# *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 homestead dates back to 1859, the outbuildings, gardens and location provide students with a window into another time period. Exploring the site, building on the story of 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 doll’s house tour of the homestead and site including the kitchen, gardens, games and including geographical site features, First Nations occupation 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** | *James’ Diary* |
| **Program Focus** | 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.  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 includes sustainability and First Nations themes in relation to the site. |
| **Curriculum Links** | **HASS F -2**  **Knowledge and Understanding**   * 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   **Inquiry and skills**   * Questioning * Researching * Analysing * Perspectives and interpretations * Communicating |
| **Program Objectives** | To participate in an experiential, differentiated learning environment through discovery, hands-on, sensory, and interconnected experiences.  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. |
| **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. |

**Aim**

The program explores the experience of the past through the historical figure, James Cunningham and exploration of the site. Students are provided with insight into the past through the everyday experiences of children via: a tour of the homestead, garden, playing old fashioned games, learning about the kitchen block, examining objects in the discovery basket; and considering closely geographical features and Ngunnawal occupation of the site. 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. 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 photographs, artefacts, books, oral histories, digital media, and museums ([ACHASSK013](http://www.australiancurriculum.edu.au/History/Curriculum/F-10#level=F))

**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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK028)

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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK030)

**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](http://www.australiancurriculum.edu.au/History/Curriculum/F-10#level=2))

How changing technology on people’s lives (at home and in the ways they worked, travelled communicated and played in the past) [(ACHASSK 046)](http://www.australiancurriculum.edu.au/History/Curriculum/F-10#level=2)

**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)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK015)

The reasons why some places are special to people, and how they can be looked after [(ACHASSK017)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK017)

**Year 1:**

The natural, managed and constructed [features of places](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=features+of+places), their location, how they change and how they can be cared for [(ACHASSK031)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK031)

##### Year 2:

##### The influence of purpose, distance and accessibility on the frequency with which people visit places [(ACHASSK051)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK051)

##### Inquiry and Skills: Foundation – Year 2

##### Questioning

Pose questions about the past and present objects, people, places and events [(ACHASSI001, ACHASSI18, and ACHASSI034)](http://www.australiancurriculum.edu.au/History/Curriculum/F-10#level=F)

##### 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)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI008)

**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)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI027)

**Cross Curriculum priorities**: Aboriginal and Torres Strait Islander perspectives and sustainability

**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 Ngunnawal people 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. The decision to postpone lies with the school. If you do decide to postpone your booking, please contact the Booking 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.
* **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.
* Please contact us at [historicplacesbookings@act.gov.au](mailto: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 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, moving through throughout the site at 20-25 minute intervals.

There are six 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.

***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.

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

***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.

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

**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 programs 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.

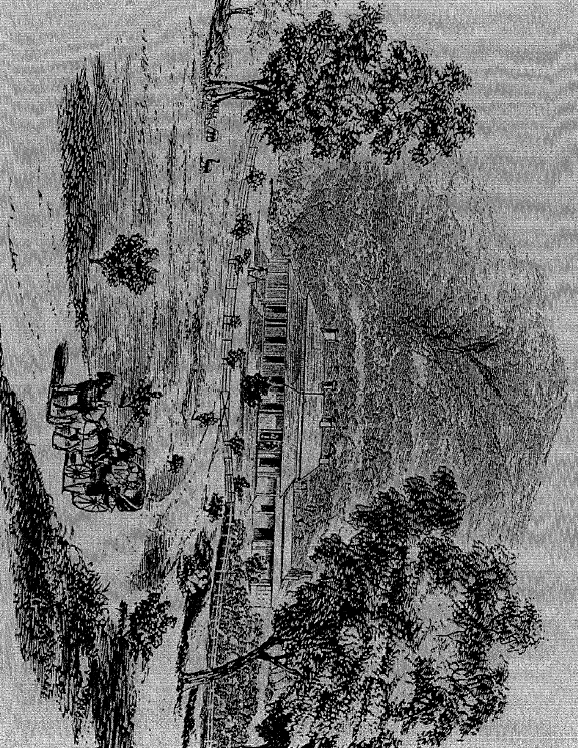
**Collection**: Who collects things? At Lanyon, students will be shown James’ mother’s collection of shells from around the world. Do any of your students collect shells like James and his mother? Do any of your students collect things that *weren’t around* in 1859 when James was eight? For example, 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. 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, 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 200ºC*

*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 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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