# The Rocks - People, Places and Events

# Pre-visit activities and post excursion resources

Successful excursions have direct links to current classroom learning. Pre-visit activities carried out prior to the excursion will help students better understand their excursion content and provide connectedness and relevance to classroom learning.

To help students understand the History concepts during their incursion, you may like to complete some of the pre-visit and follow-up activities below.

## **Student Pre-visit activities**

1. View Observatory Hill EEC’s film clip - ***Rocks Ramble - The Big Picture*** and have students list important events and dates in their workbook.
2. View the *City Of Sydney’s* ***Barani - First Contact*** (<http://www.sydneybarani.com.au/>) virtual exhibition and discuss with students what happened to the original Gadigal Clan who lived in ‘The Rocks’ area prior to European contact.
3. View the Museum of Sydney’s virtual exhibition ***Why were convicts transported to Australia*** (<http://tinyurl.com/o34swt4>) and have students answer the question in their workbooks.
4. Have students view the ***My Place For Teachers*** website at <http://www.myplace.edu.au/home.html> and view the following film clips to examine the daily life of colonial children. Student choose one child and describe ways the child’s life would be different to their own.

* **1798** – Sam, a convict boy, is assigned an owner and introduced to his chores <http://tinyurl.com/p7cbdss>
* **1828** – Alice and her family deliver dinner to the convicts at a quarry <http://tinyurl.com/nvejj4e>
* **1858** - Ben competes with a Chinese boy to sell Plovers eggs door to door <http://tinyurl.com/pwc9ll4>
* **1898** - Rowley collects horse manure and firewood –  
  <http://tinyurl.com/oje4clu>
* **1908** - Evelyn, Edward and Freddie buy fireworks at Mr Wongs Emporium 1908 <http://tinyurl.com/nesnty6>

1. **Have** students visit the ***My Place For Teachers*** (<http://www.myplace.edu.au/home.html>) website and view the decade timeline. Divide the class into 10 teams and allocate a decade to each team. Have students in teams read and write down the main historical events (particularly those related to Sydney) of each decade under the *Decade Snapshot* and the *Society and Culture* tabs. Have teams present this information to the rest of the class.
2. **Extension Activity**: Have students view the *State Records* (<http://srwww.records.nsw.gov.au/public/gallery/rocks/index.html>) virtual exhibition ***Around The Rugged Rocks.*** This exhibition contains historical pictures, documents and maps from The Rocks at differing time periods. Have students read the ‘themes’ section in the menu and view historical documents related to The Rocks.

**Follow up Activities**

1. Have students choose one of the people or events studied during the excursion and research their contribution to, or impact on, Australian society (eg Captain Arthur Phillip, John Cadman, Francis Greenway, The Rocks Push, Chinese migrants, The Gold Rush, Jack Mundy, Eber Bunker, Robert Campbell, The Bubonic Plague). This research can be presented to the class.

**Or**

1. Have students investigate the reasons people migrated to Australia from Europe and Asia.
2. Describe the experiences and contribution of Chinese migrants to Australia during the 19th Century.