to talk with their parents about cleaning products, equipment and cleaning practices. Discuss the range of products, equipment and practices and then collectively fill in the chart provided (next page). This could be done on the board thus developing a group overview or by the children filling in the chart, either in pairs or groups.

Polish: Your students might like to try making one, two or all of the polishes from *Mrs Beeton's Book of Household Management*:

1. Shred three ounces of beeswax, 1 ounce of white wax, and 1 ounce of curd soap into a pint of boiling water. When cold, stir in one pint of turpentine. Bottle, shake frequently, and use when dissolved.
2. Mix equal parts of turpentine, linseed oil, spirit of wine, and vinegar. Keep well corked, and shake before using.
3. Shred four ounces of beeswax, four ounces of white wax, and two ounces of Castile soap into one quart of turpentine. Let it stand in a warm place until melted.

Apply to furniture using a piece of flannel then polish with a soft duster.

Please note: If you have students who may have allergic reactions to some of the polish ingredients you may consider a non allergenic polish alternative.

Cleaning Practices in my Home

Fill in the following chart

	Method	Cleaning Agents	Equipment
Indoor floors and coverings: Timber, linoleum, cork tiles, quarry tiles, grass mats, rugs, carpets			
Outdoor: Verandahs, porch, steps, paving			
Walls: Painted, papered			
Heaters/fire places			
Windows/Mirrors			
Baths, sinks Laundry tubs			
Furniture			
Clothing (include ironing)			
Linen: Sheets, tea towels			
Pests: Fleas, bugs, spiders			

Post visit activities

Eat: In the kitchen your students would have seen the bread oven. Damper is a food the Lanyon workers would have enjoyed. What would it taste like? What are the health benefits? Where does it come from? Why don't people tend to make it and eat it anymore? The following is a recipe for traditional damper from a former Lanyon housekeeper, Lyn Fisher:

*Pound and a half (680g) of plain flour
Pound and a half of self raising flour
A good, heaped, tea spoon of salt
2 good, heaped, tea spoons of baking powder
1 and a half cups of water*

*Preheat the oven to 200°C
Flour the bottom of two baking trays*

Mix the ingredients together in a bowl until the mixture has the consistency of moist dough (you can add more flour or water to get this consistency). Divide the dough in half and put into the two trays, dust the tops of both dampers with flour. Bake in the oven for approximately 45 minutes, until golden brown on top. Eat hot with butter, golden syrup or honey. Lovely.

Brooms: Examine the Victorian brooms and brushes pictured on page 11. Work out where they were used. Possible questions could include; What is the cornice? What is the banister?

Categorise the brooms and brushes according to their function (eg, carpet, furniture, floors, furniture etc). Ask your students to discuss the uses of the different brooms. Why are there so many different types of broom or brush?

Who would be responsible for using the brooms?

Discuss the tools that are used today (eg. vacuum cleaners etc). Discuss the time and energy required for each.

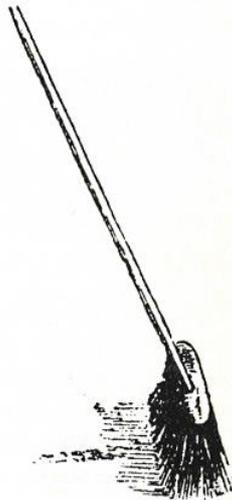
A selection of broom and brushes from Beeton's Book of Household Management



CRUMB-BRUSH.



STOVE-BRUSHES.



LONG HAIR-BROOM



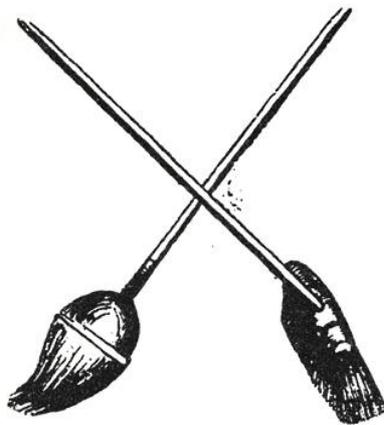
FURNITURE-BRUSH.



PLATE-BRUSH.



SCRUBBING-BRUSH.



CARPET-BROOMS.



CORNICE-BRUSH.



DUSTING-BRUSH.



BANISTER-BROOM.



STAIRCASE-BROOM.

References

ACT Government. 2011. *Hazard and OHS Risk Assessment Form: Spit and Polish*.

Downloadable from:

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

ACT Government. 2011. *Hazard and OHS Risk Assessment Form: Snakes*.

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Beeton, Isabella. 1982. *Beeton's Book of Household Management*. Chancellor Press, London.

Fleming, Margaret. 2000. *Spring Cleaning at Lanyon*. Museums Unit, ACT Government, Canberra.

Lawson, Elaine. 1994. *Lanyon*. ACT Government, Canberra.