



MYTHS AND MYSTERIES OF THE CROSSING OF THE BLUE MOUNTAINS

Primary Activities Booklet

An Australian History Mystery

Robert Lewis
Tim Gurry

**national
museum
australia**



Contents

Teacher’s guide to using this resource	3-5
Student activities	
<i>Activity 1</i> Is this memorial telling us the truth?	6-7
<i>Activity 2</i> My story of the Crossing of the Blue Mountains in 1813	8-9
<i>Activity 3</i> A ‘virtual visit’ to the Blue Mountains	10-11
<i>Activity 4</i> Why did explorers want to cross the Blue Mountains?	12-13
<i>Activity 5</i> Who were the three explorers?	14
<i>Activity 6</i> How did the explorers achieve their crossing in 1813?	15-16
<i>Activity 7</i> What was their journey like?	17-18
<i>Activity 8</i> Were Blaxland, Lawson and Wentworth really the first to cross the Blue Mountains?	19-20
<i>Activity 9</i> What happened after the crossing — the impacts?	21
<i>Activity 10</i> <i>Are you a ‘mythbuster’?</i>	22

ISBN 978-0-949380-81-4

© 2012 National Museum of Australia and Ryebuck Media Pty Ltd

Written by Robert Lewis and Tim Gurry

Cover art: NH Roughley, *Blue Mountains Crossed 1813, 191-?*, National Library of Australia

National Museum of Australia
Education Section
GPO Box 1901
Canberra ACT 2601
Phone (02) 6208 5239
Fax (02) 6208 5198
Email education@nma.gov.au
Website www.nma.gov.au/education

Teachers are permitted to duplicate any pages in this publication for educational purposes in their classrooms.

For any other purposes contact Ryebuck Media Pty Ltd.

Ryebuck Media Pty Ltd
31 Station Street Malvern
Victoria 3144
Phone (03) 9500 2399
Fax (03) 9500 2388
Email ryebuck@ryebuck.com.au
Website www.ryebuck.com.au

All efforts have been made to find copyright ownership of materials used in this publication. Any contraventions are accidental and will be redressed. For any copyright matters please contact Ryebuck Media Pty Ltd.

Teacher's Guide

***Myths and Mysteries of the Crossing of the Blue Mountains* education resource**

Myths and Mysteries of the Crossing of the Blue Mountains is a multimedia education resource to help primary students at years 4 and 5 explore an aspect of Australia's early colonial history — the crossing of the Blue Mountains in 1813.

It is part of the Australian History Mystery series at www.australianhistorymysteries.info/.

It comprises:

- A 20-minute 'virtual visit' film, taking students to key places related to the event, outlining the key issues associated with the event, and presenting some of the evidence that they need to use to develop their own conclusions.
- A 24-page set of practical and evidence-based activity pages, for photocopying, which can be used in the classroom.
- A decision-maker interactive activity, *Would you be a good explorer?*, that presents information and issues about the event through an alternative online learning approach.

Background briefing

In 1813 New South Wales remained a British penal colony, but competing ideas about its future were developing.

Governor Lachlan Macquarie saw New South Wales as predominantly a place where freed convicts would engage in self-sufficient, small-scale agriculture to feed the growing colony.

Wealthy free immigrants, often enticed by the British Government to settle, saw the colony as a place where they could establish large landholdings on which to run cattle or, increasingly, sheep. They saw convicts as cheap pastoral labour rather than farmers working small plots of land.

Macquarie developed expensive public works but he was under pressure to generate the income to pay for these developments, rather than relying on British Government expenditure.

Continued convict and free immigration, as well as internal population growth, and several poor seasons — of drought, floods and insect infestations — put increasing pressure on the need to expand the colony beyond the encircling ring of the Blue Mountains. At the same time, however, Macquarie did not want to provide a means for convicts to escape the boundaries of the colony's settlement.

In 1813 he authorised three wealthy immigrants — Gregory Blaxland, William Lawson and William Charles Wentworth (who was born on a convict ship on the way to New South Wales) — to organise an expedition to find a way of crossing the Blue Mountains.

Several other explorers had tried to cross the Blue Mountains previously, and some may even have succeeded, though we are not certain about this.

The mountains were difficult to cross because of the rugged bush, many gorges and cliffs — but there was a way, by following a particular

ridgeline. Aboriginal people knew at least two ways over the mountains (paths that are, today, followed by two major roads) but they were not involved in the 1813 crossing — Blaxland was dismissive of their knowledge.

The party found the ridgeline, and succeeded in reaching the end of the Blue Mountains and observing some open land, although they did not complete a crossing of the Great Dividing Range, and did not see the great plains towards Bathurst.

After the party returned to the colony, Macquarie sent a surveyor, George Evans, to check on their findings. Evans followed their route, and then went much further, seeing the Bathurst plains. He returned, and Macquarie commissioned a narrow and rough road to be made — but one that was intended to be restricted for use by authorised travellers.

Despite attempts to limit expansion of the colony, it gradually happened, and the plains were opened up to settlers who then took up the land, displacing the Aboriginal inhabitants in a series of bloody conflicts.

As Australians began to look to heroes in their history to obscure the convict ‘stain’ of the nation’s past, Blaxland, Lawson and Wentworth and their crossing of the Blue Mountains was seized upon as one of the great nation-forming achievements.

Today, with our awareness of the harm as well as the good that resulted from the opening up of the area, we are more inclined to ‘commemorate’ the crossing, rather than ‘celebrate’ it, and to place greater weight on the dispossession of Aboriginal people and the destruction of their society and culture than previous generations did, with their greater emphasis on the advantages of national development.

These ideas and values are explored in the unit through an evidence-based or inquiry approach that is suitable at Year 4 and 5 levels.

Curriculum connection

The resource is relevant to these areas of the *Australian Curriculum: History* at Years 4 and 5:

Year 4 First Contacts

Historical Knowledge and Understanding

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment	<ul style="list-style-type: none">• exploring early contact history with the British (for example Pemulwuy or the Black War) and the impact that British colonisation had on the lives of Aboriginal people (dispossession, dislocation and the loss of lives through conflict, disease, loss of food sources and medicines)• exploring whether the interactions between Europeans and Aboriginal and Torres Strait Islander peoples had positive or negative effects
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Historical Skills

Chronology, terms and concepts

- Sequence historical people and events
- Use historical terms

Historical questions and research

- Pose a range of questions about the past
- Identify sources

Analysis and use of sources

- Locate relevant information from sources provided

Perspectives and interpretations

- Identify different points of view

Explanation and communication

- Develop texts, particularly narratives
- Use a range of communication forms (oral, graphic, written) and digital technologies

Year 5 The Australian colonies

Historical Knowledge and Understanding

<p>The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.</p>	<ul style="list-style-type: none">• <i>investigating an event or development and explaining its economic, social and political impact on a colony</i>
<p>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.</p>	<ul style="list-style-type: none">• <i>investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example groups such as explorers or pastoralists; or individuals such as Blaxland, Lawson and Wentworth)</i>

Historical Skills

Chronology, terms and concepts

- Sequence historical people and events
- Use historical terms and concepts

Historical questions and research

- Identify questions to inform an historical inquiry
- Identify and locate a range of relevant sources

Analysis and use of sources

- Locate information related to inquiry questions in a range of sources
- Compare information from a range of sources

Perspectives and interpretations

- Identify points of view in the past and present

Explanation and communication

- Develop texts, particularly narratives and descriptions, which incorporate source materials
- Use a range of communication forms (oral, graphic, written) and digital technologies

The resource enables students to gain knowledge and understanding of aspects of early Australian colonial history through a specific case study.

It is inquiry-based to develop students' analytical skills, including the development of an empathetic appreciation of the people involved in the event.

It includes multiple perspectives on the event, including those of the local Indigenous people who, while not involved in the exploration of the Blue Mountains, had their lives and culture profoundly affected by developments that arose as a consequence of the crossing of the mountains.

'Mythbusting' Included at the end of the inquiry are challenges for students to consider various 'myths', or commonly believed aspects of the story of the crossing of the Blue Mountains. In doing so students use evidence to decide if the myths are confirmed or 'busted'!

Classroom approaches
- Using the film The resource is ready to be used in the classroom as is, or teachers can adapt elements of it to suit their own needs.
The 20-minute 'virtual visit' film has been specifically made to provide an effective classroom resource by taking students to the key sites to be investigated.

-Using the activity pages in the classroom The activity pages are all cleared for use, without permission, in classrooms by the teacher or school once the resource has been purchased.

All activity pages can be used by individual students, but many are suitable for group work — with groups having to analyse an activity page, and report their findings to the whole class. In this way the overall reading workload can be shared and reduced.

-Using the interactive game This game is a decision-maker about exploration. We ask students to put themselves in the shoes of explorers, and to imagine how they would tackle the task of crossing the Blue Mountains. Students must choose appropriate equipment, and then make 11 decisions during their journey. If they make inappropriate decisions their journey might end in disaster!

All activity pages can be used by individual students, but many are suitable for group work — with groups having to analyse an activity page, and report their findings to the whole class. In this way the overall reading workload can be shared and reduced.

Acknowledgements Mitchell Preston, Senior Education Officer, National Museum of Australia
Daniel Oakman, Senior Curator, National Museum of Australia
Jean Halliday
Jan Koperberg
Patsy Moppett
Graham and Susan Warmbath, Blue Mountains Historical Society
Glen Ryan and 'Pete' the dog

Activity 1A

Is this memorial telling us the truth?

You have been driving through the magnificent Blue Mountains, to the west of Sydney, in New South Wales.

You have gone up Mount York, and you see this memorial at the top:



Source A



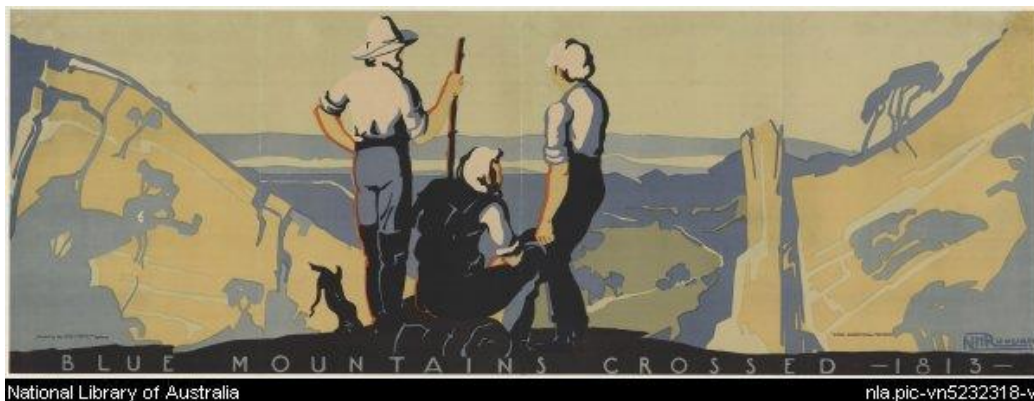
You read the main plaque:



You say, 'Hey, I've seen something about this before, in my history book!'

You just happen to have your history textbook with you (yeah, right, as if . . .) and you flip it open to these images:

Source B



NH Roughley, *Blue Mountains Crossed 1813, 191-?*, National Library of Australia

Source C



Detail from *The Blue Mountains Pioneers*, *Sydney Mail*, Christmas Supplement 1880, State Library of New South Wales

Activity 1B

Is this memorial telling us the truth?

So, you have three pieces of evidence about the crossing of the Blue Mountains.

1 Look at the three sources, and using ONLY these images as evidence, decide if the following statements are:

- Probably true (T), OR
- Probably false (F), OR
- Cannot be known from this evidence (?).

In each case decide what the best evidence is to support your conclusion, and why. One example has been done to help you.

Statement	T	F	?	Best supporting evidence
The crossing was in 1813	✓			A and B both say this
The crossing was made by three men				
Blaxland was the leader				
The crossing was difficult				
They crossed the mountains to find new land				
They were the first people to cross the Blue Mountains				
This resulted in the spread of settlement in New South Wales				
The explorers were proud of their achievement				
This is an important moment in Australian history				
The explorers were heroes				

You now have 10 ideas about the crossing of the Blue Mountains in 1813 from this evidence. These ideas might be right, or they might be wrong. We need to look at more evidence to decide.

So that's what we will do — look at more evidence, and use it for you to tell your own story about the Crossing of the Blue Mountains in 1813.

You can use **Activity 2** to write your story and to add some pictures to it. But you cannot write your story until you look at more evidence. We will tell you when you can add bits to your story as you work through more information in **Activities 3-10**.

As you add to your story it will help if you try to put yourself in the shoes of the explorers, and try to imagine what it was like for them at the time.

Ready? Let's go exploring and investigating!

Activity 2A

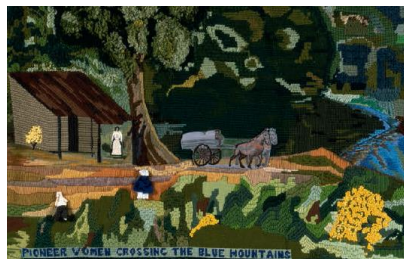
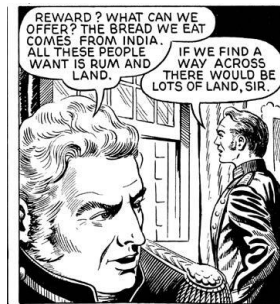
Create your story of the crossing of the Blue Mountains in 1813

As you find out more information you can write your story of what happened, and select pictures from the next page to help make it look good.

Question	Your story	Picture
What are the Blue Mountains?		
What happened in 1813?		
Who did it?		
Why were they doing it?		
How did they do it?		
What impacts did this event have?		
What is the significance of the event?		

Activity 2B

Create your story of the crossing of the Blue Mountains in 1813



Activity 3A

A 'virtual visit' to the Blue Mountains

Watch the film in this resource. At the end of each segment you should answer the questions. They will help you write your story in **Activity 2**.

1 What are you investigating? **Watch the film from 00:00 to 02:20.**

1.1 What are the Blue Mountains?	
1.2 Where are they?	
1.3 What are your impressions of them?	
1.4 What are the three things that the memorial says happened?	
1.5 Why does the presenter think the memorial might not be accurate?	

2 The context and the problem **Watch the film from 02:20 to 05:50.**

2.1 Sydney started as a gaol in 1788. What does this mean?	
2.2 What was the food problem that the colony had to solve?	
2.3 How would crossing the Blue Mountains solve this problem?	
2.4 Why were the Blue Mountains so hard to cross?	

3 The explorers **Watch the film from 05:50 to 08:45.**

3.1 What were the main qualities of the three explorers?	
3.2 What was their main interest in crossing the mountains?	
3.3 What do the objects at the National Museum of Australia tell us about the explorers?	

4 The Journey **Watch the film from 08:45 to 12:00.**

4.1 What were the difficulties and challenges that the explorers faced?	
4.2 What was the explorers' 'secret'?	
4.3 What is the significance of Red Hands Cave?	
4.4 Why did the explorers ignore the local Aboriginal people?	
4.5 What was the significance of what the explorers saw at Mount York?	

Activity 3B

A 'virtual visit' to the Blue Mountains

5 The outcomes

Watch the film from 12:00 to 14:40.

<p>5.1 What were some main outcomes of the crossing? List them under these headings: Social, Economic and Environmental</p>	<u>Social</u>
	<u>Economic</u>
	<u>Environmental</u>

6 Impacts on the Aboriginal people and their society

Watch the film from

14:40 to 15:50.

<p>6.1 What do the objects in the National Museum of Australia tell us about the local Aboriginal people?</p>	
<p>6.2 What impacts did the crossing have on the local Aboriginal people?</p>	

7 Reflecting on the meanings of the crossing of the Blue Mountains

Watch

the film from 15:50 – 18:30.

<p>7.1 What were the good outcomes of the crossing?</p>	
<p>7.2 What were the bad outcomes?</p>	
<p>7.3 The presenter uses the words 'commemoration' and 'celebration'. What is the difference between them?</p>	
<p>7.4 Do you think we should 'celebrate' or 'commemorate' the event today? Explain your reasons.</p>	

Activity 4A

Why did explorers want to cross the Blue Mountains?

We have seen that in 1813 a group of explorers crossed the Blue Mountains.

**See the film 'virtual visit'
from 00:00 to 05:50**

Why did they do it?

- 1 Think about possible reasons, and list them.

Some possible reasons are:

Now look at the following evidence to test your ideas.

Source 1 A raised relief map of part of the Sydney Basin



When [Governor Macquarie] first assumed office, in 1810, the colony of New South Wales was closely defined by the encircling range of Blue Mountains. It was a small, compact area, no more than 60 by 80 kilometres in extent.

- 2 Why would the Governor want to find a way through the Blue Mountains?

Activity 4B

Why did explorers want to cross the Blue Mountains?

Source 2 From a comic book version

THE COLONY SEEMED DOOMED FOR ALTHOUGH MORE PEOPLE ARRIVED EVERY YEAR, THE VAST PACIFIC HEMMED THEM IN ON ONE SIDE AND THE MYSTERIOUS, UNCONQUERED MOUNTAINS ON THE OTHER. IN THE YEAR 1812 GOVERNOR MACQUARIE, WITH HIS SECRETARY, CAPTAIN ANTILL, STOOD, LOOKING TOWARDS THE MOUNTAINS.



Peter Leyden (ed.), *Over The Blue Mountains*, The Australian Children's Pictorial Social Studies, Sydney, 1958.

3 What problem would be solved by finding a way through the Blue Mountains?

Source 3 Some facts about the colony's environment

- The Nepean–Hawkesbury and Georges River farms often flooded and destroyed food crops. In 1809 floods resulted in a grain shortage in the colony.
- There was a plague of destructive army worms and caterpillars in 1810.
- There was drought in 1810–11.
- The 1811–12 crop was good, but caterpillars returned in 1812.
- Drought in 1812–13 reduced crops, and killed many animals.
- In 1812 there were 10,000 people in New South Wales, in 1813 there were 13,000 — an increase of 30 per cent; cattle increased from 9000 to 26,000, and sheep increased from 26,000 to 75,000.
- Grass on the Cumberland Plain (the flat area surrounding Sydney) had deteriorated under heavy cattle grazing, and was replaced by coarser grass.

Adapted from Harry Dillon and Peter Butler, *Macquarie from Colony to Country*, Random House, North Sydney, 2010, p. 177.

4 What reason/s are being suggested here for the need to cross the Blue Mountains?

Source 4 The Industrial Revolution

The Industrial Revolution of the nineteenth century resulted in an increased demand for the raw material — wool — to allow the factories of England to make cloth. This meant that there was a great incentive for people to grow wool. Sheep needed large areas of land on which to graze, and shepherds to care for them. New South Wales offered wealthy people the opportunity to develop great flocks of sheep, cared for by convict shepherds who did not need to be paid wages. The area around Sydney was good for cattle, but not for sheep. Access to new land was needed for the industry to grow.

5 In question 1 you might have considered such things as curiosity, adventure or greed as reasons for the explorers' desire to cross the Blue Mountains. Do you still think these might have been significant? Justify your views.

6 Add any information to your story for **Activity 2A**.

Activity 5

Who were the three explorers?

We know that Blaxland, Lawson and Wentworth were involved in the crossing. But who were they, and why did they attempt the crossing?

See the film 'virtual visit' from 05:50 to 08:45

- 1 Your task is to look at the biographical information on the three explorers on this page below and complete this table for them.

Aspect	Blaxland	Lawson	Wentworth
Age in 1813			
Background			
Position in New South Wales			
Previous exploring experience?			
Reason for involvement?			

Gregory Blaxland (1778–1853)



State Library of New South Wales

- Born in England
- A wealthy man
- Married with 5 sons and 2 daughters
- Was given a large area of land to come to NSW
- He wanted more land to graze and sell cattle
- He had already explored parts of the area around the Blue Mountains before 1813

William Lawson (1774–1850)



State Library of New South Wales

- Born in England
- A wealthy soldier
- Married after he came to Australia
- Owned a large area of land
- Was a surveyor

William Charles Wentworth (1790–1872)



State Library of New South Wales

- Was born in Australia
- His mother was a convict, and his father a doctor
- Was in England from 1803-1810
- Was given a large area of land when he returned to NSW
- Was an adventurous person

- 2 Add any information to your story for **Activity 2A**.

Activity 6A

How did the explorers achieve their crossing in 1813?

Australians today know what the Blue Mountains look like. We can drive through them, and fly over them.



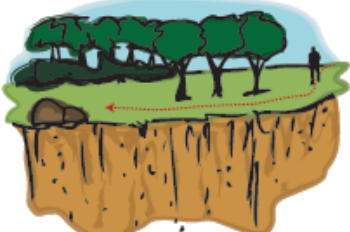

There is no hardship or mystery for us today in crossing them.

See the film 'virtual visit' from 08:45 to 12:00

But the new settlers did not have that knowledge in 1813. So let's try and see the situation from the perspective of their limited knowledge of the Blue Mountains, and try to understand the challenges that they faced in making the first crossing.

Here are five different ways that the Blue Mountains could be crossed.

- 1 Look at each method and brainstorm the possible advantages and disadvantages of each, remembering the limited knowledge that people had at the time about the nature and extent of the Blue Mountains.

Possible way	Image	Possible advantages	Possible disadvantages
1 Follow main rivers to their source			
2 Follow the gorges between the cliffs			
3 Follow the ridges at the top of the cliffs			
4 and 5 Head north or south to attempt to travel around the mountains			

Activity 6B

How did the explorers achieve their crossing in 1813?

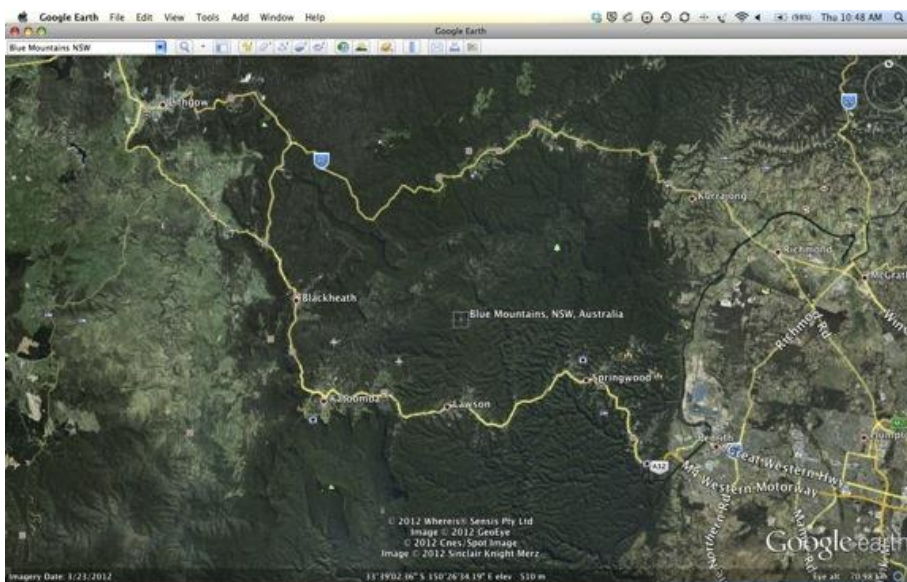
Here is a map of the path actually taken by the explorers in 1813.

2 Which method does it show?



Peter Leyden (ed.), *Over The Blue Mountains*, The Australian Children's Pictorial Social Studies, Sydney, 1958.

Here is a Google Earth map showing the road today through the Blue Mountains.



3 Does the road follow the path taken by the 1813 explorers?

4 Add any information to your story for **Activity 2A**.

Activity 7A

What was their journey like?

We now know how the exploring party was able to cross the Blue Mountains in 1813.

Was it a hard thing to do?

**See the film 'virtual visit'
from 08:45 to 12:00**

1 Here are some of the situations they faced as described by one of the explorers, William Blaxland. Explain why this would be a problem.

Beside each summarise the problem in your own words, and write a word to describe what the explorers might have been feeling. One example has been done to help you.

NOTE: AN ALTERNATIVE APPROACH

To understand this you need to 'take' the journey. Go to www.australianhistorymysteries.info to see if you would be a good explorer on this journey. The interactive will require you to make many decisions — will you make ones that will help you succeed?

Good luck!

Some events on their journey	Problem and Empathy word
<p><i>May 12</i> Very thick bush.</p>	<p>Thick bush hard to go through. <i>Frustrated</i></p>
<p><i>May 13</i> Some of the horses fell because of their heavy loads.</p>	
<p><i>May 17</i> Had to fetch water up the side of a cliff from a stream 150 metres down, and could get scarcely enough for the men. The horses had none this night.</p>	
<p><i>May 20</i> The horses had to feed on swamp grass, as nothing better could be found for them.</p>	
<p><i>May 21</i> An Aboriginal group might have intended to spear them, but that the dogs alerted the explorers.</p>	
<p><i>May 29</i> Part of the descent was so steep that the horses could but just keep their footing without a load, so that, for some way, the party were obliged to carry the packages themselves. The dogs killed a kangaroo, which was very acceptable, as the party had lived on salt meat since they caught the last.</p>	

Activity 7B

What was their journey like?

<p><i>May 31</i> Two men nearly lost the rest of the party by going too far in the pursuit of a kangaroo. Their provisions were nearly finished, their clothes and shoes were in very bad condition, and the whole party were ill with bowel complaints.</p>	
<p><i>4 June</i> One of the horses fell this day with his heavy load, quite exhausted. They had to put his load on the other horses.</p>	
<p><i>5 June</i> On their return journey, the track not being marked, they had great difficulty in finding their way back to the river.</p>	
<p><i>6 June</i> They crossed the river after breakfast, and reached their homes, all in good health.</p>	

Blaxland's journal

<http://ebooks.adelaide.edu.au/b/blaxland/gregory/b64j/part1.html#part1>

4 Why do you think the explorers succeeded? Consider each of the following as possible factors:

- luck
- skill
- logic
- planning and preparation
- personal qualities of the explorers
- prior knowledge
- other factors?

5 What qualities or characteristics can you identify in these three explorers?

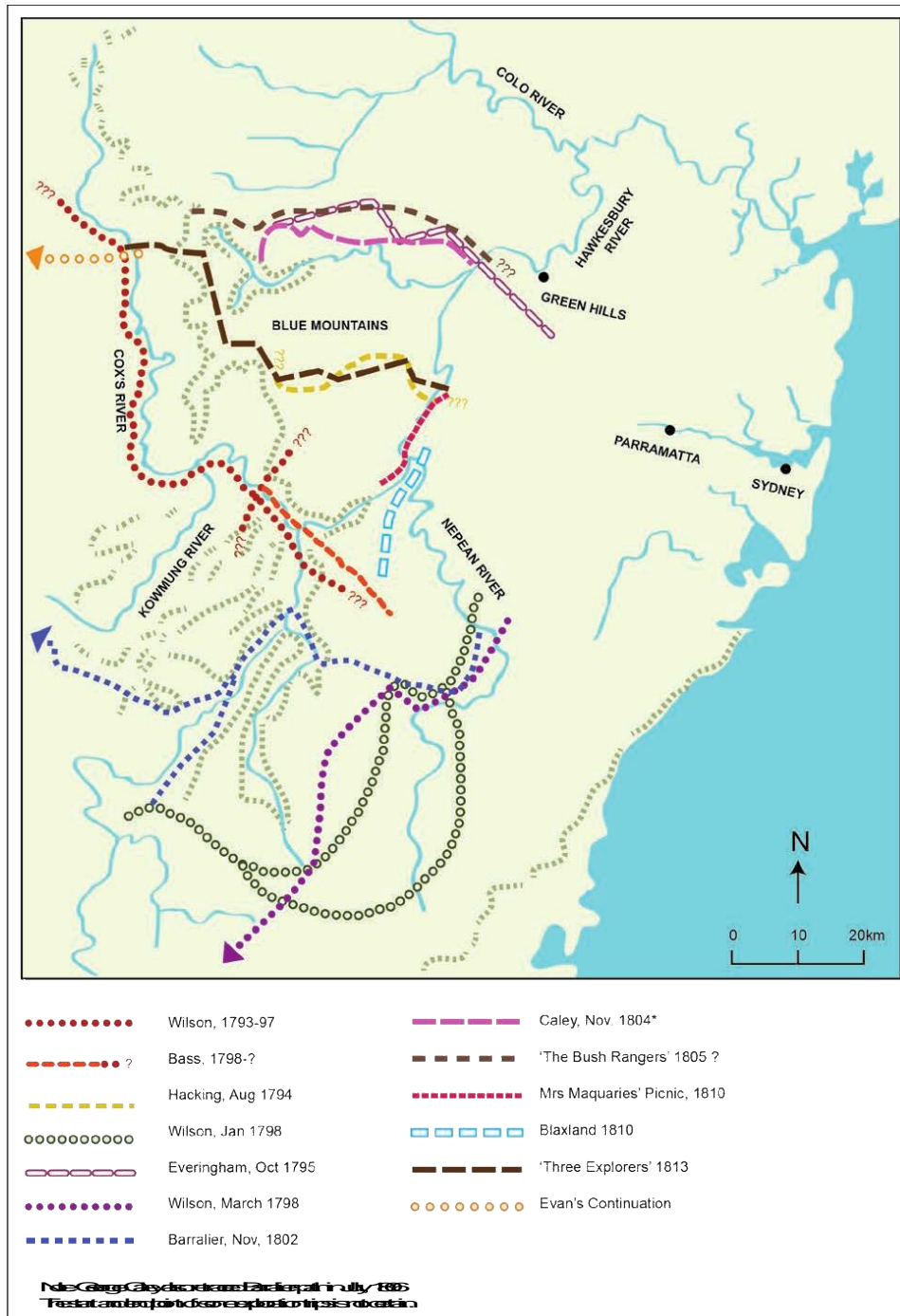
6 Add any information to your story for **Activity 2A**.

Activity 8A

Were Blaxland, Lawson and Wentworth really the first to cross the Blue Mountains?

1 Look at this map showing others who had tried to cross the Blue Mountains before Blaxland, Lawson and Wentworth. Identify:

- Who went the furthest north?
- Who went the furthest south?
- Who might have crossed the Blue Mountains before Blaxland, Lawson and Wentworth?



Based on information in Chris Cunningham *The Blue Mountains Rediscovered*, Kangaroo Press, Kenthurst, 1988

Activity 8A

Were Blaxland, Lawson and Wentworth really the first to cross the Blue Mountains?

Here are two pieces of evidence about Aboriginal people. They had lived in the area for thousands of years.



Figure 2. Aboriginal occupation of the Blue Mountains: distribution of sites as recorded up to 1991. Aboriginal occupation reached out further along the secondary ridges than does current settlement. The cluster of sites on parts of the map are the result of closer investigation by individual researchers in these localities.

Eugene Stockton and John Merriman (eds), *Blue Mountains Dreaming: The Aboriginal Heritage* (2nd edition), Blue Mountain Education and Research Trust, Lawson, 2009, p. 10.



Red Hands Cave

- 2 Do you think the Aboriginal people knew how to cross the Blue Mountains before any non-Europeans arrived?
- 3 Add any information to your story for **Activity 2A**.

Activity 9

What happened after the crossings — the impacts?

What were the impacts of the crossing — the changes that happened afterwards?

**See the film 'virtual visit'
from 12:00 to 14:40
and 14:40 to 15:50**

1 Look at the information below and add them to the correct place in this table. You should also put beside each whether the impacts were good (+ve) or bad (–ve).

Impacts of the crossing of the Blue Mountains

Economic	
Social	
Environmental	
Indigenous	

Here are some changes:

- A road was built over the mountains
- Settlers started coming over the road to make new farms in the new area
- They brought cattle and sheep who competed with the native animals like kangaroos for water and grass
- Settlers cut down some trees to create their farms
- They grew more food — crops and animals — to feed the settlement in NSW
- Farms were built on Aboriginal land, without permission
- Some Aboriginal people burned huts and killed animals, and killed some settlers
- Some settlers killed Aboriginal people
- New towns slowly started to be built
- Some settlers and Aboriginal people were friendly
- Most settlers to the area came many years after the first road had been built.

2 Add any information to your story for **Activity 2A**.

Activity 10

Are you a good 'mythbuster'?

There are many myths about the crossing of the Blue Mountains. A 'myth' is a story that is believed to be true, but may not be.

You have looked at a lot of evidence about the crossing of the Blue Mountains. You can use this evidence to decide if the following 7 myths are true (Confirmed) or false (Busted).

Look at each one and decide if the evidence you have discovered busts or confirms each of them. Be able to explain why you have reached your decision in each case.

Myth 1:	The Blue Mountains are part of the Great Dividing Range.	<input type="checkbox"/> Confirmed <input type="checkbox"/> Busted Because...
Myth 2:	The crossing of the Blue Mountains in 1813 was done in response to the stimulus for wool created by the Industrial Revolution in Britain.	<input type="checkbox"/> Confirmed <input type="checkbox"/> Busted Because...
Myth 3:	Look back at the inscription on the Mount York memorial. Would you say it is:	<input type="checkbox"/> Confirmed <input type="checkbox"/> Busted Because...
Myth 4:	Blaxland, Lawson and Wentworth knew exactly how and where to cross the Blue Mountains because of information provided by people.	<input type="checkbox"/> Confirmed <input type="checkbox"/> Busted Because...
Myth 5:	The crossing of the Blue Mountains was a difficult task.	<input type="checkbox"/> Confirmed <input type="checkbox"/> Busted Because...
Myth 6:	Blaxland, Lawson and Wentworth were the first to cross the Blue Mountains.	<input type="checkbox"/> Confirmed <input type="checkbox"/> Busted Because...
Myth 7:	The crossing of the Blue Mountains opened new areas in the west to an immediate rush of settlement.	<input type="checkbox"/> Confirmed <input type="checkbox"/> Busted Because...