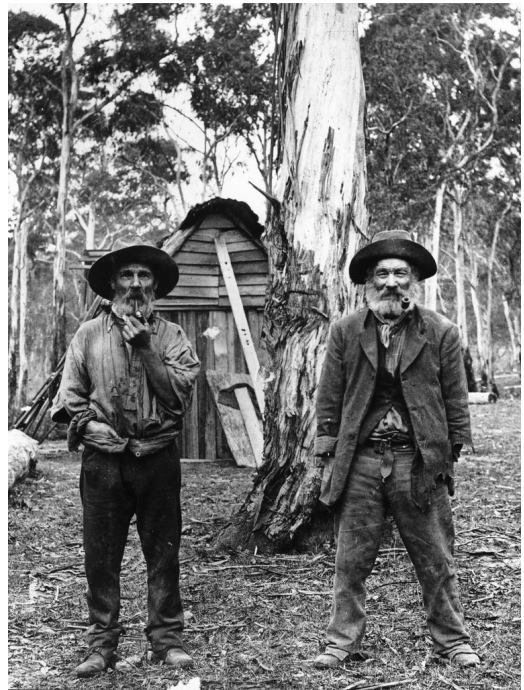




## Time and Change - HISE- First Contact Stage 2 / The Australian Colonies Stage 3

<p><b>Learning Intention</b></p> <p>What were the events the led up to our current way of life in our local area? What is the <i>heritage</i> of our local area?</p> <p>What did colonial Australia look, smell, taste, feel like?</p>	<p><b>Curriculum Outcomes</b></p> <p><u><b>History 2-3</b></u></p> <p><b>HT2-2</b> - describes and explains how significant individuals, groups and events contributed to changes in the local community over time</p> <p><b>HT2-5</b> - applies skills of historical inquiry and communication</p> <p><b>HT3-1</b>describes and explains the significance of people, groups, places and events to the development of Australia</p> <p><b>HT3-2</b> describes and explains different experiences of people living in Australia over time</p> <p><b>HT3-5</b> applies a variety of skills of historical inquiry and communication</p> <p><u><b>Geography Stage 2-3</b></u></p> <p><b>GE2-1</b> examines features and characteristics of places and environments</p> <p><b>GE2-2</b> describes the ways people, places and environments interact</p> <p><b>GE2-3</b> examines differing perceptions about the management of places and environments</p> <p><b>GE3-1</b> describes the diverse features and characteristics of places and environments</p> <p><b>GE3-2</b> explains interactions and connections between people, places and environments</p> <p><b>GE3-3</b> compares and contrasts influences on the management of places and environments</p>
<p><b>Lesson 2 - The cedar getters - Content</b></p> <p>In 1840 cedar-getters came chasing the red gold (red cedar trees whose wood was worth more than gold) in order to make their fortunes. A lot of the cedar, which had taken centuries to grow, was originally used to decorate the fine homes of colonial Sydney, being used for doors, wainscoting, architraves and elegant pieces of furniture. The wood was valuable, beautiful, hard, red, and termite-resistant. Cedar logs were hauled out by bullock trains or rolled down sloped grounds, called 'shoots' to nearby rivers. From there they were floated to the ocean and surfed to awaiting ships to take to Sydney and overseas. "Cedar-pirates" often stole stock-piled logs. The cedar getters wedged planks into the tree so they could cut above the wet bottom of the tree and also so it would roll uniformly down the hill. By the 1870s there weren't many tall, centuries old cedar trees left in NSW as they had been felled and sold.</p>	<p><b>Activities</b></p> <p><b>1A</b> - Look at the photos of the cedar getters and answer the questions.</p> <p><b>1B</b> - Artefact study</p> <p><b>1C</b> - Imagine you are a cedar getter in the Big Scrub and write a letter home to your wife and children</p>
<p><b>Online Links (optional)</b></p> <p><a href="https://www.abc.net.au/news/2017-09-13/cedar-getters/8907268">https://www.abc.net.au/news/2017-09-13/cedar-getters/8907268</a></p> <p><a href="https://www.youtube.com/watch?v=KOt3nHzoCnM">https://www.youtube.com/watch?v=KOt3nHzoCnM</a></p>	



**1A - Look at the photos of the cedar getters and answer the questions below.**

1) What do you think life would have been like for the cedar getters?

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2) Why did people come to this area to chop down red cedar trees?

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3) Cedar getters had to pay a licence to cut down cedar. It was expensive and it was always increasing. Do you think a licence was fair?

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4) There were no safety checks during the 1840s. Do you think it would have been a dangerous job? Why/Why not?

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### **EXTENSION**

**If you could go back in time and ask a cedar getter questions, what would you ask them?**

## 1B - Artefact study

Look at the objects in these pictures and answer the questions?

<p>What do you think it is made of?</p> <p>What is it used for?</p> <p>Write 6 adjectives (describing words) for this object.</p>	
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1C - Imagine you are a cedar getter in the Big Scrub in the 1850s. How do you feel? What can you see, smell, taste etc. Use the space below to write a letter to your wife and family. Start with the date 1<sup>st</sup> January 1850,



