

SYDNEY LEARNING ADVENTURES

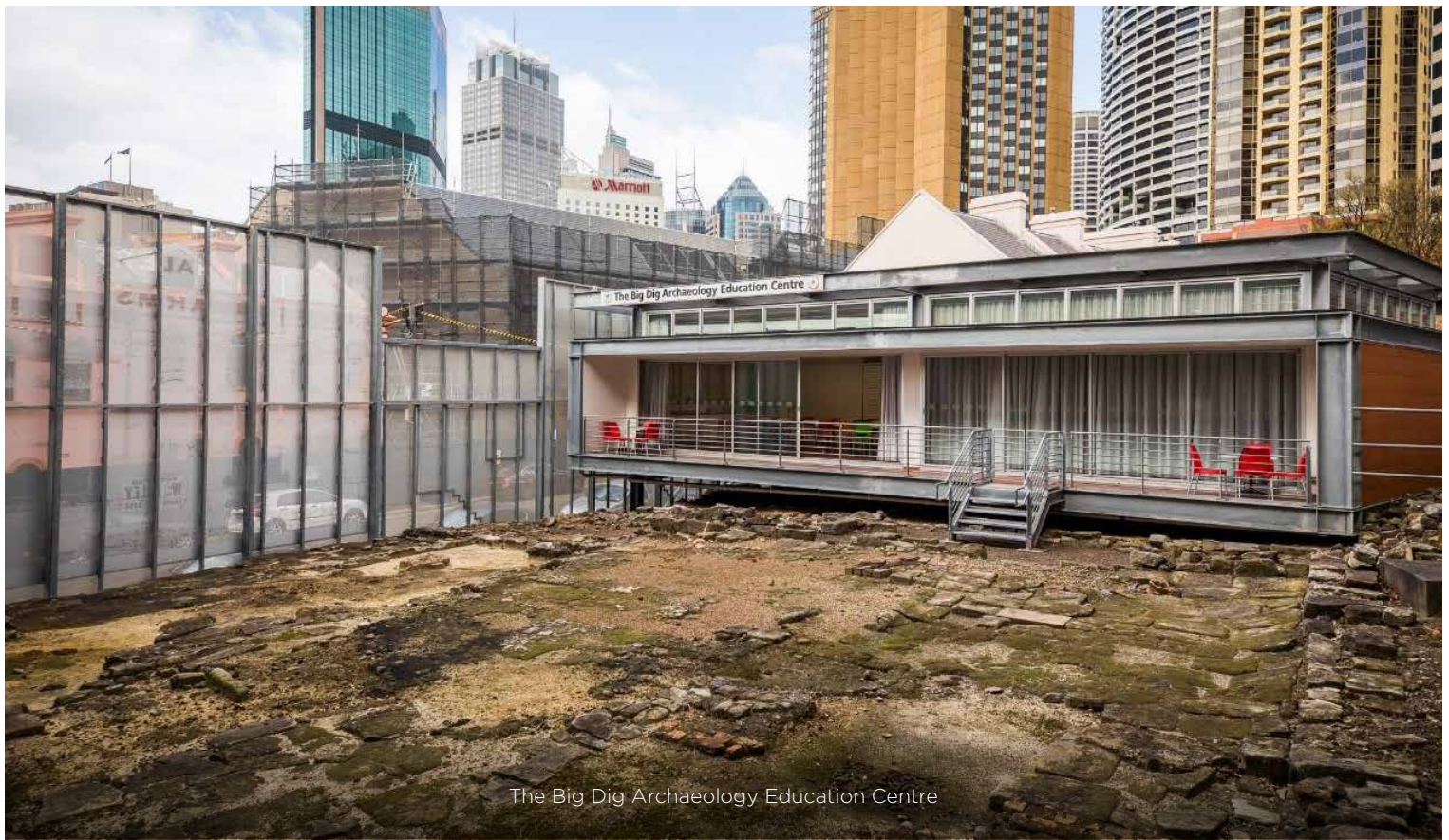
Shopfront to Western Front

Teacher Resource Pack

Secondary Program

- Stage 5 History
- Stage 5 History Elective





The Big Dig Archaeology Education Centre

Acknowledgements

Welcome - Budyari Gamarruwa

Sydney Learning Adventures acknowledges and pays respect to the Gadigal people, on whose land 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 in the early 1900s, with the Foy Family home at foreground right

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Students engaged in artefact analysis

Your Learning Experience

The Shopfront to Western Front program transports students into the world of The Rocks 150 years ago, when the rapid pace of change associated with the Industrial Revolution was causing dramatic upheavals in the social, economic and cultural fabric of people's lives. Your students will be directly engaged in the process of historical inquiry to discover what these radical shifts in prevailing conditions meant for residents of The Rocks, and one family in particular – the Foy family. With an emphasis on practice-oriented and experiential activities, Shopfront to Western Front guides your students to an understanding of key ideas and content before providing opportunities for analysis, evaluation and corroboration. Being on an archaeological site rich in artefacts and structural remains from the 19th century encourages students to value the role archaeology plays in helping us see the past through the eyes of the people who lived it. Students use their interpretations of the physical remains, together with written and visual primary source material, to develop strong, evidence-based reconstructions of daily life in The Rocks during the 19th and early 20th centuries.

Students will handle and examine themed sets of artefacts chosen for their relevance to significant developments of the period, including the Industrial Revolution, rise of a consumer-oriented society and World War I. By studying a range of artefacts related to specific consumer fields, such as alcohol bottles or personal car jars, students make strong connections between the past and present, visibly track the process of change in the artefacts they examine and use reasoned judgement to date and categorise these items. To assist with this process, our knowledgeable and energetic Education Guides provide a supportive learning environment which challenges students to think independently, solve problems and manipulate ideas.

Curriculum Outcomes Overview and Key Inquiry Question

The Shopfront to Western Front program covers content, skills and concepts from the Stage 5 History and History Elective syllabuses by addressing the key inquiry question:

How did industrialisation, imperialism and significant events such as World War I impact the lives of people who lived in The Rocks?

The program addresses curriculum outcomes during three hands-on, interactive activities.

1

Tour

Students will observe and interpret archaeological features of structural remains dating from as early as 1795 until the end of the 1800s. This valuable archaeological evidence can be used to determine how building construction and design changed, and to what extent local communities were restructured, as the century progressed. Combining this knowledge with information garnered from displayed artefacts and primary source historical documents, students reconstruct the lives of people who lived in The Rocks and generate ideas about how they coped with the rapid social and labour changes that characterised the period.

2

Family Case Study

What effect did the upheavals of the Industrial Revolution have on the daily lives of ordinary people? What adjustments to their behaviour and thinking did workers, consumers, parents and even children need to make? Students formulate answers to these questions by conducting an in-depth study of the Foy family, residents of The Rocks from 1890 to 1902. Using evidence from a variety of primary sources, including archaeology, official documents, personal letters and newspaper reports, students synthesise relevant information to form a detailed picture of one family's experiences through the early industrial era in Australia to the horrors of WWI.

3

Artefact Analysis

Many habits that are integral parts of our lives today, such as enjoying a soft drink and cleaning our teeth, were also part of life 200 years ago. However, the products people from that era used, and the containers they came in, often looked different to those we buy today. Students will see this first-hand when they examine and analyse rare, intact artefacts from the 19th and early 20th centuries. Organised into sets of themed containers, this activity engages students directly in the process of historical inquiry, with a focus on teamwork and self-discovery. Using problem-solving skills and a dash of imagination, students identify what bottles and jars held, where they were made and their approximate date of manufacture. Students then deduce what this information tells us in terms of living standards, social values and prevailing attitudes of the time.



Barry's Tricopherous hair renewal bottle and advertisement

Curriculum Links: History and History Elective

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.

History Content: **The Making of The Modern World**
Depth Study 1: Making a Better World?

History Outcomes: **Knowledge and Understanding**

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historic contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

History Outcomes: **Skills**

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

History Elective Content: **History, Heritage and Archaeology**
Ancient Medieval and Modern Societies
Thematic Studies: Economy and Society
Crime and Punishment
War and Peace

History Elective Outcomes: Knowledge and Understanding

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5-5 evaluates the contributions of cultural groups, sites and/or family to our shared heritage

History Elective Outcomes: Skills

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process

HTE5-7 explains different contexts, perspectives and interpretations of the past

HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HTE5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Program Activities

Family Case Study

Students will:

- work as a group to conduct an in-depth study of one family, the Foy, who lived in The Rocks in the late 19th century
- examine, and distinguish between, primary and secondary sources as part of the Foy family case study
- read and process a wide variety of primary source material, including official documents, war records, police reports, employment histories and personal letters to jointly reconstruct the lives of members of the Foy family
- appreciate the amount of information one primary source contains, for example a marriage certificate tells us the occupation, religion, place of birth, age, place of residence and children of both bride and groom
- locate discrepancies and inaccuracies in primary source material, for example stated ages on a marriage certificate that do not match a birth record
- use primary source material to compare the roles newspapers played in communities 150 years ago and today

Concepts and Skills

Continuity and Change

Students will:

- put the British settlement in the chronological context of the length of time the Gadigal people have lived around Sydney Harbour
- sequence significant events of the 18th and 19th centuries, such as the American War of Independence and the Gold Rushes
- demonstrate a relationship between these events and social, economic and cultural developments in The Rocks, with reference to the Foy family
- place the lives of The Big Dig residents in the context of life at the time by referring to a range of primary and secondary sources, with an emphasis on archaeological evidence
- consider similarities between products bought 100 and 200 years ago and commodities popular today
- link the type of products available to conditions in the colony, for example patent medicines and contagious disease

Program Activities

- synthesise information from primary and secondary sources to recognise the ways the context of life was different in the 19th century, for example lower average life expectancies and no, or poor, sanitation systems
- evaluate the roles of women in 19th century Sydney through the experiences of Margaret Foy, as a mother during the plague and World War I, and later as a widow supporting herself
- recognise different values, attitudes and customs existed in the 19th century, for example same-naming, larger families and unregulated medical practices
- appreciate the reality and consequences of harsh working conditions in jobs associated with the Industrial Revolution, through studying the labour experiences of James Foy Senior
- consider the role government played in people's everyday lives, for example property resumption as a result of the Bubonic Plague outbreak at the turn of the century
- make emotional connections with the family they are studying so closely
- use the example of the Foy family to recognise there are many valid interpretations of the past and many invalid ones

Tour

Students will:

- enjoy and absorb the experience of active engagement in the past by being on site at an archaeologically preserved and significant location in Australia's history
- gain historical insights, often subtle and diverse, not available in the classroom
- understand the role and methods of archaeological fieldwork in history
- see the natural terrain on which The Rocks is built and advance ideas as to what this meant for house construction, road building and agriculture
- study maps of the area, covering 90 years of development, to observe and interpret physical changes in the neighbourhood
- compare the archaeological remains of dwellings built in different decades to draw conclusions about changes in the size, design and proximity of houses in The Rocks
- interpret archaeological evidence to reconstruct the changing uses of one site over more than 100 years
- view the foundations of the house in which the Foy family lived from 1890 – 1901, pointing out and identifying archaeological features such as fireplaces and cesspits
- examine a site used as a business premise and point out relevant archaeological features, for example a chamfered doorway and hand-chipped cellar doors
- use archaeological evidence to appreciate the physical layout and scale of The Rocks and link this to existing social and economic conditions
- make inferences from observed structural building remnants to determine what daily life was like for people living in The Rocks, for example did houses have bathrooms?

Concepts and Skills

Cause and Effect

Students will:

- assess the ability of the Gadigal people to continue living their traditional lifestyle in the post-contact period
- relate Sydney's early social and physical development patterns to the topography of The Rocks
- relate what happened to members of the Foy family to significant events during the age in which they lived, for example only 1 of 3 Foy daughters, all born in the 1890s, married
- appreciate cause -and-effect patterns involve both short and long-term effects, for example the consequences of imperialism for Australia
- recognise that links between cause and effect are not always direct or straight forward, for example the demolition of The Rocks between 1900 and 1915
- find direct links between improvements in manufacturing methods stemming from the Industrial Revolution to the evolution of containers for a range of products, for example the production of torpedo bottles

Perspectives

Students will:

- understand that personal perspective inevitably influences historical interpretation
- use archaeological and other primary source evidence to reconstruct 19th century life in The Rocks from multiple perspectives, including that of free settlers and women
- appreciate it is necessary to combine purposeful imagination with historical evidence to fully understand what life in past times was like
- link different viewpoints about whether The Rocks was an overcrowded slum or a thriving community to the circumstances of the writers, for example wealthy businessmen or workers in The Rocks

Empathetic Understanding

Students will:

- view the difficulties of life in The Rocks in the 1800s through the eyes of the people who resided, worked and died there, by sharing their places and belongings at The Big Dig
- feel emotional connections with the people whose possessions they are touching
- reassess their own values and beliefs by identifying with the feelings, thoughts, ideas and experiences of members of The Rocks' community
- realise the concerns of early settlers were often the same as those of people today, as evidenced by the popularity of grooming products and self-medication
- demonstrate historical empathy by accepting opinions and beliefs from the past without judgement

Significance

Students will:

- identify the significant global, national and local events of the 18th, 19th and early 20th centuries that may have affected the lives of people in Sydney and other places in Australia

Program Activities

- observe artefacts found at The Big Dig, noting interesting and often unfamiliar markings, shapes and materials
- deduce what artefacts found on-site and nearby tell us about the consumer decisions being made by residents of The Rocks
- make connections between the artefacts they see and similar products we use today
- compare the archaeological features of the house the Foy family occupied from 1890 to 1901 with features of the house to which they moved, and surmise why the family relocated
- visit sites that played important roles in maintaining the fabric of The Rocks' community, for example Berry's Bakery
- recognise their own interpretations of the past include inevitable personal bias and may be challenged, for example deciding if the Foy children lived happy and unfettered lives or poor, cramped and extremely tough ones
- use archaeological terminology and precise language, for example test trenching, to discuss what they observe
- recognise that excavating a site contributes to its destruction
- gain insight into methods of preserving public access to sites whilst recognising the economic benefits of development

Artefact Analysis

Students will:

- examine themed sets of container artefacts that once held products common in Sydney in the 19th and 20th centuries
- appreciate the range and number of artefacts found on The Big Dig site – over 1.2 million items that range from toothbrushes to roof tiles
- observe, and participate in, a modelled example of artefact analysis
- recognise that products popular today were also in demand 150 years ago, for example personal care items, alcohol and soft drinks
- interpret bottle and container markings to determine their method and approximate date of manufacture, for example air bubbles, seam lines and manually joined lips
- ask the same questions archaeologists do when analysing artefacts, for example was this bottle made locally or imported?
- complete, either individually, in pairs or in groups, a worksheet about artefacts they are examining
- appreciate the rarity of working with complete, or near-complete, artefacts
- value the role of careful and meticulous research in discovering the story behind a container, for example when glass manufacturing started in Sydney
- use a provided research sheet on each container to place the artefact in the context of the time, for example a medicinal “cure-all” in the age of patent medicines

Concepts and Skills

- use archaeological evidence, supported by other primary source material, to assess the influence of significant events on changing ways of life in The Rocks
- understand an individual's story, such as that of any of the Foy family, may have historical significance if it is part of a larger history, for example workers' struggles, economic development or experiences in war

Contestability

Students will:

- examine the concept of bias and if it can exist in the scientific discipline of archaeology
- examine different historical interpretations of life in The Rocks in the 1800s to develop impartial decision-making skills
- assess the extent to which new evidence uncovered by The Big Dig in 1994 contributed to changing interpretations of the standard of living that existed in The Rocks throughout the 19th century
- form opinions as to which historical interpretations have validity and reliability
- understand the difficulties of gaining certainty about many aspects of the past
- use examples from The Big Dig to show the distinction between observations (what we see) and inferences (what we theorise)
- appreciate the need to base inferences on careful observation and research
- value the importance of keeping records and preserving the context of archaeological finds
- recognise their own interpretations of the past may be contested

Skills

Comprehension

Students will:

- complement and add depth to classroom learning by examining, on site, an historically significant location in Australia's first imperialist settlement
- engage in hands-on activities that contribute to learning through interaction with the environment they are studying
- combine prior knowledge with practical and personal experiences at The Big Dig to structure, and elaborate upon, an historical narrative

Analysis and Use of Sources

Students will:

- synthesise information from archaeology, official and personal documents, newspaper reports and oral history to reconstruct the lives of residents in The Rocks in the 1800s
- recognise artefacts and structural remains as important historical primary sources
- compare written and archaeological sources to determine if they tell the same story about The Rocks
- identify the strengths and limitations of archaeology as an historical source

Program Activities

- apply basic seriation, a relative dating technique, to estimate when the artefacts were manufactured
- place containers in a timeline, or developmental series, from earliest to latest
- have their curiosity stimulated to discover more about the people who bought and used these artefacts
- understand the need for safe handling of archaeological evidence when analysing artefacts, and put this into practice
- link changing container styles to changes in society, for example connecting the use of labels and bottle embossing to the rise of a consumer society influenced by advertising and branding
- value the problem-solving ingenuity of manufacturers intent on selling products, for example the use of the torpedo bottle for gaseous drinks
- make strong connections between what they observe, what they hypothesise and the conclusions they reach

Concepts and Skills

Research

Students will:

- conduct on site research about life in The Rocks 120 to 200 years ago
- place artefacts in the context of the times, for example a union membership tag with organised and growing agitation for workers' rights
- examine artefacts and refer to research sheets to develop a timeline of changes in container styles, production methods and branding

Explanation and Communication

Students will:

- select relevant information and use precise language to complete an artefact analysis worksheet
- ask and respond to questions in a safe and supportive environment
- work collaboratively in teams to investigate artefacts, discuss findings and reach conclusions
- share findings with their peers, discussing any features they think are particularly interesting or unusual

1 Carahers Lane

Number of artefacts found by square metre



Diagram of the Foy family home showing the distribution and density of artefacts found during the archaeological dig in 1994.

Multi-Curricula Links

The Shopfront to Western Front program has a practical, “doing” focus that encourages students to use critical and creative thinking, solve problems, work with others and communicate clearly. These skills are not content specific, and so can be applied across a wide range of complementary disciplines to enhance students learning and facilitate effective application of knowledge. Transferable competencies fostered in the Shopfront to Western Front program include analysing, justifying, predicting, manipulating abstract ideas, making supported decisions and developing empathy.

Science

Archaeology is a science and at The Big Dig students will develop their knowledge of scientific concepts and ideas, especially as applied to the living world. By becoming part of an empirical investigation, students gain experience in making evidence-based decisions and using precise scientific and archaeological language to communicate their viewpoints. Students are deeply involved in scientific and historical inquiry as they learn about The Big Dig excavation, formulate questions based on their knowledge, make predictions and use critical thinking to reach and justify conclusions.

Geography

During the Shopfront to Western Front program students explore The Rocks as a distinct and unique place, both spatially and ecologically. Students observe and interpret archaeological features to draw conclusions about why The Rocks developed here as it did and how residents who lived here 120 to 200 years ago interacted with the natural and built environments. Students consider the difficulties The Rocks’ inhabitants faced in relation to sanitation, water supply and housing, and the extent to which these were caused by the topology of the area. By comparing their own interpretations with those of both archaeologists and their peers, students develop self-confidence by recognising many, sometimes differing, arguments and assessments are valid.

English

The Shopfront to Western Front program offers opportunities for students to critically assess the ideas and opinions of others and express their own ideas and arguments. The inclusion of predominantly participatory and action-based activities contributes to learning in English through encouraging and modelling critical, creative and interpretative thinking and their expression in both written and oral forms. In particular, the use of technical vocabulary to make meaning for a specific purpose and audience demonstrates the power and diversity of language, whilst the study of artefacts gives experience in weighing evidence and justifying conclusions.



Bottle with alkali build-up

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.

An 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.

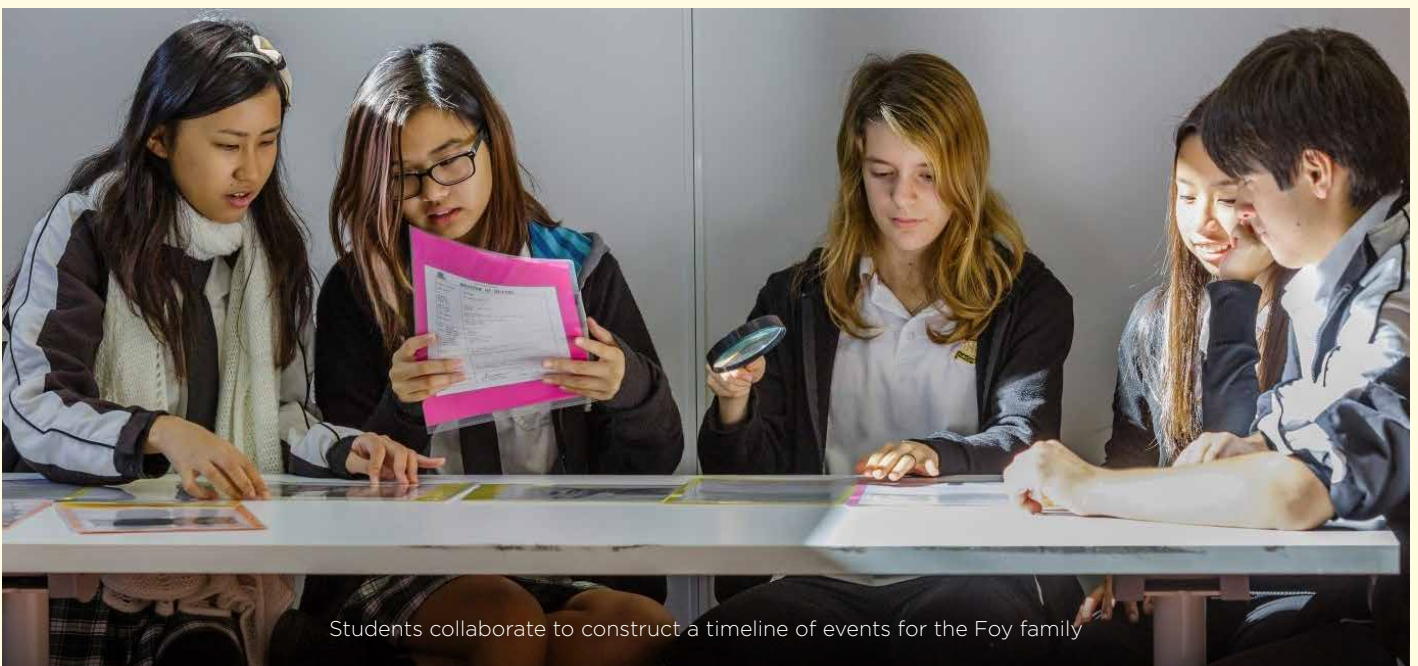
Male, female and disabled bathroom facilities are available in the Education Centre.

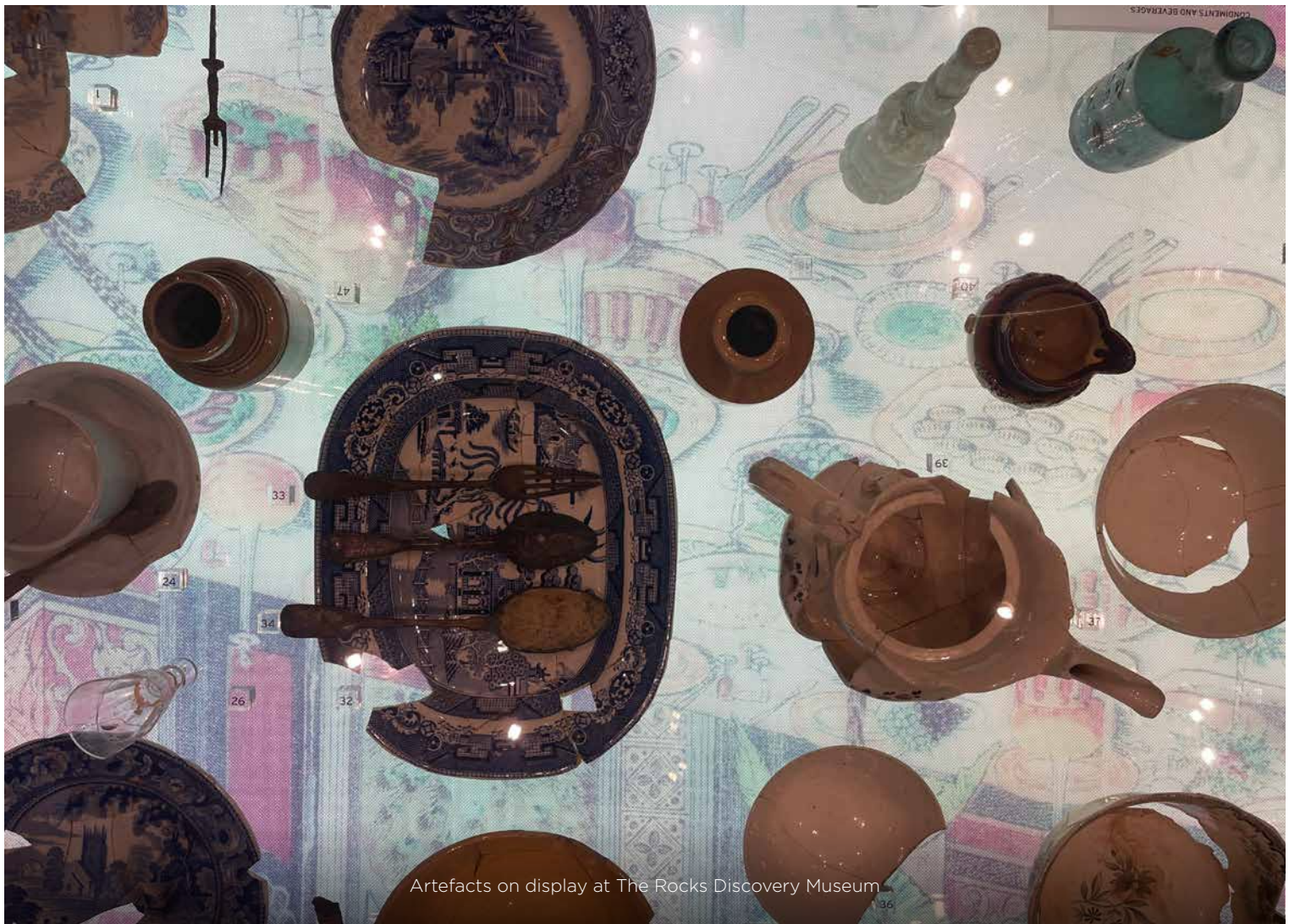
Program Activities

Session	Component	Location	Timing
Session 1	Tour	The Big Dig Archaeological site	40 mins
Session 2	Family Case Study	Classroom 1 in The Big Dig Education Centre	40 mins
Session 3	Artefact Analysis	Classroom 2 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.





Artefacts on display at The Rocks Discovery Museum

The Rocks Discovery Museum

A visit to The Rocks Discovery Museum is a worthwhile accompaniment to the Shopfront to Western Front program, adding depth and context to learning at The Big Dig and in the classroom. The Warrane exhibition room of the museum facilitates further study of the Gadigal people's presence around Sydney Harbour for at least 60,000 years pre-contact, recognising their knowledge, culture and traditions.

The museum also details the development of the colony after 1788, from Governor Phillip's early struggles with food supplies to Sydney's growth as a busy trading port.



Students discover more about the volume and diversity of products coming into Sydney, but also increasingly manufactured locally, to augment knowledge gained during activities at The Big Dig. A wide range of these items are on display, from beautiful Chinese ginger jars and fine British cutlery to tools and industrial machinery.

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.

Shopfront to Western Front Worksheet: Artefact Analysis

Individual worksheets, specific to each artefact and its themed category, will be given to members of each group to work on either individually, in pairs, or in teams. A research sheet with information about each container will also be distributed during the artefact analysis session. A sample worksheet is shown below.

The Big Dig  Artefact analysis and catalogue card		Photograph
Collection	The Big Dig 'Shopfronts to Western Front' collection : personal care artefacts set (a)	
Box and Location	SM 92: First Fleet Park #3 Sydney Harbour Foreshore Authority - Secure Storage Facility	
Material/s	<input type="checkbox"/> stone <input type="checkbox"/> ceramic (type:) <input type="checkbox"/> wood <input type="checkbox"/> glass (colour:) <input type="checkbox"/> bone <input type="checkbox"/> metal (type:) <input type="checkbox"/> shell <input type="checkbox"/> other ()	
Condition	<input type="checkbox"/> whole <input type="checkbox"/> worn <input type="checkbox"/> cut <input type="checkbox"/> broken <input type="checkbox"/> snapped <input type="checkbox"/> crushed	
Shape and Dimensions	shape: _____ length/height: width: diameter:	
Manufacture	<input type="checkbox"/> hand made <i>(hints: not symmetrical, fingerprints, very thick glass with bubbles)</i> <input type="checkbox"/> hand made using tools <i>(hints: mould seam marks or smooth sides combined with hand finished turned or twisted top, may lean when standing, not quite symmetrical)</i> <input type="checkbox"/> machine made <i>(hints: mould seam marks, embossed labelling, symmetrical, even finish on moulded neck and mouth of bottle, cap seal or screw top)</i>	
Markings or Inscriptions	embossed: applied label/s: other (eg. patterns, cuts, inscriptions):	
Country of origin		
Date/s		
Historical period	<input type="checkbox"/> 18 th Century (1701 – 1800) <input type="checkbox"/> Colonial (1788 – 1837) <input type="checkbox"/> Interwar (1918 – 1939) <input type="checkbox"/> 19 th Century (1801 – 1900) <input type="checkbox"/> Victorian (1837-1901) <input type="checkbox"/> Post war / Cold War (1945 – 1989) <input type="checkbox"/> 20 th Century (1901 – 2000) <input type="checkbox"/> Federation (1901 -1914)	

Artefact function or use	
<i>(What is it?)</i>	
Artefact research – points of interest: <i>(hint: review historical research page)</i>	



Students on site at The Big Dig

Pre and Post Excursion Activity Suggestions

Pre-excursion activities

- Watch the video “Archaeology at The Big Dig: Investigating Colonial Lives in The Rocks” (16:57mins) at thebigdig.com.au/education/documentary
- Research the origins and major developments of the Industrial Revolution and construct a timeline to depict these events
- Discuss the role museums and heritage sites play in preserving, reconstructing and interpreting the past. What are effective ways to do this to maximise public access and foster educational outcomes?

Post-excursion activities

- Review the ethical rules that should be followed in all archaeological digs.
- List the advantages and disadvantages of living in the 19th century. Think about issues such as freedom, community, technology, education and medicine.
- Research the development and use of remote sensing techniques in archaeology, especially landscape archaeology.
- Write a creative story based on one of the artefacts you examined. Who bought it? Was it a luxury or a necessity? Why did they need or want it?

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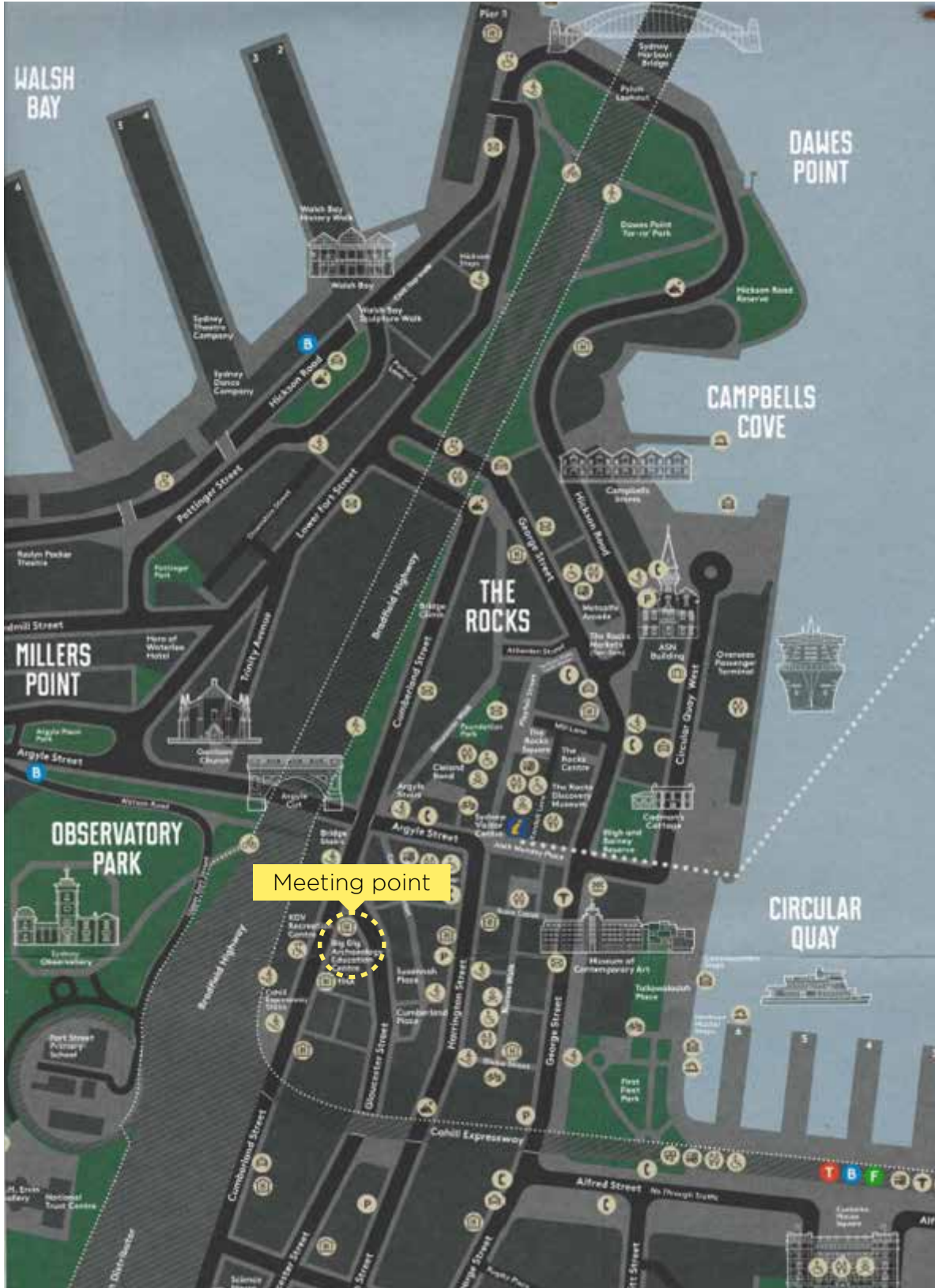
Websites

Information about The Rocks	www.therocks.com
The Rocks Discovery Museum	www.therocks.com/shop/the-rocks-discovery-museum
City of Sydney Council	www.cityofsydney.nsw.gov.au
Information on Aboriginal Sydney	www.sydneybarani.com.au
National Library of Australia	www.nla.gov.au
NSW Heritage Office	www.heritage.nsw.gov.au
NSW Government (homepage)	www.nsw.gov.au
State Library of NSW	www.sl.nsw.gov.au
State Records Office	www.records.nsw.gov.au
Property NSW	www.dpie.nsw.gov.au/housing-and-property/place-management-nsw/the-rocks
Teaching Heritage	www.teachingheritage.nsw.edu.au
Australian Curriculum	www.australiancurriculum.edu.au
Cumberland Street Dig Site	www.shfa.nsw.gov.au/sydney-About_us-Heritage_role-Heritage_and_Conservation_register.htm%26objectid%3d159
Industrial Revolution in Australia - impact on manufacturing in the 1800s. Simpson, M. (2018)	https://maas.museum/inside-the-collection/2018/08/29/industrial-revolution-in-australia-impact-on-manufacturing-in-the-1800s/

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.sydneylearningadventures.com