



MARY MACKILLOP PLACE

OUT OF THE *Ordinary*

## Teacher notes

### - Self Guiding -

#### Practical tips

A maximum of 25 students per group. Depending on the size of the entire school group it is recommended to use the following starting points:

- Gallery 1 - at the Red River Gum
- Gallery 2 - at the diorama of the Early Sisters
- Alma Cottage - on the lawn
- Tomb & Chapel - at the tomb

#### Involve students as much as possible

- Ask questions ... *What do you think it would have been like? What do you notice? etc*
- Ask a student to select the video clip on the touch screens at the appropriate time
- Ask students to assist with the touch table (Gallery 2)

**Be aware of time limits so as not to interrupt or delay the group in front of or behind you.**

**Enjoy the experience with your students!**

**Please contact the Education Officer for all educational enquiries**

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# Gallery 1



30 minutes in total

Themes
<ul style="list-style-type: none"> <li>• Beginnings</li> <li>• Early Foundation</li> <li>• Vision realised</li> <li>• Education</li> <li>• Australian Church history</li> <li>• The making of a Saint</li> </ul>

Red River Gum: Teacher notes	Strategies and Inquiry Questions
<p><i>Spend no more than 5 minutes at this exhibit</i></p> <ul style="list-style-type: none"> <li>• The tree was 275 years old when it was struck by lightning &amp; felled in 1935.</li> </ul> <p>- Place into context the significance of the history of the tree given it is from Penola* and that it is native to Australia.</p> <p>- The tree was planted and grew in Penola just as Mary and Julian's vision for Catholic education and a Religious Order of Sisters that was unique for Australia</p> <p>- The tree serves as a reminder of the significant events that have occurred in Australian culture and the world. It also captures how Mary and Fr Julian` have helped shaped history and how their legacy continues today.</p> <p>- Significant dates in Mary's life             <ul style="list-style-type: none"> <li>○ Born 15<sup>th</sup> January 1842</li> <li>○ Died 8<sup>th</sup> August 1909</li> <li>○ Beatified 19<sup>th</sup> January 1995</li> <li>○ Canonised 17<sup>th</sup> October 2010</li> </ul> </p> <ul style="list-style-type: none"> <li>• Quote on the wall with picture of school children and nuns in Berry, NSW "Never see a need without doing something about it"</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students if they know why Penola is significant in Mary's and Fr Julian's life.</li> </ul> <p>*It is the place of the foundation of the Sisters of St Joseph. The first Catholic school, St Joseph's, was established there by Mary &amp; Fr Julian.</p> <p>Exploration of the coloured dots.</p> <ul style="list-style-type: none"> <li>• Invite a student/s to choose a coloured dot on the stump and ask another student to find the corresponding event on the perspex board on the wall.</li> <li>• Observe the key dates on the ceiling that outline Mary's life</li> <li>• <i>Invite students to say the quote of Mary together</i></li> </ul> <p style="text-align: center;">Ask students: <i>What do you think Mary meant by this saying?</i></p>

<p style="text-align: center;"><b>Canonisation room:</b> Teacher Notes</p>	<p style="text-align: center;"><b>Strategies and Inquiry Questions</b></p>
<p style="color: red; text-align: center;"><i>Spend no more than 5 minutes at this exhibit</i></p> <ul style="list-style-type: none"> <li>• Mary MacKillop is Australia’s first saint</li>   <li>• Cardinal Moran who administered the Last Rites to Mary said, <i>"I consider this day to have assisted at the deathbed of a saint."</i></li>   <li>• Canonisation is a long process that requires investigation from a scientific and theological commission to validate the nature of the two miracles.</li>   <li>• The initial cause for Mary’s canonisation began in 1925 when evidence of her living a holy and good life started to be collated</li>   <li>○ <i>Mary’s Beatification</i> – Randwick racecourse in 1995 by Pope John Paul II</li>   <li>○ <i>Mary’s Canonisation</i> – Rome, Italy 2010 by Pope Benedict XVI</li>   <p>The two miracles attributed through Mary’s intercession</p> <ul style="list-style-type: none"> <li>○ a woman with Leukemia in the 1960’s. She went on to have six children, the first being born on Mary’s Feast Day.</li> <li>○ a woman with Brain / Lung cancer in the 1990’s</li> </ul>   <li>• Three popes have prayed at Mary’s tomb <ul style="list-style-type: none"> <li>○ Pope Paul VI</li> <li>○ Pope John Paul II</li> <li>○ Pope Benedict XVI</li> </ul> </li> </ul>	<p>Begin by discussing that Mary MacKillop is Australia’s first saint. Ask students <i>‘why do we need saints?’</i></p> <p>Highlight that many people at the time of Mary’s death, including Cardinal Moran, recognised Mary for her holiness and close relationship with God.</p> <p>Reiterate that it is God who performs the miracles. It is through intercessory prayer through Mary MacKillop that miracles are attributed to her.</p> <p>Discuss how beatification recognises the person as ‘Blessed’ and as a saint for the country they are from. One miracle needs to be attributed to the person for this to happen.</p> <p>For canonisation, a second miracle needs to be attributed to the person. They are then declared a saint for the world.</p>

*Move into the main section of Gallery 1*

<p style="text-align: center;"><b>Ernie Dingo Room:</b> Teacher Notes</p>	<p style="text-align: center;"><b>Strategies and Inquiry Questions</b></p>
<p>A moment to pause and reflect on the original custodians of this land, Ernie speaks of the Creator Spirit and also brings to light the significance of Mary MacKillop’s story in this land.</p>	<p>Highlight the ongoing commitment of the Sisters of St Joseph in the process of reconciliation and building right relationships with Aboriginal and Torres Strait Islander peoples today.</p>

<p style="text-align: center;"><b>Main Gallery:</b> Teacher Notes</p>	<p style="text-align: center;"><b>Strategies and Inquiry Questions</b></p>
<p style="color: red;"><i>Spend no more than 20 minutes in the remainder of Gallery 1 ( pages 4-6)</i></p> <p style="text-align: center;"><b>Mary’s family tree</b></p> <ul style="list-style-type: none"> <li>• Her parents Alexander and Flora were Scottish immigrants who met and married in Melbourne in 1841</li> <li>• Mary was born in 1842, the eldest of 8 children, and with that came great responsibility.</li> <li>• Alexander had trained for 6 years to enter the priesthood. He would have educated Mary. He made some poor choices around finances and was known to go back to Scotland leaving the family behind.</li> <li>• Flora taught Mary to have a great trust in God and to depend on God’s providence and to also roll up your sleeves and do what needed to be done.</li> <li>• None of the MacKillop children married so there are no direct descendants <ul style="list-style-type: none"> <li>- John who was engaged to be married but died from a horse-riding accident in NZ</li> <li>- Donald was a Jesuit Priest*</li> <li>- Lexie was a Good Shepherd Sister</li> <li>- Annie was a close friend and support to Mary, particularly in her later life</li> <li>- The others died either in infancy or didn’t live beyond their 30’s</li> </ul> </li> </ul>	<p style="text-align: center;">Ask students:</p> <p><i>Who is the eldest in their family? Make a point of connection of the assumed responsibility as the eldest sibling.</i></p> <p style="text-align: center;">*Mary had a close connection with the Jesuits who were a great support to her during her life</p>

- As breadwinner for the family Mary took the job as a clerk at Sands and Kenny followed by being governess to her cousins.

- First as governess in Portland, Victoria and
- then as governess to another family of cousins, the Cameron's, in Penola, S.A.
- It was in Penola that she met Fr Julian Tenison Woods

### Display Case

*near Ernie Dingo Room*

*Locket - plait of Julian's hair*

*Wooden Box*

*Reliquary*

*Rosary & Dolour beads*

*Fob watch*

*Portable Altar*

*Altar Cloth*

*Travelling chalice & paten*

*Ciborium*

*Bound Book*

*Collapsible drinking cup*

*Serviette ring*

*Crucifix*

### Display Case

*Mary's rosary, cross, material from her habit/ sleeve etc*

- The Josephite habit. Highlight the colour brown as distinct from other Orders at this time. Made of alpaca wool, it was the cheapest material & not the most comfortable!
- Mary's crucifix – worn in the belt on the front of her habit & a reminder of her title 'Mary of the Cross'
- Mary's rosary – a reminder of her prayer life
- Mary's handkerchief
- Mary's stocking

These items reflect aspects of Fr Julian's life

Ask students:

*Why do you think a portable altar was necessary at this time?*

*What does it tell us about Mary and Julian?*

( i.e. It serves as a reminder of how Mary and Julian reached out to people in their need and isolation)

Draw attention to the Monogram on the wall above the touch screen. Engage students with discussion around the significance of the monogram. It was on the front of the habit and is still worn as an emblem by the Sisters today.



*A M – Ave Maria*

*Triple J's – Jesus, Joseph and John the Baptist*

<p style="text-align: center;"><b>Large Display Case-</b> Items used by Fr Julian including</p> <ul style="list-style-type: none"> <li>• Chalice &amp; ciborium</li> <li>• Various prayer books and devotionals</li> <li>• Tea pot and saucer from South East Asia</li> <li>• Framed painting</li> <li>• Clarke Medal (<i>awarded in recognition of his contribution to the field of science</i>)</li> </ul>	<p style="text-align: center;"><b>Touch Screen</b></p> <p style="text-align: center;">Select a suitable clip for the group.</p> <p style="text-align: center;"><b>The events that shaped Mary's life</b></p> <ul style="list-style-type: none"> <li>• Mary MacKillop's legacy explained</li> <li>• The MacKillop Family Struggles</li> <li>• The founding of the first Josephite school in Penola</li> <li>• Religious Vows explained</li> <li>• A vision realised – the establishment of the Sisters of St Joseph</li> </ul> <p style="text-align: center;"><b>Bob's Adventures with Mary</b> <i>(suitable for Primary students)</i></p> <ul style="list-style-type: none"> <li>• Flora MacKillop- Mary's lifelong inspiration</li> <li>• Mary MacKillop and Julian T Woods share a dream</li> <li>• King Cameron- Mary's wealthy uncle</li> <li>• Will- A School boy in a Josephite school</li> <li>• Jess a miner from South Australia</li> </ul> <p>Draw attention to items in the case that give an insight in to Fr Julian's life.</p> <p style="text-align: center;">Ask students</p> <p style="text-align: center;"><i>What do these items tell us about Fr Julian?</i></p> <ul style="list-style-type: none"> <li>- He was prayerful</li> <li>- He was a priest</li> <li>- Well-travelled</li> <li>- A keen geologist who was recognised for his contribution to Science when awarded the Clarke medal.</li> </ul>
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Exit the doors and move to your right to continue the museum experience in Gallery 2

## Gallery 2

⌚ 15-20 minutes in total

Themes
<ul style="list-style-type: none"> <li>• Education</li> <li>• Australian Church history</li> <li>• Lasting legacy</li> <li>• Social Justice</li> </ul>

Teacher notes	Strategies and Inquiry Questions
<ul style="list-style-type: none"> <li>• Upon entry to Gallery 2 are two panels on the wall that refer to Mary MacKillop’s passion for fostering education and responding to the needs of the bush children.</li> <li>• A woman of her time, it wasn’t until 1989 that the UN Convention on the Rights of Children came to be, which recognised the need to respect the dignity and rights of all children. It came into effect in 1990... some one hundred and twenty odd years after Mary first recognised the dignity of children.</li> </ul> <p style="text-align: center; margin: 10px 0;"><b>Diorama of the nuns and school children</b></p> <ul style="list-style-type: none"> <li>• Mary had been educated by her father Alexander and recognised the difference education could play in young peoples lives.</li> <li>• Many of the Sisters who entered the Congregation were sometimes uneducated themselves. Regardless they provided quality opportunities for learning and building the necessary skills in life.</li> <li>• Mary treated all people equally. There was no class distinction amongst the Sisters, unlike the European model where you were a choir or lay nun depending on whether your family was rich or poor;</li> <li>• There was no distinction in Mary’s classroom if students were Catholic, Protestant, rich or poor.</li> </ul>	<p style="text-align: center; margin: 10px 0;"><i>Highlight the reality that Mary was forward thinking and recognised the dignity of children in her day.</i></p> <p style="text-align: center; margin: 20px 0;">Ask students:</p> <p style="margin: 5px 0;"><i>Why do you think Mary and Fr Julian established schools in poor and rural communities?</i></p> <p style="margin: 5px 0;"><i>What do you notice about the nuns and the children?</i></p> <p style="margin: 5px 0;"><i>What do you think it would have been like to be a student in Mary’s classroom?</i></p>

<p style="text-align: center;"><b>Video Clip</b> <i>The Josephite legacy in Education</i></p> <p>At the conclusion of the clip move through the doors to continue with the museum experience</p> <p style="text-align: center;"><b>Touch Table</b></p> <ul style="list-style-type: none"> <li>• Timeline</li> <li>• Maps</li> <li>• School Dig</li> </ul>	<p style="color: red;">Move your group to be seated inside the school house in preparation to watch the documentary clip. <b>If the clip has already started wait until it has finished before moving into the room to be seated.</b></p> <p>This clip is on an automated loop. While waiting you may like to do the following...</p> <ul style="list-style-type: none"> <li>• Refer to story of the governor’s grandson in SA. Hearing about the quality of education Mary provided he wanted his grandson in her classroom but wanted him to be given special treatment and not to have to mingle with the poor children, Mary was very clear that all children were treated equally, and no special preference would be given.</li> <li>• Draw attention to the slate boards on the walls and engage a discussion about the difference in education back then in comparison to today.</li> <li>• Highlight and reiterate the difference that Mary and the early Sisters made in bringing education to those who would not have had the opportunity otherwise.</li> </ul> <p style="color: red;"><i>At the conclusion of the clip move through the doors to continue with the museum experience</i></p> <p style="color: red;"><i>Spend no more than 10 minutes at the touch table</i></p> <p>Invite half the group to gather around the table and the other half to gather in front of the TV Screen on the wall.</p> <p>Select appropriate touch table activity for your group.</p>
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The museum experience continues with a walk through the Reconciliation Garden. Highlight the ongoing commitment of the Josephites to building right relationships with the First Peoples of this Land. The local custodians are the Cammeraygal people of the Eora Nation.



## Gallery 3

⌚ 15-20 minutes in total

Themes
<ul style="list-style-type: none"> <li>• Excommunication</li> <li>• Travels to Rome</li> <li>• Expansion of the Congregation</li> </ul>

Teacher notes	Strategies and Inquiry Questions
<ul style="list-style-type: none"> <li>• During this period Sisters were typically shut-away in the convent and under the jurisdiction of the Bishop. In contrast, Mary and the Sisters went where the need was and were functioning from a model that was self-governing.</li> <li>• On September 22 1871, under pressure from advisory priests, Mary was excommunicated by Bishop Sheil, Bishop of Adelaide.               <ul style="list-style-type: none"> <li>- She was seen to be insubordinate</li> <li>- The Sisters had a reputation of being uneducated</li> </ul> </li> <li>• Her dependence on God’s providence was very close to her heart. She had three close supporters during this time:               <ul style="list-style-type: none"> <li>• Fr Joseph Tappeiner SJ</li> <li>• Joanna Barr-Smith</li> <li>• Emanuel Solomon</li> </ul> </li> <li>• After five months upon his deathbed, Bishop Sheil realised he made a mistake. Mary was exonerated.</li> </ul>	<p style="text-align: center;">Ask students</p> <p>Imagine what it was like for Mary being told she was not allowed to be a Catholic, be a Sister, be able to teach the poor children she loved.</p> <p>Highlight Mary’s response... she recalled that</p> <p>" I shall never forget the sensation of the calm, beautiful presence of God."</p> <p><b>Fr Tappeiner</b> - a Jesuit and Spiritual Advisor to Mary who provided the sacrament of communion in private at the risk of being excommunicated himself.</p> <p><b>Joanna Barr-Smith</b> - a socialite woman, a Protestant who was a great confidant and support to Mary. She paid for the marble top and cross on Mary’s tomb.</p> <p><b>Emanuel Solomon</b> – A former convict, successful businessman and politician. He was Jewish. He provided accommodation to the early Sisters who were left homeless because of the excommunication.</p>

### St Peter's Square, Vatican City

- In 1873, dressed as a widow and assuming the name of her mother, Mrs MacDonald, Mary set sail to Rome to meet with Pope Pius IX in order to seek approval of the Rule of Life of the Congregation of the Sisters of St Joseph of the Sacred Heart.
- She had the support of Fr Anderledy SJ, who helped translate documents and was also her Spiritual Advisor
- Pope Pius IX insisted that one change would have to happen – the emphasis on poverty not be so extreme and that the Sisters would need to acquire property for financial security.
- This sadly led to a rift between Mary & Julian as he was afraid of the implications it would have on the strict poverty he held so dear.
- During the two years she was over in Europe waiting for approval of the Constitutions she travelled to Scotland to visit family, and also visited France. Whilst in Ireland eager young women joined her and travelled back to Australia to enter the Sisters of St Joseph.

### Display Case

- Mary's case / port
- Rosary beads (acquired in France)
- Mary's coin purse
- Mary's walking stick
- Congregational Seal & Print
- Relic of Fr Tappeiner
- Statuette of St Joseph

### The expansion of the Congregation

The Congregation spread with various foundations across Australia and NZ. Wherever the Sisters went it was in places of great poverty and need, especially rural communities and gold mining towns where they lived in makeshift dwellings. The emphasis was on being with the people in their need.

### Touch Screen

Select a suitable clip for the group

#### The events that shaped Mary's life

- The excommunication & Mary MacKillop in exile
- Mary travels to Rome
- Part 1 – Seeking approval for the Constitutions
- Part 2 – The new rule explained
- The Adelaide Commission of 1883
- The changing of leadership

#### Bobs adventures with Mary

*(suitable for Primary students)*

- Pope Pius IX Rome 1873
- Emanuel Solomon – Mary's trusted friend
- Biddy- the Irish postulant

*Invite students to imagine what it would have been like for Mary travelling over to a foreign land on her own. She was over there for a couple of years before returning to Australia.*

*Highlight some of the items in the display case and how they might have been used by Mary. E.g. Rosary, walking stick, her case, her little coin purse etc.*

*Move to the next section of the exhibit*

*Depending on time constraints you may need to skip or limit the time you spend in this exhibit & move to the Ly-ee Moon shipwreck*

The foundation in Perthville in 1872 led to a branch of Sisters that became a Diocesan Congregation, under the jurisdiction of the Bishop. This would lead to the other foundations at Lochinvar, Whanganui, Tasmania and Goulburn. They became known as the 'Black Josephites' because of the colour of their habit.

In recent history four of these Diocesan Congregations have fused with the Sisters of St Joseph of the Sacred Heart

- 2012 Tasmania
- 2013 Goulburn
- 2013 Whanganui
- 2014 Perthville

The process of coming together and sharing one another's gifts and resources has been a time of unification, healing, enrichment and deepening of the history and legacy of Mary and Julian's original vision and is still a journey that continues today.

### **The Ly-ee-Moon tragedy**

On 30th May 1886, Mary's mother Flora drowned near Eden on the *SS Ly-ee-Moon*. She was on her way from Melbourne to Sydney to help Mary and the Sisters at a fundraising event.

Flora's body was buried firstly in St Charles' Churchyard Ryde in Sydney and then in 1973 her remains were exhumed and removed to the Sisters' burial plot in the Macquarie Park Cemetery.

### **Display cabinet**

- *Crucifix* – given by Mary to John and Eliza Fisher in gratitude for the care they took of her mother's body
- *Oval frame with Flora's woven hair*
- *Obituary Card*
- *Coffin handles*

There are cards/boards with information about some of the foundations;

- New Zealand – North Island
- New Zealand – South Island
- Whanganui
- Perthville
- Lochinvar
- Victoria
- Western Australia
- Queensland

*Move to the final room of Gallery 3*

Highlight the impact Flora's death would have had on Mary. It was another of the 'crosses' she endured.

- *Image of the Crucified Christ*

This image was given by Mary in gratitude to the family who recovered her mother's body. Flora's was the only body to be recovered.

**Aotearoa-NZ display**

The Sisters of Saint Joseph first went to Aotearoa New Zealand in 1880 to Whanganui. Another foundation was made in 1883 at Temuka in the South Island.

In 1902 on the advice of her doctors visited the Rotorua hot springs to help with her crippling arthritis. Unfortunately, while she was there she had a stroke and was confined to a wheelchair for the rest of her life.

The Sisters of St Joseph continue to minister in Aotearoa-New Zealand today in both the North and South Island

*The museum experience continues to Alma Cottage, Mary's final residence.*

*Gather on the lawn outside the front of Alma Cottage.*

# Alma Cottage

⌚ 15 minutes in total

Themes
<ul style="list-style-type: none"> <li>• Dismissal from Adelaide</li> <li>• Ministry in the Rocks</li> <li>• Final years</li> <li>• Legacy</li> </ul>


Teacher notes	Strategies and Inquiry Questions
<p style="text-align: center;"><i>Gather on the lawn outside the front of Alma Cottage.</i></p> <p>The photo out the front on the lawn area is of Mary in her wheelchair with her brother Fr Donald and sister Annie, along with Bobs her dog.</p> <p style="text-align: center;"><b>Dismissal from Adelaide</b></p> <p>In November 1883 Mary was exiled from Adelaide by Bishop Reynolds. False accusations were made against her and this coupled with his poor administration skills led to her dismissal. Mary and a small group of Sisters left Adelaide for Sydney.</p> <p style="text-align: center;"><b>A new Novitiate</b></p> <p>In 1884, Rev Dean Kenny, a friend of Mary’s father, gifted Alma Cottage to Mary. Along with Sr Veronica Champion, Mary and a group of novices lived in Alma Cottage.</p> <p style="text-align: center;"><b>GROUND FLOOR - MAIN ROOM</b></p> <p style="text-align: center;"><b>Mary’s desk</b></p> <p>Mary’s desk is a reminder of her outreach to others. She was a prolific letter writer and ever the resourceful person, saved paper by adopting a style of writing called cross-hatch to save paper.</p>	<p>Highlight how yet again Mary faced opposition and this was another ‘cross’ she bore.</p> <p><i>Once finished giving historical context move through the front door into the main room of Alma Cottage and <b><u>gather around the table.</u></b></i></p> <p>Invite students to observe the items on the table in the middle of the room. Ask them what types of activities the Sisters would have been doing. <i>E.g. sewing, correcting homework, drinking tea or coffee etc.</i></p> <p>Mary was a great communicator. Today we have social media and other platforms to connect with others. Mary used letter writing to communicate with others and stay connected.</p>

<p style="text-align: center;"><b>Final years</b></p> <p>Having had a stroke in 1902, Mary was confined to a wheelchair. Alma Cottage was final home until she died in the large room on the ground floor with the fireplace.</p> <p style="text-align: center;"><b>GROUND FLOOR - Kitchenette</b></p> <p>This is a recreation of what the kitchen would have looked like.</p> <p>At the back-door Mary and the Sisters would often provide a cuppa and sandwich for destitute men affectionately known as 'St Joseph's'.</p> <p style="text-align: center;"><b>GROUND FLOOR - Bedroom</b></p> <p>This room is a recreation of Mary's bedroom.</p> <p style="text-align: center;"><b>GROUND FLOOR – Small room with display cabinet</b></p> <p>One aspect of ministry for Mary and the early Sisters was in The Rocks. This was a place of significant poverty and felt the devastating effects of the bubonic plague c. 1900.</p> <p>Mary and the Sisters established two houses of Providence for the homeless, aged and sick women, neglected or orphaned children and adolescents.</p> <p>* When Mary had a stroke in 1902 she lost the use of her right hand. She tried to write with her left hand but ended up using a type writer. The duplicator would have enabled her to send out many letters of the same content to the Sisters.</p>	<p>On the small table near the window is an altar bread maker. Ask students to observe the item and see if they know what it was used for.</p> <p>Highlight other items in the kitchen that are periodic. Point out that there was no electricity etc.</p> <p style="text-align: center;"><b>Please use your discretion as this <u>is not suitable for younger children</u></b></p> <p>An automated audio reflection recounting the events of Mary's life will play.</p> <p>Invite students to sit down and listen to the reflection and ponder the events of her life.</p> <p>Refer to information panel '<i>A haven for Mary and retreat for the novices</i>'.</p> <p>Locate Alma Cottage in the photo which depicts North Sydney in that era.</p> <p>Make reference to Mary's quote "Never see a need without doing something about it"</p> <p style="text-align: center;"><b>Display cabinet</b></p> <ul style="list-style-type: none"> <li>- Mary's typewriter*</li> <li>- A duplicator</li> <li>- Watering can</li> <li>- Altar bread cutter</li> <li>- Holy family ink well</li> </ul>
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*The museum experience continues to Mary's tomb in the Chapel. Exit the building through the door off the room with the display cabinet and walk directly across to the reflection room door which takes you through to the tomb.*

*Please remind students to be mindful and respectful of others who are praying around the tomb and in the Chapel.*

## Mary MacKillop's Tomb & Chapel

 15 minutes in total

*Gather your group around the tomb.*

*There is an A3 folder of images that can be used, located closest to the wall of the first row of pews in the front row of the chapel.*

Themes	
<ul style="list-style-type: none"> <li>• Prayer &amp; Spirituality</li> <li>• Pilgrimage</li> <li>• Sainthood</li> <li>• Legacy</li> </ul>	
Teacher notes	Strategies and Inquiry Questions
<ul style="list-style-type: none"> <li>• When Mary died in 1909 the Chapel didn't exist. Her Requiem Mass was at St Mary's Church, North Sydney and she was buried at Gore Hill cemetery.</li> <li>• Under the leadership of Mother Baptista Molloy &amp; her team, in 1914 the Chapel had been built in Mary's honour and her coffin was reinterred so that the public could come and pray at her shrine.</li> <li>• She was originally interred on the left-hand side of the Chapel where Our Lady's altar is located</li> <li>• In recognition of the growing numbers of people visiting her tomb, Mary was re-interred in the present shrine in December 1993.</li> <li>• Her original coffin was placed inside a lead-lined coffin.</li> <li>• Three Popes have prayed at Mary's tomb; Paul VI, John Paul II and Benedict XVI</li> <li>• The bust of Mary under the window was presented to Benedict XVI when he visited her tomb in 2008. He noted 'she's smiling' The Sisters had this copy made for the Chapel</li> </ul>	<p>Using the resource folder of images select appropriate images to show the group</p> <ul style="list-style-type: none"> <li>• Gore Hill Cemetery</li> <li>• Cortege with horse drawn coffin</li> <li>• Shrine at Our Lady's altar</li> <li>• Mother Baptista Molloy</li> <li>• Reinterment of coffin</li> </ul> <p><i>Once you've given the historical background and context invite students to pause and reflect for a moment in silence on the prayer intentions they might have.</i></p> <p>In conclusion invite three students to read the quotes of Mary MacKillop from around the tomb</p> <ul style="list-style-type: none"> <li>• In St Joseph's care I leave you</li> <li>• Trust in God</li> <li>• Remember we are but travellers here</li> </ul>

<ul style="list-style-type: none"> <li>• A reliquary in the shape of a cross contains Mary’s hair . This was presented with the procession of gifts at her canonisation in Rome</li> </ul> <p>On the right-hand side towards the back of the Chapel there are two statues which were gifted to the Sisters</p> <ul style="list-style-type: none"> <li>• A statue of Madonna &amp; Child given by Pope Pius VI in 1970</li> <li>• a small statue of St Joseph by Pope Benedict XVI in 2008</li> </ul> <ul style="list-style-type: none"> <li>• This statue was installed on the first anniversary of the canonisation of Mary MacKillop. It depicts Mary at the time she lived in Alma Cottage.</li> </ul>	<p><i>The reliquary is behind a glass casing underneath the statue of St Joseph, where prayer intentions are written.</i></p> <p><i>Move towards the main body of the chapel and head towards the entrance.</i></p> <p>Ask students if they recognise who the statues depict.</p> <p><i>Lead the group out the front doors of the Chapel and move towards the right to see the life size bronze statue of Mary MacKillop.</i></p> <p>Ask students what they notice about Mary</p> <p>They may comment about her habit and the monogram, the gesture of her hand reaching out, her movement forward etc.</p>
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### Reflection Activity

Invite your students to reflect on Mary’s rich life and legacy.

*“Never see a need without doing something about it” 1871*

*“There where you are you will find God” 1871*

*“Seek first the poorest, most neglected parts in God’s vineyard” 1900*

How might Mary’s words and example inspire you to action today?