

## Teachers' Resource: Blundells Cottage

### Year 2: The Past in the Present

#### 1 Overview

By drawing parallels between today and the past students will be able to identify how some elements of our immediate environment have changed through progress and development whilst others have remained intact.

Blundells Cottage is a significant building for the study of the Canberra local area because it:

- Represents a worker's dwelling
- Reflects the history of the establishment of large estates with tenant farmers
- Is a remnant of the past
- Is a building around which the National Capital developed

*Teachers are encouraged to visit the site with their class to complete this unit of study.*

The dates and events described in this resource have been taken from the book: *The Cottage in the Parliamentary Triangle* by Beth Knowles. (Canberra and District Historical Society, 1990).

Central Inquiry Question: *Why is Blundells Cottage important to us?*

Key inquiry questions:

- What aspects of the past can we see today? What do they tell us?
- Which remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

Focus inquiry questions:

- How can we identify a building/site by examining visual evidence?
- How can we learn about the past by looking at different sources of information?
- What do we find out about the past by comparing it to the present?

What was it like living in Blundells Cottage?

#### 2. Curriculum Links

##### Historical Knowledge and Understanding

Content Description	Elaborations	Lesson Plan Activity
The history of a significant person, building, site in the local community and what it reveals about the past	Using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community	Unit 1: Special Places

<a href="#">(ACHHK044)</a>	Suggesting reasons for the location of a local landmark before searching for resources that provide an explanation.	Unit 2: Limestone Plains – Then and Now
	Investigating the history of a chosen building in the local community using various sources and relating a story which these reveal about the past.	Unit 3: The Cottage and Its Families + site visit
The importance today of an historical site of cultural or spiritual significance <a href="#">(ACHHK045)</a>	Discussing why a particular site has heritage significance/cultural value for present generations.	Unit 1: Special Places
	Identifying and designing a local historical tour of a site.	
The impact of changing technology on people's lives <a href="#">(ACHHK046)</a>	Examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives.	Unit 3: The Cottage and Its Families + site visit
	Identifying where the technology used in their grandparents' childhoods was made compared with the technology they use today.	Unit 4: Cottage Visit + site visit
	Creating models of toys used by children who lived when electricity was not available	

## Historical Skills

Historical Skills	Elaborations	Lesson Plan Activity
Sequence familiar objects and events <a href="#">(ACHHS047)</a>	Ordering key events in the history of the local community using photographs and annotations.	Unit 3: The Cottage and Its Families
Distinguish between the past, present and future <a href="#">(ACHHS048)</a>	Using terms to denote the passing of time in speech and writing.	All units
	Identifying signs of the past in photographs and other visual representations and using the correct term for these features.	Unit 2: Limestone Plains – Then and Now + site visit
Pose questions about the past using sources provided <a href="#">(ACHHS049)</a>	Developing inquiry questions about a site.	
	Structuring questions using appropriate verb tense.	
Explore a range of sources about the past <a href="#">(ACHHS050)</a>	Locating historical evidence of the local community including signs of the past in the present.	Unit 2: Limestone Plains – then and now + site visit
	Examining sources such as photographs, newspapers, stories and maps to learn about the past.	Unit 3: The Cottage and its families
Identify and compare features of objects from the past and	Identifying features of a site that reveals its past.	Unit 1: Special Places Unit 2: Limestone Plains – Then and

present ( <a href="#">ACHHS051</a> )		Now + site visit
Explore a point of view ( <a href="#">ACHHS052</a> )	Examining a point of view about changes to the built and natural environment and to daily lives over time.	Unit 3: The Cottage and Its Families
Develop a narrative about the past ( <a href="#">ACHHS053</a> )	Composing stories to compare past and present daily life.	Unit 3: The Cottage and Its Families Creative story planner
	Describing a significant person or place from their community's past .	Unit 3
Use a range of communication forms ( <a href="#">ACHHS054</a> )	Representing ideas and creating imaginative responses through visual images as well as written and spoken descriptions and narratives.	All units

### 3. Teaching / Learning Actions

#### Unit 1: Special Places

Curriculum Links	Teaching and Learning Actions	Resources
Using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community. ( <a href="#">ACHHK044</a> )	PRETEST: What makes a place special? Brainstorm.	
	Students draw or describe in words a place that is special to them. They share stories about their special place. Do other people visit or use this place?  Class discussion: are there any similarities between special places? Can they be grouped? Students draw or describe in words a place they think might be special for other people. Explain that one place can be special and important to many people. In Canberra there are places which are important to all Australians and visited by many people. People who are responsible for these places create and distribute information about this special place. Students draw or describe in words a special in Canberra.	<a href="#">Handout 1</a> : Special places
	Divide the class into groups and give each group identical collections of printed material.  Assign one group to find places which have <i>national/Australian</i> in their name; one group to find places with <i>historic/past/old</i> in the description; one to find places called <i>gardens/parks/galleries</i> . Individuals then make a bookmark for one of the places that fits their group's criteria.  Each group then categorises the bookmarks as: <i>must visit, like to visit or fun to visit</i> . They then report back to the class. Write the original categories on display board and ask the rest of the class which category the group's bookmarks fit into.  What have we learnt about special places? Is it important to have a special place? Why is it important? Does classifying places help us learn about them? How?	Brochures on various Canberra attractions  <a href="#">Handout 2</a> : Canberra's special places

Identify and compare features of objects from the past and present <a href="#">(ACHHS051)</a>	Compare an image of a new home with an image of Blundells Cottage. How are they similar or different?	<a href="#">Handout 3</a> : What is this?
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## Unit 2: The Limestone Plains – Then and Now

Curriculum Links	Teaching and Learning Actions	Resources
Suggesting reasons for the location of a local landmark before searching for resources that provide an explanation. <a href="#">(ACHHK044)</a>	PRETEST: Ask students to draw a map of their school, including landmarks. Discuss how each student's map is similar/different to others and what landmarks have been noted.  As a class use a map of your local area to locate recognisable features (your school, local shops etc). Discuss possible reasons for locating certain features close to each other (playground/skatepark, shops/post office or shops/bus interchange)	Google maps  Map of your local area
	The first handout is a print version of an online activity.. Ask students what they can see. Can they find any of the features they have identified on their local map? Can they identify Lake Burley Griffin?	<a href="#">Handout 1</a> : Where is Blundells Cottage?
	The landscape of Canberra has changed. Before it was a city, it was a farming community.  Background: Robert Campbell died in 1846. His son George took over Duntroon estate in 1854. He began a program of construction on the estate that included the building of many workers' houses, including one to house a farmhand and his family (Blundells Cottage).	<a href="#">Handout 2</a> : Cottage in the landscape
Distinguish between the past, present and future <a href="#">(ACHHS048)</a>	Using the photographs of the cottage, identify changes to the local area over time. One of the biggest differences is Lake Burley Griffin. It is a manmade lake, created by damming the Molonglo River.  Students compare the Canberra of the past with that of the present. By looking for clues in the images, they match various types of work with the era to which it belongs. Ask students to imagine what the Canberra of the future will look like and create a drawing of it. What jobs will be done in the Canberra of the future?	<a href="#">Handout 3</a> : Now and then

## Unit 3: The Cottage and Its Families

Curriculum Links	Teaching and Learning Actions	Resources	Assessment
Investigating the history of a chosen building in the local community using	PRETEST: How do we measure the passing of time? Discuss significant events in the life of the school/students. How is today different to earlier times?	Book suggestion: <i>My Place</i> by Nadia Wheatley	
	Investigating the history of their own house will illustrate for students how the story a constant (the house) changes through time and how only part of that	<a href="#">Handout 1</a> : My home: past,	

sources and relating a story, which these reveal about the past ( <a href="#">ACHHK044</a> )	story happens in their own lifetime.	present and future	
Examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives ( <a href="#">ACHHK046</a> )	Students examine a replica of a ship's passenger list to gather information about the first residents in Blundells Cottage, the Ginn family.	<a href="#">Handout 2</a> : Ginn family records	
	<p>Get student to recreate the actions William Ginn would have had to do to complete the tasks of a farmhand (eg. ploughing – with one student as the horse, hand shearing, mowing with a scythe, gathering with a rake) to introduce the physicality of 19<sup>th</sup> century work compared to the same work today.</p> <p>Farm tools in use in the 19th century are not the same as those used today. Building on the previous class activity, discuss changes to tools and why these might have come about after students complete this activity. What impact would these changes have had on workers' health? How many tasks could be completed in a day? What skills would be needed to complete these tasks?</p>	<a href="#">Handout 3</a> : William Ginn	
Explore a range of sources about the past ( <a href="#">ACHHS050</a> )	<p>Adults are not the only family members who provide clues to the past. By interrogating the images and matching the correct toys to the child who would have played with them students</p> <p>What other sources could students use to find out more about the families who lived in Blundells Cottage?</p>	<a href="#">Handout 4</a> : Fun and games	
Investigating the history of a chosen building in the local community using sources and relating a story, which these reveal about the past ( <a href="#">ACHHK044</a> )	<p>The first family to move into this cottage were the Ginns, who had two boys and a baby girl when they arrived. Another daughter was born whilst they lived at the cottage.</p> <p>The Blundells moved in as newlyweds and lived the rest of their lives in the cottage. They had eight children. Their story will be displayed in Phase 2 of the renewal of Blundells Cottage.</p> <p>After George Blundell died Harry and Alice Oldfield moved into the cottage. Harry died in 1942 but Alice continued to live there until she died in 1958. Alice had many boarders sharing the cottage with her. Her display will also be part of Phase 2.</p> <p>The last boarders she took in were the Sainsbury family, who moved into the back two rooms with their three children and stayed on after Alice died.</p>	<a href="#">Handout 5</a> : Timeline <a href="#">Canberra District Historical Society</a> timeline	
	By the time the Sainsbury family moved into the cottage Canberra had changed, some buildings familiar to us now had been built (Mrs Sainsbury worked at the Australian War Memorial) and many more were under construction, including	<a href="#">Handout 6</a> : Creative Story Planner	

	houses for the many, many people moving to Canberra. There was not a house available for the Sainsbury family to move into so they continued to live in a cottage with no electricity, no running water or sewerage.		
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#### Unit 4: Cottage Visit

Curriculum Links	Teaching and Learning Actions	Resources	Assessment
Representing ideas and creating imaginative responses through visual images as well as written and spoken descriptions and narratives <a href="#">(ACHHS054)</a>	<p>PRETEST: What do you expect to see and do at Blundells Cottage? Write a list and discuss when you return to school.</p> <p>As individuals, the students can then complete a reflective 'Y' chart on what they saw, heard and how they felt during their visit.</p>	<a href="#">Handout 1</a>	
Examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives <a href="#">(ACHHK046)</a>	<p>Once your site visit is complete the story of Blundells Cottage will now include your experience. To remember where we have been we take photos or buy postcards. However this activity is like getting a postcard from a time machine.</p> <p>By creating their own postcards of their personal experiences students make themselves part of an ongoing narrative.</p> <p>Simple, everyday items have changed dramatically over time. Discuss the reasons for the differences and how this would affect family life.</p> <p>Ask students for further suggestions of everyday items that have changed.</p>	<a href="#">Handout 2: A postcard from Blundells Cottage</a>	<a href="#">Handout 3: Change</a>

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**(at least four weeks in advance is recommended)**