

LANYON HOMESTEAD

Education Program

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James' Diary *and* *Child's Play*

Teacher Booklet

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James’ Diary and Child’s Play 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, in the footsteps of the eight year old James Cunningham, is a wonderful way for students to engage with how the past is different or similar to today.

The programs include a tour of the homestead, kitchen and gardens. Students who also undertake *Child’s Play* will create their own paper doll and also play old fashioned games.

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.**

Program Summaries

Name of Program	<i>James' Diary</i>
Program Focus	<p>To provide students with the opportunity to learn about Lanyon's past through the eyes of a child – how did the eight year old James Cunningham live in 1860s?</p> <p>Students are encouraged to consider the similarities and differences to children's experiences today and to empathise with the lives of children in the past by comparing James' life with their own.</p>
Curriculum Links	<p>HASS F -2 Knowledge and Understanding</p> <ul style="list-style-type: none"> • My personal world • How my world is different from the past and can change in the future • Our past and present connections to people and places <p>Inquiry and skills</p> <ul style="list-style-type: none"> • Questioning • Researching • Analysing • Perspectives and interpretations • Communicating
Program Objectives	<p>To participate in an experiential, differentiated learning environment through discovery, hands-on, sensory, and interconnected experiences.</p> <p>Through experimentation, practice and play students are encouraged to use their interest in the people and how things work to make sense of their world.</p>
Target Audience	Years Foundation-2
Length of Program	1½-2 hours or 4 hours combined with <i>Child's Play</i>
Availability of Program	Week 2 to week 9 of ACT school terms.
Size of Group	<p>35 students maximum – combined with <i>Child's Play</i></p> <p>40 students maximum – as a single program</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 eyes of an eight year old child. Students are provided with insight into the past through the everyday experiences of children through four activities, if a single program: a tour of the homestead, the garden and playing old fashioned games, the kitchen block, and the discovery basket; and also four activities when combined with *Child's Play* (see *Child's Play* Program notes for details): a tour of the homestead, the discovery basket, the garden (without games), and the kitchen block. The engagement is active and hands on. Students will explore the similarities and differences between their lives and the lives of children in the past, 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: Humanities and Social Sciences**Key ideas:**

Who we are, who came before us, and traditions and values that have shaped societies.

The ways people, places, ideas and events are perceived and connected.

Knowledge and Understanding History sub-strand**Foundation: My personal world.**

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHASSK013)

Year 1: How my world is different from the past and can change in the future.

Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028)

How the present, past and future are signified by terms indicating time, as well as by dates and changes that have personal significance such as birthdays, celebrations and seasons (ACHASSK029)

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications (ACHASSK030)

Year 2: Our past and present connections to people and places.

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 (ACHASSK044)

How changing technology on people's lives (at home and in the ways they worked, travelled communicated and played in the past) (ACHASSK 046)

Knowledge and understanding Geography sub-strand**Foundation:**

The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015)

The reasons why some places are special to people, and how they can be looked after (ACHASSK017)

Year 1:

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)

Year 2:

The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)

Inquiry and Skills: Foundation – Year 2**Questioning**

Pose questions about the past and present objects, people, places and events (ACHASSI001, ACHASSI18, and ACHASSI034)

Researching

Collect data and information from observations and identify information and data from sources provided (ACHASSI002, ACHASSI019, ACHASSI035)

Analysing

Explore a point of view (ACHASSI005, ACHASSI022, ACHASSI038)

Compare objects from the past and with those from the present and consider how places have changed over time. (ACHASSI006, ACHASSI023, ACHASSI039)

Evaluating and reflecting

Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008, ACHASSI024, ACHASSI041)

Communicating

Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI027, ACHASSI010, ACHASSI043)

James Cunningham's Lanyon

The following information provides both an introduction to Lanyon and to James Cunningham. This may be information you would like to share with your students in preparation for their visit to Lanyon.

James Cunningham was eight years old when his family built Lanyon homestead in 1859. Have any of your students ever moved into a new house? Was it exciting to move house?

James' parents were Andrew and Jane Cunningham. They moved to Australia from Scotland. James had seven older brothers and sisters.

The Cunningham family was financially successful and were friendly with the other large landowners in the neighbourhood. This is reflected in the furnishings and atmosphere of the homestead. The Cunninghams travelled, bringing back exotic plants like the Bunya Pines from Queensland your students will see in the garden.

Up to fifty people lived and worked at Lanyon at the time James lived there. It was like a small village. People working at Lanyon undertook different types of jobs. Workers included a farm overseer, a groom, a blacksmith to look after the horses, stockmen, farm labourers, and seasonal workers such as shearers. The Cunninghams had housemaids, but no butler.

When James himself grew up and married, he had eight children too. However, they did not live at Lanyon. James and his family lived nearby at the Tuggeranong Homestead and his older brother, Andrew, lived at Lanyon.



Checklist for planning your excursion

- ❑ **Please Note:** *James' Diary* relies on the students being familiar with the story book that accompanies this program and which can be downloaded from our website. A copy will also be posted once you have a confirmed booking. Please read the book to your students. You are welcome to keep the book you have been sent and to copy it for educational purposes. Extra copies are available.

- ❑ **Clothing:** Lanyon programs include outdoor activities. Warm, waterproof attire is important in the cooler months and sun protection is 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 that visiting Teachers make themselves 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
Lanyon retains the right to refuse entry to students who are inadequately dressed.

- ❑ **Weather:** Programs are offered in all weather. The decision to postpone lies with the school. If you do decide to postpone your booking, please contact the Education Officer by the day prior to your program. 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.
- ❑ **Name tags:** Please ensure that every student wears a name tag (first name only). This allows the presenters to communicate more effectively with the students.

- ❑ **Groups for program delivery:**
Please divide the students into two groups before they leave school so they know which program they are undertaking at the start of the day; either *James' Diary* or *Child's Play*.
Half the students will undertake *Child's Play* as one whole group, and the remaining half will do *James' Diary* in groups of 10. The groups will swap over and do the alternative program in the afternoon.
For example a school visiting with a total of 60 students need to be divided into 2 groups of 30. For *James' Diary*, each group of 30 will need to be further divided into 3 groups of 10. Six adults will be required to accompany this school visit; 3 adults will accompany one group of 30 while they do *Child's Play*, and each of the remaining 3 teachers will join a group of 10 students for *James' Diary*.

- ❑ **Meals:** Students need to bring their own morning tea and lunch and these should be collected into a few tubs with fitted lids. We will provide a trolley for transportation of the tubs to and from the car park. There are no rubbish bins provided, so please take your rubbish away with you. It is recommended that students drink fluids during breaks.
- ❑ **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 such as an EpiPen for allergic reactions. Please ensure you bring any medicines your students should require while they are at Lanyon.
- ❑ **Specific Learning Needs:** Please advise the Bookings Officer at the time of booking if there are students in your group with 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.
- ❑ **Numbers:** Please confirm with the Education Officer the total number of students who attend the program on the day.
- ❑ Please contact us at historicplacesbookings@act.gov.au for a risk management plan for this program

What will happen during the program?

Arrival: The bus will drop students in front of the Lanyon Heritage Centre and you will be met by a presenter. Please arrive by 10.00am. The programs will end at 2.00pm. There is time for both Morning Tea and Lunch. Both programs take between one and a half to two hours. The *James' Diary* and *Child's Play* groups will be separated and then both groups will have separate introductions.

James Diary Program

The introduction for *James' Diary* 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 rotation is the book, *James' Diary*. The students tend to recognise rooms and items from the book and will visit the same rooms as James and Thomas. Only the presenter will handle collection items, using gloves.

Discovery Basket: Students will have an opportunity to handle and identify a range of items, representative of the period, possibly similar to the ones James could have had in his bedroom.

The Kitchen: The kitchen used during the Cunningham period will be visited. It is in a separate building across a courtyard from the main house. Students will participate in making an apple slinky - cook's 'surprise'.

The Garden: Students will undertake a guided exploration of the garden, allowing them to see fruit trees, vegetables and herbs. This rotation is significant given the strong sensory focus on smells and physical observation of the Lanyon garden.

Child's Play Program

The introduction for *Child's Play* will occur in the Lanyon Heritage Centre, separate from the *James' Diary* group. The students in this group will undertake the two activities as a whole group. The focus is the types of toys and games James may have played at Lanyon.

There are two activities:

Paper Dolls: Students will create their own paper doll based on the characters in *James' Diary* and the fashions of the 1860s. Paper dolls were toys available in the 1860s and by creating one the students are making a tangible link with the experiences of children like James.

Games: Students play the games James, his brothers, sisters and friends, like Thomas, would have played. These old fashioned games can include egg and spoon races, quoits, sack races and croquet.

Pre visit activities

James' Diary Book: The *James' Diary* program revolves around the fabricated diary of James Cunningham, who is a real historical figure. The diary leads us around the homestead 'just like little creeping mice'. Students gain a huge amount of pleasure in recognising the 'real' items at Lanyon they have seen as pictures in the book. Please read this book with your students and make sure they are familiar with its contents. This book can be downloaded from our website. You are welcome to keep the copy you have been sent and extra copies are available. Note that teachers are invited to copy images in the book for educational purposes.

Concept, 'the same, but different': The programs both have the theme of the similarities and differences to children's experiences today. For example, in *James's Diary* there is a discussion in the homestead comparing his parlour to the student's family room. This theme can be introduced in the classroom by the following activities:

Sharing: Bringing in an item from your own childhood that tells a story. Perhaps your favourite toy or a photograph of yourself in your best clothes. Tell the story of your item, then ask the students to comment on how your object compares with their own equivalent. Perhaps this may be a trigger for them to also share their own objects or photographs and tell stories.

Collection: Who collects things? At Lanyon, students will be shown James' mother's collection of shells from around the world. Do any of your students collect shells like James and his mother? Do any of your students collect things that *weren't around* in 1859 when James was eight? For example, stickers or toy cars? Why didn't they exist back then?

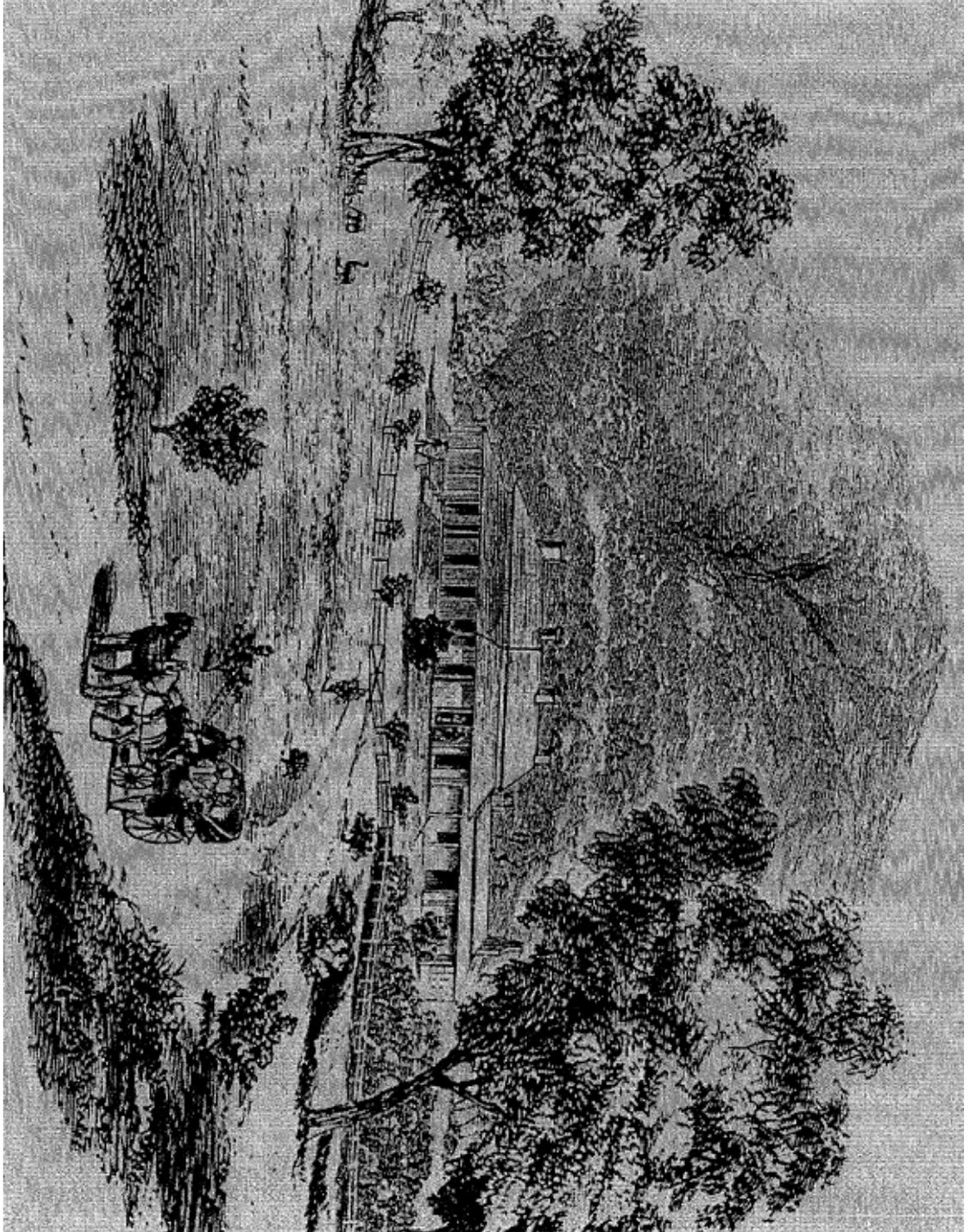
Location: The physical location of Lanyon can be quite alien for many children who have not visited a farm before. There are a couple of strategies to introduce the unfamiliar landscape:

Mapping: Use a map of Canberra showing Lanyon. Locate points of interest to help the students understand how to read the map. Show them where to read the suburb and street name. As a class, find your school, Lake Burley Griffin, the streets of some of the children in the class

and Lanyon. Point out the proximity of Lanyon to Canberra. What will you see during the trip to Lanyon? What would James have seen?

Prediction: Lanyon was a grazing property when James was a boy and it still is today. Ask your students to imagine what they think Lanyon will look like when they visit, for example, what animals might they see? Will it look like the picture of Lanyon on page 12? As the bus travels from the front gate to the car park ask your students to look around to see if their predictions were correct.

Occupations: When James lived at Lanyon there was 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. Students may not be familiar with all these occupations. Find out what they all mean. Who does these same jobs today? Does *anyone*?



Post visit activities

Eat: In the kitchen your students would have seen the bread oven. Damper is a food James 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.

Craft: Children of the 1860s would also have played with paper kites, in addition to paper dolls. This may be another traditional toy your students could undertake to make and play with.

Games: Old fashioned games the children would not have tried at Lanyon are skittles (using clay bottles or wooden figures) and spinning tops.

Reflect: The students might like to write their own diary, imagining they were showing James around their home. What rooms would they show? How would they behave? What would be different? What would be the same? It is possible to take your students on a virtual tour of Lanyon which may be a useful process for this activity:

<http://virtualtours.historicplaces.com.au/lanyon-homestead/>

Paint: Students may like to paint a scene of Lanyon, from the homestead, the garden or the surrounding paddocks. This scene can be used as a backdrop for play with their paper dolls.

References

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