

Cesspits and Old Rubbish

Teacher Resource Pack

Secondary Program | Stage 4 History





Artefacts from the simulated excavation pit at The Big Dig Archaeology Education Centre

Acknowledgements

Welcome – Budyari Gamarruwa

Sydney Learning Adventures acknowledges and pays respect to the Gadigal people, on whose land, Tallawoladah, our excursions take place. We recognise the continuous connection all First Australians have with country, community, water and sky. Sydney Learning Adventures pays its respect to Elders past, present and emerging.

The Big Dig Archaeology Education Centre programs have been originally designed for Sydney Harbour Youth Hostel (YHA) and Sydney Learning Adventures (SLA) by education consultant Louise Zarmati.

Sydney Learning Adventures gratefully acknowledges the assistance of Dr Grace Karskens and Dr Wayne Johnson.

Sydney Learning Adventures is an initiative of Place Management NSW.

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View of Sydney Cove, New South Wales by Edward Dayes, 1804. From an original drawing (now lost), probably by convict Thomas Watling. Image courtesy of the Mitchell Library, State Library of NSW.

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Students analysing artefacts found at The Big Dig archaeological site

Your Learning Experience

Let's travel back in time to discover mysteries, challenges, and experiences that residents of The Rocks, a centre of colonial Sydney, faced in their everyday lives compared to ancient cities!

Cesspits and Old Rubbish is a Sydney Learning Adventures' program that allows students to meet the two worlds, both ancient and colonial, through the eyes of archaeology. Archaeology, together with historical records and sources, will demonstrate to students the importance of validity, reliability, and perspective in historical inquiry. Students will have the pleasure to walk into an archaeological site in order to observe the remaining foundations of family houses and analyse their features while drawing comparisons to ancient civilisations. This immersive experience will allow students to recognise and appreciate the hardships of the past and reflect on incredible opportunities and technologies available to us today.

Our experienced and knowledgeable Education Guides will lead students on an investigation of the past that has strong, multi-disciplinary curriculum links and encourage interactive, hands-on and collaborative learning.

Curriculum Outcomes Overview and Key Inquiry Question

The Cesspits and Old Rubbish program covers content, skills and concepts from the History, Geography, Science, English and Mathematics curricula through addressing the key inquiry question:

Identify key challenges of everyday life in colonial Sydney and compare these to life in ancient cities.

Students will engage with the curricula outcomes while participating in 3 activities during the Cesspits and Old Rubbish program. These activities are:

1

Historical Sources

This component is conducted inside The Big Dig Education Centre where students will be divided into 5 groups. Each group will receive a box containing historical sources relevant to different ancient civilisations in one of the following categories:

- 1. Disease and Medicine**
- 2. Rubbish and Pollution**
- 3. Building and Landscape**
- 4. Working life and Technology**
- 5. Sanitation and Water supply**

Students will then be asked to read the sources, interpret and discuss them within the group by addressing the key inquiry question and lastly, present their findings to the class. This activity aims to encourage students to think about ancient civilisations and the daily lives of their citizens as a basis of comparison to residents of The Rocks in colonial Sydney. Students will extend these comparisons to form their own opinions and modify their previously held assumptions and expectations on how un/advanced colonial Sydney was in comparison to ancient civilisations.

2

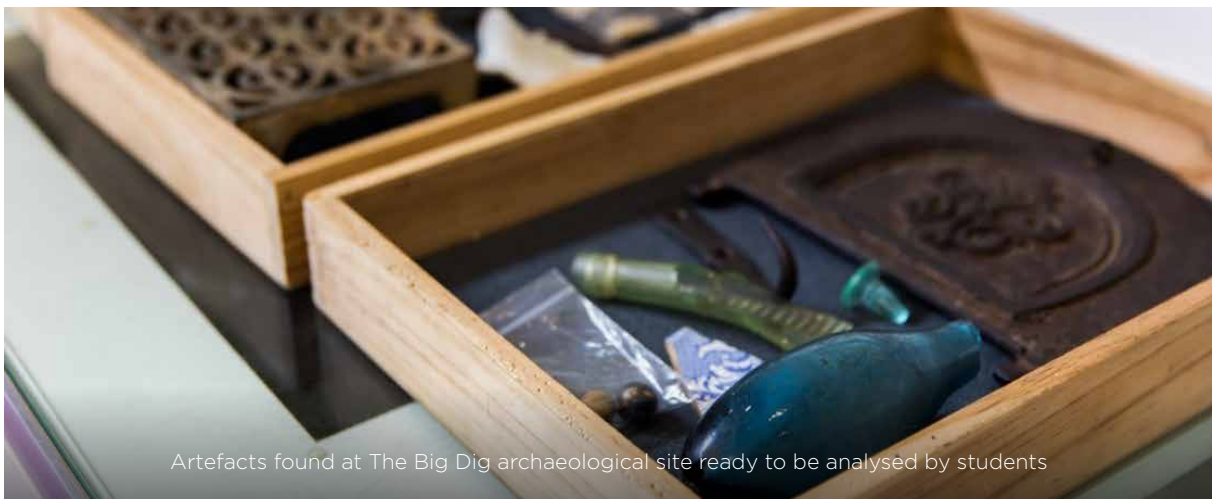
Tour

This component includes visiting four different areas of The Big Dig archaeological site and observing the foundations and features of houses where residents of The Rocks lived 150 to 200 years ago. Students will have an incredible opportunity to observe the remaining structures on the archaeological site while discussing and analysing their features, e.g., cesspit at the back of the Foy house, Cribb's well etc., and comparing it to the advancements and technologies of key ancient civilisations.

3

Artefact Analysis

In this part of the program, each group of students will receive a tray of artefacts found on The Big Dig archaeological site for analysis and discussion. This activity aims to familiarise students with the work of archaeology, to inform students of a lifestyle and available technologies in colonial Sydney, but also to make links and comparisons with ancient cities. Each student will use a worksheet containing guided questions that archaeologists usually need to answer in their own artefact analysis and research (please refer to page 17 to view the Cesspits and Old Rubbish worksheet). Artefacts will range in material, size, shape and function. Students will be asked to present their findings.



Artefacts found at The Big Dig archaeological site ready to be analysed by students

Links between our program activities and the NSW syllabus outcomes are outlined in the following tables. Please note that all programs will be modified to cater for the specific year group visiting. Teachers will be consulted prior to the start of the program.

Curriculum Outcomes – History

Topic	World History: Ancient, Medieval and Modern
Outcomes	<p>HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past</p> <p>HT4-2 describes major periods of historical time and sequences events, people and societies from the past</p> <p>HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies</p> <p>HT4-4 describes and explains the causes and effects of events and developments of past societies over time</p> <p>HT4-5 identifies the meaning, purpose and context of historical sources</p> <p>HT4-6 uses evidence from sources to support historical narratives and explanations</p> <p>HT4-7 identifies and describes different contexts, perspectives and interpretations of the past</p>

Program Activities

1. Historical Sources

Students will:

- discuss different types of sources from which we can learn about the past
- learn about archaeology as a field of study and discuss how it contributes to our knowledge of the past
- brainstorm major periods and events in the past, including sequencing the ancient civilisations to provide a context of timeline to our activity and inquiry question
- read the sources predominantly related to ancient civilisations and interpret those in categories such as disease and medicine, rubbish and pollution, building and landscape, working life and technology, and sanitation and water supply

2. Tour

Students will:

- appreciate how archaeology is an evidence-based field of study that compliments history in providing more context and primary source content
- appreciate and reflect on the challenges that people living in the early settlement faced by examining archaeological evidence and hearing different family stories
- discuss building and landscape in The Rocks at the time by looking at remaining foundations of houses at The Big Dig archaeological site, e.g., remains of the Byrne house built out of timber with shingle roof and foundations made of local stones
- compare the features of building and landscape found on the Big Dig site with some ancient civilisations discussed during the Historical Sources activity
- examine two wells and cesspits on the Big Dig archaeological site in relations to sanitation and water supply, and compare to examples in particular ancient civilisations
- explore characteristics of everyday working life in The Rocks and ancient civilisations

Historical Concepts and Skills taught

Historical Concepts:

Continuity and change

Students will:

- appreciate how The Rocks remained unchanged under sole habitation of the Gadigal people until the British settlement
- correlate the technologies and resources available to ancient civilisations compared to colonial Sydney
- develop an understanding for the changes that The Rocks had gone through from being a solely Gadigal land into an early settlement after British colonisation
- deepen an understanding of how lifestyle, available technologies and societal expectations changed over time, e.g. access to tap water and flushing toilet, house size and number of bedrooms within, working age, education for boys and girls etc.

Cause and effect

Students will:

- develop an understanding on how the early settlement hindered the Gadigal people in leading their customary lifestyles until the arrival of The First Fleet
- learn how a dire situation in England in 1700s influenced the British to colonise Australia
- appreciate how available inventions, technologies and resources determined the quality of everyday life in both ancient civilisations and colonial Sydney

Perspectives

Students will:

- appreciate the difficulties that the Gadigal people faced with the arrival and settlement of the British
- recognise and appreciate that people living in colonial Sydney in 1800s led a very different lifestyle compared to today due to limited technologies and resource available

Program Activities

- evaluate the management of rubbish and pollution in colonial Sydney and particular ancient civilisations, and reflect on modern advancements in those areas
- reflect how archaeology and history work together to give us a complete picture of the past
- discuss the level of accuracy in information that archaeology and history provide about the past through concepts such as bias and perspective
- appreciate and explain different experiences of people living in The Rocks during the 1800s from the perspectives of convicts and free settlers by looking at primary sources including artefacts
- brainstorm the contribution of convicts and free settlers to development of The Rocks as a newly established colony
- compare elements of their own family life to that of the families living in The Rocks area, such as the size of the houses and rooms, toys that children played with, access to water and personal hygiene, household items, education, societal expectations, family size, work/life balance
- explore key businesses and industries thriving at the time and make links to geographical location, environment and available natural resources
- examine the impact of major events on colonial Sydney and changes to its everyday life
- discuss how the bubonic plague in 1900 changed The Rocks and made way for the modern area of The Rocks
- ask and respond to questions using archaeological terms such as artefact, eco-fact, archaeologist, archaeology, excavation, features

3. Artefact Analysis

Students will:

- simulate the archaeological process of analysing artefacts
- examine a variety of artefacts found on the site with support from your Education Guide
- complete a worksheet that asks questions usually researched during the archaeological process
- explore different functions and uses of each artefact and compare it to their modern successor
- explore different contexts in which those artefacts would've been made, used and interpreted
- discuss their finding in a group and present their conclusions to the class

Historical Skills taught

- develop an understanding of how it was to live in a very small house with a large family while having access to limited amenities in colonial Sydney and some of the ancient civilisations
- explore how it was to live in the colony as a convict and as a free settler

Empathetic understanding

Students will:

- recognise the challenges that the Gadigal people faced to maintain their lifestyle while co-habiting with the European settlement
- understand how lifestyle and limited technologies available to the people of ancient civilisations and colonial Sydney wasn't by choice but rather how it was at the time
- appreciate our modern everyday luxuries are not essential to survival or happiness by looking at what was available to children and their families of The Rocks in 1800s (e.g., water supply, outdoor sanitation, lack of medicine, variety and quantity of clothes and toys, access to education, internet and devices, working life etc.)
- recognise and appreciate the uncertainty that people living in colonial Sydney in 1800s faced every day with regards to disease and medicine, rubbish and pollution, building and landscape, working life and technology, sanitation and water supply etc.
- recognise the constraints and stress placed on parents in the family to provide for their children given the circumstances of the time

Significance

Students will:

- learn the significance that the Big Dig site holds for our national history
- understand the importance of archaeology in learning about everyday lives of people living at The Rocks in 1800s and ancient civilisations

Historical Skills:

Comprehension: chronology, terms and concepts

Students will:

- use new historical and archaeological terms and concepts to answer questions posed during the program and in discussions that occur during the program
- demonstrate comprehension by using stories, artefacts and information told throughout the program to answer questions and discuss challenges of the past
- understand the chronology by making connections to other significant events at that time

Analysis and use of sources

Students will:

- analyse written sources relevant to both colonial Sydney and ancient civilisations to ascertain the differences and similarities in their everyday lives and available technologies at the time

Historical Skills taught

- identify and pose questions that would inform our quest for more valid and reliable historical information
- model an actual archaeological process of identifying relevant information in written sources and researching artefacts
- identify and locate a range of other sources that would support our inquiry into everyday lives of people living in ancient cities and at The Rocks in 1800s

Explanation and communication

Students will:

- develop a narrative about the everyday life of people in ancient civilisations and The Rocks in 1800s using a range of sources shown during the program (artefacts, photos from the time, the site)
- discuss using appropriate terminology and concepts relevant to the site, the fields of history and archaeology and information learned throughout the program
- give a brief presentation to their peers about an artefact they have examined by using archaeological terms learned throughout the program
- complete a worksheet providing more detailed analysis of their chosen artefact



Night Soil collectors



Carahers Lane c. 1900, The Big Dig site

Curriculum Outcomes – Geography

Topic	Stage 4: People, Places, Environments and Management
Outcomes	GE4-1 locates and describes the diverse features and characteristics of a range of places and environments GE4-2 describes processes and influences that form and transform places and environments GE4-3 explains how interactions and connections between people, places and environments result in change GE4-4 examines perspectives of people and organisations on a range of geographical issues GE4-6 explains differences in human wellbeing GE4-8 communicates geographical information using a variety of strategies

Program Activities

1. Historical Sources

Students will:

- use written historical sources to gain an understanding of the features and characteristics of landscape and environment of some ancient civilisations
- learn how colonial Sydney and some ancient civilisations managed their environment to create basic needs for sanitation, water supply, waste management and construction

2. Tour

Students will:

- hear, and take part in, stories about the people who lived here and the community they belonged to
- form an understanding of why artefacts are left behind
- examine the natural sandstone bedrock on which the early houses were built
- discuss how early residents managed the landscape to allow for their house construction
- brainstorm the landscape of various ancient civilisations and its influence in the way the houses and huts were built
- describe the landscape of The Rocks area using appropriate geographical terminology
- explain potential difficulties that early residents of The Rocks would have faced when building their huts, houses and stables in relation to environment, including landscape and climate
- discuss how the ancient civilisations managed their environment to cater for their basic needs of sanitation, water supply, waste management and construction
- discuss why places are special to people
- recognise how early residents of The Rocks had to adjust to the environment and used it to their benefit
- hear how the early government managed environment to meet the growing demand of the colony's inhabitants (e.g., water supply, sewerage, cutting trees and bushes)
- identify how the use of space affects our daily lives

Concepts and Skills taught

Place

Students will:

- develop an understanding of why these places are special by identifying features of the houses and their location in The Rocks
- appreciate the importance of the site as an essential aspect of Australian history
- explore how environmental characteristics of Sydney Harbour area and resources including some of the ancient civilisations influenced the early settlement
- examine why early settlers of colonial Sydney and ancient civilisations chose respective geographical locations

Space and scale

Students will:

- stand in areas showing the size of rooms in 19th century houses as well as seeing their respective backyards, their proximity to other dwellings and the narrow lanes and streets that connected them

Environment

Students will:

- learn how people used natural resources in their daily lives
- explore the challenges that the natural environment presented for the first settlers
- learn about the impact of early settlement on the environment (e.g., the pollution of the Tank Stream)

Interconnection

Students will:

- explore families living in The Rocks as part of a larger community of people with diverse backgrounds and circumstances
- discuss human-induced environmental changes around the Sydney Harbour area

Program Activities

3. Artefact Analysis

Students will:

- develop an understanding on how the environment must be controlled and managed to excavate artefacts carefully without causing any damages
- recognise the importance of knowing the features of the environment and connection between people and the place relevant to the location of the upcoming archaeological dig
- examine how and what artefacts can tell us about the landscape and environment in which it was found

Concepts and Skills taught

Change

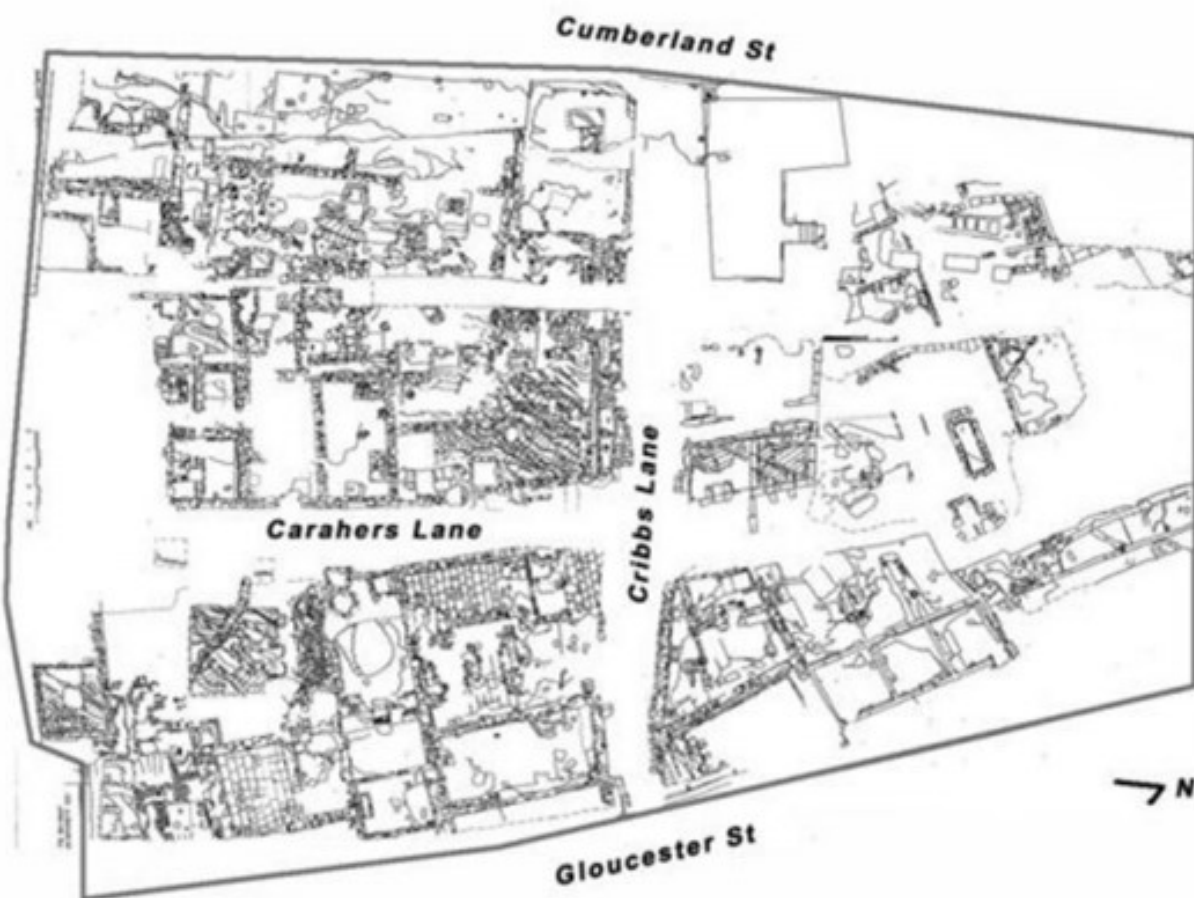
Students will:

- reflect on how the concept of place, and the ways we use space, has changed

Sustainability

Students will:

- learn how early settlers had to employ the concept of sustainability that we know today due to limited resources and technologies



Plan of major archaeological features of The Big Dig site, The Rocks

Curriculum Outcomes – Science

Topic	Stage 4 Topics <ul style="list-style-type: none">• Working Scientifically (WS)• Physical World (PW)• Earth and Space (ES)
Outcomes	SC4-1VA, SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge SC4-5WS collaboratively and individually produces a plan to investigate questions and problems SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management

Program Activities

1. Historical Sources

Students will:

- discuss how science could've helped in uncovering, interpreting, and dating archaeological evidence
- consider how environment would've helped or hindered the preservation of artefacts and remaining archaeological features

2. Tour

Students will:

- examine the natural sandstone bedrock on which early houses were built and discuss evidence to suggest it was modified to fit their construction needs
- discuss how early settlers in both ancient civilisations and colonial Sydney met their needs for food, water, shelter and sanitation using natural resources
- appreciate how Gadigal people did not change the natural landscape but rather led a lifestyle that adjusted to the landscape in their deep respect for their land
- discuss the status/class of people living in The Rocks area around 1800s through historical and archaeological evidence that they left behind
- discuss archaeological evidence that suggests a diet of people living in colonial Sydney and some ancient civilisations

3. Artefact Analysis

Students will:

- discuss the material, durability, function and location or a particular place where the artefact would've been found on the site

Concepts and Skills taught

Questioning and Predicting

Students will:

- investigate an archaeological site and safely handle artefact replicas during a guided tour
- pose questions about artefacts that they analyse, features of the site and any primary and secondary sources discussed throughout the program
- use logical and critical thinking to generate ideas, form answers and opinions from primary sources and archaeological evidence

Plan and Conduct Investigations

Students will:

- work collaboratively as archaeologists, following clearly defined safety guidelines
- use deductive reasoning and critical thinking to analyse how artefacts were made and used
- record their observations using worksheets and plotting grid

Communicating

Students will:

- discuss the artefacts they find with their peers
- give a presentation about an artefact to their peers, teacher and guide.



Wattle and daub home with bark roof and parget wooden chimney 1890

Curriculum Outcomes – English

Topic	Responding and Composing <ul style="list-style-type: none">• Developing and applying contextual knowledge• Understanding and applying language forms and features• Engaging personally with texts
Outcomes	EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-6C identifies and explains connections between and among texts EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

Program Activities

1. Historical Sources

Students will:

- make links between written historical sources and archaeological evidence
- read and discuss the written historical sources with their peers

2. Tour

Students will:

- listen to tales of early Sydney and the people who lived in The Rocks
- draw comparisons between colonial Sydney and ancient civilisations
- be encouraged to discuss what they hear and share stories of similar activities and events they experience today
- analyse artefacts from one site and use suitable words to describe their features and explain other characteristics such as material, functionality, durability

3. Artefact Analysis

Students will:

- use appropriate terminology and vocabulary to analyse artefacts both in oral and written form
- think imaginatively, creatively and critically about the artefacts, their use, who they would've belonged to, and where archaeologists would've possibly found them

Concepts and Skills taught

Literacy Skills Practised:

Language Use

Students will:

- communicate using learned technical and known words to describe unfamiliar objects
- summarise and clarify their observations
- resolve problems, discuss ideas and offer solutions

Creativing Thinking

Education Guides will:

- model and encourage students to use their imagination to create stories based on artefacts and written historical sources
- stimulate original, inventive ideas in a supportive learning environment

Expression

Students will:

- connect on an emotional level with the families whose stories they hear
- express their thoughts and feelings about the joys and hardships of life in the past

Reflection

Students reflect on:

- why the past is important
- why people may have differing points of view about the past
- different ways we learn about the past, with an emphasis on the role of archaeology

Curriculum Outcomes – Mathematics

Topic	Topics: <ul style="list-style-type: none">• Measurement and Geometry• Number and Algebra• Statistics and Probability
Outcomes	Working Mathematically: Communicating MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols Problem Solving MA4-2WM applies appropriate mathematical techniques to solve problems Reasoning MA4-3WM recognises and explains mathematical relationships using reasoning Measurement and Geometry: Time MA4-15MG performs calculations of time that involve mixed units, and interprets time zones Statistics and Probability: Data Collection and Representation MA4-19SP collects, represents and interprets single sets of data, using appropriate statistical displays

Program Activities

1. Historical Sources

Students will:

- discuss and compare size of constructions built in some ancient civilisations to colonial Sydney
- estimate areas and volume of technologies and structures built and used in ancient civilisations and colonial Sydney

2. Tour

Students will:

- use informal units to estimate and compare the area of houses and rooms, site area sizes, volumes of water held in wells and Roman aqueducts, etc.
- make conclusions about an everyday life of the residents of The Rocks in 1800s using the size of houses and rooms within, and available technologies
- discuss the concept of “long ago” and “ancient” and how we measure time in relation to known events
- use terms relating to time to appreciate the length of Aboriginal settlement in Australia

3. Artefact Analysis

Students will:

- examine artefacts and their functionality by looking at their size, shape and material
- provide a valid reason to their interpretation of artefacts’ use

Concepts and Skills taught

- Measurement is necessary to build houses and other structures, to make efficient use of space and guide archaeological activities.
- Mathematics is applied in real-life situations to solve problems, such as how deep a well must be to reach water, the use of gravity in transporting water through aqueducts in ancient Rome
- Time can be measured in different ways, for example in different ancient civilisations, family generations
- Mathematics and other disciplines are most effective when applied together as they provide a fuller picture



Rear yards on Cumberland Street, The Rocks 1900

Schedule for The Day

Please arrive at The Big Dig Archaeological Education Centre at least 10 minutes before the scheduled start of the program to allow time for students to be organised into groups, meet their guide and store their bags.

A bus drop-off and pick-up is on Cumberland Street in front of the Sydney Harbour YHA. Please refer to the map of The Rocks attached at the end of this document.

A small, uncovered outside area near the Education Centre is available for your students to enjoy recess or lunch before and after the program. Please ask the guides on the day for more directions and to provide a bin.

Male, female and disabled bathroom facilities are available in the Education Centre.

Program Activities

Session	Component	Location	Timing
Session 1	Historical Sources	Inside the Big Dig Education Centre	40 mins
Session 2	Tour	The Big Dig Archaeological site	40 mins
Session 3	Map Activity	Classroom 1 or 2 in the Big Dig Education Centre	40 mins

If more than 1 group is on the site, program activities will happen in a different order for each group.

Your Education Guide for the day will ask you to complete a short evaluation form before the completion of the program to help with our continuous improvement.



Students observing artefacts found at The Big Dig archaeological site

The Rocks Discovery Museum

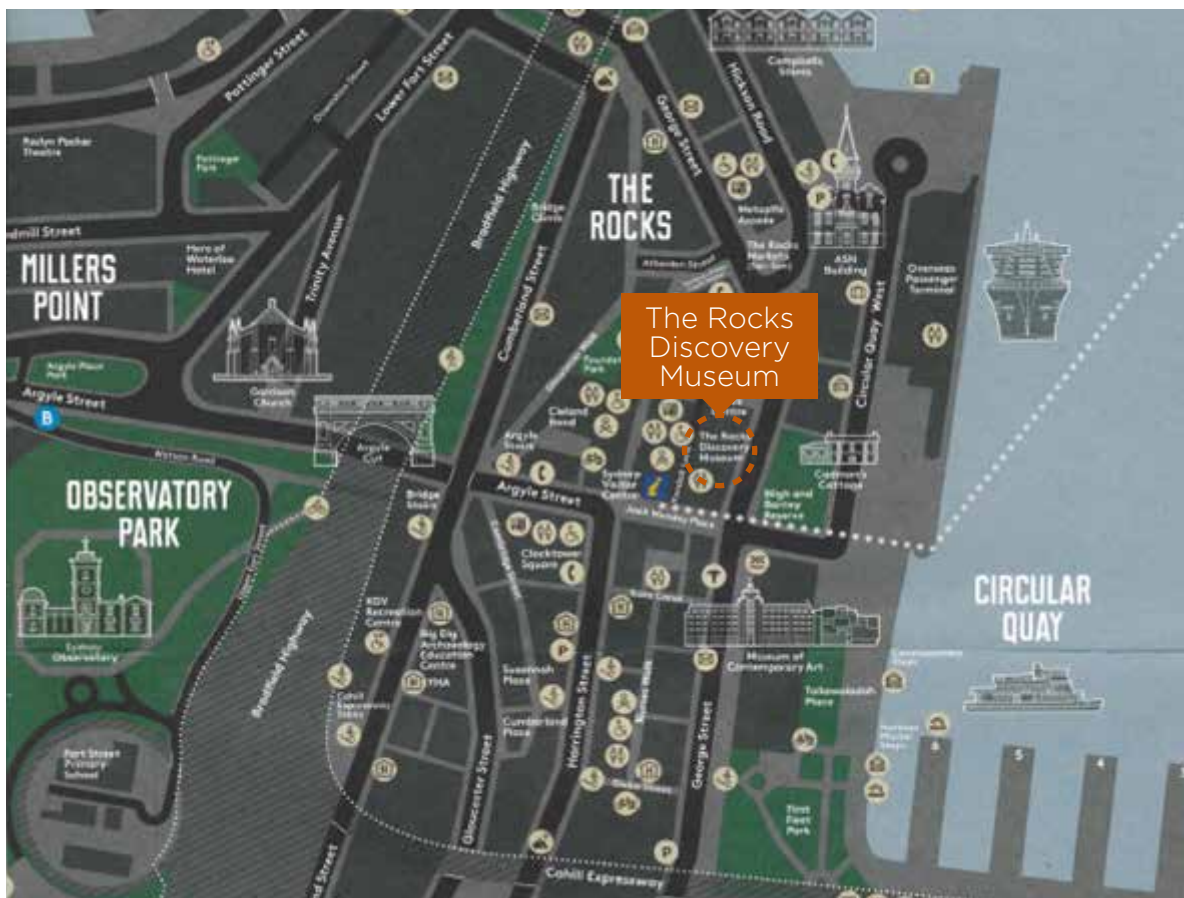
We suggest a visit to The Rocks Discovery Museum in Kendall Lane to complement your 'Cesspits and Old Rubbish' program. The museum contains artefacts found at The Big Dig site and more stories of convicts and free settlers who lived on the site, including the Gadigal people who inhabited Tallawoladah or The Rocks for at least 50,000 years prior to European settlement.

As your students walk through the museum, the exhibition rooms are placed in a sequence of time with the first exhibition room focusing on the Gadigal people and their lifestyle, culture and traditions.

Your students will see actual artefacts found in George Cribb's well and have an opportunity to explore many interactive screens relevant to the timeline of The Rocks.

Entry is free; however, bookings are essential for self-guided tours.

For more information and bookings, please call on (02) 9240 8680 or email therocksdiscoverymuseum@property.nsw.gov.au.



Cesspits and Old Rubbish Worksheet

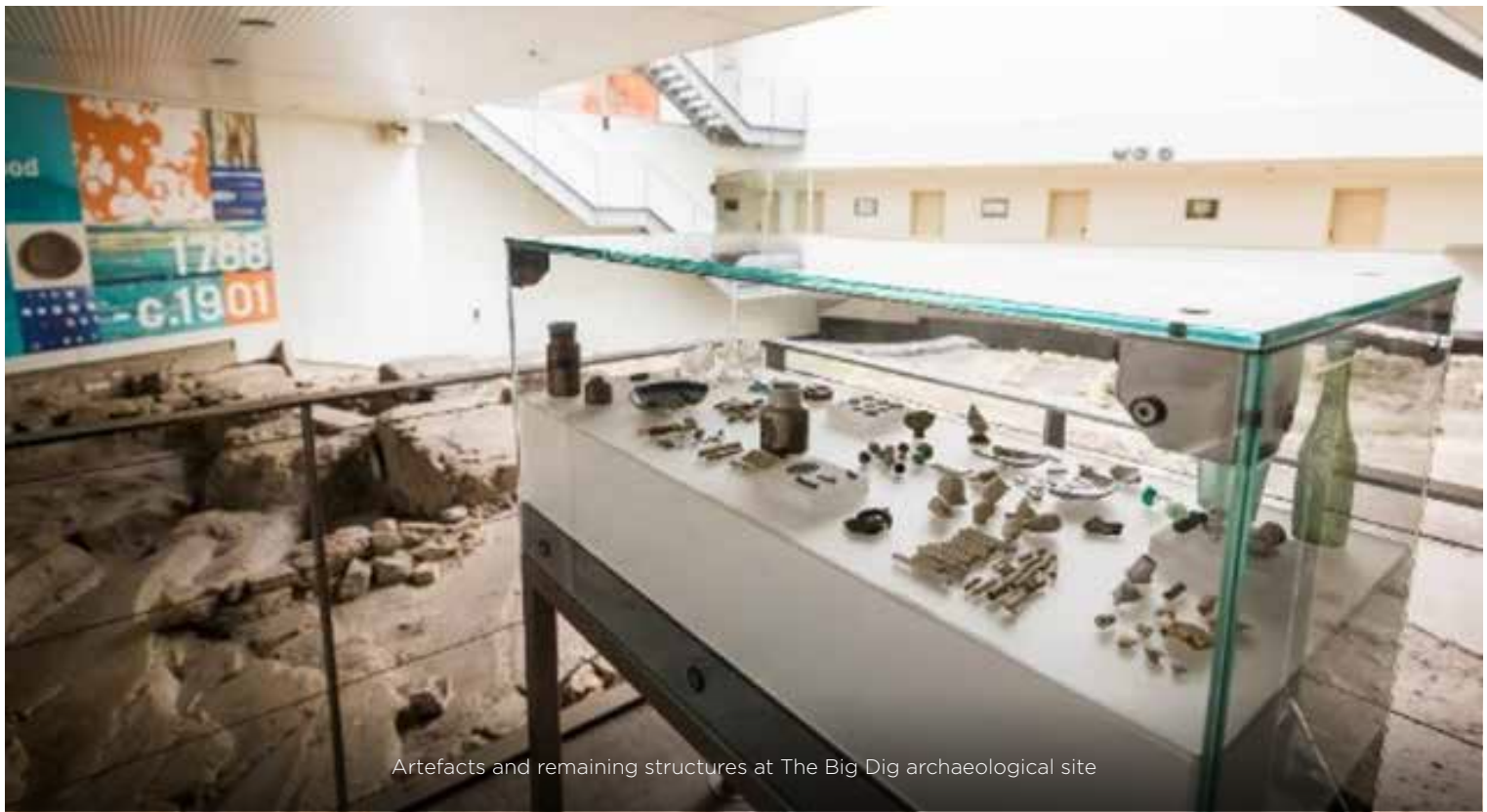
This worksheet, with individual artefacts, will be handed out to students to complete during the Artefact Analysis activity.

Cesspits and old rubbish activity sheet

Artefact analysis

Name: _____

	Artefact 1	Artefact 2	Quick sketch: Artefact 1
What is it made from? For example, wood, metal, stone, ceramic, bone, shell.			
Is it complete? Is it broken, snapped, cut or worn away?			
Does it have any markings? For example, patterns, decoration, symbols, writing, cuts, scratches.			
How was it made? By hand or machine? Locally or imported?			
What do you think it is? How was it used?			
			Quick sketch: Artefact 2
Estimate when you think it was made.			
Where do you think it was found?			
Who do you think may have used or owned it?			
Can you think of other ways it may have been used?			



Artefacts and remaining structures at The Big Dig archaeological site

Pre and Post Excursion Activity Suggestions

Pre-excursion activities

- Watch “The Rocks Beneath Our Feet” video – <https://www.youtube.com/watch?v=RhUK3Mhyppg4>
- Watch “The Big Dig Archaeological Site” video – <https://thebigdig.com.au/thebigdig/site/>
- How was an everyday life like in some ancient civilisations? With a reference to available technologies at the time, research basic needs such as personal hygiene and sanitation, medicine, water supply within different ancient civilisations.
- Make a list of your expectations and assumptions about the everyday lives of residents of colonial Sydney.

Post-excursion activities

- Discuss the advantages and disadvantages of living in The Rocks 200 years ago. You might consider the following factors:
 - Family size
 - Lifestyle
 - Sizes of houses and rooms
 - Employment opportunities
 - Education
 - Technology
 - Available medical resources
 - Personal hygiene and sanitation
 - Water supply
 - Rubbish and pollution
- Interview grandparents about their life as children and young adults
- Reflect on your list of expectations and assumptions created before the program
- Pretend that you are a resident of The Rocks in 1800s and write a letter to your family in England describing your everyday life.

Map of The Rocks

Meeting point:

The Big Dig Education Centre, 110 Cumberland Street, The Rocks NSW 2000



Contact us

Your Booking

If you have any questions regarding your booking, please contact Sydney Learning Adventures on (02) 9240 8552 or email tours@property.nsw.gov.au.

The Rocks Discovery Museum

Address:

2-8 Kendall Lane, The Rocks NSW 2000

Trading hours:

10:00am - 5:00pm

Entry is free

Booking essential for self-guided tours

Recommended time allowance for self-guided tours:

30 min for Stages 1 - 3, 45 min for Stages 4 - 6

Contact details:

(02) 9240 8680, therocksdiscoverymuseum@property.nsw.gov.au

Sydney Harbour YHA

Address:

110 Cumberland Street, The Rocks NSW 2000

Contact details:

(02) 8272 0900, sydneyharbour@yha.com.au

Website:

www.yha.com.au/hostels/nsw/sydney-surrounds/sydney-harbour/

For more information on the programs that Sydney Learning Adventures offers, visit our website: www.therocks.com/school-excursions/sydney-learning-adventures-programs