

SYDNEY LEARNING ADVENTURES

Dirt Detectives

Teacher Resource Pack

Primary Program | Stage 2 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.

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Sydney Learning Adventures is an initiative of Place Management NSW.

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Cribbs Lane, The Rocks in the early 1900s

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Students engaged in the artefact mapping activity at The Big Dig Archaeology Education Centre

Your Learning Experience

Dirt Detectives is a Sydney Learning Adventures' program that inspires students to make meaningful connections with the past by immersing them in the world of people who lived on The Big Dig site 200 years ago. The stories of convicts who made a new life in the fledgling colony come to life as students walk the same laneways as these historical figures, viewing the foundations of their houses and handling items they bought and used. Dirt Detectives is a perfect introduction to the role of archaeology in historical inquiry, encouraging children to think about the question "How do we know?" using a hands-on, interactive approach. Your students will love working as archaeologists to excavate and handle artefacts in our simulated dig and participating in role plays based on the lives of three convicts from the site. Our skilled and energetic Education Guides will stimulate students' curiosity and ignite a passion for historical learning in a program that emphasises active participation and hands-on experiences.

Curriculum Outcomes Overview and Key Inquiry Question

The Dirt Detectives program covers content, skills and concepts from the History, Geography, Science, English and Mathematics curricula by addressing the key inquiry question:

What was life like for convicts living in The Rocks in the 1800s?

Students will engage with the curricula outcomes while participating in 3 activities during the Dirt Detectives program. These activities are:

1

Tour

Your group will tour The Big Dig site, recreating the stories of 3 convicts in front of the archaeological remains of the very houses in which they lived. Students will interpret archaeological features of these early buildings, contrasting the lifestyles they represent with the traditional lifestyles of the Gadigal people.

2

Simulated Dig

Students will work as archaeologists to dig for artefacts in a managed environment. They will work in teams to find, sort and identify objects, including household items and toys, from the past.

3

Map Activity

Students will interact with a large-scale floor map of the site, identifying and labelling places they have visited. They will individually analyse an artefact, sketch and record their findings on a worksheet and give a brief presentation to their peers and Education Guide.

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 Stage group visiting. Teachers will be consulted prior to the start of the program.

Curriculum Outcomes – History

Topic	Community and Remembrance
Outcomes	HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time HT2-5 applies skills of historical inquiry and communication
Topic	First Contacts
Outcomes	HT2-3 describes people, events and actions related to world exploration and its effects HT2-4 describes and explains effects of British colonisation in Australia HT2-5 applies skills of historical inquiry and communication

Program Activities

1. Tour

Students will:

- consider the crimes, sentences and circumstances of three early convicts
- participate in role plays to learn the stories of George Cribb, Ann Armsden and the Byrne family
- observe the foundations of three convict houses and artefacts found there
- use archaeological evidence and facts from primary source records to reconstruct everyday life in The Rocks
- compare elements of their own family life, such as the size of houses and cleanliness, to the lives of convicts
- view and identify features of early colonial life not evident today, such as a water well
- use basic archaeological terms, such as artefact and excavation, when asking and responding to questions
- identify local businesses operating in the community in the 1800s, for example a butcher shop, pubs and bakeries
- note the narrow lanes and alleyways that characterised The Rocks and form conclusions about how this may have influenced the community who lived there
- sequence significant events in the lives of three convicts
- learn the origins of The Big Dig site and why it was preserved

2. Simulated Dig

Students will:

- work as archaeologists by using simple tools to dig for artefacts
- examine the artefacts they find and give thought to what they are and how they were used
- recognise the need to follow safety rules whilst digging
- work co-operatively in archaeological teams, resolving problems in an appropriate manner
- use found artefacts to identify and compare technologies used in the past and now
- form ideas about how and why items we use have changed

Historical Concepts and Skills taught

Historical Concepts:

Continuity and change

Students will:

- appreciate the length of time Aboriginal people lived in Australia without changing the environment
- consider the effects of colonisation on the traditional lifestyle of the Gadigal people
- develop an understanding of how living conditions in the past were dependent on what was available at the time, for example there were no taps or flushing toilets
- recognise that people's beliefs and attitudes were different from today, for example families were much larger and girls often did not attend school
- become aware of how fashion and style were as important to people 200 years ago as they are today

Cause and effect

Students will:

- discuss why the British decided to colonise Australia
- think about how problems we still have today, such as rubbish disposal, were solved 200 years ago
- use artefacts to identify and compare technologies used in the past and now
- form ideas about how and why items we use have changed

Perspectives

Students will:

- explore the different points of view the British and Gadigal people had to colonisation
- see the past through the eyes of the people who lived then by being immersed in their time, place and identity
- develop an understanding of what it was like to share a small house and live without modern comforts and luxuries
- recognise that not everyone agrees about what life was like in The Rocks 200 years ago

Program Activities

- consider the materials artefacts are made from, such as metal and bone, and what they are not made of, such as plastic
- use logical thinking to solve puzzles such as why so many horseshoes were found on the site

3. Map Activity

Students will:

- recognise that the large-scale floor map shows the location of sites they have visited during the tour
- identify and label significant places on the map
- become aware of similarities and differences between living conditions for convicts and life today
- individually examine an artefact, deciding what it is, who owned it and what it is made from
- remember details of the stories they have heard and reconstructed to complete a worksheet about their artefact and its possible owner
- sketch and label important features of the artefact
- select relevant information to give a short presentation to the group and education guide about their artefact
- make deductions to decide where their artefact may have been found, for example marbles under a house where children lived
- place their artefact in a suitable position on the map



Student in The Big Dig's simulated excavation pit

Historical Concepts and Skills taught

Empathetic understanding

Students will:

- appreciate that living standards in the 19th century were not a choice but reflected conditions of the time
- appreciate our modern luxuries are not essential to survival or happiness

Significance

Students will:

- learn the significance that The Big Dig site holds for our national history
- understand the importance of artefacts left behind and the role they play in learning about the past

Historical Skills:

Comprehension: chronology, terms and concepts

Students will:

- use new historical and archaeological terms and concepts to answer questions posed during the program
- demonstrate comprehension by using information heard in the program to express opinions and discuss issues

Analysis and use of sources

Students will:

- recognise archaeology is a valuable source of historical information
- examine artefacts and structural remains to reconstruct details about the daily lives of convicts
- understand that we need a range of historical sources to gain a more complete picture of the past
- look at other primary sources, including photos and newspaper reports, to complement archaeological evidence

Research

Students will:

- examine artefacts and structural remains to reconstruct details about the daily lives of convicts
- use other primary sources, such as government records, to find information to support or challenge their conclusions

Explanation and communication

Students will:

- record information about an artefact on a pre-prepared worksheet
- give a brief presentation to their Education Guide, peers and teacher about their artefact
- express opinions about the advantages and disadvantages of being born 200 years ago

Curriculum Outcomes – Geography

Topic	Places are Similar and Different
Outcomes	GE2-1 examines features and characteristics of environments and places GE2-2 describes the way people, places and environments interact GE2-3 examines differing perceptions about the management of places and environments GE2-4 acquires and communicates geographical information using geographical tools for inquiry

Program Activities

1. Tour

Students will:

- hear, and take part in, stories about the people who lived here and learn why they did
- consider why The Rocks was special to the people who lived in these laneways
- see the natural terrain of The Rocks and consider the challenges of building houses and places of business here
- identify how the use of space affects our daily lives, for example the narrow laneways of the area and absence of parks
- advance reasons as to why The Big Dig site has been preserved

2. Simulated Dig

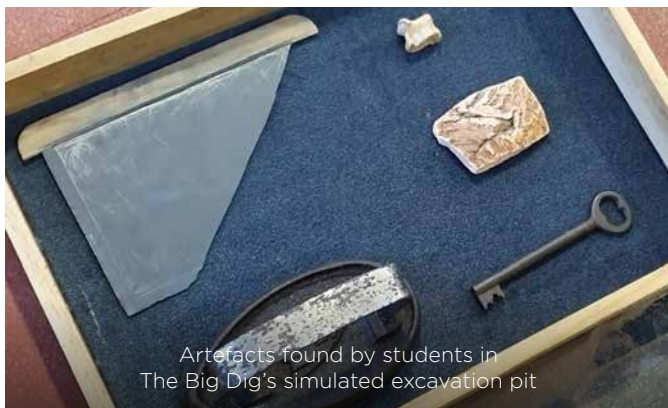
Students will:

- participate in a simulated archaeological excavation, considering why artefacts are left behind and how well they have lasted
- consider why the location artefacts were found, and how deeply they were buried, is important
- discuss with their peers what they have found and how it was used and made

3. Map Activity

Students will:

- recognise that the map represents an actual place they have visited
- individually handle and analyse an artefact, thinking about how easy it was to use
- identify what materials artefacts are made from



Artefacts found by students in The Big Dig's simulated excavation pit

Concepts and Skills taught

Place

Students will:

- identify aspects and features of the past still existing in the present, for example cobbled laneways

Space and scale

Students will:

- appreciate the different size and scale of houses, streets and buildings in the 1800s

Environment

Students will:

- consider whether The Rocks provided a safe environment for residents
- explore the challenges the natural environment presented for the first settlers

Interconnections

Students will:

- recognise people living in The Rocks belonged to a diverse community
- look for links between convicts' lives and world events, for example the Gold Rushes

Sustainability

Students will:

- consider whether life was more sustainable 200 years ago or today

Change

Students will:

- reflect on how and why the way we use space in neighbourhoods has changed

Curriculum Outcomes – Science

Topic	Living World: Living Things and Their Needs
Outcomes	ST2-5LW-T describes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter
Topic	Material World: Characteristics and Observable Properties of Substances and Materials
Outcomes	ST2-7MW-T investigates the suitability of natural and processed materials for a range of purposes
Topic	Skills
Outcomes	ST2-1WS-S questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations

Program Activities

1. Tour

Students will:

- see the natural sandstone bedrock of The Rocks and the quarried sandstone blocks made from it to build houses
- visit the remnants of a butcher's slaughter yard and relate this to how people used animal products, for example meat for food and tallow for candles and soap
- discuss how early settlers met their needs by using natural resources, for example growing their own vegetables
- appreciate how and why Gadigal people did not change the natural landscape

2. Simulated Dig

Students will:

- follow archaeological protocols such as excavating in defined grids
- excavate artefacts, identifying what they are made from and how this affected the condition in which they were found
- discuss what materials were not found, for example plastic and nylon

3. Map Activity

Students will:

- form opinions about how well these houses met the needs of families
- sketch and label an artefact, emphasising its special features
- deduce what unfamiliar objects could be by making connections to known items.

Concepts and Skills taught

Questioning and Predicting

Students will:

- use evidence from The Big Dig site to support or challenge their ideas about the past
- pose questions about places they see and objects they examine
- apply logical thinking to generate ideas and form answers based on archaeological evidence

Plan and Conduct Investigations

Students will:

- recognise they need to adhere to safety rules and handle artefacts with care
- use deductive reasoning to analyse how artefacts were made and used
- record their observations using drawings and labelling

Communicating

Students will:

- discuss the special features of artefacts with their peers
- complete an artefact analysis worksheet using simple archaeological language
- select relevant information about an artefact to share with their peers and Education Guide



Artefacts found by students in The Big Dig's simulated excavation pit

Curriculum Outcomes – English

Topic	Speaking and Listening Writing and Reviewing
Outcomes	EN2-1A communicates in a range of formal and informal contexts by adopting a range of roles in group, classroom, schools and community contexts EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts EN2-10C thinks imaginatively, creatively and interpretatively about information, ideas and texts when responding to and composing texts EN2-11D identifies and discusses aspects of their own and others' learning

Program Activities

1. Tour

Students will:

- hear tales of early Sydney and the people who lived in The Rocks and relate these to their own experiences
- participate in loosely scripted role plays based on real events
- ask, and respond to, questions about what they hear and share their own stories and opinions
- study artefacts from one site and interpret what they tell us about the people who owned them

2. Simulated Dig

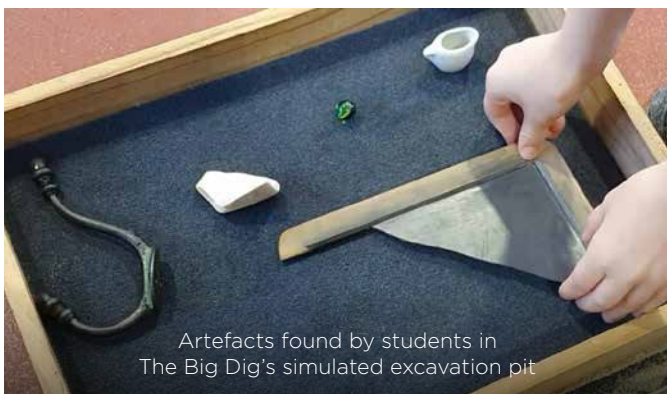
Students will:

- work in teams that support fair, safe and co-operative behaviour
- communicate through words and body language to resolve potential problems
- collaborate to identify and discuss artefacts they, and others, have found
- link the artefacts they have found to the stories they have heard

3. Map Activity

Students will:

- use vocabulary relevant to both archaeology and convict life, such as excavation and kerosene lamp
- complete a worksheet, using remembered details from convict stories, about an artefact and convict
- select relevant information to speak to the class about an artefact they have analysed.



Artefacts found by students in The Big Dig's simulated excavation pit

Concepts and Skills taught

Literacy Skills Practised:

Language Use

Students will:

- use learned vocabulary to describe their observations
- use suitable language to express praise and discuss issues with teammates
- debate questions about the relative joys and hardships of life 200 years ago

Creative Thinking

Students will:

- create imaginative and unusual stories to construct plausible narratives about convict lives
- understand there is a role for applying original, inventive ideas in an historical context

Expression

Students will:

- be encouraged to express emotional connections they may feel with people from the past
- participate in role plays to recreate convict lives, adding their own dramatic interpretations

Reflection

Students reflect on:

- the role language plays in adding power and meaning to stories and events.



Ceramic marbles, circa 1850-1900

Curriculum Outcomes – Mathematics

Topic	Measurement and Geometry: length and distance
Outcomes	MA2-9MG measures, records, compares and estimates lengths, distances and perimeters in metres, centimetres and millimetres
Topic	Measurement and Geometry: area
Outcomes	MA2-10MG measures, records, compares and estimates areas using square centimetres and square metres
Topic	Measurement and Geometry: position
Outcomes	MA2-17MG uses simple maps and grids to represent position and follow routes

Program Activities

1. Tour

Students will:

- use informal units to estimate and compare the area of houses and rooms
- estimate the length and width of houses in Carahers Lane in metres

2. Simulated Dig

Students will:

- calculate how many students per team if the class is divided into 4 equal groups
- consider what position in the grid they found their artefacts and how deeply they were buried

3. Map Activity

Students will:

- identify the position of places they have visited on a large floor map
- estimate and record the size and shape of artefacts
- recreate the route they have walked on a large-scale map

Concepts and Skills taught

Students will:

- understand mathematics is practical, for example archaeologists divide sites into grids before digging
- consider how often measurement is required in our daily activities, for example asking “Can you fit 5 beds in this room?”
- see that mathematics can solve problems, such as how deep a well must be to reach water
- recognise mathematics plays a role in many other disciplines, including history



Ceramic doll's head, The Big Dig Site



Some of the artefacts found in our simulated excavation pit

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	Tour	The Big Dig Archaeological site	40 mins
Session 2	Simulated Dig	Inside The Big Dig Education Centre	40 mins
Session 3	Map Activity	Classroom 1 in The Big Dig Education Centre	40 mins

If more than one group is on the site, program activities will occur 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.



The Rocks Discovery Museum

A visit to The Rocks Discovery Museum in Kendall Lane makes a great addition to complement learning from the Dirt Detectives program. The museum contains artefacts found at The Big Dig site and additional stories of both convicts and free settlers who lived in the neighbourhood.

Your students will see actual artefacts found in George Cribbs' well and find out what happened to the Byrne children later in life. The first room in the museum focuses on the Gadigal people and their knowledge, culture and traditions. The Gadigal people inhabited Tallawoladah, or The Rocks, for at least 50,000 years prior to European settlement. 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.



The Rocks Discovery Museum

Dirt Detectives Worksheet

This worksheet, with individual artefacts, will be handed out to students to complete during the Map Activity.

Dirt Detectives activity sheet

Name: _____

Activity 1: What is the artefact?

Draw your artefact

This artefact is:

Circle who it could have belonged to:

Anne Armsden

George Cribb

Margaret Byrne

Activity 2: Convict profile

My convict name is _____

Circle one fact in each box below

I was convicted for

Highway robbery

Stealing from my mistress

Possession of fake money

My punishment was

7 years transportation

14 years transportation

Sent to Norfolk Island

My job was

Butcher

Seamstress

Baker

Write down any other facts you can remember about your convict

Pre and Post Excursion Activity Suggestions

Pre-excursion activities

- Watch “The Big Dig: Investigating Colonial Lives in The Rocks” (16:57) at thebigdig.com.au/education/documentary
- Discuss the knowledge, culture and traditions of the Gadigal people and the nature of their lives around Sydney Harbour before the arrival of the First Fleet.

Post-excursion activities

- Complete the three post-excursion worksheets:
 - create a convict indent
 - practise Victorian-era handwriting
 - pretend you are Ann Armsden, George Cribb or Margaret Byrne. Write a letter home to England describing how you feel about life in the colony of Sydney.
- Hold a debate on the topic “Life in The Rocks 200 years ago was much more fun for children than it is today.”



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/

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