



**MUGGA-  
MUGGA**  
Education Program

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# ***Country Life***

## **Teacher Booklet**

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### ***Country Life booking***

Mugga-Mugga is an ideal venue to learn about how early pioneer Australians lived in the past and how landscapes change over time. The program includes a tour of the cottage and paddocks, where students will collect water from the well.

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.**

<b>Name of Program</b>	<i>Country Life</i>
<b>Program Focus</b>	To provide students with the opportunity to learn about rural life in early Canberra, using Mugga-Mugga as a case study.
<b>Curriculum Focus</b>	<p><b>HASS Year 2 to 6</b></p> <p><b>History, sub strand Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Our past and our present connections to people and places (year 2)</li> <li>• Diverse communities and places and the contribution people make (year 3)</li> </ul> <p><b>Geography sub strand Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Australian communities – their past, present and possible futures</li> </ul> <p><b>Inquiry and skills</b></p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Researching</li> <li>• Analysing</li> <li>• Evaluating and reflecting</li> <li>• Communicating</li> </ul>
<b>Program Objectives</b>	<p>To explore Canberra's heritage from a rural area to the nation's capital.</p> <p>To participate in an experiential, differentiated learning environment – discovery, hands-on, sensory, 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 very different from students' daily experience.</p> <p>To interact with and explore an historic site.</p>
<b>Target Audience</b>	Years 3-6. Recommended for Year 3, although application of historical and geographical skills appropriate for up to Year 6.
<b>Length of Program</b>	1 ½ - 2 hours or 4 hours when combined with <i>Electric Servants</i> at Calthorpes' House.
<b>Availability of Program</b>	Week 2 to week 9 of ACT school terms
<b>Size of Group</b>	<p>30 students maximum as a single program.</p> <p>60 students maximum as a double program, combined with <i>Electric Servants</i>.</p> <p>A ratio of 1 adult supervisor to 10 students is required</p>

**Aim**

The program explores pastoral life in early Canberra, using Mugga-Mugga as a case study. Students are provided with insight into the past through the everyday experiences of the Curley Family. A tour through the cottage and the paddocks will enable students to recognise technology from the past and compare its function with that at Calthorpes' House and 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 Curley Family and the natural environment at Mugga-Mugga.

**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)

**Geography sub strand Knowledge and Understanding**

The environmental and human influences on the location and characteristics of a place and management of spaces within them. (ACHASSK113)

**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 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 front door of the cottage. 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.environment.act.gov.au/data/assets/pdf\\_file/0007/902473/Living-with-snakes.pdf](http://www.environment.act.gov.au/data/assets/pdf_file/0007/902473/Living-with-snakes.pdf)
- ❑ 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 62050916 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 *Country Life*.

- ❑ **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. If undertaking a combined program with Calthorpes' and Mugga-Mugga lunch will be at Mugga. Lunches should be collected into a few tubs. It is recommended that students drink fluids during Morning Tea and/or Lunch. 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.
- ❑ **Specific Needs:** Please advise the Bookings Officer at the time of booking if there are students in your group with specific 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 *Country Life*, available from our website at the following link - <http://www.historicplaces.com.au/learning/country-life>
- ❑ **Directions for Mugga-Mugga:** [Mugga-Mugga](#), 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?

*Country Life* encourages students to engage with the Mugga-Mugga property through two activities: students tour the house, explore the paddocks and then they carry water from the well.

**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 on the left-hand side.

**During the program:** The introduction to the program will begin at the Education Centre and then the group will separate into two groups. Both groups should have an accompanying adult and will do the same program in a different order.

There are two rotations, each approximately forty 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. Cooking and cooling will both be considered. Only the presenter will handle collection items, using gloves.

***The Paddock and Well:*** The well is situated approximately 400m from the cottage. The focus of this rotation is keeping items such as butter and drinks cool; and collecting sufficient water for cooking, cleaning, drinking and washing.

The students will take turns at carrying water back to the cottage, using yoke and buckets. The presenters supervise this activity carefully to ensure that the water level is a safe weight.

**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 remain in a group and behind their presenter; and students need to remain outside the fence around the well.

## Pre visit activities

**Make a Coolgardie Safe:** Make a model Coolgardie safe, a technology to keep food and liquids cool in hot weather. Learn more about this technology at the Museum Victoria, The Coolgardie Safe information sheet:  
<http://museumvictoria.com.au/discoverycentre/infosheets/the-coolgardie-safe/>.

There are a number of ways to make a Coolgardie Safe in the classroom. Here are two approaches :

Pre and Post Visit Activities – Energy Transformations, Make a Coolgardie Safe, p 7 – <http://museumvictoria.com.au/pages/3305/adult-ed-sw-energy-transformations.pdf>.

*Blundell's Cottage Education Kit, p 36:* -  
<http://education.nationalcapital.gov.au/downloads/blundells/Unit4.pdf>.

**Location:** Use a map of Canberra showing Mugga-Mugga. 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 Mugga-Mugga. Point out the proximity of Mugga-Mugga to Canberra.

Compare the map to a historical map of the city of Canberra. Appropriate maps and landscape views are available at the following link,  
[http://www.idealcity.org.au/competition-2-information\\_materials.html](http://www.idealcity.org.au/competition-2-information_materials.html). These digitised images were sent to entrants of the Canberra design competition 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 photograph to maps and photographs from times in the past. What will you see during the trip to Mugga-Mugga?

**Observation:** Ask the students to consider a familiar landscape. 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 or predict changes. Resources for students to discover how their area has changed may be photographs, newspapers or oral history interviews with their parents or grandparents.

### **Post visit activities**

**Action:** Pot a native seedling in the interests of promoting biodiversity and water-wise gardens, or pot a vegetable seedling in the interests of promoting healthy eating.

**Eat:** It may be possible to have a cooking activity. 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.

**Revision:** The virtual tour, available on the website, can be the focus for recalling the excursion, analysing objects or a creative response through telling stories about Mugga-Mugga:

<http://www.historicplaces.com.au/mugga-mugga-cottage>

## References

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

<http://www.historicplaces.com.au/learning/country-life>

ACT Government. 2008. *Mugga-Mugga Virtual Tour*. Downloadable from:

<http://www.historicplaces.com.au/mugga-mugga-cottage>

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

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

Curley, Sylvia. 1998. *A Long Journey: Duntroon, Mugga-Mugga and three careers*. ACT Government, Canberra.

Lawson, Elaine. 1996. *Mugga, A Guide*. ACT Government, Canberra.

Museum Victoria. No Date. *The Coolgardie Safe*. Downloadable from:

<http://museumvictoria.com.au/discoverycentre/infosheets/the-coolgardie-safe/>.

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<http://museumvictoria.com.au/pages/3305/adult-ed-sw-energy-transformations.pdf>.

National Capital Authority. 2007. *A Look Into the Past – A Blundell's Cottage Education Resource Kit, Unit 4 – Cooking (p 36)*. Downloadable from:

<http://education.nationalcapital.gov.au/downloads/blundells/Unit4.pdf>.