

# SYDNEY LEARNING ADVENTURES

## Little Diggers

Teacher Resource Pack

Primary Program | Early Stage 1 and Stage 1 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.

Materials within this resource pack may only be reproduced for educational purposes relating to a program booked with Sydney Learning Adventures. © 2020

### Disclaimer

Aboriginal and Torres Strait Islander people should be aware that this document may contain images and names of deceased persons in photographs and/or printed material.



Sherds of blue and white dinnerware found in The Rocks

## Contents

---

Your Learning Experience.....	4
Curriculum Outcomes Overview and Key Inquiry Question.....	5
Curriculum Outcomes - History.....	6
Curriculum Outcomes - Geography.....	8
Curriculum Outcomes - Science.....	9
Curriculum Outcomes - English.....	10
Curriculum Outcomes - Mathematics.....	11
Schedule for the Day.....	12
Little Diggers Worksheet.....	13
Pre- and Post-Excursion Activity Suggestions.....	14
Map of The Rocks.....	15
Contact and Booking Details.....	16





Gloucester Street in the 1900s—looking north

## Your Learning Experience

---

Little Diggers is a Sydney Learning Adventures' program that brings the past alive for Early Stage 1 and Stage 1 students. Using archaeology to unlock the world of The Rocks in early Sydney, your students will appreciate the perspectives of people from the past by working as archaeologists to excavate and handle artefacts in our simulated dig. Students will love exploring the foundations of houses from the first years of European settlement and learning about the experiences of families that lived, worked and played on the site 200 years ago. Our dynamic and experienced Education Guides will lead students on an investigation of the past that has strong, multi-disciplinary curriculum links and an emphasis on interactive, hands-on learning.

# Curriculum Outcomes Overview and Key Inquiry Question

---

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

## What was life like for children living in The Rocks during the 1800s?

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

1

### Tour

This component includes visiting two archaeological sites and observing the foundations of houses where families lived 150 to 200 years ago, contrasting sharply with the traditional lives of Gadigal people which were severely impacted by the early settlement.

2

### Simulated Dig

Students will use simple tools to dig for artefacts in a managed environment. They will find, sort and identify objects from the past.

3

### Map Activity

Students will interact with a large-scale floor map of a house on the site.

*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	<b>Early Stage 1</b> <ul style="list-style-type: none"><li>• <b>Personal and Family Histories</b></li></ul>
Outcomes	<b>HTe-1</b> communicates stories of their own family heritage and the heritage of others <b>HTe-2</b> demonstrates developing skills of historical inquiry and communication

## Program Activities

### 1. Tour

Students will:

- listen to the stories of the Foy and Byrne families
- observe the remaining foundations of their family houses and artefacts found on those sites
- compare and contrast elements of their own family life to that of the Foy and Byrne families, such as the size of the houses and rooms, toys that children played with, access to water and personal hygiene
- ask and respond to questions using basic archaeological terms such as artefact, eco-fact, past
- appreciate how archaeology allows us to learn about the past

### 2. Simulated Dig

Students will:

- simulate archaeological processes
- use found artefacts to identify and compare technologies used in the past and now
- form ideas about how toys and household products used in our daily lives have changed over time
- discuss why and how items we use have changed

### 3. Map Activity

Students will:

- compare the layout of rooms and furniture used in the Foy family house to their own place of residence
- communicate similarities and differences of the layout, furniture used and room sizes between the Foy family house and modern houses using a large-scale floor map of the Foy family house and laminated furniture labels
- examine an artefact and explain to the group what it is, its function and modern counterpart that they or their family might have at home

## Historical Concepts taught

### Continuity and change

Students will:

- develop an understanding of how lifestyle, available technologies and societal expectations changed from 200 years ago until today, 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 destroyed the ability of the Gadigal people to live a lifestyle
- learn how a dire situation in England in 1700s influenced the British to colonise Australia
- discuss why children had to start working earlier than they do today
- learn how the Big Dig site was discovered and developed

### Perspectives

Students will:

- recognise that children's lives were very different 150-200 years ago compared to today
- develop an understanding of how it was to live in a very small-sized house with a large family and share beds, play in the streets and have no bathroom

### Empathetic understanding

Students will:

- understand how lifestyle and limited technologies available to the people of The Rocks 200 years ago wasn't a 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 150-200 years ago (e.g. access to tap water and appropriate personal hygiene, variety and quantity of clothes and toys, internet and devices etc.)

### 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

Topic	<b>Stage 1</b> <ul style="list-style-type: none"> <li>• <b>Present and Past Family Life</b></li> <li>• <b>The Past in the Present</b></li> </ul>
Outcomes	<b>HT1-1</b> communicates an understanding of change and continuity in family life using appropriate historical terms <b>HT1-2</b> identifies and describes significant people, events, places and sites in the local community over time <b>HT1-3</b> describes the effects of changing technology on people's lives over time <b>HT1-4</b> demonstrates skills of historical inquiry and communication

## Program Activities

### 1. Tour

Students will:

- listen to the stories of the Foy and Byrne families and explain how their way/standard of living was different to what students and their families have today
- observe the remaining foundations of the Foy and Byrne family houses and artefacts found on those sites, and compare the similarities and differences to their own places of residence
- compare and contrast elements of their own family life to that of the Foy and Byrne families, such as the size of the houses and rooms, toys that children played with, access to water and personal hygiene
- identify local businesses operating in the community at the time (e.g. butcher shop, pubs and hotels)
- ask and respond to questions using basic archaeological and historical terms such as artefacts, eco-facts, features, excavate, archaeology/archaeologist, past and present
- appreciate how archaeology allows us to learn about the past

### 2. Simulated Dig

Students will:

- simulate archaeological processes
- use found artefacts to identify and compare technologies used in the past and now
- form ideas about how toys and household products used in our daily lives have changed over time
- discuss why and how items we use have changed

### 3. Map Activity

Students will:

- compare the layout of rooms and furniture used in the Foy family house to their own place of residence
- communicate similarities and differences of the layout, furniture used and room sizes between the Foy family house and modern houses using a large-scale floor map of the Foy family house and laminated furniture labels
- examine and analyse an artefact by looking at its shape, size, material and markings, and explain to the group what it could be, its possible functions and modern counterpart that they or their family might have at home or use daily

## Historical Skills taught

### 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 stories and information told throughout the program to answer questions

### Analysis and use of sources

Students will:

- examine artefacts by looking at its material and explore how they would have been used in the past and make connections to modern equivalents
- look at a range of primary sources (photos, artefacts and remaining features of family houses from the past) to explore how the life was like for children and their families 150-200 years ago
- recognise archaeology is a valuable source of historical information

### Research

Students will:

- be encouraged to pose questions about everyday lives of people living in The Rocks 150-200 years ago using information from site stories, interpreting remaining archaeological structures and handling artefacts

### Explanation and communication

Students will:

- develop a narrative about the everyday life of children and their families of The Rocks 150-200 years ago using range of sources shown during the program (artefacts, photos from the time, the site)
- give a brief presentation to their peers about an artefact they have examined by using basic archaeological terms
- complete a worksheet providing basic details about their artefact

# Curriculum Outcomes – Geography

Topic	<b>Early Stage 1</b> <ul style="list-style-type: none"><li>• <b>Course Content: People Live in Places</b></li></ul>
Outcomes	<b>GEE-1</b> identifies places and develops an understanding of the importance of places to people <b>GEE-2</b> communicates geographical information
Topic	<b>Stage 1</b> <ul style="list-style-type: none"><li>• <b>Course Content: Features of Places, People and Places</b></li></ul>
Outcomes	<b>GE1-1</b> describes features of places and the connection people have with places <b>GE1-2</b> identifies ways in which people interact with and care for places <b>GE1-3</b> communicates geographical information

## Program Activities

### 1. Tour

Students will:

- hear, and take part in, stories about the parents and children who lived here and the community they belonged to
- consider why places are special to people
- see how geography influences the characteristics of places
- identify how the use of space affects our daily lives

### 2. Simulated Dig

Students will:

- form an understanding of why artefacts are left behind
- consider why where artefacts are found, and how deeply they are buried, is important

### 3. Map Activity

Students will:

- recognise the map represents an actual place
- label rooms and features of the house
- place 2D furniture symbols and artefacts on the map to develop an understanding of living conditions in the past



## Concepts and Skills taught

### Place

Students will:

- develop an understanding of why these places are special by identifying features of the family houses and their location in The Rocks

### Space and scale

Students will:

- stand in areas showing the size of rooms in 19th century houses, 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 the natural environment presented for the first settlers

### Interconnection

Students will:

- examine families living in the Rocks as part of a larger community of people with diverse backgrounds and circumstances

### Change

Students will:

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



# Curriculum Outcomes - Science

Topic	<b>Early Stage 1 and Stage 1</b> <ul style="list-style-type: none"><li>• <b>Living World</b></li><li>• <b>Material World</b></li></ul>
Outcomes	<b>STe-1WS-S</b> observes, questions and collects data to communicate ideas <b>STe-3LW-ST</b> explores the characteristics, needs and uses of living things <b>STe-4MW-ST</b> identifies that objects are made of materials that have observable properties <b>ST1-1WS-S</b> observes, questions and collects data to communicate and compare ideas <b>ST1-5LW-T</b> identifies how plants and animals are used for food and fibre products <b>ST1-7MW-T</b> describes how the properties of materials determine their use

## Program Activities

### 1. Tour

Students will:

- see sandstone foundation blocks used to build houses, and the natural sandstone bedrock from which they were made
- discuss how early settlers met their needs for food, water, shelter and sanitation using natural resources
- appreciate how Gadigal people did not change the natural landscape

### 2. Simulated Dig

Students will:

- uncover artefacts and consider what they are made from and how well they have lasted
- discuss what materials were not found, such as plastic

### 3. Map Activity

Students will:

- form opinions on how well this house met the needs of the families who lived there
- handle, sketch and analyse an artefact using a prepared worksheet
- consider how well the artefact has lasted outside in the dirt over many years.

## 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 places they see and objects they touch
- use logical thinking to generate ideas and form answers

### Plan and Conduct Investigations

Students will:

- work collaboratively as archaeologists, following clearly defined safety guidelines.
- with support and guidance, use deductive reasoning to analyse how artefacts were made and used
- record their observations using drawings and labelling

### Communicating

Students will:

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



# Curriculum Outcomes - English

Topic	<b>Early Stage 1 and Stage 1</b> <ul style="list-style-type: none"><li>• <b>Speaking and Listening 1</b></li><li>• <b>Writing and Reviewing 1</b></li></ul>
Outcomes	<b>ENe-1A</b> communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction <b>ENe-12A</b> demonstrates awareness of how to reflect on aspects of their own and others' learning <b>EN1-1A</b> communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations <b>EN1-12E</b> identifies and discusses aspects of their own and others' learning

## Program Activities

### 1. Tour

Students will:

- listen to tales of early Sydney and the people who lived in The Rocks
- be encouraged to ask questions about what they hear and share stories of similar activities and events they experience today
- study artefacts from one site and use suitable words to describe and explain them

### 2. Simulated Dig

Students will:

- collaborate with team members to dig fairly, cooperatively and safely
- resolve problems of space and sharing through dialogue and action
- discuss characteristics of artefacts they and others have found

### 3. Map Activity

Students will:

- use vocabulary related to the home and furniture, including learned older-style words such as dresser
- present chosen information about their artefact to their peers, teacher and guide
- complete a simple worksheet, using modelled words, and have the opportunity to write independently



William Merritt Chase's Ringtoss (1896)

## Concepts and Skills taught

### Literacy Skills Practised:

#### Language Use

Students will:

- communicate using learned technical and known words to describe and unfamiliar objects
- summarise and clarify their observations
- resolve problems whilst working in a team

#### Creativing Thinking

Education Guides will:

- model and encourage students to use their imagination to create stories based on artefacts
- 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 long ago

#### 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	<b>Early Stage 1 and Stage 1</b> <ul style="list-style-type: none"><li>• <b>Measurement – length, distance, area and time</b></li><li>• <b>Position</b></li></ul>
Outcomes	<b>MAe-9MG</b> and <b>10MG</b> describes and compares lengths, distances and areas using everyday language <b>MAe-13MG</b> sequences events, using everyday language to describe the duration of events <b>MAe-16MG</b> describes position and gives and follows simple directions using everyday language <b>MA1-9MG</b> measures, compares and estimates lengths and distances using informal units, metres and centimetres <b>MA1-10MG</b> measures, compares and estimates areas using uniform informal units <b>MA1-13MG</b> describes, compares and orders the duration of events <b>MA1-16MG</b> represents and describes the position of objects in everyday situations and on maps

## Program Activities

### 1. Tour

Students will:

- use informal units to estimate and compare the area of houses and rooms
- discuss the concept of “long ago” and how we measure time in relation to known events e.g. when their grandparents were children
- use terms relating to time to appreciate the length of Aboriginal settlement in Australia

### 2. Simulated Dig

Students will:

- dig for artefacts in sandpit grids of equal size
- consider what position in the grid they found their artefacts and how deeply they were buried

### 3. Map Activity

Students will:

- use a map scaled to quarter size
- identify the position of house features, such as doors and fireplaces
- follow simple directions to place furniture and artefacts on the map

## Concepts and Skills taught

- Mathematics is practical. Measurement is necessary to build houses, 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
- Time can be measured in different ways, for example in family generations
- There is an important relationship between mathematics and other disciplines



# 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 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.

## The Rocks Discovery Museum

We suggest a visit to The Rocks Discovery Museum to complement your Little Diggers' program. The museum contains artefacts found at The Big Dig site and more stories of people who lived on the site, as well as an exhibition room focusing on the Gadigal people. 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](mailto:therocksdiscoverymuseum@property.nsw.gov.au).



# Little Diggers Worksheet

---

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

## Little diggers activity sheet

Name: \_\_\_\_\_

Draw your artefact here

My artefact is

It is made of \_\_\_\_\_

glass    wood    bone    ceramic    shell    metal    plastic



Students excavating in the simulated dig site at The Big Dig Archaeology Education Centre

## Pre and Post Excursion Activity Suggestions

---

### Pre-excursion activities

- Watch the video “Digging into The Rocks” (5:50 min) at [thebigdig.com.au/education/documentary](http://thebigdig.com.au/education/documentary)
- Discuss time-related terms such as *past*, *present*, *future* and *long ago*.

---

### Post-excursion activities

- Discuss the advantages and disadvantages of living in The Rocks 200 years ago. You might consider advantages such as the amount of freedom children enjoyed, the benefits of being in a large family and the close-knit community in which they lived. Disadvantages might include the lack of technology, crowded living conditions and limited medical advances.
  - Students can ask their grandparents about how their life has changed and what it was like for them as a child.
-

# 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](mailto: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](mailto: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](mailto:sydneyharbour@yha.com.au)

**Website:**

[www.yha.com.au/hostels/nsw/sydney-surrounds/sydney-harbour/](http://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](http://www.therocks.com/school-excursions/sydney-learning-adventures-programs)