

Investigating the Quarantine Station as an important and connected place: Stage 1 Geography – part 1

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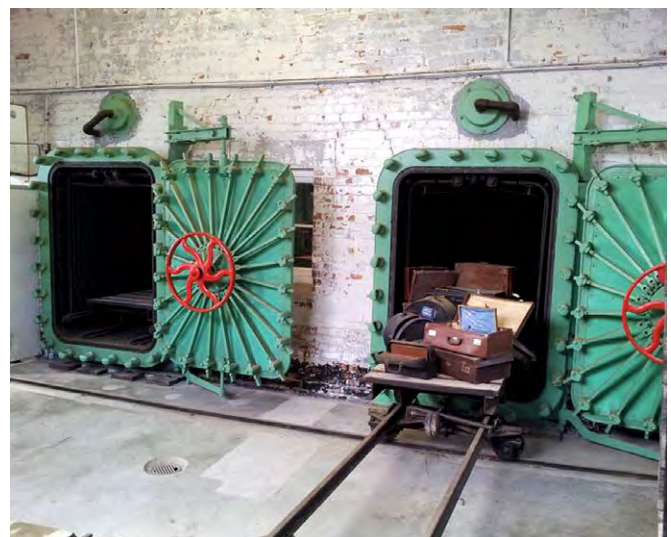


Quarantine Wharf and disembarking passengers' Luggage Store. Photo: J. Sillar

Abstract: The former North Head Quarantine Station (now known as the 'Q Station') is located in Sydney Harbour National Park, Manly. Whilst it is typically perceived as a local site of significance and an integral part of Sydney and Australia's history, it is also important geographically. The Q Station exudes the richness of place and reveals the diversity of interconnections between humans and environment, the meanings attached to place, and the ways in which Australia became connected to other countries. This article positions the Q Station as an opportunity to integrate both units of Stage 1 Geography (*Features of Places; People and Places*) through fieldwork and secondary research, thus the assumption is made that students will visit the Q Station as well as complete tasks during class time. It is intended for this article (parts 1 and 2) to be seen as a scaffold of potential ideas for teachers to adopt or adapt as appropriate to school context and student learning requirements. Whilst the lens remains geographical for this piece of work, it should be noted there are authentic opportunities to further integrate this learning with Stage 1 History (particularly *The Past in the Present*) and Stage 1 Science (particularly *Built Environments* and *The Living World*). All photographs are taken by Susan Caldis unless otherwise stated.

Background context: Prior to the arrival of British invaders in 1788, the headland and surrounding area that is now known as North Head and Sydney Harbour National Park were important ceremonial and spiritual grounds for the Gayimai and Cameraigal traditional owners, who were the local clans. The Quarantine Station commenced operation in 1833 as a place of isolation

for people travelling to Australia who were suspected of carrying contagious diseases such as Spanish Influenza, Smallpox or Bubonic Plague. This strict quarantine was enforced in the hope that these deadly diseases would not spread to the general population already living in Sydney. The local Aboriginal communities were the earliest victims of introduced diseases in the colony, such as smallpox. This disaster could have been prevented or minimised had quarantine processes been in place from the time of the colony's establishment. Around the Q Station there are many inscriptions carved in to the sandstone, trees, bricks and walls which reveal the diversity of cultural and social backgrounds of the quarantined migrants. For further information please see <http://www.quarantinestation.com.au/About/History/>



Steam autoclaves, where passengers' baggage was taken on disembarkation for disinfection on arrival, Wharf Precinct. Photo: J. Sillar

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The passenger showers and wash-rooms, Wharf Precinct



An inscription in the sandstone (a primary source of information in History; a secondary source of information in Geography)



An information board useful for obtaining secondary information in Geography



Beach and Passenger Reception sheds, Wharf Precinct, Quarantine Station



Quarantine Beach: a space in the Q Station where primary research can be conducted for Geography



*Flannel flowers, native flora in the Isolation Precinct
Third Class "Asiatics" accommodation*

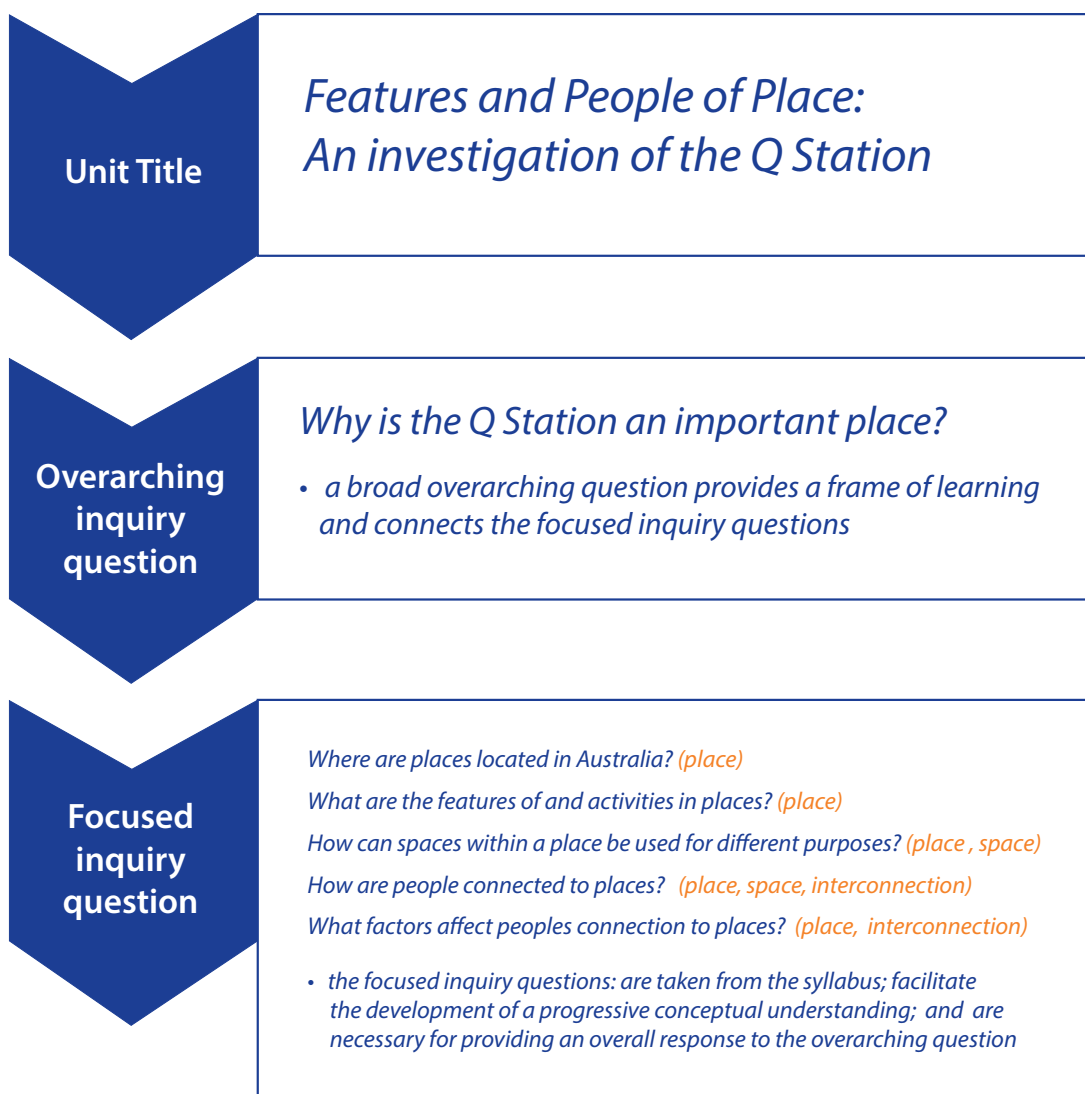
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A proposal for *Features and People of Place: an investigation of the Q Station*

Unit(s)	Features of Places (FOP) People and Places (P&P)	Concepts in focus Place Space Interconnection		
Outcomes	GE1-1 Describes features of places and the connections people have with places GE1-2 Identifies ways in which people can interact with and care for places GE1-3 Communicates geographical information and uses geographical tools for inquiry			
Overarching question	Why is the Q Station an important place?			
	Content descriptions	Unit	Outcome(s)	Inquiry question(s)
	investigate Australia’s location in the world (place)	P&P	GE1-3	Where are places located in Australia?
	investigate places across a range of scales within Australia (place)	P&P	GE1-3	
	investigate features of places and how they can be cared for (place, space)	FOP	GE1-1, GE1-2, GE1-3	What are the features of, and activities in, places? How can we care for places?
	investigate the weather and seasons of places (place)	FOP	GE1-1, GE1-3	
	investigate activities that occur within places (place, space)	FOP	GE1-1, GE1-2, GE1-3	How can spaces within a place be used for different purposes?
	investigate people’s connections and access to places (place, interconnection)	P&P	GE1-1, GE1-3	How are people connected to places? What factors affect people’s connections to places?
	investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places (place, interconnection)	P&P	GE1-1, GE1-3	
Geographical Inquiry skills	Acquire <ul style="list-style-type: none">pose geographical questionscollect and record geographical data and information, for example, by observing or using visual representations	Process <ul style="list-style-type: none">represent data by constructing tables, graphs or mapsdraw conclusions based on the interpretation of geographical information sorted into categories		Communicate <ul style="list-style-type: none">present findings in a range of communication formsreflect on learning and suggest responses to findings
Geographical tools	world map/globe, satellite images, photographs, tally charts, weather data, observing, collecting and recording data,			
Timing, assessment type and assessment activities have not been designated. The intent in designing this suite of activities is for students to be able to develop and demonstrate a conceptual understanding of place, space and interconnection				

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The diagram below outlines the hierarchy of inquiry questions and their connection to three underpinning concepts:



For further information about the concepts, please see the syllabus:

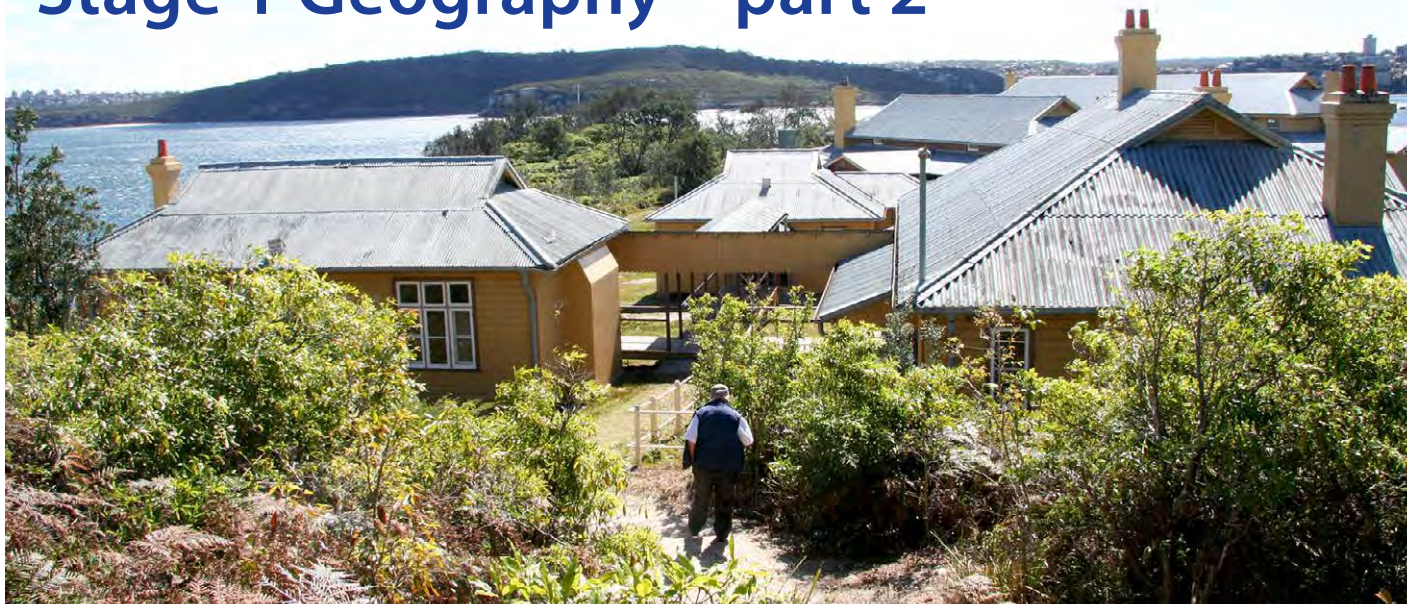
<http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/geographical-concepts/>

<http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-concepts/>

Below: Hospital Precinct, Quarantine Station., Photo: J. Sillar



Investigating the Quarantine Station as an important and connected place in Stage 1 Geography – part 2



Hospital Precinct, Quarantine Station. Photo: J. Sillar

Features and People of Place: an investigation of the Q Station

Why is the Q Station an important place?

Contextual activity: Before investigating the Q Station specifically, ask students to identify a place that is important to them and provide one reason why. This could also be discussed using a visual representation of the school to prompt responses. This will refresh and build on learning from Early Stage 1 about **place**.

Acquiring and communicating: Brainstorm and discussion

Why is our school an important or special place?



Source: Click Art



Rock engravings in the Wharf Precinct, Quarantine Station. Photos: J. Sillar

Is there another place that is important or special to me? What is this place? Why is it important or special?

Student responses can be provided verbally and/or in a picture, photograph or drawing (their own or found on through a web search) and/or in written words but should be captured by the teacher for example, on the whiteboard, in Google docs, via an App etc., to enable further discussion and categorisation.

Processing and communicating: Referring to the student responses above, ask students how many important places are buildings, or how many important places are related to family and friends, or how many important places are only for certain activities (the questions about categories will be informed by the student responses). A place might fit in to more than one category. Data could be represented in a table. This table can be jointly constructed by the class, an example follows.

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Types of important or special places for our class	Number mentioned by our class
Building (e.g. house)	
Outdoor area (e.g. park)	

Focused inquiry question	Where are places located in Australia?
Outcome	GE1-3 Communicates geographical information and uses geographical tools for inquiry
Content descriptions	<ul style="list-style-type: none"> investigate Australia's location in the world (place) investigate places across a range of scales within Australia (place)
Conceptual understanding	Place – the significance of places and what they are like
Geographical tools	Map of Australia, Sydney, the world and/or a globe, Google Earth, (maps could be a combination of wall map, floor map, puzzle, personal map etc.), photographs
Research methodology	Secondary research

Acquiring and communicating: Discussion and identifying Australia on a map of the world.

Use a map of the world and a globe to prompt discussion about where Australia is located in the world. Key items to cover would be the names and location of other continents (Africa, Antarctica, Asia, Europe, North America, South America); the equator (Australia is in the southern hemisphere).

Processing and communicating: Students could shade in Australia on their own map of the world and/or point to it on a communal map or globe. Directional terms could also be used as part of this identification process.

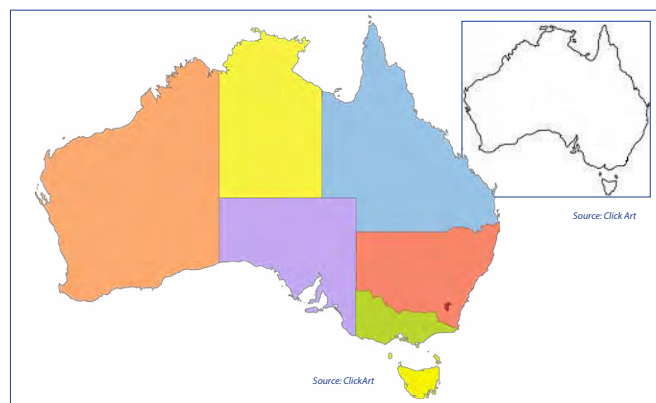
This activity can be extended to include the name and locations of places students in the class have visited or have lived in, or where their parents/grandparents are from etc.



Acquiring and communicating: Discussion and identifying important places in Australia on a map

Use a map of Australia and Google Earth to prompt discussion about important places in Australia. Key items to cover would be the names and location of states and territories (New South Wales, Queensland, South Australia, Tasmania, Victoria, Western Australia, Australian Capital Territory, and Northern Territory); the names and location of capital cities (Sydney, Brisbane, Adelaide, Hobart, Melbourne, Perth, Canberra, and Darwin); the name and location of the school

Processing and communicating: Students could shade in NSW and label Sydney on their own map of Australia and/or point to designated states or territories or cities on a communal map/Google Earth. Students could be asked a reflective question such as "What else would you like to know about Australia?" The responses could be captured and referred to throughout this unit or year's work.



This activity can be extended to include the name and location of other important places in Australia. This activity can also be completed with a map of NSW.

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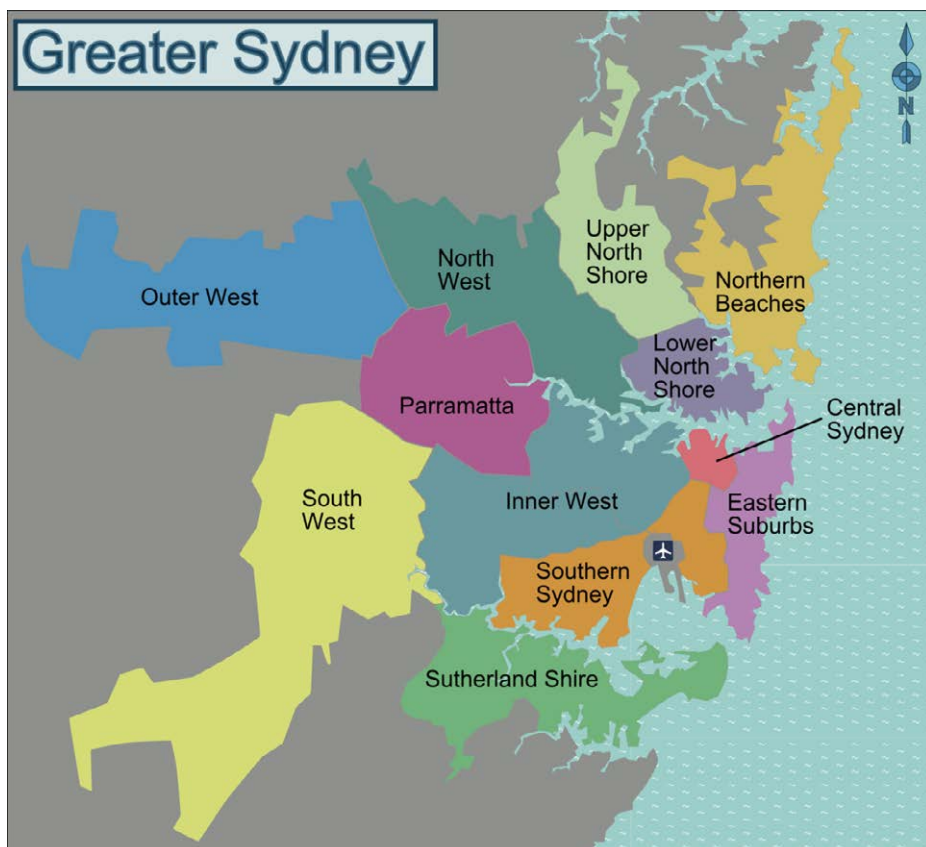
Acquiring and communicating:

Discussion about Sydney and the Q Station

Use a map of Sydney and Google Earth to identify the city of Sydney, North Head, South Head, the Q Station. This activity could also include identifying where the school is, where students live, the airport, and other known places in Sydney. A NSW map would also be required if the school is based outside of Sydney (or zoom in and out using Google Earth).

Processing and communicating:

Students could shade in NSW and label Sydney on their own map of Australia and/or point to designated states or territories or cities on a communal map/Google Earth. Directional terms could also be used as part of this identification process.



Source: Click Art

Identify where Australia is located in the world



Identify where important places are located in Australia



Identify where the Q Station is located in Sydney

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Cottages, Isolation Precinct, Q Station. Source: J. Sillar

Focused inquiry question	What are the features of, and activities in, places? How can we care for places?
Outcomes	GE1-1 Describes features of places and the connections people have with places GE1-2 Identifies ways in which people can interact with and care for places GE1-3 Communicates geographical information and uses geographical tools for inquiry
Content descriptions	<ul style="list-style-type: none"> investigate features of places and how they can be cared for (place, space) investigate the weather and seasons of places (place)
Conceptual understanding	Place – the significance of places and what they are like Space – the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in
Geographical tools	Photographs, maps, Google Earth, websites, Apps for temperature, wind speed/direction, decibels
Research methodology	Primary and Secondary research

Acquiring and communicating: Using visual representations and Google Earth to identify features of and activities in places in the context of the Q Station.

Prompt discussion in response to questions such as: What are the features of the Q Station? What activities are occurring at the Q Station? How can the Q Station be cared for? How can you tell people at the Q Station are/were connected to different places? This could become a game where students work in pairs or small groups to come up with as many responses as possible

and then share with the class. The way in which this activity occurs is up to the teacher based on student learning needs and familiarity with the Q Station.

Processing and communicating: Once the discussion has been completed, student responses could be captured in a table such as the one below. Students could be asked a reflective question such as “What else would you like to know about the Q Station?” The responses could be captured and referred to throughout this unit’s work.

Criteria	From the visual representations (secondary research)	From visiting Q Station (primary research)
Features of place		
Activities of place		
Caring for place		
Peoples connection to places		
Weather and seasons		

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Visual representations of the Q Station

Examples of natural and built features of the Q Station that can also show a connection to place.
Signs reminding people how to care for the Q Station (a place)



Image courtesy of Q Station. Source: qstation.com.au



Display at Visitor Information Centre, wharf Precinct.



Map and Information board, Wharf Precinct



Critical penguin habitat, Quarantine Beach Wharf Precinct



Quarantine building seen when arriving by sea, Wharf Precinct



Rock engravings relate to ships quarantined in the 1850s & 60s, Wharf Precinct

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Focused inquiry question	How can spaces within a place be used for different purposes?
Outcomes	GE1-1 Describes features of places and the connections people have with places GE1-2 Identifies ways in which people can interact with and care for places GE1-3 Communicates geographical information and uses geographical tools for inquiry
Content descriptions	investigate activities that occur within places (place, space)
Conceptual understanding	Place – the significance of places and what they are like
Geographical tools	Map of the Q station, photographs, Google Earth, websites (may need to refer back to the previous activity). Apps for decibels, temperature
Research methodology	Primary and secondary research

Acquiring and communicating: Investigating the different activities occurring in a range of areas (spaces) around the Q Station (place).

Use the Q Station map (http://www.qstation.com.au/images/Q_Station_Map_Jan_2015.pdf) and refer back to the previous activity to identify different activities that occur around the Q Station (or used to occur around the Q Station)

Processing and communicating: Once the discussion has been completed, student responses could be

captured in a table such as the one below. As a class, reference could be made to the reflective question from the previous task to see if any 'answers' are emerging. Students could also be asked about how they think they would feel when they visit the Q Station based on the visual representations they have looked at so far. After the fieldwork/primary research experience, students could be asked to reflect on their experience (similar to a plus, minus, interesting activity). Student responses could remain captured and referred to throughout this unit's work.

Activities occurring around the Q Station	From the map and visual representations (secondary research)	From visiting Q Station (primary research)

Kitchen in the First Class Precinct and at left outdoor kitchen of the Third Class "Asiatic" Precinct. Photos: J.Sillar



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Above: The map in this photograph can be accessed as a pdf via the following weblink. The map is provided courtesy of the Q Station. http://www.qstation.com.au/images/Q_Station_Map_Jan_2015.pdf



Above: Memorial to passengers of the ship Constitution, who died during quarantine, cemetery in Third Class Precinct

When visiting the Q Station, students could complete some observation notes (verbally or in written form) in two different spaces of the Q Station

At the: hospital /beach /washrooms /accommodation /bushland /first class ship cabin / third class ship cabin / other... (circle)

What do I see?	What do I hear?
What do I smell?	How do I feel?

At the: hospital /beach /washrooms /accommodation /bushland /first class ship cabin / third class ship cabin / other... (circle)

What do I see?	What do I hear?
What do I smell?	How do I feel?

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Focused inquiry question	<p>How are people connected to places?</p> <p>What factors affect people’s connection to places?</p>
Outcomes	<p>GE1-1 Describes features of places and the connections people have with places</p> <p>GE1-3 Communicates geographical information and uses geographical tools for inquiry</p>
Content descriptions	<ul style="list-style-type: none"> investigate people’s connections and access to places (place, interconnection) investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places (place, interconnection)
Conceptual understanding	<p>Place - the significance of places and what they are like</p> <p>Interconnection – where no object of geographical study can be viewed in isolation</p>
Geographical tools	To be provided by the Q Station
Research methodology	Primary research

Acquiring and communicating: Connecting the people associated with the Q Station to other places in the world

This activity is recommended for completion at the Q Station. Students will have the opportunity to engage with a large wall and floor map to identify all the places in the world the Q Station is now connected with. Students will also be able to see inscriptions



from people who stayed at the Q Station in previous years and explore suitcases of belongings. Time is also available with an Elder or ranger from the local Aboriginal community

Processing and communicating: Students could create an advert for the Q Station, encouraging people to visit this place. The advert should include reference to each section of this unit.



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Ensuring alignment to the stage statement

By the end of Stage 1, students describe the natural features of different places (*this could include reference to the vegetation, headland, sandstone rocks or beach at the Q Station*), including the weather and seasons, and recognise that places exist across a range of scales (*this could include reference to places in the world – global scale; places in Australia – national scale; and the Q Station – local scale*). They describe human features of places, including how spaces can be arranged for different purposes (*this could include reference to the hospital and accommodation buildings at the Q Station*). Students investigate how places are managed and cared for (*this could include reference to the Q Station being managed by National Parks and Wildlife Service*) and discuss the connections people have to different places (*this could include personal experience or make reference to the stories of people who stayed at Q Station*).

Students pose questions and collect and record information to answer these questions (*using primary and secondary research methods*). They represent data in tables and on maps (*tick!*). They interpret geographical information to draw conclusions (*tick!*). Students present findings in a range of communication forms using simple geographical terms (*communication can be written, verbal, pictorial etc.*). They reflect on their learning and suggest actions in response to the findings of their inquiry (*tick!*).



Medical Staff Accommodation, Hospital Precinct, Q Station. Photo: J. Sillar

Useful websites to gain further information about the Q Station or syllabus requirements:

http://www.qstation.com.au/images/Q_Station_Map_Jan_2015.pdf

<http://www.quarantinationstation.com.au/>

<http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/content/1176/> <http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/content/1177/>

<http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/content/1178/>

Final comment

This scaffold for a unit of work around **Features and People of Place: an investigation of the Q Station** is intended only to be an outline of possibilities and prompts rather than an absolute program of learning. This is why a formalised assessment task has not been identified. It is envisaged that teachers would adopt, adapt and extend the ideas to build them in to a unit of work appropriate to student learning needs and interest. This unit could be a comparative unit where the Q Station is compared to another known (or unknown) place. Alternatively, this unit could become part of a broader project based learning activity that connects learning from History and/or Geography and/or Science and/or English and/or Art.

Left: Rock engraving in the Wharf Precinct shows a flag with ships' name, reason for, and date of quarantine. Photo: J. Sillar

