

The Heritage Education Centre - Introduction to the Field Site for teachers

Mont de Lancey is an historic homestead in Wandin, built in 1882 by Henry Sebire, a stonemason from Guernsey, Channel Islands. Thomas made the bricks on-site, using clay quarried from the dam.

The house affords a magnificent, panoramic view of the Yarra Valley and surrounding mountain ranges. A number of outbuildings include the 1880's Slab Kitchen, St Mary's Chapel, a Blacksmith's shop, The Dairy and the School house.

Mont De Lancey is staffed by a small group of volunteers, mainly family members of the original inhabitants of the Homestead.

Mont De Lancey is a most valuable resource for a number of reasons.

- As the home of a migrant, pioneer farmer, it has historical significance. It houses an extensive collection of household effects, tools, fashion, machinery and more, from a bygone era. It has geographical significance. Its position affords commanding views of the Yarra Valley and surrounding mountain Ranges and its migrant past connects it with other parts of the world.
- Mont De Lancey has the potential to connect students with their local history. By dressing up and engaging in 'olden day' activities, children immerse themselves into 'living history' and are better able to appreciate a past context.
- For schoolchildren in Wandin, the Homestead is a local resource. As the Homestead is a 15 minute walk from the school, bus travel is unnecessary and excursions to this site are cheap or free.

Logistics

- For the purpose of this Lesson Plan, two grades 5/6, comprising 40 students will attend. Students will form five groups of eight in which to travel around the various activities.
- The timetable for the day may be viewed in the display book. (Appendix I)
- As the field site is in close proximity to the school, parents will deliver and collect children to and from the site. This negates the need for a bus.
- There is no charge for this excursion, due to an ongoing relationship between the Wandin Yallock Primary School and Mont De Lancey Homestead.
- Government and school procedures relating to excursions may be viewed. (excursion management, code of conduct, privacy – Appendix VIII)
- Permission notice (Appendix V)

Overarching Generative Topic: How do people adapt to change?

- understanding how we live
- how does the "family story"(early pioneers) relate to our lives today
- understanding where we live
- what influence did Wandin pioneers have in shaping our modern town?

Objectives - Students will:

- gain a fundamental appreciation of the history of their local area
- achieve an understanding of how people lived in the time of Australian Federation (1870-1910)
- be able to contrast and compare the lifestyle then, to the student's own and to begin to question the sustainability of the current lifestyle
- develop skills of devising questions, gathering and assimilating knowledge, organizing, reporting and presenting information

Learning Focus - HISTORY (Victorian Essential Learning Standards, 2005)

"Students use a range of written, visual, oral and electronic sources to study the past. With support, they frame research questions and plan their own inquiries using historical language and concepts such as time, sequence, chronology, continuity, change, culture and, tradition. They begin to question sources and make judgments about the viewpoints being expressed, the completeness of the evidence, and the values represented. They learn to develop explanations in a range of forms such as timelines, oral presentations, posters, multimedia presentations, reports and narratives." (VELS, 2006) (Appendix VII)

Prior Knowledge

Students will have undertaken some preliminary studies to get a feel for historical context. They know the site is a property of historical significance, originally inhabited by a pioneering family. Students will have developed a sense of where the field site is located in relation to their school. Students will have developed a line of inquiry relating to the overarching topic.

Guiding Questions:

- What kind of life did these pioneers leave behind? Why did they leave?
- What made them choose Wandin as a home base?
- How have they adapted to their new Australian home?

- What evidence can you find that supports the ease or difficulty of their transition?
- What would you take with you if you moved to a new country? Why?

Field Site Activities:

(Please see Lesson Plan and Timetable – Appendix I)

- At 9.00 a.m. the children arrive at the site and are organized into groups (if not done beforehand). Adult leaders will be finalised at this stage, in case of absences/extras.
- Children are given a pencil and a journal, "Mont De Lancey Challenge" (Appendix IX), in which they will answer questions, enter information, sketches and other notes throughout the day. Information recorded in the journal will facilitate further study back at school.
- "Camera crew" have been chosen prior to the excursion and will receive camera equipment at this point.
- Group 1 and 2 will meet the MDL guide at the Museum. Groups 3, 4 and 5 will meet their MDL guide at the House. Groups will tour both venues during the session, as well as visit the chapel and the bell tower. This will give everyone a quick overview of the site. Further exploration time is allocated later in the day.
- Timetable of the day's activities runs, as per Appendix I.

Resource 1: Wandin Yallock Primary School

Mont De Lancey and Wandin Yallock P.S share a sentimental and historical bond. The school was built in 1870, with generations of Mont De Lancey's extended family members attending, as well as descendants of other early settlers.

The school has an original teacher's residence. The history of this building and the historic Rotunda, may not be known to the students and will be topics of discussion prior to the field trip.

Their own school gives the children a sense of history. The old building, the original artifacts, the constant visits by former pupils and their reminiscences, the on-going school-based cultivation of respect for our history, has helped to shape students' current knowledge and understanding.

Why have I chosen or created this resource?

- It is a familiar starting point for 'historic lifestyle' discussion and inquiry, with regard to prior knowledge
- Strong [knowledge and personal] links can be made between a familiar resource (their school) and historically rich Mont De Lancey
- This invaluable resource is welcoming and local and houses its own collection of historic paraphernalia

How does it link to the topic, goals and on-site activities?

- Schooling, as well as Sunday School, were considered essential, even in the 1870's and Mont De Lancey's volunteer guides have many stories to tell about Wandin Yallock P.S. in the early days. Wandin Yallock provides a sense of schooling in the 1870's through its original buildings. It shares the same history as Mont De Lancey.

How does it link to specific areas of your state curriculum?

- The fact that curriculum links can be made between past and present, links this resource to all areas of the state curriculum. Its historic and human values link it strongly with all strands of Humanities (SOSE). Its role as a school links it to all areas of the curriculum, in respect to analysing continuity and change.
- How does it support the integration of SOSE with other learning areas? The resource relates to children's prior knowledge, being a solid base of vast common knowledge. Many knowledge links can be made via a variety of disciplines during the study of continuity and change.

Resource 2: Human Resources- volunteer guides

Some of these may be regarded as primary resources, since they are the grandchildren of the original inhabitants, and have a marvelous collective memory of life at Mont De Lancey since the 1920s and also are repositories of myriad reports and stories from earlier generations.

Why have I chosen or created this resource?

Human resources have been selected to complement this lesson for several reasons. It is so important that the knowledge, information and folklore of our elders is passed on to the younger generations, before that part of history is lost forever. They represent a different time, a different set of values and these, sometimes elderly, volunteer guides have a wonderful rapport with the children. Such a precious resource offers a dynamic, interactive exchange of ideas, creating interest and engagement.

How does it link to the topic, goals and on-site activities?

Children, on understanding that they are hearing first hand 'olden days' experiences, are better able to relate the information to their own lives, by asking questions and relating the stories to their own experiences. It is an invaluable opportunity to add to our store of cultural evidence.

Most of the volunteers are grandchildren of the original inhabitants of Mont De Lancey and as such, have a great deal of knowledge of the people and the way of life so many years ago.

Children are able to ask questions of the guides and to consider the accuracy of their reminiscences, in their pursuit of answers to the excursion topic. Volunteers are well placed to describe the family's transition from Guernsey, UK to Wandin, AUS and the hardships they faced in adapting to a new place.

How does it link to specific areas of your state curriculum?

Civics and citizenship - not only do guides impart societal knowledge (Humanities, English, Maths); they serve as role models in serving the community. Children practice communication and interpersonal skills, when 'on tour'.

How does it support the integration of SOSE with other learning areas?

The dynamic nature of discussion between guides and students potentially links the knowledge gained from this resource to all areas of the curriculum, fulfilling the integration of SOSE with other learning areas.

Resource 3: Created Resource - Activity Cards (Appendix XI)

Sets of activity cards have been produced, to be used during the tours of the House and the Museum. These activity cards have been designed to encourage children to look around. On the front of each card is a photo of a display either in the Museum or the House and a title question which guides the activity.

On the reverse of each card is a number of questions for consideration by the student. Cards support individual quest, small group discussion, or as a springboard for teacher-led discussion.

Why have I chosen or created this resource?

These resources have been designed for their capacity to add texture to the program, to create interest and fun to an activity which is considered important by adults, but not always by children. Rooms in the House and display cabinets in the Museum house artifacts and 'trivia' pertinent to discussion of how people create homes. With an element of playing a 'game', the cards will aid in getting the children to look into the display cases, and hopefully to pique their interest in the items displayed.

How does it link to the topic, goals and on-site activities?

Questions on the reverse will help teachers to guide discussion in a meaningful and cohesive manner, addressing the overarching topic of the excursion.

How does it link to specific areas of your state curriculum?

- Communication – practise skills of listening, responding, experience aural, visual and written communication
- English – formulate opinion, use evidence to support ideas, adjust speaking to accommodate the context
- Humanities – use a range of "primary and secondary sources to investigate the past" (VELS, 2007), work collaboratively
- Interpersonal- inclusion; Mathematics – explore relationships in space, classify
- The Arts – begin to analyse and compare features

How does it support the integration of SOSE with other learning areas?

Discussion follows pathways of interest put forward by the children; discussion relates to prior knowledge and children's lives. This activity allows debate, inquiry, forming of opinion, consideration of needs and wants, develop knowledge of continuity and change, investigate the past. These skills apply to all domains.

Resource 4: Camera Equipment

Students will use digital still cameras and digital video cameras to create their own resources. They will be encouraged to record interesting scenes and objects, dramatised events and conduct interviews with Mont De Lancey staff and other students.

Why have I chosen or created this resource?

Students will enjoy the multi-medial approach, a new mode of learning for most, which continues back at school in post-production and presentation. At VELS level 4, ICT, students begin to use a variety of technological tools to present their work. In Communication, they develop skills of organizing their ideas logically; in Design, Creativity and Technology, they "develop step-by-step plans for production" (VELS, 2006). The use of cameras as a recording tool facilitates these and other skills.

How does it link to the topic, goals and on-site activities?

- Students will focus on the unit topic in their selection of material to be recorded.
- The technology will be a tool for gathering information as well as supporting interdisciplinary skill development.
- Recordings will include the day's activities, to be reviewed and reflected upon, post-excursion.

How does it link to specific areas of your state curriculum?

- Use of this resource specifically links to
 - Information and Communications Technology
 - Communication
 - Design, Creativity and Technology
 - English
 - Interpersonal Development
 - Mathematics
 - Personal Learning
 - The Arts
 - Thinking Processes
- Recordings made using this resource enable links to all of the above curriculum areas, as well as
 - Civics and Citizenship
 - Health and Physical Education
 - The Humanities - Economics
 - The Humanities - Geography
 - The Humanities - History
 - Science

How does it support the integration of SOSE with other learning areas?

- Students will use skills of
 - organization
 - investigation
 - design
 - communication
 - ICT application
 - creativity
 - analysis
 - evaluation
 - interpersonal
 - visual thinking and reflection

to gather information which answers the topic of study from several curricular viewpoints.

Resource 5: Museum and House (and property)

The Museum was built in 1996 to house a vast collection of memorabilia gathered from the original property and also from many other pioneering families of Wandin. Descendents of the areas original pioneers have been extremely generous in their support of the museum concept. A vast collection of historically pertinent paraphernalia, including furniture, household effects, war memorabilia, photos, fashion, machinery and tools are on display and guides have personal knowledge of the artifacts. The house and garden have been restored to foster a sense of what life was like in the early days of settlement in Wandin. Children are able to walk through the dwelling's central passageway, viewing each room in turn from roped-off areas. They walk around the garden's pathways, experiencing plant types and Victorian garden design. The 127 year old oak is a massive specimen.

Why have I chosen or created this resource?

I have chosen these as the main resource(s), since they hold the most obvious clues to "How people adapt to new surroundings".

How does it link to the topic, goals and on-site activities?

Students are able to study primary examples of past life. Students will tour the collections in, around and of the buildings. By seeing artifacts in situ, students are more easily able to piece together the daily lives of people in the later 1800s. The surrounding farmland also allows an appreciation of early rurality.

How does it link to specific areas of your state curriculum?

- Humanities -
 - learn about logistics of running a household/farm
 - buying and selling
 - scarcity of resources
 - farming issues
- Mathematics - location, shape, symmetry, perimeter, maths language
- Communication and English - listening skills, asking questions on tour
- The Arts - architecture, fashion, home decorating, visualisation
- Numeracy - logistics of brick-making, bringing supplies from town, garden design
- Science - plants, birdlife, mini-beasts, garden

How does it support the integration of SOSE with other learning areas?

- As the base of family life, the resource offers myriad learning opportunities across domains.

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