

# Edmondson Park Education Program

## Primary Teacher Resource





## **Edmondson Park Education Program Primary**

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### **DISCLAIMER**

Aboriginal and Torres Strait Islander viewers and readers are warned that photographs/videos in this publication and on this website may contain images of deceased persons which may cause sadness or distress.



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## Project development: Edmondson Park Education Program

### Oliver Young

*Resource Coordinator and reviewer*

Oliver has considerable expertise in stakeholder engagement and strategic communications. He specialises in development related projects that occur in contested environments. Oliver has managed the development and implementation of numerous large-scale consultation processes for both government and private industry.

Oliver holds a Master of Teaching and a Bachelor of Arts degree from the University of Sydney majoring in Psychology, Government and Economics. He has steered the development and implementation of a number of place-based education programs aimed at educating primary and secondary school students about local area change, most notably Sydney Metro's "Fast Tracking the Future" schools program.

### Dr Carmel Young

*Resource development, writer and reviewer*

Carmel coordinated and lectured in the History Education and Combined Degrees Programs, Faculty of Education and Social Work, University of Sydney. Prior to this she taught History and English in number of secondary schools. She has extensive experience in the field of secondary education, particularly history curriculum at policy, higher education and classroom levels. She has chaired syllabus committees been president of state and national professional associations, and authored a number of highly successful school textbooks.

Carmel contributed substantially to many of the activities initiated by the Commonwealth History Project as a Member of the Advisory Committee of the National Centre for History Education, Monash University. In this capacity she planned, organised and evaluated national conferences on the teaching and learning history in Australian schools, and designed and delivered professional development

workshops for primary and secondary school history teachers in New South Wales, South Australia, Victoria and the Northern Territory.

Carmel has been joint recipient of NSW Premier's History Prize (Children's History Writing). In 2009, she received the Beth Southall award from the NSW Institute of Educational Research for outstanding doctoral research.

### Kate Cameron

*Resource writer*

Kate Cameron has had extensive experience as a history teacher in schools and teacher educator in universities. She has served as NSW and National President of the History Teachers Association. For a number of years was Senior Assessment Officer for HSIE at the Board of Studies.

Since retiring from fulltime work Kate has had an active role in professional development for teachers of history, especially in regional areas, through programs conducted by the History Teachers Association of NSW and the Centre for Professional Learning. Kate has recently worked with Sydney Living Museums to develop professional learning courses for primary teachers designed to support the implementation of the new NSW History K-6 syllabus.

Kate's interest in history teaching is reflected in the professional development programs she provides for primary and secondary teachers of history and the resources she produces. Kate's publications include textbooks on Australian history and ancient history, *Discovering History*, a resource for primary teachers, and chapters and journal articles on history teaching in a range of publications and websites.

Kate's contribution to history teaching has been recognised in a range of awards, among them the Australian College of Educators Award in 2002 for her 'outstanding contribution to higher education in the area of secondary education', the Premier's

Westfield Scholarship for History in 2004, the Annual Citation by the NSW History Council of NSW in 2010, the Professional Teachers' Council of NSW Outstanding Professional Service Award, also in 2010, and the Renee Erdos Award from the History Teachers Association of NSW in 2015. Although now retired from full time teaching, Kate continues to provide resources and professional development to support teachers of history.

### Dr. Jennifer Lawless

*Resource writer*

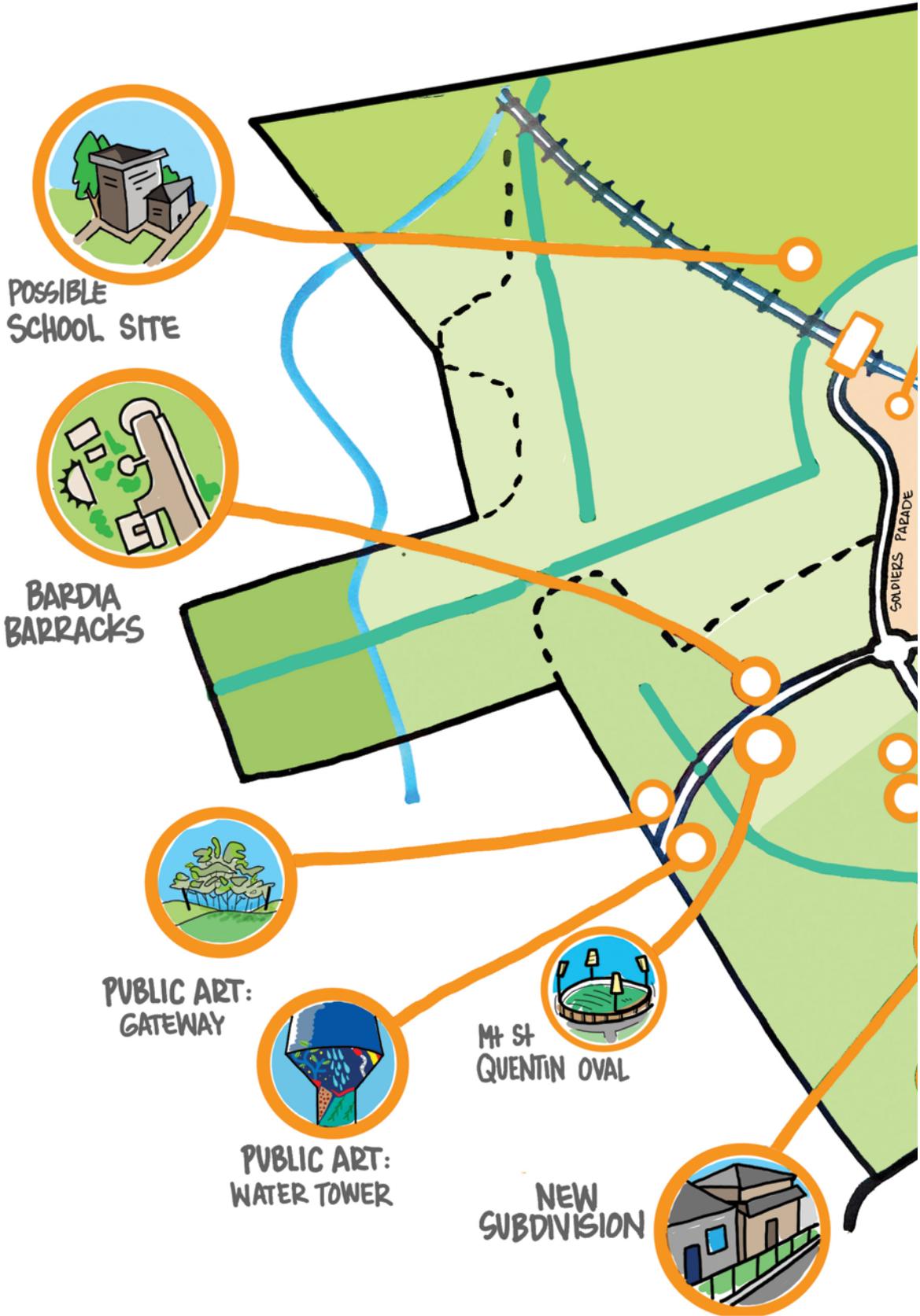
Dr. Jennifer Lawless was the HSIE (History) Inspector at the NSW Board of Studies for 13 years. She taught History in Western Sydney for 15 years and lectured in History Method at Sydney, Macquarie and Western Sydney Universities. She has co-authored over a dozen textbooks for both primary and secondary History, winning the NSW Premiers History Prize and awarded an Australian Book Publishers Award twice. She was awarded a Churchill Fellowship for research into best international practice in the teaching of Primary History in 2010. She is a past-President of the History Teachers' Association of NSW and has received a number of teaching awards including the 2010 Outstanding Professional Service Award from the History Teachers' Association of NSW.

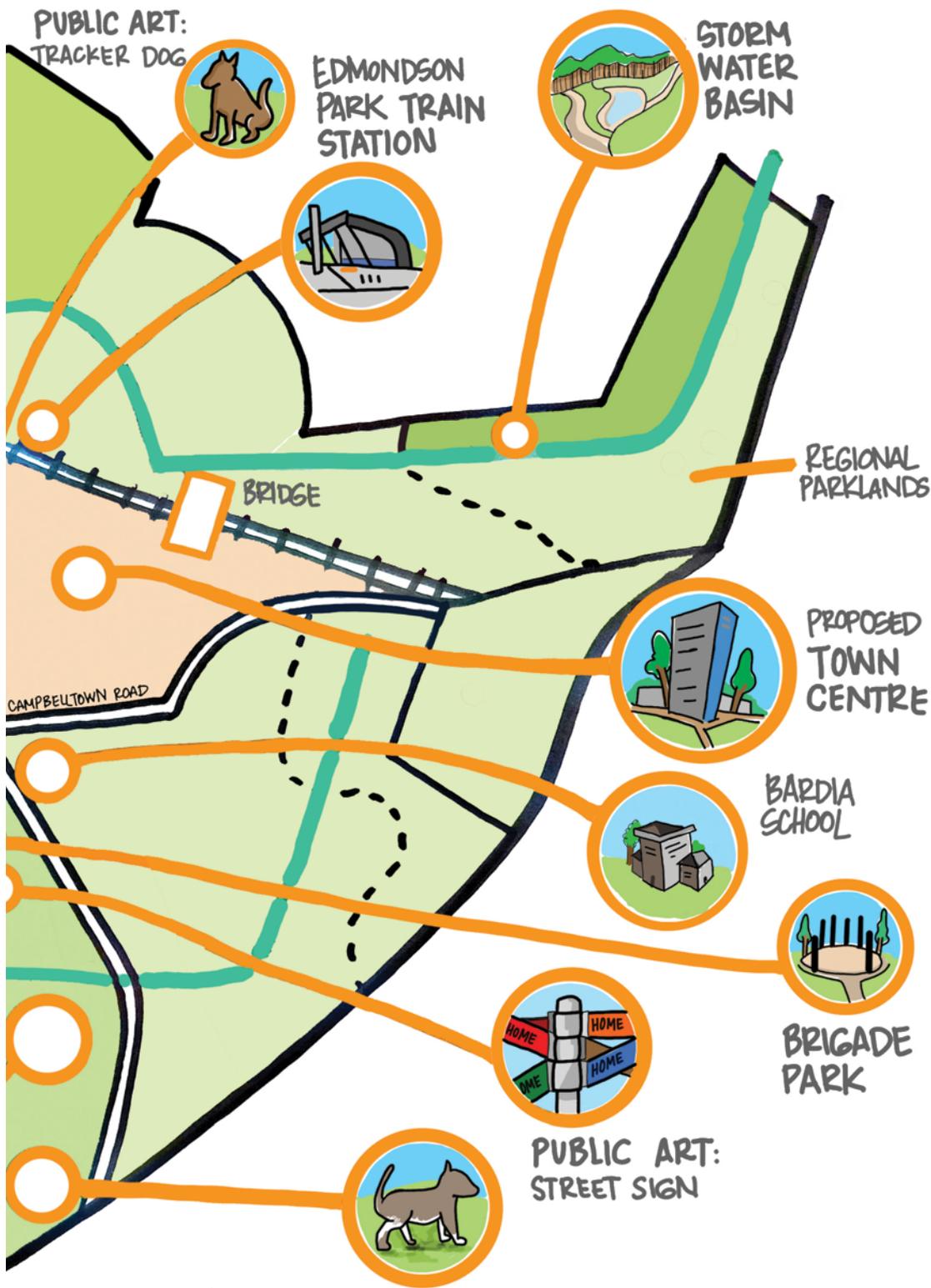


# Primary Subject Coverage

	STAGE 1		STAGE 2			STAGE 3					
	LESSON 1: The past in the present	LESSON 2: Getting around – now and then	LESSON 1: Who lived here first and how do we know?	LESSON 2: How has our community changed?	LESSON 3: Commemoration	LESSON 1: How did colonial settlement change the local area? How do we know?	LESSON 2: Who and what were the significant people and events of the Edmondson Park area?	LESSON 3: Making the locality – why is our suburb named Edmondson Park?	LESSON 4: Making the locality – site study: Ingleburn Heritage Precinct	LESSON 5: How has the local area changed in recent times? Why has it changed?	LESSON 6: Planning Edmondson Park
Geographical enquiry	•		•	•		•	•	•	•	•	•
ICT		•								•	
Global dimension		•	•		•		•	•			•
Sustainability and citizenship		•	•	•	•	•	•	•	•	•	•
Fieldwork					•				•		•
Map work	•	•	•						•	•	
English			•							•	
Mathematics										•	
Science		•		•		•					•
Creative arts	•				•						
History		•	•	•	•	•	•	•	•	•	•
Design and technology			•							•	

# EDMONDSON PARK.





- KEY:**
-  GREEN CORRIDOR TRAIL
  -  CREEK TRAIL
  -  LANDMARK



# STAGE 1 Lesson 1: The past in the present

## Syllabus links

### History Stage 1

- The past in the present

### Geography Stage 1

- Features of Places

## Target outcomes

### History

A student:

- identifies and describes significant people, events, places and sites in the local community **HT1-2**
- demonstrates skills of historical inquiry and communication **HT1-4**

### Geography

A student:

- describes features of places and connections people have with places **GE1-1**
- identifies ways in which people interact with and care for places **GE1-2**

## Key inquiry questions

### History

- Our place: Where is it?
- What does it look like?
- Did it always look this way?
- What aspects of the past can you see today?
- What do they tell us?
- What remains of the past are important to the local community? Why?

### Geography

- What are the features of and activities in places?
- How can we care for places?
- How can spaces within a place be used for different purposes?

## Key concepts

### Historical concepts

- Continuity and change

### Geographical concepts

- Place

## Learning across the curriculum links

- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability.

## Lesson focus

In this learning sequence, students explore the location and features of their local environment, what it looks like today and what it looked like in the past. They examine aspects of the past that can be seen today through images of local heritage landmarks including Aboriginal sites, and consider what they tell us about the past.

## Requirements for this lesson

- Interactive whiteboard and internet connection.
- Printed copies of **Activity Sheets 1** and **2**.
- A simplified digital or wall map of the local area and printed copies for students.
- Printed or digital images of natural and built features in the local area: new houses and apartments, shops, railway.
- Printed or digital images of local heritage landmarks. Good images are available at <http://www.campbelltown.nsw.gov.au/RAC/AboutCampbelltown/Heritage/HeritageitemsinCampbelltown>
- 2–3 metre length of fabric, tempera paint and spray bottle for stencil activity.

## Background information for teachers

Edmondson Park is one of the newest suburbs in South West Sydney. It lies between the cities of Liverpool and Campbelltown and is only 45 kilometres from the Central Business District of Sydney. Edmondson Park is planned to be a model modern suburb with a projected population of 25,000 by the middle of the 21st century.

Like most places, Edmondson Park has many layers of history.

The suburb was created on the site of the Ingleburn Army Base, the first purpose-built army training site in Australia. For more than half a century, from 1939 to 1998, thousands of recruits, men and women, received their basic training and further specialised training at Ingleburn for active service overseas or as part of their National Service. Many who trained at the base went on to serve overseas in conflicts such as World War II, the Korean War and the Vietnam War. The Bardia Barracks gateway and the buildings of the Ingleburn Military Heritage Precinct are reminders of these times.

### Timeline of our Local Area

c. 40 000 years ago	Aboriginal peoples occupying the area.
1809	Settlement of the Cumberland Plain.
1814	Farms at Liverpool – wheat and sheep.
1816	'War' on Aboriginal peoples. First land grant to James Meehan called 'Macquarie Fields'.
1817	Macquarie built road from Sydney to Liverpool and Campbelltown called 'the Great Southern Road'. Charles Parker given a land grant.
1819	Early settlers included Henry Kitching, Robert Bostock, Charles Throsby, Simon Lord, Daniel Cubbitt, William Lilly.
1822	Greater part of Campbelltown district explored and cultivated.
1838–1840	Drought and Depression. Large farms subdivided into smaller farms.
1856	Railway reaches Liverpool.
1860	Railway reaches Campbelltown.
1860s	Cleared land further west. Main crops include dairy, timber, fruit and wine.
1887	Childrens' home founded for 'neglected children'.
1939–1945	Ingleburn Defence Site built for World War II and training of army personnel.
1951–1959	Army battalions trained for the Korean War and National Service Training. Ingleburn Village built.
1960–1973	Army personnel trained for the Vietnam War. Conscientious objectors and anti-Vietnam War rallies.
1973–1998	Training of army reserves.
1990	92 hectares sold to Landcom.
1997	Barracks building demolished – others removed or vacated.
1999	Kitchen/dining room and other mess buildings removed.
2000	Ingleburn Defence Site vacated.
2002	Military Heritage Precinct established.

<http://www.liverpool.nsw.gov.au/council/the-liverpool-area/history-of-liverpool/liverpool-timeline>

Before Ingleburn Army Base was established, most of the area was used for farming. People of British background and from countries such as Italy, Germany, Malta, Russia and Yugoslavia had dairy farms, grew fruit trees, grape vines and vegetables and kept poultry. Ingleburn was the closest town and for the first half of the 20th century it had its own council, and later it merged with Campbelltown Council. Some of the farm land was subdivided into new residential estates. Ingleburn Railway Station, Ingleburn Community Hall and the main building of Hurlstone Agricultural School are reminders of these times.

**FIGURE 1**



*The gates of Bardia Barracks, now Ingleburn Military Heritage Precinct are of heritage significance because they mark the entry point to the first purpose-built military training camp built during World War II.*

**FIGURE 2**



*Ingleburn Council Chambers, Ingleburn Road, Ingleburn c.1936. The town of Ingleburn was established in 1885. By 1896 it had its own municipal council. It merged with Campbelltown in 1948. Campbelltown City Library, Local Studies Collection (file 000/000419).*

The first Europeans to live in the area arrived in 1809 when four retired soldiers were given land grants and the area became known as 'Soldier Flat'. Soon, other settlers, ex-convict and free, were given land grants or purchased land in the area. Farmers grew wheat, corn and barley and raised cattle, sheep, pigs and horses. Wealthier landholders had hundreds of hectares and built fine houses such as Denham Court, built in the 1830s. Those on smaller properties built modest houses out of timber, most which have not survived. As the population increased, villages grew into towns. Some public and private buildings from these times are still standing. In Liverpool, St Luke's Church and the TAFE, which was originally built as a hospital, both date from the 1820s. In Campbelltown, the two-storey houses in Queen Street were built in the 1840s.

For thousands of years before the British arrived, Aboriginal people have lived in the South West Sydney area. Dharawal (Tharawal), Darug and Gundungara people belonged to and cared for adjoining territories, and often interacted. The environment would have been different then, with clean creeks and rivers and plenty of bushland and native animals and plants to provide food. Evidence of early Aboriginal times can be found in remaining pockets of undisturbed bushland and in Dharawal National Park and the Cubbitch Barta National Estate Area, formerly Holsworthy Army Base, where there are hundreds of artworks, campsites and tool-making sites. In Aboriginal families, knowledge has been passed on from generation to generation. So there are Aboriginal people living in the area today who have knowledge of what life was like for their ancestors in the early days, and how it changed after the British came.

## Lesson steps

### Step 1: Our place – where is it and what does it look like?

#### Map study

- Use Google Earth to show students a satellite image of the local area. Zoom in on the school and other identifiable features to help orient them to the map.
- Display a digital or wall map of the same area and explain, at a level appropriate for the students in the class, some of the basic conventions of mapping, such as direction, scale and distance.
- Describe the features of the map, such as streets, rail line, parks, bushland etc. Issue printed copies of **Activity Sheet 1: Our place – where is it and what does it look like?** to pairs or small groups. Have them mark north, south, east and west on the borders of the map.
- Display images of natural and built features of the local area, such as the school, the railway station, shopping centre, parks. Ask students to identify the places shown. Ask who has been to these places. Use stickers or markers to locate the places on the class map. Students do the same on their maps.
- On the class map, shade different areas, such as commercial, residential and recreational. Students do the same shading on their maps and create a key/legend, perhaps using the terms 'SHOPS', 'HOUSING', 'PARKS'.
- Use Google Maps to show students a larger scale map to see where the local area 'fits' in the bigger picture. Ask students 'Who has been to Campbelltown, Liverpool, Camden, Parramatta or Sydney?' Ask students to identify which direction each place is from the local area.

## Step 2: What features of the past can we see today?

### Group picture study

- Display images of local heritage sites without explaining what they are, and ask students if the places shown were built or made in the present or the past (today or the 'olden days'). Suitable images may be downloaded from the web links listed at the end of this lesson.
- Explain that these are heritage places. Heritage places are important to look after because they help us to remember and understand the past and think about what it would have been like to live then.
- Teacher models close observation of an image, using a form of the 'See, Think, Wonder' Visible Thinking routine.
  - What do I see in this picture?
  - How do I know it's from the past?
  - I wonder what it would have been like to live back then?
- Students work in groups to select and observe one image using the 'See, Think, Wonder' routine. Groups show their image and report back to the class on how they think life might have been different then, compared to today.

## Step 3: What features of the past are important to the local community?

- Explain to students that in older towns, such as Campbelltown and Liverpool, there are libraries, museums and historical societies that keep documents, photographs and objects from the past. They help us understand the history of the town and the area around it and what it would have been like to live there at different times in the past.
- Show students images from the Liverpool Regional Museum website or the Campbelltown and Airds Historical Society website.

## Step 4: Aboriginal heritage

- Explain to students that although there are some Aboriginal heritage objects in museums, much of the evidence of their heritage from early times is found in the landscape, such as campsites, paintings in rock shelters, stone tools and tool-making sites. Explain that before new suburbs are developed, or new train lines built, such as the South West Rail Link, archaeologists work with local Aboriginal people to look for evidence of earlier Aboriginal life.

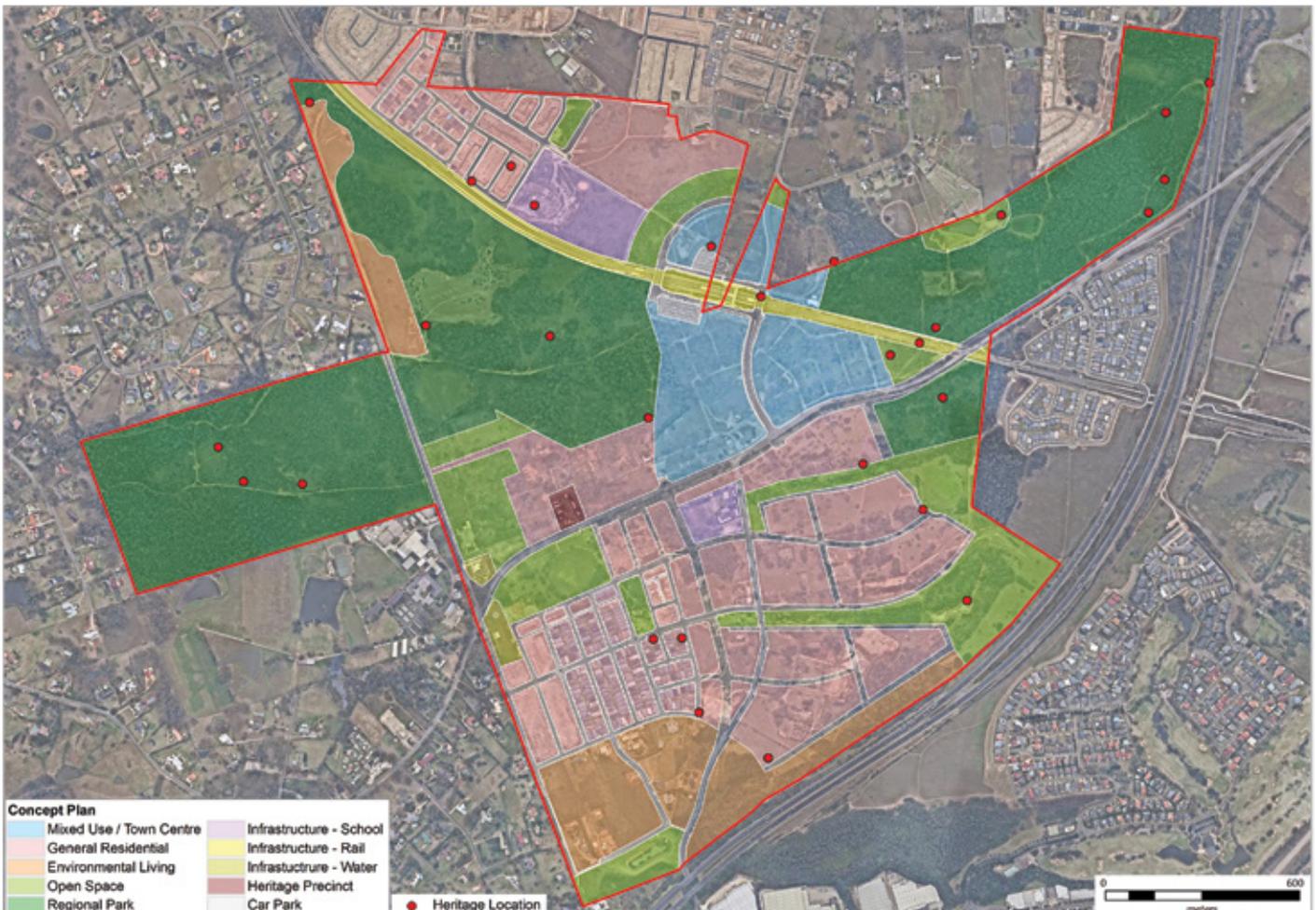
**FIGURE 3**



*When any new development is being planned archaeologists work with local Aboriginal people to look for evidence of earlier Aboriginal life, and determine appropriate ways to protect Aboriginal heritage sites and items.*

- Explain that even though most of the local area has been cleared, farmed or built upon in the past, there are still places where Aboriginal sites can be found, often in areas of undisturbed bushland. Important sites that are found can be protected and objects such as stone tools can be sent to museums. Local Aboriginal people help make these decisions.
- Display the map showing the location of Aboriginal heritage sites found in the Edmondson Park South area, and explain that by being included in proposed parkland many of these will be protected.

FIGURE 4



Nearmap image: 29 April 2016

Map of Edmondson Park South showing sites where evidence has been found of past Aboriginal activity and occupation. Edmondson Park South Part 3A Concept Plan Assessment: Environmental Assessment Report: Aboriginal Cultural Heritage Assessment Report 2010, Fig. 5, p36. Kelleher Nightingale Consulting, Archaeological and Heritage Management.

- Explain that searches in the Cubbitch Barta National Estate Area (the former Holsworthy Army Base) have found more than 500 Aboriginal sites, including art works, campsites and tool-making sites and stone tools. Dharawal National Park is another place with many Aboriginal sites.
- Use Google Earth to show students the Cubbitch Barta National Estate Area (the former Holsworthy Army Base) and Dharawal National Park and explain that in these places Aboriginal heritage sites are highly valued both by Aboriginal people and non-Aboriginal people for the glimpses they provide into Aboriginal culture and history.

- Display images of Aboriginal rock stencils. A Google Images search will yield plenty of examples. A good place to start is with images of the Red Hands Cave situated in the Blue Mountains at [www.nationalparks.nsw.gov.au](http://www.nationalparks.nsw.gov.au).
- Explain that Aboriginal people sometimes decorated rock shelters with this kind of art that often depicted events, hands, native animals, hunting and domestic tools, and spirits from the Dreaming. Explain these stencils were done by spraying a mixture of ochre and water onto either an object or image placed against the stone.
- Follow the instructions on [Activity Sheet 2: Native animal stencils](#) to create individual animal stencils and/or a class stencil.

### Step 5: Military heritage

- Display images of the Bardia Barracks Gateway at Ingleburn Military Heritage Precinct. Explain to students the role of the Ingleburn Army Base in Australia's history. See Teachers' Background Notes for a brief overview. Explain that the Precinct is a monument to all the people who trained there and who went from there into wars.
- Display the Bardia Public School sign and explain to students that the school is named 'Bardia' after a famous battle in World War II in which Australian soldiers from the Ingleburn Army Base fought and were victorious.
- Set the students a 'treasure hunt' in the school grounds, library and online to see if they can find out:
  - when the school began
  - why it was built
  - what the school's name was before it was called Bardia Public School and when was the name changed.

### Step 6: Who cares for heritage places?

- Ask students who they think looks after monuments, museums and old buildings and why people take care of them. Explain that some people are paid to look after heritage places but some people volunteer to help. They are all interested in preserving aspects of our past.

## Assessment

- Any of the individual, pair or group activities in this lesson could be used for formative assessment and feedback on students' demonstration of target outcomes.

## Extension activities

### Guest speaker

- Invite a volunteer from a museum, historical society, heritage place or a National Parks and Wildlife Services Officer to tell students about the work they do and why they do it. Try to ensure that speakers bring images or objects to illustrate their talk. Before the talk, instruct students on the protocols of listening to a guest speaker, of asking questions and thanking the speaker at the conclusion of the session. A role play would help prepare students for the event.

## Image timeline

- If past school photographs are available, students could compile a timeline of photographs of students from their school. They could comment on the changes they see over time, for example in the number of children in classes, the clothing worn by students and teachers etc.

## References: websites and resources

### **Campbelltown and Airs Historical Society.**

The Society's website has a wonderful range of documentary and pictorial sources and information organised under headings such as 'Places-People', 'Campbelltown Stories' and 'Looking Back'.

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

### **Campbelltown's Aboriginal History.**

This easy-to-read online pamphlet was produced in consultation with the Tharawal Local Aboriginal Land Council and the Campbelltown Aboriginal Community Reference Group.

<http://www.campbelltown.nsw.gov.au/RSF/ServicesandFacilities/CommunityServicesandPrograms/Programssuitableforyou/AboriginalandTorresStraitIslander/OurAboriginalHistory>

<http://www.campbelltown.nsw.gov.au/RAC/AboutCampbelltown/History/Aboriginalhistory>

### **Dharawal National Park.**

<http://www.nationalparks.nsw.gov.au/visit-a-park/parks/Dharawal-National-Park>

*Edmondson Park South Part 3A Concept Plan Assessment: Environmental Assessment Report: Aboriginal Cultural Heritage Assessment Report 2010.*

[http://majorprojects.planning.nsw.gov.au/index.pl?action=view\\_job&job\\_id=3970%20](http://majorprojects.planning.nsw.gov.au/index.pl?action=view_job&job_id=3970%20)

### **Heritage items in Campbelltown.**

Sites are grouped under suburb and feature clear images and brief historical notes for each one.

<http://www.campbelltown.nsw.gov.au/RAC/AboutCampbelltown/Heritage/HeritageitemsinCampbelltown>

[HeritageitemsinCampbelltown](http://www.campbelltown.nsw.gov.au/RAC/AboutCampbelltown/Heritage/HeritageitemsinCampbelltown)

### **History of Ingleburn.**

<http://www.campbelltown.nsw.gov.au/RAC/AboutCampbelltown/History/Historyofoursuburbs/HistoryofIngleburn>

[HistoryofIngleburn](http://www.campbelltown.nsw.gov.au/RAC/AboutCampbelltown/History/Historyofoursuburbs/HistoryofIngleburn)

### **Ingleburn Military Heritage Precinct and Mont St Quentin Oval, NSW Environment & Heritage.**

<http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?ID=5060333>

### **Liverpool Regional Museum.**

The Museum has a range of online exhibitions that provide very useful historical background for Liverpool specifically and South West Sydney generally. The online exhibitions 'Collingwood', and 'Stories of Liverpool' have a wealth of documentary and pictorial sources and information.

<http://www.liverpool.nsw.gov.au/services/liverpool-regional-museum>



# STAGE 1 Lesson 1: Activity Sheet 1

## Our place – where is it and what does it look like?

Working as a class and then in pairs or small groups students:

1. Mark north, south, east and west on the borders of the map.
2. Mark in or highlight important places such as parks, schools, shops, houses, railway station/s).
3. Shade in areas where locals live, do business and use for recreational purposes.





## STAGE 1 Lesson 1: Activity Sheet 2

### Native animal stencils

#### Equipment

- 2–3 metre length of paper or fabric
- Tempera paint diluted 50/50 with water
- Spray bottle.

#### Steps

Examine examples of Aboriginal rock stencils so you understand what you are aiming for.

Aboriginal people made stencils by filling their mouths with a mixture of ochre and water, and then spraying it over the object which had been placed against a rock.

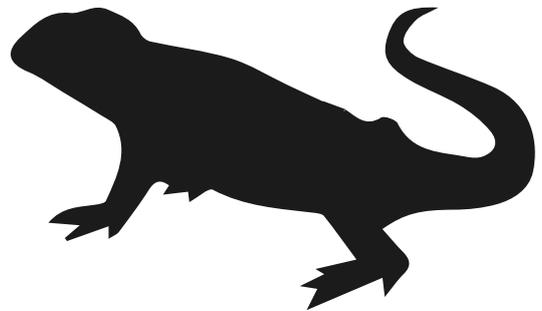
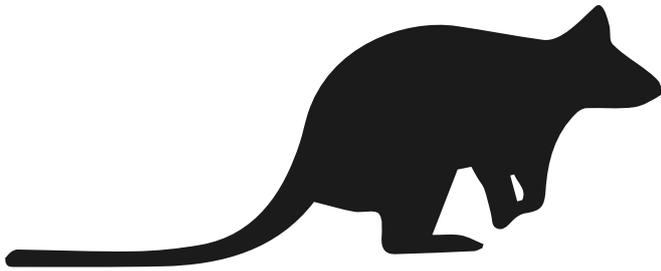
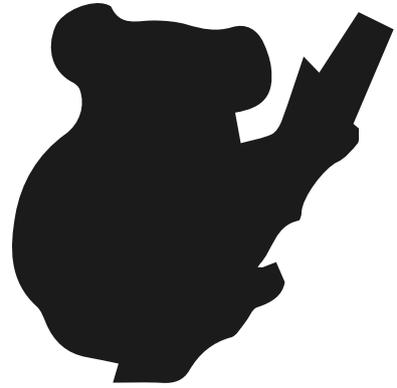
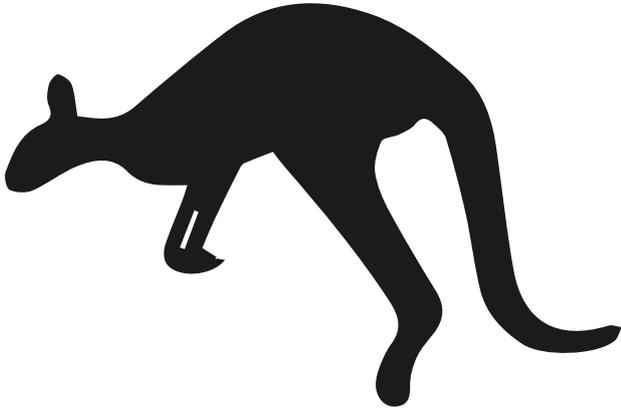
Use the following method to create your native animal stencil:

1. Either draw or use photographs of animals native to South West Sydney.
2. Cut your image/s out.
3. To create an individual stencil place your cut-out animal silhouette on either paper or fabric.
4. For a class stencil, arrange cut-outs on a length of firm paper or fabric.
5. Add diluted tempera paint to a spray bottle.
6. Squirt lightly around each silhouette. Let it dry thoroughly.
7. Remove cut-outs.

#### Tips

Black, white or yellow paint looks good against cream or ochre coloured paper or fabric.

Below are some examples of South West Sydney native animals:  
kangaroo, koala, brush-tailed rock-wallaby, flying fox, parrot and blue-tongued lizard.





# STAGE 1 Lesson 2: Getting around – now and then

## Syllabus links

### History Stage 1

- The Past in the Present

This lesson focuses on historical content and concepts.

## Target outcomes

### History

A student:

- describes the effects of changing technology on people's lives over time HT1-3

## Key inquiry questions

### History

- How have changes in technology, particularly transport, shaped our daily lives and the environment in which we live?

## Key concepts

### Historical concepts

- Continuity and change

## Learning across the curriculum links

- Critical and creative thinking

## Lesson focus

In this lesson students explore how changes in technology have affected community life, in particular in the area of transport. Students categorise and sequence different forms of transport and describe changes over time. They compare train travel of the past with travelling today on the South West Rail Link.

Note: Teachers may wish to devote a lesson prior to this one, focussing on changing technology in the home. Using a range of sources, ideally including objects that can be handled in the classroom, students could compare how simple domestic tasks are done today with how they would have been done in the past, especially before the introduction of electricity.

## Requirements for the lesson

- Interactive whiteboard and internet connection.
- Printed or digital images of various forms of transport over time. (See References: website and resources list.)
- Printed or digital image of the painting '*Bailed Up*' by Tom Roberts.
- Printed copies of [Activity Sheets 1, 2 and 3](#).

## Background information for teachers

Aboriginal Australians walked wherever they wanted to go on land, and on water, they used rafts or canoes made from reeds, bark or dug-out trees. The most common canoe used in and around the Sydney region was made from bark, like the one used by Pemulwuy. (See References: website and resources for details.)

When the British first arrived in Australia they, too walked from place to place. Only seven horses arrived with the First Fleet, but over time the horse population increased through both imports from other countries and through breeding. Horses became more affordable, but were still too expensive for most people. They were used mainly as saddle horses or carriage horses.

Before trains and cars appeared, horse drawn carriages (or coaches) were the main form of wheeled transport. In the 1850s the Cobb and Co. Coach Company transported mail and passengers and their luggage within Victoria. They expanded into New South Wales and Queensland and by the 1860s they had 6000 horses working each day.

FIGURE 1



*'The Church at Camden' shows a horse-drawn carriage making its way along the main street, Kerry & Co., 1884–1917. Tyrell Collection Powerhouse Museum (85/1284-51).*

FIGURE 2



*A group of people and a horse team hauling telegraph poles, possibly in Ingleburn. Teams of horses were used to move large loads around the country before the arrival of motorised transport. Date unknown. Campbelltown and Airds Historical Society.*

The journey was faster than walking, but it was uncomfortable because the roads were rough and the coaches had wooden wheels. There was also the danger of bushrangers. For transporting bulkier goods, such as timber, bales of wool, furniture and machinery, teams of horses or oxen pulled large wagons.

Steam trains appeared in the South West Sydney region in the 1850s. Railway stations were opened at Liverpool in 1856 and Campbelltown in 1858. Early carriages were made of timber and first class carriages were handsomely furnished. Red painted metal carriages, known as ‘red rattlers’ were used on the Sydney lines for more than 60 years, until stainless steel double decker carriages replaced them in the 1970s. Trains also transported parcels and mail, and goods trains (or freight trains) transported goods such as timber, coal, cement, machinery and livestock.

**FIGURE 3**



*Ingleburn Railway Station was opened in the late-19th century as an extension of the Liverpool to Campbelltown line. It was used by passengers and for the transportation of freight in and out of South West Sydney. Date unknown. Local Studies Collection, Campbelltown City Library (file003809).*

From the 1860s onward, bicycles became a popular form of transport. They were lightweight and affordable. Some of the early models, such as the penny-farthing, were awkward to manage, but developments in design and the use of new materials such as rubber tyres made bicycles easier and more comfortable to ride. In towns they were used to deliver mail. As well as being a cheap and efficient way of getting around, cycling became a popular leisure activity for men and women.

Cars appeared in Australia in the early years of the 20th century, with most imported from overseas. These early cars were not as powerful or as safe as today's cars but they quickly became popular among those who could afford them. Petrol-driven engines were also used in buses and trucks, so people and goods could be transported more quickly than with horse-drawn vehicles.

The first powered flight was in 1910 and by 1920, Qantas was established in northern Australia. Aeroplanes provided the quickest way of covering the vast distances of outback Australia and soon planes were carrying not only passengers and mail, but providing medical and search and rescue services. As technology improved, planes could fly longer distances, and by the late-1930s, passengers could fly from Sydney to England in four days, much faster than the six weeks it took by sea.

## Lesson steps

### Step 1: Class survey

- Ask students how they got to school today, by what form of transport. Record answers and numbers on a retrieval chart. Ask students what form of transport they have used when they have gone on holidays. Add this information to the chart. Ask students if there are any other forms of transport they have used – add these to the chart. Have students tally the numbers and jointly construct one or two sentences, describing the types of transport most commonly used by students in the class.

### Step 2: Transport bingo

- Display a set of images of modern forms of transport: bicycle, car, bus, train, helicopter, tinnie (or rowboat), passenger ship, passenger plane. Use **Activity Sheet 1: Transport bingo** to play the game.

### Step 3: Picture study

- Provide students with printed or digital images of different forms of transport from the past (around 100 years ago) for example: Reference list for web links to these images:
  - Queen Street Campbelltown
  - Horse-drawn omnibus
  - Ingleburn's first car
  - Horse-drawn wagon.

FIGURE 4



Queen Street Campbelltown c.1900. Note the Town Hall on the left and shops and houses on the right. Gaslight had just arrived. Campbelltown and Airds Historical Society Inc (Image PHO0394) photographer PC Marlow.

- Encourage students to look closely by modelling with the image of Queen Street Campbelltown, from around 1900, using the ‘See, Think, Wonder’ Visible Thinking routine:
  - **See:** Ask students to observe the buildings, the lighting, the road surface and the different forms of transport.
  - **Think:** Ask them to think about the picture, when it was taken (day, for example work day or weekend and time of day), where it was taken from, and what is going on in the picture.
  - **Wonder:** Ask students what this picture makes them wonder about the past, for example what it might have been like to live in those times.
- Divide class into three groups, assign copies of one picture to each group. Students work in their groups to apply the ‘See, Think, Wonder’ routine. Groups show their picture and share their observations with the class.
- As a class, students watch and work through the National Museum’s Flash Interactive on the Cobb and Co. coach. (See References: websites and resources list.)
- Show students ‘*Bailed Up*’, the painting by Tom Roberts. Ask students what they think is happening in the picture. Encourage deeper thinking by allowing ‘think time’ before taking their answers, then asking ‘What makes you say that?’ when they offer a response. Once again, encourage observation skills by asking what the light, landscape and clothing suggest about the time of year and time of day. The quality of the saddle horses and the guns should identify the bushrangers. Point out to students that hold-ups were a hazard of coach travel in colonial times.

#### Step 4: Make a judgement

- Pose the question ‘Was transport in the past better than today’s transport?’ Using images b, c and d, ask students to think about the advantages and disadvantages of the types of transport shown in the pictures. You might ask them to consider things such as safety, comfort, cost, speed, number of people transported and anything else they find interesting. Use a ‘Pluses, Minuses and Interesting Things’ (PMI) chart to record their responses.
- Students complete **Activity Sheet 2: Old and new forms of transport** by drawing the type of transport used today that has replaced the forms shown in the pictures.

#### Step 5: Trains – now and then, continuity and change

- Ask students about their experience of train travel. Where did they catch the train? Did many other people catch the same train? Was it air conditioned, were there enough seats? Did they feel safe?
- Explain that in Sydney, more than one million people catch a train each working day. This helps prevent traffic jams and reduces pollution by keeping a lot of cars off the road.
- Explain that trains have been around for more than 150 years. They were a safe way to move a lot of people and they took less time than horse-drawn transport, especially over long distances. Over time, trains have changed, from steam power to electric power and from wooden carriages to metal carriages.

- Show students the YouTube clip of steam trains, *Scenes from forgotten films* (2.25 minutes) and ask them what they noticed about the trains. Explain that burning coal produced steam power. Behind the engine was a tender that carried the coal that the fireman shovelled into the fire box to produce the steam to drive the engine. The smoke produced could be very dirty and sometimes sparks from the smoke caused fires. The red carriages were called ‘red rattlers’ because they were very noisy for passengers.
- Show students the YouTube clip *Your New South West Rail Link* (3.12 minutes) and ask them to discuss in pairs or small groups what similarities and differences they noticed about the new trains compared to the older trains.
- Groups report back to class. Class jointly constructs a brief report about how some features of trains have remained the same and some features have changed.

## Step 6: Mapping the South West Rail Link

- Using the map outline on **Activity Sheet 3: Mapping the South West Rail Link** students colour the main southern rail line in one colour, then use a different shade to colour the South West Rail Link. Students use a third colour for the new stations at Leppington and Edmondson Park and a symbol of their own design to indicate the bridges and the tunnel. Guide students to construct a legend/key using their own colours and symbols.

## Assessment

- Any of the individual, pair or group activities in this lesson could be used for formative assessment and feedback on students’ demonstration of target outcomes.
- A sorting of printed or digital images could be used to assess students’ understanding of change and continuity in relation to transport over time.

## Extension activities

- Students could construct an illustrated timeline, hard copy or digital, showing developments in transport, in general or in a particular field, for example rail, air, road or sea.
- Students could construct a collage, one half with images of different forms of transport today, the other half with images of different forms of transport from the past.
- More independent learners could look for information about other forms of transport used in Australia in the past, for example camels or riverboats.

## References: websites and resources

Aboriginal canoes.

<http://www.sl.nsw.gov.au/events/exhibitions/2006/eora/images/s11.html>

<http://dictionaryofsydney.org/image/110425>

<http://www.nla.gov.au/apps/cdview/?pi=nla.pic-an2962715-s17-v>

‘Bailed Up’ by Tom Roberts.

<http://www.artgallery.nsw.gov.au/collection/works/833/>

Cobb & Co. – An Australian transport icon.

<http://www.australia.gov.au/about-australia/australian-story/cobb-and-co>

Cobb and Co. Coach Flash Interactive.

<http://www.nma.gov.au/engage-learn/schools/classroom-resources/multimedia/interactives/cobb-and-co-coach>

Concept map of New South West Rail link

<http://www.transport.nsw.gov.au/sites/default/files/b2b/projects/swrl-extension-map.pdf>

Horse-drawn omnibus.

<https://collection.maas.museum/search?q=horse%20drawn%20omnibus>

Horse-drawn wagon.

<http://www.powerhousemuseum.com/ecologic/resources/changing-landscapes/transport/wheat-off-to-market-a-purpose-built-wagon/>

Ingleburn's first car.

<http://campbelltown-library.blogspot.com.au/2011/11/ingleburns-first-car.html>

National Museum of Australia.

[http://www.nma.gov.au/history/categories/vehicles\\_and\\_transport](http://www.nma.gov.au/history/categories/vehicles_and_transport)

Powerhouse Museum.

[http://www.powerhousemuseum.com/collection/database/theme,1791,On\\_the\\_Move:\\_a\\_history\\_of\\_transport\\_in\\_Australia\\_by\\_Margaret\\_Simpson](http://www.powerhousemuseum.com/collection/database/theme,1791,On_the_Move:_a_history_of_transport_in_Australia_by_Margaret_Simpson)

Queen Street Campbelltown.

<http://www.caahs.com.au/growth-early-1900s-b.html>

Your New South West Rail Link [Duration: 3.12 minutes]

<https://www.youtube.com/watch?v=HoDWnZyhNFY>

Steam trains: Scenes from forgotten films [Duration: 2.25 minutes]

<https://www.youtube.com/watch?v=QGG9f78IAbs>



# STAGE 1 Lesson 2: Activity Sheet 1

## Transport bingo

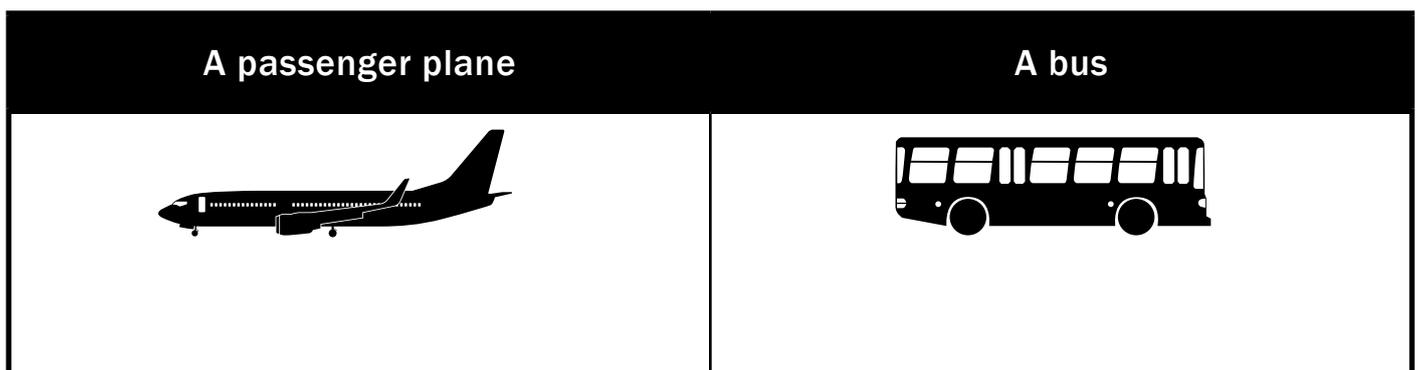
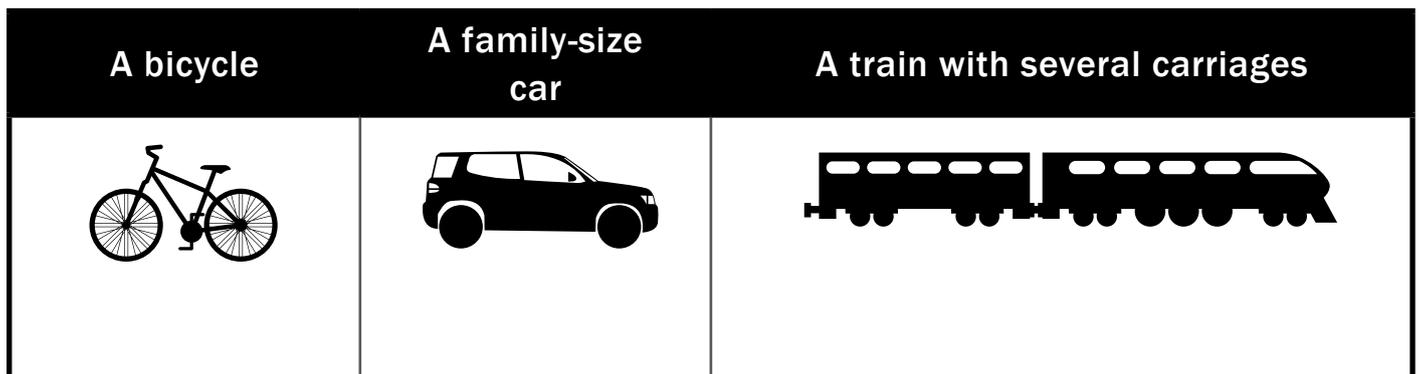
### Equipment

Teacher reads the following questions, one at a time.

To answer the questions, students circle the relevant images [and write the question number].

When all the images have been circled [and numbered], students call out 'transport bingo'.

1. Which form of road transport uses muscle power instead of petrol?
2. Which two forms of transport travel on water?
3. Which form of air transport is sometimes used to rescue people?
4. Which form of air transport carries the most people?
5. Which form of road transport carries the most people?
6. Which form of transport travels on special rails?





## STAGE 1 Lesson 2: Activity Sheet 2

### Old and new forms of transport

#### Instructions

In the second column draw the forms of transport used today that have replaced the old forms of transport.

#### 1. Horse-drawn omnibus



*Horse-drawn omnibus George Street Sydney, Kerry & Co., 1898. Tyrell Collection, Powerhouse (85/1284-2127)*

#### 2. Ingleburn's first car



*Ingleburn's first car 1913. The Wells family at Jaclyn Park in their Model T Ford*  
<http://campbelltown-library.blogspot.com.au/2011/11/ingleburns-first-car.html>

#### 3. Horse-drawn wagon



*Horse-drawn wagons Pyrmont Bridge, Sydney. Kerry & Co., 1892-1917. Tyrell Collection, Powerhouse (85/1284-2127)*



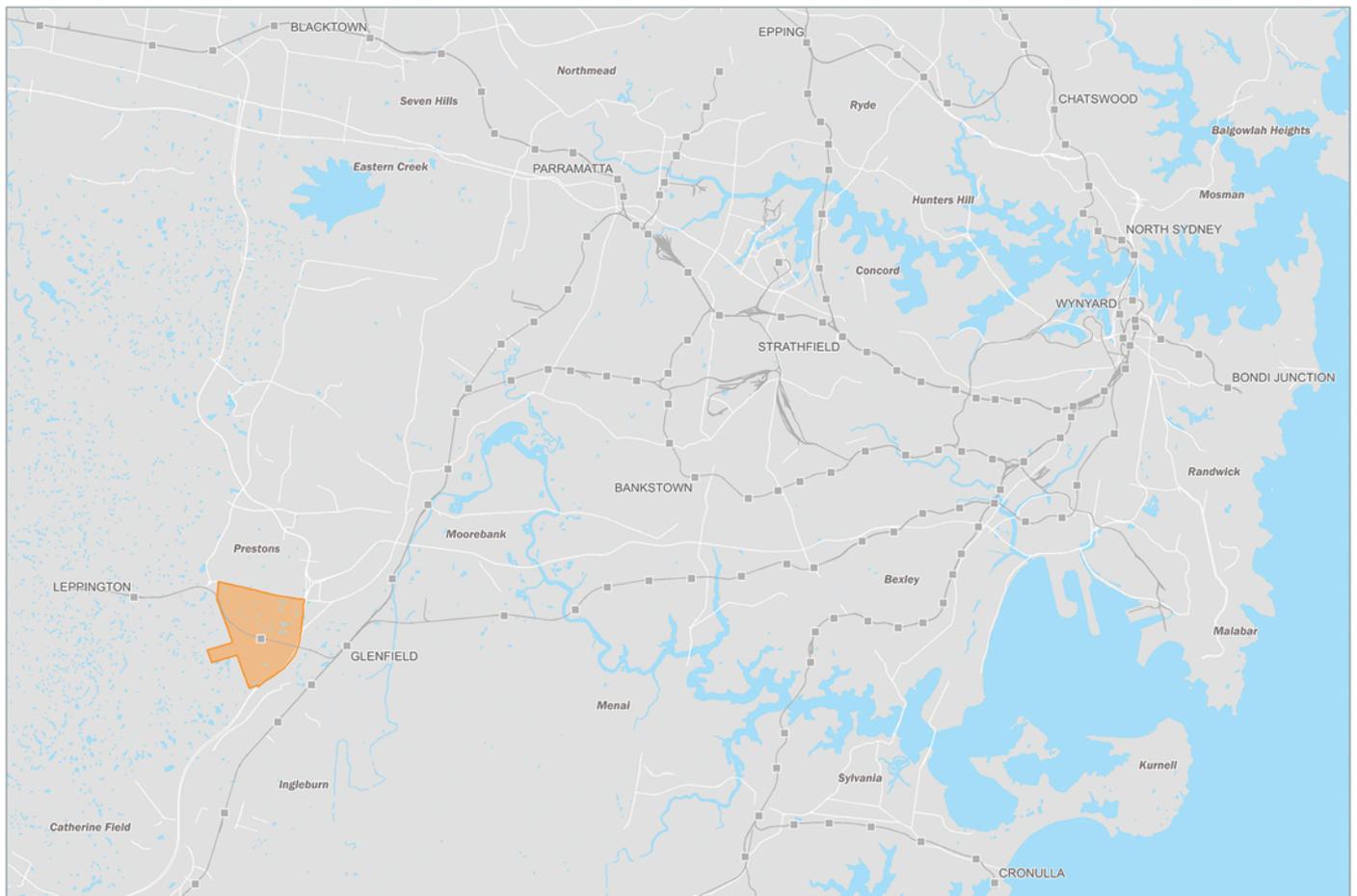
# STAGE 1 Lesson 2: Activity Sheet 3

## Mapping the South West Rail Link

### Instructions:

- Colour the main southern rail line in one colour.
- Use a different shade to colour the South West Rail Link.
- Use a third colour for the new stations at Leppington and Edmondson Park.
- List the major roadways through which the rail line passes.
- Do you think there may be bridges and tunnels along the route? Why?

## SOUTH WEST RAIL LINK



Source: UrbanGrowth NSW

### LEGEND



# STAGE 2 Lesson 1: Who lived here first and how do we know?

## Syllabus links

### History Stage 2

- The Past in the Present

### Geography Stage 2

- Features of Places

## Target outcomes

### History

A student:

- describes and explains how significant individuals, groups and events contributed to change in the local community over time **HT2-2**

### Geography

A student:

- examines features and characteristics of places and environments **GE2-1**

## Key inquiry questions

### History

- Who lived in South West Sydney first and how do we know?

### Geography

- How do people's perceptions about places influence their views about the protection of places?

## Key concepts

### Historical concepts

- Source and evidence

### Geographical concepts

- Place

## Learning across the curriculum links

- Aboriginal histories and cultures
- Sustainability

## Lesson focus

In this lesson students explore what 'country' and 'place' mean for the Dharawal people of the South West Sydney region by investigating and responding to the questions 'Who lived here first?' and 'How do we know?'

## Requirements for the lesson

- Interactive whiteboard and internet connection.
- A Dharawal Dreaming story (available in print or online).
- Printed copies of **Activity Sheets 1, 2, 3** and **4**.

## Background information for teachers

The three asterisked sites in the References: websites and resources list at the end of this lesson are easily accessible and provide good background information for teachers for this learning sequence.

## Lesson steps

### Step 1: Who lived here first? Aboriginal Australia

- Display the Australian Institute of Aboriginal and Torres Strait Islander Studies map of Aboriginal Australia available at <http://aiatsis.gov.au/explore/articles/aboriginal-australia-map>. This map shows the large number of Aboriginal nations that existed when the British arrived in 1788. Many of these nations had distinctive languages and customs.
- Explain that in 1788, Aboriginal people lived across Australia in different environments – some on islands, while others lived along coasts and rivers, in rainforests, woodlands and deserts, and on mountains. Each environments required Aboriginal people to develop unique skills and knowledge to manage their particular ‘place’.
- Zoom in to display the various language groups of New South Wales. Now focus on the South West Sydney region. While in the main this was Dharawal territory, it was also the site where Aboriginal people from a number of different language groups met including the Dharug and Gandangarra.
- Explain that Aboriginal people lived in clans comprising 40–60 people. A clan was a community of related families who belonged to a particular country, and were its custodians and responsible for its management.
- Some suburbs in Sydney’s South West and on the south coast are named after Aboriginal clans. Provide students with examples – Cabramatta takes its name from the Cabrogal (a clan of the Dharug), while Illawarra takes its name from the Dharawal people of Wollongong. Ask students if they know of any towns with Aboriginal names.

FIGURE 1



‘Australian Aborigines Cabramatta Tribe,’ P.H.F. Phelps c.1840–1849. State Library of New South Wales (a1429007/DL PX 58, 7)

## Step 2: Aboriginal people and country

- Explain that Aboriginal people believed they belonged to the land, rather than the land belonging to them. Aboriginal people often called the land 'mother' because it provided sustenance. As custodians of country they cared for their land and sacred sites. Caring involved special ceremonies and management techniques to keep the land and animals that lived off it healthy and bountiful.
- Explain that because of their special relationship with the land, Aboriginal people felt a kinship with the natural world. For them, all of nature is related – the land, animals, plants and people. Everyone had a plant or animal as a spirit brother or sister, sometimes called a totem. People had an individual totem and a clan totem. Totems were often shown in art. The lyrebird was a Dharawal totem.

FIGURE 2



*The Lyrebird was a Dharawal totem. Australian Museum*

- Explain that Dreaming stories tell of the time when sky, land, and sea were created and everything in them. Dreaming stories also explain how people should behave toward the natural world and toward each other. These stories were passed on from generation to generation, in ways that everyone could understand, from the youngest to the oldest.
- Show *Migadan* – a Dharawal Dreaming story that explains why there are no fish in the Bargo River. The story delivers a strong didactic message about looking after and managing the environment, and correct behaviour. Available at <https://youtu.be/9DxOkT0aeww>
- Students complete **Activity Sheet 1: Summary of a Dreamtime story** to summarise the main features of the story.
- Show film clip in which Aunty Beryl Carmichael explains what the Dreaming means to Aboriginal people. Available at <http://www.abc.net.au/tv/makingaustralia/educationextras/episode-four/clip-three.htm>

### Step 3: How do we know who lived here first?

- **Groups discuss and report.** Working in small groups, students discuss how we know that Aboriginal people were here in 1788. Groups record ideas and share with the class. Teacher retains lists to compare with final activity.
- **People.** Explain that Aboriginal people living today are a major source of information about life in the past. Stories, handed down from generation to generation, tell what life was like for Aboriginal people and how it changed after the arrival of the British.
- **Language.** Explain that Aboriginal languages are also passed down, and although a language may not be completely remembered and spoken, words often are.
- Students complete **Activity Sheet 2: Aboriginal words in English** – a puzzle based on Aboriginal words that are now part of Australian English.
- Listen to *Advance Australia Fair* sung in the Dharawal language.  
[http://dharug.dalang.com.au/Dharug/plugin\\_wiki/pages\\_by\\_tag/29/advance\\_australia\\_fair\\_in\\_dharawal](http://dharug.dalang.com.au/Dharug/plugin_wiki/pages_by_tag/29/advance_australia_fair_in_dharawal)
- **Accounts by people at the time.** Explain that there are ‘eyewitness’ accounts of what life was like for Aboriginal people when early settlers moved onto Aboriginal land in South West Sydney. Some, like Charles Throsby wrote letters that described life and voiced concerns about the treatment of local Aboriginal people. Others made drawings or paintings of what they saw, such as Edward Close’s image of Aboriginal people camped on Charles Throsby’s property at Glenfield. There are also photographic images recording the Dharawal people who sought refuge at John Macarthur’s property at Camden.
- Display on the smartboard the painting ‘View in Port Jackson’ painted by Richard Cleavelly in 1789, only one year after the arrival of the First Fleet. Available at <http://dictionaryofsydney.org/image/110425>. Ask students to take their time and look closely. What details can they see about the people, their equipment and the environment?
- Access the paintings of Aboriginal people by the convict artist Joseph Lycett, from *The Lycett Album*, available at <http://www.nla.gov.au/sites/default/files/thelycettalbum.pdf>. The colour plates are toward the end of the album and show Aboriginal people hunting, fishing and involved in ceremonial activities, many of which would have been common in Dharawal country. However, Lycett’s images of Aboriginal life were probably painted around the Newcastle area, not in Sydney’s South West. Working in small groups, students examine three of the paintings and write down what they learn from them about Aboriginal life and the environment. Using **Activity Sheet 3: First contact – observational skills**. Groups share findings.
- **Aboriginal sites and places.** Explain that different types of sites provide different data about Aboriginal life in the past. Rock engravings of animal tracks record the various species of animals that were hunted. Grinding grooves on rocks show where stone axe-heads and other tools were made. Middens provide evidence about what food people ate. Images of sites in the Sydney region can be found at <http://www.aboriginalheritage.org/wp-content/uploads/Aboriginal-Sites-Awareness7.pdf>. Images of Aboriginal sites in Dharawal National Park can be found at <http://www.nationalparks.nsw.gov.au/visit-a-park/parks/Dharawal-National-Park>

- **Archaeological records.** Ask students what they think archaeologists do. Explain that archaeologists examine thousands of Aboriginal sites around Australia, including deposits in caves and rock shelters, camp sites and burial sites. They use scientific methods such as radiocarbon dating to find out the age of sites. In the Blue Mountains there are sites that date to more than 20 000 years ago and sites in Dharawal country have been dated to more than 8000 years ago. Compare the age of these sites with others elsewhere in the world.
- Display the map showing Aboriginal sites in the Sydney region – available at <http://dictionaryofsydney.org/item/81015>. Explain the key which identifies the various types of Aboriginal sites displayed.
- Explain that the objects found by archaeologists and the paintings and descriptions made by early British observers are all *sources* that provide *evidence* about how Aboriginal people lived. Students complete **Activity Sheet 4: How do we know about the Aboriginal people who were here in 1788?** by linking sources and evidence.
- Use the information on **Activity Sheet 4: How do we know about the Aboriginal people who were here in 1788?** to summarise how we know about the Dharawal people who were living here when the British arrived. Allow students to compare this with the lists they created at the beginning of the lesson.
- Read with students ‘What is Aboriginal cultural heritage?’ from the NSW Office of Environment and Heritage website, explaining words and phrases as required. <http://www.environment.nsw.gov.au/licences/ACHregulation.htm> Have students explain in writing why Aboriginal cultural heritage should be protected.

## Assessment

- Any of the individual, pair or group activities in this lesson could be used for formative assessment and feedback on students’ demonstration of target outcomes.
- A summative assessment activity could ask students to assemble a gallery of images of five different Aboriginal sites in the Sydney region with a brief explanation of what each site tells us about how Aboriginal people lived.

## Extension activities

- Work in pairs or groups to create a dictionary of 50 words in Dharawal and English. The words should be arranged in at least four categories, for example animals, insects, body parts, plants, weapons, tools and equipment, greetings.
- Borrow from the Australian Museum *Museum in a Box – Living on the Land* which contains a range of facsimile artefacts resources, information and activities. You need to book months in advance. See <http://australianmuseum.net.au/museum-in-a-box> for booking details.

## References: websites and resources

Aboriginal archaeological sites recorded in the Sydney region up to 2001  
<http://dictionaryofsydney.org/item/81015>

Aboriginal Sites Awareness  
<http://www.aboriginalheritage.org/wp-content/uploads/Aboriginal-Sites-Awareness7.pdf>

AIATSIS Map of Aboriginal Australia  
<http://aiatsis.gov.au/explore/articles/aboriginal-australia-map>

Australian Museum, *Museum in a Box – Living on the Land*  
<http://australianmuseum.net.au/museum-in-a-box>

Campbelltown's Aboriginal History\*  
<http://www.campbelltown.nsw.gov.au/RSF/ServicesandFacilities/CommunityServicesandPrograms/Programssuitableforyou/AboriginalandTorresStraitIslander/OurAboriginalHistory>  
<http://www.campbelltown.nsw.gov.au/RAC/AboutCampbelltown/History/Aboriginalhistory>

*D'harawal Dreaming Stories: Stories my mother told me*, Frances Bodkin  
<http://dharawalstories.com/stories/>

*D'harawal Dreaming Stories*, compiled by Frances Bodkin, illustrated by Lorraine Robertson, Envirobook, Sussex Inlet, 2013.

Dharawal: The story of the Dharawal speaking people of Southern Sydney\*  
<https://lha.uow.edu.au/content/groups/public/@web/@lha/documents/doc/uow162226.pdf>

Dharawal Dalang, a website for teaching and learning the Dharawal language  
[http://dharug.dalang.com.au/Dharug/plugin\\_wiki/](http://dharug.dalang.com.au/Dharug/plugin_wiki/)

Dharawal National Park  
<http://www.nationalparks.nsw.gov.au/visit-a-park/parks/Dharawal-National-Park>

History of our Suburbs: Holsworthy's Aboriginal Heritage\*  
[http://www.liverpool.nsw.gov.au/\\_\\_data/assets/pdf\\_file/0015/5217/021492.2007-001-History-of-our-Suburbs-Holsworthy-Aboriginal-Heritage-Fact-Sheet.pdf](http://www.liverpool.nsw.gov.au/__data/assets/pdf_file/0015/5217/021492.2007-001-History-of-our-Suburbs-Holsworthy-Aboriginal-Heritage-Fact-Sheet.pdf)

Protection of Aboriginal Cultural heritage  
<http://www.environment.nsw.gov.au/licences/ACHregulation.htm>

The Making of Modern Australia, Education Extras Episode 4: 'Aunty Beryl Carmichael talks about the Dreaming', ABC TV  
<http://www.abc.net.au/tv/makingaustralia/educationextras/episode-four/clip-three.htm>



# STAGE 2 Lesson 1: Activity Sheet 1

## Summary of a Dreaming story

Students read, listen to or view a Dreaming story, then describe the important features of the story.

The title of the story: \_\_\_\_\_  
\_\_\_\_\_

Where the story comes from (language group or place): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe two or three of the main characters in the story: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the main events in the story: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the main message of the story (what it teaches us): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## STAGE 2 Lesson 1: Activity Sheet 2

### Aboriginal words in English

- Find the words that are listed.
- Write a sentence about one of the birds in the puzzle.
- Write a sentence about two Australian animals in the puzzle.
- Write a sentence about Aboriginal life using three words from the puzzle.
- Which letters of the alphabet do not appear in the puzzle?

C	D	K	O	O	K	A	B	U	R	R	A
U	K	A	R	A	E	M	U	Q	W	O	C
R	O	N	U	L	L	A	D	U	A	T	O
R	A	G	A	L	A	H	G	O	L	W	R
A	L	A	K	Y	L	I	E	L	L	O	R
W	A	R	A	T	A	H	R	L	A	M	O
O	C	O	O	E	E	C	I	O	B	B	B
N	Y	O	K	D	I	N	G	O	Y	A	O
G	A	G	O	A	N	N	A	W	A	T	R
A	B	B	O	O	M	E	R	A	N	G	E
L	B	I	L	L	A	B	O	N	G	N	E
P	Y	D	I	D	G	E	R	I	D	O	O

billabong  
boomerang  
budgerigar  
corroboree  
currawong  
cooe  
didgeridoo

dingo  
galah  
goanna  
kangaroo  
kookaburra  
koala  
kylie

nulla  
quoll  
wallaby  
waratah  
wombat  
wonga  
yabby



## STAGE 2 Lesson 1: Activity Sheet 3

### First contact – observation skills

Name of painting \_\_\_\_\_

What does the painting show about Aboriginal life, activities and the environment?

---

---

---

Name of painting \_\_\_\_\_

What does the painting show about Aboriginal life, activities and the environment?

---

---

---

Name of painting \_\_\_\_\_

What does the painting show about Aboriginal life, activities and the environment?

---

---

---

FIGURE 3



*'Aborigines resting by a campfire near the mouth of the Hunter River, Newcastle, New South Wales,' Joseph Lycett, 1817. National Library of Australia. pic-an2962715-s15.*

FIGURE 4



*'Aborigines hunting water birds in the marshes,' Joseph Lycett, 1817. National Library of Australia. pic-an2962715-s21.*

FIGURE 5



*'Corroboree,' Joseph Lycett, 1817. National Library of Australia.*



## STAGE 2 Lesson 1: Activity Sheet 4

### How do we know about the Aboriginal people who were here in 1788?

Working in pairs, complete the following activity:

- In Column 1 list the **sources** that tell us something about the people who were here when the British arrived in 1788.
- In Column 2 list the **evidence** or types of information these sources provide

Column 1 Source	Column 2 Evidence (Information)

#### Extension activity

- Identify examples of the sources in Column 1 that can be found in the South West Sydney region.



# STAGE 2 Lesson 2: How has our community changed?

## Syllabus links

### History Stage 2

- Community and remembrance

### Geography Stage 2

- Places are similar and different

## Target outcomes

### History

A student:

- describes and explains how significant individuals, groups and events contributed to changes in the local community over time **HT2-2**
- applies skills of historical inquiry and communication **HT2-5**

### Geography

A student:

- examines features and characteristics of places and environments **GE2-1**
- describes the ways people, places and environments interact **GE2-2**

## Key inquiry questions

### History

- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?

### Geography

- How does the environment support the lives of people and other living things?

## Key concepts

### Historical concepts

- Continuity and change
- Perspectives

### Geographical concepts

- Environment
- Native and introduced animals

## Lesson focus

In this lesson students will investigate changes to the local area over time and how changes in the population have resulted in changes to the environment. They will explore the different groups and individuals within the community who have contributed to change.

## Learning across the curriculum links

- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability

## Requirements for this lesson

- Interactive whiteboard and internet connection.
- Printed copies of **Activity Sheets 1, 2 and 3**.

## Background information for teachers

See Background information for teachers provided for **Stage 1 Lesson 1: The past in the present**.

More detailed information on the impact of contact in the South West Sydney region, see the article 'Before Camden, Settlement and Conflict', Camden Library: Local Studies <http://changingcamden.com/category/aboriginal-history/>

## Lesson steps

### Step 1: Review

- Review from previous lesson **Who lived here first and how do we know?** that the Dharawal (Tharawal) people lived in the South West Sydney region, with interaction from their neighbours, the Dharug and the Gundungara. All three languages were spoken in parts of the local area.
- Remind students that Aboriginal people gained everything they needed from their country: water, food, medicine, shelter, materials for art, tools and weapons, and that they had special places that were important to them as part of their Dreaming (spiritual beliefs).

### Step 2: Changes to the people: Contact and conflict

- Explain that the first change that took place in Dharawal country was the arrival of the white people. They did not understand the Dharawal people's relationship with their land. They believed the land belonged to the government. Governor Phillip and other governors gave land to British soldiers and settlers so they could grow crops and raise animals to help feed the growing colony.
- Explain that as the settlers cleared the bush, built houses and fences, planted crops and introduced new animals such as horses, cows, sheep and pigs, they had a serious impact on Dharawal people's lives.
- Ask students to think about how farming would have affected the way of life of the Dharawal.
- Point out that some settlers, such as Charles Throsby, were friendly with the Dharawal, but others were not. Some Dharawal people got along well with the newcomers, acting as guides for explorers and workers on farms. Others, such as Pemulwuy, resisted the invasion of their country and tried to get rid of the settlers.
- As more settlers moved into the area, clearing and fencing the land, some Aboriginal people reacted, attacking settlers and taking their food. The settlers retaliated and the violence escalated into a state of warfare. Governor Macquarie sent soldiers to round up *all* the Aboriginal people in the southern district, not just the hostile ones. The soldiers attacked a group of Dharawal at Appin and killed 14 of them, mostly women and children. After this incident, Dharawal people were more cautious in their interaction with the settlers. Some moved away, but most managed to keep some connection with their country.
- Students complete **Activity Sheet 1: Differing perspectives on events of early contact** to understand how these events were seen from the perspectives of the Dharawal and the settlers.
- In groups, students think about how conflict might have been avoided so that Dharawal and settlers could live together peacefully. Groups share their suggestions with the class.

Students access the websites of Campelltown and Liverpool Councils to find out how many Aboriginal people live in their areas today and how many Aboriginal organisations there are in the area.

- Invite a member of one of the local Aboriginal organisations to speak to the class about their organisation and the work they do.

### Step 3: Changes to the environment

- Use Google Earth to show students satellite images of the immediate local area, pointing out cleared land and remaining areas of bush land.
- Show students images of bush land and farm land and ask them to identify the differences.
- Explain that as the landscape changed from bushland to farmland once the settlers arrived, the animals that lived in the area also changed.
- Ask students to work in groups to suggest:
  - What *native* animals might have lived in the local area when it was bush land?
  - What *farm* animals were brought to the area by the settlers?
  - What animals were brought as *pets*?
  - What animals were brought for *sport*?
- Display images of local native animals such as koala, kookaburra, powerful owl, lyrebird, possum, swamp wallaby, echidna, quoll, New Holland mouse and broad-headed snake. The Australian Museum has excellent online images of animals of the Sydney region at [australianmuseum.net.au](http://australianmuseum.net.au)
- Have students identify each animal. Use a lucky dip for students to select a native animal. They investigate the animal, using library resources or reliable websites and complete an information report using the scaffold on [Activity Sheet 2: Information report scaffold](#).
- Students match labels to the native animals. Ask students if they have seen any of these animals around their place? If they have, ask where, if they have not, ask them why not?
- Explain that these animals were once common in the local area, before people came to clear the bush, farm the land and build houses and towns.
- Display images of farm animals that were introduced to the local area: cattle, horses, sheep, goats, pigs and hens. Students match labels to the farm animals.
- Display images of foxes and rabbits and explain that these were introduced to Australia as sport. In the early days hunting was a popular sport. Explain that unfortunately the number of foxes and rabbits rapidly increased and they became a huge problem for the environment. The rabbits competed with native animals for grass and the foxes hunted native animals to eat.
- Display images of cats and dogs. Explain that while they are kept in their yards, cats and dogs are not a problem. However, if they escape into the bush, they can become a serious problem because they kill native animals. Explain why it is so important to keep cats and dogs in the yard and not let them go into the bush or to prowl around at night.
- Explain that in places like national parks, native animals are protected. Students watch *Behind the News*, 'Endangered Koalas': <http://www.abc.net.au/btn/story/s2744194.htm> and use the problem solving routine on [Activity Sheet 3: Problem solving – saving the endangered koala](#) to devise strategies to halt the decline in the number of koalas. This routine encourages students to think about a problem in an organised and reflective way. It is based on the routine developed by Robert J. Swartz and Sandra Parks (1994), *Infusing the Teaching of Critical and Creative Thinking into Content Instruction*.

- After viewing *Behind the News*, 'Endangered Koalas', students work in groups to discuss the following questions. You may need to allocate time limits for each step. Step 4 in the activity will take the most time and may require a 'pro' and 'con' scaffold for each possible solution considered. After completing their evaluation of their possible solutions, groups present their 'best' solution to the class.
- Use Google Earth again, to show students a wider canvas than just the local area. Point out the National Parks and Nature Reserves of the South West Sydney region. Explain that in these areas, native animals have a chance to survive.

## Assessment

- Any of the individual, pair or group activities in this lesson could be used for formative assessment and feedback on students' demonstration of target outcomes.
- A summative activity could ask students to complete 'before' and 'after' statements in relation to the local environment before and after the introduction of farming.
- A summative assessment activity could ask students to categorise animals in a list as native or introduced.

## Extension activities

- Investigate the work of WIRES (NSW Wildlife Information, Rescue and Education Inc). Prepare and deliver a presentation to the class about WIRES and invite a member of WIRES to speak to the class about the work they do.
- Find out what 'feral' animals are and investigate the problems caused by feral animals such as camels, donkeys, goats and pigs.

## References: websites and resources

'*Before Camden, Settlement and Conflict*', Camden Library: Local Studies  
<http://changingcamden.com/category/aboriginal-history/>

*Behind the News* on Endangered Koalas  
<http://www.abc.net.au/btn/story/s2744194.htm>

Native animals  
<http://www.environment.nsw.gov.au/animals/NativeAnimalFactSheetsByTitle.htm>  
<http://www.nationalparks.nsw.gov.au>

Office of Environment and Heritage: Saving our Species  
<http://www.environment.nsw.gov.au/savingourspecies/about.htm>

Wildlife of Sydney  
<http://australianmuseum.net.au/wildlife-of-sydney>



# STAGE 2 Lesson 2: Activity Sheet 1

## Differing perspectives on events in early contact

British perspective on the event


Clearing the bush  
for farming

Building fences

Introducing new plants  
and animals


Aboriginal perspective on the event



## STAGE 2 Lesson 2: Activity Sheet 2

### Information report scaffold

Name of your animal:	
Paragraph focus	Your paragraphs
<i>Classification</i> Where group of animals does it belong to?	
<i>Appearance</i> What does it look like?	
<i>Habitat</i> Where does it live?	
<i>Diet</i> What does it eat?	
<i>Reproduction</i> How does it reproduce?	
<i>The future</i> Is it in danger? If so, what are the threats?	
<i>References</i> What books or websites did you use to find your information?	

**FIGURE 1**



*Kookaburras are one of Australia's most iconic native birds.*

**FIGURE 2**



*Peron's tree frog – protected species. Photo taken in the Dharawal National Park. National Parks and Wildlife Service.*



## STAGE 2 Lesson 2: Activity Sheet 3

### Problem solving – saving the endangered koala

What is the problem? [Define]

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What has caused the problem? [Identify/Research.]

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What are possible solutions to the problem? [Brainstorm a range.]

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What would be the consequences for each of these solutions?  
[Evaluate the pros and cons of each solution.]

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What is the best solution to the problem?

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**FIGURE 3**



*The Koala lives in tall eucalypt forests and woodlands across eastern NSW.*



## STAGE 2 Lesson 3: Commemoration

### Syllabus links

#### History Stage 2

Community and remembrance

This lesson focuses on historical content and concepts.

### Target outcomes

#### History

A student:

- identifies celebrations and commemorations of significance in Australia and the world **HT2-1**
- applies skills of historical inquiry and communication **HT2-5**

### Key inquiry questions

#### History

- How and why do people choose to remember significant events of the past?

### Key concepts

#### Historical concepts

- Significance

## Lesson focus

In this lesson students explore the idea of commemoration and the different ways we remember events of the past. They focus on important Australian celebrations and commemorations, and discuss their origins and significance in society.

## Learning across the curriculum links

- Civics and citizenship.
- Continuity and change.

## Requirements for this lesson

- Interactive whiteboard and internet connection.
- Printed copies of **Activity Sheets 1, 2 and 3**.

## Background information for teachers

In the Australian calendar, a number of days throughout the year are marked for commemoration. These days are times to remember and think about events or issues that are important to our country. Australians from different cultural backgrounds also commemorate events that are important in the countries they or their families have come from. Some of these occasions, such as Chinese New Year, have become popular in our wider multicultural society.

There are different types of commemoration, from the sombre reflection of Anzac Day with its ritual services, to the national holiday that marks Australia Day. Various activities celebrate the diversity of Australian society on Harmony Day. Christmas Day, Mothers' Day and Fathers' Day are usually marked by the giving of gifts. Local commemorations, such as the Festival of Fisher's Ghost in Campbelltown, have a carnival atmosphere. Individuals, families, schools and communities have their own ways of commemorating events and issues that are important to them.

## Lesson steps

### Step 1: Birthdays

- Ask students to use **Activity Sheet 1: My birthday** to write down the date of their birthday, then draw and write about what usually happens on their birthday. Each student shares work with another student. Enter common words and images on the board. Students place their initials on their birthday on the class calendar.

### Step 2: Australia Day

- Ask students if they know on which day Australia celebrates its birthday? Confirm or correct their responses and enter Australia Day on the class calendar. Explain the background to Australia Day, as the day the First Fleet arrived in Sydney, on 26 January 1788, bringing convicts, soldiers and settlers to start a British colony.
- Explain that Australia Day is a national holiday, marked by parades, sporting activities and flying the Australian flag. Show students images of Australia Day celebrations from Google Images. Add Australia Day to the class calendar.

### Step 3: Forms of commemoration

- Show students the statue of Captain Arthur Phillip in Hyde Park Sydney. <http://monumentaustralia.org.au/themes/people/government---colonial/display/23146-governor-arthur-phillip/photo/5>
- Show students the painting, 'The Founding of Australia. By Capt. Arthur Phillip R.N. Sydney Cove, Jan. 26th 1788', painted by Algernon Talmage <http://acms.sl.nsw.gov.au/item/itemDetailPaged.aspx?itemID=404568#> Provide students with printed or digital copies and ask them to look closely at what is happening in the picture. A site that gives a detailed explanation of the features of the painting can be found in the Reference and Web link section at the end of this lesson.
- Explain that the artist was not present at this event in 1788. This image was painted almost 150 years later. Ask students which important group has been left out of the painting?

FIGURE 1



'The Founding of Australia. By Capt. Arthur Phillip R.N. Sydney Cove, Jan. 26th 1788'; Algernon Talmage. Library of New South Wales at <http://archival-classic.sl.nsw.gov.au/item/itemLarge.aspx?itemID=404568>.

## Step 4: Anzac Day

- Explain to students that Australians have been involved in many wars fought in other countries, and each year, on special days, we remember those who served, those who died and those who were affected by war. Ask if anyone knows the names of these days. Confirm or correct responses. (Anzac Day, 25 April and Remembrance Day, 11 November)
- Ask students what they know about Anzac Day. Show pictures of Anzac Day marches and ceremonies. Explain to students the features of an Anzac Day service and what they symbolise: the wreath-laying, the ode, the bugle playing the Last Post, the one minute's silence and the bugle playing Reveille. Add Anzac Day to the class calendar.
- Show students a picture of the Bardia Barracks Gate to the Ingleburn Military Heritage Precinct. Ask if anyone knows where it is or what it is. Explain that this is what is left of a large army camp where thousands of soldiers did their training before going off to war, including World War II, the Korean War and the Vietnam War. Some did not return.
- Show students the YouTube clip of Vic Watts, former soldier, talking about Ingleburn Army Camp, in the past and today: <https://www.youtube.com/watch?v=nNQyXP-t3cE>  
After watching the clip, students complete **Activity Sheet 2: Bardia Barracks – then and now**.
- Explain to students that there are many forms of commemoration. As well as statues, paintings, plaques and buildings, we commemorate people and events in the names of places. The suburb of Edmondson Park was named after an Australian soldier, John Hurst Edmondson, who was awarded the Victoria Cross for bravery in World War II. Bardia Public School was named after the place where Australians won a victory in North Africa. Some of the streets in the local area have been named after soldiers:
  - Soldiers Parade
  - Arthur Allen Drive named for Major General Arthur Samuel “Tubby” Allen first commanding officer of the 16<sup>th</sup> Infantry Brigade during World War II
  - Ingleburn privates Harold Burton and Frederick George Hollyoake
  - Private Raymond Alfred McGuire of Macquarie Fields.
- Visit with students the website of the Register of War Memorials in NSW which contains more than 2500 entries. A search by suburb or postcode will show the different types of memorials in the local area and surrounding towns.

## Step 5: Making symbols of remembrance

- Explain to students the symbolism of wearing rosemary on Anzac Day. Show students how to make buttonholes from sprigs of rosemary. Twist aluminium foil around the stem and insert a small safety pin. Students could make these for the school's Anzac Day ceremony. Students could also plant rosemary bushes in the school grounds to use for future Anzac Days.
- A red poppy is worn on Remembrance Day, 11 November, another day associated with remembering those affected by wars. Like Anzac Day it began with World War I, but has come to represent people affected by all wars. Instructions for making a crepe paper poppy can be found at: [https://www.awm.gov.au/sites/default/files/education/programs/prepost/PRIM\\_makePoppy.pdf](https://www.awm.gov.au/sites/default/files/education/programs/prepost/PRIM_makePoppy.pdf)

FIGURE 2



*Platoon Sergeant John Seabright Gambling (right) and Corporal John Hurst Edmondson (left) 2/17 Battalion in training camp, 1940. Edmondson was the first Australian soldier to be awarded the Victoria Cross in World War II. He died in action on 14 April 1941 at Tobruk.*

FIGURE 3



*A concrete soldier stands on a plinth labelled 'Lest We Forget' in the grounds of the Bardia Barracks, Ingleburn Military Heritage Precinct. The memorial commemorates all wars in which Australians have been involved. Now surrounded by rosemary plants, the memorial was relocated to the Ingleburn Military Heritage Precinct from Lakemba Returned Servicemen's Club in 2008. It was first unveiled in 1923.*

## Step 6: Harmony Day

- Explain to students that Australia is made up of people from all over the world. Aboriginal Australians have been here for thousands of years, but over the last 220 years, people from more than 200 countries have come to live in Australia. Since the end of World War II, more than 7 million migrants have made Australia their home. Harmony Day, held on 21 March each year, celebrates this cultural diversity. Enter Harmony Day on the class calendar.
- Play the YouTube clip of young Australians talking about their cultural background. <http://www.harmony.gov.au/get-involved/schools/> Ask students what they know of their cultural background. On a class world map, draw or use wool or string to make connections between the countries students mention and Australia.
- List the 10 most commonly spoken languages in Australia and ask students to find out how to say 'hello' in each language. Make colourful 'hello' cards for the classroom wall. Make a Harmony Day paper doll chain from instructions provided on the Harmony Day website.

## Step 7: Research

- Students complete **Activity Sheet 3: Commemorations and celebrations** using library or online resources to research other days that are celebrated or commemorated in Australia and the local area, and in other countries. Students could be allocated an appropriate number of days according to their ability and could work individually or in pairs.
- Once they have completed their research, students enter the special days on the class calendar.

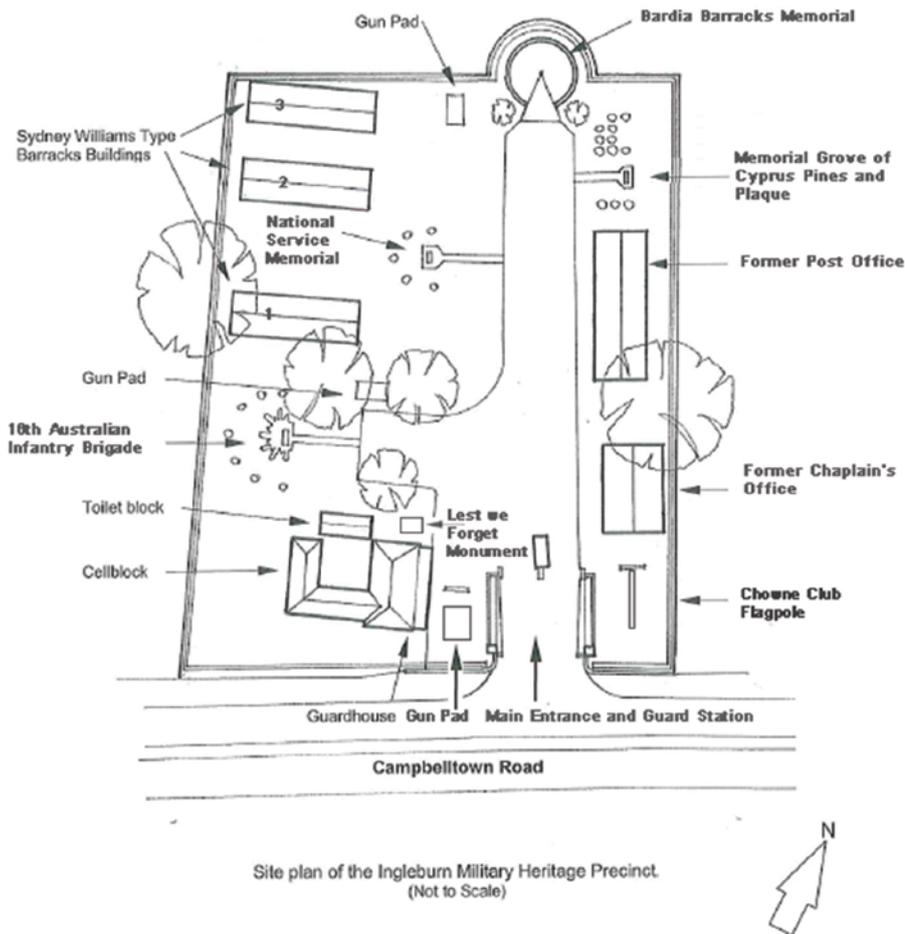
## Assessment

- Any of the individual, pair or group activities in this lesson could be used for formative assessment and feedback on students' demonstration of target outcomes.

## Extension activities

- Conduct a class or school survey on languages spoken by students and teachers at the school.
- Prepare a display or presentation for grade or school assembly on the background and significance of particular days of commemoration throughout the year.
- Site visit. Materials covered in this lesson provide excellent background information and support for a visit to the Ingleburn Military Heritage Precinct to explore the various ways in which the nation has commemorated Australia's involvement in overseas theatres of war both during and after World War II. The students' visit to the Precinct may take the form of a walking tour. Using the plan of the Ingleburn Military Heritage Precinct below, students:
  - visit each memorial featured on the map
  - record the conflict/s associated with each memorial
  - match these with the days set aside in the New South Wales calendar to commemorate the involvement of all who served Australia in conflicts and peacekeeping operations, and who undertook their training at Ingleburn Army Camp. For a list and explanation of these commemorative days, and their significance, refer to Veterans Affairs NSW at <http://veterans.nsw.gov.au/commemoration-days/>

FIGURE 4



*Plan of Ingleburn Military Heritage Precinct showing the position of memorials commemorating Australia's involvement in overseas conflicts during and after World War II.*

Ingleburn Military Heritage Precinct including Mont St Quentin Oval Heritage Interpretation Strategy, Fig.4, p.30, City Plan Services for UrbanGrowth NSW.

## References: websites and resources

Edmondson Park Update: Heritage Precinct – Vic Watts, former soldier, talking about Ingleburn Army Base

<https://www.youtube.com/watch?v=nNQyXP-t3cE>

'The Founding of Australia. By Capt. Arthur Phillip R.N. Sydney Cove, Jan. 26th 1788' – Details of features of the painting and supporting sources

[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/terra\\_australis/education/australia\\_day/aust\\_day\\_sources\\_text.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/terra_australis/education/australia_day/aust_day_sources_text.html)

Harmony Day website and activities

<http://www.harmony.gov.au/>

<http://www.harmony.gov.au/wp-content/uploads/2016/11/paper-chain.pdf>

'The Founding of Australia. By Capt. Arthur Phillip R.N. Sydney Cove, Jan. 26th 1788'

<http://www.sl.nsw.gov.au/blogs/blog-post-monday-26-january-2015>

Make your own poppy

[https://www.awm.gov.au/sites/default/files/education/programs/prepost/PRIM\\_makePoppy.pdf](https://www.awm.gov.au/sites/default/files/education/programs/prepost/PRIM_makePoppy.pdf)

Register of War Memorials in NSW

<https://www.warmemorialsregister.nsw.gov.au/>

Statue of Governor Phillip

<http://monumentaaustralia.org.au/themes/people/government---colonial/display/23146-governor-arthur-phillip/photo/5>



# STAGE 2 Lesson 3: Activity Sheet 1

## My birthday

### Instructions:

- Write the date of your birthday
- Use words and pictures to show what usually happens on your birthday.

### Pictures that show what happens on my birthday


### Words that describe what happens on my birthday



## STAGE 2 Lesson 3: Activity Sheet 2

### Bardia Barracks – then and now

View YouTube clip of Vic Watts, former soldier, talking about Ingleburn Army Camp in the past and today.

The main features of what remains of the Camp today are listed in the ‘now’ column. Use information from Vic Watt’s talk to fill in the ‘then’ column.

Then and Now	
Then (Ingleburn Army Camp)	Now [Bardia Barracks and Ingleburn Military Heritage Precinct]
	Entrance gates
	Guard house
	Cell block
	Former military post office
	Former Chaplain’s office
	3 Huts
	5 Memorials
	Mont St Quentin Oval (across the road opposite the entrance gates)



## STAGE 2 Lesson 3: Activity Sheet 3

### Research commemorations and celebrations

Research one or more of the days from the list below and answer the following questions.

1. Name and date of the day (or days if it is a longer period).
2. Why is this day commemorated or celebrated?
3. For which group or groups is this day important?
4. What activities are usually carried out on this day?

**Anzac Day**  
**April Fool's Day**  
**Australia Day**  
**Buddha's Birthday**  
**Chinese New Year**  
**Christmas Day**  
**Clean Up Australia Day**  
**Diwali**  
**Environment Day**  
**Father's Day**  
**Halloween**  
**Harmony Day**  
**Hanukkah**  
**Holi**  
**Korean War Day**  
**Labour Day**  
**Mother's Day**  
**National Tree Day**  
**New Year's Day**  
**Oktoberfest**  
**Ramadan**  
**Remembrance Day**  
**St Patrick's Day**  
**Thanksgiving**  
**Valentine's Day**  
**Victory in the Pacific Day**  
**Vietnam Veterans Day**  
**World Refugee Day**



# STAGE 3 Lesson 1: How did colonial settlement change the local area? How do we know?

## Syllabus links

### History Stage 3

- The Australian Colonies
- Australia as a Nation

### Geography Stage 1

- Factors that Shape Places

## Target outcomes

### History

A student:

- describes and explains the significance of people, groups, places & events to the development of Australia **HT3-1**
- identifies change & continuity & describes the causes and effects of change on Australian society **HT3-3**
- applies a variety of skills of historical inquiry and communication **HT3-5**

### Geography

A student:

- describes the diverse features & characteristics of places and environments **GE3-1**
- explains interactions & connections between people, places & environments **GE3-2**
- acquires, processes & communicates geographical information using geographical tools for inquiry **GE3-4**

## Key inquiry questions

### History

- What do we know about the lives of people in Australia's colonial past and how do we know?
- What were the significant events and who were the significant people that shaped Australian colonies?

### Geography

- How did people and environments influence one another?
- How do people influence places and the management of spaces within them?

## Key concepts

### Historical concepts

- Change and continuity
- Cause and effect

### Geographical concepts

- Place
- Space
- Environment
- Interconnection

## Lesson focus

In this lesson, students examine the early history of the local area and the various sources that tell us about its history. They engage with the question: 'How do we know?' and explore the concepts of change and continuity, environments and interconnections.

## Learning across the curriculum links

- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability
- Intercultural understanding
- Difference and diversity.

In this lesson, both History and Geography outcomes are included. Not all activities need to be attempted. Teachers should choose relevant activities that suit their students' interests and abilities.

## Requirements for the lesson

- Interactive whiteboard and internet connection.
- Printed or digital images of the early local area of Liverpool and Campbelltown, including photographs of the scarred tree, Denham Court, the milestone, a local gravestone, St Mary the Virgin Chapel and other early photographs of the local area.
- Printed **Activity Sheets 1, 2, 3** and **4**.

## Background information for teachers

### Early History of the Edmondson Park area

A number of archaeological surveys have been completed in the Edmondson Park area locating evidence of Aboriginal occupation, including artefact 'scatters' and scarred trees. However, finds have been small because of the ongoing clearance of land for agriculture, and for the construction of roads and housing. Rock shelters, artefact scatters, grinding grooves and scarred trees have been located in the Campbelltown and Holsworthy areas. Bull Cave at Kentlyn is one of the most historically important rock art sites in the Sydney region, featuring images created in red ochre of large animals that look like bulls. Drawn by Aboriginal people soon after 1788, it is believed these large animals are representations of cattle that escaped from Sydney in the early days of the colony and found their way to Cowpastures.

The local Aboriginal peoples, the Tharawal/Dharawal, Gandangara and Dharug, were among the first Aboriginal groups to be affected by European settlement through the introduction of disease and the loss of land and cultural sites as settlers spread into Sydney's South West.

**FIGURE 1**



*Liverpool New South Wales painted by Joseph Lycett c. 1824. By the 1820s large tracts of land around Liverpool had been cleared and were under cultivation. Aboriginal people lost food sources and cultural sites. Image taken from Views of Australia published by J. Souter, London, 1824. State Library of Victoria at <http://handle.slv.vic.gov.au/10381/129728>*

Governor Macquarie founded Liverpool in 1810. Convicts were kept there to provide local labour for settlers who farmed the land to feed the rapidly growing colony. However, farming was difficult, due to poor soil and the scarcity of water. With the spread of settlement in the region, clashes between settlers and Aboriginal peoples increased. Governor Macquarie ordered a reprisal against local Aboriginal people after clashes with settlers in 1816. Fourteen Aboriginal people were killed by government troops as a result at Appin on 17 April 1816. This event has become known as the Appin Massacre.

Not all settlers were opposed to Aboriginal peoples in the area. Individuals like Charles Throsby at Glenfield Park were aware of their poor treatment and the impact that European settlement was having on traditional ways of life. Another early settler Richard Sadleir wrote to the Governor of New South Wales in 1838: 'The natives ought to be compensated out of the land fund and the land being their property until usurped by us'. There were still Aboriginal people in the area in the 1830s and in 1850, more than 100 Aboriginal people attended Aboriginal ceremonies at Camden Park and Denham Court.

## Lesson steps

### Step 1: Timeline of our local area

- Students recall local Aboriginal history introduced in **Stage 2**. How long did Aboriginal people live in the local area? What evidence is left of the local Aboriginal people? Teacher exposition about Aboriginal archaeological finds in the area and early history. How would the arrival of the first settlers and the clearing of the land for farming affect the local Aboriginal people? Students discuss and complete **Activity Sheet 1: How did early European settlement affect the local Aboriginal people?**
- Students then examine the provided timeline of the local area. Using a scale 1 cm = 100 years, students calculate the distance representing Aboriginal ownership/settlement of the land compared to European settlement. The timeline is then drawn to scale and displayed in the classroom.

### Step 2: Sources and evidence

- What clues/sources would we look for as evidence of our early history? How do we know about our early history? Using **Activity Sheet 2: What do sources tell us about Edmondson Park and its surrounds?** students research library resources or the internet and suggest 5 historical sources that would provide evidence of early local history.
- Discuss their findings – (and include reference to old paintings, photographs, buildings, artefacts, written sources, maps, museum collections).
- Teacher shows the photograph of the scarred tree, Lycett's painting of Liverpool, photo of Denham Court, photo of the nearby milestone, St Mary the Virgin Church, local cemetery and old photographs of the area. Using **Activity Sheet 3: What do these sources tell us?** students note what these sources may tell us of the history of the local area.

### Step 3: Local names

- Explain that there are often clues to the history of a local area through street names. Students complete **Activity Sheet 4: Local street and place names** through research either using library resources or internet.

## Step 4: Population and housing statistics.

- Geographical and historical information may be gathered from a study of statistics. Distribute **Activity Sheet 5: Graphing historical statistics**. This Sheet provides the statistics for the population of Liverpool and the number of houses from census figures from 1848 to 1901. Students convert these figures into a comparative graph showing both population and number of houses for each census year. Students create a key/legend that shows both population and housing.
- Discuss with students whether they can provide any clues to the reasons for rapid growth of population. Did the railway line from Sydney to Liverpool in 1856 and on to Campbelltown in 1860 affect population? Is there a relationship between population and the number of houses? Have students calculate the average number of people per house through the years.
- Discuss the impact of the increasing population on the local area. When was the greatest population increase? Can this trend be explained?

## Step 5: Reflection

- What were the main effects of colonial settlement on the local Aboriginal community? Was it possible to have European and Aboriginal people both have use of the land?
- Are the poor environmental decisions made in the past still affecting us?

## Assessment

- Any of the individual, pair or group activities in this lesson could be used for formative assessment and feedback on students' demonstration of target outcomes.

## Extension activities

- Select one person, event or development from the timeline till the 1850s and explain why they/it was important enough to place on the timeline.

## References: websites and resources

Various historical stories of the Campbelltown area, including the Appin massacre from the Campbelltown & Airs Historical Society  
[www.caahs.com.au/links/html](http://www.caahs.com.au/links/html)

Painting of the Liverpool region c. 1810 by convict artist Joseph Lycett.  
<http://nla.gov.au/nla.obj-135702359/view>

Photograph of St Mary the Virgin Church, Denham Court. Liverpool Museum #H6002577  
<http://www.liverpool.nsw.gov.au/services/liverpool-regional-museum>

School resources including 'Liverpool Immigration Waves Timeline', 'Case of the Enemy Aliens', 'Stories of Liverpool', 'Local heritage Research Guide'.  
<http://www.migrationheritage.nsw.gov.au/homepage/index.html>

Photograph of the local milestone. Images and background information at Campbelltown City Council.  
<http://www.campbelltown.nsw.gov.au/files/assets/public/document-resources/aboutcampbelltown/heritage/milestones.pdf>

Photograph of the Pioneers Memorial Park Liverpool. Images and background at Liverpool City Council.

[www.liverpool.nsw.gov.au](http://www.liverpool.nsw.gov.au)

Liverpool City Council, Fact Sheets on the history of Liverpool.

[www.liverpool.nsw.gov.au/council/the-liverpool-area/history-of-liverpool/a-quick-history-of-liverpool](http://www.liverpool.nsw.gov.au/council/the-liverpool-area/history-of-liverpool/a-quick-history-of-liverpool)

Campbelltown Library: *'Our Past in Pictures'*. Local Studies Section.

Liverpool Regional Museum – exhibitions online, e.g. *Rivers and Resistance: Aboriginal stories along the Georges River*.

*Suburbs of Liverpool*. My Library Liverpool. Liverpool City Council.

Donald B. (1993) *Some People of Liverpool*. #996.009



## STAGE 3 Lesson 1: Activity Sheet 1

### How did early European settlement affect the local Aboriginal peoples?

Actions of Settlers	Impact on Aboriginal Peoples
Clearing of trees	
Ploughing of the land	
Planting of crops	
Grazing stock	
Fencing the land	
Hunting native animals	
Using water for farming	



## STAGE 3 Lesson 1: Activity Sheet 2

### What do sources tell us about Edmondson Park and its surrounds?

Source	What could it tell us of our local history?
1.	
2.	
3.	
4.	
5.	



## STAGE 3 Lesson 1: Activity Sheet 3

### What do these sources tell us?

Source	What does this source tell us of our local history?
Joseph Lycett painting c.	
Photo of Denham Court	
Local milestone	
St Mary the Virgin Church	
Liverpool Pioneers' Memorial Park Cemetery	
Photo of Ingleburn Military Heritage Precinct gates	

**FIGURE 2**



*Denham Court was one of the finest colonial homes in the local area. Like the nearby property of Glenfield Park, owned by Charles Throsby, it was built on a large land grant. Campbelltown City Library, Local Studies Collection (file 007/007204).*

**FIGURE 3**



*Pioneers' Memorial Park was built in 1970 on the site of St Luke's Liverpool. The rest park features the headstones of the original cemetery.*



## STAGE 3 Lesson 1: Activity Sheet 4

### Local street and place names

Street/Place Name	Why do you think this name was chosen? What clues to the earlier history of our local area does it provide?
Croatia Avenue	
Dalmatia Avenue	
Soldiers Parade	
Mont St Quentin Oval	
Bardia	
Kangaroo Road	
Georges River	



## STAGE 3 Lesson 1: Activity Sheet 5

### Graphing historical statistics

#### Population of Liverpool

Census Year	1848	1861	1871	1881	1891	1901
Population	601	953	1338	1768	4463	3908

#### Houses in Liverpool

Census Year	1848	1861	1871	1881	1891	1901
Houses	103	119	136	Not listed	691	595

*Proudfoot H. (1987) Exploring Sydney's West, Kangaroo Press.*



## STAGE 3 Lesson 2: Who were the significant people and events in the Edmondson Park story?

### Syllabus links

#### History Stage 3

- The Australian Colonies
- Australia as a Nation

#### Geography Stage 1

- Factors that Shape Places

### Target outcomes

#### History

A student:

- describes and explains the significance of people, groups, places and events to the development of Australia **HT3-1**
- applies a variety of skills of historical inquiry and communication **HT3-5**

#### Geography

A student:

- explains interactions and connections between people, places and environments **GE3-2**
- acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4**

### Key inquiry questions

#### History

- What do we know about the lives of people in Australia's colonial past and how do we know?
- What were the significant events and who were the significant people that shaped Australian colonies?

#### Geography

- How did people and environments influence one another?
- How do people influence places & the management of spaces within them?

### Key concepts

#### Historical concepts

- Change and continuity
- Cause and effect

#### Geographical concepts

- Place
- Environment
- Interconnection

### Lesson focus

In this lesson, students examine significant people, places and events from the area around Edmondson Park. They are introduced to the concept of 'significance', develop research and literacy skills, and explore change and continuity, environments and interconnections.

### Learning across the curriculum links

- Literacy
- Sustainability
- Difference & diversity.

### Requirements for the lesson

- Interactive whiteboard and internet connection.
- Printed or digital images of the early local area of Liverpool and Campbelltown.
- Printed **Activity Sheets 1, 2** and **3**.

## Background information for teachers

### Early History of the local area

With the spread of settlement and roads into the South West during the early years of the colony, large tracts of land were cleared and small townships developed. The first train arrived in Liverpool in 1856 and the railway was extended to Campbelltown in 1858. Ingleburn Railway Station on the Main South Line was opened in 1883. Farm crops included fruit and wine, with dairy farms and timber also a major part of the local economy.

Unusual local developments in Liverpool included the Childrens' Home, which was an orphanage and school. It was established 'to train the children of the poor in the fear of God and in the principles of obedience, honesty and industry'. It was founded in 1887 by the NSW Society for Providing Homes for Neglected Children and was located at Drummond Cottage in Terminus Street. In 1899, there were 47 children; girls aged from 5–14 years and boys from 5–9 years. There was also the Liverpool Asylum for the Infirm and Destitute. This was opened in the 1860s and soon became a home for the local poor.

In the 20th century, world events had a major impact on the South West. Local war memorials list those men who died in various conflicts. At Holsworthy, a camp was set up to imprison 'enemy aliens' during World War I including people of German, Austrian and Turkish backgrounds who were viewed suspiciously by Australian authorities. World War II saw the creation of the Ingleburn Army Camp within the boundaries of present day Edmondson Park, where soldiers were trained for overseas combat. The facility was later used to train army personnel for the Korean War and later the Vietnam War. It was also a place for the short-time internment for conscientious objectors during the Vietnam War.

**FIGURE 1**



*Ingleburn Army Camp was established on farmland in Sydney's South West in 1939. It was the first purpose-built military facility to train soldiers for overseas conflict during World War II. Photographer Sam Hood, Home and Away Collection, State Library of New South Wales (19958)*

## References: websites and resources

Liverpool City Council, Fact Sheets on the history of Liverpool.

[www.liverpool.nsw.gov.au/council/the-liverpool-area/history-of-liverpool/a-quick-history-of-liverpool](http://www.liverpool.nsw.gov.au/council/the-liverpool-area/history-of-liverpool/a-quick-history-of-liverpool)

Campbelltown Library: *'Our Past in Pictures'*. Local Studies Collection.

Liverpool Regional Museum – *Schools* section, with stories of Liverpool 1788–1900 and the Local Heritage Research Guide

<http://www.liverpool.nsw.gov.au/services/liverpool-regional-museum>

Campbelltown and Airds Historical Society for Campbelltown stories:

[www.caahs.com.au/links/html](http://www.caahs.com.au/links/html)

*Suburbs of Liverpool*. My Library Liverpool. Liverpool City Council.

## Lesson steps

### Step 1: Timeline of our local area

- Students recall the early history of the local area from last lesson.
- Teacher provides a brief historical overview of the local area, commencing around 1850.
- Students examine the timeline of the local area and highlight world events that have impacted on the local area after 1850 and discuss (Timeline located at the end of Stage 3 lessons).

### Step 2: Significant people and places

- In pairs, students choose a significant local person/event or place and research their history. Teacher supplies a suggested research list – **Activity Sheet 1: Local people, places and events**. Students suggest any additional people or events that may be included.
- Class discussion follows on the meaning of 'significance'.
- Following paired research, students complete **Activity Sheet 2: Who or what are 'significant'?**
- This research activity goes beyond Edmondson Park but lies within the broader local area. Teacher explains that historical research requires thought and preparation before the process begins. **Activity Sheet 3: Research guide** should be discussed in class before students commence research.

### Step 3: 'Significance'

- After research, pairs report back on findings.
- Class discusses the importance (significance) of each person, place or event. How are they remembered/commemorated? (Statues, plaques, monuments, place names?)

### Step 4: Impact on 'place'

- Students consider the impact of those individuals on 'place' or the impact of events on 'place'. What are some of the examples that were researched? (Such as the large land clearance required of the establishment of Holsworthy Camp and Ingleburn Army Camp.)

### Step 5: Reflection

- After class discussion of the results of their research students reflects on those people/events or sites that should be included in a classroom 'Local Hall of Fame'.

## Assessment

- Any of the individual, pair or group activities in this lesson could be used for formative assessment and feedback on students' demonstration of target outcomes.

## Extension activities

- Go to Liverpool Museum website and choose a photo or object. Discuss its 'significance'. Why was it chosen for display? Why was it considered important or significant?

## References: websites and resources

Railway development to Liverpool/Campbelltown:

<https://infrastructure.gov.au/rail/trains/history.aspx>

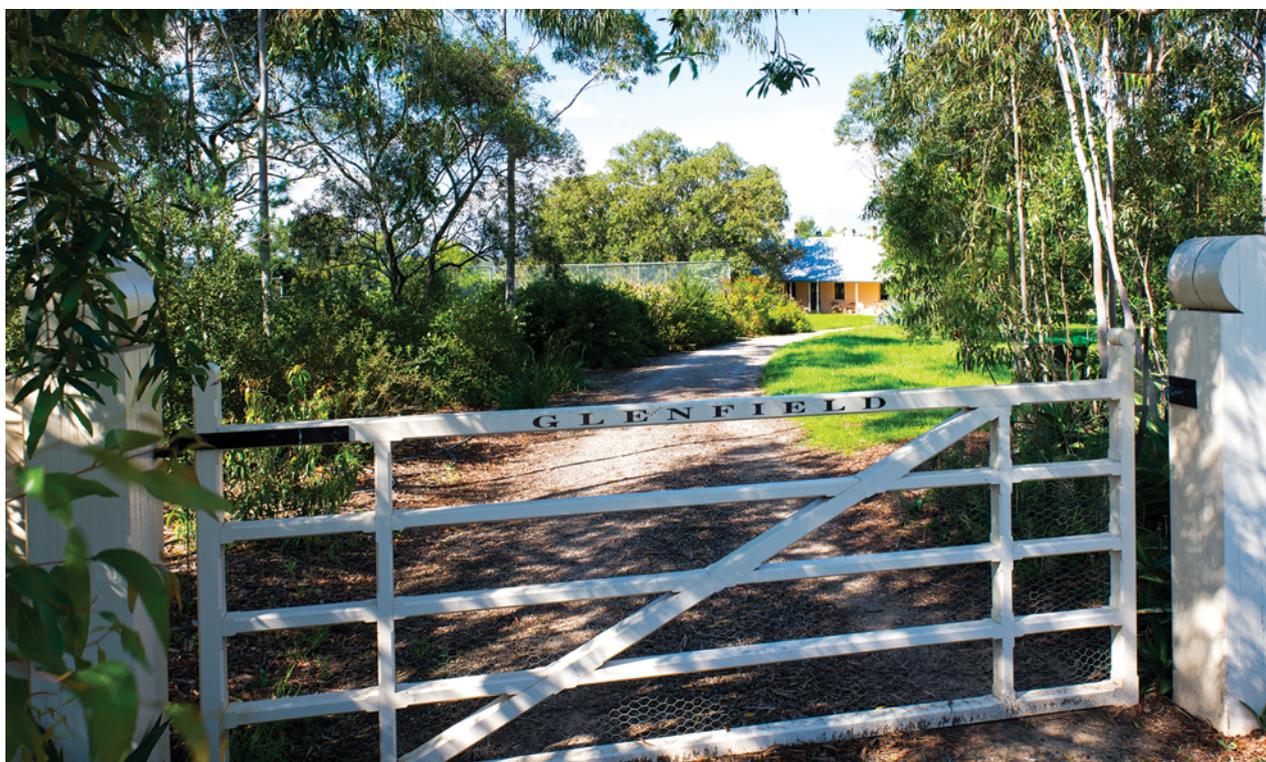
'Map shewing railways and tramways of Sydney and environs N.S.W.' (1912) Compiled, drawn and printed the Department of Lands.

<http://nla.gov.au/nla.map-f116-s2>

Railway stations: <https://www.records.nsw.gov.au/archives/collections-and-research/guides-and-indexes/railway-records-guide>

Liverpool Museum website: <http://www.liverpool.nsw.gov.au/services/liverpool-regional-museum>

FIGURE 2



*Charles Throsby built Glenfield in 1817 on a large government land grant made to him by Governor Lachlan Macquarie in 1810.*



## STAGE 3 Lesson 2: Activity Sheet 1

### Local people, places and events

#### PEOPLE

Ashcroft family  
Richard Sadleir  
James Meehan  
Lachlan Macquarie  
Gogy, Dharawal warrior  
James and Elizabeth Badgery  
James Busby  
Reverend Robert Cartwright  
Richard Guise  
John Wylde  
Elizabeth Wylde  
Sir Richard Atkins  
C.A. Scrivener  
Lt. Joshua Moore  
Len Waters  
William Cordeaux  
Budbury, Dharawal guide  
Charles Throsby  
Rawdon Middleton, VC  
Thomas Moore  
John Warby

#### PLACES

Glenfield Farm House – Casula  
Cecil Hills Farmhouse  
Pioneers' Memorial Park  
Chipping Norton Farmstead  
Denham Court  
Holsworthy Army Camp  
Cataract Gorge Appin  
Robin Hood Farm – Ingleburn  
Horningsea Park  
Macquarie Fields House – Macquarie Fields

#### EVENTS

Development of the railway  
World War I  
World War II  
Korean War  
Vietnam War

#### FIGURE 3



*Charles Throsby (1777–1828) was a surgeon and settler. Like his neighbour James Meehan at Macquarie Fields, Throsby was an explorer and opened up large tracts of land to settlement in the Illawarra and Robertson districts and around Goulburn and Lake Bathurst. Berrima District Historical Society.*



## STAGE 3 Lesson 2: Activity Sheet 2

### Who or what are 'significant'?

Questions to Consider	Your response
Why is the person/event chosen important (significant) to the history of the local area?	
Did the person/event affect a large number of people?	
Did their/its influence last a long time?	
Is the person/event remembered today? How?	
Did the person/event make an impact on the history of the local area or on Australian history?	



## STAGE 3 Lesson 2: Activity Sheet 3

### Research guide

Names: \_\_\_\_\_

Chosen person, place or event and research question: \_\_\_\_\_

Question	Our response
What do we already know?	
Where can we find information?	
What information will help us answer our research question?	
How will we record our research question? (Remember to include details of your books/websites)	
How will we present our findings?	
What have we learnt?	
Did we answer the question asked?	



## STAGE 3 Lesson 3: Making the locality – why is our suburb named Edmondson Park?

### Syllabus links

#### History Stage 3

- The Australian Colonies
- Australia as a Nation

#### Geography Stage 1

- Factors that Shape Places

### Target outcomes

#### History

A student:

- describes and explains the significance of people, groups, places and events to the development of Australia **HT3-1**
- applies a variety of skills of historical inquiry and communication **HT3-5**

#### Geography

A student:

- describes the diverse features and characteristics of places and environments **GE3-1**
- explains interactions and connections between people, places and environments **GE3-2**

### Key inquiry questions

#### History

- What contributions have significant individuals and groups made to the development of Australian society?

#### Geography

- How do people influence places and the management of spaces within them?

### Key concepts

#### Historical concepts

- Change and continuity
- Significance

#### Geographical concepts

- Place
- Space

### Lesson focus

In this lesson, students develop an understanding of why the suburb has been named Edmondson Park and explore the concepts of significance, place and space. They learn about the significance of Corporal John Hurst Edmondson and the Victoria Cross, and consider the importance of commemorative places.

### Learning across the curriculum links

- Personal and social capability
- Civics and citizenship
- Ethical understanding.

### Requirements for the lesson

- Interactive whiteboard and internet connection.
- Printed or digital image of Corporal John Hurst Edmondson from Liverpool Library or <https://www.awm.gov.au/people/P10676284/>
- Printed or digital image of the Edmondson commemorative plaque, Liverpool Library.
- Printed **Activity Sheet 1**.

## Background information for teachers

John Edmondson was born in Wagga Wagga on 8 October 1914 and later moved to the Liverpool area where he attended Hurlston Agricultural High School and worked on his family's farm. He joined the army in 1939 and trained at the Ingleburn Army Camp. He left Australia with his battalion, the 2/17 Australian Infantry Battalion, in October 1940 bound for Palestine.

His battalion was sent to Africa to fight the German forces under German Field-Marshal Rommel. At Tobruk, Libya, the Australians came under attack from German forces. Seven Australian soldiers, including Edmondson, charged, attacking German soldiers. Despite being wounded in the neck and stomach, Edmondson managed to kill three German soldiers, saving the life of his platoon commander. He died of his wounds on 14 April 1941, aged 26, and is buried in the Tobruk War Cemetery.

His commander cited his bravery and stressed his qualities as being 'outstanding for resolution, leadership and conspicuous bravery'. He was the first Australian to receive the Victoria Cross in World War II. It was presented to his mother, Mrs Maude Edmondson, on 27 September 1941 by the Governor-General Lord Gowrie.

## References: websites and resources

<https://www.awm.gov.au/people/P10676284/>

Memorial plaque to Edmondson and war memorial, Liverpool Library.

Photograph and commemorative plaque, Liverpool Library.

Information about and images of memorials dedicated to John Hurst Edmondson can be found at <http://monumentaaustralia.org.au/> and Register of War Memorials in NSW at <http://warmemorialsregister.nsw.gov.au>

FIGURE 1



*This is a studio portrait of NX15705 Corporal John Hurst Edmondson VC, 2/17th Battalion taken in 1940 before his embarkation to fight in North Africa. Australian War Memorial (P09003.001)*

FIGURE 2



*J. Smith, a soldier of the 2/17th Battalion standing in front of Edmondson's grave in the Tobruk War Cemetery, Libya, 1941. Australia War Memorial (P00426.005)*

## Lesson steps

### Step 1: Class picture study

Display the photograph of Corporal Edmondson (Reference: <http://www.awm.gov.au/people/VC>)

- Teacher asks students if anyone recognises the photograph and why the suburb has been named Edmondson Park.
- Teacher narrates the story of Edmondson and locates Tobruk on a world map
- Teacher reads the citation accompanying Edmondson’s award of the Victoria Cross published in the London Gazette July 1 1941:

“On the night of 13th–14th April, 1941, a party of German infantry broke through the wire defences of Tobruk, and established themselves with numerous machine guns, mortars and field pieces. Led by an officer, Corporal Edmondson and five privates carried out a bayonet charge upon them under heavy fire. Although wounded in the neck and stomach Corporal Edmondson not only killed one of the enemy, but went to the assistance of his officer, who was attacked by a German from behind while bayoneting another who had seized him about the legs. Despite his wounds, from which he later died, Corporal Edmondson succeeded in killing these two Germans also, thus undoubtedly saving his officer’s life. Throughout the operation he showed outstanding resolution and leadership, and conspicuous bravery.” *Australian War Memorial*

- Students discuss the citation highlighting reasons for why Edmondson was awarded the Victoria Cross.
- Students research the award, other recipients, and the circumstances in which it has awarded.

### Step 2: Local memorials

- Teacher and students discuss the various ways in which Edmondson has been remembered in the local area.
  - Who has seen the clock in front of the Liverpool Library? This clock was installed elsewhere in 1957 and later moved to its present location in 1988.
  - The Liverpool Sub-branch of the RSL commemorates Edmondson by naming their facility the ‘John Edmondson VC Memorial Club’.
  - In the Canberra suburb of Campbell, a street is named after him.
  - His Victoria Cross and other personal belongings are now in the Australian War Memorial, Canberra.
  - A photograph and plaque are displayed in the Liverpool Library.

### Step 3: Students consider ‘significance’, ‘place’ and ‘space’

- Review the discussion of ‘significance’ in [Lesson 2](#).
- Teacher reviews qualities/actions considered worthy of qualifying for the award of a Victoria Cross discussed earlier in the lesson.
- Students consider questions of significance in relation to Edmondson and complete [Activity Sheet 1: Significance of Corporal Edmondson](#).
- Teacher asks students whether or not Edmondson has been sufficiently commemorated locally. Is the memorial to Edmondson in front of the library sufficiently prominent? Can students suggest a better location?

- In groups, students plan and design a plaque commemorating Edmondson with a simple inscription
- On a map of the local area, students locate their plaque and explain why their placement is the most suitable. Students need to consider other nearby buildings, ease of access and prominence of the site.

#### Step 4: Reflection

- Students display plaque designs around the room. They then consider which encapsulate Edmondson's life and contribution to the war effort in the most effective way.
- Can students suggest and justify any alternative names for the local area that would be as significant?

### Assessment

- Any of the individual, pair or group activities in this lesson could be used for formative assessment and feedback on students' demonstration of target outcomes.

### Extension activities

- Students research other Victoria Cross winners (perhaps associated with Ingleburn Army Camp) and display their findings. Albert Chowne completed his military training at Ingleburn, fought at Tobruk and was awarded the Victoria Cross for his outstanding bravery at Dagua, New Guinea in 1944. (Note the Chowne Flagpole just inside the gates of the Ingleburn Military Heritage Precinct)
- Research a local soldier from World War II who is named on the Edmondson memorial.

### References: websites and resources

Australian War Memorial.  
<http://www.awm.gov.au/people/VC>



## STAGE 3 Lesson 3: Activity Sheet 1 Significance of Corporal Edmondson

Questions of significance	Responses
What did Edmondson do that was so important/heroic?	
Did his actions affect some lives?	
Did the effect of his actions last a long time?	
How is Edmondson remembered today?	
Is his story important for understanding Australian history today?	



## STAGE 3 Lesson 4: Making the locality – Site study: Ingleburn Military Heritage Precinct

### Syllabus links

#### History Stage 3

- The Australian Colonies
- Australia as a Nation

#### Geography Stage 1

- Factors that Shape Places

### Target outcomes

#### History

A student:

- describes and explains the significance of people, groups, places and events to the development of Australia **HT3-1**
- applies a variety of skills of historical inquiry and communication **HT3-5**

#### Geography

A student:

- describes the diverse features and characteristics of places and environments **GE3-1**
- explains interactions and connections between people, places and environments **GE3-2**
- acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4**

### Key inquiry questions

#### History

- What contributions have significant individuals and groups made to the development of Australia?

#### Geography

- How do people influence places and the management of spaces within them?

### Key concepts

#### Historical concepts

- Change and continuity
- Cause and effect
- Significance

#### Geographical concepts

- Place
- Space
- Environment
- Scale

### Lesson focus

In this lesson, students develop an understanding of the impact of World War II, the Korean War and the Vietnam War on the local area through a site study of the Ingleburn Military Heritage Precinct. They explore the concepts of significance, place and space, and the skills of acquiring and processing geographical information through fieldwork. They also consider space within a commemorative place and the importance of conserving a historical site. Both historical and geographical skills and concepts are developed.

### Learning across the curriculum links

- Critical and creative thinking
- Civics and citizenship.

## Requirements for the lesson

- Interactive whiteboard and internet connection
- Video ‘Heritage Precinct’: <https://youtu.be/nNQyXP-t3cE>
- A3 blank site map of the Ingleburn Military Heritage Precinct and Mont St Quentin Oval.
- Selection of photographs available online from the Sam Hood, ‘Home and Away’ Collection, *State Library of New South Wales*: ‘Recruits arriving at camp’ (# 19998); ‘Military parade at Ingleburn’ (# 199958); ‘Soldiers outside a hut’ (# 20010). *State Library of Victoria*: ‘Wooden huts at Ingleburn Camp’ (#H99.201/507).

FIGURE 1



This image provides an aerial view of the Ingleburn Military Heritage Precinct. The Precinct lies across two Local Government Areas – Liverpool and Campbelltown. Heritage Council of New South Wales, NSW Office of Environment and Heritage, 2013.

FIGURE 2



*Ingleburn Army Camp was built on former farmland. Constructed quickly after the outbreak of World War II, the facility played a major role in training soldiers for World War II, Korean War and the Vietnam War.*

### Background information for teachers

The Ingleburn Military Heritage Precinct is located 10 kilometres north of Campbelltown on Campbelltown Road. It is approximately 40 kilometres southwest of Sydney. The area is located across two local council areas – Liverpool City Council (Ingleburn Military Heritage Precinct and Edmondson Park) and Campbelltown City Council (Mont St Quentin Oval).

The Ingleburn Army Camp was the first Australian purpose-built infantry training camp for World War II, and one of Australia's major army camps from 1939 to the 1970s. The first troops to see active service in World War II, the 16th Brigade of the 6th Division of the 2nd AIF, left from here (as did the 2/13th Battalion who became known as 'the Rats of Tobruk' for their brave defence of the town of Tobruk, North Africa). The oval, Mont St. Quentin, was the main parade ground where troops embarking for overseas were farewelled and later welcomed back from active service.

Soldiers fighting in the Korean War and the Vietnam War were also trained here, including National Servicemen. Conscientious objectors to the Vietnam War were also held here in the cells. The military hospital nearby (now demolished) provided training for field medical units.

Various women's services also trained, served or assembled at Ingleburn Army Camp:

- Australian Army Nursing Service
- Voluntary Aid Detachment
- Australian Women's Army Service
- Australian Army Medical Women's Service
- Women's Royal Australian Army Corps
- Royal Australian Army Nursing Corps.

**FIGURE 3**



*Ingleburn, NSW, 1944. Australian Women's Army Service student of the 2nd Motor Transport Training Depot carrying out routine maintenance on an army truck. They are: NF455454 Signalwoman E.M. Kline (1); NF454968 Signalwoman L.M. Bimson (2); WF56599 Signalwoman E.E. Weir (3). Australian War Memorial (P065585).*

The main built features of the site include:

- entrance gates
- former Chaplain's office
- former Post Office
- huts 1, 2 and 3
- guard house and cell block
- guard station.

Various memorials include:

- Bardia Barracks Memorial Wall
- Memorial Grove and Plaque
- 16th Australian Infantry Brigade
- National Servicemen's Memorial
- Lest We Forget monument.

Across the road is Mont St Quentin Oval and the gates of the now demolished military hospital which were located nearby.

### References: websites and resources

*Ingleburn Military Heritage Precinct and Mont St Quentin Oval*, Heritage new releases: 2013 archive, NSW Office of Environment & Heritage at <http://www.environment.nsw.gov.au>

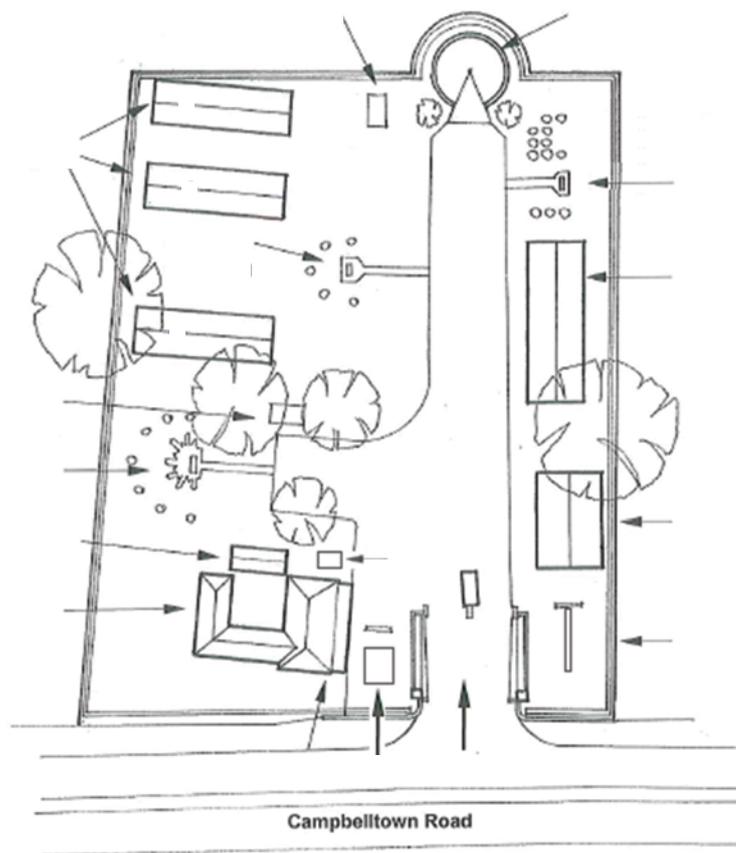
Ingleburn Military Heritage Precinct, June 25, 2013 available at <https://youtu.be/nNQyXP-t3cE>

## Lesson steps

### Step 1: Historical background to the site – pre-site visit activities

- Students watch *Heritage Precinct* video outlining the history of the site: <https://youtu.be/nNQyXP-t3cE> and discuss the site's history. What are the most significant events that occurred at the site?
- Students refer to the earlier timeline from **Lesson 1** and locate the period of World War II (1939–1945).
- Teacher shows photographs from the period – barracks, men marching, buildings etc. (see earlier references to photographs and asks students:
  - What is happening in each photograph?
  - What can we conclude from these visual sources?
  - What do students think may still remain on the site?
- Teacher exposition on the creation of the Ingleburn Army Camp. Locate on the world map the major battles and theatres of conflict where Australians fought. Explain that the class is to visit the Ingleburn Military Heritage Precinct for a major study of the area.
- Teacher provides a blank map (enlarge) of the boundaries of the Ingleburn Military Heritage Precinct with buildings and monuments outlined but not identified.

FIGURE 4



Site plan of the Ingleburn Military Heritage Precinct.  
(Not to Scale)

## Step 2: Site visit – site-based activities

- Using a compass to determine direction, students mark on the map north, south, east and west.
- Students walk about the site, identifying and marking on their map the gates, various buildings, statues, memorials, plaques. They create a key/legend, indicating a different colour or code for buildings, monuments, plaques and other features.
- On their map, students place their Edmondson plaque created in **Lesson 3** in a prominent position. Students explain why they have chosen this location, according to the best use of space and place.
- Students choose one building, monument or plaque. What is the significance of your chosen building/monument/plaque? Should it be conserved and retained in the Heritage Precinct?
- Looking carefully at their completed map of the Precinct, students determine what buildings are missing from a working army camp? (barracks, officers' quarters, mess halls, latrines, administration offices, transport facilities). Explain why this may be so. (demolished when the majority of the site was sold).

## Step 3: Heritage and conservation report – post-site activities

- Students in groups brainstorm their findings and develop a **Heritage and conservation report**, explaining the site's historical importance and the reasons why the site has been preserved. Students consider who the main visitors to the site will be in the future (school groups? local residents? general public? ex-servicemen and women?)
- Students to consider what other features need to be built to cater for future historical interest:
  - museum
  - more interpretative panels and plaques
  - collection of old photographs
  - trained guides
  - website outlining the history of the precinct
  - information brochures
  - maintenance staff
  - research centre and library.

## Step 4: Reflection

- Why should such sites such as the Ingleburn Military Heritage Precinct be conserved for the future? How might this be achieved?
- Are there other historical sites in the local area that should be conserved for the future?

## Assessment

- The mapping exercise or the Heritage and Conservation Report exercise could be used for formative assessment and feedback on students' demonstration of target outcomes.

## Extension activities

- Research the buildings of the original Ingleburn Military Camp that have now been demolished. Should they have been preserved?



## Stage 3 Lesson 5: How and why has Edmondson Park changed in recent times?

### Syllabus links

#### History Stage 3

- The Australian Colonies
- Australia as a Nation

#### Geography Stage 1

- Factors that Shape Places

### Target outcomes

#### History

A student:

- identifies change and continuity and describes the causes and effects on Australian society **HT3-3**
- applies a variety of skills of historical inquiry and communication **HT3-5**

#### Geography

A student:

- describes the diverse features and characteristics of places and environments **GE3-1**
- explains interactions and connections between people, places and environments **GE3-2**
- acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4**

### Key inquiry questions

#### History

- How did Australian society change throughout the 20th century?

#### Geography

- How do people influence places and the management of spaces within them?

### Key concepts

#### Historical concepts

- Change and continuity
- Cause and effect

#### Geographical concepts

- Place
- Space
- Environment
- Change

### Lesson focus

In this lesson, students further develop their understanding of the Edmondson Park area and its surrounds, using geographical tools and skills including digital technology, mapping and statistical data. Students also develop their oral history skills when interviewing a local resident about change in the locality.

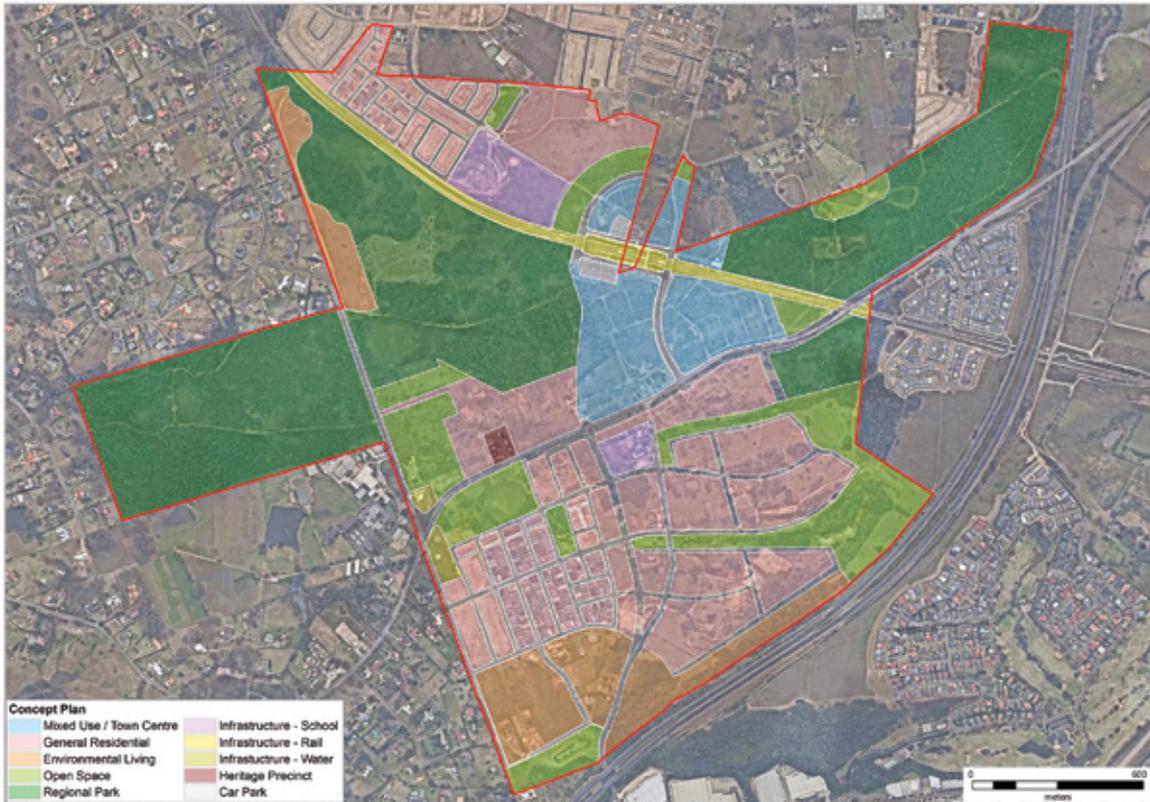
### Learning across the curriculum links

- Critical & creative thinking
- Literacy and numeracy.

### Requirements for the lesson

- Interactive whiteboard and internet connection.
- Location map of Edmondson Park at Google Maps or use **Resource Sheet 1**.
- Printed or digital image of a map of the two Local Government Areas - Liverpool and Campbelltown – map available at <http://profile.id.com.au/Default.aspx?id=145> or use **Resource Sheet 2**.
- **Activity Sheets 1** and **2**.

FIGURE 1



Nearmap image: 29 April 2016

Edmondson Park Precinct Plan. Source: UrbanGrowth NSW.

## Background information for teachers

Edmondson Park is located across two Local Government Areas: Liverpool City Council and Campbelltown City Council. It lies in Sydney's South West, one of the most rapidly growing population areas in New South Wales. The planned development of Edmondson Park is being undertaken by UrbanGrowth NSW. The suburb covers 827 hectares and will house approximately 25,000 new residents.

This lesson introduces students to a range of Geographical Information Systems (GIS). These include computer-based systems that integrate digital data such as maps, aerial photos, satellite images and statistical data. The geographical skills targeted in this lesson involve students in finding, entering, managing, analysing and presenting data gathered from various media such as maps, photos, pie graphs, column graphs, line graphs, picture graphs, scattergrams and flow diagrams.

## Oral History

Oral History is an excellent way to engage students in the process of 'doing history' through inquiry learning. Literacy skills are developed through listening, reading, speaking, writing and communicating findings. Oral history also encourages students to realise that history involves ordinary people, their local area and community. It helps to develop empathic understanding of those who have had different experiences including older residents, migrants and Aboriginal people.

Teachers need to review students' interview questions. Open-ended questions should be the norm to promote discussion. Interviews at this stage should be no longer than 20 minutes in duration. Remind students that some memories may not be shared, and that they should respect participants' privacy. Students should be courteous, on time and sending a 'thank you' note to the participant.

## References: websites and resources

<http://profile.id.com.au/Default.aspx?id=145>

Oral history interviews and transcripts – Campbelltown City Council website ‘Oral Histories’ at [www.campbelltown.nsw.gov.au](http://www.campbelltown.nsw.gov.au). Interview with Peter Benson is particularly relevant to the history of the Edmondson Park area.

Oral history interviews and transcripts – Oral History Project (Liverpool City Council and Royal Australian Historical Society) at [http://dictionaryofsydney.org/contributor/liverpool\\_city\\_library](http://dictionaryofsydney.org/contributor/liverpool_city_library)

## Lesson steps

### Step 1: Where are we and what suburbs are our neighbours?

- Explain to students that they will be investigating the Edmondson Park area and how the area may have changed in the recent past, as seen through the eyes of a local resident.
- On the interactive whiteboard, teacher locates Sydney on Google Maps and zooms to Edmondson Park area. Alternate with Google Earth, showing built up and vegetated areas. Teacher discusses with students the types of information that can be gathered using spatial technology and satellite imagery.
- Teacher distributes a map of the Edmondson Park and immediate surrounds ([Resource Sheet 1](#)).
- Students:
  - shade in Edmondson Park and label the neighbouring suburbs, using a different mode for highlighting main roads and railway lines
  - devise key/legend and compass directions.
- Teacher now displays a map of the region on the interactive whiteboard showing the boundaries of the two council areas.
- Teacher distributes a blank map showing both council areas ([Resource Sheet 2](#)).
- Students outline the boundaries of the two council areas and shade in Edmondson Park, labelling main roads.

### Step 2: Features of our local area

- Explain that a study of the local area involves using maps. Using the internet students research different kinds of maps detailing features of the local area.
- Teacher collates and discusses students’ findings. Maps may include population, climate, physical, political, topographic, thematic, cultural and transport.
- Students gather weather data on the local area and construct a climate graph showing average monthly temperature and rainfall.  
Refer to <https://www.sydney.com.au/weather.htm>
- Explain that the wider Sydney region has a mild temperate climate. Climate zones in Australia can be viewed on: <http://www.yourhome.gov.au/introduction/australian-climate-zones>
- Students record the population of Edmondson Park: [www.censusdata.abs.gov.au](http://www.censusdata.abs.gov.au)
- Students investigate the profile of the wider local area including population, ethnicities, religions etc: [www.profile.id.com.au/liverpool](http://www.profile.id.com.au/liverpool)
- Students examine the map of Sydney’s transport network, noting rail, arterial roads etc: [www.australia.edu/Travel/cityrail-network-maps.html](http://www.australia.edu/Travel/cityrail-network-maps.html)

- Class surveys their families ethnic backgrounds. On a map of the world, students locate their family origins by linking family names to particular countries. Students transform this data into a relevant visual representation, e.g. graph, pie chart or other visual form.
- Students research the local community profile for migrant groups and construct a pie graph from the statistics. They then compare this with the class profile. Do they differ? Refer to [www.censusdata.abs.gov.au](http://www.censusdata.abs.gov.au) or [www.abs.gov.au](http://www.abs.gov.au)
- Students complete the summary in **Activity Sheet 1: Our community – an overview**.

**FIGURE 2***Edmondson Park – new parkland.***FIGURE 3***Edmondson Park – new train station.*

### Step 3: Have we changed in the recent past? Oral history activity

- Generally the map of a suburb today can be compared with a map of the same area in 1943. View maps at <http://maps.six.nsw.gov.au> This is a useful way of examining urban development and the loss of natural vegetation in an area. However, a 1943 map of Edmondson Park is unavailable. Have students check their timeline, and suggest why a map of the area was not available in 1943.
- Teacher discusses with the class how oral history is a relevant and interesting way to record recent history. The survey protocol ([Activity Sheet 2: Oral history – how do we go about it?](#)) is discussed.
- Students select a suitable older resident to interview about their background and the changes in the local area that they have witnessed. Alternatively, if there are difficulties in gaining permission to conduct interviews individually, teachers may choose to invite a panel of three or four older residents to the classroom for a class interview.

### Step 4: Reflection

- What did we learn from our oral history interviews? Were there common experiences and views? What were the main changes over the recent past? Did personal accounts differ? Remind students that there are always differences in opinions and memories.

## Assessment

- Students are to interview one local resident who has lived in the area for at least 20 years. They may focus on how the local area has changed in their lifetime. They may be from a specific migrant group.

## Extension activities

- By examining the statistics of population growth in the area, students predict how the area may develop in the next 50 years. What will be some of the problems that the future local councils might face?

## References: websites and resources

<http://profile.id.com.au/Default.aspx?id=145>

[www.censusdata.abs.gov.au](http://www.censusdata.abs.gov.au)

<http://www.yourhome.gov.au/introduction/australian-climate-zones>

[www.australia.gov.au/about-australia/our-country/our-natural-environment](http://www.australia.gov.au/about-australia/our-country/our-natural-environment)

[www.bts.nsw.gov.au](http://www.bts.nsw.gov.au)

[www.australia.edu/Travel/cityrail-network-maps.html](http://www.australia.edu/Travel/cityrail-network-maps.html)



## STAGE 3 Lesson 5: Activity Sheet 1

### My community – an overview

Edmondson Park is located \_\_\_\_\_ and nearby

suburbs include \_\_\_\_\_ .

The two Councils who are responsible for the greater local area are \_\_\_\_\_

\_\_\_\_\_ .

Its climate is described as \_\_\_\_\_ and our population

is approximately \_\_\_\_\_ and is very diverse with people

coming from many countries including \_\_\_\_\_

\_\_\_\_\_ .

The major industries in the area are \_\_\_\_\_

and community facilities include \_\_\_\_\_

\_\_\_\_\_ .

Our main transport network links include \_\_\_\_\_

\_\_\_\_\_ .

The most recent changes in our local area include \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ .

In the future, Edmondson Park will be \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ .



## STAGE 3 Lesson 5: Activity Sheet 2

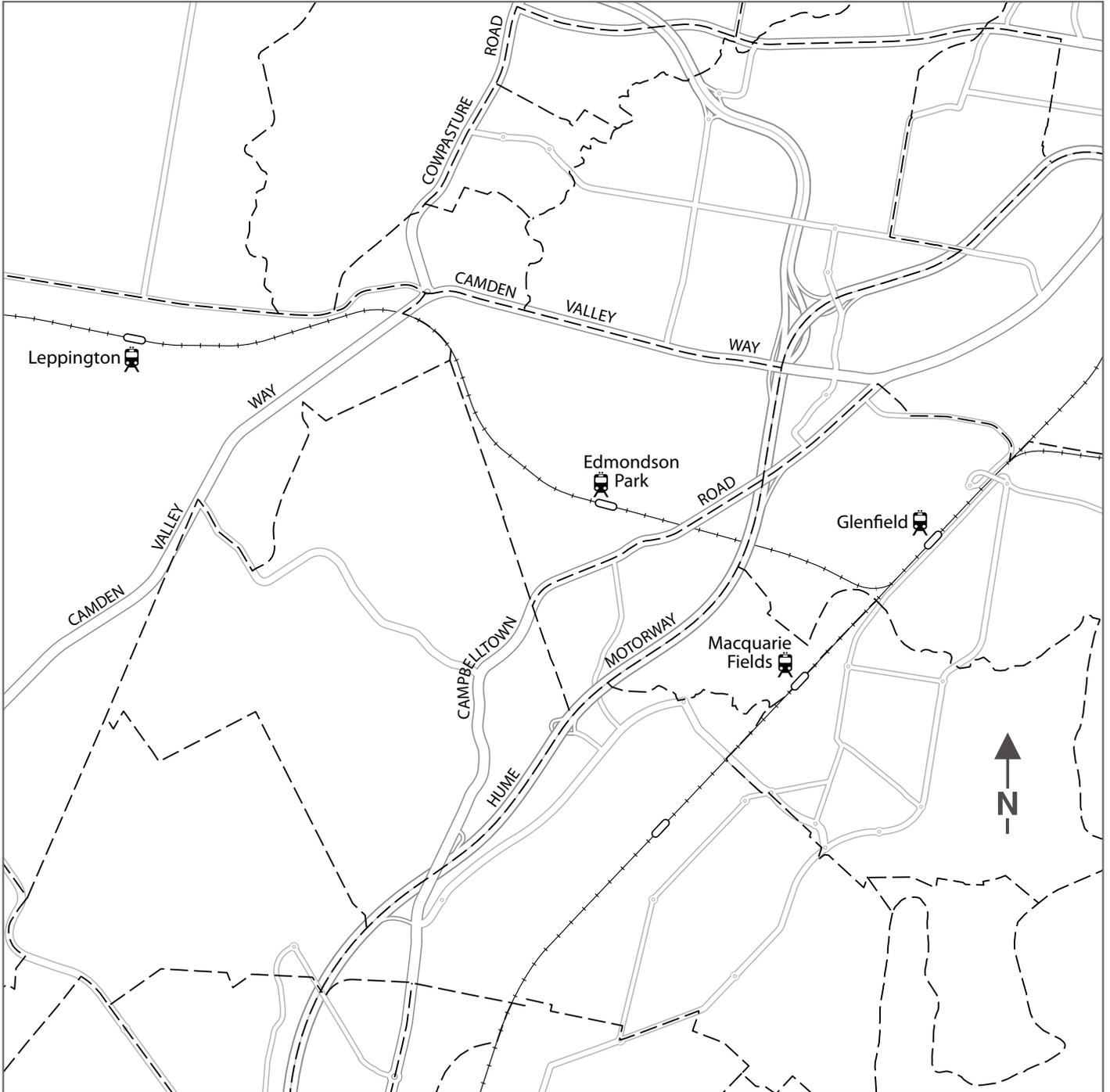
### Oral history – how do we go about it?

Things to Consider	My Plans
Who will I interview?	
What will be my main questions?	
How will I record my interview?	
Where will I hold my interview?	
How do I keep on track?	
What can I do if my subject doesn't want to answer some questions?	
How will I thank my subject?	
How do I present my findings?	



# STAGE 3 Lesson 5: Resource Sheet 1

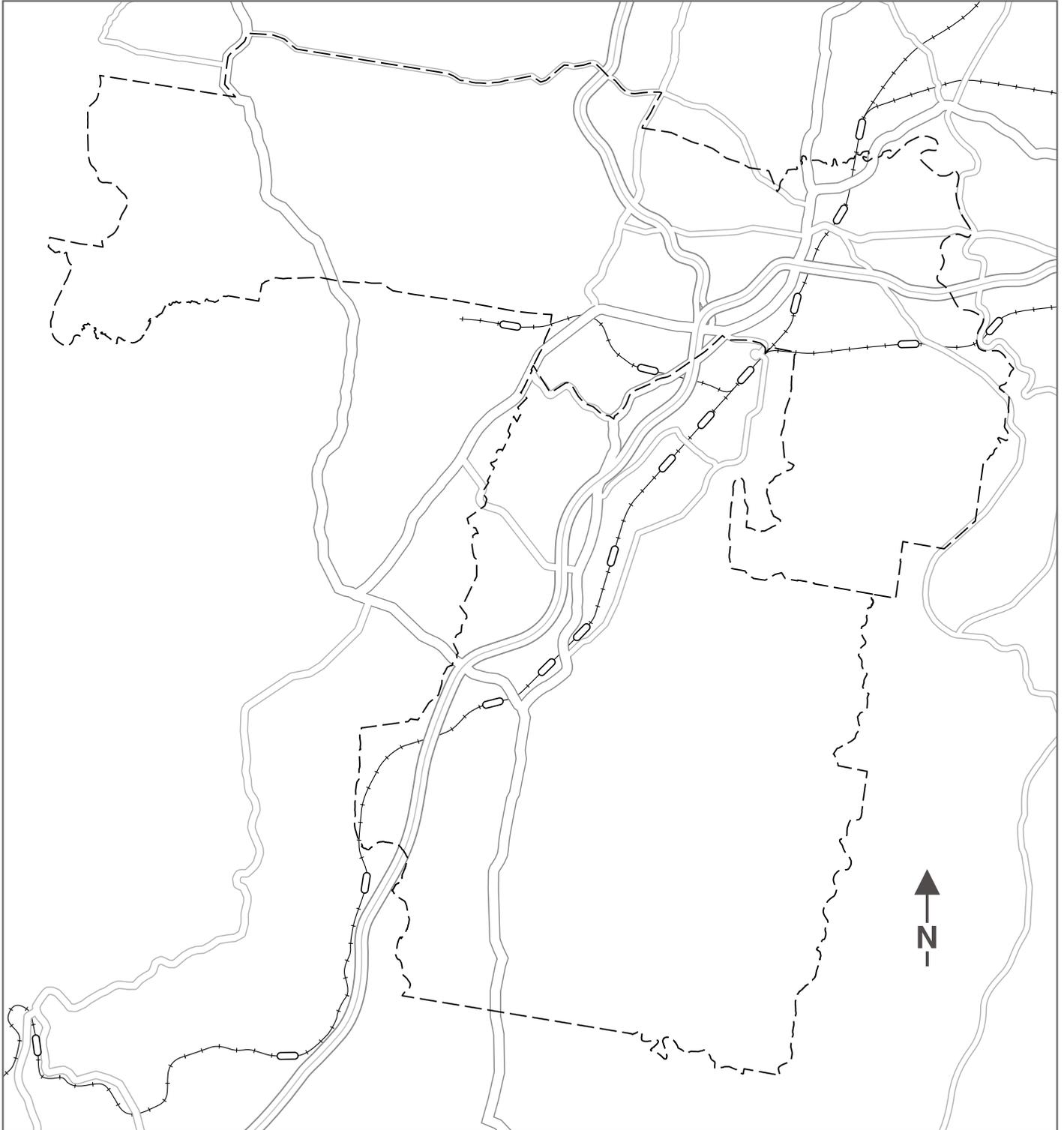
## Map of Edmondson Park and surrounds





# STAGE 3 Lesson 5: Resource Sheet 2

## Map of Local Government Areas – Liverpool and Campbelltown





# STAGE 3 Lesson 6: Planning Edmondson Park

## Syllabus links

### History Stage 3

- The Australian Colonies
- Australia as a Nation

### Geography Stage 1

- Factors that Shape Places

## Target outcomes

### History

This lesson focuses on geographical content, skills and concepts

### Geography

A student:

- describes the diverse features and characteristics of places and environments **GE3-1**
- explains interactions and connections between people, places and environments **GE3-2**
- acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4**

## Key inquiry questions

### Geography

- How do people and environments influence one another?
- How do people influence places and the management of spaces within them? How can we care for places?
- How can the impact of bushfires on people and places be reduced?

## Key concepts

### Geographical concepts

- Place
- Space
- Environment

## Lesson focus

In this lesson, students explore the implications of planning a new suburb around human and environmental concerns.

## Learning across the curriculum links

- Sustainability
- Critical and creative thinking
- Civics and citizenship.

## Requirements for the lesson

- Interactive whiteboard and internet connection.
- Video of Edmondson Park, A Vibrant New Town: <https://youtu.be/7b2zVRFbUMU>
- Printed copies of **Resource Sheets 1, 2 and 3**.
- Background information for teachers.

## Background information for teachers

### Edmondson Park

The new suburb planned for Edmondson Park will provide from 7,500 to 8,000 new homes in an area of 827 hectares. Because of ongoing settlement in the area since early colonial days, native animal populations and vegetation have been depleted. Old growth Cumberland Plain Woodland is found nearby in Leppington Cemetery and estimated to be 200–300 years old. Some native grasslands are found on site. Endangered native species include various species of bats and the Cumberland Land Snail.

To achieve a sustainable community, the following issues need to be addressed when planning and designing a new suburb:

#### Water supply:

- efficient appliances (non-leaking taps)
- rainwater tanks
- recycled water for gardening/parks/sewerage
- water-saving toilets and showers.

#### Energy:

- solar systems on houses, public buildings, businesses
- underground power lines.

#### Housing:

- features to include natural light
- solar heating
- houses facing north
- large eaves
- shading on windows and insulated curtains
- double-glazed windows
- insulation in roofs and walls
- high thermal mass walls
- low energy lighting
- low use of air-conditioning/other appliances
- clothes-line instead of dryers
- vegetable gardens, either private or communal.

The following guidelines take water usage into consideration based on three types of housing:

- detached house with small gardens (226 KL average water usage)
- townhouse with paved courtyard (178 KL)
- units with no garden (141 KL).

### References: websites and resources

Video of Edmondson Park: <https://youtu.be/7b2zVRFbUMU>

*Edmondson Park Ecological Assessment, Summary Report*, (2003). Liverpool Library LS711-45/EDM

*Final Report. Edmondson Park Infrastructure Planning*, (2003). Liverpool City Council. Liverpool Library LS711.45 EDM

## Lesson steps

### Step 1: View video of Edmondson Park

- Students view the video of the plans for Edmondson Park, *A Vibrant New Town*.
- Students discuss plans for the site, including the use of space, interactions and connections of infrastructure, management of the site and overall scale of the development.
- During discussion, teacher summarises the main features emphasised: parklands, parks, cycleways, footpaths, the new town centre, retail/commerce, train station, housing diversity, sporting amenities. Are there any features of an environmentally friendly housing development that are missing?

### Step 2: Environmental planning team project

- Scenario – As part of UrbanGrowth NSW's development of Edmondson Park, your students are to become members of an environmental planning team that conceptualises and present solutions for specific aspects of the development. Students work in groups to plan and design environmentally friendly public spaces and housing, and to solve transport issues.
- Teacher outlines the planning and design task.

### Step 3: Public spaces – planning and designing Edmondson Park

- Working in groups, students discuss and list the features required for a good housing development, such as public spaces, cycle-paths, environmentally-friendly streetscapes, water-saving, solar power, retail areas, transport, recreation facilities, sports grounds, garbage disposal systems, recycling centres, natural habitats of native wildlife, etc.
- Working in groups and using the blank map outline of Edmondson Park ([Resource Sheet 1: Map of Edmondson Park](#)) students draw a diagram of an environmentally friendly housing development with the above features. They need to include a scale, key/legend and compass directions.
- Groups discuss their findings and present their map.

**FIGURE 1**



*Edmondson Park – streetscape.*

**FIGURE 2**



*Edmondson Park – different styles of housing.*

## Step 4: Housing – planning and designing housing for Edmondson Park

- Students brainstorm the features of environmentally friendly housing (see Background information) and list on the board.
- Students design a typical house to be built on site, meeting as many of the environmentally friendly criteria as possible.
- Student display designs around the classroom and discuss.
- Teacher introduces the issue of bushfire prevention for the new development. Students brainstorm the ways to reduce the hazard, such as clearing of vegetation near homes, reduction of flammable materials near buildings, fire bans in summer, access roads in bushland, fire resistant features in houses. Students check their maps and housing plans for fire prevention features.

## Step 5: Addressing transport needs

- Teacher explains that with plans for 7500–8000 houses in Edmondson Park, transport in the region will need to be considered.
- Using the statistics detailed in **Resource Sheet 2: Current modes of transport to work**, students construct a pie chart showing the percentages of people in Sydney’s South West using various modes of transport to travel to work.
- Teacher discusses with the class:
  - What can we conclude from these statistics?
  - What is the total percentage of people who travel to work by car?
  - What might the ‘unknown’ and ‘other’ forms of transport be?
  - Considering the environmental impact of car traffic, what may be the solution to excessive car use?
- Students now consider where the current population of the South West work. They examine the statistics in **Resource Sheet 3: Work locations** and again construct a pie chart of the statistics. Do these statistics have further implications for transport planning in the South West and Edmondson Park area?
- Working in groups, students discuss the transport needs of Edmondson Park community.
- Students view *South West Link artist’s impression overview video*, (2012), NSW Railways Current Affairs and Archives at <https://youtu.be/E6IAo9sp3x8>. They record relevant information concerning: the route of the rail network; estimated number of passengers to be serviced by the rail; and cost of the project.
- Teacher and class discuss the benefits of improved infrastructure for the Edmondson Park area and the South West and the changes that the new rail network may bring to the local area and region.

FIGURE 3



*“South West Rail Link” South Western Sydney.*

## Step 6: Reflection

Display students’ environmentally friendly housing development maps and diagrams. Do the various plans have features in common? What did students learn about environmentally friendly planning?

## Assessment

- Any of the individual, pair or group activities in this lesson could be used for formative assessment and feedback on students’ demonstration of target outcomes.
- A summative assessment activity could be based on the housing development plan.

## Extension activities

- Discuss and create a mind-map on global issues that may affect the Edmondson Park development. Have all of these considerations been addressed? Think about climate change, energy use, soil and land degradation, threatened native habitats, fresh water, clean air, recycling, pollution, rubbish disposal and species loss.

## References: websites and resources

<https://youtu.be/7b2zVRFbUMU>

*South West Link artist’s impression overview video* [Duration: 3.51 mins]

<https://youtu.be/E6IAo9sp3x8>



# STAGE 3 Lesson 6: Resource Sheet 1

## Map of Edmondson Park





## STAGE 3 Lesson 6: Resource Sheet 2

### Current modes of transport to work

Mode of transport	Percentage
Vehicle driver	75%
Train	14%
Vehicle passenger	7%
Bus	2%
Unknown	2%
Walked	1%
Other	1%

Source: [www.bts.nsw.gov.au](http://www.bts.nsw.gov.au)



## STAGE 3 Lesson 6: Resource Sheet 3

### Work locations

Work Locations	Percentage
Liverpool	28%
Inner Sydney	12%
Fairfield	8%
Bankstown	7%
Campbelltown	7%
Merrylands	6%
Parramatta	5%
Botany	4%
Auburn	3%
Other	28%
No fixed place of work	3%

Source: [www.bts.nsw.gov.au](http://www.bts.nsw.gov.au)



# Acknowledgements

## Figure Reference List

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