Sydney Learning Adventures

Battle for The Rocks:
Identity, heritage and conservation

Secondary program | Years 9–10
History Stage 5
Battle for The Rocks: Identity, heritage and conservation
Teachers’ Resource Pack

Sydney Learning Adventures is an initiative of Sydney Harbour Foreshore Authority.

We gratefully acknowledge the assistance of Dr. Wayne Johnson, archaeologist, Sydney Harbour Foreshore Authority and Jack Mundey.

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1. Introduction
Thank you for choosing to bring a school group on the Battle for The Rocks excursion. This resource pack is designed to provide background information and practical support for your visit.

This pack includes:
• syllabus links for Stage 5 history students
• background information about Green Bans and their impact on Sydney’s cultural and environmental heritage
• teaching suggestions for pre-excursion and post-excursion activities
• practical guidance about running a successful excursion
• a bibliography and list of suggested resources including useful websites
• activity sheets, a Battle for The Rocks excursion map and timetable to photocopy.

2. Sydney Harbour Foreshore Authority
Sydney Harbour Foreshore Authority owns and manages some of the State’s most significant assets, including Sydney’s heritage and cultural precincts at The Rocks and Darling Harbour.

With more than $1.5 billion in assets, and around 240 employees, the Foreshore Authority manages significant commercial and retail leases, provides security, cleaning, building maintenance and other facility management services, cares for the public domain and more than 140 heritage items.

The Authority also operates education, tourism and marketing services and holds significant events in The Rocks and Darling Harbour each year. Between them, the precincts attract more than 40 million visitors annually.

The Authority also owns sites at White Bay Power Station, Rozelle railway yards and Ballast Point and manages other major waterfront assets around Sydney Harbour on behalf of other agencies.

Sydney Harbour Foreshore Authority was formed in 1999 under the Sydney Harbour Foreshore Authority Act 1998 to consolidate the work and functions of City West Development Corporation, Darling Harbour Authority and Sydney Cove Authority.

3. Overview of the teaching approach
Integrating Battle for The Rocks within a teaching unit will increase the effectiveness of the learning experience by providing a context for the visit.

The teaching suggestions and activity sheets in this pack are offered in three sections—pre-excursion, excursion and post-excursion—to provide a complete teaching unit.

The pre-excursion section begins with school-based activities designed to familiarise students with relevant terms and concepts. The excursion section enables students to further build their knowledge. The post-excursion section concludes with activities to consolidate the topic back at school.
4. HISTORY OUTCOMES: STAGE 5

Knowledge and understanding

M5.5
Recounts some of the key events and developments in Australian political history.

M5.6
Explains political events and evaluates their impact on civic life.

M5.7
Describes major features of social and cultural life at different times in Australia’s history.

M5.8
Compares and contrasts the social and cultural experiences of different people at various times.

M5.11
Identifies various marginalised groups who have struggled for rights and freedoms.

M5.12
Accounts for how and why the rights and freedoms of various groups in Australian society have changed.

Skills

M5.14
Explains the meaning, purpose and context of historical sources in order to deduce their usefulness for the purposes of an inquiry.

M5.15
Explains different perspectives and historical interpretations about individuals, groups, events and issues.

M5.17
Defines the purpose of a historical investigation and plans and conducts appropriate research, with some independence.

Topic area
Contemporary Australia

Areas of study
Egalitarianism and diversity in Australian society
Heritage and environmental issues

Inquiry questions
Is Australia an egalitarian society?
How have images of being ‘Australian’ changed?
How and why have Australians sought to preserve their natural and built heritage?

Values and attitudes – History Stage 5
Commitment to informed and active citizenship
Commitment to a just society
Empathetic understanding
Commitment to lifelong learning
5. BACKGROUND INFORMATION FOR TEACHERS

Topic-based

Cadigal land

It is important to acknowledge the traditional owners of the land upon which this excursion takes place. The Cadigal were the Aboriginal people living in and around The Rocks area at the time of first contact with the British. Their land stretched from South Head to Darling Harbour along the south side of the city.

It’s impossible to say for certain how long the Cadigal and their ancestors had been living here. The oldest archaeological sites in the Sydney region are around 15,000 years old—more than four times older than the great pyramids of Egypt. However, it’s likely that the area was occupied long before that—up to 50,000 years ago—but these older sites may have been flooded by the rising sea levels.

Most pre-1788 archaeological sites in Sydney are near the harbour, suggesting that life for the Cadigal people was centred on the water. However, all parts of the land were used at different times and for different purposes. Most engraved and painted images, for example, are on rock platforms on ridge tops with views of the surrounding country, well away from permanent water sources.

Three Aboriginal sites have been identified near The Rocks—one in Cumberland Street, another at Moores Wharf (Bond Street), and a third in Angel Place (George Street). Some others may have been destroyed by urbanisation however it’s also likely that Aboriginal people did not leave much in the way of archaeological traces.

Cadigal knowledge was passed on orally and through ritual. With the great loss of life and social upheaval caused by the arrival of Europeans, much of that knowledge has been lost. The earliest documentary evidence we have of the Cadigal people is in the letters, diaries, drawings, paintings and official records of the First Fleet, which sailed into the harbour in January 1788. Such records are far from complete and they are interpretations of a culture that the new settlers did not understand. Much of the Cadigal way of life would have also been hidden from these strangers. They do however provide almost the only glimpse we have of the way of life that existed here for thousands of years before it was destroyed by the arrival of Europeans.

In the book Anchored in a Small Cove Max Kelly describes how, within months of the First Fleet’s arrival, the Aboriginal people of the Sydney region had become “fringe-dwellers in their own land”. Within a year of settlement it is estimated that nearly half the Aboriginal population of the Sydney area were dead following a smallpox epidemic.

The cultural beliefs of the military officials who ran the British colony assumed the superiority of white Christian ideals. The newcomers could not comprehend Aboriginal law and customs and most were convinced that they had a right to bring ‘civilisation’ and the methods of modern land management to Australia. Aboriginal people were increasingly made to feel unwelcome in the growing settlement of Sydney Town. The early settlers resorted to kidnapping a number of important figures in the hope of enforcing their own culture and ideals.

Green Bans

The concept of a Green Ban is uniquely Australian. Green Bans are union bans placed on existing or prospective construction sites. They prevent any demolition or construction work from taking place if it means the displacement of residents or loss of cultural or environmental heritage.

In essence, a Green Ban can be described as ‘an alliance between residents concerned about their property rights and workers worried about the effects of their work’. The phenomenon has seen an alliance between local residents, builders and labourers to ensure large, powerful landholders, including government agencies, take notice of the needs of their communities.

Green Bans have been in operation since the early 1970s when the Builders Labourers Federation (BLF), under the leadership of secretary Jack Mundey, imposed the first Green Ban on a redevelopment site known as Kelly’s Bush.

Since the early 1970s, more than 40 Green Bans have been applied to various areas and properties around Sydney, halting work estimated in excess of $3 billion. Green Bans have been responsible for the preservation and conservation of many areas in Sydney including Woolloomooloo, The Rocks and Centennial Park. Green Bans have been indirectly responsible for increasing community consultation regarding planning decisions made by government departments and their agencies.

A recent Green Ban was activated in June 2001 and concerned the proposed redevelopment of the Museum of Contemporary Art at West Circular Quay. After consideration by all interested parties, the plans for the site’s redevelopment were dropped and the yellow sandstone, Art Deco-style building was reprieved.
Kelly’s Bush: The site of the first Green Ban

Kelly’s Bush Reserve is located on the Parramatta River at Hunters Hill. It is the last section of natural Australian bush to survive the encroaching development of the area. It is also a site of indigenous significance, containing sacred waterholes and the remains of an Aboriginal midden.

The area was named after the Kelly family who had owned the eight acres of land since the 1890s. Originally, they had built a smelter on one corner of the land, leaving the rest intact. After World War II the bush was zoned ‘reserve open space’. In 1967, the company moved its works to Alexandria and put the land on the market.

Developer AV Jennings bought the land and submitted plans to Hunters Hill Council for 25 luxury homes on the site. The plan, which proposed a high-rise redevelopment for the site, was opposed by the local resident action group—known as ‘Battlers for Kelly’s Bush’ which comprised predominantly older local women. Consequently, Jennings downsized the height of the proposed dwellings. However, in 1970, the council recommended that Kelly’s Bush be rezoned as residential and Jennings plan was accepted.

By June 1971 the redevelopment was set to move ahead. However, in the same month the Battlers for Kelly’s Bush, outraged at the loss of a frequently used community amenity, approached the BLF which initiated what was later recognised as the world’s first Green Ban to stop the redevelopment of the site.

The ensuing confrontation became known as ‘the Battle for The Rocks’. The results of angry protests, union strikes and sometimes violent demonstrations, as well as many years of slow and careful conservation work, are still in evidence today.

There is a long history of government attempts to clear or rebuild The Rocks. In the second half of the 19th century, as the density of dwellings in the area increased, overcrowding, sub-standard housing and inadequate sanitation resulted in slum conditions. The Rocks became notorious as the haunt of ‘The Rocks Push’, a larrikin gang of mischief makers who beat and robbed unsuspecting passers-by.

In 1900, bubonic plague reached Sydney. The outbreak was caused by infected fleas carried on rats aboard ships docking in Sydney. The outbreak resulted in 103 deaths across Sydney. For four months, the buildings of The Rocks were cleansed, fumigated and disinfected. The Rocks area was barricaded off from the rest of Sydney and residents throughout the city considered the area a disease-ridden slum.

To eradicate the problem, the Sydney Harbour Trust was formed in 1901 to take over The Rocks and the adjacent wharves on behalf of the State Government. The proposed waterfront clean-up aimed to create a ‘working man’s paradise’. More than 900 sub-standard houses, commercial buildings and wharves were demolished at a cost of one million pounds.

The management of the area was then transferred to the Maritime Services Board (MSB). All rents were paid to it from that time onward. Its charter ensured that rents remained low and that maritime workers and their families had priority in housing. As a result The Rocks district remained a predominantly working-class area.

Due to the outbreak of World War One, the original vision for the redevelopment of The Rocks was never completed. After the war, it resumed at a much slower pace—in effect saving much of the area from wholesale demolition.

The construction of Sydney Harbour Bridge from 1923–32 cut a swathe through The Rocks. Whole streets disappeared under the bridge’s southern approach. However, the construction of the bridge created much needed employment for many people in the area during the Great Depression.

During the 1960s, Sydney experienced a building boom. New office block towers and high-rise apartments sprang up within, and around, the central business district. With redevelopment in mind, the NSW Government created the Sydney Cove Redevelopment Authority (SCRA) in 1968.
The SCRA was a statutory authority specifically set up to manage and develop The Rocks. Its charter was to plan redevelopment ‘in an economically feasible way, with a maximum financial return, while taking advantage of its location, setting and historical links’.

SCRA’s brief was to undertake the redevelopment of The Rocks area, building four high-rise office towers and a large international hotel. Pressure to redevelop was intense, but there was also a strong shift in the mood of the public towards preservation. The Rocks is perhaps the best example of the outcome of this shift.

SCRA’s $500 million redevelopment plan was made public in February 1971 without any form of community consultation; not surprisingly, The Rocks’ residents were outraged.

In essence, the plan proposed that land within the precinct (previously owned by the government) would now be leased to developers for periods of up to 99 years. The result would see huge commercial office blocks and high-density housing towers overshadow the few remaining heritage buildings in the precinct. The redevelopment plan also contained no provision for the rehousing of displaced residents.

To counteract the redevelopment proposals, local residents established The Rocks Residents Action Group (RRAG) which was led by Nita McRae. Under McRae’s guidance, the RRAG mobilised the local community and organised petitions, held protest meetings and petitioned the NSW Government.

The RRAG was promised ‘sympathetic consideration’ by SCRA and the inclusion of new homes for pensioners in the redevelopment plan, although the location of such dwellings was unspecified.

When letters were delivered informing people that their houses would be bought under compulsory purchase orders and that evicted residents would be offered housing elsewhere, most refused to leave.

RRAG had been in existence for more than a year before it turned to the BLF for Green Ban protection. The union had already been active in banning development at Kelly’s Bush and Eastlakes in Sydney’s inner east, garnering considerable publicity and community support along the way.

In November 1971, a Green Ban was placed on the SCRA redevelopment project which meant members of the BLF were banned from working on the site.

On 24 January 1972, bulldozers arrived in The Rocks. They were met by 30 local residents who stopped the demolition from proceeding. The Green Ban was then expanded to include other unions including: the Federated Engine Drivers and Firemens Association, the Amalgamated Metal Workers Union, the Waterside Workers Federation and the Firemen and Deckhands Union.

The Green Ban gave The Rocks’ residents valuable time in which they formed an alternative plan assisted by a group of industry professionals sympathetic to their cause. The RRAG’s plan for The Rocks was based on the notion that a predominantly residential redevelopment in conjunction with an extensive program of historic preservation was best for the area. Their suggestions became the basis for the redevelopment plan which was later adopted and implemented.

The Rocks’ Green Bans were lifted in 1975. Messages on the sides of Sydney buses at the time read ‘The Rocks, where history is alive and kicking’.

Today, The Rocks is a vibrant precinct, managed by Sydney Harbour Foreshore Authority.

**Further Information:**

Fascinating aspects of The Rocks’ heritage are displayed on various installations throughout the precinct. Interpretive panels on the Battle for The Rocks can be found in Kendall Lane opposite The Rocks Discovery Museum. This turbulent period of the area’s history is also featured in the Transformations exhibit in the museum.
The Rocks Discovery Museum

The Rocks Discovery Museum officially opened on 15 December 2005. The museum houses four exhibitions that take visitors on a journey from pre-colonial Sydney to the present day.

Warrane (pre-1788)

Warrane is the name the traditional landowners, the Cadigal people, gave to the area known as Sydney Cove today. This exhibition examines the relationship of the Cadigal people with their environment, identity, community and spirituality before the arrival of Europeans.

Much of what we know of the life of the Cadigal people is from the paintings and descriptions of the first British colonists. As a result of the upheaval and loss of life caused by the European colony many stories and traditions were lost.

The Warrane exhibition documents what we know of the daily life of the Cadigal people through the examination of artefacts found in the area including tools for hunting and other weapons. The exhibition explains how these items were made and used.

Drawers of preserved bush foods, shells and rocks also give students the opportunity for a hands-on experience of the natural environment that was integral to the lives of the Cadigal people prior to British colonisation.

Midden materials discovered in an archaeological examination of a campsite discovered in The Rocks area are also displayed.

The changing natural environment of the area is illustrated in a specially designed audio visual presentation which shows how the Sydney basin has transformed over the past 50,000 years from a small river to the harbour we see today. The changing conditions in climate and geography have influenced the plant species as well as forming the shape of Sydney's foreshore.

This exhibition also houses a replica traditional Aboriginal canoe, known in the Cadigal / Eora dialect as a nowey. Traditionally these canoes were made from large strips of bark from the stringy-bark or buranburan tree. This canoe was made by students at Alexandria Park Community School who are learning traditional Cadigal skills.

Colony (1788–1820)

Drawing on archaeological evidence found in The Rocks, this exhibition provides an insight into what life was like for the Cadigal people, the convicts and military, medical staff and their families during the early days of settlement after the arrival of the First Fleet in 1788.

One of the highlights of this exhibition is the touchscreen installation that allows students to interact with artefacts thought to belong to a colourful local identity of the time, convict and butcher George Cribb. These artefacts, found down a well on the Cumberland Street archaeological dig site, include an illegal alcohol still and provide a fascinating insight into life in The Rocks during the early days of the colony.

Through interactive touchscreen technology, students can discover the stories of specific artefacts and the people to whom they would have belonged. The artefacts in this exhibition give an indication of the quality of life in the colony. Items such as fine china and cut glass indicate a society with greater wealth than had previously been thought. Students are encouraged to utilise these interactive exhibits and the resource centre to explore the displayed items in greater depth.

A wide-screen presentation shows the fascinating struggle for colonisation of the world by the Spanish, Portuguese, French, Dutch and English. It incorporates important dates and highlights the trade routes that were used.

Port (1820–1900)

During the 19th century, The Rocks developed from a convict town into a thriving port where a post office, warehouses, newspapers and banks were established. It was home not only to merchants and clerks but also to whalers, sea captains, crews and their families.

This exhibition has an abundance of diverse artefacts, images and information and is a valuable resource for students studying the history of Sydney.

The port town of Sydney is well documented in police reports, diaries and other archives. Archaeological evidence of the time includes household items, clothing and pieces salvaged from shipwrecks.

The Byrne family tree interactive timeline presents the history of one local family. The Byrne genealogy can be traced from the beginning of settlement through to the present, with descendants still residing in The Rocks today.

This exhibition also includes a documentary showing the history of some of The Rocks’ key buildings and the development of the area into a port town. There are also four other touchscreens documenting stories from The Rocks, the history of pubs in The Rocks, an international timeline and The Rocks’ maritime history.
Transformations (1900 – present)

This exhibition houses the shovel that turned the first sod of earth to begin construction of Sydney Harbour Bridge in 1923. It shows how The Rocks has been transformed since the beginning of the 20th century. At this time, The Rocks and inner city areas were regarded as crowded, dirty and unhealthy. When a bubonic plague scare broke out in the area, the NSW Government took advantage of the situation, taking control of The Rocks and announcing its intention to redevelop it. Wharves and buildings were torn down and rebuilt. The two World Wars stalled the process, however the building of Sydney Harbour Bridge during the Depression brought about the demolition of hundreds of homes in The Rocks. The sequence and extent of demolition is captured in a visual presentation of an evolving map of The Rocks.

The local community’s resistance to this program of redevelopment culminated in 1973, when The Rocks residents joined with the NSW Builders’ Labourers Federation in official protests. Together they brought about a ban (known as a Green Ban) on further demolition of this historic quarter. This exhibition also includes work completed by the students of Alexandria Park Community School during a project to learn traditional bark canoe building skills. This exhibit incorporates a touchscreen showing a documentary, the story of the project sponsored by Sydney Harbour Foreshore Authority and a gallery of student artworks. The transformations exhibition also has a comfortable area to view widescreen documentaries that run on a continuous loop. Documentaries include:

- The Bridge and The Rocks – a unique piece of archival footage from the early 1900s showing the building of the Harbour Bridge.
- Battle for The Rocks – a documentary showing how the residents of The Rocks fought to preserve the character and housing for the working class in the area during the 1970s.
- Cadigal Land Today – documenting the history and experiences of Aboriginal people in The Rocks in the 20th century. Students will see interviews with prominent Aboriginal people such as Rhoda Roberts and Aden Ridgeway as well as representatives from Tribal Warrior Association and Allen Madden.
- Sydney’s magnificent wooden streets – a documentary showing the construction and success of woodblock streets in Sydney. It also follows the story of the discovery of woodblocks under George Street in 2006 and a project by Sydney Harbour Foreshore Authority, in 2007, to install replica woodblocks at one of the original locations.
- The Rocks beneath Our Feet – this film shows modern archaeologists, including Dr Wayne Johnson, working at dig sites where some of the artefacts housed in the museum were found.

Literacy-based

How to teach different text types

The ability to read, write and understand different text types is a priority of the Department of Education and Training’s literacy program. As well as learning to use practical skills such as researching, observing, drawing and labelling, it is also useful for students to practice thinking and writing like historians.

By working through the stages listed below students can learn how to read and understand a variety of texts. The final stage, jof writing in a particular text type, is wholly dependent upon giving students a good understanding of the chosen topic area.

Deconstructing text

Deconstructing text involves systematically investigating the way a text is structured to achieve its purpose. This can be a teacher-led activity. It involves breaking down a sample text and pointing out the stages and language features characteristic to that particular text type.

Jointly constructing text

The joint construction of a text involves the teacher and class working together to produce a text. The teacher guides the class through questions focusing on the stages and language features of the text.

When the class has completed the jointly constructed text, the teacher gives each student a copy and asks an individual to read the text aloud. Students may be encouraged to add diagrams and illustrations to their jointly constructed text.

Independently constructing text

After the joint construction the teacher may decide that some
students would be able to independently construct texts, in small groups or in pairs. Independent construction is based entirely upon the teacher’s assessment of the students’ needs and abilities.

Debates

The social purpose of a debate

A debate is an oral text designed to present two sides of an argument to an audience. Its main aim is to convince the audience of one side’s point of view. See below for a sample text and the stages of a debate.

Topic for debate: That Green Bans should be stopped

<table>
<thead>
<tr>
<th>Stages of a debate</th>
<th>Affirmative 1</th>
<th>Negative 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td>Chairperson and members of the audience.</td>
<td>Chairperson and members of the audience.</td>
</tr>
<tr>
<td>Issue</td>
<td>We of the affirmative team are going to argue that Green Bans should be stopped.</td>
<td>We of the negative team are going to argue that Green Bans should not be stopped.</td>
</tr>
<tr>
<td>Definition</td>
<td>Green Bans are violent actions taken by unions against landowners that want to redevelop and modernise an area.</td>
<td>Green Bans are union-approved bans that prevent building employees from working on a site. They are put in place because the local community has asked for the union’s support.</td>
</tr>
<tr>
<td>Thesis</td>
<td>Basically, this team believes that Green Bans should be banned because, firstly, they stop redevelopment and modernisation of older, rundown areas and, secondly, they can lead to violent protests.</td>
<td>Basically, this team believes that Green Bans should not be banned because, firstly, these bans help to preserve places of historical or environmental value and, secondly, they give members of the local community a say in the decision-making processes of planners.</td>
</tr>
<tr>
<td>Preview</td>
<td>As the first speaker, I shall talk about how Green Bans stop improvements being made to an area. The second speaker [insert name] will discuss how Green Bans can lead to violent protests and finally, our third speaker [insert name] will summarise our case and rebut the arguments of the other team.</td>
<td>As the first speaker, I shall talk about how Green Bans help to preserve places of historical or environmental value. The second speaker [insert name] will discuss how Green Bans have helped members of local communities have a say in what happens in their local area, and finally, our third speaker [insert name] will summarise our case and rebut the arguments of the other team.</td>
</tr>
<tr>
<td>Argument – point</td>
<td>Green Bans frequently prevent the modernisation of run-down areas.</td>
<td>Green Bans definitely help to preserve a place’s historical and environmental value.</td>
</tr>
<tr>
<td>Argument – elaboration</td>
<td>This means that local communities often have to put up with areas that have run down housing and lack basic amenities such as good roads and frequent bus services. Green Bans stop such areas being redeveloped and modernised. This does not benefit the wider community.</td>
<td>This means that important historical sites such as colonial buildings and rare environmental sites such as remnant bushlands or wetlands are preserved for the benefit of future generations.</td>
</tr>
<tr>
<td>Reinforcement</td>
<td>In short, Green Bans should be stopped.</td>
<td>In short, Green Bans should not be stopped.</td>
</tr>
</tbody>
</table>
### Stages of a debate

<table>
<thead>
<tr>
<th>Stages of a debate</th>
<th>Affirmative 2</th>
<th>Negative 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td>Chairperson and members of the audience.</td>
<td>Chairperson and members of the audience.</td>
</tr>
<tr>
<td>Attack of opposition’s point of view</td>
<td>The negative team claims that Green Bans help to preserve a place’s historical or environmental value. We agree that they may help indirectly but truthfully, the issues involved in the preservation of a particular place are much more complex and involve a much wider variety of people.</td>
<td>The affirmative team claims that Green Bans prevent the modernisation of areas. This is clearly untrue. For example, many areas of central Sydney have undergone large-scale redevelopment and as a consequence, much of Sydney’s colonial heritage has been lost.</td>
</tr>
<tr>
<td>Argument – point</td>
<td>However, one of the most difficult issues associated with Green Bans is the problem of violence.</td>
<td>However, the use of Green Bans has changed the way many redevelopers plan their projects.</td>
</tr>
<tr>
<td>Argument – elaboration</td>
<td>Often the protesters who support the Green Ban clash with those who don’t. The police are called in to deal with the situation and are caught in the middle of a frightening confrontation. This is not helpful to anyone.</td>
<td>Today, redevelopers are more likely to ask for the opinions of local residents when they are putting their plans together for an area’s redevelopment. This has meant that both local residents and redevelopers benefit.</td>
</tr>
<tr>
<td>Reinforcement</td>
<td>Therefore, it is clearly obvious that other more peaceful solutions should be found to avoid this problem.</td>
<td>Therefore, the use of Green Bans has had long-term benefits for the way planning processes are followed.</td>
</tr>
<tr>
<td>Argument – point</td>
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<td>Green Bans definitely help to preserve a place’s historical and environmental value.</td>
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</tr>
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### Stages of a debate

<table>
<thead>
<tr>
<th>Stages of a debate</th>
<th>Affirmative 3</th>
<th>Negative 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td>Chairperson and members of the audience.</td>
<td>Chairperson and members of the audience.</td>
</tr>
<tr>
<td>Attack of opposition’s point of view</td>
<td>So far we have heard a lot of exaggeration from the negative side. Their first speaker claimed … We know this is incorrect because … Then their second speaker went on to say that … Again this cannot be right. We all know that ...</td>
<td>I cannot state more strongly how misguided the affirmative team is. The first speaker’s idea that ... is faulty because ... The second speaker’s argument that ... is absurd. We all know that ...</td>
</tr>
<tr>
<td>Restate team’s position</td>
<td>To restate our position, the affirmative team believes that Green Bans should be stopped.</td>
<td>To restate our position, the negative team believes that Green Bans should not be stopped.</td>
</tr>
<tr>
<td>Summary</td>
<td>As our first speaker stated ... Also our second speaker stated ... Therefore, in conclusion, Green Bans should be stopped because they are ineffective and disruptive.</td>
<td>As our first speaker stated ... Also our second speaker stated ... Therefore, in conclusion, Green Bans should not be stopped because they have helped to preserve our historical and environmental heritage.</td>
</tr>
</tbody>
</table>
6. INTEGRATING THE BATTLE FOR THE ROCKS EXCURSION WITHIN A TEACHING UNIT

Thorough preparation, good organisation and consolidation back in the classroom are keys to structuring a successful learning experience. To assist with integrating the Battle for The Rocks excursion into a history teaching unit, this resource pack provides some tips to help set the context, prepare for the excursion and to review the experience once it is complete.

Setting the context for the unit

Explain that this unit focuses on a topic called Battle for The Rocks and that students’ work will fall into three stages:

- activities that explore what students already know about the topic of Green Bans
- activities to complete during an excursion to The Rocks
- activities to do back in the classroom after the excursion.

Pre-exursion teaching strategies: engaging and discovering

- Brainstorm a definition for the term ‘activist’ and write it on the board.
- Show the class video clips of recent news broadcasts showing people demonstrating. Discuss the way that protesters behave—for example, they usually march together in a group or hold large rallies where significant people speak—and the methods they use to get their message across—such as shouting slogans or carrying banners and placards. Ask the students to recount their own experiences of a protest they have attended either as a participant or an onlooker.
- Brainstorm a list of well-publicised current causes that encompass some form of public protest or activism. For example, environmental issues such as global warming, the hunting of whales, destruction of rainforests or the persistent discovery of asbestos in buildings. Ask the students to identify the types of people or groups that might be involved in protests. For example adults or children, local community groups or political groups like Greenpeace.
- Discuss the causes that were important in Australia in the 1960s and 1970s. Explain that this period of history has become viewed as a watershed when social structures and attitudes went through a period of significant change. Some of the issues that were considered important during the ‘60s and ‘70s included: Vietnam War, uranium mining, nuclear disarmament, Aboriginal land rights, women’s liberation, gay liberation and Sydney’s Green Bans. Some of these issues are current today—briefly discuss those that are.
- Focus on the concept of Green Bans and explain what they entailed. Allow the students to spend some time researching the impact of Green Bans on The Rocks precinct either in the school library or on the Internet. Then, ask them as groups to construct a newspaper article or blog detailing some of the characters, issues and incidents involved in the fight for the cultural and environmental heritage of The Rocks.
- Use the sample text to demonstrate the stages involved in a debate—assign individual students to the different roles and conduct a class debate about Green Bans using the information in the sample text as well as supplementary information sourced by the students.

Setting objectives for the excursion

Setting objectives will make the purpose of the excursion clear to students, assisting their ability to focus and cooperate. Prior to the excursion, photocopy and read through the Battle for The Rocks activity sheets together. Focus on the types of tasks to be undertaken, the location of those tasks, and all of the technical terminology used.

Then discuss and, if appropriate, record classroom objectives for the excursion.

Finally, remind students that they will be walking along busy streets where there will be other pedestrians and traffic hazards. Negotiate appropriate levels of behaviour with the whole group to ensure a safe excursion.

Post-exursion teaching strategies

Talk about some recent public protests that the students may know of or have been involved in, such as demonstrations over the federal government’s goal to reduce carbon emissions by only five to fifteen percent by 2020. Ask the students to bring in different newspaper and internet reports of the same event. Compare how the event is reported by different media outlets and attempt to account for their differences and similarities.

Together, identify those people who were and are involved in this issue such as coal mining and oil companies, alternative fuel developers, conservation groups, the Australian Government and the general public.

In groups, encourage the students to role-play an impromptu discussion between the stakeholders. Use information generated during this activity to jot down on the board a range of positions or stances taken by the main participants. Use this information to jointly construct a text for another debate focusing on the significance of an environmentally sustainable future and how it might be achieved.
7. BIBLIOGRAPHY AND SUGGESTED RESOURCES

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8. MATERIALS TO PHOTOCOPY

- Battle for The Rocks significant heritage sites
- Battle for The Rocks activity sheet 1: Carried away
- Battle for The Rocks activity sheet 2: What if?
- The Rocks post-excursion sheet 1: Heritage criteria
- Battle for The Rocks post-excursion sheet 2: Attitudes then and now

Battle for The Rocks significant heritage sites – Map of the Rocks

1. The Rocks Discovery Museum
2. Jack Mundey Place
Battle for The Rocks activity sheet 1: Carried away

My group:

My name:

Look carefully at this photograph then answer the five questions below.

Questions to answer

1. Identify the central figure in this photograph.

2. What was his role in the Battle for The Rocks?

3. Why do you think he looks so relaxed?

4. Why did the Builders Labourers Federation support preservation of the built environment of The Rocks?

5. Write a sentence or two as a caption to this photograph.
Battle for The Rocks activity sheet 2: What if?

My group:

My name:

Look at the two photographs below, compare with what you have seen in The Rocks, then answer the questions below.

<table>
<thead>
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<th>Questions to answer</th>
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1. Had this plan been carried out, what implications do you think it would have had for the following stakeholders?

- The Rocks’ residents

- Australian citizens

- The business community

2. What do you prefer – the planned redevelopment of The Rocks or The Rocks as it is today? Why?
### Questions to answer

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<table>
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<tbody>
<tr>
<td>1. What significance does The Rocks have to Australian heritage/national identity?</td>
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<tr>
<td>2. There are 94 heritage-listed buildings in The Rocks. Choose one of these buildings and describe how it fits the Heritage Council’s criteria for listing on the State Heritage Register.</td>
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</tbody>
</table>

Heritage Act 1977 criteria for listing on the State Heritage Register

The State Heritage Register is established under Part 3A of the Heritage Act (as amended in 1998) for listing of items of environmental heritage which are of state heritage significance.

To be assessed for listing on the State Heritage Register an item will, in the opinion of the Heritage Council of NSW, meet one or more of the following criteria:

a) an item is important in the course, or pattern, of NSW’s cultural or natural history;
b) an item has strong or special association with the life or works of a person, or group of persons, of importance in NSW’s cultural or natural history;
c) an item is important in demonstrating aesthetic characteristics and/or a high degree of creative or technical achievement in NSW;
d) an item has strong or special association with a particular community or cultural group in NSW for social, cultural or spiritual reasons;
e) an item has potential to yield information that will contribute to an understanding of NSW’s cultural or natural history;
f) an item possesses uncommon, rare or endangered aspects of NSW’s cultural or natural history;
g) an item is important in demonstrating the principal characteristics of a class of NSW’s
   • cultural or natural places; or
   • cultural or natural environments.

An item is not to be excluded from the Register on the grounds that items with similar characteristics have already been listed on the Register.

1 Environmental heritage means those places, buildings, works, relics, moveable objects, and precincts, of state or local heritage significance (section 4, Heritage Act, 1977).
2 State heritage significance, in relation to a place, building, work, relic, moveable object or precinct, means significance to the State in relation to the historical, scientific cultural, social, archaeological, architectural, natural or aesthetic value of the item (section 4A(1), Heritage Act, 1977).
Battle for The Rocks post-excursion sheet 2: Attitudes then and now

My group:

My name:

“It means that these buildings are here forever. This precinct is valued as the colonial start of Australia. We see it not only as part of our past, but it helps define our present and certainly our future.”

Andrew Refshague, 2002 (NSW Minister for Urban Affairs and Planning)

“You’ll know that it’s an area of old warehouses, factories. Many of them in fact built this century. There is a large number of old deserted building sites where buildings have been knocked down. Old corrugated iron and rusting fences and weeds and so forth. And of course there are some historical buildings but by and large it’s a rather depressing area and not really suitable as an entry to the city of Sydney.”

Col. Owen Magee, Sydney Cove Redevelopment Authority, 1967. (SCRA was set up the Askin Government to oversee the planned redevelopment of The Rocks)

Questions to answer

<table>
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<tr>
<th>Questions to answer</th>
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<tbody>
<tr>
<td>1. Compare the attitude indicated by the state government in 2002 (as expressed by Andrew Refshauge) to that of the Askin government in 1967 (as expressed by Col. Magee).</td>
<td></td>
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<tr>
<td>2. How could learning about Australian heritage benefit new immigrants?</td>
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CONTACT US

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Once you have chosen a program(s), you can book online www.shfa.nsw.gov.au/sla or call us on (02) 9240 8552.

Please note:
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• Risk assessments can be downloaded from our website.
• School holiday programs and birthday parties are available for groups on request.

Let us help you make the most of your day
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