Teacher Resource Kit

CHILDSPLAY
Vaucluse House HSIE Education Program
In this Teacher’s Kit you will find the following:

1. Booking information
2. Information about your excursion
3. Historical information about Vaucluse House for teachers.
4. A pre-visit Historical Inquiry activity for your classroom
5. Instructions for teachers for 19th Century games at Vaucluse House
6. Instructions for a suggested tour of the Vaucluse Estate
7. Further information
CHILDSPLAY BOOKING CONFIRMATION

Thank you for booking to participate in the Child’ Play education program at Vaucluse House.

Vaucluse House estate, which is a 40 minute drive from the city, provides an ideal setting to explore life in the 1850s. Child’s Play, an experiential History program for Stage 1 explores what life was like for the Wentworth children and the servants at Vaucluse House.

The program includes a guided tour of the house visiting the areas where the servants worked, the children’s room, drawing room and principal bedroom. Also, children will participate in activities such as playing 19th century games and a walk around the estate. After an introduction and demonstration by a member of the guiding staff, teachers will supervise and manage the outdoor activities.

To make the most of their visit, teachers should prepare themselves by reading the material in the Kit. Please find on page 5 a checklist of things to remember on the day of your excursion.

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Bookings

A ratio of 1 teacher/parent to 10 students is required.
Additional parents will be charged at the concession rate of $8

Duration of program:
3 hours

Group size:
80 students maximum

Cost:
Up to 20 Students: $195
Up to 40 Students: $375
Up to 60 Students: $560
Up to 80 students: $740

Thank you for your time, we look forward to seeing your school group soon.

*GST does not apply
CHILDSPLAY SCHEDULE

The following information outlines how your excursion to Vaucluse House is to be managed. For groups of 60 or less, students need to be divided into two groups. For larger groups of up to 80, students need to be divided into three groups.

Please allow 30 minutes prior to the start of the program to allow for your students to be able to use the toilets and have their morning tea. See areas of the map marked below.

Part of the day, as outlined in the schedules below, will be led and supervised by teachers. In these sections we ask that teachers ensure students have their lunch and use the toilet in order to be ready for the guide led tour of the house.

Please see pages [insert pages] for explanations of the 19th Century games

Please see pages [insert pages] for information about the estate walk and a recommended tour.

Much of the day is outdoors so ensure that students have weather protection for the day.

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CHECKLIST

Please remember

1. Ensure all students have name tags with large print.
2. Ensure all students have sun protection – including hats.
3. Ensure children have appropriate clothing – raincoats for wet weather, jumpers for cool weather.
4. Bring this kit with you on the excursion.
5. The program needs to start on time. If necessary arrive earlier to allow time for toilet breaks or for morning tea before the program starts. This program will be shortened in the event of starting late.
6. Visit the toilets in the carpark before starting the program.
7. Please fill out the teacher and students evaluation forms after the program.
8. Ensure all students/teachers/supervisors have a packed lunch; no shops on site. Also, please be aware that food and drinks are not allowed inside the house.
Parking and toilets

Buses park on Wentworth Road as indicated in red on the map below. Staff will meet your group at the bus, and after you have had morning tea and a toilet break, they will take you up to the property to begin the program.

Toilets are located close to the car parking area and the area, as indicated on the map below shows a grass area where students can have their morning tea. We suggest that students are given the opportunity to use the facilities prior to the walk to the house and shop entrance.

Please note that late arrival will mean that the education program is slightly shortened to fit in with the schedule, so that you can return to school on time.

If you are running late please phone the house on 02 9388 7922 to let them know.

In the event of wet weather, the program will still go ahead. Please ensure that students bring wet-weather gear.
Families
Then and Now

- For this activity, teachers or students can bring a photograph of their family to compare families then & now.
- Students pose a range of questions as if they were detectives trying to find ‘clues’ that there were differences and similarities to families today, such as the number of children and adults, clothing worn, the stiff formality of the poses.
- Introduce relevant vocabulary to use in the discussion, and ask students to begin their sentences with phrases such as ‘in the past’, ‘then and now’, ‘today’, ‘years ago’ and ‘in the olden days’. (taken from BOSTES sample History Stage 1 unit)

This (next page) is a photograph of an Australian family taken around 150 years ago. Taking a single photograph was a lot more difficult than today, photographs were printed on paper that had to be specially prepared and it took a long time to take a single photo.
The family of William Charles and Sarah Wentworth

William Charles Wentworth
1790 - 1872

married 1829

Sarah Morton Cox
1805 - 1880

Thomasine (Timmie) 1825-1913 m.1844
unmarried

William Charles (Willie) 1827-1859
unmarried

Thomas John Fisher

Fanny Catherine 1829-1893 m.1847

Mary Jane Hill

Fitzwilliam 1833-1915 m.1868

John Reeve

Sarah Eleanor (Joooy) 1835-1857
unmarried

Eliza Sophia (Didy) 1838-1898
unmarried

Isabella Christiana (Belle) 1840-1856
unmarried

Laura 1842-1887 m.1872

Henry Keays-Young

Edith 1845-1891 m. 1872

Charles Gordon Cumming Dunbar

D’Arcy Bland 1848 – 1922 m.1872

Lucy Bowman
Wentworth family background - Information for Teachers.

William and Sarah Wentworth had a large family of ten children born over a period of 23 years. They grew up in a prosperous and happy home, mostly managed by Sarah as William was often away on business. With William’s half brothers and half sisters, their husbands and wives and children, there were many frequent visitors to Vaucluse House and a network of social companions for the children. From 1853 to 1861 much of the family was living and travelling in Europe. The Wentworths were more fortunate than many of their contemporaries as all the children survived infancy, early childhood illnesses and accidents.

In the extended family identical Christian names were common, so pet names were used to avoid confusion. To distinguish her from her mother, Sarah Eleanor was usually called Joody, and Eliza was called Didy to avoid confusion with her aunt Eliza Wentworth, the wife of Major D’Arcy Wentworth. While not a lot of information on the Wentworth children survives, enough remains that a picture of family life can be drawn.

William Charles attended Sydney College as a dayboy and as a boarder in his senior years. There he learnt Latin, Greek, French, maths, history and literature. He took final exams at 15 and won a school medal for classics. In 1844 he sailed to England at the age of 17 to continue his education at Cambridge University. Following in his father’s footsteps he studied law although he was particularly interested in chemistry.

Fitzwilliam attended the Normal Institution, a school near Hyde Park, Sydney. At age 9 he studied classics, French, Latin and history. Unlike many of his brothers and sisters, Fitzwilliam enjoyed living in New South Wales where he married in 1868. He eventually assumed responsibility for the family business interests and died in Sydney in 1915.

Isabella was reported to be a good scholar and enjoyed the experience of attending a French boarding school when the family were in Paris in 1855.

Edith and Laura attended English and European day schools when the family were in Europe and studied music, singing and Italian.

The Wentworth girls were taught reading, arithmetic, needlework and domestic economy at home. From their governesses and visiting masters they studied music, painting, dancing, and foreign languages. Outdoors all the children pursued the study of botany and biology, and enjoyed sketching, picnics, riding, bathing, boating, fishing, gardening and looking after their pets.

Timmie and Fanny probably had a governess when they were young but were sent to day schools in Sydney in the early 1840s. Timmie left in 1842 when she was 17 and married soon after.

Joody was mostly educated at home by a governess and private masters. She was particularly fond of music and singing but found studying French a difficult task.

Laura also was very fond of music and singing. She was taught at home by governesses. Family letters indicate she continued in her music and took German lessons when living in England, and travelled to Germany with her father. As an adult she became a devout Christian.
19th Century Games

**Croquet**

One team per each line of arches.

**Aim:** Use your mallet to knock the ball under each arch in turn, and then hit the finish pole.

**How to play:**
1. Players take turns hitting the ball once with the mallet.
2. The ball must travel under every arch. If you pass an arch without going through, you must go back!
3. The team whose ball hits the finish pole first is the winner.

**How to use the mallet correctly:**
1. Stand behind the ball, with your feet apart at shoulder width.
2. Hold the stick with both hands so it hangs between your feet.
3. Swing the mallet forwards and hit the ball.

**Cup and ball**

One cup and ball per player.

**Aim:** Catch the ball in the cup – only using one hand!

**How to play:**
1. Use your writing hand to hold the cup by the handle.
2. Put your other hand behind your back.
3. Move the cup so the ball swings upwards.
4. Try and catch the ball in the cup as it falls. Very tricky!

**To play as a group:**
1. Stand in a circle, spaced well apart.
2. When everyone is ready, count 1 – 2 – 3 – Go!
3. The first person to catch their ball in the cup is the winner.
Skittles

One team per each set of skittles.  
**Aim:** Knock over all your skittles by rolling the ball.

**How to play:**  
1. Agree where the starting line should be.  
2. Each team lines up level with their set of skittles, behind the starting line.  
3. Players take turns rolling the ball at the skittles once and then bringing the ball back and handing it to the next player in their team.  
4. The team that knocks over all its skittles first is the winner.

Skipping

**Aim:** Have fun and get fit.

For thousands of years grown-ups have been making and using ropes – eg for lifting, pulling, tying up, climbing, fishing. And for thousands of years children have been using them for skipping!

Skipping ropes today are often made of plastic.

**Q:** Why did the children who lived here 160 years ago not have plastic skipping ropes – or any toys made of plastic?  
**A:** Because modern plastic had not been invented.

**Q:** What are these ropes made of?  
**A:** Rope, with wooden handles (natural materials).
Hoop games
One hoop per player.

Hoop rolling:

- **Aim:** Keep the hoop rolling as far as you can.
- The boy in the picture is running beside his hoop and using a stick to keep it rolling along. You will need to use your hand.
- Before you start, ask your teacher where you can roll your hoop (eg along the path).

![Image of a child rolling a hoop]

Quoits
One line of players per each peg. Each player in turn tosses all the quoits.

**Aim:** Toss all the quoits over the peg.
The player who gets the most quoits over the peg will be the winner.

**How to play:**
1. Agree where the starting line is.
2. Lift all the quoits off the peg.
3. Stand behind the starting line.
4. Toss each quoit at the peg. How many of them land over the peg?
5. When you have tossed all the pegs, pick them up and hand them to the next player in line.

Too difficult, or too easy?
You might need to move the starting line a bit closer, or further away.
Tour outline
Vaucluse Estate Walk

Provided below is a suggested tour you can take with your students if you wish to explore Vaucluse House Estate. In larger groups this is recommended as there are limited 19th century game resources. The tour is divided into three sections: Native Plants, The Waterfall and The Kitchen Garden. Depending on time or weather restraints or students with special needs, you can choose what is suitable to your needs. You will find recommended talking points with links to the K-10 Geography Syllabus, as well as extra information you may want to follow up on before or after your visit.

We ask that you supervise students at all times and ensure students move around the property safely.

1. Native Plants Bush Walk
2. Walk to the Waterfall
3. 19th Century Kitchen Garden
Native Plants - The Gadigal People

*Begin the tour next to the stables facing the goat’s enclosure. Look to your left and cross the bridge.*
The traditional owners of the land are known as the Gadigal people. The valley provided shelter and fresh water, which attracted wildlife and plant life.

See if you can find the following native plants on your bushwalk.

*Point to this tree:*
[insert image]

**Cabbage Tree Palm (located to the left of the bridge)**

Cabbage tree palms grow up to 25 metres. Aboriginal people used their fan-shaped fronds for *weaving baskets*, and *spun the bark fibre into fishing lines*. The heart of the palm is highly nutritious, but can only be harvested once – when it’s removed, the plant dies.

[Insert photo]

**Lilly Pilly (located just before the waterfall to the left)**
Lilly pilly trees produce a berry that can be pink, mauve, white or purple. The Gadi-gal clan called lilly pilly ‘daguba’. The berry is rich in vitamins and minerals. The Gadi-gal clan ate it raw.

[insert photo]

**Wattle (the wattle is located to the left as you approach the Kitchen Garden- it may be difficult to spot if there are no flowers on it)**

[insert photo]

Wattle seedpods were picked and eaten when they were green – they look and taste a bit like snowpeas. Aboriginal people also used wattle to help them catch fish. They soaked wattle leaves and bark in water to release tannins that have the power to stun fish – so the fish swim more slowly and are easier to catch.
In the back left hand corner of the grassy area- if you follow the creek upstream from the bridge you will come to a small rocky waterfall. Please ask student to watch their step and stand clear of the pool of water.

[insert image]

When there is rain, water will flow down the waterfall and then down this hill. At the bottom of the valley is Sydney Harbour. This valley is a sheltered place where lots of plants grow really well. Shell middens (deposits of discarded shells) are evidence of the Gadi-gal clan coming here to eat oysters. The valley also offered bush foods, animals to hunt and fishing.

The waterfall attracted wallabies, eels, bats and birdlife, including native ducks. These animals were trapped or hunted for their meat, which was roasted on the fire. The birds also provided eggs.

Q: Can you see any evidence of people using this area?  
A: (1) Wooden bench: people to sit and enjoy the parkland/stairs (2) rubbish or pollution

Q: Why is pollution bad for the environment/this waterfall?  
A: Damage the plants and harm animal life and it doesn’t look very nice.

Q: How can we keep these areas clean and care for the environment?  
A: Put rubbish in the bins etc.
Follow the path to the kitchen garden.
Please supervise students at all time.
Please be sure that students do not walk on the garden beds.
There are active beehives in the top right hand corner of the kitchen garden. Students with bee sting allergies should not go on this part of the walk.

This is where the servants at Vaucluse House would have grown fruit and vegetables for the Wentworths’ meals. You can see a fence has been built around the garden- so that native animals and livestock don’t eat all the plants! There are prickly bushes along the fences too. (Watch out for the Prickly Pear!) This would have also helped to keep animals out.

What fruit and vegetables can you see growing in the garden?
The kitchen garden is seasonal and plants will be at varying growth.

How do you think the servant’s watered and cared for plants in their kitchen garden?
Water from the creek, collected rainwater

Students may want to compare vegetable gardens from school or home to the Vaucluse House Kitchen Garden. What is the same? What is different?
FURTHER SUGGESTED ACTIVITIES

These 19th century craft activities can complement the Childs Play program.

**An exhibition**
The Teacher can bring a camera and record the day. After the visit the students can make an exhibition about their day that includes drawings, photographs, craft items and found objects.

The art exhibition was a popular late 19th century household activity where curiosities and rare objects were numbered, collected, catalogued and displayed.

**Shadow portraits**
Pin on a wall a sheet of paper sufficiently large for a life size portrait. Place the student close against it and with a long pencil pass around the profile of the face making an outline of the child’s features on the paper. Very life-like portraits can be made and a class picture gallery created.

**Scrapbooks**
Making a scrapbook was once a popular pastime. Make a booklet or recycle an exercise book and paste in postcards, photos and drawings from the excursion. Write in comments, memories and stories.

**Marbled paper**
Many old books once had end papers and sometimes covers made of marbled paper. Here’s how to make your own.

You need
Marbling inks (from art shops)
A square washing-up bowl
Sheets of white paper
A straw

**Instructions**
Half fill the washing-up bowl with water. Using the straw, drip a few spots of marbling ink onto the water. Use no more than two or three colours. Stir the surface of the water gently to swirl the colours over it. Drop a sheet of paper on the water and let it float for a few seconds. Hold the paper to one end and slowly lift it away from the water. Let it dry. Make a book cover.

Other suggested venues
These places provide further information about lifestyles of children in Australia’s past:

Elizabeth Bay House (Historic Houses Trust)
Onslow Avenue, Elizabeth Bay
Ph 9356 3022

Susannah Place Museum (Historic Houses Trust) 58-64 Gloucester Street, The Rocks
Ph 02 92411893

Museum of Applied Arts and Sciences
500 Harris Street, Ultimo
Ph 02 9217 0111
RELEVANT BOOKS AVAILABLE AT
CAROLINE SIMPSON LIBRARY AND
RESEARCH COLLECTION

Historic Houses Trust, The Mint, 10 Macquarie Street, Sydney.


*Childs Play* was researched and written by Sydney Living Museums.

Photograph on front cover © James Horan

**Sydney Living Museums**

Vaucluse House is a property of Sydney Living Museums (Historic Houses Trust, New South Wales) For more information contact the Education team at Sydney Living Museums education@slm.com.au