

# SYDNEY LEARNING ADVENTURES

## Pieces of the Past

Teacher Resource Pack

Primary Program | Stage 3 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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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.

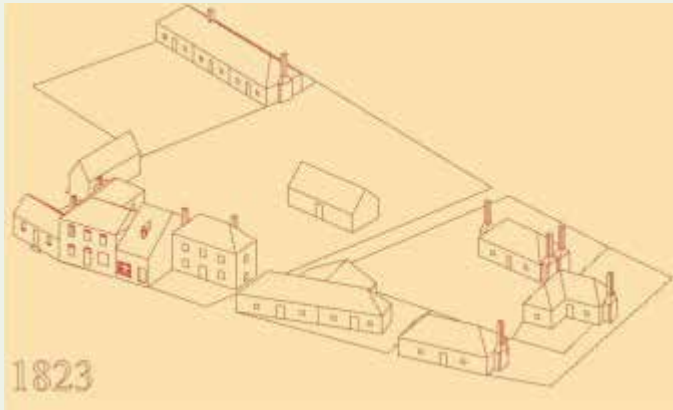
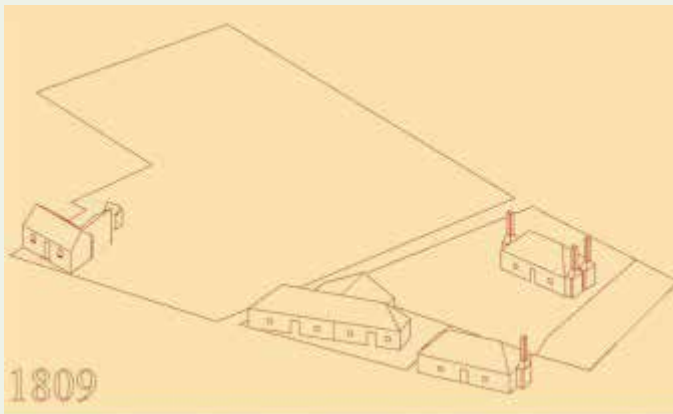


Carahers Lane c. 1900, The Big Dig site

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CAD (computer-aided design) drawing of how the site that became The Big Dig would have been between 1850 and 1890. The Rocks Resumption Map, 1901

## Your Learning Experience

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Pieces of the Past is a Sydney Learning Adventures' program that allows students to travel back in time to meet the residents of The Rocks in 1800s and learn about their life through the eyes of archaeology. Your students will appreciate the perspectives of people from the past by working as archaeologists to excavate and handle artefacts in our simulated dig and examine more artefacts during an artefact analysis activity. Students will enjoy exploring the foundations of houses from the first years of European settlement and learning about the experiences of convicts and free settlers that lived and worked on the site 200 years ago. Our experienced 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

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

## **What can archaeology tell us about the lives of people who lived in The Rocks during the 1800s?**

Students will engage with the curricula outcomes while participating in 3 activities during the Pieces of the Past program. These activities are:

1

### **Tour**

This component includes visiting four archaeological sites and observing the foundations of houses where residents lived 150 to 200 years ago, contrasting sharply with the traditional lives of Gadigal people which were severely impacted by the early settlement. Students will hear the following stories:

**Part 1 - Convicts:** Ann Armsden and George Cribb

**Part 2 - Free Settlers:** The Berry and Foy families

2

### **Simulated Dig and Plotting**

Using simple tools, students will dig for artefacts in a managed environment, measure the depth with a ruler provided and assist the Education Guide to mark their locations and depth into a plotting grid (please refer to page 16).

3

### **Artefact Analysis**

Students will handle artefacts found on the site and analyse them using a worksheet that has most common questions that archaeologists need to answer in their own artefact analysis.

# Curriculum Outcomes – History

*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.*

Topic	<b>Stage 3: Australian History – Colonial and National</b>
Outcomes	<b>HT3-1</b> describes and explains the significance of people, groups, places and events to the development of Australia <b>HT3-2</b> describes and explains different experiences of people living in Australia over time <b>HT3-3</b> identifies change and continuity and describes the causes and effects of change on Australian society <b>HT3-4</b> describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples <b>HT3-5</b> applies a variety of skills of historical inquiry and communication

## Program Activities

### 1. Tour

Students will:

- understand and appreciate the challenges that people living in the early settlement faced by examining archaeological evidence and listening to 4 different stories
- examine 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
- form their own opinions on the experiences of people living in The Rocks during the 1800s by exploring archaeological and historical evidence
- understand 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
- understand and explain the contribution of convicts and free settlers to the development of The Rocks as a newly established colony
- observe the remaining foundations of their family houses and artefacts found on those sites
- compare elements of their own family life to that of the Foy and Berry families, such as the size of the houses and rooms, toys that children played with, access to water and personal hygiene, household items
- identify the change and continuity of The Rocks as a settlement in early and late 19th century through stories about 2 convicts and 2 free-settler families, e.g. landscape, retribution and criminal justice, construction, key businesses, societal expectations, family size, education, work/life balance
- understand and explain how the bubonic plague in 1900 changed The Rocks and made way for the modern area of The Rocks

## 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
- develop an understanding of how The Rocks changed from being a solely Gadigal land into an early settlement after British colonisation in 1770
- 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 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

#### Perspectives

Students will:

- appreciate the difficulties that the Gadigal people faced with the arrival and settlement of the British
- recognise that people living in The Rocks in 1800s led a very different lifestyle compared to today
- develop an understanding of how it was to live in a very small house with a large family while having access to limited amenities compared to what we have available today
- explore how it was to live in the colony as a convict and as a free settler

## Program Activities

- ask and respond to questions using archaeological terms such as artefact, eco-fact, archaeologist, archaeology, excavation, features
- appreciate how archaeology allows us to learn about the past

### 2. Simulated Dig and Plotting

Students will:

- simulate archaeological processes, including measuring the depth of an artefact in the sandpit and recording its location in a plotting grid
- use found artefacts to identify and compare technologies used in the past and now
- form ideas and explain the change and continuity of everyday items, including household items and toys
- discuss why and how items we use have changed

### 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 based on actual archaeological analysis
- explore different functions and uses of each artefact and compare it to their modern successor
- discuss their finding in a group and present their conclusions to the class



Trays of artefacts found at The Big Dig site

## Historical Concepts and Skills taught

### 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 The Rocks in 1800s 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. outdoor cesspits, access to tap water and appropriate personal hygiene, variety and quantity of clothes and toys, access to education, internet and devices etc.)
- recognise and appreciate the uncertainty that people living in The Rocks in 1800s faced every day with regards to employment, income, available groceries, access to fresh water, childbirth, diseases and illnesses 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 in The Rocks in 1800s

### 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:

- use the artefacts on display to inform their understanding of life in The Rocks in 1800s
- analyse artefacts found on the site through guided questions on a worksheet
- develop an understanding for everyday life of people living in The Rocks in 1800s through studying a variety of sources such as archaeological evidence (features of remaining houses on the site, artefacts and eco-facts), newspaper articles and photos from the time
- recognise that archaeology is a valuable and reliable source of valid historical information



Artefacts found at The Big Dig site

## Historical Concepts and Skills taught

### Research

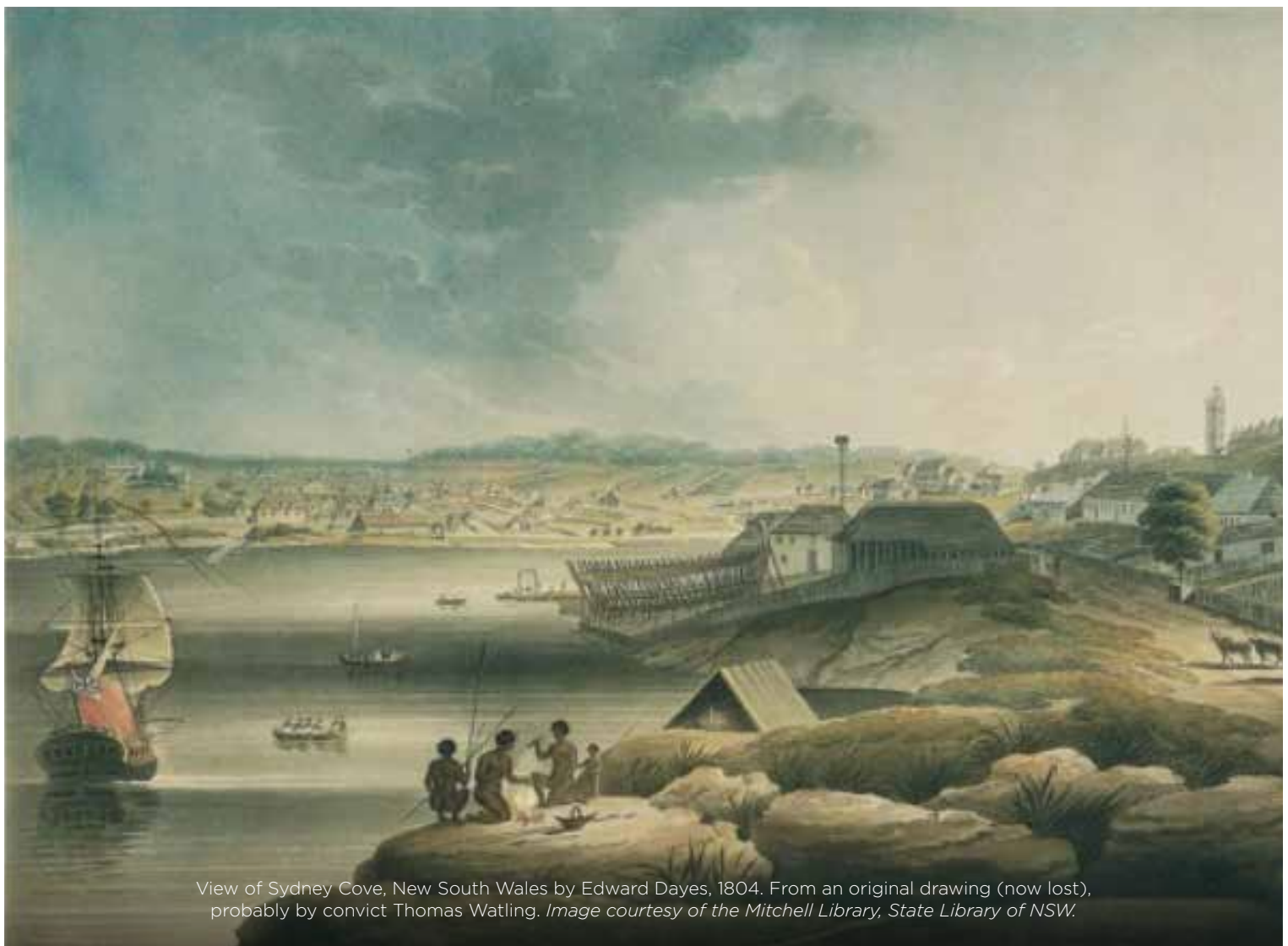
Students will:

- identify and pose questions that would inform our quest for more valid and reliable historical information
- understand that location and depth of an artefact found can tell us about people living in that house
- model actual archaeological process of researching artefacts
- identify and locate a range of other sources that would support our inquiry into everyday lives of people living at The Rocks in 1800s

### Explanation and communication

Students will:

- develop a narrative about the everyday life of people in The Rocks in 1800s 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 archaeological terms learned throughout the program
- complete a worksheet providing more detailed analysis of their chosen artefact



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.



# Curriculum Outcomes – Geography

Topic	<b>Stage 3: People, Places and Environments of the World</b>
Outcomes	<b>GE3-1</b> describes the diverse features and characteristics of places and environments <b>GE3-2</b> explains interactions and connections between people, places and environments <b>GE3-3</b> compares and contrasts influences on the management of places and environments <b>GE3-4</b> acquires, processes 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 the community they belonged to
- examine the natural sandstone bedrock on which the early houses were built and discuss how early residents managed the bedrock to cater for their house construction
- describe the landscape of The Rocks area
- explain potential difficulties that early residents of The Rocks 150–200 years ago would have faced when building their huts, houses and stables
- discuss why places are special to people
- recognise how early residents of The Rocks had to adjust to the environment in order to create places to live in
- 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
- recognise that the map represents an actual area of the site

### 2. Simulated Dig

Students will:

- form an understanding of why artefacts are left behind
- recognise the importance of the location of artefacts, and how deeply they are buried
- learn how to plot artefact's location into a plotting grid

### 3. Artefact Analysis

Students will:

- develop an understanding on how the environment must be controlled and managed in order to excavate artefacts carefully without causing any damages

## 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 influenced the early settlement

### 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
- plot a location of the artefact found in the sandpit on a scaled plotting grid mimicking archaeological process

### 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. 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

### Change

Students will:

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

# Curriculum Outcomes – Science

Topic	<b>Living World</b> <b>Material World</b>
Outcomes	<b>ST3-1WS-S</b> plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions <b>ST3-2DP-T</b> plans and uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST3-4LW-S</b> examines how the environment affects the growth, survival and adaptation of living things <b>ST3-7MW-T</b> explains how the properties of materials determines their use for a range of purposes

## Program Activities

### 1. Tour

Students will:

- examine the natural sandstone bedrock on which early houses were built and sandstone foundation blocks, and discuss evidence to suggest it was modified to fit their construction needs
- 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 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

### 2. Simulated Dig

Students will:

- uncover artefacts and consider how environment would've helped or hindered their preservation
- discuss what materials were not found, such as plastic

### 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 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.

# Curriculum Outcomes – English

Topic	<b>Speaking and Listening</b> <b>Expressing Themselves</b>
Outcomes	<b>EN3-1A</b> communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features <b>EN3-3A</b> uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies <b>EN3-4A</b> draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts <b>EN3-6B</b> uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies <b>EN3-7C</b> thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

## Program Activities

### 1. Tour

Students will:

- listen to tales of early Sydney and the people who lived in The Rocks
- 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

### 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 that they found
- be encouraged to make links between artefacts found in the sandpit and stories heard during the tour

### 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 whilst working in a team

#### Creative 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 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

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## Topic **Working Mathematically**

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### **Communicating**

Outcomes **MA3-11WM** describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions

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### **Problem Solving**

Outcomes **MA3-2WM** selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations

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### **Reasoning**

Outcomes **MA3-3WM** gives a valid reason for supporting one possible solution over another

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## Topic **Measurement and Geometry**

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### **Length**

Outcomes **MA3-9MG** selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length

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### **Area**

Outcomes **MA3-10MG** selects and uses the appropriate unit to calculate areas, including areas of squares, rectangles and triangles

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### **Time**

Outcomes **MA3-13MG** uses 24-hour time and am and pm notation in real-life situations, and constructs timelines

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### **Position**

Outcomes **MA3-17MG** locates and describes position on maps using a grid-reference system

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## Program Activities

### **1. Tour**

Students will:

- use informal units to estimate and compare the area of houses and rooms, site area sizes
- use a scaled map to identify sizes and shapes of houses and site area
- consider the size of houses and rooms within in explaining lifestyle that the residents of The Rocks led in 1800s
- discuss the concept of “long ago” and how we measure time in relation to known events e.g. when their grandparents were children, the Gold Rush
- use terms relating to time to appreciate the length of Aboriginal settlement in Australia
- locate and identify places being visited on a map of the site

### **2. Simulated Dig**

Students will:

- dig for artefacts in sandpit grids of equal size
- consider what position in the grid they found their artefacts
- measure how deeply the artefacts were buried
- mark a location of the artefact on the plotting grid and report the depth

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## 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

## Program Activities

### 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



Students examining artefacts found at The Big Dig site



Over one million artefacts have been excavated at The Big Dig site since 1994.  
*Image courtesy of The Big Dig archive.*

# 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	Artefact Analysis	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.



Students finding artefacts during a simulated dig at The Big Dig Education Centre

# The Rocks Discovery Museum

We suggest a visit to The Rocks Discovery Museum in Kendall Lane to complement your 'Pieces of the Past' 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.

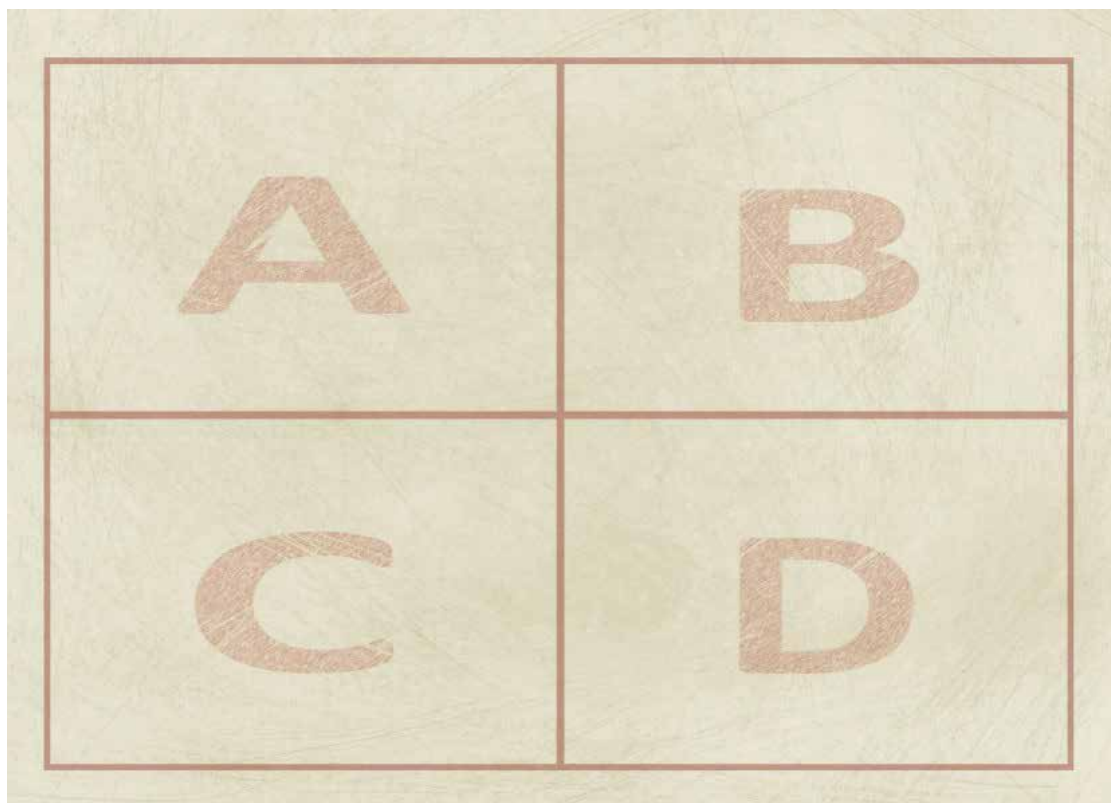
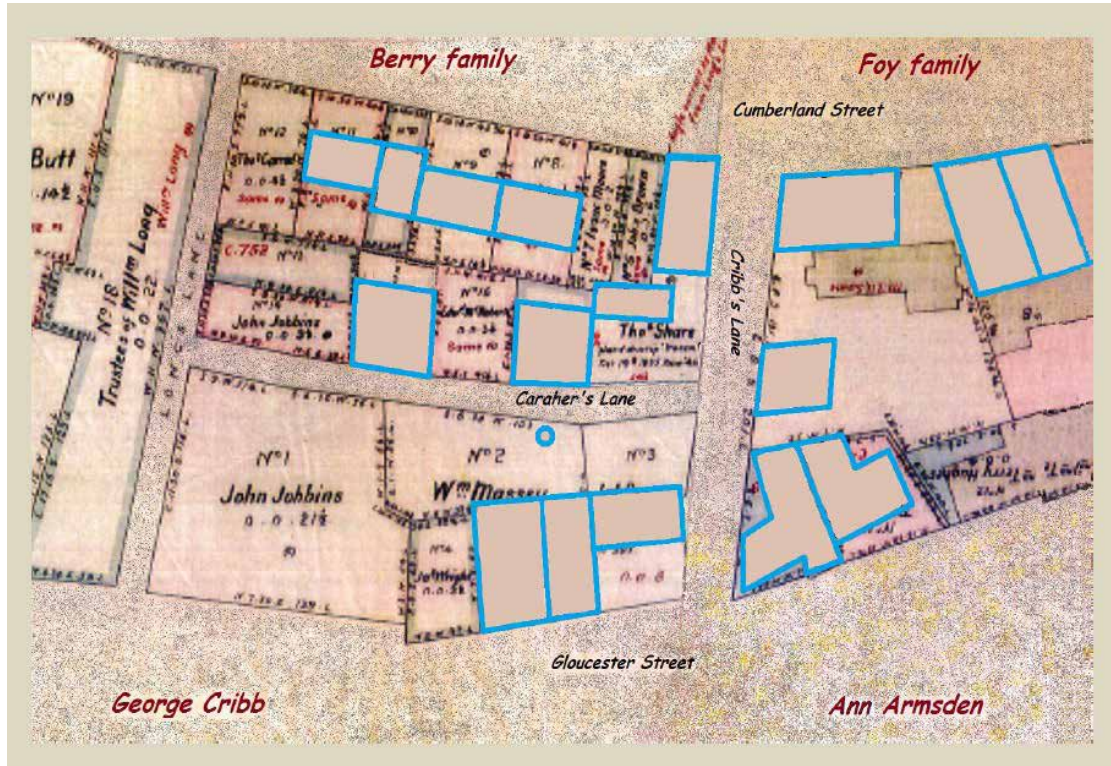
Entry is free; however, bookings are essential for self-guided tours.

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



# Map of The Big Dig site and Plotting Grid

The map of the site will be used by your Education Guide during a tour to indicate the location of family houses while the plotting grid will be used during a simulated dig to demonstrate to students a simplified process of an archaeological excavation.





# Pieces of the Past Worksheet

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

## Pieces of the past: Artefact activity

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

	Artefact 1	Artefact 2	Artefact 3
<b>Draw a quick sketch of the artefact</b>			
<b>What is it made from?</b> <small>Wood, metal, stone, ceramic, bone, shell</small>			
<b>Is it complete?</b> <small>Is it broken, snapped, cut or worn away?</small>			
<b>Does it have any markings?</b> <small>Patterns, decoration, symbols, writing, cuts, scratches</small>			
<b>What do you think it could be?</b>			
<b>Where do you think it could have been found?</b>			
<b>Who do you think may have used or owned it?</b>			

# Pre and Post Excursion Activity Suggestions

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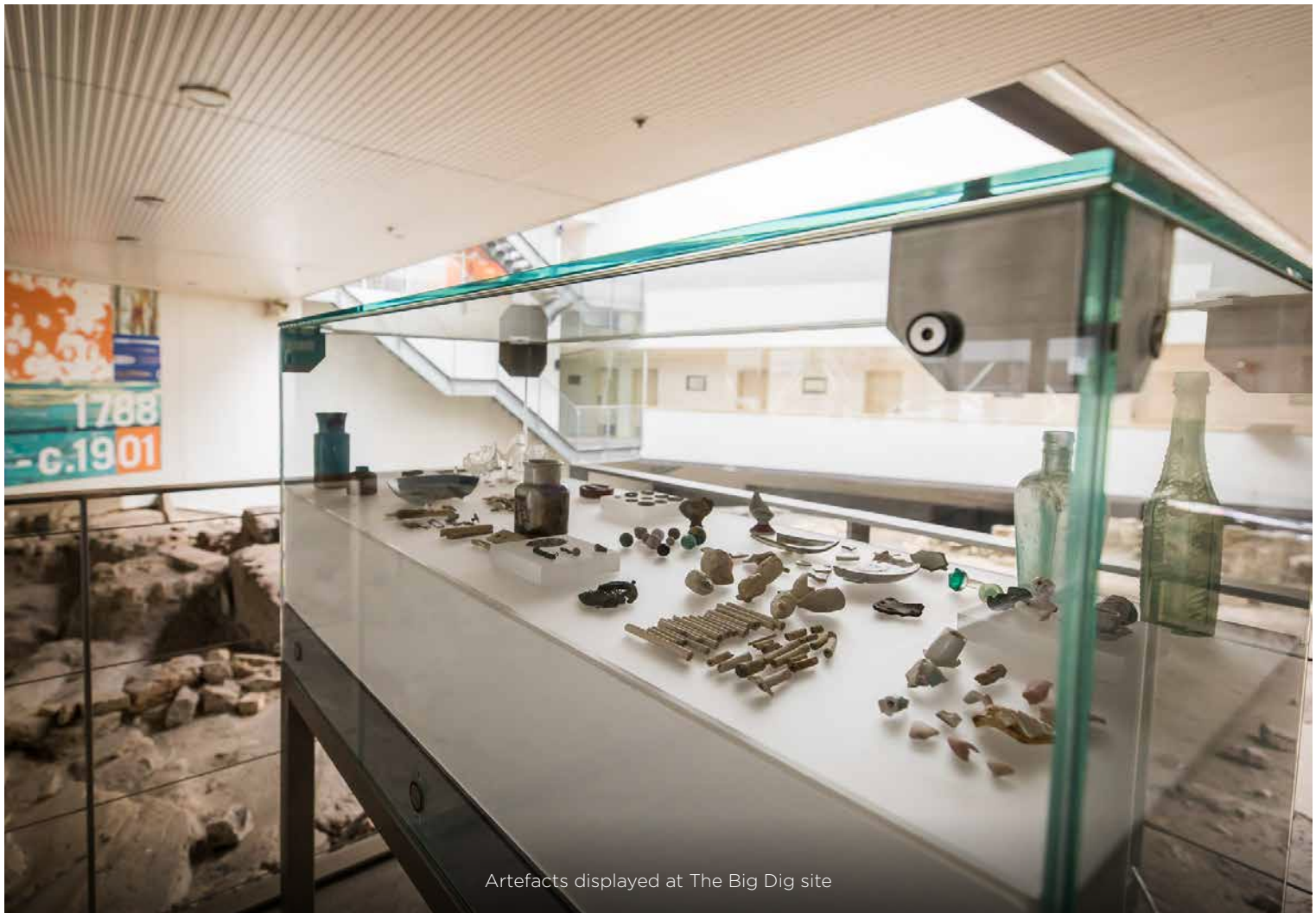
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## Pre-excursion activities

- Watch “The Rocks Beneath Our Feet” video at [www.youtube.com/watch?v=RhUK3Mhyppg4](https://www.youtube.com/watch?v=RhUK3Mhyppg4)
- Watch “The Big Dig Archaeological Site” video at <https://thebigdig.com.au/thebigdig/site/>

## 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
- Interview grandparents about their life as children and young adults
- Pretend that you are George Cribb or Ann Armsden and write a letter to your family in England describing your life in The Rocks in 1800s



Artefacts displayed at The Big Dig site

# Map of The Rocks

Meeting point:

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



# Contact us

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## 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.sydneylearningadventures.com](http://www.sydneylearningadventures.com)