


Stage 5 mandatory site study: A complete unit of work

Key Learning Area	Unit or lesson title and main focus questions	Most appropriate level and suggested number of lessons
 History	Stage 5 mandatory site study: A complete unit of work How does the current Sydney Trains network serve the community? What is Sydney Metro Northwest? How will it affect your local area and your community? What evidence of continuity and change over time can be seen in the changing methods of transport in New South Wales and in your local area? What does your site study reveal about the general history of your local area and the significant people and events who have contributed to its development? How can you share what you have learned from this study with the wider local community?	Stage 5
		10-12 lessons

Teacher briefing

Students in Stage 4 and Stage 5 History are required to conduct a mandatory site study. This site study for Stage 5 students, provides students with the opportunity to explore features of change and continuity in their local area (HT5-2) and can be taught very effectively to less able students. The unit design encourages a strong emphasis on literacy skills.

Students study the plans for the railway and other sources to explore the nature of Sydney Metro Northwest, and understand how the people and places in their local area may be affected. The unit includes investigation of historical sources, including documents and photographs enabling students to learn the history of their local region and understand the significance of public transport, past, present and future for their local community (H5T-1).

Students investigate the role and contribution of significant individuals and groups in the development of their local area, together with evidence of changing population and land use and features of urban growth and development (HT5-6). This unit also assists students to develop an understanding of the different perspectives of individuals and groups who have peopled this region (HT5-7).

Teaching-learning experience sequence summary

The site study begins with five 50-60 minute face-to-face lessons over approximately six to eight weeks introducing the topic, providing background context, and establishing research timelines and protocols.

Students form small groups and choose from a range of activities to conduct their own investigations (HT5-8) across a term (or other period of time as negotiated).

A further lesson allows for monitoring student progress during the research, reporting on work in progress and further refining the research process. Other lessons can be set aside for research, discussion and preparation of the final report at the teacher's discretion.

In the final three lessons at the conclusion of their research, the groups collate and present their findings to the class (HT5-10). The finished projects may then be presented to local community groups or uploaded to the web.

Syllabus links

Mandatory site study requirements

<https://syllabus.bostes.nsw.edu.au/hsie/history-k10/content/>

“A site study should be integrated within each of Stages 4 and 5 as a means through which students acquire knowledge, skills, values and attitudes from experience in the field or by analysing a virtual site using ICT. Site studies enable students to understand their historical environment and participate actively in historical inquiry. They can offer a means of interpreting the past and/or recognising how human occupation and use of the site has changed over time.”

What is a ‘site study’?

“A site study is an inquiry-based examination of a historically significant location. Site studies may include an investigation of the local area, or a visit to an archaeological site, museum, an Aboriginal site... a specific building, a monument, a local area, an open-air museum or a virtual site available through ICT.”

History K-10

(HT5-1) explains and assesses the historical forces and factors that shaped the modern world and Australia

(HT5-2) sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

(HT5-6) uses relevant evidence from sources to support historical narratives, explanations and analysis of the modern world and Australia

(HT5-7) explains different contexts, perspectives and interpretations of the modern world and Australia

(HT5-8) selects and analyses a range of historical sources to locate information relevant to a historical inquiry

(HT5-10) selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

Lesson sequence overview

	Lesson	Outcomes	Content
Introduce site study	1	HT5-6 HT5-8	What is Sydney Metro Northwest? Introduction to the Sydney Metro Northwest site study. Current and future public transport facilities in the North West region.
Historical context	2	HT5-6 HT5-7 HT5-8	The people of the North West region Contribution of individuals and groups to the development of the North West region – links to Sydney Metro Northwest station names.
	3	HT5-1 HT5-6 HT5-10	Roads, convict bushrangers and the White Hart Inn Treatment of a key issue in Sydney’s colonial North West
	4	HT5-2 HT5-6	The coming of the railway History of transport in New South Wales during the 19th century.
	5	HT5-2 HT5-6 HT5-8	Rogans Hill to Parramatta railway Case study of early 20th century rail transport in the North West region.
Research protocols	6	Develop skills of historical enquiry	Choose your own adventure Site study research groups, topics. Research plan and research protocols.
Historical context	7	HT5-8	Works in progress Groups meet to report; share progress on research and/or fine tune research process.
Historical context	8	HT5-10	Putting it all together Group collation, planning and preparation of research.
	9 and 10	HT5-10	Show and tell Group presentations of research projects.

Students learn about	Students learn to
<p>Key features of their local natural and built environment including current rail, bus and road routes.</p> <p>The current Sydney Trains network and the new Sydney Metro Northwest.</p>	<ul style="list-style-type: none"> - Identify key features of the local environment using source provided - Identify the main routes of the current Sydney Trains network using plan - Explain the significance of Sydney Metro Northwest for the local and wider Sydney urban area.
<p>Groups and individuals and the contributions they have made to the North West region associated with Sydney Metro Northwest.</p>	<ul style="list-style-type: none"> - Use historical sources to locate relevant information - Record information in a concise and meaningful way - Communicate information to members of their home groups.
<p>Colonial roads, convict bushrangers and the White Hart Inn in the 1830s</p>	<ul style="list-style-type: none"> - Explain the emergence of convict bushrangers in Sydney's colonial North West in the 1830s - Analyse sources to locate differing perspectives on the issue - Collaborate in pairs to construct a dialogue between characters about bushrangers and the Bushranging Act, 1830
<p>The history of transport in New South Wales during the 19th century.</p>	<ul style="list-style-type: none"> - Identify various forms of 19th century transport - Select relevant information from sources - Sequence and explain changes in late 19th century transport - Explain the impact of the coming of the railway - Identify different types of historical sources.
<p>The Rogans Hill to Parramatta railway in the North West region between 1902–1932.</p>	<ul style="list-style-type: none"> - Identify key developments in the history of the Rogans Hill to Parramatta railway - Analyse sources to explain features of change and continuity in the history of the Rogans Hill to Parramatta railway.
<p>Research process and protocols.</p>	<ul style="list-style-type: none"> - Understand the nature and requirements of the site study research task - Plan historical research to suit the purpose of their investigation - Collaborate in groups to organise research and address the criteria set down in the research task.
<p>The ongoing research process.</p>	<ul style="list-style-type: none"> - Identify, locate, select and organise information from a variety of sources, including ICT and other methods - Collaborate in groups to share work in progress on their research task and to further refine the research process.
<p>Planning to present the findings of research.</p>	<ul style="list-style-type: none"> - Collaborate in groups to organise research for formal presentation - Select an appropriate communication form to communicate their research findings for different audiences.
<p>Presenting the research: Communicating an understanding of History.</p>	<ul style="list-style-type: none"> - Uses a range of appropriate oral, written, visual and digital forms to communicate their research findings.

Lesson 1: What is the Sydney Metro Northwest?

This lesson aims to

- Develop students' understanding of the transport features of the North West region
- Increase students' familiarity with Sydney Metro Northwest and its key features
- Provide students with practise in interpreting maps and plans using the legend.

Focus questions

- How is the North West region currently served by public transport?
- What is Sydney Metro Northwest and what effect might it have on the North West region?

History K-10

(HT5-6) uses relevant evidence from sources to support historical narratives, explanations and analysis of the modern world and Australia

(HT5-8) selects and analyses a range of historical sources to locate information relevant to a historical inquiry.

Literacy focus

Reading: Interpreting maps and plans.

Cultural: Knowledge of Sydney's Rail network.

ICT: Accessing and using Google Earth, Sydney Trains and Sydney Metro Northwest plans.

Key terms and vocabulary

Sydney Metro Northwest, Sydney Trains, built environment.

Requirements for this lesson

- Google Earth Map
- Plan of current Sydney Trains network
- Plan of Sydney Metro Northwest
- Activity sheet 1 (page 100)
- Interactive whiteboard.

Web links



Sydney Metro Northwest project map

<https://www.sydneymetro.info/map/interactive-map>

Lesson 1 learning experiences

Time	Teacher activity	Student activity	Tips for teachers
10 minutes	Projects large map of North West region of Sydney on screen or interactive whiteboard via Google Earth.	Using Google Earth on their laptops, and local regional maps students locate their school and home on a map of the North West region of Sydney and identify the significant features of the natural and built environment – including present railway, bus and major road routes.	
5 minutes	Leads/moderates discussion. Creates a mind map on board to collate responses.	Students describe their use of current modes of transport for different purposes, for example how they get to or from school and before and after school activities. Students consider what patterns of transport use can be seen from the responses of the whole group. For example, private car or bus.	Students can compare their current modes of transport in pairs or small groups and report to the class.
20 minutes	Distributes copies of current Sydney Trains suburban network with questions. Displays plan of Sydney Trains network on screen or interactive whiteboard.	In pairs or small groups, choose one of the lines of the current network and identify: Name of the line, its colour, where it begins and ends, interchanges and overview of suburbs passed through. Using the network map, students explain how they would travel on the current network to places of interest, for example the city, Olympic Park or Bondi Beach.	Ensure all routes are covered. Call on groups to use the interactive whiteboard to explain their chosen route to the class. Students realise they are not served by existing network. This is a segue for introduction of the Sydney Metro Northwest.
15-20 minutes	Questions class to ascertain prior knowledge of Sydney Metro Northwest. Displays Sydney Metro Northwest plan on screen. Distributes Activity sheet 1 (page 86).	General discussion to establish what students already know about Sydney Metro Northwest. Study the Sydney Metro Northwest map to answer questions on Activity sheet 1 about key features of the Sydney Metro Northwest. Compare the Sydney Metro Northwest map with the Sydney Trains Network plan to understand how it relates to the entire Sydney Trains network. Plot a journey using the Sydney Metro Northwest map. Explain the significance of Sydney Metro Northwest for the North West region.	Activity sheet 1. Students access the Sydney Metro Northwest plan (see web links). Class discussion: How will Sydney Metro Northwest affect you and your family?

Assessment

Informal question and answer session to gauge students' understanding.

Follow-up activity

Students take home Sydney Metro Northwest plans (or access them on their computer) and share their learning about the project with their families.

Activity sheet 1

The map of Sydney Metro Northwest.

Students access the map of the Sydney Metro Northwest on their laptops or iPads.

<https://www.sydneymetro.info/map/sydney-metro-interactive-train-map>

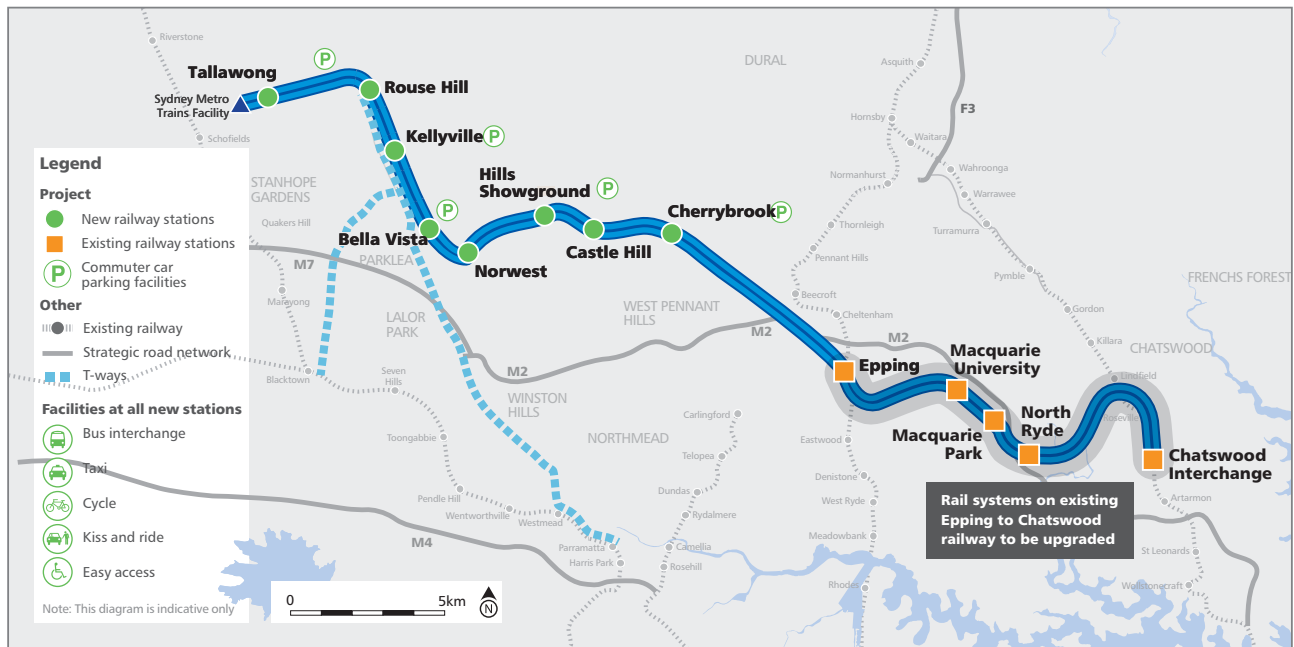


Figure 9: Sydney Metro Northwest route map.

In pairs or small groups, students study the Sydney Metro Northwest route map.

Using the information in the plan, including the legend, answer the following questions:

1. Follow the Sydney Metro Northwest from east to west. Where does Sydney Metro Northwest start in the east? Where does it finish?
2. List the stations along Sydney Metro Northwest beginning with Tallawong. Indicate which are new and which already exist.
3. Which stations will have commuter car parking facilities?
4. Describe the facilities proposed at all the new Sydney Metro Northwest stations.
5. Identify the other existing railways in the region.
6. What east-west transport options other than rail are available?
7. How could a commuter travel from Parramatta to Rouse Hill?
8. Without Sydney Metro Northwest, explain the different ways a Macquarie University student could get home to Kellyville.
9. Explain the importance of Epping and Chatswood stations to Sydney Metro Northwest.



Northwest

Lesson 2: People of the North West region of Sydney

This lesson aims to

- Engage students with sources that identify different groups and individuals who have played a role in the history of the North West region
- Use the expert jigsaw technique so that students share the information they have found with peers.

Focus questions

- Who has lived in the North West region of Sydney in the past?
- What contribution have they made to the local area?

History K-10

(HT5-6) uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

(HT5-7) explains different contexts, perspectives and interpretations of the modern world and Australia

(HT5-8) selects and analyses a range of historical sources to locate information relevant to a historical inquiry.

Literacy focus

Reading: Reading and interpreting sources.

ICT: Accessing and using designated websites.

Oral: Peer teaching of home groups by experts.

Key terms and vocabulary

Ticket-of-leave, emancipist, free settler, rebellion, uprising, loyalist, proclamation, martial law, infamy, lash, tribe, clan, sustainability.

Requirements for this lesson

- Activity sheet 2A – Expert activity sheet – People of the North West region: Aboriginal peoples (page 104)
- Activity sheet 2B – Expert activity sheet – People of the region: Convicts and the Castle Hill Rebellion (page 105)
- Activity sheet 2C – Expert activity sheet – People of the North West region: Free settlers and ex-convicts (page 106)
- Activity sheet 2D – Graphic organiser for home groups (page 107).

Web links



The Hills Shire Council site

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

Teacher tip: How to run an expert jigsaw

<https://www.jigsaw.org/>

Students researching Aboriginal peoples can use the following websites

<https://www.thehills.nsw.gov.au/About-The-Sydney-Hills/History-of-The-Hills-Shire/A-Brief-History-of-the-Shire#Aboriginal>

Students researching the Castle Hill Rebellion

<https://www.thehills.nsw.gov.au/Library/Library-e-Resources/Hills-Voices-Online/Heritage-Sites/Death-or-Liberty>

Students researching Richard Rouse

<https://sydneylivingmuseums.com.au/rouse-hill-house-farm>

Lesson 2 learning experiences

Time	Teacher activity	Student activity	Tips for teachers
10 minutes	Introduces the topic and the expert jigsaw technique.	Students form home groups under teacher direction and select experts who will research the following topics: <ul style="list-style-type: none"> - Aboriginal peoples - Convicts and the Castle Hill Rebellion - Free settlers and ex-convicts (x2). 	Due to the large number of free settlers in the region it is recommended that two groups work on this topic. See web links for tips on conducting an expert jigsaw.
5 minutes	Distributes Activity sheets 2a, 2b, 2c.	Experts research the given topic using the web resources provided and record their information on a summary sheet.	See web links.
20 minutes	Distribute Activity sheet 2d.	Experts return to their home groups and teach their members about their topic using their summary sheets. Home members record what they have been taught using their graphic organisers.	Graphic organisers (if distributed as hard copies should be printed on A3 paper). Teacher monitors home group activity to ensure students can effectively process the information from the expert groups.
15-20 minutes	Facilitates some concluding class discussion.	Students select and share some of the interesting aspects of their research. Students compare and contrast the experiences of different individuals and groups to explain the different perspectives represented in their research.	Students should be encouraged to identify the different perspectives of individuals or groups and explain how these were shaped by their contexts or experiences. For example, the different viewpoints of Indigenous people, convicts and free settlers.

Assessment

Informal question and answer session to gauge students' understanding. Informal completion of expert summary sheets and graphic organisers.

Follow-up activity

Students use the information compiled in their graphic organiser to construct a short summary or narrative outlining the roles played by the different groups in the development of the North West region. They retain these notes as a basis for the group research activities they will conduct for their site study.

Activity sheet 2A

Expert activity sheet – People of the North West region: Aboriginal peoples

1. Which local tribe did the Aboriginal people of this region belong to?
2. What were the three main clan groups and what land did they occupy?
What do their names mean?
3. What different kinds of evidence of Aboriginal occupation have been found in caves in The Hills Shire?
4. What activities did the local Aboriginal people engage in?
5. List the main foods hunted and collected by the local Aboriginal people.
6. What did they do to ensure the sustainability of their food supply?
7. How were the following natural resources used by the Aboriginal people in this region?
 - a. Plants and grasses
 - b. Animals
 - c. Creeks and rocks
 - d. Forests
8. What forms of body decoration did the Aboriginal people practise and why?
9. Describe the impact of European settlement on the Aboriginal people of this region.
10. What forms did Aboriginal resistance to European settlement take?
11. What evidence is there that the Darug language has survived?



Northwest

Activity sheet 2B

Expert activity sheet – People of the region: Convicts and the Castle Hill Rebellion

1. What was the cause of the Battle of Vinegar Hill?
2. When did it happen?
3. What role did Irish convicts play in the rebellion?
4. Who was their leader?
5. Who was the Governor of the colony at the time?
6. What role did Major George Johnston play?
7. Briefly outline the main developments in the Castle Hill Rebellion.
8. Why did the rebellion fail?
9. How were the rebels and their leaders punished?
10. Where is Vinegar Hill in relation to Sydney Metro Northwest? Why is it called Vinegar Hill?



Figure 10: Convict uprising at Castle Hill 1804, artist unknown, National Library of Australia an5577479.

Activity sheet 2C

Expert activity sheet – People of the North West region: Free settlers and ex-convicts

Choose TWO of the following and use The Hills Shire Council website to find out about them:

1. William Joyce
2. Matthew Pearce and family
3. Joseph and Mary Ann Harrison
4. Andrew and Elizabeth McDougall
5. George and Sarah Suttor
6. Richard and Jane Gilbert
7. Hugh Kelly
8. Pierre Lalouette de Vernicourt (Baron de Clambe)
9. Richard Rouse

For researching Richard Rouse

<https://sydneylivingmuseums.com.au/rouse-hill-house-farm>

Questions to answer about people you have chosen:

1. When did they arrive in the colony?
2. Where did they settle?
3. What activities did they engage in on their properties?
4. How did they interact with other people of the region?
5. What contribution did they make to the history of the region?
6. What physical evidence of their presence in this region remains?
7. With which new Sydney Metro Northwest station are they associated?



Northwest

Activity sheet 2D

This pro forma is reproduced to provide an outline of a way of making your own activity sheet. If printed, use A3 paper.

Graphic organiser for home groups

WHO?

WHAT?

WHEN?

TOPIC?

WHERE?

WHY?



Northwest

Lesson 3: Roads, convict bushrangers and the White Hart Inn

This lesson aims to

- Explore reasons behind the emergence of bushrangers in the 1830s and their effect on Sydney's North West using the White Hart Inn as the context for the investigation
- Use a range of sources to establish reasons behind the bushranging outbreak and examine differing perspectives on the issue at the time.

Focus questions

- What do the remains of the White Hart Inn reveal about the experiences of people living in colonial Sydney's North West?
- Why were bushrangers so prevalent on the Cumberland Plain in the 1830s?
- How did the colonial authorities deal with the bushranging crisis and what was the public response?

History K-10

(HT5-1) explains and assesses the historical forces and factors that shaped the modern world and Australia

(HT5-6) uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

(HT5-10) selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

Literacy focus

Historical literacy: Interpretation of visual and written sources, and understanding of historical concepts.

Communicate: Oral and written forms.

Writing: Construction of a historical dialogue.

ICT: Access information from the web.

Key terms and vocabulary

Archaeology, convict, bushranger, penal system, Cumberland Plain, legend, hero, villain, perspective, cause and effect.

Requirements for this lesson

- Activity Sheet 3 – Source study: 'Bushrangers: A hot topic of conversation at the White Hart Inn' (pages 117-122).

Web links



Hidden heart: The unfolding mystery of Kellyville's White Hart Inn

<https://www.sydneymetro.info/white-hart-inn>

Background information



Figure 11: Artist's impression of the White Hart Inn (circa 1840s). Original illustration by I. Golka 2014.



Figure 12: After the archaeological excavation began, it became clear that one of the piers for the viaduct design would impact the excavation site and the remains of the inn. The position of the pier was adjusted to conserve the site. <https://www.sydneymetro.info/white-hart-inn>

The story of the White Hart Inn is part of the unfolding narrative of life in Sydney's North West. The earliest chapter involves the Aboriginal people of the Bidjigal clan who occupied the land around Kellyville before and after European settlement. The building of inns and granting of land on the Windsor Road forms part of the subsequent chapter which deals with the rapid spread of settlement to the North West as colonists searched for farming land and economic opportunities.

Roads in the colonial North West

Windsor and Old Windsor Roads were initially laid out in 1794 and later realigned in 1812-1813. Parts of the old alignment still survive. Both played a central role in colonial development and in the settlement of The Hills District. The roads retain features that capture the historic and rural character of the Cumberland Plain.



Figure 13: Remnant of the Old Windsor Road, Stanhope Farm alignment, Stanhope Gardens, Blacktown. Colonial roads were narrow, constructed of dirt and stone and lined with dense bush. Trees and scrub were later cleared as settlers moved into Sydney's west in search of farming land and commercial opportunities. NSW Office of Environment and Heritage <http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?id=4301011>.

Roads were lifelines and the focus for activity in the early colony. As roads rolled out across the North West settlers acquired land, farmed, and built homes and inns. Inns were local landmarks situated on the fringes of these byways. They functioned as local meeting points and provided rest stops for bullock drays and coaches transporting merchandise and passengers to various destinations. Convicts, built and maintained these colonial highways, and worked for landowners and innkeepers. Convict escapees also roamed the bush in search of a living. When unsuccessful, many took to the road and bushranging.

Convict bushrangers

The construction of the White Hart in the late 1820s and arrival of its first publican William Cross, coincided with the outbreak of the bushranging crisis. 'Bushranger,' in the early colony, referred to any criminal living in the bush and subsisting by robbery and violence. Whether heroes or villains, bushrangers were integral to the Australian story from the settlement of New South Wales in 1788 to the hanging of Aboriginal bushranger Jimmy Governor in 1901. Reported instances of robbery and violence carried out by individuals purported to be bushrangers were high, particularly in the period to 1840 when the transportation of new convicts to New South Wales ceased.

Colonial newspapers were full of reports about bushrangers plundering drays and robbing unsuspecting travellers across the Cumberland Plain. Bushrangers came from different backgrounds, operated in different ways, and drew varying degrees of public acclamation and censure. Many assumed legendary status even during their lifetimes. However, most robbed indiscriminately and boasted about the fact. Because the houses of the rich were well protected, bushrangers generally targeted travellers journeying along the network of roads connecting colonial towns and settlements.

Opinions about what caused this spate of robberies and lawlessness were divided. One colonial newspaper attributed blame to an increasingly repressive penal system and failure of the police to solve the law and order crisis. Certainly, by 1816 the government had introduced draconian measures to reduce convicts' independence and opportunities to earn extra money. The newly built Hyde Park Barracks was a place of hardship.



Figure 14: Bushranger stealthily robbing a traveller sleeping in the bush,' Nicholas Chevalier, *Punch* Vol.1, p. 21, 1855. State Library of Victoria MP00/00/56/2.

Convict clothing was introduced. As the boundaries of settlement grew, convicts were assigned to settlers as labourers and servants. With few controls over their treatment many were flogged and subjected to long periods of labour in road gangs. The vast majority of bushrangers were run away convicts who had taken to the bush. The sparsely settled countryside interspersed with tracts of wilderness proved attractive. Robbing travellers was preferable to hard labour and definitely more lucrative.

By the late 1820s bushrangers were pursued by police runners, search parties accompanied by Aboriginal trackers and finally the mounted police who scoured isolated bush areas. The approach was unsuccessful. In an attempt to establish order, the Legislative Council introduced the Bushranging Act, an 'Act to Suppress Robbery and Housebreaking and the Harbours of Robbers and Housebreaking' in 1830. Special powers were given to the police to arrest on suspicion, search for stolen goods and seek out evidence of concealment. Certain sections of colonial society resented the Act. Governor Burke and Justice Burton questioned its legality and regarded it as an assault on civil liberties. Others regarded it as the only solution to a situation that was beyond control.



Figure 15: Map of the Cumberland Plain 1824 showing the extent of settlement and districts where bushrangers operated during the 1820s and 1830s. W.H. Lizars. National Library of Australia <http://nla.gov.au/nla.map-nk2456-106>.

Convict associations with the White Hart Inn

James Gough and John Donohoe were both ex-convicts. Gough is historically connected to the White Hart Inn. Donohoe worked the Windsor Road as a bushranger in the early years of the Inn's history. Both had an acquaintance in common – the Reverend Samuel Marsden. Marsden was one of Donohoe's roadside victims, and a celebrant at Gough's marriage to Sarah Cain. James Gough was the builder employed by William Cox to construct the White Hart Inn. Born in 1790, Gough worked as a joiner until his arrest for burglary. He was convicted at Middlesex Gaol, sentenced to life and sent to New South Wales aboard the 'Earl Spencer' in 1813. According to the 1828 census Gough, then 38 years old, was a builder who resided at Cambridge Street, Sydney. He died in 1876 aged 86 years.

Bold Jack Donohoe

Unlike James Gough, John Donohoe's life story was certainly more troubled. Born in 1806 in Dublin Ireland, Donohoe worked as an errand boy. He was convicted of felony, sentenced to life and transported to New South Wales aboard the 'Ann and Amelia' in 1824. On arrival, he was assigned to John Pagan of Parramatta and then Major West a Parramatta surgeon who owned property at Quaker's Hill. By 1825 Donohoe had arrived in Hunter Valley and was working on the estate of Leslie Dugout, a young man with a 2000 acre land grant and convicts to farm it.

Donohoe's short but notorious bushranging career began in 1827. Operating on foot with accomplices George Kilray and William Smith, he robbed bullock drays on the Windsor Road. All three were arrested and tried for highway robbery in the Supreme Court before Judge John Stephen. They were found guilty. Kilray and Smith were hanged, but Donohoe made a daring escape from custody while on route to the Sussex Street gaol. Brazen escapes and exploits of this nature became the talk of the town, and fired conversations in inns and around campfires.



Figure 16: Bullock dray and drivers resting circa 1854, Charles Lyall. Loaded bullock drays were constantly under threat from bushrangers on the Windsor Road. State Library of Victoria.

Now an escapee, Donohoe led a gang of bushrangers for the next two years. During this time, Jack Donohoe, William Webber and John Walmsley plundered the country from Sydney to Liverpool and Campbelltown, down to the Illawarra. In search of further booty they headed to Bathurst and Yass, and then north to the Hunter Valley. In 1829 Walmsley killed and robbed a Mr. Clementson on his way to Sydney. Clementson knew Walmsley when he had worked as a sawyer in the Hunter River. Soon after, Donohoe, Walmsley and Webber ambushed Mr. McQuade, a Windsor shopkeeper travelling on the Windsor Road. They stole print and calico cloth and abused the dray drivers for not carrying tobacco. According to witnesses, the gang was well armed; each member equipped with pistols hung in holsters on leather belts strapped across his chest. The witnesses also remarked on how clean and well dressed their assailants were, recalling that Donohoe wore 'a black hat, superfine blue cloth coat lined with silk, surtout fashion, plaited shirt (good quality), laced boots rather worn at the toes and snuff coloured trousers...' Find the full version of the McQuade robbery at:

Charles White, *History of Australian Bushranging, Vol.1 The Early Days to 1862* (1900). Sydney Angus and Robertson:

<http://gutenberg.net.au/ebooks12/1201961h.html>

On arrival at Winsdor, the dray drivers reported the robbery to the chief constable who with Black Jemmy, an Aboriginal tracker, followed the men until dark and then watched for fire during the night. Donohoe and his accomplices found buyers for the print and calico cloth. Justice John Stephens in the Supreme Criminal Court later tried the O'Hara family, ex-convicts living at Seven Hills, for receiving stolen property. On the afternoon of September 1, 1830 soldiers and police scouring the Bringelly scrub near Campbelltown cornered Donohoe. A ball fired by Trooper Muggleton killed him. His accomplices, Weber and Walmsley, ran leaving behind a packhorse and baggage containing flour, meat, clothes, transfers, land grant deeds and a watch. The papers had been stolen from a Mr. Pegley, settler at Prospect. The Australian newspaper in its coverage of Donohoe's death stated that 'the reputed Donohoe, was reckoned only to be 23 years of age, when he received the fatal ball, low of stature...and [had] a countenance bearing the impression of strong passions and a determined spirit.'

The Australian, Friday 10 September 1830, p.2

<http://nla.gov.au/nla.news-article36865041>

Donohoe became the subject of ballads recounting his bushranging deeds. Judgments vary - hero or villain? Legend suggests he discriminated in his choice of victim, robbing only the rich and sparing the poor.

Lesson 3 learning experiences

Time	Teacher activity	Student activity	Tips for teachers
5 minutes	Shows You Tube clip: 'White Hart Inn heritage find' on screen https://www.youtube.com/watch?v=6Byjn2qi9w	Views and compiles notes on the location and construction of the White Hart Inn, artefacts retrieved and what they reveal about life in colonial Sydney's North West.	Ensure students are aware of White Hart Inn's location on the Windsor Road, and understand the importance of that road as the main thoroughfare transporting people, merchandise, valuables and food supplies between Parramatta and Windsor
5 minutes	Leads discussion on key points raised by archaeologists in the 'White Hart Inn heritage find.' Constructs a mind map on the board and collates students' responses. Highlights the significance of the White Hart Inn site in informing our understanding of colonial society and transport in Sydney's North West	Reviews and augments notes with reference to the mind map	Emphasise the importance of archaeological evidence in peeling back the history of the White Hart Inn. Highlight the speculative nature of archaeological investigation and the various methods used by historical archaeologists to piece together the story of a site.
20 minutes	Projects a Google satellite image of Windsor Road Kellyville onto the interactive whiteboard. Locates the capped remains of the White Hart Inn on the right of the Windsor Road, just beyond the intersection of the Old Windsor Road and Windsor Road. Travels along the Windsor Road noting examples of change and continuity. Reviews the penal system and convict life in the early colony with reference to events in Sydney's South West such as the Vinegar Hill Rebellion and its consequences Introduces the bushranger epidemic of the 1830s and links to the severity of the penal system Focuses on the story of Bold Jack Donohoe ex-convict and bushranger, and his possible connection to the White Hart Inn Introduces the Bushranging Act, 1830 with reference to Source 1, Activity Sheet 3 (page 117) Discusses the consequences of the Act for certain groups and individuals	Discusses the location of the White Hart Inn, types of vehicles used on the Windsor Road and dangers confronting travellers Lists key points about the increasing severity of the penal system during the 1820s and 1830s, and develops a case linking this to the appearance of convict bushrangers	Project visual sources on the interactive whiteboard to support discussion and topic coverage

Time	Teacher activity	Student activity	Tips for teachers
20 minutes	<p>Distributes Activity Sheet 3, (page 117-122).</p> <p>Reviews students' understanding of the historical concept of 'perspective taking'</p> <p>Reads and discusses sources contained in Activity Sheet 1</p> <p>Explains dialogue task</p>	<p>In pairs, students select two historical characters and construct a dialogue representative of various colonial viewpoints on bushrangers and the Bushranging Act, 1830</p> <p>In pairs, students draw up a list of individuals who may have witnessed such a conversation at the White Hart Inn following the death of Bold Jack Donohoe</p>	<p>Ensure students select their characters from a cross-section of colonial society</p> <p>Encourage students to identify differing perspectives and explain how these were shaped by beliefs, values and life experiences</p> <p>Encourage students to note the language used in colonial sources and to reflect linguistic differences between past and present in their dialogues.</p> <p>Draw a link between 'perspective taking,' and differing historical interpretations of events, issues and individuals</p>
10 minutes	<p>Reviews students' progress on dialogue task</p> <p>Organises a schedule for dialogue presentations</p> <p>Highlights key content and issues addressed during the lesson</p> <p>Revisits the White Hart Inn and underlines its significance as a cultural heritage site</p>	<p>Students explain choice of characters with peers, and outline their characters' viewpoints on bushranging and the Bushranging Act</p>	<p>Dialogue could be completed as a homework activity. Presentations could be scheduled for delivery at various stages during the mandatory site study.</p>

Web links



Convicts

<https://sydneylivingmuseums.com.au/convict-sydney/convicts-colony>

Early Australian bushrangers

https://www.nma.gov.au/exhibitions/irish_in_australia/bushrangers

Transportation and the Windsor roads:

Hidden heart: The unfolding mystery of Kellyville's White Hart Inn

<https://www.sydneymetro.info/white-hart-inn>

Old Windsor Road and Windsor Road Heritage NSW Office of Environment and Heritage

<http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?id=4301011>

Walker, F. (1921). Some famous roadside inns, Sydney Mail (NSW: 192-1938), Wednesday 1921, pp. 8-30

<http://trove.nla.gov.au/newspaper/article/162034124?searchTerm=some%20famous%20roadside%20inns&searchLimits=>

Walker, F. (1921). Australian roadside inns, Windsor and Richmond Gazette (NSW: 1888-1954), Friday 4 November 1921

<http://trove.nla.gov.au/work/212588637?q=roadside+inns&c=article&versionId=233450946>

Activity sheet 3: Source study

Bushrangers and the Bushranging Act: A hot topic of conversation at the White Hart Inn

Context

No doubt, bushranging was a constant topic of conversation among patrons congregating at the White Hart Inn. One Sydney newspaper estimated that around 150 bushrangers worked the Cumberland Plain in the 1830s. Most of these were 'runaways from convict gangs and road gangs...many driven by starvation and ill usage, to take to the bush.' (The Australian, Friday, 16 April, 1830). Officials became so concerned about lawlessness in the colony that the Legislative Council introduced the 'Bushranging Act: Act to Suppress Robbery and Housebreaking and the Harbours of Robbers and Housebreakers.' The Act, drafted by Chief Justice Forbes, was passed on 21 April, 1830.

Public opinion was deeply divided over the Act. Governor Burke questioned its legality and considered it an assault on civil liberties. Others recommended a raft of alternatives to restore law and order. These alternatives included new approaches to policing, granting clemency to escapees who had experienced harsh treatment and increasing convict rations. While John Macarthur, pastoralist and entrepreneur, had reservations about the Act, he viewed it as the only course of action open to authorities to stem the mounting crime wave.

Members of the community reacted differently. Certainly, many convicts and poor emancipists were sympathetic to the outlaw cause and willing to conceal bushrangers. Evidence suggests that settlers living around Pennant Hills and Castle Hill in the North West harboured bushrangers at various times. However, fear of reprisals from local gangs may explain their actions.

Within a short period of time, the consequences of the Bushranger Act became apparent. Innocent people, some new emigrants without documentation were arrested and detained. The first executions under the Act occurred in June 1830 with the hanging deaths of Smith and McCormick at the Sydney gaol. Despite its severity, the Act was not an immediate success.

Source 1: Extracts from the Bushranging Act and its consequences

1. 'Be it therefore enacted that it shall be lawful for any person whatsoever, having reasonable cause to suspect ...any other person to be a transported felon, unlawfully at large...without a warrant...to apprehend every such suspected person...
2. Every suspected person taken before the Justice of the Peace shall be obliged to prove... that he is not a felon under sentence of transportation...
3. Every person whatsoever shall be found on the road...with firearms or other instruments of a violent nature in his possession...shall be liable to be apprehended and taken before the Justice of the Peace...
4. And be it further enacted that it shall be lawful for any Justice of the Peace having credible information that any robbers...are harboured in the country or district to grant a general search warrant...to constables to research any dwelling
5. All persons who shall be committed for the crime of robbing or of entering and plundering any dwelling house, with arms and violence, shall be brought to trial as speedily as possible. And being lawfully convicted and sentenced to suffer death [and] executed...on the day next but two after sentence has been passed...'

Charles White (1900) *History of Australian Bushranging, Vol.1 The Early Days to 1862*.
Sydney Angus and Robertson <http://gutenberg.net.au/ebooks12/1201961h.html>



Northwest

Activity sheet 3

continued

Source 2: Views expressed in *The Australian* newspaper, concerning the Bushrangers Act

“Bushrangers – Many of those wretches who now prefer a precarious and miserable life of outlawry to labour in the service of the government, or in the services of certain private persons, would never have taken to the bush, had they not conceived they were exchanging one state of...misery for another not quite extreme...with the prospect of enjoying that wild freedom which the beast indulges as it roams the forest, or lurks in its lair.

...if treated fairly and impartially, fed sufficiently, yet worked hard, the miscreant who would cut and run from his gang, to plunder of the highway, could meet but little compassion from any honest part of the community.”

Source: *The Australian*, Sydney, Friday 16 April, 1830.

<http://nla.gov.au/nla.news-article36867904>

Source 3: Letter written by John Macarthur, pastoralist and entrepreneur, to his son John about the Bushranging Act following the executions of Smith and McCormick, first deaths under the new Act.

“Opposed as we are known to be to the system of capital punishment in every case except those of murder and a few other crimes of violence, we cannot but lament the existence of a state of things in this Colony which compels us to admit that the law...was not only called for, but that, with any regard to the safety of the lives and properties of the people, the Council could not refrain from passing it. Crimes...of violence had arrived at a fearful extent; property, nay life itself, was not safe even in the streets of Sydney, and to strike terror—the extreme terror—was the only chance left by which security could be anticipated.”

http://www.law.mq.edu.au/research/colonial_case_law/nsw/cases/case_index/1830/r_v_smith_and_mccormick/

Source 4: Obituary for Bold Jack Donohoe

“This daring marauder has at length been met by that untimely fate which he so long contrived to avoid. On Wednesday evening, at dusk, as a party of the Mounted Police were riding through the bush at Reiby, near Campbell Town, they came up with three bushrangers, one of whom was Donohoe; on being called upon to stand, they threw away their hats and shoes, and ran off, when the Police fired, and killed Donohoe on the spot, one ball entering his neck and another his forehead. Favoured by the dusk, the others made their escape, and in defiance of the dreadful fate of their comrade, that very night broke into a hut and carried off what they wanted. The body of Donohoe was removed to Liverpool, and will be brought to Sydney this morning. Thus is the Colony rid of one of the most dangerous spirits that ever infested it, and happy would it be were those of a like disposition to take warning by his awful fate.”

Source: *The Sydney Gazette*, 4 September 1830, p.2.

Obituaries Australia, Australian Centre of Biography, Australian National University.

<http://oa.anu.edu.au/obituary/donhoe-john-jack-1985/text24877>

<http://trove.nla.gov.au/ndp/del/article/2195957>



Northwest

Activity sheet 3

continued

Source 5: Findings of the inquest into the death of Jack Donohoe

“On Monday the Inquest was convened by Major Smeathman Coroner, at the Fox and Hounds kept by Henry Ball, Castlereagh Street, on the body of John Donohoe.

The Jury returned a verdict of Justifiable Homicide, with reference to the identity. But from a wound in the cheek, and another under the cheek arising from scrophula, there is little doubt but that the deceased is the notorious outlaw Donohoe.

Donohoe’s life has no doubt been harassing. But at the same time, it must be allowed that in comparison of the lives of the wretches at Moreton Bay, it was a happy life, and his death much less painful than those of scores who have deceased in that horrible settlement... It is fit and proper, that cruelty should be visited on the nation which practices it with retribution. God is just.”

Source: *Sydney Monitor*, 11 September 1830, p.4 Full findings and text: Australian Dictionary of Biography at: <http://oa.anu.edu.au/obituary/donohoe-john-jack-1985/text24879>

Source 6

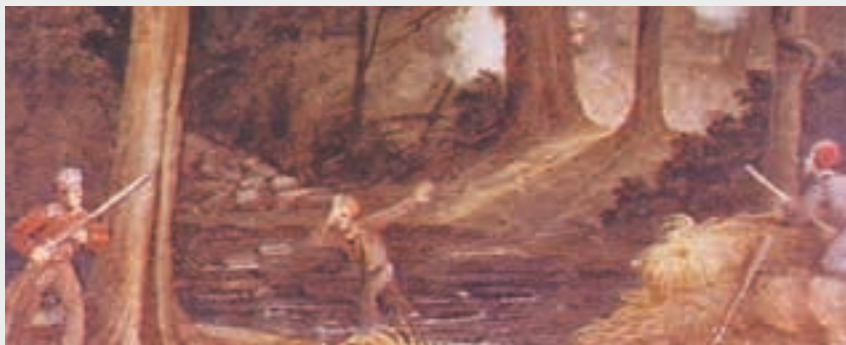


Figure 17: Skirmish between bushrangers and constables, Illawarra. It was reported that Jack Donohoe operated in the area. Created by Augustus Earle, 1827. National Library of Australia <http://nla.gov.au/nla.obj-13450081>

Source 7



Figure 18: Portrait of Bold Jack Donohoe following his death at Bringelly as the result of a ball shoot wound, September 1830. Sir Thomas Mitchell, colonial explorer and surveyor. National library of Australia <http://trove.nla.gov.au/version/17739832>

Source analysis chart:

Bushrangers and the Bushranging Act: A hot topic of conversation at the White Hart Inn

What issues do Sources 1-7 address? Complete the following chart.

Source - Type of source (newspaper report, personal letter etc.) - Author/creator - Role or position in society - Date	Author's/creator's viewpoint about bushrangers and Bushranger Act, 1830	Evidence used to support the author's/creator's viewpoint (key words, phrases, incidents, references to particular groups and/or individuals)
Extracts from the Bushranging Act and its consequences		
Views expressed in <i>The Australian</i> newspaper concerning the Bushrangers Act		
Letter written by John Macarthur		
Obituary for Bold Jack Donohoe		



Northwest

Source analysis chart:

Bushrangers and the Bushranging Act: A hot topic of conversation at the White Hart Inn

What issues do Sources 1-7 address?		
Source - Type of source (newspaper report, personal letter etc.) - Author/creator - Role or position in society - Date	Author's/creator's viewpoint about bushrangers and Bushranger Act, 1830	Evidence used to support the author's/creator's viewpoint (key words, phrases, incidents, references to particular groups and/or individuals)
Findings of the inquest into the death of Jack Donohoe		
Skirmish between bushranger and constables, Illawarra		
Portrait of Bold Jack Donohoe		



Northwest

Thinking further

In pairs, students use the evidence gathered from Sources 1–7 to respond to the following questions:

1. Can you suggest why these individuals held such views about bushrangers and the Bushranging Act? (Think about their position in society, beliefs, values, occupation and experiences. Consider events and circumstances in the early colony that may have influenced their thinking on the issue)
2. What groups and individuals may have shared these views?
3. Speculate on what other views may have been circulating at the time.

Concluding task: Historical dialogue

Using the evidence you have gathered from this Source Study and working with a partner, construct a dialogue between two characters about their views on the bushranger crisis and Bushranger Act.

Use the following scenario as the setting for your dialogue.

On a September evening in 1830 patrons gather in the front parlour of the White Hart Inn to dine and discuss the state of the colony. Some are local, either ex-convicts or free settlers. Others are travelling magistrates, members of the military and mounted police. Merchants and dray drivers have just arrived after transacting business in Parramatta and Windsor. William Cross the publican is busy arranging accommodation for the night and stabling animals. Assigned convicts wait on tables and prepare food. Patrons are seated at tables scattered around the room. After exchanging pleasantries, the topic of bushrangers and the Bushranging Act quickly becomes a hot topic of conversation.

Ground plan of the White Hart at
<https://www.sydneymetro.info/white-hart-inn>

Dialogue guideline:

- Dialogue must be 7 minutes in duration
- Dialogue must be supported by evidence drawn from the Source Study
- Language used in the dialogue must reflect the historical context of the task
- Dialogue may be presented as either a script or report in one of the colonial newspapers of the time, such as *The Australian*, *The Sydney Monitor* or *The Sydney Gazette*.

Lesson 4: The coming of the railway

This lesson aims to

- Introduce students to the history of transport in New South Wales during the 19th century
- Develop students' understanding of changing forms of transport and the historical context in which these changes occurred.

Focus questions

- What forms of transport were used in New South Wales during the 19th century?
- What do they reveal about change and development over time?
- What effects did the coming of the railway have on social and economic development in this period?

History K-10

(HT5-2) sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.

(HT5-6) uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.

Literacy focus

Historical literacy: Understand the nature of different visual and written sources.

Reading: Understanding and extracting relevant information from sources.

Writing: Construction of a historical recount.

ICT: Access information via the web.

Key terms and vocabulary

Port Jackson, emporium, carriage, tandem, barouche, chaise, gig, dray, equestrian, steam bridge, horse train, rolling stock.

Requirements for this lesson

- Activity sheet 4A – Transport in the 19th century: Library or online research (page 125)
- Activity sheet 4B – Source study: A tramway incident, 'Steam Fiend' and fatal collision at Emu Plains (pages 126–129).

Web links



A summary of Sydney's transport history

http://dictionaryofsydney.org/entry/transport?zoom_highlight=transport

Lesson 4 learning experiences

Time	Teacher activity	Student activity	Tips for teachers
10 minutes	<p>Conducts brainstorm activity to establish students' prior knowledge of early forms of transport in New South Wales.</p> <p>Records and sequences forms of transport based on student responses on interactive whiteboard.</p>	<p>In pairs, students create a list of as many kinds of early forms of transport in New South Wales as they can.</p> <p>Arrange these in chronological sequence.</p>	<p>Due to the large number of free settlers in the region it is recommended that two groups work on this topic.</p> <p>See web links for tips on conducting an expert jigsaw.</p>
30 minutes	<p>Distributes Activity sheet 4A and explains nature and purpose of activity.</p> <p>Mediates class discussion/response to questions 1–4 on activity sheet.</p> <p>Creates a mind map on board to record suggestions for question 4.</p>	<p>Working in pairs, students either web research or use Australian history library books or texts.</p> <p>Students study sources and complete the questions on the activity sheet.</p>	<p>Students can share their responses and compare their answers.</p> <p>Students may need some prompting with suggestions for question 4. For example, late 19th century developments could include: population increase, spread of settlement, increased agricultural production, gold rushes, urban growth.</p>
10 minutes	<p>Gives instructions for writing activity: Historical recount.</p>	<p>Construct half page historical recount summarising development of transport in New South Wales during 19th century.</p>	<p>Students use a timeline summary and their notes to structure their recount.</p> <p>Alternatively, this could be completed as a homework activity for discussion at beginning of Lesson 5.</p>

Assessment

Informal assessment of timeline activity based on students' written and oral responses.

Follow-up activity

Activity sheet 4B is a study of several historical sources about change and continuity in reaction to new transport technology and the way in which the media report events. The teacher can place this lesson within the learning sequence or postpone it until the end of the unit.

Activity sheet 4A

Transport in the 19th century: Library or online research

The online *Dictionary of Sydney* contains a good selection of images.

http://dictionaryofsydney.org/entry/transport?zoom_highlight=transport

Students can take note of the modes of transport available in Sydney:

1. Which forms of transport are no longer used in New South Wales today? Why have these become obsolete?
2. Briefly explain how transport in New South Wales changed during the 19th century.
3. Suggest some reasons for these changes.
4. What developments in the second half of the 19th century could help to explain these changes? Use sources and your own knowledge to answer this question.



Northwest

Activity sheet 4B

Study: A tramway incident, 'Steam Fiend' and fatal collision at Emu Plains

These illustrations and articles come from the *Illustrated Sydney News* and *Sydney Punch* in the 1870s and 1880s. Find the original two *Illustrated Sydney News* stories on the Trove (digitised newspapers) website.

1. According to the newspaper article entitled 'Fatal collision at Emu Plains on the Great Western Railway' (Source 1) what research did the illustrator of that event do to create his sketch of the Emu Plains collision?
2. According to the newspaper article entitled 'Our Government Tramways' (Source 3) what research did the illustrator of that event do to create his sketch of a tramway incident in the streets of Sydney in 1887?
3. How are these stories both similar and different from those featured in today's newspapers?
4. Why illustrations? How are they different from photographs?
5. What do the newspaper articles and their accompanying illustrations (Sources 1, 2 and 3) suggest about attitudes to these new forms of transport?
6. What aspects of change and continuity are highlighted in these sources?

Source 1



Figure 19: Illustration: Fatal Collision at Emu Plains on the Great Western Railway.

Activity sheet 4B

continued

Source 1 (continued)

The full text of the article is available at <http://trove.nla.gov.au/ndp/del/page/5452976>

Fatal collision at Emu Plains on the Great Western Railway

“On our first page we give an accurate sketch of the late dreadful accident at Emu Plains, the harrowing details of which have been so fully given by the daily newspapers. It appears that on Wednesday night, 30 January [1878], a special goods train of nine loaded trucks of kerosene shale left Bowenfels in charge of George Purdue (the guard), John Egan (driver), and John Larkins (stoker). Passing the regular stations at its due time, it arrived at Blue Mountain station, where the signal “all right” was shown; but the station-master called to the guard as the train was passing that he was late, to which Purdue returned the remark that he had “plenty of time for the Plains,” where he would cross the goods train with Sydney merchandise. At this point of the narrative some confusion prevails as to the exact place of crossing mentioned by the guard. The goods train referred to was duly started, and the two doomed trains hastened to destruction, both being involved in utter ruin. The combustible matters with which the trains were freighted took fire, and in addition to the horrors of the collision, came the calamity of a conflagration. Three men, Wiggins, Egan, and Brady, were killed, the others escaping with but little injury – a verdict of manslaughter being returned against Purdue, the guard. We are indebted to Mr. Alliband, the station-master at Emu Plains, for his courteous attention to our artist on his visit to the scene.”

Source: *Illustrated Sydney News*, Saturday, 23 February 1878.



Figure 20: How the article appeared in the *Illustrated Sydney News*, Saturday 23 February 1878.

Source: <http://trove.nla.gov.au/ndp/del/page/5452976>



Figure 21: How the illustration appeared on the cover of the *Illustrated Sydney News*, Saturday 23 February 1878.



Northwest

Activity sheet 4B

continued

Source 2



Figure 22: Cartoon - 'The Steam Fiend', Montagu Scott, *Sydney Punch*, 1881.

Source: Harold Finch-Hatton, *Advance Australia*, 1885.

Sydney's steam powered trams

Steam powered trams were introduced to Sydney in 1879 to coincide with the International Exhibition. Four Baldwin trams were imported from the United States and ran on tracks laid from Hunter Street along Elizabeth Street to the Devonshire Street Station. The system was cheap, efficient and relatively simple to install because the steam trams each carried their own source of power. During the next few years the service was extended to Woollahra, Waverley, Glebe, Forest Lodge, Camperdown, Leichhardt and Annandale.

Apart from noise and dirt, a major disadvantage of the small heavy machines was their inability to stop quickly. This meant they often ran down pedestrians with tragic results. One commentator said that they 'rush down the most crowded thoroughfares, terrifying horses and killing on an average, about two foot-passengers a week.' The same sentiment is expressed in this contemporary cartoon and within a decade the steam trams were referred to by the people of Sydney as the 'murderers'.



Northwest

Activity sheet 4B

continued

Source 3



Figure 23: Illustration – A tramway incident, Otto Fischer, *Illustrated Sydney News*, 15 March 1887.

Source: Trove, National Library of Australia.

The full text of the article can be found at

<http://trove.nla.gov.au/newspaper/page/5788558?zoomLevel=1>

The author of the editorial accompanying this illustration in the *Illustrated Sydney News* wrote:

Our Government Tramways

“In the ordinary street traffic of all large cities the traveller is constantly surrounded by unsuspected dangers. In Sydney, for example, scarcely a week passes that does not furnish some evidence of the perils that beset pedestrians and all kinds of travellers by every means of locomotion...

Take, for example, the tramway system of Sydney. The danger, discomfort, and utter inconvenience of the system, is a serious reflection on the common sense of the community, and we doubt if public opinion, in any other part of Her Majesty’s dominions, would tolerate the continuance of such a nuisance as these cars are, both to the travelling and resident public, in the districts through which they pass.

The artist has here realised one of the many scenes that have occurred in the past, and which at any time in the future may form the subject of a sensational report in one of the daily newspapers, A lady with her infant child has just alighted from the tram car, the guard is in the act of blowing his whistle as an indication to the engine driver to steam ahead, with his living freight, when a cab dashes along and intercepts the progress to the footpath so that she is in imminent danger of being trampled under foot by the excited horse, maddened by the noise and confusion surrounding him. The illustration gives a very spirited and life-like portrayal of the situation, the terror of the unfortunate woman, the indignation of the crowd on the tram car, the characteristically cool indifference of the guard, and the efforts of the cabman to rein up his horse and thus avoid the impending catastrophe”.

Source: *Illustrated Sydney News*, 15 March 1887.



Northwest

Lesson 5: Case study – Rogans Hill to Parramatta railway

This lesson aims to:

- Survey the establishment and development of the Rogans Hill to Parramatta railway
- Draw conclusions about the impact of the Rogans Hill to Parramatta railway on the North West region.

Focus questions

- What was the Rogans Hill to Parramatta railway?
- What does this case study reveal about change and continuity in the North West region over time?

History K-10

(HT5-2) sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.

(HT5-6) uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.

(HT5-8) selects and analyses a range of historical sources to locate information relevant to a historical inquiry.

Literacy focus

Historical literacy: Demonstrate an understanding of change and continuity.

Listening skills.

Writing: Note-making practise.

ICT: Access information from relevant web based resources.

Key terms and vocabulary

Tramway, locomotive, commuter, orchardist, entrepreneur, £.s.d (pounds, shillings and pence), commissioner, lobbying, depot, petition, Great Depression.

Requirements for this lesson

- Activity sheet 5A – ‘The first rail link in the North West region’ (page 132-133)
- Activity sheet 5B – ‘Change and continuity’ (page 134).

Web links



The Hills Shire website: Oral History (‘Hills Voices’ Online – Bruce Irwin)

<https://www.thehills.nsw.gov.au/Library/Library-e-Resources/Hills-Voices-Online/Changing-Shire/Bruce-Irwin>

Lesson 5 learning experiences

Time	Teacher activity	Student activity	Tips for teachers
5 minutes	Distributes Activity sheet 5A and the Rogans Hill to Parramatta railway timetable. Explains nature and purpose of activity.	Listen to instructions and form pairs for the activity. Students access The Hills Shire website (see web links).	
25 minutes	Monitors students' use of the internet resource and completion of the timeline activity and questions.	Listen to Bruce Irwin's oral history account of the Rogans Hill to Parramatta railway. Complete the timeline on the activity sheet and answer the questions given.	This account is a useful activity for developing students' listening skills. They can also follow the text provided and view the images and embedded video.
10 minutes	Ascertains students' prior knowledge of the concepts of change and continuity to introduce the next activity.	Engage in the teacher-led discussion.	Time needed for this activity will depend on students' level of understanding of the concepts. Concrete examples from students' own experiences are recommended.
20 minutes	Distributes Activity sheet 5B. Monitors pair and group activities. Moderates the whole class discussion on change and continuity.	Use the information gained from the earlier activities to draw conclusions about aspects of change and continuity. Record their findings on the mind map provided. Pairs form groups of four and discuss one of the four questions provided. Each group reports to the whole class on its discussion.	The teacher will need to facilitate small group and whole group discussion to support students' analysis.

Assessment

Formative. The teacher assesses students' understanding of key developments in the history of the Rogans Hill to Parramatta railway and the concepts of change and continuity.

Follow-up activity

Site study to be conducted by students in groups.

Activity sheet 5A

The first rail link in the North West region

Complete the timeline and answer the questions below.

Use the video clip and accompanying text of the Rogans Hill to Parramatta railway at the following website:

<https://www.thehills.nsw.gov.au/Library/Library-e-Resources/Hills-Voices-Online/Changing-Shire/Bruce-Irwin>

Timeline of developments affecting the Rogans Hill tram/railway (30 minutes).

	Date	Development
Tram	1902	
	1906	
	1915	
Rail	1923	
	1929	
	1932	

Questions

1. Why was the tramway converted to a railway?
2. Why did commuters regard the railway service as inferior to the tram service?
3. How were both commuters and citrus growers (orchardists) better served by other forms of transport in the 1920s? What were the advantages of these other modes of transport?



Northwest

Activity sheet 5A

Rogans Hill to Parramatta railway timetable

Study the timetable below and answer the following questions:

1. Where did the service begin and terminate?
2. How long did the journey take on a weekday morning?
3. How did a commuter travel to Sydney?

138		ROGAN'S HILL—PARRAMATTA									
Up.		MONDAYS TO FRIDAYS INCLUSIVE.									
		*	*	*	*						
		a m	a m	a m	a	a m	a m	p m	p m		
ROGAN'S HILL	Dep	5 25	5 25	7 7		9 5	10 35	12 15			
CASTLE HILL	Dep	5 25	5 25	7 11		9 9	10 39	12 19	1 39		
Parramatta Lane	Dep	5 25	5 25	7 11		9 11	10 41	12 21	1 41		
Southleigh	Dep	5 29	5 29	7 15		9 13	10 43	12 23	1 43		
Cross Street	Dep	5 30	5 30	7 19		9 17	10 47	12 27	1 47		
Baulkham Hills	Dep	5 30	5 30	7 23		9 20	10 50	12 30	1 50		
Junction Road	Dep	5 41	5 41	7 25		9 23	10 51	12 33	1 53		
Model Farm	Dep	5 45	5 45	7 27		9 27	10 56	12 35	1 55		
Moxham Road	Dep	5 45	5 45	7 31		9 29	10 59	12 38	1 59		
Northmead	Dep	5 52	5 52	7 35	45	9 33	11 3	12 43	2 3		
Mons Road	Dep	5 55	5 55	7 39	49	9 37	11 7	12 47	2 7		
Westmead	Dep	6 0	6 0	7 44	54	9 40	11 10	12 50	2 10		
PARRAMATTA	Arr	6 3	6 4	7 48	58	9 43	11 13	12 53	2 13		
PARRAMATTA	Dep	6 5	6 10	7 49	59	9 45	11 15	12 55	2 15		
SYDNEY	Arr	6 29	7 31	8 31	9 21	10 19	11 49	1 29	2 49		

Up.		MONDAYS TO FRIDAYS INCLUSIVE.									
		*	*	*	*						
		p m	p m	p m	p m	p m	p m	p m	Mixed		
		p m	p m	p m	p m	p m	p m	p m	p m		
ROGAN'S HILL	Dep	3 35		6 45	7 45	8 35	9 35	10 21			
CASTLE HILL	Dep	3 35	4 33	6 49	7 49	8 39	9 39	10 25			
Parramatta Lane	Dep	3 35	4 36	6 52	7 52	8 42	9 42	10 28			
Southleigh	Dep	3 35	4 37	6 53	7 53	8 43	9 43	10 29			
Cross Street	Dep	3 35	4 40	6 57	7 57	8 47	9 47	10 33			
Baulkham Hills	Dep	3 35	4 43	6 7	7 7	8 1	8 51	9 51	10 47		
Junction Road	Dep	3 35	4 45	6 10	7 6	8 4	8 54	9 54	10 50		
Model Farm	Dep	3 35	4 49	6 13	7 9	8 7	8 57	9 57	10 53		
Moxham Road	Dep	3 35	4 52	6 16	7 12	8 10	9 0	10 0	10 56		
Northmead	Dep	3 41	4 55	6 19	7 15	8 13	9 3	10 3	11 0		
Mons Road	Dep	3 47	4 59	6 23	7 19	8 17	9 7	10 7	11 4		
Westmead	Dep	3 50	5 2	6 25	7 21	8 20	9 10	10 10	11 7		
PARRAMATTA	Arr	3 53	5 5	6 29	7 25	8 23	9 13	10 13	11 11		
PARRAMATTA	Dep	3 53	5 7	6 34	7 25	8 33	9 16	10 16	11 16		
SYDNEY	Arr	4 29	5 40	7 10	7 59	8 59	9 49	10 49	11 49		

* Steam hauled trains.

Service between Rogan's Hill and Parramatta is by Rail Motor, unless otherwise indicated.

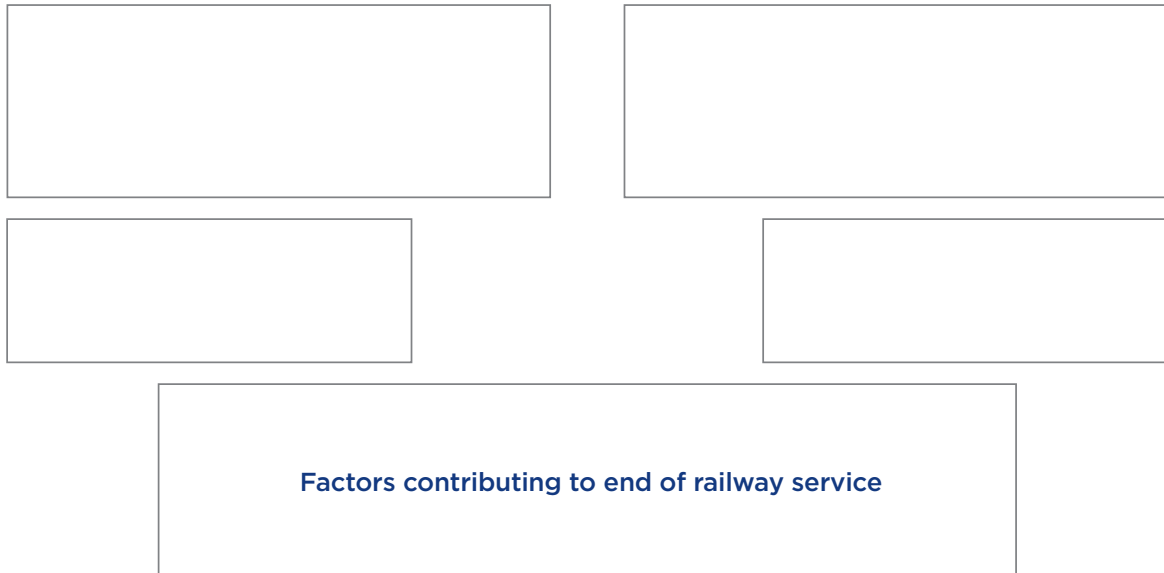
Passengers change at Parramatta.

Figure 24: The Rogans Hill to Parramatta railway timetable.

Activity sheet 5B

Change and continuity

The teacher can easily create a mind map template that looks like the following example. Print on A3 paper. Students use the mind map to record the factors that contributed to the end of the first rail service in the North West region.



Alternatively, use the brainstorming mind mapping site <https://bubbl.us/>



For discussion

1. List the main examples of change you have observed in your study of the Rogans Hill to Parramatta railway, e.g. social, economic, technological. (Teacher tip: ensure class understands these important concepts).
2. Identify features of continuity that you have observed in this study, for example, people's expectations.
3. What do you think is more obvious from this study: change or continuity?

Lesson 6: Choose your own adventure

This lesson is devoted to the allocation and discussion of a research task and research protocols. Students form research groups, and choose their site study research topics from those listed below. The teacher ensures they understand the nature of the research task (Activity sheet 6, pages 138–141) and students begin collaborating on their research activities.

Note: Students research and present their site study topic over a sequence of five lessons (Lessons 6–10). Refer back to 'Lesson sequence overview' (pages 96–97) for details concerning the content and teaching learning activities specified for Lessons 6–10.

Outcomes

Historical skill: Research – Plan historical research to suit the purpose of an investigation.

Site study research topic examples

1. Research the names of Sydney Metro Northwest stations. Consider other research about people and events of the area which may be relevant. Prepare an interactive display (for example five to six PowerPoint frames or a short YouTube video-clip) featuring key historical information for display at each Sydney Metro Northwest station.
2. Investigate the early history of public transport in the North West region and produce a five to ten minute video outlining this history, including the Rogans Hill to Parramatta railway. Imagine that this may be shown where people wait for buses or other important transport locations.
3. Investigate major changes over time – from pre-colonial times to the present – in population, land use and urban development in the North West region. Identify key turning points in the history of the North West region. Present your findings as an interactive timeline.
4. Create some artworks or artefacts to represent key personalities or events in the history of the North West region that might be displayed at Sydney Metro Northwest stations or other public buildings or places.
5. Design and conduct a survey on community knowledge about Sydney Metro Northwest. How much do people know about some of the main features, such as the number of stations, where it starts and finishes and other elements? Collate the findings of your research and represent it in pie charts, or column graphs as a display. Use a mobile device to record short interviews to upload to YouTube or MovieMaker.
6. Design and produce a YouTube promotional 90 second advertising campaign commercial to let people in your local community know more about the Sydney Metro Northwest. It is important to think about your target audience: Is it youth (e.g. easy travel to the beach with a surfboard and no car)? Is it adults (e.g. faster and cheaper journey to work)? Is it mothers with children (e.g. easy to go shopping and to the doctor with a pram)?

Requirements for this lesson

- Activity sheet 6 – 'Sydney Metro Northwest site study research task' (pages 138–141)
- Distributes and discusses Assessment schedules and guidelines for oral, digital and other formats

Web links



The Hills Shire Council website

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

<https://www.thehills.nsw.gov.au/About-The-Sydney-Hills/History-of-The-Hills-Shire>

Lesson 6 sequence

Time	Teacher activity	Student activity	Tips for teachers
15 minutes	<p>Distributes Activity sheet 6 with research topics and directions.</p> <p>Explains nature and purpose of the site study.</p> <p>Elaborates on research topics.</p> <p>Monitors group discussions and answers students' questions.</p>	<p>When the teacher has finished explaining the task and clarifying research topics, students form small groups of four or five.</p> <p>Each group chooses one site study from the topics provided and has preliminary discussion on their task.</p>	<p>Teacher either negotiates with groups on choice of task or allocates tasks based on knowledge of students' interests, abilities, learning styles.</p> <p>Suggest each group appoint a group leader to co-ordinate activities.</p>
15-20 minutes	<p>Draws attention to research activities, including:</p> <ul style="list-style-type: none"> - Allocation of activities - Time frame for research and target dates - Compilation of research material - Use of research log. 	<p>After the teacher's explanations students in their groups discuss research process and requirements and construct a template for their research log under teacher direction.</p>	
15-20 minutes	<p>Directs students to relevant resources for beginning research and navigates The Hills Shire Council website to demonstrate.</p>	<p>Students follow the teacher's explanation and pose relevant questions for clarification.</p> <p>Students offer suggestions for research resources based on their study of this topic in previous lessons and their own knowledge of their local area.</p>	

Assessment

Formative: Teacher assesses students' understanding of the research task – from small group and whole class discussions, question and answer session and from monitoring sessions conducted during the research period.

Summative assessment of student research is conducted at the end of unit.
See Assessment task and marking guidelines (pages 142-143).

Follow up activity

The Foxfire approach to teaching and learning promotes a sense of place and appreciation of local people, community and culture as essential educational tools.

<https://www.foxfire.org/teaching.html>

Activity sheet 6

Sydney Metro Northwest site study research task

Your task

In this research task, you and your group will conduct a local history site study with a focus on Sydney Metro Northwest, which is under construction and scheduled for completion mid-2019. You will explore a topic related to the local history of the area that will be served by the Sydney Metro Northwest and prepare an ICT or other presentation format to present your findings.

Your study should draw on a range of different sources and highlight aspects of change and continuity in your local area over time.

Your target audience for this research will be the travelling public of the North West region. Imagine that your research and site study will be an information resource to be shown at the various stations along the Sydney Metro Northwest when they are built.

Organisation

- EIGHT WEEKS – your group will have eight weeks to carry out this task
- ONE LESSON – during the research period will be set aside for you to share your work in progress, consult with your teacher and refine your research
- ONE LESSON – at the conclusion of your research to put the finishing touches to your task in preparation for your presentation. However, most of this work needs to have been completed ahead of this lesson
- TWO LESSONS – for group presentations to the rest of the class.



Northwest

Activity sheet 6

Site study research topic examples – choose one of the following

1. Research the names of the Sydney Metro Northwest stations. Consider other relevant research of people and events of the area. Prepare an interactive display (for example five to six PowerPoint frames or a short YouTube video-clip) featuring key historical information for display at each Sydney Metro Northwest station.
2. Investigate the early history of public transport in the North West region and produce a five to ten minute video outlining this history, including Rogans Hill to Parramatta railway. Imagine that this may be shown where people wait for buses or other important transport locations.
3. Investigate major changes over time – from pre-colonial times to the present – in population, land use and urban development in the North West region. Identify key turning points in the history of the North West region. Present your findings as an interactive timeline.
4. Create some artworks or artefacts to represent key personalities or events in the history of the North West region that may be displayed at Sydney Metro Northwest stations or other public buildings or places in the region.
5. Design and conduct a survey on community knowledge about Sydney Metro Northwest. How much do people know about some of the main features, such as the number of stations, where it starts and finishes and other elements. Collate the findings of your research and represent it in pie charts, or column graphs as a display. Use a mobile device to record short interviews to upload to YouTube or MovieMaker.
6. Design and produce a YouTube promotional 90 second advertising campaign commercial to let people in your local community know more about Sydney Metro Northwest. It is important to think about your target audience: Is it youth (e.g. easy travel to the beach with a surfboard and no car)? Is it adults (e.g. faster and cheaper journey to work)? Is it mothers with children (e.g. easy to go shopping and to the doctor with a pram)?

Part 1: Group research

You will need to collaborate on this task by:

- Setting research goals and timelines (keep a research log for your group on the school's intranet)
- Allocating tasks to different members of the group
- Visiting sites relevant to your research, conducting interviews (where relevant), collecting and analysing sources and making notes
- Making judgments about the most reliable and useful sources and which to include in your final presentation
- Collating and refining your findings during the course of your research (you will need to collaborate at times other than during your History lessons to accomplish this).



Northwest

Activity sheet 6

Part 2 (a) Group presentation

In groups prepare a 10 minute presentation of your research task

- Introduction including (i) an explanation of your research methods: organisation, allocation of tasks, summary of major activities; (ii) evaluation, e.g. most effective/least effective methods; and (iii) any problems you encountered in the research
- Presentation of the task e.g. PowerPoint, Movie, YouTube clip
- Evaluation of sources used. Which were most/least reliable? Which were most useful? Why?
- Explanation of what you have learned from this site study about change and continuity over time in your local area.

Group presentation – Criteria for assessment

You will be assessed on how well you

- Explain and evaluate your research methods in your introduction
- Make judgments about the reliability and usefulness of your sources
- Explain features of change and continuity over time in your local area
- Demonstrate evidence of effective communication skills and teamwork.

Part 2 (b) The task

Your group's task will be assessed on the following criteria

- Relevant and accurate information/historical detail
- Logical, well-structured presentation of texts/images etc
- Originality in the design of the task.



Northwest

Activity sheet 6

Suggested resources

The Hills Shire Council website

<https://www.thehills.nsw.gov.au/Library/Library-e-Resources/Local-Studies-Family-History>

Local libraries

The Hills Shire Library Service

<https://www.thehills.nsw.gov.au/Library/About-Our-Libraries>

Local historical societies and persons

Search for these sites by name and get contact details.

For example:

The Hills District Historical Society

<https://sites.google.com/site/hillsdistricthistoricalsociety/>

Sydney Metro Northwest resources

<https://www.sydneymetro.info/documents>

Sydney Metro Northwest Project Overview June 2014 (5MB, pdf)

<https://www.sydneymetro.info/sites/default/files/ProjectOverview2014.pdf%3Fext%3D.pdf>

Environmental Impact Statement 2

Executive Summary (1MB, pdf)

https://www.sydneymetro.info/sites/default/files/01_Cover__Declaration__Exec_Summary__ToC.pdf%3Fext%3D.pdf

Chapter 11 European Heritage (2MB, pdf)

https://www.sydneymetro.info/sites/default/files/13_Ch_11_European_Heritage.pdf%3Fext%3D.pdf

Chapter 12 Indigenous Heritage (652KB, pdf)

<https://www.sydneymetro.info/sites/default/files/document-library/Sydney%20Metro%20Northwest%20Indigenous%20Heritage%20Archaeological%20Salvage%20Program%20Report.pdf>



Northwest

Assessment schedule and guidelines

Assessment task and marking guidelines

Group presentation – oral

Criteria	Grade
<ul style="list-style-type: none"> – Provides a clear and detailed explanation and evaluation of research methods – Makes valid and sustained judgments about the reliability and usefulness of a range of sources – Identifies significant features of change and continuity and provides a thorough explanation of them – Demonstrates highly effective communication skills and teamwork in the presentation. 	A
<ul style="list-style-type: none"> – Provides a clear explanation and evaluation of research methods – Makes valid judgments about the reliability and usefulness of a range of sources – Identifies significant features of change and continuity and provides a sound explanation of them – Demonstrates effective communication skills and teamwork in the presentation. 	B
<ul style="list-style-type: none"> – Provides a satisfactory explanation of research methods with some evaluation – Makes some judgments about the reliability and/or usefulness of sources – Identifies some relevant features of change and continuity and provides some explanation of them – Demonstrates satisfactory communication skills and teamwork in the presentation. 	C
<ul style="list-style-type: none"> – Provides a basic explanation of research methods; may include evaluation – Describes sources, may attempt some judgment about their reliability or usefulness – May describe one or two features of change and/or continuity – Demonstrates basic skills of communication and teamwork in the presentation. 	D
<ul style="list-style-type: none"> – Provides a limited explanation of research methods – Limited or no judgment about reliability and usefulness of sources – Demonstrates limited understanding of change and/or continuity – Demonstrates limited communication skills and teamwork. 	E



Northwest

Assessment schedule and guidelines

Assessment task and marking guidelines

The task – digital or other format

Criteria	Grade
<ul style="list-style-type: none"> – Provides a clear and detailed explanation and evaluation of research methods – Makes valid and sustained judgments about the reliability and usefulness of a range of sources – Identifies significant features of change and continuity and provides a thorough explanation of them – Demonstrates highly effective communication skills and teamwork in the presentation. 	A
<ul style="list-style-type: none"> – Provides a clear explanation and evaluation of research methods – Makes valid judgments about the reliability and usefulness of a range of sources – Identifies significant features of change and continuity and provides a sound explanation of them – Demonstrates effective communication skills and teamwork in the presentation. 	B
<ul style="list-style-type: none"> – Provides a satisfactory explanation of research methods with some evaluation – Makes some judgments about the reliability and/or usefulness of sources – Identifies some relevant features of change and continuity and provides some explanation of them – Demonstrates satisfactory communication skills and teamwork in the presentation. 	C
<ul style="list-style-type: none"> – Provides a basic explanation of research methods; may include evaluation – Describes sources, may attempt some judgment about their reliability or usefulness – May describe one or two features of change and/or continuity – Demonstrates basic skills of communication and teamwork in the presentation. 	D
<ul style="list-style-type: none"> – Provides a limited explanation of research methods – Limited or no judgment about reliability and usefulness of sources – Demonstrates limited understanding of change and/or continuity – Demonstrates limited communication skills and teamwork. 	E