


Historical Knowledge & Understanding	Local Context	Student Activities	General Capabilities (GC) Cross Curricular Priorities (CCP) Other Learning Areas (OLA)	Research and Resources
<p>The nature and extent of the movement of peoples in the period (slaves, convicts and settlers)</p> <p>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples</p>	<p>Parramatta Park Old Government House and Domain.</p>	<p><u>Focus: What were the changing features of the movements of people from 1750-1918?</u> <i>What evidence is there of Aboriginal and Torres Strait Islander in this location</i></p> <p>How was the site used by Aboriginal people before colonisation? Let's start by identifying the natural features which are... (River, creek, hill). The people who lived here were called the Darug tribe. & the clan who looked after this land was the Burramatta clan. The name Parramatta is a misinterpreted version of Burramatta which means place of eels, "Burra" meaning eel and "matta" meaning place.</p> <p>Looking at some of the natural features of the food they may have eaten would be: Emu, possum and Kangaroo which were hunted using the method of fire stick farming.</p> <p>Can anyone describe what fire stick farming is? The practice of deliberately setting fire to an area to flush the animals' out. Other food would be fish, eels, and fresh water mussels, tortoises and yabbies. They were found in the river and creek.</p>	<p>Making a better World GC: Literacy: Comprehending texts through listening, reading and viewing. Intercultural understanding: Recognising culture and developing respect. Critical and Creative Thinking: Inquiring-identifying, exploring and organising information by its content description. Numeracy: using spatial reasoning and interpret maps and diagrams. CCP: Aboriginal And Torres Strait Islander history and cultures. OLA: mathematics, literacy, visual art, technology. Making a Nation GC: Literacy: comprehend texts, through listening, reading and viewing.</p>	<p>See Attached</p>

		<p>There would have been lots of piles of shells along the banks of the river. Can anyone describe what they look like? Shell middens were rubbish piles of shells from mussels, yabbies and other shellfish – often indicating where the clan ate together. They are often very large piles.</p> <p>So you can see how this was a good camping spot. The middens are long gone and we will see where a lot of them went when we go inside the house. However, there is evidence of Aboriginal occupation around us. Let's look at these trees – what can you see?</p> <p>Examine trees for evidence of Aboriginal occupation – Scar Trees.</p> <p>Discuss use of bark for making canoes, shields and carrying vessels.</p> <p>Find the possum trap and animal markings on the trees. The possums were smoked out of the tree by lighting a fire at the base of the tree and when the possums ran out they were clubbed.</p> <p>So, the primary sources for Aboriginal occupation here is – landscape evidence, archaeology and in the surrounding community there is a continuing cultural transition.</p>	<p>Intercultural Understanding: Recognising culture and developing respect.</p> <p>Critical and Creative thinking: Analysing, synthesising and evaluating reasoning and procedures.</p> <p>Ethical Understanding: Exploring values, rights and responsibilities.</p> <p>CCP: Aboriginal and Torres Strait Islander histories and cultures. Sustainability Australia's engagement with Asia.</p> <p>OLA: Mathematics English Visual Arts Geography Archaeology</p>	
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	<p>Text 1 Picture 1</p> 	<p>Why did Phillip need to find farming land? <i>What evidence is there of an early colonial town?</i></p> <p>Why was this site chosen for settlement and what was its primary function? Governor Phillip who had landed with the first fleet in 1788 was facing a starving colony in Sydney Cove. The soil was unsuitable for farming as it was clay based and sandy & the Tank Stream did not provide enough water. Phillip travelled up the Parramatta river looking for good farming land.</p> <p>Can anyone tell me what this concept of no ownership of land was called?(Terra Nullius) Darug fire stick farming made the site ideal for colonial farming. The trees were sparse and there were native grasses growing between the trees. The river here had plenty of fresh water for crops and animals. Of course the colonists did not accept that the Darug people who lived on & owned the land because they could see no dwellings or fenced farming.</p> <p>David Collins, secretary of the colony who came out on the first fleet describes the beginnings of settlement here at Parramatta. Refer to Text 1 describing the building of the fort or redoubt and refer to Picture 1.</p>		
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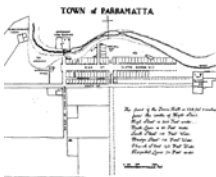
Text 1

Text 2

Picture 2



Map 1



Picture 3



Text 3

Map 1

Why was a fort built? Who lived in it? Find the location of the fort in landscape?

The colonists didn't know what to expect – they were over 20km from Sydney Cove and they were afraid of attack by the Darug peoples. Soldiers would have lived in there to guard the farm from attack.

Ask a student to read **Text 2** describing the first farm. Refer to **Text 1 & 2** to determine **who worked on the farm? What did they grow?**

Determine the location of the first farm in the landscape from Picture 2.

FOCUS POINT

What evidence is there of the early colonial town? What do the sources and your observation tell us about how people lived?

Looking back towards the house reflect on the position of the bridge that was across the river and find the location of Bridge Street and convict huts using **Map 1** and 1798 engraving **Picture 3**.

Is the Governor's house in **Picture 3** the same as the one there now? No, but it's in the same position. Governor Phillips house was built in a similar way to the convict huts – with very simple and rough materials.

Read Phillips account in **Text 3**. **What was the first Government House built out of?**

Text 4
Text 5

Map 2



Let's use the position of Bridge Street we can see in the shape of the landscape and the map from **1790 Map 1** to locate the convict huts.

Having roughly decided on where the first hut shown on the map should be, measure it out according to Watkin Tench's description in **Text 4**. **What are the measurements of the huts? How many rooms did they have? How many men lived in one hut?**

Measure out the hut with the students.

Get the students to stand at the four points of the house and across the dividing wall.

Ask the rest to stand inside the hut and think about where a fireplace and kitchen would be and how it could sleep up to 14 people. Ask them about their own bedrooms and houses and make comparisons.

All these convicts had to work for the government. Let's look at **Text 5** to see what sort of work that was. Take special note of men burning shells into lime. **What would the lime be used for?**

Let us move forward 20 years to 1822 and look at Governor Macquarie's Parramatta.
What effect did the town planning changes made by Macquarie during the early 19th Century have on the relationship between town and Government?
Where and how are the Burramatta people living now?

Map 3



Map 2



Even though Macquarie gave many opportunities to ex-convicts he was keen to separate his domain from that of the convict population.

Remember we are standing on the edge of High Street that ran right through town to the wharf. Looking at **Map 3** of the town in 1822, just after Macquarie left, we can see how it has developed from the town in **Map 2 (a) & (b)**.

Looking at the map, what sorts of institutions or features tell us that it is a significant town?

Town of institutions – female factory, military barracks, and prisoner barracks, parsonage house, St. Johns Church, goal, large burial ground.



The Government farm across the river is now part of the Governors domain and Macquarie has done some drastic changes to the town. **From where we are now what is the most obvious change?** Macquarie pushed the road that was Bridge Street back and made a new street – O’Connell that we can see today, he built a weir to dam the river, moved convict huts and the farm

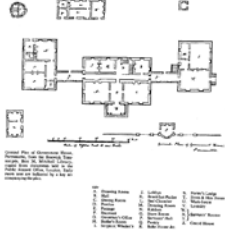
FOCUS POINT

Let us look at Old Government House.

How does the development of OGH reflect the development of the colony?

The house that replaced Phillips house reflects stability of the colony. Phillips makeshift house that was made in the same fashion as convict houses eventually fell down.

	<p>Picture 3</p>  <p>Picture 4</p>  <p>Text 6</p>	<p>By 1799, 10 years later, there was enough skilled labour, materials, tools and architects to create a house of Government. Let's go to our sources to trace the development of the house.</p> <p>Compare Picture 3 Phillips House to Picture 4 Hunter House and read Text 6 description of house.</p> <p>Looking at Hunters cellars – take a moment to have a look at the various openings and think about what would be stored down there.</p> <p>FOCUS POINT</p> <p>How do the changes to Government House show us what was happening in the colony?</p> <p>Compare the three houses, Phillip's, Hunter's and Macquarie's and direct discussion around the materials used the availability of labour , permanency of the location increasing prosperity in the colony.</p> <p>What does the physical structure of the Macquarie house reveal about colonial society?</p> <p>The house is an embodiment of Government. It served as a private dwelling and a public office. Macquarie was the last Governor to rule alone and have full power including judges.</p> <p>Looking at the house and its features – who can give me some words to describe it? (Words suggested may be – formal, grand, symmetrical, large, classical etc.)</p> <p>Bring the students suggestions together to comment on features of the Georgian style of architecture.</p>		
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	<p>Plan 1</p> 	<ul style="list-style-type: none"> - When we go inside you will be able to see features of the Georgian style – keep an eye out for them - Compare Hunter to Macquarie house and refer to the increase in width and breadth - Portico was designed by Greenway an ex-convict <p>Break down the structure of the house according to how the house functions (domestic/servant, public/business, private/family)</p> <p>We're going to use the building and artefacts as a source for thinking about past technology, lifestyle and history.</p> <p>Physical working of the key and lock. Why is the key upside down? – Many things were still made in England – furniture and equipment had to be ordered – during the design of this house the architect Watts may have changed his mind about which way the door opened or the wrong order was placed.</p> <ul style="list-style-type: none"> - You can see the ground floor layout of the house by looking at Plan 1 from the Sydney Gazette in 1819. - The National Trust has used this plan to reconstruct the layout of the house and to furnish the rooms. - Use your plan to trace your journey through the house, locate where we are in the house now. <p>The Hall</p>		
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	<p>Governors' Office – Private wing – Colonnade with private entrances and exits</p>	<p>Can anyone describe how this space would function? A butler would be summoned to the door by the doorbell, he would enter through the middle door and answer – depending on the visitor they would be asked to wait to see the Governor. As well as a hall this space is essentially a waiting room with little decoration. Except for this floor – this has been designed to imitate marble.</p> <p>The dining and drawing rooms Discuss the rooms in terms of the clues they can give us as to their use and what occurred in them.</p> <ul style="list-style-type: none"> - Official function of drawing and dining rooms. <p>Go into the dining room.</p> <p>Technology of mirrors for increasing lighting – use of the convex mirrors by servants to observe and serve dinner guests...-</p> <p>Demonstrate how the shutters were closed and used as a temperature control but also as a way of feeling secure at night. Look out on the landscape that we have just explored and seen evidence of the Darug culture and early colonial settlement. Let us consider what effect that the growth of the colony was having on the Aboriginal people. The drawing room is also a place of public entertainment; the furniture can easily be pushed back for dancing and listening to music.</p> <p>Governors' Office Use the archaeology room to reinforce the layers of</p>		
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	<p>Return to the portico and sit student on the front portico.</p> <p>Use drawings of Aboriginal people taking part in daily activities.</p>	<p>you get there I want you to keep the image of the rooms and spaces we have explored here so you can compare the experience of the domestic quarters.</p> <p>The servants' colonnade and passageway. Looking around you, you can see a lot of doors – many more than in the other wing that had just 3 rooms.</p> <p>What sort of things would you expect to see happening behind these doors in the servant's wing?</p> <p>After you have received some answers, refer them to the Plan 1 to try and locate the purpose of the different rooms. Then in the rooms look at objects and furnishings to clarify tasks. Have a look into the servant's hall and discuss eating and sleeping arrangements with the mezzanine level.</p> <p>Focus: Conclusion And Summary After viewing and experiencing the way of life and where the Burrumatta, convicts and governors lived Question students about the diversity of Aboriginal culture and European culture. Encourage discussion about their interaction over time and the consequences. Encourage students to draw conclusions based on the evidence. Question Discuss architectural evidence and interpretation of the evidence.</p>		
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		<p>Using clues from primary and secondary sources students comment on original features observed. Consolidate knowledge using pictures (Visual Art) of Aboriginal culture and technologies and compare to what they have seen.</p> <p>Restate the original question: What were the changing features of the movements of people, particular Europeans and Aboriginal and Torres Strait Islanders?</p>		
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YEAR 9: Sighting the Past- Making a better Nation

Old Government House and Domain (Parramatta Park)

Overview of the Program

Using Old Government House and Domain, evidence of the local Aboriginal and Torres Strait Islander peoples, European explorers and Parramatta Park as examples, students will identify important features of the period 1788-1800's as part of an expansive chronology. The student will study nature and extent of the movement of peoples in the period (slaves, convicts and settlers) and the effect (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples.

- Looking at the history and evidence of the local Aboriginal People: Burrumatta People.
- Examining European colonisation in Australia, the nature and extent of movement of people : convicts and free settlers, particularly the colonial settlement in Parramatta up to the early 1800's
- Examine the reasons for the choices made concerning exploration and settlement and its impact on the local Aboriginal communities.
- Examine interaction between societies and how these experiences contributed to their cultural diversity.

The content provides opportunities to develop historical understanding through key concepts: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

These concepts will be investigated within the historical context of Parramatta (Rose Hill), Old Government House (1788-1800's), Parramatta Park historical maps and written accounts and direct observation.

Historical knowledge and understanding skills are interrelated and need to be taught in an integrated way.

Students will use the following Key Inquiry question to discover

- What were the changing features of the movements of people from 1750-1800's?
 - What evidence is there of Aboriginal and Torres Strait Islander people?
 - What evidence is there of the early colonial town?
 - What does the physical structure of Old Government House tell us about the development of the colony?

The program allows students to develop historical skills through key concepts appropriate to their age and ability.

In this program there is an increasing emphasis on historical interpretation and the use of evidence.

Historical Skills:

Use chronology, terms and concepts

Evaluate and enhance historical questions and research

Process and synthesise information from a range of sources for use as evidence in an historical argument.

Perspectives and interpretation; Identify and analyse different historical interpretations

Explanation and evaluation: using a range of sources.

Key Concepts:

Evidence

Continuity and change

Cause and effect

Perspectives

Empathy

Significance and contestability

Focus for the Program Sighting the Past- First Contact

Aboriginal Perspective	European Perspective
Custodianship	Ownership
Lived with the land	Lived off the land
Independent	Dependent
Used only what was needed	Cleared what was not needed and introduced new plants and animals (feral)
Moved around the landscape according to seasons and needs	Changed the landscape and developed the location to suit needs
Lived harmoniously with nature.	Adopted/ formalised nature
Ritual/ clans	Power based system
Family	Patriarch
Nomadic	Permanency