



LANYON HOMESTEAD

Education Program

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James' Diary

Teacher Booklet

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James' Diary booking

Lanyon is an ideal venue to learn about how people lived in the past. The site is rich with First Nations heritage which extends thousands of years into the past. The homestead dates back to 1859, the outbuildings, gardens and location provide students with a window into another time period. Exploring the site is a wonderful way for students to engage with how the past is different or similar to today by exploring First Nations stories and the story of 8 year-old James Cunningham.

The program includes a doll's house tour of the homestead including the kitchen, gardens, games and geographical site features, First Nations occupation, craft activities and sustainability themes.

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 8.**

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 imagining aspects of eight year-old James Cunningham's life in 1860s and geographical features pertaining to human occupation.</p> <p>Students are encouraged to consider 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. The program explores the cross-curriculum priority areas; sustainability and First Nations heritage, through attention to the cultural landscape, gardening practices and craft activities.</p>
Curriculum Links	<p>HASS F -2</p> <p>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 <p>Cross Curriculum Priorities</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Sustainability
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	4 hours
Availability of Program	Week 2 to week 9 of ACT school terms.

Size of Group	90 students/ per booking maximum A ratio of 1 adult supervisor per 15 students is required.
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Aim

The program explores the past through the historical figure, James Cunningham and exploration of First Nations heritage pertaining to the site. Students are provided with insight into the past through the everyday experiences of children via a tour of the homestead and garden, playing old fashioned games, learning about the kitchen block and examining objects in the discovery basket. Children are invited to consider closely geographical features and First Nations connection to and care of country. The engagement is immersive, active and hands on.

Philosophy

Strategies used in this program are experiential discovery, inquiry-based learning, close looking and creative visualisation and imagination. 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 provided.

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. 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 a site, 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)

Cross Curriculum priorities: Aboriginal and Torres Strait Islander Histories and Cultures and Sustainability.

OI.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place

OI.3 Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

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.

The site of the Homestead is rich with Aboriginal heritage including archaeological evidence such as artifact scatter and scarred trees. The area was significant to many groups of people, including the Ngunnawal, as a meeting place and a transit route as people travelled to the mountains nearby. Traditional custodians continue to care for country throughout the Canberra region.

How have students engaged with learning about traditional custodians of the country they are visiting Canberra from? What traditional Aboriginal practices have you explored in class that relate, in particular, to themes of sustainability and caring for country?

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* is supported by student familiarity with the story book that accompanies this program and which can be downloaded from our website. Please read the book to your students.
- ❑ **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. Regarding postponement or cancellation, Terms and Conditions are available on the website.
- ❑ **Name tags:** Please ensure students wear a name tag (first name only). This allows the presenters to communicate more effectively with the students.
- ❑ **Groups for program delivery:**
Students will engage in the program in groups of 15, so please organise these groups in advance. Each group of 15 must be accompanied by an adult. For example, if you have a group of 60 students, the group requires 4 accompanying adults. Students will be divided into 4 groups with a minimum of one visiting adult accompanying each group and presenter.
- ❑ **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 at the time of booking of any students with special needs such as hearing / physical / learning / allergies or who will be accompanied by a learning support assistant.
- ❑ **Numbers:** Please confirm with the Education Officer the total number of students who attend the program on the day.
- ❑ You can find the ACTHP Risk Management Plan on our website

What will happen during the program?

Arrival: The bus will drop students in front of the Lanyon Homestead and you will be met by a presenter. Please arrive for a 10.00am start, allowing time for morning tea and toilet break before 10am. The programs will end at 2.00pm. There is time for Lunch in the middle of the program.

James Diary Program

Student groups will do the same program in a different order. Students are split into small groups with half doing homestead rotations and half doing cultural landscape rotations and a craft activity. Students move throughout the site at approximately 15-20 minute intervals.

Homestead rotations:

The Homestead: The focus of this rotation is the book, *James' Diary*. Students are taken on a dolls house tour of the Homestead when they recognise rooms and items from the book. Only the presenter will handle collection items, using gloves.

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

The Kitchen and cellar: The kitchen used during the Cunningham period will be visited. It is in a separate building across a courtyard from the main house.

Games: The focus is the types of toys and games James may have played at Lanyon.

Cultural landscape and Craft

View of the Homestead within surrounding country: Students will investigate the Homestead in its location, creatively imagining how the landscape may have looked prior to European settlement.

The Garden: Students will undertake a guided exploration of the garden, allowing them to see fruit trees, vegetables and herbs that were planted in the Cunningham era and considering food sources that First Nations people used.

Being Bogong Moths: Students perform by flying around the garden as Bogong moths, learning about the way moths hibernate and behave while diffusing any high energy at the same time!

Cultural Landscape Orientation: Students are introduced to the landscape as it may have appeared when First Nations people conducted ceremony, hunted and passed through on the way to harvesting Bogong Moth in nearby mountains, before European settlement.

Making Bogong Moths: Choosing from recycled milk bottles or translucent papers students trace and decorate their own Bogong Moths with colourful and fluoro pens. Moths can be finished and installed later at school in a light filled space.

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.

Concept, 'the same, but different': The program explores similarities and differences to children's experiences today, and consideration of the site for human occupation. 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.

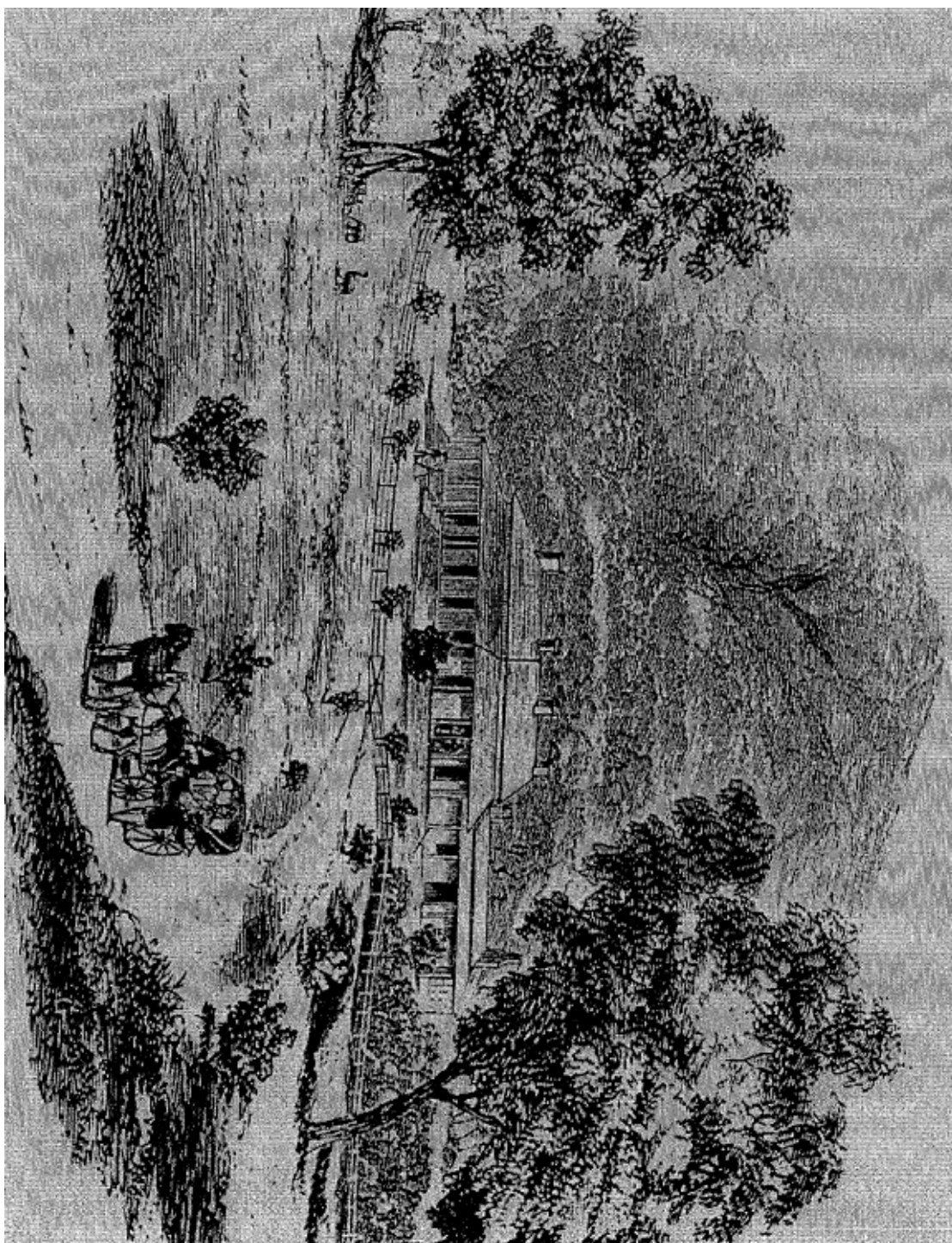
Collection: Who collects things? At Lanyon, students will be shown James' mother's collection of shells from around the world. Do any of your students collect shells like James and his mother? Do any of your students collect things that *weren't around* in 1859 when James was eight? For example, stickers 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. Use a map from Aiatsts to identify First Nations groups from the ACT area. Locate points of interest to help the students understand how to read maps. 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, what animals might they see? What animals may have been there before Lanyon was a grazing property? 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: What foods would have been available in the areas around Lanyon Homestead before European occupation? Similarly, what foods would have been in the area around your school, before Europeans lived there?

Can anyone identify traditional foods that still grow in areas we live in?

What foods do people grow, or graze, in these areas now? 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, but would their milk have arrived in a plastic bottle? What paper toys might children have made in James' time. This may be another traditional toy your students could undertake to make and play with.

Sustainability: Hang Bogong Moths made by children in a brightly lit area of the classroom. What are moths attracted to? Light! How can we take care of animals that are attracted to light? How can we re-use materials in interesting ways? What other plastic bottle or old packaging craft ideas do children have?

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 country is their house on? What is the name of the traditional custodians? What rooms would they show in their house? 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, the natural environment, the homestead, the garden or the surrounding paddocks. What part of their visit was most memorable?

References

<http://www.historicplaces.com.au/learning>

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