



Teacher's notes

This enquiry-based site study and accompanying historical resources were designed for the *NSW Years 7 -10 History Syllabus*. It provides all you require for a virtual site study.

The study consists of:

- Teachers notes
- Syllabus links – objectives and outcomes
- Historical sources for the site study (online, pdf and xlsx)
- Powerpoint introduction to the site
- Student worksheets and activities
- Bibliography and resources

A wide and diverse range of primary and secondary, visual and written sources are used in this site study that span from the European occupation of Australia to the vibrant suburbs of Ashfield and Summer Hill encountered today. All sources are referenced.

The primary objective is to enable students to develop skills to analyse and use historical sources to undertake an historical inquiry and communicate their results with the focus on change over time. This aspect of the Djarrawunang Ward of the Inner West Council is applicable to both Stage 4 and Stage 5 NSW History students. Many of the historical sources align with the Stage 5 History syllabus theme of the modern world and Australia by considering demographics and 20th century changes in the area.

Proclaimed the Borough of Ashfield in 1871 and the Municipality of Ashfield in 1906 it merged with Marrickville and Leichhardt in 2016 to form the Inner West Council. Prior to its incorporation into the Inner West Council the Municipality of Ashfield included areas now part Canterbury and Burwood Councils.

This site study's focus is the Djarrawunang ward of the Inner West Council that includes the Sydney suburbs of Ashfield and Summer Hill. These two suburbs were previously in the Municipality of Ashfield's South Ward and East Ward.

Historical overview (source numbers in brackets)

The Inner West Council is on the lands of the Gadigal and Wangal people of the Eora Nation. The Wangal people are the traditional owners of unceded land at Ashfield. When the British arrived in 1788 there were around 1,500 First Nations people living in this area (1, 2, 3).

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Relations between Indigenous people and the British were not always cordial (3, 4, 6). Today there is a vibrant Indigenous community and features and history of the Gadigal Wangal Lands is celebrated in the Wayfinding project (4, 5)

Prior to British occupation in 1788 the area was heavily wooded with tall eucalypts and swampy areas around creeks (4, 7, 11, 12, 16). In 1812 Governor Macquarie commissioned the construction of Liverpool Road (7, 8). This ran off Parramatta Road and the dense vegetation and bush made it a favourite haunt for bushrangers with even mail coaches held up and robbed in the 19th century (7).

Clearing the land for farming removed everything, trees and undergrowth so the landscape appeared barren (11) but once cleared the land was fertile and good for agriculture. This is seen in an 1815 advertisement for a property with 6 hectares cultivated and the best fruit trees (9). In 1838 the rural nature of Ashfield was considered to preserve one's health and to be "a perfect cure for Town luxuries and indulgences" (10).

Several land grants were made in the area in the late 18th and by the early 19th century Robert Campbell began acquiring land, some of which was sold to Joseph Underwood. A subdivision plan of 1841 for the sale of part of the Campbell's property shows the areas owned by both men (14) while an 1838 notice advertised the subdivision and sale by Elizabeth Underwood's property of land between Parramatta Road and Liverpool Road (10). It is unclear how Ashfield got its name but it was first found on Underwood documents (6).

Ashfield was one of only four stops when the railway line from Sydney's to Parramatta opened in 1855 (15). An elderly man recalled that when he was a child and the railway opened where Summer Hill is was just paddocks. There were a few scattered houses to the south along Liverpool Road at Ashfield but none to the north of the railway line (16). Land was increasingly subdivided once the railway opened (40). In an 1881 railway guide Ashfield was described as a village yet by 1889 it was described as a suburb (15).

One of the substantial houses built in the 19th century was Canterbury House (12, 13, 14). Built on Canterbury Estate in the Gothic style around 1850 the house was demolished in 1929 (13) and the surrounding land was increasingly subdivided and sold in the first few decades of the 20th century.

Another substantial house built ca. 1860 was Milton House (20, 21, 22, 23, 24, 25, 26, 27). This was built on part of the original Canterbury Estate and is one of Ashfield's oldest houses (14, 25). It was owned and occupied by Sir Henry Parkes for a few years in the 1870s (21) but he sold the house and all the household good when he got into financial difficulties (22). The house was also home to the wealthy Chong family in the early 20th century (27).

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One of Ashfield's most well-known residents was Quong Tart (30, 32, 33, 34, 35, 36, 37, 38). At a time when racism was rife in the country and governments restricted Chinese immigrants (29) Quong Tart was one of the few Chinese fully accepted in NSW (30).

In the 19th century most of the Chinese population in Australia were men but Chinese-European families like Quong Tart's family were integral to the story of Australia's early Chinese communities (28). Gallop House in Ashfield was the home of Quong Tart's family (32, 33, 34).

Quong Tart was a successful business man importing tea from China and opening tea rooms and restaurants in the city (35, 36, 37, 38). The later attracted a varied and wealthy clientele (35).

Much of Underwood's Ashfield Park Estate was subdivided after the coming of the railway (39). The area now Summer Hill, bounded by Parramatta Road and Liverpool Road, was subdivided and put up for sale in 1873 (40) with further sales later in the 1878 and later again (41, 42). On large plots of land houses were still scattered right through until after WWII (44). Census data shows that in 1947 most people lived in houses (45) not in apartments as found today in Ashfield and Summer Hill (46).

Not only has the type of dwelling people live in changed between WWII and today (45, 46) but the demographics in the community has also changed when 1954 census data (48) is compared with 21st century census data (48). Once where large houses stood on Liverpool Road (41) the Wong Tai Zin & Kwan Yin Kur Temple now stands (43) reflecting the vibrant multicultural community now found living in the Inner West Council's Djarrawunang Ward today.

Online resources

National Library of Australia, <https://trove.nla.gov.au/>

Australian Museum <https://australian.museum/learn/cultures/atsi-collection/sydney/>

State Library NSW <https://www.sl.nsw.gov.au/research-and-collections>

NSW State Archives collection <https://mhns.w.gov.au/collections/state-archives-collection/>

History Pin <https://www.historypin.org/en/ashfield-library-s-collection>

Online calculator to convert pre decimal currency to today's currency value
<https://www.rba.gov.au/calculator/annualPreDecimal.html>



Online calculator to convert area and length to current metric area and length

<https://www.industry.gov.au/data-and-publications/metric-conversion-tool>

Australian Bureau of Statistics <https://abs.gov.au/census/>

NSW Department of Environment and Heritage Library
<https://heritagensw.intersearch.com.au/heritagenswjspui/>

NSW Years 7 – 10 History Syllabus links: Stage 4

The Djarrawunang site study supports the Stage 4 key inquiry question: How do we know about the past? It also provides a complete site study as mandated in the current NSW History Syllabus and the new syllabus to be introduced in 2027.

Student objectives

- Develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia
- Develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia
- Develop skills to undertake the process of historical inquiry
- Develop skills to communicate their understanding of history

Historical concepts and skills

- Analysis and use of sources: students use a range of primary and secondary historical sources to understand the history of the site, and investigate source reliability and purpose
- Continuity and change: understanding changes in the area from pre European occupation to the modern shopping complex there today
- Comprehension: read historical texts and study photographs to sequence historical events
- Perspectives: interrogate migration experiences
- Significance: appreciate the significance of manufacturing and industrial heritage in the area
- Explanation and communication: students develop a narrative of the area using historical sources

Student outcomes

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- Describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1
 - Sequences events, people and societies from the past HT4-2
 - Identifies the meaning, purpose and context of historical sources HT4-5
 - Uses source evidence to support historical narratives and explanations HT4-6
 - Identifies and describes different contexts, perspectives and interpretations of the past HT4-7
 - Locates, selects and organises source information to develop an historical inquiry HT4-8
 - Uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
 - Selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10
- Related Life Skills outcomes: HTLS-1, HTLS-2, HTLS-3, HTLS-5, HTLS-6, HTLS-7, HTLS-8, HTLS-9, HTLS-10, HTLS-11, HTLS-12, HTLS-13

NSW Years 7 – 10 History Syllabus links: Stage 5

The Djarrawunang site study provides a complete site study as mandated in the NSW History Syllabus and supports all the Stage 5 key inquiry questions:

- What were the changing features of the movement of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the significance of World Wars I and II?
- What were migration experiences in the 19th and 20th centuries?
- How was Australian society affected by other significant global events and changes in this period?

Student objectives

- Develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia
- Develop knowledge and understanding of ideas, movements, people and events that shaped past society, the modern world and Australia
- Develop skills to undertake the process of historical inquiry
- Develop skills to communicate their understanding of history
- Develop a lifelong interest in History

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The following historical skills and concepts are incorporated into the site study

Continuity & change: investigate the changing nature of the area from rural to urban

Cause & effect: post 1945 migration experiences and changes in dwellings

Significance: understand the importance of industrial history and impact of industries on shaping modern Australia

Comprehension: chronology, terms and concepts: sequence historical events using a wide range of sources

Analysis & use of sources: interrogate a wide range of primary and secondary sources to assess their reliability and usefulness to communicate aspects of the site's history

Explanation & communication: select and use evidence to communicate about the past

Student outcomes

- Explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- Explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- Identifies and evaluates the usefulness of sources in the historical inquiry process HT5-5
- Uses relevant evidence to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- Selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8
- Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past to different audiences HT5-9
- Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Related Life Skills outcomes: HTLS-1, HTLS-2, HTLS-4, HTS-5, HTLS-6, HTLS-7, HTLS-8, HTLS-9, HTLS-10, HTLS-11, HTLS-12, HTLS-13

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