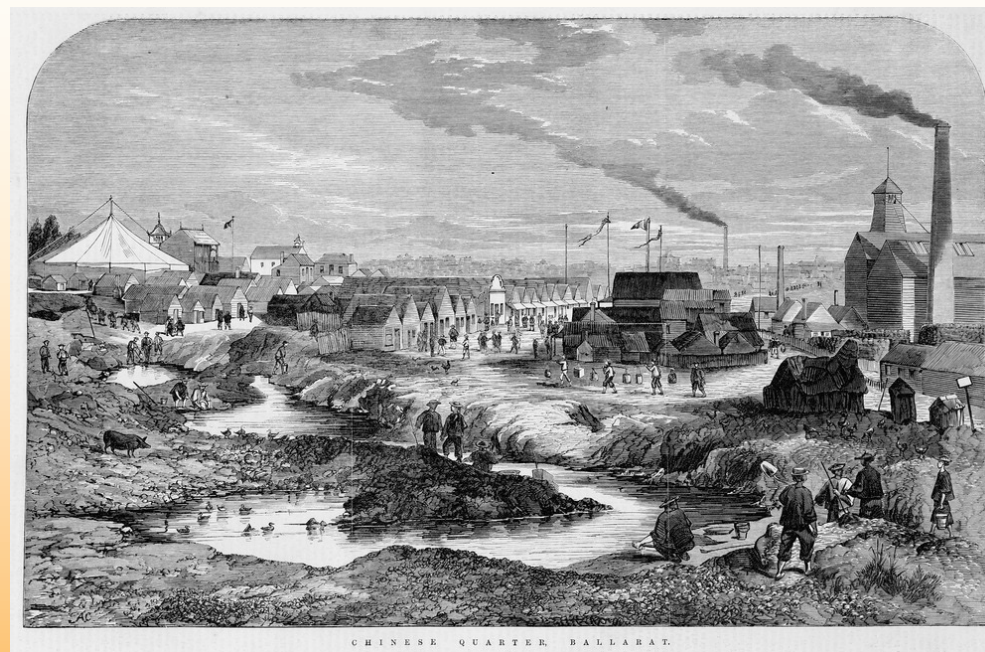


Year 5

The Australian Gold Rushes

Programme



Chinese Quarter Ballarat (Ebenezer and David Syme, 1868, State Library of Victoria)

Australian Curriculum: HISTORY Year 5 Program GOLD

Year Level	Year 5					
Title	The Australian Colonies – Gold					
Key Concepts Year 3–6	Continuity and change	Cause and effect	Significance	Perspectives	Empathy	Sources (Evidence)
Historical Skills Year 5	<i>Chronology, terms and concepts</i> - Sequence historical events. - Use historical terms and concepts.	<i>Historical questions and research</i> - Identify questions to inform a historical inquiry. - Identify and locate a range of relevant sources.	<i>Analysis and use of sources</i> - Locate information related to inquiry questions in a range of sources. - Compare information from a range of sources.	<i>Perspectives and interpretations</i> Identify points of view in the past and present.	<i>Explanation and communication</i> - Develop texts, particularly narratives and descriptions, which incorporate source material. - Use a range of communication modes (oral, graphic, written) and digital technologies.	
Achievement Standards	By the end of Year 5, students identify the causes and effects of change on particular communities and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change. Students sequence events and people (their lifetime) in chronological order using timelines. When researching, students develop questions to frame a historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.					
Year Level Description	The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures and settlement patterns.					
Key Inquiry Questions	- What do we know about the lives of people in Australia’s colonial past and how do we know? - How did an Australian colony develop over time and why? - How did colonial settlement change the environment? - What were the significant events and who were the significant people that shaped Australian colonies?					
Historical Knowledge and Understanding	Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. The nature of a convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal people and Torres Strait Islanders) and how the environment changed. 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. The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. 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.					
Pedagogical Approach	This unit is taught as an inquiry where students are presented with a range of visual primary sources and asked to use them as a means of deducing information about life in the Australian colonies during the 1800s. The teaching methodology uses a whole class learning model where students brainstorm ideas together before moving onto individual, pair and group tasks. The activities require students to use historical imagination in order to help them understand the social structures and attitudes of the past. Primary sources are used for critical engagement, helping students develop historical consciousness and are also used as a basis for developing narratives across several forms of media.					

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Teaching and Learning Sequence See attached detailed lesson sequence including specific resources for each activity INCLUDING Formative and Summative Assessment tasks	Summary of Learning Sequence Each activity introduces a concept relating to the Australian gold rushes. It introduces the key ideas, offers succinct content information and concludes with a task. Teachers may choose to complete all activities or select those best suited to their course of study or time limitations. Most tasks can be developed into larger assignments and can be modified for accelerated or remedial students. Activity 1 Focus: Why do humans prize gold? Activity 2 Focus: When and where was gold discovered? Activity 3 Focus: Who came to the goldfields? Activity 4 Focus: What were the gold seekers like? Activity 5 Focus: How did people get to the goldfields? Activity 6 Focus: How did people travel in the 1850s? Activity 7 Focus: What was the impact of the discovery of gold on the Indigenous communities? Activity 8 Focus: What skills were needed to find gold? Activity 9 Focus: What hazards did families face on the goldfields? Activity 10 Focus: Was finding gold the best way to get rich? Activity 11 Focus: Was Eureka the birth of democracy in Australia? Activity 12 Focus: What was life like for Chinese people on the Australian goldfields?
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Assessment	<u>Learning Outcome</u> Students use a range of technologies, primary sources and online resources to understand the Australian gold rushes. Their learning is demonstrated through class participation, writing tasks, group projects, oral presentations and using digital tools to present their research. <u>Formative Assessment</u> • Suggestions for formative assessment and gathering of evidence of student learning are outlined within each activity in the lesson sequence. • <i>What specifically will students produce, learn and develop in this unit?</i> • Develop digital/hardcopy posters showing how the discovery of gold could change the economic and social situations of individuals.. • Use maps to pinpoint the key discoveries of gold around Australia in the nineteenth century. • Sequence events in historical order by creating timelines to show when gold was discovered in Australia. • Frame their own research questions. • Decide where to find suitable resources to answer their research questions. • Annotate artwork to demonstrate their understanding of historical evidence and themes. • Assess the reliability and value of artworks as historic evidence. • Prepare a dramatisation drawing on the analysis of primary sources. • Convert statistical data from a chart to a simple bar graph. • Develop a project about life on the Australian goldfields for the National History Challenge. • Derive information about the time period from historical drama. • Use visual evidence to discover the impact of the gold rush on Indigenous communities. • Write a letter describing life on board a sailing ship. • Present their research on mining techniques using digital cartooning or video tools.		
Resources Including Excursions and Incursions	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> Excursions <u>Victoria</u> Sovereign Hill Museums, www.sovereignhill.com.au Museum of Modern Democracy at Eureka, http://made.org/ Two Friends Productions (Incursion) 'Peter Lalor and the Rush for Gold,' http://www.twofriendsproductions.com.au/performances/ <u>Western Australia</u> The Perth Mint, http://www.perthmint.com.au/visit_the_mint_perth_mint_school_groups.aspx <u>New South Wales</u> The Original Gold Rush Colony, http://www.goldrushcolony.com.au/ Bathurst and Hill End, http://www.schoolexcursions.net/bathurst_hill_end.php <u>South Australia</u> Gold Rush Performance Incursion, https://bookings.iconicperformances.com.au/Gold-Rush---the-2-hour-educational-experience-on-the-Discovery-of-Gold/ </td><td style="vertical-align: top; width: 50%;"> Museum of Victoria website, http://museumvictoria.com.au/origins/keydates.aspx?cid=1 this page gives data from the 1854 census Australian Government Resources Australian Government, Eureka Stockade, http://www.australia.gov.au/about-australia/australian-story/eureka-stockade Australian Government, The Australian Gold Rush, http://www.australia.gov.au/about-australia/australian-story/austn-gold-rush Books (Historical Fiction) Bradby, Doug, <i>Life on the Goldfields</i>, Black Dog Walker Books, NSW, 2012. Bradby, Doug. <i>Don't Go to The Goldfields</i>, Doug Bradby, Buninyong, Victoria, 2015. Murray, Kirsty, <i>Bridies Fire</i>, Allen & Unwin, NSW, 2003. Tonkin, Rachel <i>To the Goldfields!</i> Allen & Unwin, NSW, 1999. Books (Non Fiction) Littlejohn, Marion, <i>Eureka Stockade</i>, Black Dog Walker Books, NSW, 2013. </td></tr> </table>	Excursions <u>Victoria</u> Sovereign Hill Museums, www.sovereignhill.com.au Museum of Modern Democracy at Eureka, http://made.org/ Two Friends Productions (Incursion) 'Peter Lalor and the Rush for Gold,' http://www.twofriendsproductions.com.au/performances/ <u>Western Australia</u> The Perth Mint, http://www.perthmint.com.au/visit_the_mint_perth_mint_school_groups.aspx <u>New South Wales</u> The Original Gold Rush Colony, http://www.goldrushcolony.com.au/ Bathurst and Hill End, http://www.schoolexcursions.net/bathurst_hill_end.php <u>South Australia</u> Gold Rush Performance Incursion, https://bookings.iconicperformances.com.au/Gold-Rush---the-2-hour-educational-experience-on-the-Discovery-of-Gold/	Museum of Victoria website, http://museumvictoria.com.au/origins/keydates.aspx?cid=1 this page gives data from the 1854 census Australian Government Resources Australian Government, Eureka Stockade, http://www.australia.gov.au/about-australia/australian-story/eureka-stockade Australian Government, The Australian Gold Rush, http://www.australia.gov.au/about-australia/australian-story/austn-gold-rush Books (Historical Fiction) Bradby, Doug, <i>Life on the Goldfields</i>, Black Dog Walker Books, NSW, 2012. Bradby, Doug. <i>Don't Go to The Goldfields</i>, Doug Bradby, Buninyong, Victoria, 2015. Murray, Kirsty, <i>Bridies Fire</i>, Allen & Unwin, NSW, 2003. Tonkin, Rachel <i>To the Goldfields!</i> Allen & Unwin, NSW, 1999. Books (Non Fiction) Littlejohn, Marion, <i>Eureka Stockade</i>, Black Dog Walker Books, NSW, 2013.
Excursions <u>Victoria</u> Sovereign Hill Museums, www.sovereignhill.com.au Museum of Modern Democracy at Eureka, http://made.org/ Two Friends Productions (Incursion) 'Peter Lalor and the Rush for Gold,' http://www.twofriendsproductions.com.au/performances/ <u>Western Australia</u> The Perth Mint, http://www.perthmint.com.au/visit_the_mint_perth_mint_school_groups.aspx <u>New South Wales</u> The Original Gold Rush Colony, http://www.goldrushcolony.com.au/ Bathurst and Hill End, http://www.schoolexcursions.net/bathurst_hill_end.php <u>South Australia</u> Gold Rush Performance Incursion, https://bookings.iconicperformances.com.au/Gold-Rush---the-2-hour-educational-experience-on-the-Discovery-of-Gold/	Museum of Victoria website, http://museumvictoria.com.au/origins/keydates.aspx?cid=1 this page gives data from the 1854 census Australian Government Resources Australian Government, Eureka Stockade, http://www.australia.gov.au/about-australia/australian-story/eureka-stockade Australian Government, The Australian Gold Rush, http://www.australia.gov.au/about-australia/australian-story/austn-gold-rush Books (Historical Fiction) Bradby, Doug, <i>Life on the Goldfields</i>, Black Dog Walker Books, NSW, 2012. Bradby, Doug. <i>Don't Go to The Goldfields</i>, Doug Bradby, Buninyong, Victoria, 2015. Murray, Kirsty, <i>Bridies Fire</i>, Allen & Unwin, NSW, 2003. Tonkin, Rachel <i>To the Goldfields!</i> Allen & Unwin, NSW, 1999. Books (Non Fiction) Littlejohn, Marion, <i>Eureka Stockade</i>, Black Dog Walker Books, NSW, 2013.		

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<u>Queensland</u> Eureka Excursion Interactive Learning Program, http://www.eurekaexcursions.com/ <u>Tasmania</u> Gold Rush Performance Incursion, https://bookings.iconicperformances.com.au/Gold-Rush---the-2-hour-educational-experience-on-the-Discovery-of-Gold/ <u>Australian Capital Territory</u> National Museum of Australia, http://www.nma.gov.au/homepage Online Historical Sources Culture Victoria; Early Photographs of Gold, http://www.culturevictoria.com/stories/a-diverse-state/goldfields-stories-lola-montez-star-attraction/gold-panning/ Historical images of gold digging from the 1850s. Culture Victoria; Eureka Stories, http://www.culturevictoria.com/stories/a-diverse-state/eureka-stories/ Primary sources, stories and education resources on the Eureka Stockade. Culture Victoria; Goldfield Stories, Dai Gum San, http://www.culturevictoria.com/stories/a-diverse-state/goldfields-stories-dai-gum-san-big-gold-mountain/ (Primary sources and stories about Chinese miners on the goldfields.) Culture Victoria: Gold Panning, http://www.culturevictoria.com/stories/a-diverse-state/goldfields-stories-lola-montez-star-attraction/gold-panning/ (Videos, historical images and stories about the geography and individuals of the Victorian goldfields.) Ergo, http://ergo.slv.vic.gov.au/explore-history/golden-victoria (Education resources and primary sources on the Victorian Gold Rush. Includes detailed content information on the properties of gold, Chinese on the goldfield, the impact on Indigenous communities, families and key individuals.) Museum Victoria, Marvelous Melbourne: Gold Rush Town, http://museumvictoria.com.au/marvellous/gold/ Sovereign Hill Museums, www.sovereignhill.com.au/education (The site contains Fact sheets and resources for teachers and students, activity kits for teachers to download, podcasts, primary sources and links to other useful sites.) State Library of New South Wales, Eureka! The rush for gold,, http://www.sl.nsw.gov.au/discover_collections/history_nation/gold/index.html State Library of Victoria http://www.slv.vic.gov.au/ (This site provides many out of copyright images of the Victorian gold rushes that appear in this resource and can be used by students for projects.) The Original Gold Rush Colony, Chinese on the Australian gold fields, http://www.goldrushcolony.com.au/australian-gold-history-culture-info/chinese-australian-gold-fields TROVE, http://trove.nla.gov.au/ (The best site for primary sources. Managed by the National Library in Canberra, TROVE has easily searchable links to all digitized Australian newspapers and magazines and artworks held in Galleries and Museums.)	Parry, Ann, <i>The Gold Rushes: Gold Rush Journeys</i>, Macmillan, Melbourne, 2007. Parry, Ann, <i>The Gold Rushes: Everyday Life on the Goldfields</i>, Macmillan, Melbourne, 2007. Parry, Ann, <i>The Gold Rushes: The Discovery of Gold</i>, Macmillan, Melbourne, 2007. Parry, Ann, <i>The Gold Rushes: Riots, Robberies and Rebellions</i>, Macmillan Melbourne, 2007 Videos ABC Splash, <i>Celebrating Democracy at the Eureka Museum</i>, http://splash.abc.net.au/home#!/media/1918860/celebrating-democracy-at-the-eureka-museum ABC Splash, <i>Its Australia's Brand New Gold Rush</i>, http://splash.abc.net.au/home#!/media/85712/australia-s-21st-century-gold-rush ABC Splash, <i>Living the Past: Historian at Sovereign Hill</i>, http://splash.abc.net.au/home#!/media/1661974/living-the-past-historian-at-sovereign-hill ABC Splash, <i>Sluicing and Panning for Gold</i>, http://splash.abc.net.au/home#!/media/522057/sluicing-and-panning-for-gold ABC Splash, <i>The Eureka Stockade</i>, http://splash.abc.net.au/home#!/media/2153105/eureka-stockade <i>Behind the New, Gold Rush</i>, http://www.abc.net.au/btn/story/s2823680.htm Education Resources <i>Blood on the Southern Cross</i> from The Sovereign Hill Education site, http://education.sovereignhill.com.au/teachers/teaching-kits/ <i>Hidden Histories; the Wadawurrung Story</i> from the Sovereign Hill website, http://sovereignhillhiddenhistories.com.au/ My Place Teacher Education Resources, http://www.myplace.edu.au/teaching_activities/1878_-_before_time/1858/episode_landing_16.html <i>Put Yourself in the Picture; Nineteenth Century Migration to the Victorian Goldfields</i> from The Sovereign Hill Education site, http://education.sovereignhill.com.au/teachers/teaching-kits/ Competitions National History Challenge, http://historychallenge.org.au/ Interactive Games National Museum of Australia, 'Can You Strike it Rich During the Gold Rush?,' http://www.nma.gov.au/engage-learn/schools/classroom/resources/multimedia/interactives/gold-rush University of Melbourne website, http://www.lib.unimelb.edu.au/collections/maps/digital/outline-maps/ (This site contains free downloadable outline maps.)
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<i>Opportunities for INTEGRATION</i>			
Cross Curriculum Priorities	Aboriginal and Torres Strait Islander histories and culture	Asia and Australia's engagement with Asia	Sustainability
General Capabilities	Literacy Reading stories is one of the best ways to teach history and engage students. Students can read stories themselves or listen to the teacher reading thereby enhancing their listening skills.		
	Numeracy Interpreting graphs and tables.		
	ICT capability Researching using the web to find primary sources and using digital tools such as iMovie or comic-making apps.		
	Critical and Creative Thinking Devising historical fiction narratives to demonstrate historical understanding.		
	Personal and Social capability Students work in groups to consider the economic impact of gold on individuals, families and communities.		
	Ethical Understanding Studying the impact of the gold rushes on the Indigenous population.		
	Intercultural Understanding Empathising with the plight of Chinese on the goldfields.		
Other Learning Areas	English Writing skills. Students imagine they are on board a ship travelling to the goldfields and write a letter home to their parents telling them of their hopes and dreams. Students imagine they are one of the characters in the S.T. Gill painting <i>The New Rush</i> . Write an imaginary entry in your diary for that evening. Debating skills could be assessed as speaking and listening.		
	Mathematics Students graph the countries of origin of immigrants to Victoria in 1854 (Activity 2).		
	Geography Creating maps showing where gold was discovered could be a vehicle for developing content and skills from the Geography curriculum. Mapping where gold seekers came from i.e. countries of origin.		
	Science Techniques used to extract gold rely on knowing the scientific properties of gold.		
	Technology Designing digital posters and building museum displays for the National History Challenge.		
	The Arts Analysing artworks introduces students to art from another era and teaches visual learning skills and an appreciation of art works.		