EUREKA! IT’S GOLD

VELS Level: 4
Duration: 4 weeks
Year Level: 5/6

UNDERSTANDINGS:
• The importance of gold and money in society.
• Why gold was valued and still is.
• The impact of the Eureka Stockade on Australian Society.
• Cause and effect – the impact and results of change.
• The influence of the Eureka Stockade on Victorian Laws.
• Many different factors are responsible for change in environments and lifestyles.
• Many factors affect quality of life, both now and during the gold rush.
• Show empathy for the difficulties of everyday life on the Goldfields.
• The influence of historical, political and social contexts.
• Principles of Australian democracy.
• Changing of cultures through interactions with other cultures and the environment.
• How various beliefs and practices influence the ways in which people interact with, change and value their environment.
• The significance of particular people and cultures, identities and heritage in the development of Australia and Victoria.

RELATED VALUES/ATTITUDES/ISSUES:

During the unit, students are encouraged to develop deep understandings about themselves personally, the world around them and how it works. Students will engage in the contemporary world around them by building relationships and opinions through comparing life then, and now, and understanding how and why life is in a constant state of change.
MAJOR CONCEPTS:

Concept of time, community and change, cultural differences, environment and nature, identity value of money, hierarchy in society, continuity, origins, and influences on Australian identity.

FOCUS QUESTIONS:

• What is gold? Why is it valued? What is it used for?
• Where did people come from to mine gold in Victoria in the 1850’s?
• How was gold mined? What did people need to mine for gold?
• Why was gold mined and why?
• Where was gold mined?
• What did people eat on the goldfields? Where did they get it?
• How did the miner get food and equipment to the goldfields?
• What was a miner’s license? Where could you get it?
• Why were miners unable to pay for a license?
• Were gold miners lucky? Why?
• Where did the diggers live?
• Different occupations and positions on the Goldfields affected the quality of life. True or false?

RESOURCES:

• Microsoft Power Point
• Guest Speaker- Minerals Education Victoria 9629 1851
• ‘Finding Gold’ by Tara Kelly, Barrie Australian Series
• ‘A Trooper’s Tale’ by Brian McDonald, Rigby English Publishing
• Novel – ‘Valley of Heavenly Gold’ by Eve Sutton
• DVD – ‘Peach’s Gold’ by ABC Television
http://www.oldtreasurymuseum.org.au
http://www.vicmins.com.au
http://www.buzan.com.au
http://www.australianhistory.org/finding-gold.php
http://www.eurekaballarat.com/index.php?option=com_frontpage&Itemid=1
http://www.goldgold.com/panninginstructions.htm
## Tuning In and Preparing to Find Out:

<table>
<thead>
<tr>
<th>TUNING IN AND PREPARING TO FIND OUT:</th>
<th>GROUPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>What variety of activities will be used to:</td>
<td>• whole class • groups • pairs • individuals</td>
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<tr>
<td>• engage all students in the topic?</td>
<td>Whole Class</td>
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<tr>
<td>• assess prior knowledge?</td>
<td>Whole Class</td>
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<tr>
<td>• refine further planning?</td>
<td>Groups</td>
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<tr>
<td>• lead into the ‘finding out’ experiences?</td>
<td>Whole Class</td>
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1. Pose essential question - ‘Striking it rich was the key to a better life.’ Students discuss their views and create arguments for and against.
2. Students use the KWL Inquiry chart to record their prior knowledge and identify areas of interest related to the topic.
3. Students read a range of materials on the topic such as books, articles and websites, and record information such as a mind map. (Novel – Valley of Heavenly Gold)
5. A visit by a speaker from Minerals Education Victoria will provide an informative introduction to the properties and value of gold.
6. Picture chat – Students list topic words around photos of Gold rush scenes.
8. Students use Google to search maps of gold mining towns such as Bendigo and Ballarat, and record information found such as distance, location etc.

### Grouping
- Whole Class
- Groups
- Whole Class
- Groups or pairs

## Finding Out:

<table>
<thead>
<tr>
<th>FINDING OUT:</th>
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<td>Experiences to assist students to gather new information about the topic.</td>
<td>• whole class • groups • pairs • individuals</td>
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</table>

1. List and brainstorm words relating to the Gold Rush. Students create their own glossary in which they write the definitions of these words.
2. Research the topic using the kidcyber site and any other web or printed resources (as listed).
3. An excursion/camp to Sovereign Hill, Ballarat. This will enable students to visualize important aspects associated with this topic. Education sessions can be booked about ‘Life on the Goldfield’ and students may also photograph themselves in costume or build models of houses or machinery.
4. Guided and reciprocal reading of material about life on the Goldfields.

### Grouping
- Individual
- Individual or pairs
- Whole class
- Groups
**FINDING OUT:**
Experiences to assist students to gather new information about the topic.

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<td>Individuals</td>
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5. Organise the class to participate in an Edward de Bono’s Six Hat Thinking grid discussion, about “Life during the gold rush in Victoria in the 1850’s was tough. Striking it rich was the key to survival.”
6. In pairs, student’s work through the Digital Learning Object, which will provide a rich experience in relation to aspects of the gold rush. This Learning Object has students preparing to set off to the goldfields as a miner, and then spend time mining for gold. From this activity, students will record various aspects of their journey, which will then be discussed as a class.


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**SORTING OUT:**
Activities to assist students to process the information and ideas they have gathered about the topic (including exploring values).

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1. Upon returning from Sovereign Hill, students will individually create a mind map about new information learnt at Sovereign Hill. From here students will form pairs and will create two slides per pair on a Power Point Slideshow about the excursion. This will create a good resource for the class.
2. Draw a map of the diggings, including all the essential elements for a good map.
3. Research significant gold rush towns. Why did only some endure while others flourished, then diminished? Consider factors such as water supply, protection from weather and availability of particular resources.
4. Get students to pack a bag for the goldfield. What would need to be taken?
5. Make a replica of a gold license. List procedures, rules and options on the back. How long did it last? How much did it cost? Who issued the license?
6. View from a tent. Imagine you are a miner who has woken a little later than usual. Draw what you see when you step out of the tent. Show your understanding of the structures, characters, activities and different gold mining methods used.
### MAKING CONCLUSIONS:
Activities to pull it all together. Assist students to *demonstrate* what they have learned and *reflect* on their learning.

1. **Journal Entry – Would you have liked to be a miner on the goldfields?**
   - Why/why not?
2. **Give students a Point of View grid to assess their understanding of life on the Goldfields. Collect this up as assessment.**
3. **Writing Task – A day in the life of a miner. Ask students to plan and write a recount about a day in the life of a miner on the Goldfields. Collect for assessment.**
4. **Using clay or play dough, create a model of the different types of homes and living conditions found on the diggings.**
5. **Write a procedure explaining on the methods of extraction and label an accompanying diagram.**
6. **Prepare your own goldfields petition; explaining why you think the mining license fee should be reduced. Have the rest of your sign it.**
7. **Write a newspaper article e.g. Interview with a miner who just discovered one of the biggest nuggets.**
8. **Write a manual on the methods used to find gold. Use procedure text.**
9. **Imagine you are a digger and write a letter home to your family telling them of your experiences.**
10. **Write an account of the gold rush from the perspective of one of the following: a Chinese miner, a digger, wife of a digger or a shopkeeper.**
11. **Prepare a Power Point presentation about finding gold in Victoria in the 1850’s.**

### GOING FURTHER:
Activities to challenge and extend.

1. **Writing task – Explain why people would not have lived as long back in the 1850’s as we do today. Consider their living conditions and diet.**
2. **Create a timeline of the discovery of gold in Victoria.**
3. **In pairs, students choose if they would like to live back in the 1850's or now and justify their decision by presenting a role-play to the class.**
4. **Identify influences of the gold rush era on Australia today including the development of transport (roads, railways, shipping) and construction (e.g use of materials, drainage, sewerage).**
5. **Add to a map of Australia places where gold is mined today.**
6. **What would you be worth if you were solid gold? Find out the current price of gold and do the maths.**
7. **When you have the value of an ounce of gold from the news on television, calculate the value of an ounce of gold in Australian dollars.**
**TAking Action:**
Activities to link theory to practice. To empower children to act on what they have learned and make links to their daily lives.

1. As a class, create a Venn diagram about the differences and similarities between life on the goldfields and present day.
2. Compare the mining techniques of the 1850’s with modern day mining techniques. Show this in a Venn diagram.
3. What do you think would happen if several valuable nuggets were discovered in a remote area today?
4. If you were to travel back in time to spend a week on the goldfields, which three modern amenities would you miss most and why? Which three aspects of modern life would you be happiest to ‘escape’ from and why?
5. Choose one aspect of Australian life today that was influenced by the gold rush era to present.
6. List the food eaten by diggers. Compare this to the food we eat today. Discuss with the class what the health of the diggers might have been like.

**Assessment Possibilities:**
Allow for on-going assessment and reflection. (Include self-assessment and reflection about group processes).

1. Reflective journal entries about tasks completed, group management and facts learnt throughout the unit.
2. Glossary entries.
3. Contribution to class and group discussions and the ability to work cooperatively in groups and carry out individual roles within those groups.
4. Ability to accurately explain key events and life on the Goldfields.
5. Can describe the gold rush in terms of cause and effect.
6. Venn diagrams to be collected as assessment.
7. Ability to compare and contrast different lifestyles and eras in history.
8. Writing task- A day in the life of a miner.
9. Completion and discussion of graphic organisers such as KWL chart, Six Thinking Hats grid and mind maps.
10. Ability to use information researched to develop a presentation to demonstrate understanding of concepts.
11. Power Point slideshow about Sovereign Hill excursion and about finding gold in the 1850’s.
### Possible Weekly Overview

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Where did the miner come from and how did he travel? - Lesson 1</th>
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<tbody>
<tr>
<td></td>
<td>• Create KWL Chart.</td>
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<td></td>
<td>• Excursion to Sovereign Hill.</td>
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<td></td>
<td>• Students research and read a range of materials.</td>
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<td></td>
<td>• Picture Chat.</td>
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<tr>
<td></td>
<td>• Create mind map and slide show about Sovereign Hill excursion.</td>
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<td>• Journal and glossary entries to begin.</td>
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<thead>
<tr>
<th>Week 2</th>
<th>Where does the miner work and where does he live? - Lesson 2</th>
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<tbody>
<tr>
<td></td>
<td>• Visit by guest speaker from Minerals Education Victoria.</td>
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<td>• Watch part 1 of DVD.</td>
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<td></td>
<td>• Six thinking hat grid discussion.</td>
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<td></td>
<td>• Continue slide show about Sovereign Hill excursion.</td>
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<td>• Journal and glossary entries to be continued.</td>
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<tr>
<th>Week 3</th>
<th>The supplies and tools required by the diggers - Lesson 3</th>
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<tr>
<td></td>
<td>• Watch part 2 of DVD.</td>
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<td>• Participate in digital learning object.</td>
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<td></td>
<td>• Continue slide show about Sovereign Hill excursion.</td>
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<tr>
<td></td>
<td>• Journal and glossary entries to be continued.</td>
</tr>
<tr>
<td></td>
<td>• Writing task - A day in the life of a miner.</td>
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<tr>
<th>Week 4</th>
<th>What does the miner eat and what does he wear? - Lesson 4</th>
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<tbody>
<tr>
<td></td>
<td>• Watch part 3 of DVD.</td>
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<tr>
<td></td>
<td>• Continue slide show about Sovereign Hill excursion.</td>
</tr>
<tr>
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<td>• Participate in digital learning object.</td>
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<tr>
<td></td>
<td>• Journal and glossary entries to be completed.</td>
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<tr>
<td></td>
<td>• Venn diagram - Comparison of life on the Goldfields and present day.</td>
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