

# Exploring History: A Site Study

## Teacher's Resource Kit



Cooma Cottage a property of the  
National Trust (NSW)



# Introduction:

This Teacher's Resource Kit is intended to support you and your students visit to Cooma Cottage for the *Exploring History: a Site Study* educational program.

The information and suggested activities included in this Kit may be used by teachers prior to visiting Cooma Cottage or post visit as extension activities. Information sheets can be photocopied, cut and pasted and used by students.

*The Exploring History: a Site Study* education program has been based on Cooma Cottage located in Yass, NSW. Cooma Cottage was built for pioneering pastoralist Cornelius O'Brien in 1835. Between 1839 and 1873 it was home to Hamilton Hume, Australia's great overland explorer.

In *Exploring History: a Site Study*, students are focused on developing their skills and interest in the process of historical inquiry through three separate activities – a Site Study, an Artefact Study and a Heritage Study.

Using primary and secondary sources students will make observations, interpret evidence and draw conclusions on a number of different topics ranging from colonial architecture and building techniques to life in early 19<sup>th</sup> century rural Australia.

The program also introduces the concept of heritage conservation and the need to protect places of cultural significance for future generations.

This Teacher's Resource Kit draws into focus several issues raised in the On-Site visit. Each sheet contains useful information, extracts from primary and secondary sources, images, suggested tasks and activities. The intention of the author was to gather together enough information, evidence and resources to allow teachers to use this Kit in total or to pick and choose elements that were most suitable to their classes.

The *Exploring History: a Site Study* education program meets several requirements of the New South Wales *History Years 7-10 Syllabus*, with close links being made to the content and outcomes for Stage 4 in the Mandatory Courses, particularly in relation to Topic 1 *Investigating History* as well as the Mandatory Site Study requisite.

Above all the *Exploring History: a Site Study* education program is designed to make teaching and learning about history and the process of historical inquiry interesting, fun and challenging.

To organise your visit please contact Cooma Cottage on 02 6226 1470 or [coomacottage@bigpond.com](mailto:coomacottage@bigpond.com).

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# Cooma Cottage: background information

The information below is based on extracts from some of the display panels on permanent exhibition at Cooma Cottage.

## **Homeland: The Ngambri People**

The Yass and Canberra districts are the homeland of the Ngambri people. Typical of this group was the Wallabolloa tribe of Yass. Although the Wollabolloa were probably aware of the 'white man', actual contact with Europeans did not occur until 1821 when explorer Hamilton Hume travelled through their land. Reports tell us that, generally, meetings between travellers and the Ngambri people were positive and that Hamilton Hume, in particular, developed a good relationship, learning languages, survival skills and communication techniques from them and other groups.

In as little as five years after initial contact, the Ngambri people and their way of life had changed forever. With ever-increasing European settlement, the land was cleared and livestock irreparably damaged the land. Although some conflicts broke out between the traditional landholders and shepherds, many Ngambri people took employment with settlers.

Unfortunately, European diseases such as smallpox in the 1830s and measles in the 1860s took a devastating toll on the Ngambri population. The nomadic tradition that was such an integral part of their lifestyle was virtually halted by farming and fencing. With the formation of the Aboriginal Protection Board in 1883 a mission called Oak Hill was established five years later, and the Ngambri people's homeland was restricted to six and a half acres on the northern side of Yass, not far from Cooma Cottage.

## **Hamilton Hume: *Hume The Explorer* –**

Hume was born in 1797 to English free settlers and in 1812 his father received a land grant at Appin. At seventeen, Hume, his brother John Kennedy, and an indigenous man named Doual, set out on a journey that led to the mapping of the area where Berrima and Bowral would later develop. After his first recorded exploration, Hume made nine other journeys. The account written by Hume, *A Brief Statement of Facts* in 1855, reveals a man still bitter about being cheated of official acknowledgement for his successful 1824 overland trek to Port Phillip Bay with Captain W.H. Hovell.

The journey overland to Port Phillip Bay in Victoria was perhaps as famous for the clear personality clash between the 'currency lad', or native-born, Hume and British seaman, Hovell, as it was for the success of the expedition. As a result, land was opened for agriculture and grazing between Gunning and Corio Bay. Hume completed only two more expeditions, including surveying a new road over the Blue Mountains and mapping the Darling River with Charles Sturt between 1827 and 1828, before retiring on the land grants he amassed as payment for his explorations.

***Hamilton: Everyday life on a colonial homestead –***

The small, three bedroom weatherboard cottage purchased from the O'Brien's was deemed unsuitable for the life of a grazier and pastoralist. Although they were relatively wealthy from the grants accumulated in Hume's exploring days, life on the land was hard and the isolated property needed to be self-sufficient. Over a decade, Hamilton not only extended the main house to almost triple the original size, he also continued to construct many outbuildings including separate servant's quarters, a blacksmiths workshop, a manager's cottage, a dairy, an impressive stable complex and possibly a winemaking area as well as other small buildings which have long since been demolished.

In 1841, seventeen servants lived at Cooma Cottage, many of them shepherds and gardeners who grew the food to feed masters and servants alike.

***Home: There's no place like....***

The original cottage was built by Cornelius O'Brien and his wife Rebecca on 100 acres of the 960 acres granted to Henry O'Brien in 1829.

Hamilton Hume purchased the 100 acres from Henry, Rebecca and Cornelius in June 1839, settling in the area that he had explored over a decade before. He lived there until his death in 1873. During his occupation of Cooma Cottage, with his wife Elizabeth, Hume undertook eight different building programmes to extend the modest cottage into a grand homestead. The property passed from the childless couple to Hume's nephew, John Kennedy Jnr.

Before Cooma Cottage was acquired by the National Trust in 1970, the last occupant was a recluse called Jack Bourke. Bourke was born in Yass and had worked for the Hume family as a young man. He came into possession of the property by purchasing what remained of the original land.

***Hospital: New Nordrach Institute for Consumption***

In the late 1890's Cooma Cottage became the New Nordrach Institute for Consumption for the treatment of patients with pulmonary tuberculosis. The hospital took its name and medical treatment practices from a sanatorium at Nordrach-im-Baden in the Black Forest in Germany.

It was during the hospital's occupancy of the property that internal access was added to the former servant's rooms so that nurses could attend to patients without going to the exterior of the building.

***Heritage: The house museum***

Today Cooma Cottage is owned by the National Trust of Australia (NSW) and open to the public as a house museum. Unlike the traditional museum type, in a house museum its structure, furniture, surrounding buildings and grounds are the objects to be examined.

Given Hamilton Hume's strong association with Cooma Cottage, and the major impact he had on both the development of the property and Australia exploration, it was always the Trust's aim to focus interpretation on Hume's period of residence. Visitors to the property will notice that the Drawing Room, Hall and Dining Room are the only rooms to be furnished: this is because there is little physical evidence of the Hume period of occupancy.

Instead, it is hoped that visitors will appreciate the physical construction and evolution of the house, the wall finishings, joinery and building materials. For example, Hume's bedroom has been deliberately left as it was found by the Trust, allowing the visitors to see the brick-nogging.

# Cooma Cottage: teaching themes

Cooma Cottage is an important heritage site. The significance of the site can be explored through the following themes relating to the property.

## Exploration

- The Hume and Hovell exploration team to Port Phillip Bay in 1824 passed through the land now called Cooma Cottage.
- The property was the home of explorer Hamilton Hume from 1839 until 1873.

## Early settlement and life on a colonial homestead

- The property was an early Australian pastoral enterprise. Cooma Cottage itself was self sufficient with some sheep and cattle, vineyards and orchard trees.
  - The first builder Cornelius O'Brien was a pioneer, significant in developing Yass and the wool industry in the area.
- The property was an early homestead group of buildings, an Australian pioneering outpost. It provides opportunities to explore:
  - The social impact of living on the land.
  - The domestic character and function of each space.
  - What it would have been like to live in a house such as this.

## Natural Environment

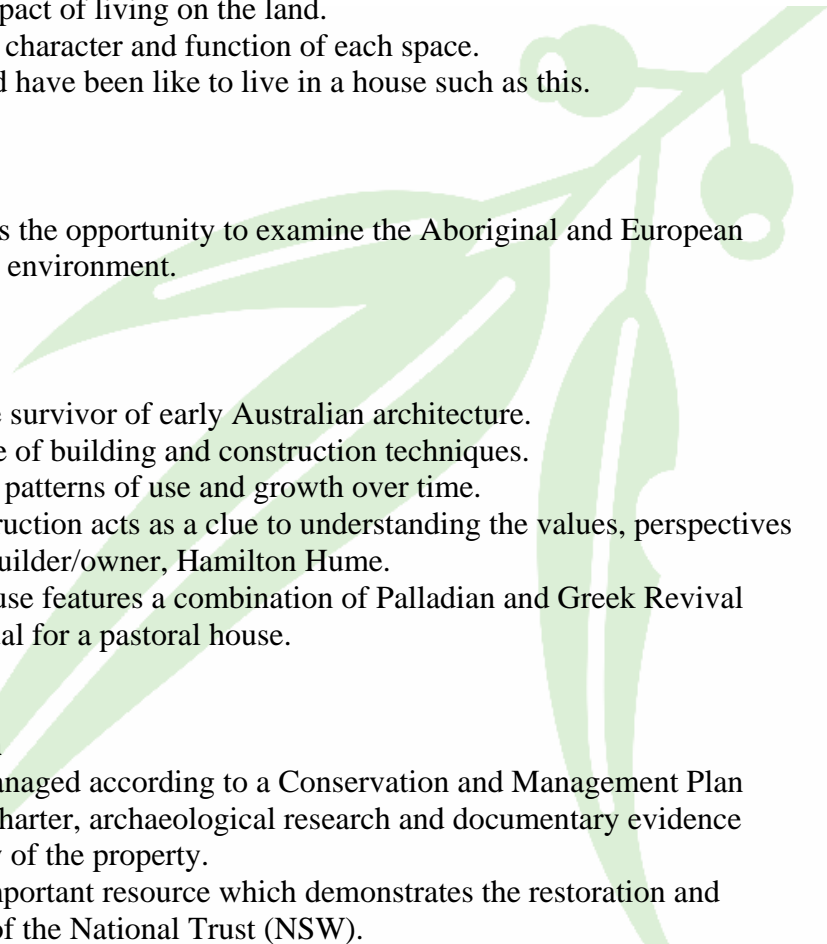
- Cooma Cottage offers the opportunity to examine the Aboriginal and European impact on the natural environment.

## Architecture

- The building is a rare survivor of early Australian architecture.
- It shows a wide range of building and construction techniques.
- The property reflects patterns of use and growth over time.
- The process of construction acts as a clue to understanding the values, perspectives and attitudes of the builder/owner, Hamilton Hume.
- The design of the house features a combination of Palladian and Greek Revival styles which is unusual for a pastoral house.

## Heritage and Conservation

- Cooma Cottage is managed according to a Conservation and Management Plan based on the Burra Charter, archaeological research and documentary evidence relating to the history of the property.
- The property is an important resource which demonstrates the restoration and conservation policy of the National Trust (NSW).



# Site Study

ACTIVITY	COOMA COTTAGE
<p><b>Materials used</b> List some of the materials used for:</p> <ul style="list-style-type: none"> <li>a) Roof</li> <li>b) Exterior walls</li> <li>c) Windows</li> <li>d) Doors</li> <li>e) Paving</li> </ul>	
<p><b>Construction methods</b> Explain one method of construction used for any of the below:</p> <ul style="list-style-type: none"> <li>a) Exterior walls of stables</li> <li>b) Roofing</li> <li>c) Ceiling inside Cottage</li> <li>d) Foundations in the cellar</li> <li>e) Interior walls in Hume's bedroom</li> </ul>	
<p><b>Design for Australian Conditions</b> What do these features tell us about environmental conditions?</p> <ul style="list-style-type: none"> <li>a) use of a verandah</li> <li>b) window shutters</li> <li>c) pantry and cellar</li> <li>d) fireplaces</li> </ul>	
<p><b>Property plan</b> Which outbuildings still survive? Why are they located away from the main house?</p>	
<p><b>Style</b> List as many decorative features you can find.</p>	





# Site Study: teacher notes

ACTIVITY	COOMA COTTAGE
<p><b>Materials used</b> List some of the materials used for:</p> <ul style="list-style-type: none"> <li>f) Roof</li> <li>g) Exterior walls</li> <li>h) Windows</li> <li>i) Door</li> <li>j) Paving</li> </ul>	<ul style="list-style-type: none"> <li>a) Roof –wooden shingles on roof and reproduction galvanized iron (original was pressed tin) one which would have covered wooden shingles.</li> <li>b) Exterior walls – brick.</li> <li>c) Windows – brick, glass (original and uneven) and there are metal bars on pantry windows. This window is on a pantry room and so it needed to be secure against robbery. Food was often in short supply and robbery was a problem.</li> <li>d) Doors – inside doors are cedar as are the architraves.</li> <li>e) Paving – brick, hand made locally.</li> </ul>
<p><b>Construction</b> Explain one method of construction used for any of the features below:</p> <ul style="list-style-type: none"> <li>f) Exterior walls of stables</li> <li>g) Roofing</li> <li>h) Ceiling inside Cottage</li> <li>i) Foundations in the cellar</li> <li>j) Interior walls in Hume’s bedroom</li> </ul>	<ul style="list-style-type: none"> <li>a) Exterior walls – Laying bricks and using mortar to hold them into place. White tuck-pointing above doors and windows. The “s” tie bar is there to stabilize the wall on this second storey building (stables).</li> <li>b) Roof - shingled roof - a shingle is a thin piece of wood or slate. It is oblong in shape, with one end thicker than the other, used in overlapping rows to cover the roofs and sides of houses. Also galvanized iron tiles laid over whole roof.</li> <li>c) Ceiling - Lath and plaster – this is a plastering technique, where thin strips of wood provide a foundation for a coat of plaster. It is used inside the house and it helped to insulate the house.</li> <li>d) Cellar foundations – Hardwood logs used as a foundation. These were encased in the stone lining of the cellar walls for additional strength.</li> <li>e) Interior walls – Lath and plaster. This later gave way to a technique called brick nogging. Brick nogging is when panels of brickwork are used within a timber frame. The external wall is weatherboard while the internal wall is plaster.</li> </ul>
<p><b>Design for Australian Conditions</b> What do these features tell us about environmental conditions?</p> <ul style="list-style-type: none"> <li>e) use of a verandah</li> <li>f) window shutters</li> <li>g) pantry and cellar</li> <li>h) fireplaces</li> </ul>	<ul style="list-style-type: none"> <li>a) Verandah – provided shade for rooms as well as cool place to sit. Useful in hot Yass summer weather. It was also used in other British colonies that had hot climates such as India.</li> <li>b) Window shutters – protection against all weather conditions (so hot summers as well as windy and cool Yass winter conditions).</li> <li>c) Pantry &amp; cellar – provided cool and dry place to store food at a time when refrigeration and ice chests did not</li> </ul>

	<p>exist. Also allowed food to be stored in large quantities, which was important given the physical isolation of Cooma Cottage. Pantry probably used to store dry goods like tea, sugar, flour and possibly linen.</p> <p>d) Fireplaces – Yass is very cold in the winter and the fire provided much needed heating for the home and cooking in the kitchen.</p>
<p><b>Property plan</b> Which outbuildings still survive? Why are they located away from the main house?</p>	<p>The stables, a small cottage and the east outhouse all remain. The stables were used to house horses, the carriage and harness equipment. The cottage was for the gardener. The outhouse was for servants. The buildings are located away from the main house as servants lived and worked in these buildings and there was a need to keep masters and servants apart, especially in terms of where they slept. This reflected clear social distinctions.</p>
<p><b>Style</b> List as many decorative features you can find.</p>	<p>Examples include: cedar architraves around doors and windows, pattern in floor paving, wall paper, decorative cedar mantel around fireplace, gardens.</p>

# Site Study: Timeline of Cooma Cottage

This timeline shows a history of the early colonial settlement of the Yass Plains as well as a history of those who lived or owned Cooma Cottage from the time it was built through to today. In the right hand column the timeline also shows key national events and facts about Australia that occurred at the same time so that you can place Cooma Cottage in a wider national context.

	<b>Cooma Cottage</b>	<b>Australia</b>
1821	Yass Plains are discovered by Hamilton Hume, W.H Broughton and G. Barber.	Australia's first periodical, the <i>Australian Magazine</i> , begins publication.
1824-25	Hamilton Hume and William Hovell's overland expedition to Port Phillip Bay, which was the last crossing of the Yass Plains before white settlement in the area.	Martial law is proclaimed in the Bathurst area when 7 Europeans are killed by Aboriginal people. Soldiers, mounted police, settlers and stockmen carry out attacks on Aboriginal people. As many as 100 Aboriginal people are killed. Martial law stops in December.
1829	Crown land Grant of 960 acres on the Yass River (Cooma Cottage would soon be built on this land) to Henry O'Brien.	The whole of Australia is claimed as British territory.
1833	100 acres of the original 960 acre grant are transferred in trust to W.H Broughton for Mrs Rebecca O'Brien.	Port Arthur opens as a penal settlement in Tasmania.
1839	The above 100 acres are released to Hamilton Hume for £600.	<i>January 13th</i> Black Friday, bush fires raged in Victoria from the Grampian Ranges to Gippsland taking 71 lives.
1862	Hamilton Hume bought an additional 34 acres, 7 perches of land on the Yass River next to Cooma Cottage.	Stuart reaches Port Darwin, founding a settlement there.
1873	Hamilton Hume dies at Cooma Cottage. He leaves the house and contents to his wife Elizabeth for her use during the remainder of her life. When she dies, Cooma Cottage is to go to Hume's nephew, John Kennedy Hume.	1873 Rioting occurs at Clunes, Victoria when Chinese workers are used to break a miners' strike.
1875	Elizabeth Hume moves out of Cooma Cottage and goes to live at "Cliftonwood" with two of her sisters.	Between 1875 and 1891 the length of railways rose from 2,575 km to more than 16,100 km.

1878	A fire at Cooma Cottage occurs. No one is killed or injured.	Ned Kelly and his gang kill 3 policemen at Stringy Bark Creek. The reward for Kelly and his gang rose to two thousand pounds and they spent the next 2 years on the run from police before Kelly was caught in 1880.
1886	Elizabeth Hume dies at “Cliftonwood” in Yass	Aboriginal Protection Act allows for Aboriginal children to be removed from their mothers.
1888	There are references to John Kennedy Hume living at Camden and Appin so we can assume he and his family were no longer living at Cooma Cottage.	In 1888 the Bulletin starts to publish Henry Lawson’s stories and poems.
Late 1880s - 1910	There are several tenants living at Cooma Cottage between this time: <ul style="list-style-type: none"> <li>- The Nordrach Institute for Consumptives</li> <li>- The Clayton family</li> <li>- The Unwin Family</li> </ul>	In 1879 Australia’s first car with an internal-combustion engine was built by Henry Austin.
1910	The 96 acre property of Cooma Cottage is set aside for sale. On the 14 November William Bawden purchases the property.	Andrew Fisher is elected as Australia’s fifth Prime Minister. Labor won control of both Houses and formed Australia's (and the world's) first majority Labor government.
1911	Bawden purchases additional land next to the Cooma Cottage property.	Douglas Mawson leaves for the South Pole.
1925	John Leo Bourke purchases the Cooma Cottage property and uses it as a horse stud.	Edith Cowan was the only female parliamentarian in Australia until 1925, when Mary Alice Holman joined her in the Western Australian Parliament and Millicent Preston Stanley was elected in New South Wales.
1970	The National Trust purchases Cooma Cottage with the assistance of Mary S. Griffith. Conservation project commences.	The population of Australia is approximately 13 million.
1988	Cooma Cottage opened to the public as a house museum.	Bicentenary year. Tens of thousands of Aboriginal and Torres Strait Islander people and their supporters march through the streets of Sydney on Australia Day, 26 January, to celebrate their survival, during national Bicentennial celebrations.



# Artefact Study: teacher notes

As part of a group activity on site at Cooma Cottage, students are asked to choose artefacts and conduct an examination. They use the worksheet to guide their inquiry. Prior to visiting the Cottage it may be worth introducing the concept of primary and secondary sources if students are not already familiar with these terms and concepts.

*Student activity - Describe your selected object, and answer the questions as they apply to your object..*

Questions	Answers
<p><b>1) What is the artefact?</b></p> <p>Either draw the object or write a brief description. Use the questions to help you.</p> <ul style="list-style-type: none"><li>- What type of object is it? (painting, tool, toy, clothing)</li><li>- What colour is it?</li><li>- What is its shape and size?</li></ul>	
<p><b>2) What was the purpose of the object?</b></p> <p>Use the questions to help you answer the question:</p> <ul style="list-style-type: none"><li>- Why was the object made?</li><li>- Who were the intended users?</li><li>- How was the object used?</li></ul>	
<p><b>3) How could the object be useful to a historian?</b></p> <p>Use the questions to help you answer the question:</p> <ul style="list-style-type: none"><li>- When and where was the object made?</li><li>- What does the object tell the historian about life in the past?</li></ul>	

# Teaching Suggestion for Heritage Study

## 1) Research activity

Using your library and/or the internet, research ONE of the items listed below. Then use Source 4 to decide if it meets any of these criterion. Write down which criterion applies and why it is worth protecting.

- a) The Wollemi Pine
- b) The Opera House
- c) Ayers Rock
- d) One of your own choice

\* This activity could be done in pairs and results presented to the class.

## 2) Class debate

The class can be divided into several debate teams. Students undertake research, form opinions and then debate their case to the whole class. Debate topics allow students to explore some complex ideas and issues related to heritage. Topics for debate could include:

- a) Should a historic house be conserved or should it be restored? Which is the “right” approach?
- b) Should the Opera House be on the National Heritage List? Why or why not?
- c) There is a street in your suburb/town which is now heritage listed. The houses in the street are considered significant as they demonstrate good examples of Australian domestic architecture. This now means that anyone in this street who wants to renovate their house has to get council approval first. Should councils have the ability to control what people do with their houses?
- d) There is talk in the local country town of tearing down the post office which is over 150 years old and replacing it with a new one. Should we keep the old building or replace it with a new one?
- e) While a car park is being built, some objects which are thought to be Aboriginal, are discovered. Should the building stop and the site be preserved or should the car park go ahead?

## 3) Class Discussion:

Topic - Restoration or Conservation? (Could be a summing up activity)

Revisit the ideas of restoration and conservation.

- Restoration – means returning the existing fabric of a place, such as the walls and floors, to a known earlier state by removing extensions or by reassembling existing components without the introduction of new materials such as reinforced steel.
- Conservation/Preservation – means maintaining the fabric of a place in its existing state and retarding deterioration so as to retain its cultural, indigenous or natural



heritage significance. Sometimes the word *preservation* is used as an alternative to *conservation*.

Have students consider the best way to approach the heritage management of a property like Cooma Cottage. Namely should it be rebuilt to its former appearance, or should it be conserved in its present condition and interpreted as an archaeological site. Both approaches would use available archaeological and historical research. Ask students what issues need to be considered for this debate. Encourage their thinking by having them consider: (1) the amount of information that might be available on which to base an accurate, detailed restoration; (2) what would be lost if the site was transformed into a restoration; (3) the relative costs and the funding of reconstructing buildings versus conserving; (4) whether visitors can most easily understand what the cottage was like from a restoration or as a site with only the remains of buildings; (5) when might adaptation of a site or building be permissible.

Students could be broken up into smaller groups to address these questions and then brought back as a whole to discuss. As a wrap up students should be challenged to consider why conserving our heritage is important and the consequences if we don't.

#### **4) Alternate Teaching Ideas:**

The teaching ideas below offer activities that also address issues from the NSW syllabus such as *Difference and Diversity*, *Civics and Citizenship* and *Multiculturalism*. Some of these activities may also be useful for students who have special learning needs.

- Take a walking tour of their local area. Before the Tour, students decide what criteria they will use to determine which buildings, spaces, plants, etc are considered significant. Once out walking, the students ID items based on their criteria. Back in the classroom, they may prioritise which are most significant and decide why this is the case.
  - On the tour a student could take photos of the items identified as significant. Once the students have prioritised the items they could make a “scrap book” or poster of these items for the classroom.
- Repair/restore some old furniture – could be done in conjunction with Industrial Technology.
- Invite someone from the Heritage Council of NSW to speak to the class/year about what they do, why they do it, etc. Could have Q & A opportunity. Guest could be asked to speak specifically about a particular building or site that is currently being conserved or restored.
- Investigate what different cultures from around the world value as significant heritage. This could work especially well for a multicultural class. UNESCO has a complete listing of every significant site throughout the world. This would be helpful in matching up relevant places to the cultural backgrounds of students in the class.

<http://whc.unesco.org/en/list/>

# Heritage Study: teaching resources

Teaching heritage can be approached from many different angles, taking into consideration issues such as:

- the cultural background of your class;
- places of significance that may be in easy physical reach of your school; or
- current affairs, such as the discovery and sale for conservation funding of the Wollemi Pine.

All these issues, along with others, assist with the promotion of relevance and meaning of heritage to your students.

Many of the sources included in this section relate specifically to Cooma Cottage. They provide a good study of a conservation project undertaken over a ten year period on a property that is of significant Australian heritage value. Alternatively you may choose to use only some of the resources provided in conjunction with others of your own.

**Some helpful definitions for this topic are:**

	<b>Definitions</b>
<b>Adaptation</b>	Adaptation means modifying a place to suit the existing use or a proposed use.
<b>Heritage</b>	Heritage consists of those places and objects that we as a community have inherited from the past and want to hand on to future generations. A more complete definition is provided in Source 1 (b).
<b>Conservation</b>	Conservation means the process of looking after a place so as to retain its cultural, indigenous or natural heritage significance. Sometimes the word <i>preservation</i> is used as an alternative to <i>conservation</i> , but they mean essentially the same thing.
<b>Cultural significance</b>	Cultural significance means aesthetic, historic, scientific, social or spiritual value for past, present or future generations. Cultural significance is embodied in the place itself, in its fabric, use, associations, meanings, records, related places and related objects. Places may have a range of values for different individuals or groups. Understanding of cultural significance may change as a result of new information.
<b>Preservation</b>	Preservation means maintaining the fabric of a place in its existing state and retarding deterioration.
<b>Reconstruction</b>	Reconstruction means returning a place to a known earlier state and is distinguished from restoration by the introduction of new material into the fabric.
<b>Restoration</b>	Restoration means returning the existing fabric of a place to a known earlier state by removing accretions (i.e. extensions) or by reassembling existing components without the introduction of new material.

Source: Australia ICOMOS Inc – (International Council of Monuments and Sites)

Retrieved via Explorer: <http://www.icomos.org/australia/>

# Sources:

## A) An extract from the Cooma Cottage, Conservation and Management Plan.

Source: An extract from the National Trust of Australia (NSW), Cooma Cottage, Conservation and

“4.0 STATEMENT OF SIGNIFICANCE:

4.1 Primary

Cooma Cottage was the home of the famous explorer Hamilton Hume...

4.2 Architectural

Cooma Cottage is one of the oldest surviving rural houses in southern New South Wales. The house complex represents a rich example of Australian colonial architecture: an original and recognisable cottage, a Palladian composition and a mid 19<sup>th</sup> century stable block....Few significant changes have been made since the end of the Hume period...The range and diversity of the building material is exceptional...

4.3 Social and Historic

...The place is significant through its association with European inland exploration and settlement of southern NSW...the O'Brien and Hume families held significant status...as pioneers of the wool industry in the region, [they] made an important contribution to the development of the wool industry in Australia...Cooma Cottage is particularly evocative of Australian pastoral enterprise...There is evidence at the place of Aboriginal occupation up to and including the period of European contact, and strong oral testimony exists to show that Hume held a remarkable rapport with Aboriginal people...[who] taught Hume his legendary bush skills.”

*Management Plan. September 1987/88. Pages 35-37.*

## B) NSW Heritage Office defines heritage as:

“Heritage consists of those places and objects that we as a community have inherited from the past and want to hand on to future generations.

Our heritage gives us a sense of living history and provides a physical link to the work and way of life of earlier generations. It enriches our lives and helps us to understand who we are today.

NSW's heritage is diverse and includes buildings, objects, monuments, Aboriginal places, gardens, bridges, landscapes, archaeological sites, shipwrecks, relics, bridges, streets, industrial structures and conservation precincts.”

Source: From <http://www.heritage.nsw.gov.au>

# Comma Cottage - "Before" and "After"



**A) South View Exterior, 1969 (National Trust had just acquired Cooma Cottage)**



**B) South View Exterior, 2005**

# Comma Cottage - the process of protecting the past



A) Wall paper reconstruction at Cooma Cottage. The darker coloured pattern is the original upon which the new wall paper was based.



B) Exterior paving is being restored so that it is returned to how it appeared when it was originally laid in the 19<sup>th</sup> century.

# Assessing Heritage

## Why assess heritage significance?

To protect heritage places, you need to gather sufficient information to identify important heritage values. If you don't do this, values may be overlooked and could be damaged or destroyed.

The set of heritage criteria which has been used by both Commonwealth and State agencies to assess the significance of natural and cultural heritage is outlined below. This can help in deciding why a place/site is significant.

<b>Criterion (a) Rarity</b>  A place which is important in the pattern of Australia's cultural or natural history.	<b>Criterion (e) Aesthetics</b>  A place which shows a particular aesthetic character valued by the community or a cultural group.
<b>Criterion (b) Cultural phases and the evolution of ecosystems</b>  A place which shows rare or endangered aspects of Australia's natural or cultural history.	<b>Criterion (f) Technical, creative design or innovation</b>  A place which shows a high degree of creative or technical achievement at a particular time.
<b>Criterion (c) Research, teaching and understanding</b>  A place which reveals information about Australia's natural or cultural history	<b>Criterion (g) Social, cultural or spiritual associations</b>  A place with strong associations with a particular cultural group for social, cultural or spiritual reasons.
<b>Criterion (d) Representativeness</b>  A place which is a model example of Australia's natural and cultural environments.	<b>Criterion (h) Associations with significant individuals</b>  A place which has special associations with the life or work of a person, or group of people who have been important in Australia's history.

An extract from [http://www.heritage.gov.au/protect-places/scr4\\_03\\_01.htm](http://www.heritage.gov.au/protect-places/scr4_03_01.htm)

## Here are a few examples of different heritage values.

- a) **Natural heritage places and values:** Undisturbed environments or environments demonstrating natural processes at work, for example, wetlands, wilderness area.
- b) **Indigenous cultural heritage places and values:** Places associated with day-to-day living activities such as campsites, shell middens, hunting grounds or particular food collecting places. Places of contact between Indigenous and non-Indigenous people, for example, massacre sites, missions and reserves.

# Document Study:

## Source A: Census Record (1841)

"Hamilton Hume (COOMA)		
Numbers of each age:	13 Males	- 21 & <45 yrs
	1 Male	- 45 & <60 yrs
	1 Male	- 60 yrs
	1 Female	- 2 & <7 yrs
	1 Female	- 14 & <21 yrs
	2 Females	- 21 & <45 yrs
Married or Single:	2 Married Males	
	13 Single Males	
	2 Married Females	
	2 Single Females	
Civil Condition:	Male Free	- 1 born in colony 2 other free persons
	Male Bond	- 1 holding T-of-Leave 11 private assignment
	Female Free	- 4 born in colony
Religion:	12 Church of England	
	7 Roman Catholic	
Occupations:	1 Landed Proprietor, etc	
	13 Shepherds and Gardeners	
	2 Domestic Service	
	3 All other persons...	
Houses:	1 Wood, finished and inhabited	
TOTAL:	15 Males	
	4 Females	
	19 Total"	

Source: New South Wales – Census of year 1841, AO:X951,  
Return #42, p1333, Reel 2223



## Source B: 1870 Photograph of Cooma Cottage



**Hamilton and Elizabeth Hume in front of Cooma Cottage c.1870.**

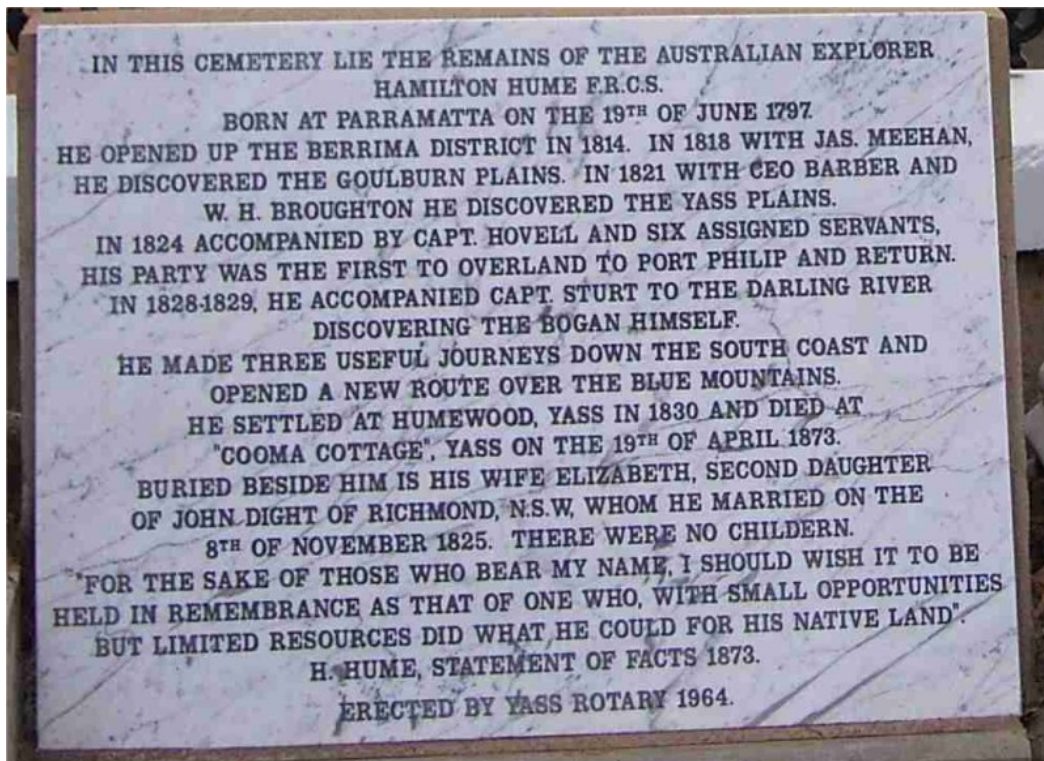
Source: Small picture file collection Mitchell Library, State Library of New South Wales.

## Source C: Receipt for repairs to Cooma Cottage

Yass June 10 <sup>th</sup> /73			
“Mrs H. Hume Dr to John Coles	£	0	0
To repairs at Cooma			
To cleaning walls and preparing 3 rooms	4	10	0
To “ and colouring 4 ceilings	1	8	0
One new cedar mantelpiece, and repairing on	3	0	0
Repairing floors	0	6	0
Repairing window and new sash fastenings	0	6	0
One carpenters lock and fixing	0	7	6
Repairing 6 locks	0	6	0
2 Sets of patent casters on bedstead and drawers	1	10	0
Repairing weatherboards in front	0	7	6
Repairing sleeper in verandah	0	5	0
To cleaning painting and varnishing all woodwork in 3 rooms	6	0	0
To painting the whole of front including 8 pairs of Casements and shutters with verandah posts and plates	11	0	0
To making biddoux (?)	1	10	0
“ “ washstand	1	10	0
To covering arm chair and cushion	0	12	6
2 new casters for ditto	0	5	0
To covering sofa 2 bolsters and mattress	1	5	0
To cleaning hair and stuffing bed mattress	0	12	6
To covering two chair cushions	0	5	0
4 yds of 24 inch horse hair cloth at 6/-	1	4	0
Carriage of ditto	0	3	0
	£	36	13
			0
Payment received from the Executors of the will of Hamilton Hume decd/.”			

Source: Historical and Archaeological Report, Jo Wiley, Feb 1986 citing Mary Yeo Papers from the Mitchell Library, State Library of New South Wales.

## Source D: Gravesite



Source: Hamilton Hume's Grave, Yass Cemetery. Photos by Jacqueline Mackaway, National Trust (NSW).

## Source E: Last Will and Testament

*"IN THE NAME OF GOD AMEN.*

*I HAMILTON HUME of Cooma near Yass in the Colony of NSW Esquire do hereby expressly revoke all Wills and Testamentary... and do declare this to be my last and only Will and Testament...*

*I GIVE and bequeath to my said Wife [Elizabeth Hume] for her own sole and separate use the sum of Three thousand pounds...*

*I ALSO GIVE AND DEVISE and bequeath my present residence called Cooma near Yass aforesaid with all those hundred and thirty four acres and seven perches of Land attached...*

*TOGETHER with all my household furniture, plate, linen, china, books, pictures, paintings and other property and effects of every description... with my carriages, gigs, buggies and draught horses and harness and also all my watches, jewelry and trinkets... for the use and of my said wife during her natural life... after her decease*

*I GIVE AND DEVISE my said residence called "Cooma" and the said land adjoining same with furniture and other effects there at the time of the decease of my said Wife with the exception of my Library and Pictures which are hereinafter disposed of unto my Nephew John Kennedy Hume second son of my brother Francis Rawdon Hume...*

*I expressly direct and my desire is that the legacies or any share or shares thereof payable to any female under this my will shall be enjoyed and disposed of by her as her separate use estate without the control or interference of her present or any future husband...*

*I GIVE AND BEQUEATH the sum of fifty pounds each to the following Public Institutions... Saint Clements School Yass, Saint Clements Sunday School Yass, the Destitute Children's Asylum Randwick, the Ragged School Sydney and the Deaf Dumb and Blind Institution Sydney."*

Source: Extracts from the Last Will and Testament of Hamilton Hume, Dated 27<sup>th</sup> September, 1870. Yass & District Historical Society

## Support Notes for Sources:

### 1) Source A: Census Record

This primary source is useful in telling us about social structures as there is clearly a servant class and a master class. The information about the workers also gives us some insight into how many people were needed to operate the property as well as the nature of work in which they were involved. This many workers were needed to ensure enough food was produced to feed all those at Cooma Cottage. Cooma Cottage was isolated and needed to be self sufficient. It provides information to us about the religious groups in the colony at the time.

### 2) Source B: 1870 Photograph of Cooma Cottage

The photograph of Elizabeth and Hamilton Hume is very useful in providing a range of information. From looking closely at this photograph what can we learn about:

- a. Fashion – long skirts for women and a top hat is worn by the man on the right, assumed to be Hamilton Hume.
- b. Transportation – a carriage can be seen behind the fence, close to the stables as well as 3 horses. All indicating at least two forms of transportation.
- c. Working life on a farm – on the right hand side of the photo we can see what appears to be tree and bush debris. We may be able to assume from this that some land clearing occurred for farming purposes. The wood would have then been used to fuel fires and we can see several chimneys on the house. The fence around the main house and outbuildings is a clue that this area needed to be kept separate from the rest of the property. This could be to keep large animals away from the house and possibly small gardens close to the house. These small gardens would have been used to grow vegetables and fruit for the people living at Cooma Cottage.

### 3) Source C: Receipt for repairs to Cooma Cottage

This receipt provides us with information about the type of furniture at Cooma Cottage. It also offers some clues into what plumbing was like in the 19<sup>th</sup> century – namely that it did not exist at Cooma Cottage and therefore a biddoux and washstand were important items. The receipt can also be used to provide some insight into the general condition of the property. The spelling is as per the original document and this too provides us with a glimpse of life as it was over a hundred years ago.

### 4) Source D: Hume's Gravesite

Note some of the misspelling on the plaque.

### 5) Source E: Hume's Last Will and Testament

What is interesting about this primary source is that it offers some insight into Hume, the man. We learn that, for the times, he was quite wealthy. This is indicated by the money he leaves both his wife as well as several public institutions. Leaving money to the public institutions provides a glimpse into a man who felt public responsibilities. His choice of recipients indicates personal values. The fact that he leaves Cooma Cottage to his nephew after his wife, Elizabeth, dies provides a clue into the fact that he and his wife were childless and he had no offspring to leave his possessions to. Hume's Will mentions that he wanted any money he left to females to be used in any way they like without interference from any husband or future husband. This would have been highly unusual at the time as few women would have possessed much financial independence.

# Teaching Suggestions for Document Study

## 1) Focus activity on all sources: (creative writing)

Using the Source A through to E imagine you have been to Cooma Cottage as a guest of Hamilton Hume. Write a one page letter to your family describing what life at the Cottage is like, what you have seen and experienced while staying there.

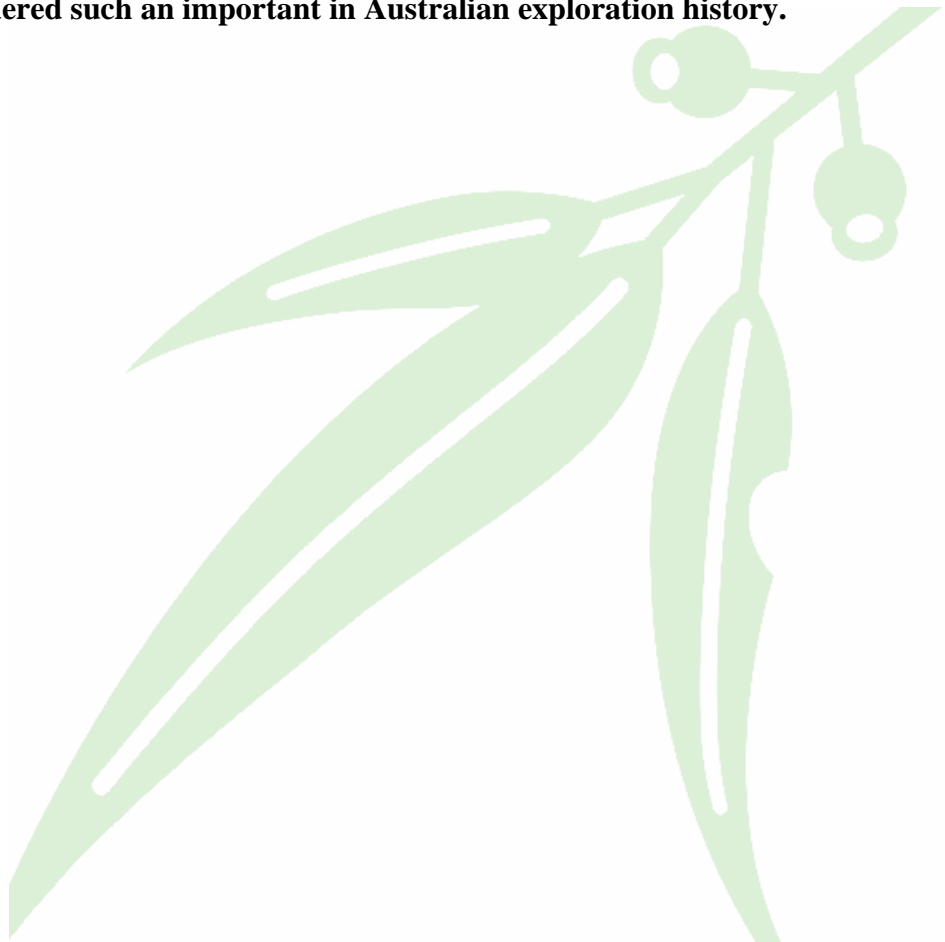
## 2) Focus activity on all sources: (creative writing or drawing)

Ask students to freely write or draw their reactions to a thought provoking document – maybe the Grave Site and Will. Then, as a class, compare different reactions prompted by the sources. Discussions could be directed to highlight how and why sources can impact the way we interpret and use evidence.

## 3) Research activity: (library, web and class discussion)

This activity is designed to have students collect and use information from primary and secondary sources. Using your library and/or the internet, research the most famous expedition Hamilton Hume undertook with William Hovell to Port Phillip Bay. Find out the following:

- **when they went**
- **why they went**
- **how long the trip took**
- **who went with them**
- **why it is considered such an important in Australian exploration history.**



# Archaeology Study

**Interview based on Cooma Cottage Excavation report, Martin Davies, Archaeological Consultant, July 1988**

**Interviewer:** I'm here chatting with Martin Davies who is a modern day archaeologist. I suppose people joke around with you and call you Indiana Jones?

**Davies:** Most people have a pretty romanticized view of what it's like to be an archaeologist. Don't get me wrong – there's a lot of adventurous places we go digging.

**Interviewer:** Like where?

**Davies:** Antarctica, the Middle East as well as plenty of places around Australia. But it's not exactly Tomb Raider or anything like that.

**Interviewer:** So if it isn't Tomb Raider, what's it actually like to be an archaeologist?

**Davies:** We spend a lot of time digging, or what archaeologists call **excavating**. We're looking for **artifacts**, or objects. Once we find something interesting we try and figure out what it tells us about how people lived in the past. It's like being a detective, but working on solving puzzles from history.

**Interviewer:** So can you give us an example of some things you've found and what they've been able to tell you?

**Davies:** Well inside one of the rooms at Cooma Cottage we found some lead shot, they're like bullets. It's unusual to find a lot of bullets inside a house. I had to figure out how and why so many of them got there in the first place.

**Interviewer:** What were your first thoughts?

**Davies:** At first I thought the bullets might have come from animals that had been hunted for their meat. The bullets would have been taken out of the animals before they could be cooked. I'm guessing that this happened in some type of food preparation area like the room I found the bullets in. The other idea was that maybe the room was a dining room and the bullets were being removed from the animals as people were eating. But this didn't seem right. I just couldn't picture people throwing bullets off their dinner plate after eating.

**Interviewer:** So did you end up solving the puzzle?

**Davies:** To do this I needed to take a closer look at the actual bullets themselves instead of concentrating on where I had found them. If a bullet has been spent, or used, then there's evidence of what's called distortion. Basically this means it just looks flatter at one end. The bullets I found didn't have any flat ends. So it meant they hadn't been fired and no animal had been killed. The room where the bullets had been found therefore had nothing to do with food preparation.

**Interviewer:** So if food wasn't being prepared in the room, what was happening there?

**Davies:** Good question. Back then people didn't go to gun shops to buy their bullets. They made them by hand at home. Finding so many bullets in the one place led me to conclude that the room must have been used as a place to make bullets. This was my **interpretation** of the find.

**Interviewer:** We normally think of archaeologists working in Egypt, searching for mummies. Why would an archaeologist be digging at a place like Cooma Cottage?

**Davies:** There aren't a lot of written documents about Cooma Cottage. This makes it hard for historians to learn about the history of the Cottage. We wanted to know more about how the house was built, when all the extensions were done, what the rooms were all used for, if the house had a carriage loop (driveway) and what the gardens were like. So we really needed to carry out some type of physical investigations on site – like an archaeological **dig**.

**Interviewer:** Looking for a carriage loop and garden layout sounds difficult. Where did you start?

**Davies:** Well outdoor excavations can be quite a big job. We decided to use two archaeological techniques for the job. One is digging **trenches** and the second is **remote sensing**.

**Interviewer:** What's remote sensing?

**Davies:** It's where we use something called a **magnetometer**. It's like doing an x-ray of the ground and seeing if there's any evidence of man-made structures below the surface. It can save a lot of time digging.

**Interviewer:** Before you start digging is there anything you have to do first?

**Davies:** As strange as it might sound I usually start with my **tape measure**. I use it along with some string and pegs to mark out a giant **grid** on the ground. The grid divides the **site** into small squares. Each square we end up calling a **unit** and these represent different areas we plan to excavate. The **grid** looks a bit like a huge chessboard on top of the ground.

**Interviewer:** So how does this giant chessboard help you?

**Davies:** The grid basically keeps me organised. We number each unit on the grid and then we can keep track of which unit we're digging in and what we find there. It makes it easier to measure and document the site as a whole on your **floor plan**.

**Interviewer:** Can we dig now?

**Davies:** Yes, but we don't just go for it and dig and dig and dig until we find something. We start excavating the trench in what's called **layers**.

**Interviewer:** That all sounds a bit scientific. What do you actually mean?

**Davies:** Well it is scientific, but it's not hard to follow. A layer is simply the level in which we dig. Each layer is made up of a certain type of deposit – it might be a sand deposit in one layer, then a clay deposit in the next layer, then some type of debris or man made **feature** like a floor or fireplace in the one after that.

**Interviewer:** So how do you decide when you're moving into a new layer?

**Davies:** We go by clues like changes in soil colour or soil type. Sometimes we hit a stone floor and so we know we're moving into a new layer. All the layers form what's called **stratigraphy** or **stratification**. The layers help build a picture of how the site has changed over time.

**Interviewer:** What are some of the tools of your trade?



**Davies:** In addition to my tape measure, I also a **stadia rod, trowel, brush, screen and corer**. All are pretty much designed so that we cause as little damage as possible to the object we're excavating.

**Interviewer:** So did you ever find your carriage loop at Cooma Cottage?

**Davies:** Short answer – no. We found some small gravel fragments but not enough to draw any accurate conclusions.

**Interviewer:** **Archaeology** doesn't sound like an exact science. Don't you always solve the puzzle?

**Davies:** Unfortunately archaeology isn't an exact science. It can only provide some of the pieces to a puzzle and that's only when we find some **evidence** in the first place. My job can be quite frustrating at times.

**Interviewer:** Besides the lead shot, what other things did you find inside the house?

**Davies:** We discovered things like:

- Plum, apricot, pumpkin, sunflower and cheery seeds – some had teeth marks on them
- Corroded nails that had square-shafts
- Ceramic fragments that had a blue pattern painted on them
- Glass fragment from a green bottle
- A wooden button.

**Interviewer:** Are these the sort of items you were hoping to find?

**Davies:** Pretty much. We were looking for ordinary, everyday objects that may have belonged to, or been used by, the people who lived at the Cottage.

**Interviewer:** Why did you want to find ordinary items?

**Davies:** Ordinary artefacts such as bottles, china, animal bones and buttons provide us with evidence about what people ate, how they stored food and drink, and maybe even what sort of clothes were worn in the 19<sup>th</sup> century in rural Australia.

**Interviewer:** What do you do with all these items once you've found them?

**Davies:** There are a whole lot of things we need to do once we've actually found something. Firstly we record the exact location of where the object was found in the trench, so its **provenance**. We take a photo or draw a picture of the object in the trench so we can remember its **context**. When we take it out of the ground we then need to **conserve** it by doing things like cleaning it. This helps **preserve** it for future generations.

**Interviewer:** Anything else?

**Davies:** Yes – there's more. Once the artifact has been cleaned we write down its **attributes** or characteristics such as colour, shape, size and what it's made from – if we know this – sometimes it's too hard to tell. Bone can be a tricky one to identify until you get in the lab and put it under a microscope. It's also important to see if you can place the object you find into a category or **classification** according to the type of object it might be. So all the bottles would go into one category, all the nails into another category, etc. Once all this is done we then get down to the business of **interpretation** which simply means we try and work out what the object is.

**Interviewer:** Can't you do that just by looking at the object?

**Davies:** Sometimes it's clearly obvious what the object is, however there are times when it's not. This could be because the object is broken or damaged after being in the ground for so long, like glass or ceramic objects – they often end up broken.

**Interviewer:** How do you then work out what the object is if it's broken?

**Davies:** We use **clues** to help us through the interpretation process. Clues include looking at where we found the object, considering what it's made from as well as working out the age of the object.

**Interviewer:** What unexpected artifacts did you find while excavating at the Cottage?

**Davies:** While looking for the carriage loop we found evidence of an extensive 19<sup>th</sup> drainage system, including a very old toilet.

**Interviewer:** Was this find important?

**Davies:** Well it was important because it could provide more information to us about the yard layout and the relationship of different outbuildings to one another. As well as giving us an idea of the kind of toilets people had to use 150 years ago.

**Interviewer:** If I wanted to find out more information about the excavation you conducted, where would I look?

**Davies:** You could read my **field notes** and the final **excavation report** I presented to the National Trust (NSW).



A) Martin Davies, Archaeologist

# Teaching Suggestions for Archaeology Study

## A. Questions based on interview with Martin Davies.

- 1) What is an artifact?
- 2) The archaeologist found teeth marks on the seeds he discovered. How do you think the marks got there?
- 3) Look closely at the pictures of objects found from the dig at Cooma Cottage and do the following:
  - a. Write down any interesting features of the objects that you can see.
  - b. What do you think each object was used for?
  - c. Choose one of the objects and explain how a historian might use the object to help them learn about life in the past.
  - d. Are these primary or secondary sources of information?
- 4) Look at the photograph of the archaeologist. Using the information provided from the above interview with him, explain the following:
  - a. Name at least one “tool of the trade” being used by the archaeologist.
  - b. Explain what you think the archaeologist is doing?
- 5) In pairs discuss what you think the most important discoveries were at Cooma Cottage. Try to put them in order from most important to least important.
- 6) Archaeology is only one way people find out about the past. How else could we find out how people lived and worked 150 years ago? Try to think of three ways.

## B. Group work/Role Play activity.

After reviewing the interview with Martin Davies, have small groups of students generate their own list of questions they would like to ask Davies.

Students could share questions with class and the whole group could try and respond. Alternatively students could role play the activity and have students take turns at role playing Davies and answering the questions.

## C. Archaeology Dig - activity would require a double period.

Students use the interview with Martin Davies as a guide to develop their own “dig”. If the school or local area has access to a place where a small excavation activity could be undertaken then this activity would be ideal. Alternatively a large tub could be used filled with dirt and sand. If you are unable to excavate an actual site and need to create a mock dig in a tub it may be a good idea to divide the class into two groups and used two tubs so that every student has an opportunity to play one of the roles.

### *Resources required:*

Location to dig or large tub (old baby bath is good).  
String and pegs to set up grid  
Trowels and brushes  
Archaeology Dig Sheet Record (see attached template)  
Bucket and towel for washing and drying objects found

Artifacts that have been “planted” by the teacher for discovery purposes  
Table to set found objects on ready for analysis

*Activity design:*

Introduce concept of archaeology - what is archaeology? archaeological method including tools of the trade; importance of evidence; what do artifacts tell us about the past? role of archaeology in history. This may be done in a lesson prior to the Dig Activity itself.

*Dig activity:*

- Divide students into the following groups:
  1. 2 to 3 Excavators – whose job it will be to dig up of objects using their trowels and brushes to wipe off excess dirt. Each excavator will be allowed to dig up 1 square each. They will dig only 1 square at a time. When they locate an artifact they hold on to it while recorders write down all the details. Once recorders have done their job the excavator passes the artifact to the conservers. The excavator role is then rotated to the next student.
  2. 2 to 3 Recorders – students who record details of the location (ie., which square) objects were found in; the layer the object was found in (ie., sand at top or gravel/dirt on the bottom).
  3. 2 to 3 Conservers – Students who wash and dry objects and place them on table ready for analysis.

Note – the exercise is not designed for every student to have a go at all 3 roles. Only 6 to 9 students will be doing anything at any given time with this role. The remaining students will be observing. If the group is large swap the students over who have been observing so they all get a go at being at least one of the roles. You may need to ensure you have enough objects for students to find.

Once all artifacts are located the group gathers around the table to look at the artifacts and try and interpret the object. Questions such as those listed below will help this process. Once students have identified what they believe the objects to be they write up their findings on their Archaeology Dig Sheet Record (see attached)

- What is the object? (toy, clothing, tool)
- What colour, shape and size is it?
- What is it made from?
- How was it produced?
- Who was the maker?
- When and where was it made?
- Did the object change over time?
- What events or conditions might have affected it?
- Why was the object made?
- How was it used?
- Who are the intended users?

**Example: Archaeology Dig Sheet Record**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

<b>Object Number</b>	<b>Location</b>	<b>Layer</b>	<b>Description</b>	<b>Function/Purpose</b>	<b>Interpretation</b>
<i>No #1</i>	<i>Unit 1</i>	<i>2 (sandy soil)</i>	<i>Object is a button with 2 holes, it has a 10cm diameter and is made from wood</i>	<i>To secure clothing.</i>	<i>This button's size would indicate that it was probably used on adult clothing. It is made from wood so was probably on clothes that were worn by a worker or someone from a lower socio-economic class.</i>

**Archaeology Dig Sheet Record**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

<b>Object Number</b>	<b>Location</b>	<b>Layer</b>	<b>Description</b>	<b>Function/Purpose</b>	<b>Interpretation</b>

**C) Comparing Artefacts and Documents:**

Compare and contrast the ways we look at artefacts and documents. Students can use artefacts mentioned in the interview with Martin Davies and documents from the Document Study in this Kit.

Questions could include:

- a) How is artefact analysis similar to document analysis?
- b) How does artefact analysis differ from document analysis?
- c) How can both artefacts and documents serve as historical sources?
- d) What advantages are there to studying written documents versus studying an object?

**D) Research exercise:**

Using the library or internet, research one of the below listed archaeologists.

- Pitt-Rivers
- Howard Carter
- Heinrich Schliemann
- Kathleen Kenyon
- Dana Mider (currently working in Sydney, Australia – use web based search)

In your research try and find out what major discoveries they made, why their work is considered important to history and the role they played, or are currently playing, in the development of archaeology as a science.



# Archaeology Glossary

**Absolute Dating:** A dating method that determines an object's exact age, as opposed to its relative age; includes such techniques as **dendochronology** and **radiocarbon dating**.

**Archaeology:** The science of studying material evidence to find out about human cultures of the past.

**Artefact:** Any object that was made, used, and/or transported by humans that provides information about human behaviour in the past. Examples include things like pottery, stone tools, bones with cut marks, coins, etc.

**Attribute:** A characteristic or recognizable quality of an object, such as size, colour, material, shape, age, etc., which is used to describe, analyse or characterize an artefact.

**Brush:** An archaeologist uses a brush to delicately remove lightly packed dirt.

**Classification:** Arrangement of **artefacts**, species, etc., into categories.

**Conservation:** The scientific process of cleaning--and often repairing and/or restoring--an artefact in order to **preserve** it for further study and/or display.

**Context:** The complete environment in which an **artefact** is found, including its exact location, its surroundings (soil, water, etc.), and its relationship to other artefacts. Context tells us how an artefact can contribute to our understanding of a site, culture, etc.

**Corer:** A long, narrow tool that twists into the ground to pull up a vertical sample of soil, enabling archaeologists to view underlying strata without excavating an entire trench.

**Dating:** Figuring out the age of things; determining dates.

**Dendochronology:** A method of dating that counts the annual tree rings and matches up the ring patterns to make a dating sequence, usually on wooden objects. Its the oldest form of scientific dating.

**Digs:** Archaeological sites with on-going excavations.

**Evidence:** Data proving a point or contributing to a solution.

**Excavate/Excavation:** The process of methodically uncovering and searching for remains of the past by digging.

**Excavation Report:** Once a dig has finished the archaeologist writes a report outlining the reasons, aims, methods used and findings from the excavation as well as some conclusions they may have drawn from interpreting the artefacts.

**Features:** A feature is something that a human made in the past that has not been or cannot be moved. Good examples of this would be a house floor or a hearth (fire pit). When archaeologists are excavating, they often come across features.



**Field Notes:** A notebook that archaeologists keep with details of where they have been digging and what they have found. The goal of every archaeological excavation is to document the work so well that anyone could accurately reproduce the site using only the field notes and site maps.

**Floor Plan:** Archaeologists draw a floor plan of the **unit** they are digging in at the bottom of every layer, or when they find a **feature** such as a fire pit. A floor plan shows how something looks from above.

**Grid:** The division of an archaeological site into small squares that denote different areas of excavation, making it easier to measure and document the site.

**Interpretation:** The process of explaining the meaning or use of an artefact.

**Layer:** The layer is the level in which archaeologists dig. All excavation sites have different numbers of layers. Archaeologists try to work out when they are moving to a new layer by cultural or man-made clues like floors, but sometimes they will go by changes in soil colour or soil type.

**Magnetic Dating:** A method of dating that compares the magnetism in an object with changes in the earth's magnetic field over time. This method is used on baked clay and mud.

**Magnetometer:** A scientific instrument used to detect disturbances and irregularities in the earth's magnetic field caused by the presence of metal, excavated areas, burned areas, or other disturbances in the soil. This helps archaeologists know where to dig.

**Preserve:** To keep safe and protect from injury, harm, or destruction; to keep alive, intact, or free from decay; to save from decomposition.

**Provenience:** The location of an **artefact** or feature both vertically and horizontally in the site. Archaeologists record the provenience of **artefacts** and **features** in their **field books** and on the artefact bag. Provenience is important because it gives archaeologists the history and context of an object, i.e., exactly where it was found on the site.

**Radiocarbon Dating:** Also called carbon dating and C-14 dating. It is used to work out the approximate age of an artefact by measuring the amount of carbon 14 it contains. This dating technique is not perfect. It can only be used on organic remains (typically wood or charcoal). Also radiocarbon is only accurate to  $\pm 50$  years, and cannot accurately date objects more than 50,000 years old.

**Relative Dating:** A general method of dating objects, which uses their relation to other objects. For example, **artefacts** found in lower **layer** are typically older than **artefacts** in higher **layer**.

**Remote Sensing:** see magnetometer.

**Stadia Rod:** A stadia rod read from a surveyor's transit reveals the elevation of a point on the ground so archaeologists know how deep they've dug and can compare the depth of **features** to see if they relate.

**Screen:** A screen is used by an archaeologist to sift excavated soil in search of small **artefacts** like nails, ceramic fragments, and organic material like seeds, shell, and bone.

**Site:** An area designated for archaeological exploration by excavation and/or survey.

**Stratification:** Layers of deposits provide archaeologists with one of the major tools or clues for interpreting archaeological sites (stratigraphy). Over time, debris and soil accumulate in layers. Colour, texture, and contents may change with each layer. Archaeologists try to explain how each layer was added--if it occurred naturally, deliberately (garbage), or from the collapse of structures--and they record it in detailed drawings so others can follow.

**Stratigraphy:** Refers to the interpretation of the **layers** in archaeological deposits. By examining and analysing the **layers** (strata) and the **artefacts** in them, archaeologists can learn how past people lived and what kinds of things they did. Usually, the **artefacts** found on top are the youngest (most recent), while those on the bottom are the oldest.

**Survey:** To examine the land to locate and record **artefacts** and sites.

**Tape Measure:** A tape measure is used to lay out a **grid** over an archaeological site and to measure units.

**Trowel:** A tool used by archaeologists to dig in the ground. A trowel is very useful because it allows them to dig in a sideways, scraping fashion. An archaeologist's trowel is straight-edged, not curved like a shovel or garden trowel.

**Unit:** Archaeologists lay out a **grid** over a site to divide it into units, and then they figure out which units will be dug. Units may vary in size. Archaeologists dig one unit at a time. Keeping track of specific measurements between **artefacts** and **features** gives archaeologists the ability to draw an overall map looking down on the site (called a **floor plan**), to get the bigger picture of the site.

## Useful Resources

### 1) Archaeology:

<http://www.australianarchaeologicalassociation.com.au/>

<http://arts.anu.edu.au/arcworld/resources/regions.htm>

### 2) Australian Architecture:

Roxburgh, R. (1980). *Early Colonial Houses of New South Wales*. Ure Smith: Sydney.

### 3) Hamilton Hume:

Flannery, T (ed) (2001). *The Explorers*. Phoenix: London.

Prest, J. (1963). *Hamilton Hume and William Hovell*. Oxford University Press: Melbourne.

Webster, R.H. (1999). *Currency Lad*. 2<sup>nd</sup> Ed. Ginninderra Press: ACT.

<http://gutenberg.net.au/dictbiog/0-dict-biogHi-Hu.html>

[http://en.wikipedia.org/wiki/Hamilton\\_Hume](http://en.wikipedia.org/wiki/Hamilton_Hume)

### 4) Heritage:

Australian Heritage Council. *Protecting Heritage Places* (online)

Retrieved via Explorer: <http://www.heritage.gov.au/protecting.html>

International Council of Monument and Sites, Australian Branch (online)

Retrieved via Explorer: <http://www.icomos.org/australia/>

The World Heritage Centre UNESCO (online)

Retrieved via Explorer: <http://whc.unesco.org/>

NSW Heritage Office (online)

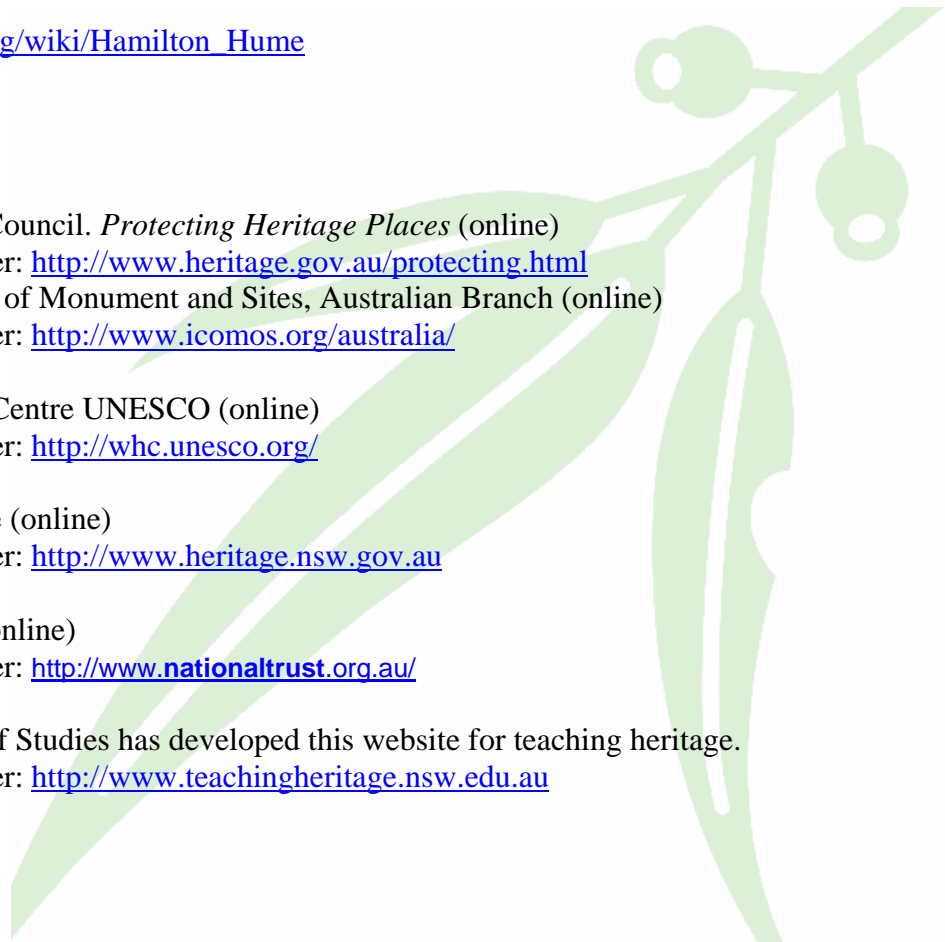
Retrieved via Explorer: <http://www.heritage.nsw.gov.au>

The National Trust (online)

Retrieved via Explorer: <http://www.nationaltrust.org.au/>

Office of the Board of Studies has developed this website for teaching heritage.

Retrieved via Explorer: <http://www.teachingheritage.nsw.edu.au>



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The National Capital Authority (2005). *Ngunnawal Country* (online)

Retrieved via Explorer:

[www.nationalcapital.gov.au/understanding/capital\\_facts/ngunnawal\\_country.asp](http://www.nationalcapital.gov.au/understanding/capital_facts/ngunnawal_country.asp)

Webster, R.H. (1999). *Currency Lad*. 2<sup>nd</sup> Ed. Ginninderra Press: ACT.

Wiley, Jo., (1986). *Cooma Cottage, Yass, NSW: Historical and Archaeological Report*.

