



It didn't
always
look like
this

Heritage Project Stage 2



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Foreword

This resource has been developed by the NSW Department of Education and Training in cooperation with the NSW Heritage Office as part of a joint Heritage Project for primary schools.

It didn't always look like this is the Stage 2 component of the Heritage Project for primary schools. This resource targets students in Years 3 to 4 working towards the Stage 2 outcomes of the *Human Society and Its Environment K-6 syllabus* (1998). It incorporates a range of activities (which can be implemented with a whole class, small groups or individual students) to support the teaching of HSIE skills and subject matter.

This unit of work about the Penrith Lakes area of Sydney focuses on the environment and uses maps and photographs to investigate change over time in this area. It is a model for teachers to use when investigating local heritage.

Contents

	Page
Foreword	3
About this resource	7
Lesson plans	
Introduction: Penrith Lakes	11
1. Tessa's unusual project	12
2. An interesting environment: A	14
An interesting environment: B	15
An interesting environment: C	16
3. Gran's dairy farm: A	17
Gran's dairy farm: B	18
4. Pop and his story: A	19
Pop and his story: B	20
5. War and peace: A	22
War and peace: B	23
War and peace: C	24
War and peace: D	25
6. Penrith Lakes game	26
7. <i>Tessa's Treasure</i>	28
8. Heritage project	29
Student handouts	
1. Quarrying at Penrith Lakes	33
2. The quarry process at Penrith Lakes	34
3. Diagram showing the quarrying process A side view of the land at Penrith Lakes	35
4. What we get from the quarries at Penrith Lakes	36
5. What happens to materials after they have been quarried	37
6. Save our historic Castlereagh	38
7. Viewpoints	39
8. <i>Tessa's Treasure</i>	40
9. Castlereagh 1851	41
10. Development of Castlereagh	42

11. Penrith Lakes Scheme	43
12. Farming methods of the Darug (1)	44
13. Farming methods of the Darug (2)	45
14. Examples of contact between Darug people and British colonists	47
15. The arrival of the colonists	48

Student worksheets

1. Before and after quarrying	51
2. Tessa's journey	52
3. Penrith Lakes land use	53
4. Who will benefit?	54
5. Events and consequences	55

OHTs

1. Finding out about the past	59
2. <i>Tessa's Treasure</i>	60
3. Penrith	61
4. <i>Tessa's Treasure</i>	62
5. Development of Castlereagh	63

BLMs

1. Development of Castlereagh	67
2. The forgotten wars	68
3. Penrith timeline	69

About this resource

Intended audience

This resource is intended for teachers of students in Year 3 or Year 4, working towards Stage 2 outcomes in HSIE. The document is designed to be dynamic and adaptable, meeting the changing needs of teachers and students. The activities included in the unit assist students to achieve outcomes mainly in the strands of *Change and continuity* and *Environments*. Some outcomes are addressed in the strands of *Cultures* and *Social systems and structures*.

The resource

It didn't always look like this models an outcomes approach to programming. It provides a basis for assessing students' achievement of outcomes within the context of learning experiences.

The unit demonstrates how teachers can incorporate HSIE skills and content within a classroom context. It provides a range of student experiences that can be undertaken by a whole class, in small groups or by individuals.

The learning activities included in this unit employ a range of suggestions for achieving Stage 2 learning outcomes of the HSIE K-6 syllabus.

The Aboriginal people of Penrith

In this document the Aboriginal people of Penrith are referred to as Darug people. The spelling of this word can vary greatly in different source material. These variations are the result of different peoples' attempts to write down an oral language.

Alternative spellings include: Darrug, Dharug, Dharrug, Daruk, Dharuk, Dharruk.

Outline of the resource

The package comprises:

- an historically-based fictional story called *Tessa's Treasure*
- teaching and learning activities associated with each chapter of the story, with student handouts, student worksheets, OHT masters and blackline masters
- a class set of student broadsheets.

Tessa's Treasure is about a girl who is given a project at school to choose a family heritage item and write about its story. This requires the girl to talk to her family and find out where she has come from. It is not intended that the entire story be read to the class out of the context of the activities.

The teaching and learning activities have been constructed from the Stage 2 outcomes and subject matter in the syllabus. Some of the indicators for the activities may be found in the syllabus; others have been created specifically for this unit, and teachers may find further indicators in the work of students.

Teaching and learning activities may be modified to suit the needs of students. A variety of extension activities have been included. The activities are suggestions only, and other activities can be used to replace them.



Heritage Project Stage 2

It didn't always
look like this

Introduction: Penrith Lakes

Time: 40 mins

You will need:

- Broadsheet (photomontage)
- Strips of paper
- OHT 1 (Finding out about the past)
- Overhead projector

Overview:

Look at the photomontage and list ways we can find out about the past.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Discuss title: <i>It didn't always look like this</i>. Make predictions about contents. • Divide students into mixed ability groups. Give each group the broadsheet. Students list all the things they can see in the photos. Use separate strips of paper for each thing. Discuss the things and suggest ways to group them. Select appropriate names for groups, e.g. industry, recreation etc. • As a whole class discuss the question: "If it didn't always look like this, what might it have looked like?" Ask students to suggest ways we can find out what a place was like in the past. Record answers as a topic web, using OHT 1. Possible responses could include: <i>maps, photos, people, books, films or videos, heritage items</i> • Summarise the main ideas discussed, for example: "We have discovered today that we are going to be learning about a specific place. We know that presently it is used for.... We have listed some ways that we might be able to find out about how it was used in the past." <p>Responses could be typed by various students in a word processing document experimenting with size and font (as large as possible) in landscape format. These could be printed on coloured paper to make a wall display with the topic web.</p>	<p>ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.</p> <ul style="list-style-type: none"> • <i>identifies features of the Penrith area</i> • <i>classifies features of the Penrith Lakes environment.</i> <p>CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.</p> <ul style="list-style-type: none"> • <i>explains possible changes in the Penrith area.</i>

Tessa's unusual project

Time: 1 hour

You will need:

- *Tessa's Treasure*
- Overhead projector
- OHT 2 (Chapter 1) and OHT 3 (Penrith)
- Broadsheet (Topographic map and photographs).

Overview:

Use mapping skills to find out about the natural features of the case study area.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Read Chapter 1 of <i>Tessa's Treasure</i> to the class. Discuss the chapter. Discussion points: <i>What is Tessa's project?</i> <i>What do we know about Tessa's family?</i> <i>What heritage item has she chosen and why?</i> Using OHT 2, Chapter 1, discuss Tessa's story so far. • Tell students they will be looking at a topographic map of the Castlereagh area showing the natural and built features as they were in 1982. Discussion points: <i>What is a map?</i> <i>What is the purpose of the map?</i> <i>What do you find on a map?</i> <i>What can you tell from a map?</i> Add "map" to topic web in Introduction: Penrith Lakes, if not already included. • Distribute broadsheet (Topographic map). Allow time for students to study the map and discuss what the symbols and markings represent. (See legend.) Use OHT 3 (Penrith) to discuss symbols and markings on the map, supplying any not known to students. 	<p>CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.</p> <ul style="list-style-type: none"> • <i>identifies factors which make up the heritage of an individual</i> • <i>extracts relevant factors from text about heritage</i> • <i>identifies heritage items.</i> <p>ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.</p> <ul style="list-style-type: none"> • <i>identifies features of maps</i> • <i>uses a map to describe the Penrith area</i> • <i>uses geographical language to describe natural features in the Penrith area</i> • <i>uses colours to construct a suitable key to describe places on map of Penrith.</i>

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Talk about the things a map needs (note the heading/ title). Students have already looked at the “legend” (key) to discuss use of colour. Find the scale and direction. • Using the map and OHT 3, locate the features mentioned in <i>Tessa’s Treasure</i>: Nepean River, Castlereagh Rd, Blue Mountains, Penrith, Castlereagh. • Discuss what the topographic map of the Nepean River tells us about the area. Discuss what the photograph of the Nepean River tells us about the area. Discussion points: flood plain <i>Why do you think there are lots of swamps and wetlands?</i> <i>What would happen if there was a lot of rain?</i> <i>How do you think the sand and gravel got there?</i> • Summarise the knowledge gained from the map, for example: “From the map we can tell that the area is flat with wetland areas, a creek and a river. There is sand and gravel at the side of the river that may have been washed down by the river.” 	<p>ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.</p> <ul style="list-style-type: none"> • <i>uses map to describe the Penrith area</i> • <i>uses map to identify features of the Penrith area</i> • <i>uses geographical language to describe natural features in the Penrith area</i> • <i>uses colours to construct a suitable key to describe places on map of Penrith.</i>

An interesting environment: A

Time: 1 hour

You will need:

- *Tessa's Treasure*
- Overhead projector
- OHT 4 (Chapter 2)
- Student handouts 1-5 (Quarrying)

Overview:

Look at information about quarrying presented in a variety of ways and list some consequences of quarrying.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Read Chapter 2 of <i>Tessa's Treasure</i> to the class. Discuss the chapter. Discussion points: <i>What new information do we find out about the area in this chapter?</i> Using OHT 4, Chapter 2, discuss Tessa's story now. • Invite definitions of and ideas about quarrying. Record key words and phrases on the board. Discussion points: <i>What is quarried?</i> <i>How would it be quarried?</i> <i>What are the sand and gravel used for?</i> • Divide class into mixed ability groups of 5 students. Provide each group with 1 copy of each student handout 1-5 (Quarrying). Ask each student in group to look at one of the sheets. After a suitable time ask each student to explain the information presented on his or her sheet to the rest of the group. Make a list of the terms and definitions for quarrying. Discuss the various ways the student handouts 1-5 present information. Discussion points: <i>Why is information presented differently?</i> <i>What is each handout telling you?</i> <i>Which is the easiest to understand?</i> 	<p>CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.</p> <ul style="list-style-type: none"> • <i>identifies factors which make up the heritage of an individual</i> • <i>extracts relevant factors from text about heritage.</i> <p>SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.</p> <ul style="list-style-type: none"> • <i>uses diagrams and graphics about quarrying to explain change</i> • <i>identifies the steps in the quarrying process</i> • <i>explains aspects of the quarrying process</i> • <i>explains the changes in quarrying over time.</i>

Lesson

plans



An interesting environment: B

Time: 30 mins

You will need:

Broadsheet (aerial photograph)

Student worksheet 1 (Before and after quarrying)

Overview:

Explore the features of the area before and after quarrying.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> Review information about quarrying. Using the aerial photograph (1998) of the Penrith Lakes area on the broadsheet, discuss evidence of changes to the environment as a result of quarrying. Distribute student worksheet 1 (Before and after quarrying). Explain that students are to list on the left-hand side what was there before quarrying and on the right-hand side what is there after quarrying. Provide some sample answers if needed. This activity could be done individually, in pairs or in small groups. Encourage discussion and sharing of ideas. Encourage students to see if there is an opposite response for each thing they list which could go on the other side of the page. Possible responses could include: <ul style="list-style-type: none"> Before: <i>farms, flat land, working on farms, quiet, no stones for building</i> After: <i>noise, dust, holes in ground, a lot of trucks and machines, jobs in the quarry.</i> Share responses and discuss. 	<p>ENS2.6 Describes people's interactions with environments and identifies responsible ways of interacting with environments.</p> <ul style="list-style-type: none"> <i>recognises the impact of quarrying on the environment</i> <i>lists how quarrying has changed the land.</i> <p>CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.</p> <ul style="list-style-type: none"> <i>identifies the effects of quarrying on the community and the environment</i> <i>recognises different interpretations of the same event.</i>

It didn't always look like this



An interesting environment: C

Time: 1 hour 30 minutes

You will need:

- Broadsheet (maps and photographs)
- Student handout 6 (Newspaper article)
- Student handout 7 (Viewpoints)

Overview:

Look at differing views about the development of Penrith Lakes.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Distribute student handout 6, “Save our historic Castlereagh”. Ask students to predict the contents from the article’s title. • As a class read the article, look for emotive words used and list them on the board. • Divide students into mixed ability groups to discuss the article and prepare a report for the class including: <ul style="list-style-type: none"> <i>What point of view is being put forward?</i> <i>Who is this article written for?</i> <i>How does this view compare those of with Tessa’s mum and dad?</i> • Distribute broadsheet (maps and photographs). Locate Castlereagh Road first on the topographic map and then on the aerial photograph. • Distribute student handout 7, Viewpoints. Discuss views expressed and reasons for them. In pairs or groups, students list other possible viewpoints. Discuss viewpoints that students agree with, providing reasons for views. Have students prepare and present a 2-minute TV news item (with contrasting viewpoints) on the Penrith Lakes Development. Depending on the experiences of students, this could be jointly constructed with the teacher, or by individuals or pairs. 	<p>CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.</p> <ul style="list-style-type: none"> • <i>identifies different viewpoints concerning the care and use of Penrith Lakes area</i> • <i>presents a reasoned point of view regarding the development at Penrith Lakes</i> • <i>recognises the effect of changes in the Penrith Lakes area on different groups</i> • <i>recognises the difference between fact and opinion</i> • <i>critically assesses the different viewpoints about the impact of quarrying.</i>

Lesson

plans



Gran's dairy farm: A

Time: 30 mins

You will need:

- *Tessa's Treasure*
- Student handout 8 (Chapter 3)
- Student handout 9 (Castlereagh 1851)
- Broadsheet (maps and photographs)

Overview:

Investigate historic map of Castlereagh.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Read Chapter 3 of <i>Tessa's Treasure</i> to the class. Discuss the chapter. Discussion points: <i>What new information do we find out about the area in this chapter?</i> Using student handout 8, Chapter 3, discuss Tessa's story now. Distribute the Castlereagh 1851 map, student handout 9. Direct students to the date. Discussion points: <i>What does the map tell us?</i> <i>Who were some of the farmers?</i> <i>Find a property to the north of "Lambridge" . Who owns it?</i> <i>What do you think these farms were producing?</i> <i>Why are there so many farms here?</i> <i>Why are some farms bigger than others?</i> • Compare this map with the topographic map and aerial photo of the area on the broadsheet. 	<p>CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.</p> <ul style="list-style-type: none"> • <i>identifies factors which make up the heritage of an individual</i> • <i>extracts relevant factors from text about heritage.</i> <p>ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.</p> <ul style="list-style-type: none"> • <i>identifies evidence of farming in 1851</i> • <i>explains the impact of farming on the Penrith area</i> • <i>recognises the changes to farming from 1851 to 1998.</i>



Grandma's dairy farm: B

Time: 45 mins

You will need:

- Overhead projector
- OHT 5/BLM 1 (Development of Castlereagh)
- Student handout 10 (Development of Castlereagh)

Overview:

Read about the development of Castlereagh up to the 1950s and sequence events.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Display OHT 5 of jumbled events under the heading of: “The Development of Castlereagh” adapted from the “Oral History Project.” Ask students to talk about what the heading tells us and predict the contents. Ask students to offer some suggestions as to the order in which the events happened. • Distribute student handout 10. Ask students to read the text. Divide students into mixed ability groups. Give each group a set of strips from the text, using BLM 1. Ask them to arrange the events in order from earliest to latest. Remind students to refer to text as often as needed. As groups finish, ask them to compare with other groups. When all groups have finished, discuss responses and the value of oral histories. 	<p>CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.</p> <ul style="list-style-type: none"> • <i>sequences events, showing changes in the Penrith community</i> • <i>recognises the range of views about historical changes</i> • <i>recognises the importance of oral histories.</i>

Lesson

plans



Pop and his story: A

Time: 30 mins

You will need:

- *Tessa's Treasure*
- Student Worksheet 2 (Tessa's journey)

Overview:

Use mapping skills to record Pop's story.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Read Chapter 4 of <i>Tessa's Treasure</i> to the class. Discuss the chapter. Discussion point: <i>What new information do we find out about the area in this chapter?</i> • Focus on the journey of Tessa and her Pop from Castlereagh to Katoomba in Chapter 4. Distribute student worksheet 2, <i>Tessa's journey</i>, which is a representation of the Penrith-Katoomba area (not to scale). Teacher re-reads the journey part of Chapter 4. Students make notes on the map from Pop's story, explaining the significance of places. Teachers may wish to make an overhead of the map and do this activity as a joint construction. Mark the route taken, using a coloured pencil, and add a key to the map. 	<p>ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.</p> <ul style="list-style-type: none"> • <i>describes features using geographic terms</i> • <i>locates mountains, rivers and towns on a map</i> • <i>recognises Aboriginal occupation of the area.</i>



Pop and his story: B

Time: 1 hour

You will need:

- Broadsheet (aerial photo)
- Student handout 11 (Penrith Lakes Scheme)
- Student worksheet 3 (Penrith Lakes land use)
- Student worksheet 4 (Who will benefit?)

Overview:

Consider the development of the Penrith Lakes Scheme and use an aerial photo to look at current land use.

Think about the benefits and effects of the Penrith Lakes Scheme.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Recall facts about the effects of quarrying. Discuss the concept of rehabilitation. • Direct students to the text about the Penrith Lakes Scheme, student handout 11. Read information together or individually, depending on class needs. Discussion points: <ul style="list-style-type: none"> <i>Who wrote the material?</i> <i>What is their perspective on the Penrith Lakes Scheme?</i> <i>How does this compare with the perspective of Tessa's mum and dad?</i> <i>Compare this with other viewpoints (student handout 7).</i> Students could access the Penrith City Council web site (http://www.penrithcity.nsw.gov.au) to read about the Penrith Lakes Scheme. • Direct students to the coloured aerial photograph of Castlereagh on the broadsheet which shows the area in 1998, and the artist's impression of the completed scheme in the centre of the photomontage. • Allow students time to study the aerial photograph and photograph to compare the information. Look for parts of the scheme that have been completed (1998) e.g. International Regatta Centre. 	<p>ENS2.6 Describes people's interactions with environments and identifies responsible ways of interacting with environments.</p> <ul style="list-style-type: none"> • <i>identifies processes used by people to design the landscape of the Penrith Lakes area</i> • <i>recognises differing viewpoints about interacting with environments</i> • <i>recognises features on aerial photograph and photograph.</i>

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Ask students what information the aerial photograph gives. Ask them to share some of the things they can see. Look for things such as streets, buildings, farms, quarries. Hand out student worksheet 3, <i>Penrith Lakes land use</i>. Ask students to compare this with the aerial photograph and look for the same thing on both. As a class develop a key that can be used to show land use: for example, brown for quarries, green for farming, etc. Students use aerial photograph as a guide to colour map to show land use. • Distribute student worksheet 4, <i>Who will benefit?</i>, to groups. Each group is to work on one of the features, using the handout and broadsheet. Pick one of the features to discuss as a class. Encourage children to think about the variety of people (or animals) who might benefit and the positive and negative effects of the proposal. Discuss the groups' responses. 	<p>ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.</p> <ul style="list-style-type: none"> • <i>examines information from a variety of sources</i> • <i>matches features on aerial photograph with map to describe features.</i> <p>ENS2.6 Describes people's interactions with environments and identifies responsible ways of interacting with environments.</p> <ul style="list-style-type: none"> • <i>explains the interrelationship of features</i> • <i>explains how different groups are affected by the proposed changes.</i>



War and peace: A

Time: 45 mins

You will need:

- *Tessa's Treasure*
- Student handouts 12-13 (Farming methods of the Darug)

Overview:

Find out about the land management of the Darug people, which provided them with food.

Teaching and learning activities

- Read Chapter 5 of *Tessa's Treasure* to the class.
Discuss the chapter.
Discussion point:
What new information do we find out about the area in this chapter?
- Distribute *Farming methods of the Darug*, student handouts 12-13.
Make predictions from heading about contents.
Note: Two texts have been included on this topic. One would suit readers with well developed literacy skills while the other would be more suitable for students with developing literacy skills.
- After allowing time for students or class to read text, discuss the information presented.
When responding, one group could discuss the text while the other completes the activity and then the groups could rotate.
Students demonstrate their knowledge of the farming methods by either illustrating or creating a table, with the food in one section and how it is farmed in the other.

Food	How is it farmed?

Outcomes and indicators

CUS2.3

Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.

- *identifies factors which make up the heritage of an individual*
- *extracts relevant factors from text about heritage.*

CCS2.1

Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.

- *describes aspects of Darug life before British occupation*
- *explains the ways the Darug people used the natural features of the area.*

Lesson

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War and peace: B

Time: 30 mins

You will need:

- *Tessa's Treasure*
- BLM 2 (The forgotten wars)

Overview:

Construct a sequence of events to record the early wars of the Penrith area.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Divide students into mixed ability groups. Issue each group with a set of statements which have been made into strips using BLM2 (<i>The forgotten wars</i>). Instruct students to sequence the events, based on Mavis's story in Chapter 5. Teacher may need to read the story a number of times. Encourage students to work as a group and discuss each event as much as necessary. 	<p>CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.</p> <ul style="list-style-type: none"> • <i>sequences events related to the British colonisation of the Penrith area</i> • <i>reconstructs the past, using source material</i> • <i>discusses the people and events of the forgotten wars around Penrith, using historical language.</i>



War and peace: C

Time: 45 mins

You will need:

- Student handout 14 (Contact between Darug people and British colonists)

Overview:

Investigate contact between Darug people and colonists.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Read the “Examples of contact between Darug people and British colonists” presented on student handout 14. Depending on the needs of the class, this could be done individually, in supportive pairs or as a class. Discuss events, actions and feelings. Invite some volunteers to improvise a scene based on one of the scenarios presented. Allow class to divide into groups to devise scenes of Aboriginal and non-Aboriginal contact. Students may use the scenarios provided or use other events from Chapter 5. Groups present their scenes to class for discussion. <p>As a class discuss the overall impact of British colonisation for the Darug people. The discussion should not be limited to the content of the scenarios provided.</p>	<p>CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.</p> <ul style="list-style-type: none"> • <i>lists responses to illustrate Darug feelings towards the British invasion</i> • <i>identifies different views of an historical event</i> • <i>demonstrates the feelings of the Darug and British</i> • <i>evaluates the impact of the British on the Darug people.</i>

Lesson

plans



War and peace: D

Time: 45 mins

You will need:

- Student handout 15 (The arrival of the colonists)

Overview:

Read about life of colonists and illustrate the differences between Darug and colonist life.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Hand out <i>The arrival of the colonists</i>, student handout 15. Allow time for students to read the text and study the illustrations. Discuss the information presented. Discussion points: <i>Compare</i> <ul style="list-style-type: none"> • <i>the houses</i> • <i>the farming equipment</i> • <i>the transport used.</i> • Provide each student with an A3 sheet of paper. Fold in half. Tell students to write <i>Darug</i> at the top of one section and <i>Colonial</i> on the other. Have students illustrate a scene for each. Review Darug life from previous tasks. 	<p>CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.</p> <ul style="list-style-type: none"> • <i>recognises the sources of conflict over land use</i> • <i>interprets events and actions using photos and captions</i> • <i>explains changes in Darug life because of the British impact</i> • <i>assesses the impact of the British on Darug life.</i>



Penrith Lakes game

Time: 1 hour

You will need:

- BLM 3 (Penrith timeline)
- Student worksheet 5 (Events and consequences)
- Roll of paper and glue

Overview:

Create a timeline.
Determine consequences of events.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Tell students they are going to “play a game” about the dates associated with the development of the Penrith Lakes area. Give them time to look through their books or stencils at some of the dates they have listed. • Give one piece of cut BLM 3 (Penrith timeline) to each student. Tell them it could have a date on it or an event associated with Penrith Lakes. Tell students that they must keep it “a secret”. Explain that each student must find a match with another student. To do this they are allowed to ask other students one question, to which the student can answer “yes” or “no”. After receiving an answer, they must move on to another student until they find a match. Some sample questions: <i>Is your statement about the Darug?</i> <i>Is your date before 1950?</i> When the pair is formed, students must sit down. Give students time to complete the activity. 	<p>CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.</p> <ul style="list-style-type: none"> • <i>sequences events related to the development of Penrith Lakes</i> • <i>recognises changes over time and how they impact on an area</i> • <i>assesses the consequences of changes in the Penrith area.</i>

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • You may like to carry out this activity outside to allow for greater mobility. As pairs of students sit down, check their cards for correctness. When all pairs are found, ask the pairs to form a line from earliest to latest. Explain that they have made a timeline but to make the timeline correct, a scale is needed. Discuss a suitable scale. • Create a timeline on lengths of computer paper or a paper roll. Place, but do not glue, cards along timeline. Ask students to offer suggestions for the consequences of some of the events listed. Hand out student worksheet 5 (<i>Events and consequences</i>). Ask students to fill in date, event and consequences for an event that they are particularly interested in, using their books, stencils, student books or room displays, including timeline. • When students have finished stencils, glue to timeline to create class display. 	<p>CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.</p> <ul style="list-style-type: none"> • <i>sequences events related to the development of Penrith Lakes</i> • <i>recognises changes over time and how they impact on an area</i> • <i>assesses the consequences of changes in the Penrith area.</i>

Tessa's Treasure

Time: 1 hour

You will need:

- *Tessa's Treasure*
- OHT 2, 4 (Chapters 1 & 2)
- Student handout 8 (Chapter 3)

Overview:

Complete Tessa's project using knowledge gained from activities completed.

Teaching and learning activities	Outcomes and indicators
<ul style="list-style-type: none"> • Refer to the draft of Tessa's story, student handout 8. Using OHTs 2 and 4, look at the way the story built up from Chapter 1 through to Chapter 3. • Recall Chapters 4 and 5 then, on the board, list information that needs to be added to Tessa's project. • As a class jointly complete Tessa's project for her. 	<p>CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.</p> <ul style="list-style-type: none"> • <i>identifies factors which make up the heritage of an individual</i> • <i>extracts relevant historical events and factors from text about heritage</i> • <i>recognises difference and how it contributes to social cohesion</i> • <i>identifies heritage items in own and other families.</i>

Lesson

plans



Heritage project

Overview:

Select an item of heritage significance and complete appropriate research.

Teaching/learning activity	Outcomes and indicators
<ul style="list-style-type: none"> • Read 1st paragraphs of <i>Tessa's Treasure</i>. Invite discussion about what Tessa was asked to do. List the things she did to achieve this. Ask students to recall some of the other items she considered (p. 5) or what other students selected (p. 14). Invite other possible suggestions. • Tell students they are going to work on a project just like Tessa's. Ask each student to do a personal brainstorm for ideas. Students take home project and discuss possible items with parents. Students create a topic web to show possible areas of investigation and presentation. 	<p>CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and the environment.</p> <ul style="list-style-type: none"> • <i>identifies own heritage item</i> • <i>researches the community from which the item comes</i> • <i>considers the impact of change on the identified community</i> • <i>assesses the impact of change on a community.</i>



Heritage Project Stage 2

It didn't always
look like this



Quarrying at Penrith Lakes

The sand and gravel left after thousands of years of flooding have been important to the people of the Sydney region for many thousands of years.

The Darug people used the rocks from the area for thousands of years. They used a rock called chert to make sharp cutting and scraping tools. The basalt pebbles could be ground to make axe heads, tools for working with wood or sharp stones to attach to their spear-throwers. Gravel was also heaped to make barriers in the river to trap fish, which could then be speared.

In the early days of European occupation, stones were taken from the river for building and making roads.

The first gravel pit was opened in 1883 on the bend in the Nepean River. The sand and aggregate were easily removed from the river. At times men would stand in the river and load the stones and boulders into horse-drawn drays straight from the river. Quarrying along the river bank continued until the 1950s, when supplies became limited.

During the 1950s the gravel companies started to buy farms on the nearby river flats. Deep quarries were dug to about 16 metres, of which 8 metres were sand and gravel.

In 1972 the Penrith Lakes Scheme Working Party was established to develop plans that would coordinate the quarrying and develop plans for the rehabilitation of the area when quarrying was finished. These plans included a series of lakes for sporting activities and natural wetland areas.

At present, the site supplies over 60% of Sydney's sand and gravel needs.

It is expected that the Penrith Lakes Scheme will be fully completed in 2011, although some areas, such as the Olympic Regatta Site, are completed now.

The quarry process at Penrith Lakes

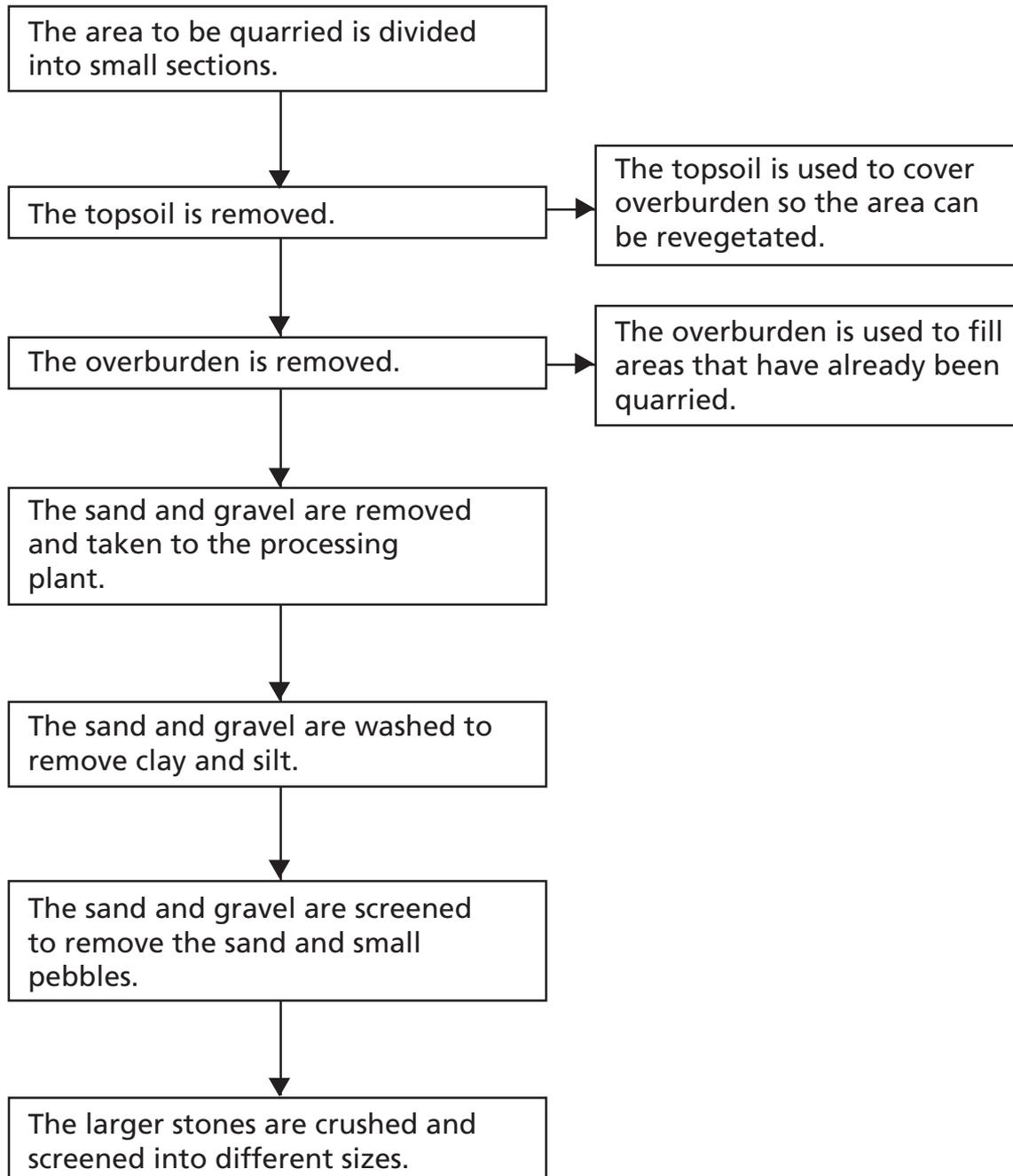
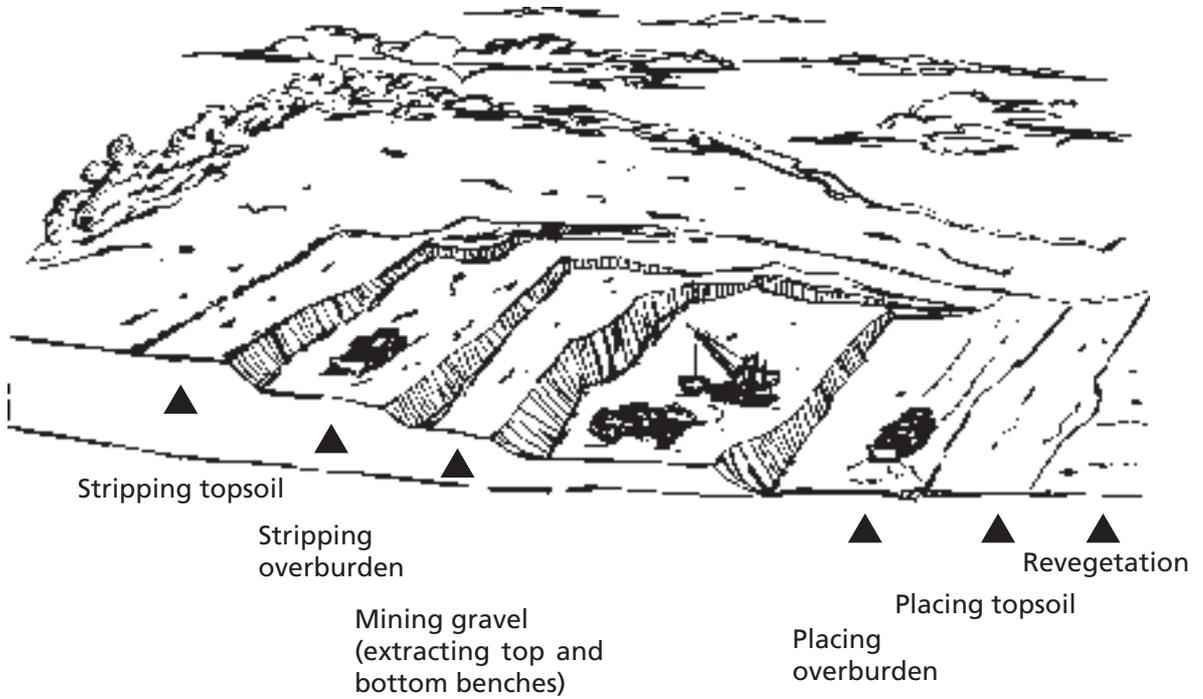
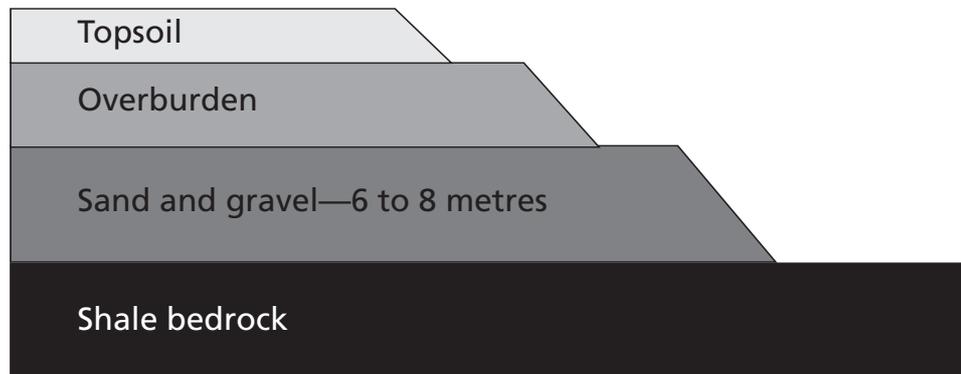




Diagram showing the quarrying process

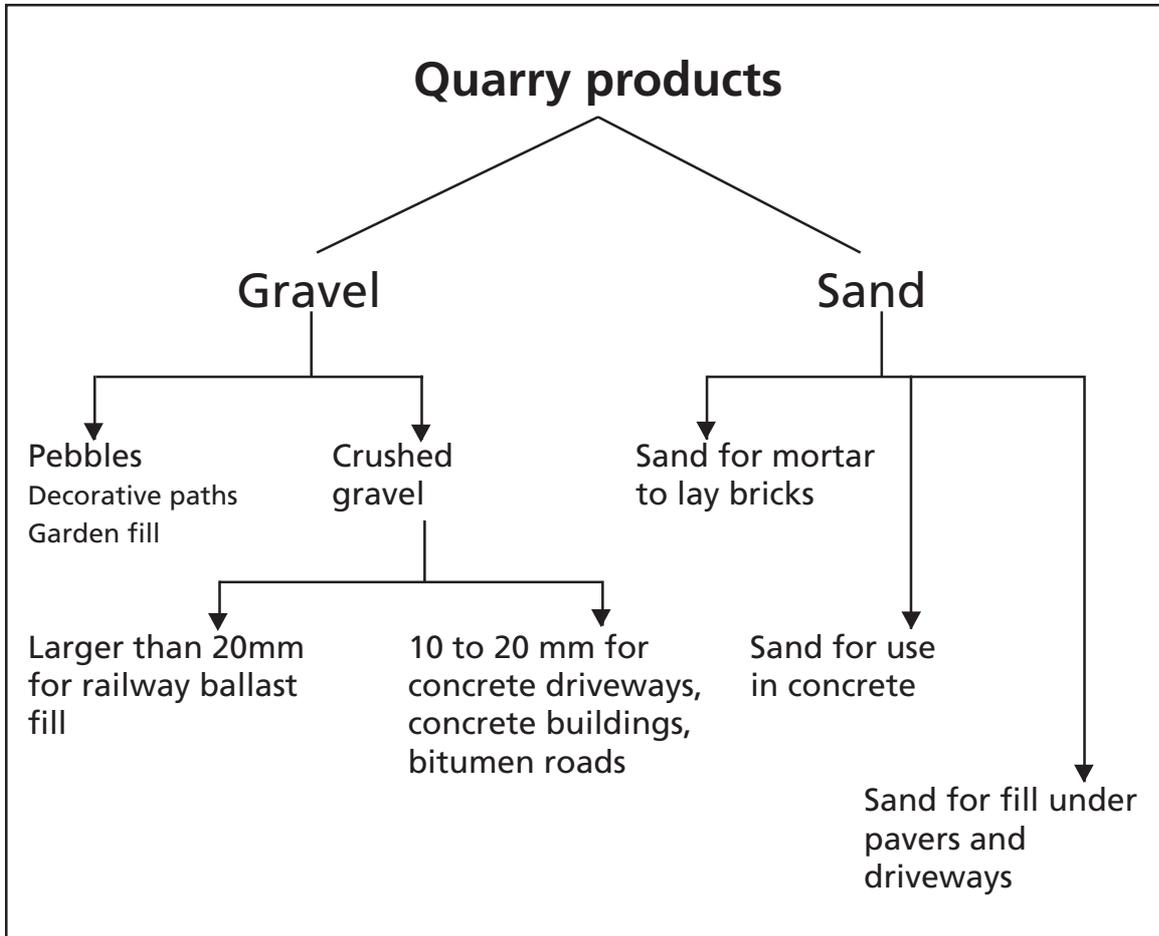


A side view of the land at Penrith Lakes



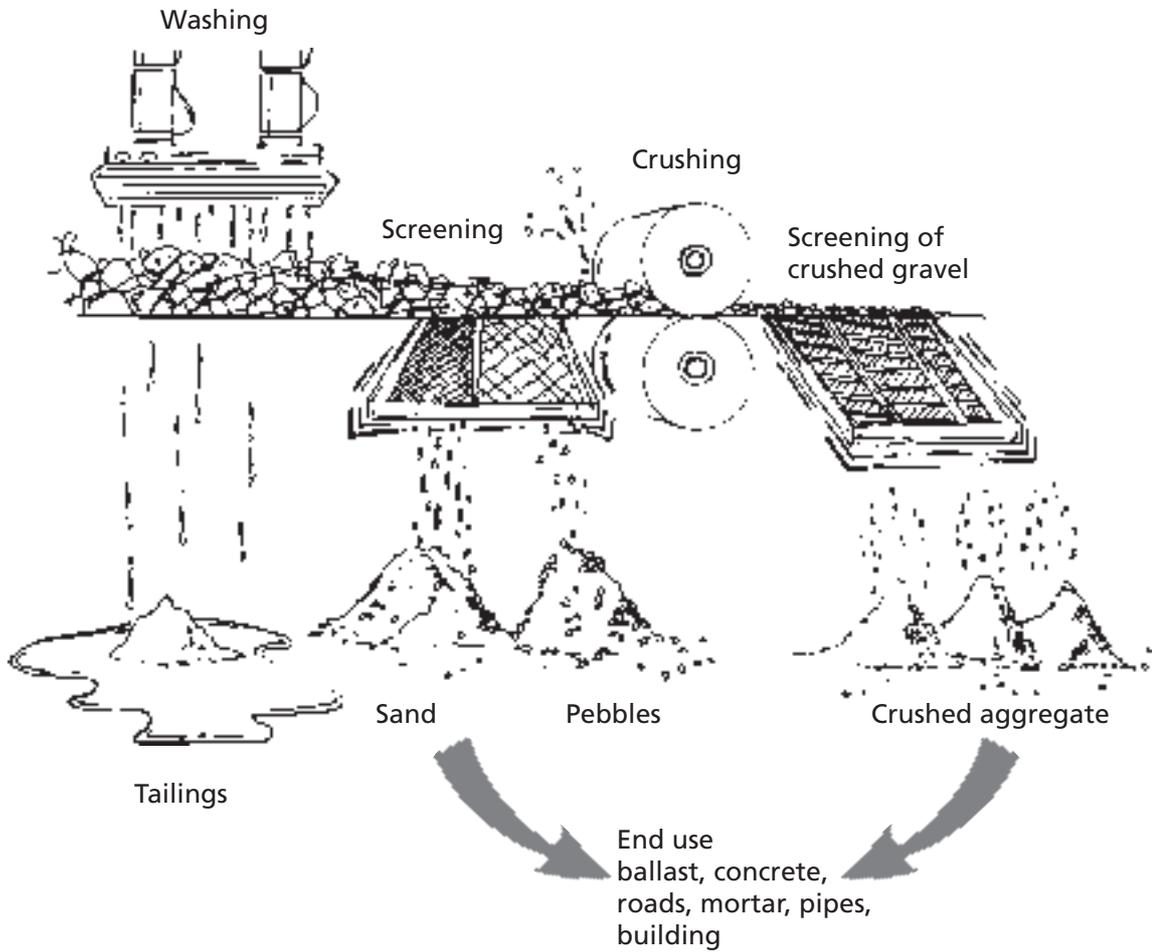
It didn't always look like this

What we get from the quarries at Penrith Lakes





What happens to materials after they have been quarried



It didn't always look like this



Newspaper article

Save our historic Castlereagh

Did you know?

Consent given to Development Application No. 4 for Penrith Lakes Development Corporation means a huge loss of environment and heritage in your backyard, the Castlereagh district.

Castlereagh Road (the third oldest road in Australia) as you know it, will disappear.

The oldest two storey house in Australia and its surrounding land will be affected.

Land between the road and the river will become yet more artificial lakes. The Olympic Rowing Course is already completed.

This is not a unique deposit for the extraction of sand and gravel but it is a unique area and, once

destroyed, can NEVER be replaced.

Don't let this happen!

Already very little of Australia's past remains.

This loss affects all of us and our future generations.

What can you do?

Sign a petition.

Write letters to politicians.

Attend meetings.



Viewpoints

Cool! This will be a terrific place for a picnic when it is finished.

They might leave a few houses but I want the whole street left the way it is. You can tell so much more when you see a whole street developed over time.

There's so much building going on. I wish I could find a place to build my nest.

I like the idea of heritage places where you can find out about the Darug people and the early colonists.

It's great to see mining companies cleaning up after themselves.

I don't care what they do but I don't want great big holes left in the ground when they have finished quarrying.

This is one of the best rowing courses in the world.

There's going to be something for everyone.

It didn't always look like this

Tessa's Treasure

By Tessa Roberts

My parents are both Australian. Some of my relatives came from Ireland. I have a younger brother named Eddy. We live with our mum in Penrith and in Castlereagh with our dad.

My heritage item is pieces of glass from a spearhead. I found them in my mother's treasure box. Her grandmother gave them to her when she was my age. They must have been very special to my great-grandmother. It's a mystery. Mum does not know who made them but they must be very old. The glass was with some stone spearheads which were made by Darug people who lived around Penrith. The spearheads are very sharp and must have been hard to make.

Penrith is a city where the highway and the railway cross the river and go up into the mountains. Castlereagh is a country town. They are both near the Nepean River beside the Blue Mountains. In between the two places is a big floodplain with farms, quarries and the Penrith Lakes Scheme. One day there will be some big lakes there when the mines are finished. The oldest church in Australia is in the middle of the Castlereagh Road.

My gran did not know about mum's spearheads. Gran grew up on a dairy farm in the area with her sister. They had to milk the cows in the morning before school. They sold the farm in the 1970s. Their mother, my great-grandmother, is 98 years old and lives in a nursing home now.

Development of Castlereagh

We can find out about places from what people tell us. People remember things from when they were young. They also remember the things their parents and grandparents told them about when they were young. The stories may be over 150 years old. By listening to them and checking things with historical records we can find out a lot. The Penrith Lakes Scheme Oral History Project has told us a lot about the area.

When British colonists first moved to Castlereagh they used the area to get timber and grow crops. Later, cows became common on the farms.

There were lots of floods. In 1812 the town of Castlereagh was set out on high ground, but farmers needed to be close to the river for their water, so they stayed on the flat ground and put up with the floods. One of the worst floods was in 1867. Everyone had to move up to the church in the town. One of the people from Hadley Park farm had to climb out of the second storey window into a rowing boat to be rescued.

In 1862 the railway line to Penrith was completed. This was important because it was easier for the farmers to get their produce to the markets.

From about the 1860s the farms became smaller. Fruit, vegetables and crops were grown. Corn was very important because it was the main food for the horses. One person said the soil was so good “you could grow anything”. The area was once called “the breadbasket of Sydney” because it produced so much food for the people of Sydney. Many farms also had chickens, pigs and cows.

In the 1880s refrigeration was introduced, making it easier for farmers. The milk could be kept cold until it was collected, rather than needing to be taken away twice a day. Dairy cows became more important after the 1920s.

In the late 1930s electricity was connected to the area. At first it was not very good. In the morning you had to turn off the lights before you could boil a kettle. Some of the wires were near a lagoon, and birds would fly into the wires and bring them down, cutting off the electricity. The electricity meant no more fussing with candles and kerosene lamps. It also made it better for farmers with things like milking machines. Life wasn't any easier but they could have more cows.

In 1960 Warragamba Dam was built. This helped to stop some of the flooding in the area.



Penrith Lakes Scheme

Why quarry?

In the earliest Greek and Roman civilisations, stone and marble were quarried to construct public buildings, temples and roadways. In today's complex society, the market for aggregates is enormous. They are essential for the construction of houses, commercial and public buildings, roads, railways, airports and water and sewerage systems. Crushed stone is even used in medicines, plastics, paint and cosmetics. Quarrying is necessary for the maintenance and growth of society. The group of quarries at Penrith supplies approximately 60% of Sydney's requirements for sand and crushed aggregate, including 85% of the materials for ready-mixed concrete. Quarrying can, however, have major environmental consequences.

Extraction and rehabilitation

Construction of the Scheme at the same time as quarrying involves stripping a shallow layer of topsoil. The 6-8 metres of overburden are then stripped, using excavators and trucks or open bowl scrapers, and placed into previously quarried areas, shaped to the desired landform and compacted. The topsoil is spread to a minimum of 10 centimetres. Revegetation is then carried out, using suitable species of grass and trees. The operations are sequenced to minimise the possible impact of noise and dust on the surrounding areas.

Landscape design

The organising theme used for the design of the lakes is based on the natural processes of lake formation usually associated with a river system meandering through a flood plain. Pasture grasses and native trees and shrubs will be used to revegetate the land. Some 40,000 trees have already been planted, and 180,000 trees will have been planted by the end of the Scheme.

“Co-operation between state and local governments and the shareholder companies over the past 16 years, has achieved results which none of the parties alone could have achieved. The Scheme protects and enhances the environment and encourages the social and economic development of Western Sydney.”

Notes extracted from the brochure, “Penrith Lakes Scheme”, produced by the Penrith Lakes Development Corporation (1996).

Farming methods of the Darug (1)

The Darug people used the Penrith Lakes area to get a lot of different kinds of food. The food was farmed or hunted in many different ways.

A lot of the food came from the water. The rivers and creeks were full of fish. The men would make walls out of gravel or logs in the water to trap the fish so they could be speared. The women caught the fish in nets. Eels were caught by the men in traps made from hollow logs. Men also speared platypus, which could be found in the creeks and rivers.

The Darug ate many native animals such as kangaroos, wallabies, wallaroos, bandicoots, native cats, possums, gliders, rats and echidnas. These were hunted by the men. Sometimes men from different groups would hunt the bigger animals together. To catch kangaroos the men would make a big circle and set fire to the grass. When the kangaroos tried to run from the fire they would be speared. Fire was also used to catch possums that lived in hollow trees. A fire would be lit in the trunk of the hollow tree; the smoke would make the possum leave its protective hole and then it could be caught.

The women and children gathered most of the food. They used digging sticks to dig for yam roots. The roots of tree ferns were mixed with ants and ant eggs to make food. Berries, the flowers of some banksia, and honey were also gathered. The nut from the bright red fruit of the burrawang was poisonous, so the women pounded the nut and left it in running water for many days to wash away the poison.



Farming methods of the Darug (2)

The Darug people had a rich and varied diet because they used a wide range of farming methods. The quotes below are from a writer who observed Aboriginal people during the period of early occupation and a writer who gathered information from historical evidence.

A rich range of fruits and vegetables was available to Aboriginal people, but many of them were poisonous unless specially treated. The most important of these was the burrawang or *macrozamia*, a palm-like plant which produced clusters of seeds covered with a tough, leathery red skin. The burrawang is highly poisonous, and before the seeds could be eaten, they were pounded and placed in running water for up to two weeks to remove the toxin. After this time, they were collected, pounded again to produce a kind of flour, and baked into flat cakes which were safe to eat.

David Collins described the vegetable component of the diet as consisting of “a few berries, the yam and fern root, the flowers of the different banksia, and at times some honey”, also “a paste formed of the fern-root and the large and small ant bruised together; in the season they also add the eggs of this insect”.

Amongst those animals known to be eaten were kangaroos, wallabies, wallaroos, long-nosed and short-nosed bandicoots, native cats, possums, gliders, rats, echidnas, platypus, pelicans, swans, emus, snakes, goannas, tortoises and a small range of lizards.

For the inland people, possums appear to have been the most common animal food, but the food varied with the season. For instance, during the month of April they would concentrate around the creeks and freshwater swamps to collect eels. They placed hollow logs into the water and waited for the eels to enter. They also hunted platypus, and for this they had a special short spear.

Along the Nepean River, fish traps were made by arranging the gravel and logs in the river bed to form retaining ponds in which the fish could easily be speared. Traps were also used for catching small mammals (rats, bandicoots and rat kangaroos), quail and wallabies.

Kohen, Jim The Darug and their neighbours: the traditional Aboriginal owners of the Sydney region. *Darug Link in association with Blacktown and District Historical Society, 1993.*

When the natives gathered together to hunt the kangaroo, they formed a circle which contains an area of one or two miles....They usually stand about thirty paces apart, armed with spears and tomahawks.....(some) holding a handful of lighted bark, they at a given signal set fire to the grass and brush in front of them. In proportion as the fire progresses they advance forward with their spears in readiness, narrowing the circle and making as much noise as possible, with deafening shouts.....The kangaroos, which are thus shut into that circle... try to escape in various directions, and the natives frighten them with their shouts and throw spears at the one passing nearest to them. By this means no one can escape.

Barrallier, Ian quoted in *On Darug Land - an Aboriginal perspective* by *Michael Martin. GWEC Collective*



Examples of contact between Darug people and British colonists

- 1 A group of British colonists were exploring when they came to a river. An old man had come to collect pebbles from the river to make hatchet heads. The Aboriginal man gave Governor Phillip two stone hatchet heads, two spears and a throwing stick.
- 2 When Captain Tench and William Dawes, two British colonists, were exploring they met Deedora, an Aboriginal man. He gave them two spears and a throwing stick so they gave him some bread and meat. Deedora walked with them. When they came to a river he met some friends and together they helped the colonists cross the river.
- 3 A soldier was lost in the bush when he met some Darug people. One of the men offered to help him if the soldier gave him his gun to carry, promising to give it back to him when he reached safety. The soldier was worried but agreed. The men put down their spears and took the soldier to a settlement and handed back his gun.
- 4 One day a large group of Darug people appeared in the grounds of a colonial farmer. Although there was no sign that they meant any harm, the farmer was alarmed at seeing so many. He fired his gun and ran. In return the Darug set fire to his hut. They were then fired upon by a neighbouring colonial farmer.
- 5 As the British colonists set up their farms most of the traditional farmlands of the Darug were destroyed. The Darug had little choice but to take the food which now grew where they had once hunted and farmed. When the Darug went to harvest the yams by the river they were driven off. A few colonists were friendly with the Darug but others shot any Darug person they saw on their farms. It was traditional in Darug life to spear anyone responsible for the death of a relative, and colonists were often speared as a result.
- 6 Two Darug boys were murdered by a group of colonists. The murderers were brought to trial and found guilty, but they were allowed to go free after a couple of days.

Adapted from "The Darug and their neighbours" by James Kohen



Gravel and sand meant that the river could not be used for transport and so horses and carts or drays were used.



British colonists brought different technology.



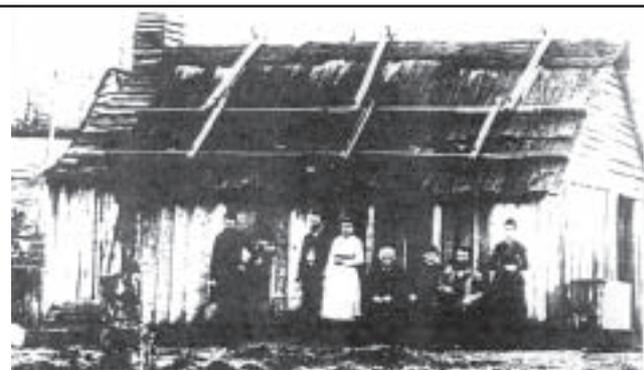
The arrival of the colonists

British colonists came to live on Darug land in about 1800. They hoped the rich soil would be good farming land. Governor King officially granted the land to the colonists from 1803. These colonists were soldiers, ex-convicts or free settlers. By 1804 there were 24 families living in Castlereagh. Convicts were sent to help the farmers with the work.

Timber cutting was the first main activity. The land needed to be cleared and timber was needed for the growing colony. Crops were also grown to feed the people of early Sydney. Later Governor Macquarie gave cattle to the settlers to encourage grazing.

Despite the problems of floods and drought, many in the area prospered. Churches and schools were built. As the colonists made their farms they cleared the traditional hunting and farming lands of the Darug and drove away the wildlife that was an important part of their diet.

Although there was often conflict, the Darug continued to use their traditional lands. They used some of the technology of the colonists. Some made cutting tools from broken glass. Tedbury, a Darug fighter, used the colonists' guns against them.



Slab houses made of timber were often washed away in floods

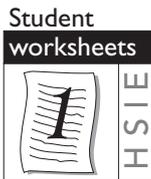


Well off colonists built fine houses.



Heritage Project Stage 2

It didn't always
look like this



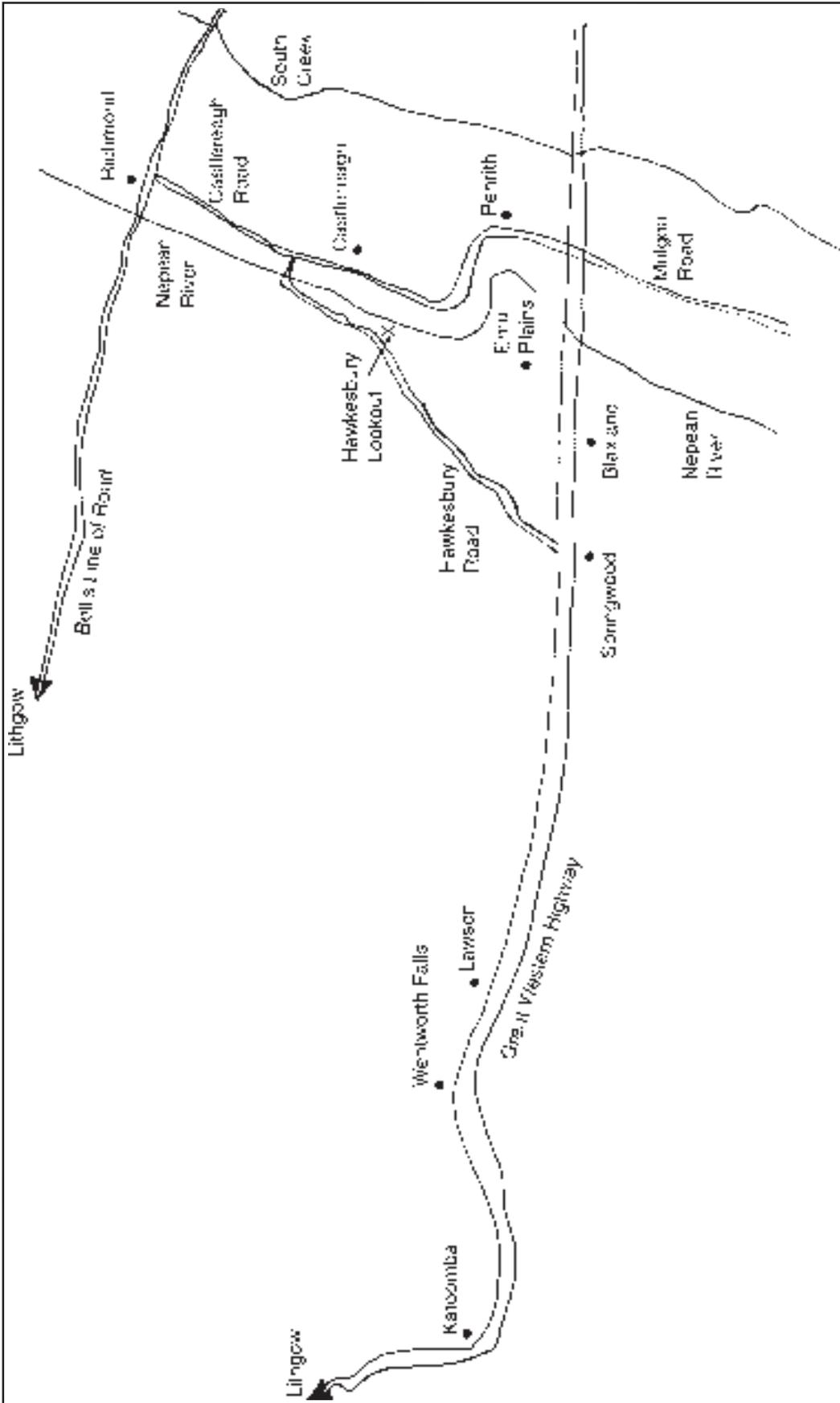
Before and after quarrying

<i>Before quarrying</i>		<i>After quarrying</i>
	Q U A R R Y I N G	

It didn't always look like this

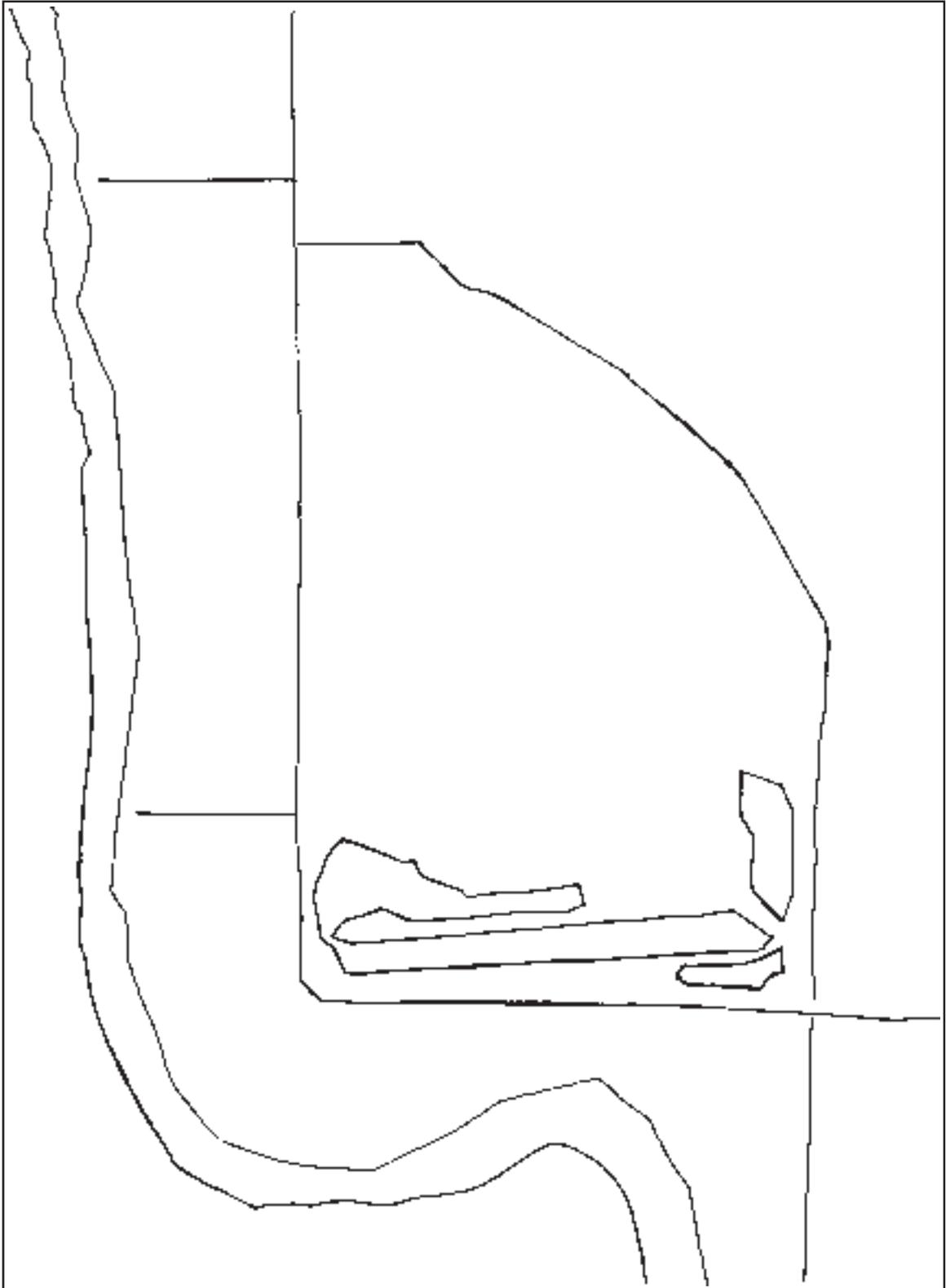


Tessa's journey





Penrith Lakes land use



It didn't always look like this

Who will benefit?

Feature	Who will benefit?	Effects (positive/negative)
Houses		
Sporting facilities		
Wildlife lake		
Parkland		
Heritage precinct		



Events and consequences

Date

Date

Event

Event

Consequences

Consequences

It didn't always look like this

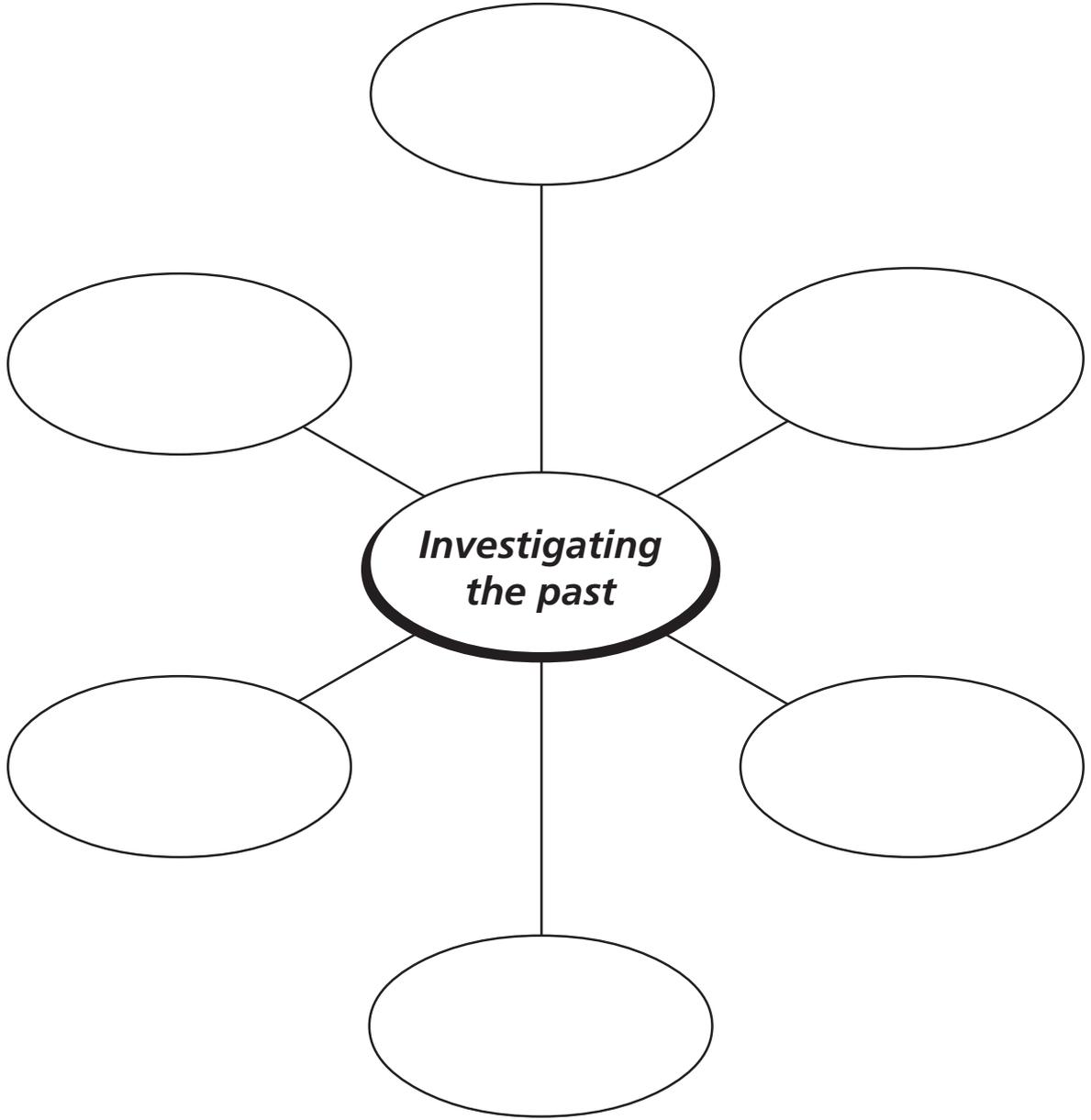


Heritage Project Stage 2

It didn't always
look like this



Finding out about the past



It didn't always look like this

Tessa's Treasure

By Tessa Roberts

My name is Tessa Roberts. My parents are both Australian. I have a younger brother named Eddy. We live with our mum in Penrith and in Castlereagh with our dad.

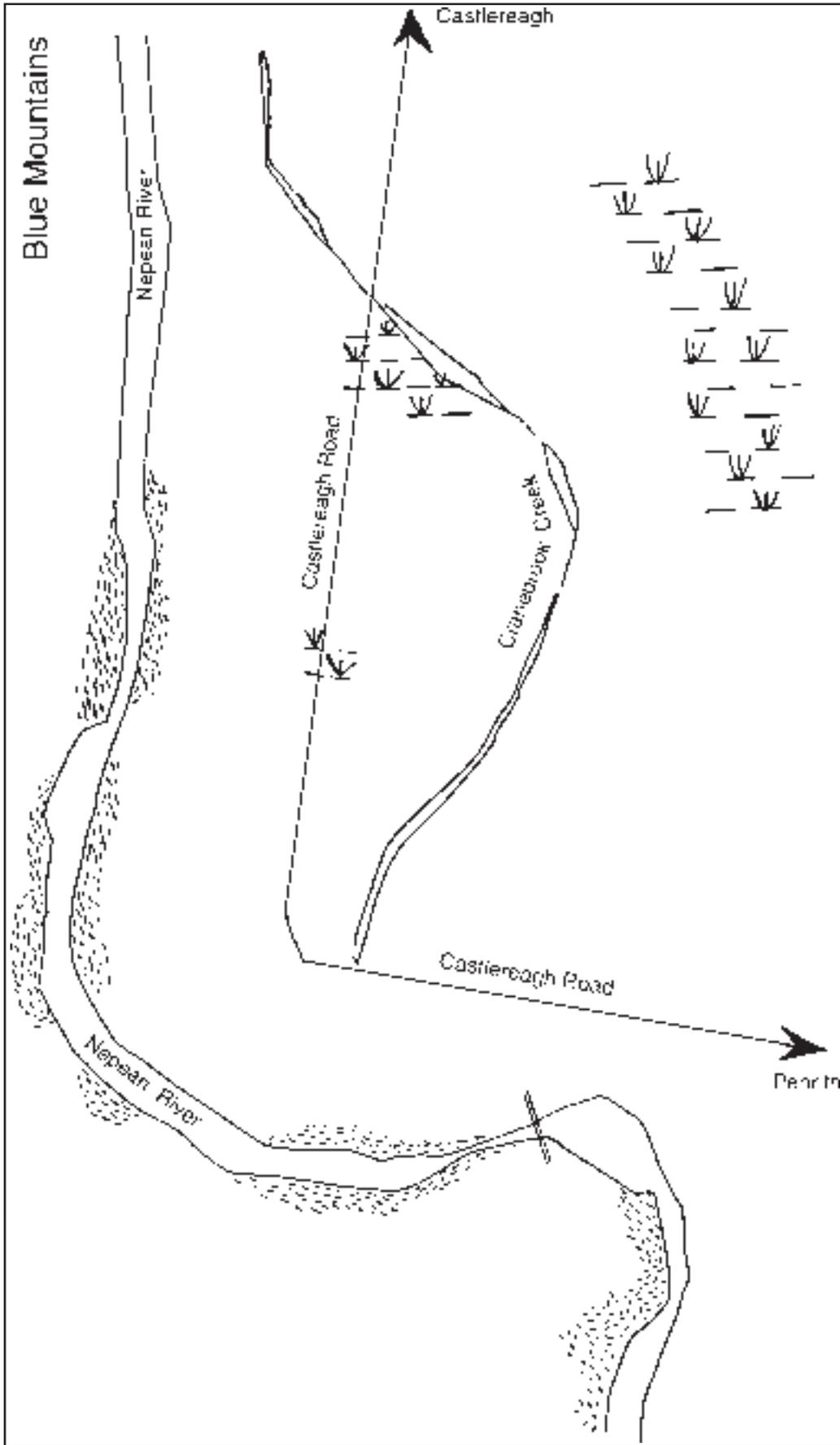
My heritage item is pieces of glass from a spearhead. I found them in my mother's treasure box. She said they belonged to her grandma.

Mum got them when she was my age. They must have been very special to my great-grandmother.

It is a mystery. Mum does not know who made them but they must be very old. The glass was with some stone spearheads.

Mum says they came from the Penrith area.

Penrith



It didn't always look like this



Tessa's Treasure

By Tessa Roberts

My name is Tessa Roberts. My parents are both Australian. I have a younger brother named Eddy. We live with our mum in Penrith and in Castlereagh with our dad. Penrith is a city and Castlereagh is a country town. They are both near the Nepean River and the Blue Mountains. In between is a floodplain with farms, quarries and the Penrith Lakes Scheme. There is a very old church and graveyard along Castlereagh Road.

My heritage item is pieces of glass from a spearhead. I found them in my mother's treasure box. She said they belonged to her grandma. Mum got them when she was my age. They must have been very special to my great-grandmother.

It is a mystery. Mum does not know who made them but they must be very old. The glass was with some stone spearheads which were made by Aboriginal people who lived around Penrith.



Development of Castlereagh

Warragamba Dam is completed.

The farms become smaller.

The railway to Penrith is finished.

Electricity is connected.

British colonists first move to the Castlereagh.

Dairying becomes more important.

People have to leave homes because of bad floods.

Refrigeration is introduced.



Heritage Project Stage 2

It didn't always
look like this



Development of Castlereagh

Warragamba Dam is completed.

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The forgotten wars

Fighting began in the 1790s

Pemulwuy fought the first battles

Tedbury kept the wars going

Settlers moved into Penrith and shot Aboriginal people on sight

Governor Hunter tried to stop the fighting

Governor King ordered settlers to fire at will

There was an Irish uprising and Rum Rebellion

By 1815 Blaxland had crossed the mountains

Aboriginal people tried to stop the colony expanding over the mountains

Governor Macquarie ordered his troops to shoot any people who carried a spear or were in a mob of six or more

Hundreds of Darug people were killed and the big wars ended in the area

The remaining Darug people learned to survive the new ways



Penrith timeline

15,000 years ago	Darug people used land for food and tools.
Late 1790s	Colonists came to live on Darug land.
1803	Governor King granted land to colonists.
1812	The town of Castlereagh was set out.
1862	The railway line to Penrith was opened.
1880s	Refrigeration was introduced.
1883	The first gravel pit was opened.
1930s	Electricity was connected.
1950s	Gravel companies started buying farm lands to quarry.
1960	Warragamba Dam was completed.
1976	The plan for Penrith Lakes was published.
1996	Sydney International Regatta Centre was opened.
Present day	Penrith Lakes area supplies over half of Sydney's sand and gravel needs.
2000	Rowing events of Sydney Olympics will be held.
2011	Penrith Lakes Scheme is expected to be completed.



NSW
Heritage
Office

