

McCrae Homestead



On-site Activity Kit

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Visit McCrae Homestead and
George McCrae at home.

[Heritage At Your Touch](#)

on the National Trust website lets you
explore McCrae in a web browser.

A decorative blue floral border with intricate scrollwork and leaf patterns, framing the central text area.

Things You Will Need:

1 document wallet

2 x 2B pencils

1 rubber

1 ruler

Activity worksheets

Measuring wheel/tape
(for Mapping activity)

Victorian Curriculum Links

This activity kit has been specifically designed for students in Level 3 & 4, however is also a rich resource for students in levels 5 & 6 as it relates to the growth of Victorian colonies during the nineteenth century.

Key Inquiry questions:

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?
- What was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans?
- What was the nature and consequence of contact between Aboriginal and Torres Strait Islander peoples and early traders, explorers and settlers?

History

Chronology

- Sequence significant events in chronological order to create a narrative about one navigator, explorer or trader and Australian settlement ([VCHHC066](#))

Historical sources as evidence

- Identify the origin and content features of primary sources when describing the significance of people, places and events ([VCHHC067](#))

Continuity and change

- Identify and describe continuity and change over time in the local community, region or state and as a result of the effects of European exploration ([VCHHC069](#))

Cause and effect

- Identify and explain the causes and effects of European settlement and exploration ([VCHHC070](#))

Community, remembrance and celebrations

- The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area ([VCHHK072](#))

- A significant example of change and a significant example of continuity over time in the local community, region or state/territory ([VCHHK073](#))

- The role that people of diverse backgrounds have played in the development and character of the local community and/or other societies ([VCHHK074](#))

First contacts

- The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives ([VCHHK078](#))

- The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions ([VCHHK081](#))

Geography

Data and information

- Collect and record relevant geographical data and information from the field and other sources([VCGGC074](#))

- Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point ([VCGGC075](#))

Diversity and significance of places and environments

- The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability([VCGGK080](#))

- Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places([VCGGK083](#))

Features of the Homestead

Identify the following features at the McCrae Homestead. Using your group's iPad, take a picture of each feature (to be used later in class). What information can you add as you observe each feature?

Topic

Notes

Garden

House

Food and drink

Entertainment

Health and
hygiene

--You choose:-----

What sparks your
interest?

People at the Homestead

As you learn about the members of the McCrae family, fill out a profile for each in the following table.

Person

What do we know about them?

Andrew McCrae



Georgiana McCrae



George McCrae



Eliza

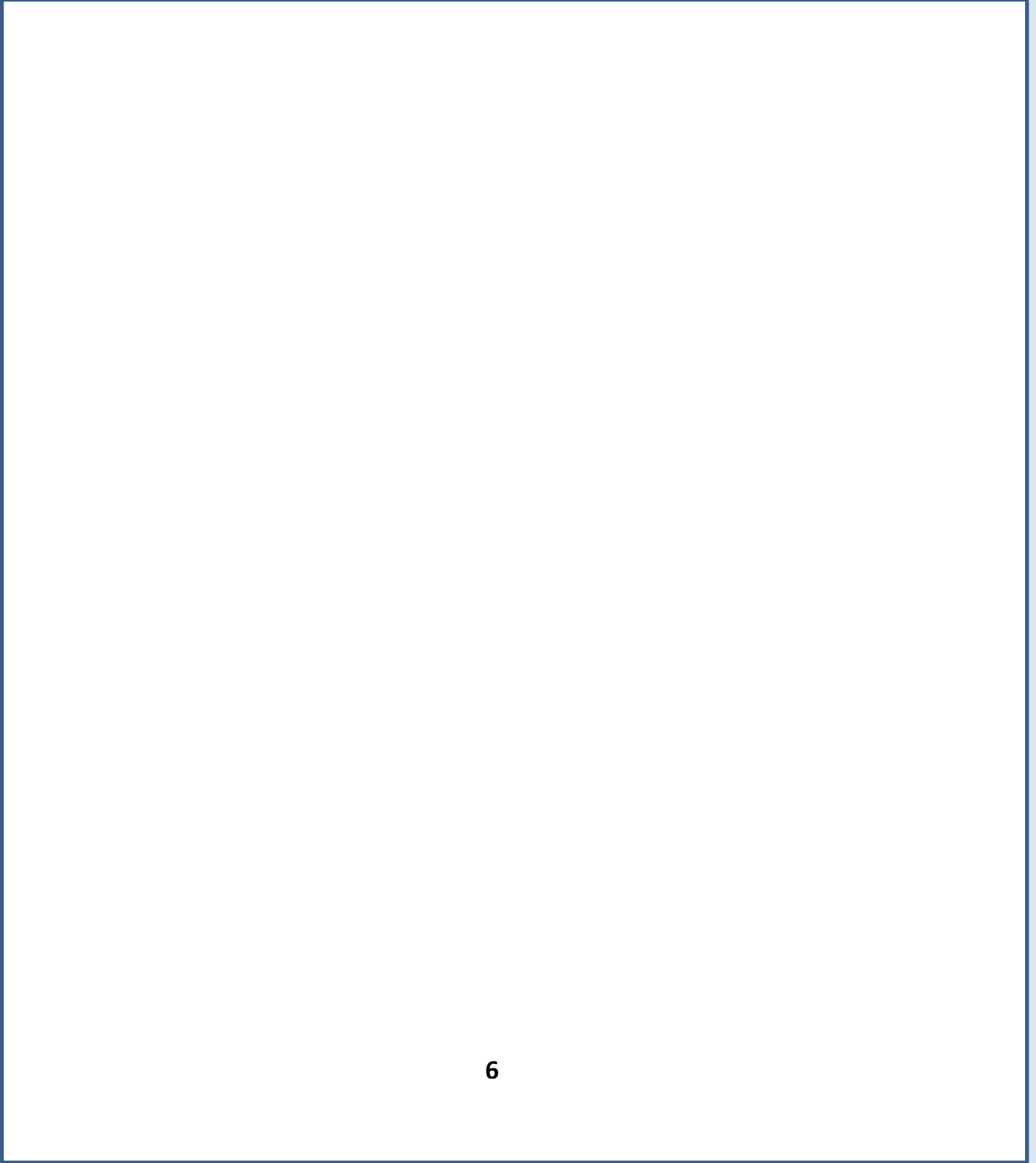


Jane (maid)



Sketch what you see

History can be richly captured through sketches and drawings. Pretend you are Georgiana or George back in the year 1844. Choose a location to sit at the homestead and sketch what you see. (You may wish to draw the landscape, the house or other artefacts.)

A large, empty rectangular box with a dark blue border, intended for a student to draw a sketch of a historical scene from 1844.

Mapping

This map of the Homestead was drawn by George McCrae (son of Georgiana and Andrew McCrae) in 1851.

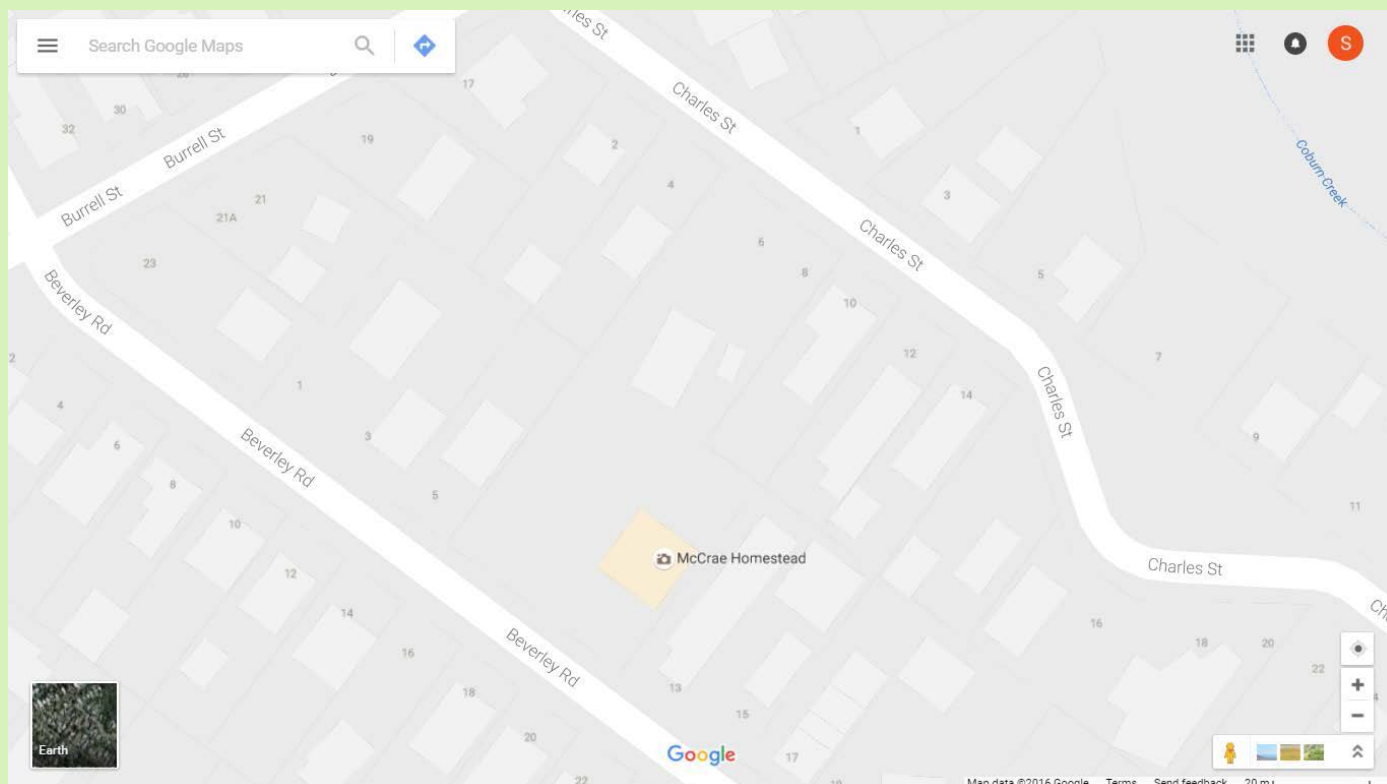


Home property as surveyed by George Gordon McCrae (National Trust, 2016)

Draw a map of the property as it appears today. This task will involve observing the perimeters of the property, therefore ENSURE you conduct your survey **with a partner**, and NEVER travel alone. You will need a measuring wheel, a pencil and grid paper for this task.

Consider the tips and information provided for you on the following page before you begin drawing your map.

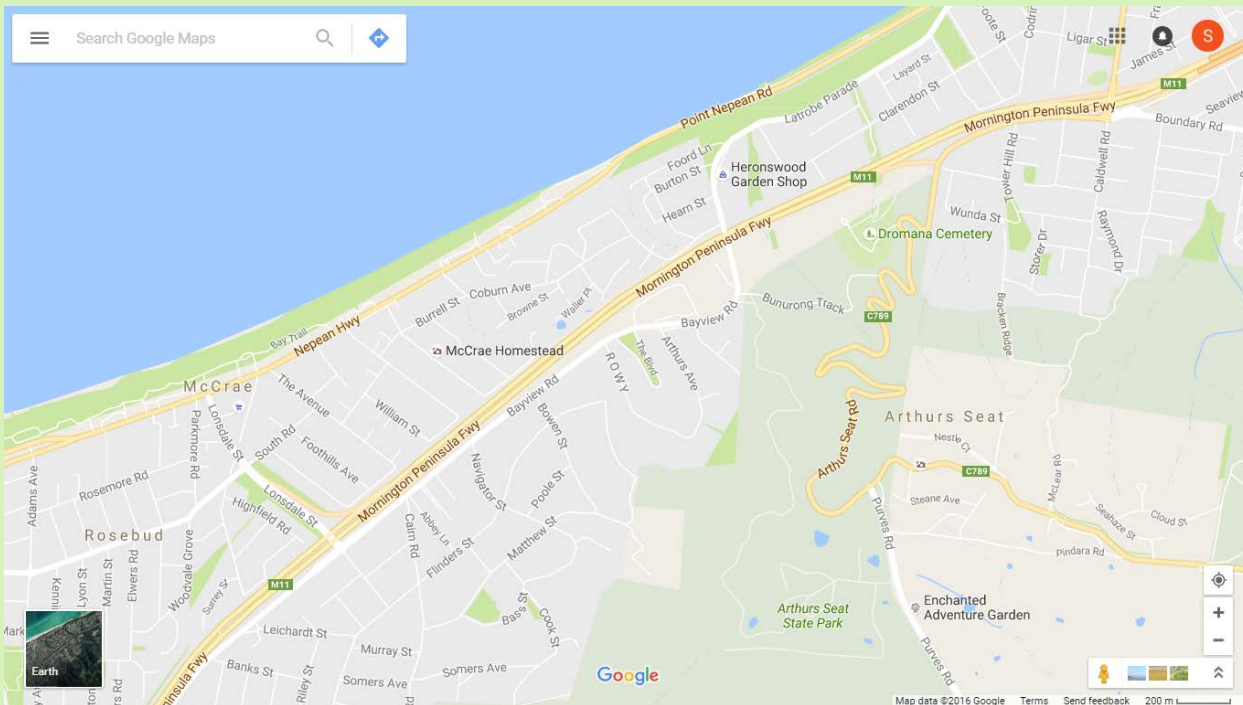
Here is an aerial view of the Homestead as it appears today (obtained from Google Maps). The perimeter of the property has been outlined for you (in grey).



Instructions:

1. Conduct your own measurements of the perimeter of the property and its buildings.
2. Decide on a scale you wish to use.
3. Take note of other important features on this map you can use.
4. Make sure to include the following items in your drawing:
 - Title
 - Scale indicator
 - Orientation (compass)
 - Name of cartographer (you) & date
5. Draw your map on the following page.

Here is a zoomed out aerial view of the Homestead and its surroundings as they appear today. *If time permits, complete this activity on-site, otherwise it must be completed during class.*



Complete the following questions about the map.

1. Find and outline the approximate perimeter of the McCrae Homestead on the map.
2. Circle Arthur's Seat.
3. Compare this present day map (2016) with George's drawing in 1851.

a) In what year do you think the property occupied a larger area?

b) What could have happened to the property from 1851 to now?

c) What changes can you observe on this map? Note as many as possible.

Timeline of the Homestead

The McCrae family left the run in 1851. Upon leaving, Georgiana McCrae noted in her journal, *“Arthur’s Seat, October 6th, 1851. Yet a deeper sorrow has now arrived when I must say good-bye to my mountain home, the house I have built, the garden I have formed.”* The Burrell family purchased Arthur’s Seat from the McCraes and lived at the homestead for 74 years (National trust, 2016).

You will visit the McCrae Gallery and the Burrell-Twycross Gallery. These contain paintings, drawings, maps and pictures of significant events at the Homestead. A lot of these artefacts will be dated and should be used for the task below (including any other relevant plaques, etc.).

Create a timeline to show significant events occurring at the Homestead from the moment it was built in 1844 until the present day. Take pictures of artefacts you might like to add to your timeline (later in class).

The Bunurong (Boon Wurrung) People

Georgiana McCrae painted this watercolour portrait of Boon Wurrung Woman 'Eliza' in 1845.

Why would Georgiana paint a portrait of Eliza?

What do you feel about Eliza after viewing this portrait?



Portrait of Eliza (National Trust, 2016)

George McCrae painted this watercolour, at the age of 12, depicting a tribal ceremony.

From George's drawing, what can we learn about Aboriginal culture?

After learning about George's past time activities and viewing his paintings, **choose one sentence** below that best describes George's interactions with the Bunurong people.

- a) George and his brothers were not allowed to play with the Bunurong children.
- b) George learned from the Bunurong people and took a vested interest in their lives.
- c) George tried to teach the Bunurong people how to live a Western life.

Answer the following questions about the Bun Wurrong People

1. When the McCrae's arrived, approximately how many people made up the Boon Wurrong clan?

2. What was the former name for Arthur's Seat? How far did the Boon Wurrong people's land extend?

3. Where did the Boon Wurrong people set up their camps?

4. What was their diet made up of?

5. How did European settlement impact the lives of these people?

6. What jobs did males and females perform for the McCrae family?

7. Do you think the relationship between the McCrae's and the Boon Wurrong people was one of mutual respect or one of inequality? Explain your answer.
