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| **GLENMORE PARK LEARNING ALLIANCE**  **STAGE THREE**  **GOLD FEVER**    **THE AUSTRALIAN COLONIES**  **HISTORY UNIT** |

**STAGE STATEMENT**

By the end of Stage 3, students describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. They describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. Students identify change and continuity and describe the causes and effects of change in Australian society. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms including Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups and their contribution to Australia’s economic and social development.

Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts, and organizing and presenting their information, they use historical terms and concepts and incorporate

The following Cross-Curricular Priorities and General Capabilities are evident in the following unit:

**CROSS-CURRICULUM PRIORITIES AND GENERAL CAPABILITIES QUALITY TEACHING ELEMENTS**

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| http://syllabus.bos.nsw.edu.au/wsimages/cca/ahc.gif | Aboriginal and Torres Strait Islander histories and cultures | **✓** |  | **Intellectual Quality** | | **Quality Learning Environment** | | **Significance** | |
| Asia and Australia's engagement with Asia | Asia and Australia's engagement with Asia | **✓** | Deep Knowledge | **✓** | Explicit Quality Criteria | **✓** | Background Knowledge | **✓** |
| Sustainability | Sustainability | **✓** | Deep Understanding | **✓** | Engagement | **✓** | Cultural Knowledge | **✓** |
| Critical and creative thinking | Critical and creative thinking | **✓** | Problematic Knowledge | **✓** | High expectations | **✓** | Knowledge Integration | **✓** |
| Ethical understanding | Ethical understanding | **✓** | Higher-Order Thinking | **✓** | Social Support | **✓** | Inclusivity | **✓** |
| Information and communication technology capability | Information and communication technology capability | **✓** | Metalanguage | **✓** | Students’ self-regulation | **✓** | Connectedness | **✓** |
| Intercultural understanding | Intercultural understanding | **✓** | Substantive Communication | **✓** | Student direction | **✓** | Narrative | **✓** |
| Literacy | Literacy | **✓** |
| Numeracy | Numeracy | **✓** | **NOTE**  The differentiated activities in this unit are a set of possible learning opportunities to be taught at teacher discretion. This program is NOT designed to be taught in its entirety. It is anticipated that educators will select and teach only those activities pertaining to their students’ needs, interests and rate of learning with changes to school routine in consideration. | | | | | |
| Personal and socail capability | Personal and social capability | **✓** |
| Civics and citizenship | Civics and citizenship | **✓** |
| Difference and diversity | Difference and diversity | **✓** |
| Work and enterprise | Work and enterprise | **✓** |

**STAGE THREE THE AUSTRALIAN COLONIES**

**GOLD FEVER**

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| **UNIT FOCUS** |  | **DURATION** |
| The unit *“Gold Fever,”* provides students with the opportunity to learn about the impact of the gold rushes, the Eureka Stockade, internal exploration, migration, the advent of rail and the telegraph system on the Australian colonies. They explore the reasons for migration to Australia from Europe and Asia and contributions of migrant groups within the colony. The students also investigate the roles of significant individuals or groups in the shaping of our nation; migrant miners (both European and Chinese), entrepreneurs, artists, writers, political leaders, and Aboriginal and/or Torres Strait Islander peoples. |  | The students will engage in one hour  of History a week for the duration of 8 weeks in completing this unit. |

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| **KNOWLEDGE AND UNDERSTANDINGS** | **VOCABULARY** |
| * Aboriginal people were the first to discovered gold in Australia but chose not to dig holes in the Earth because of their spiritual connection to the land and their lack of need for money. * Although gold was found by convicts building roads in 1815 and James McBrien in 1823 near Bathurst, news of its discovery was suppressed for fear of a convict uprising and the potential for mass escapees. * Edward Hargraves returned from the Californian Gold Rush in 1850 and recognised the same rock types near Bathurst. He (with Lister and the Tom brothers), used mining methods developed in California to find gold at Summerhill near Bathurst in 1851. As the government now wished to attract people to Australia, Hargraves was attributed to be the first to discover gold and was granted 10 000 pounds. Lister and the Tom brothers were initially granted nothing but later received 1 000 pounds. * The population trebled from 430,000 in 1851 to 1.7 million in 1871. The majority were British but also included Americans, French, Italian, German, Polish and Hungarians. The largest contingent however, was the 40,000 Chinese. The Chinese were untiring workers and resentment grew towards them as gold began to dwindle. This led to racial riots like the one at Lambing Flats. * A mass exodus of men from the cities ensued. These men brought a variety of skills to the goldfields. General stores were erected and the economy grew exponentially. Later roads, railways, bridges, schools, public buildings and the telegraph were funded by wealth from gold exports. * The monthly fee of 30 shillings for claims of only 13.5 square metres was difficult to tolerate. Miners endured the heat, snakes, back-breaking work, hunger, illness, loneliness, raids by troopers and bushrangers for little reward. Tensions built and the miners of the Ballarat Reform League (led by Peter Lalor) staged an uprising against the authorities and their licence fee at the Eureka Stockade in December 1854. This was the forerunner of unionism and the prelude to voting in Australia. | Gold, goldrush, dust, specks, nuggets, veins  Fossicking, mining, diggings, dredging, claims  Edward Hargraves, miners, prospectors, European, Chinese  Fee, licence, troopers, inspections  Pan, cradle, sluice box, puddling barrel, shaft, windlass, sail, pick, shovel, axe  Bushrangers, raids, drowning, law and order, gambling, alcohol, sly grog  Women, children, schools  Migration, population, racial tension, riots  Economy, roads, bridges, railways, telegraph, river highways public buildings  Eureka Stockade, Peter Lalor, Ballarat Reform League, The Southern Cross |

**OUTCOMES**

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| **The Australian Colonies** | **HT3-1** | A student describes and explains the significance of people, groups, places and events to the development of Australia. |
| **HT3-2** | A student describes and explains different experiences of people living in Australia over time. |
| **HT3-5** | A student applies a variety of skills of historical inquiry and communication. |

**CONTENT OVERVIEW**

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| **HISTORICAL CONCEPTS** | **HISTORICAL SKILLS** |
| **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**  Students:   * Identify events that have shaped Australia's identity and discuss why they were significant. * Use a range of sources to investigate ONE significant development or event and its impact on the chosen colony   **The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony**  Students:   * Identify the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration. * Investigate the experiences of a particular migrant group and the contributions they made to society.   **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**  Students:   * Use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony. | **Comprehension: chronology, terms and concepts**  Students:   * Respond, read and write to show understanding of historical matters. * Sequence historical people and events. * Use historical terms and concepts.   **Analysis and use of sources**  Students:   * Locate information relevant to inquiry questions in a range of sources. * Compare information from a range of sources.   **Perspectives and interpretations**  Students:   * Identify different points of view in the past and present.   **Empathetic understanding**  Students:   * Explain why the behaviour and attitudes of people from the past may differ from today.   **Research**  Students:   * Identify and pose questions to inform an historical inquiry. * Identify and locate a range of relevant sources to support an historical inquiry.   **Explanation and communication**  Students:   * Develop historical texts, particularly narratives and descriptions, which incorporate source material. * Use a range of communication forms (oral, written, graphic) and digital technologies. |

**GOLD FEVER**

**FOCUS: GOLD – A PRECIOUS COMMODITY**

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| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Respond, read and write to show understanding of historical matters.  Compare information from a range of sources.  Identify different points of view in the past and present.  Use historical terms and concepts. | **1. Ignition Activity: Treasure Hunt - Mapping Task**   * Laminate images of 20 items (10 valuable and 10 non-valuable) and hide in strategic areas of the playground. Indicate their positions on a map of the school using the numbers 1-20. * In groups of three, students locate and highlight the valuable items in yellow (gold) on copies of the site map. Non-valuable items can be coloured in grey. * Discuss the criteria used to determine whether items were valuable or ‘precious.’   **2. iPad Research Challenge: Gold – A Precious Commodity!**   * The students are divided into 6 groups; the material scientists, the geologists, the miners, the historians, the gold traders and the fun-factsters. Each groups is given a research challenge to complete in twenty minutes using iPads. * Material Scientists – What is gold and its properties?   <http://www.ducksters.com/science/chemistry/gold.php>   * Geologists - How is gold formed in the Earth’s crust?   <http://www.australianminesatlas.gov.au/education/down_under/gold/formed.html>   * Miners – Where can you find gold?   <http://www.goldfeverprospecting.com/howtofigogop.html>   * Historians – Which countries were the first to discover and use gold?   <http://www.historyforkids.org/learn/science/mining/gold.htm>   * Gold Traders - Where are the world’s largest gold fields?   <http://www.cmi-gold-silver.com/blog/10-most-prolific-gold-fields-in-the-world/>   * Fun Factsters – What are some interesting facts about gold?   <http://www.livescience.com/39187-facts-about-gold.html>   * Students report back to the wider group to share their knowledge of gold from different perspectives. Reference sites can be used in the background on IWB to provide visual support to the class during feedback sessions.   **3. Video: The History of Gold**   * View the following video to discover the history of gold around the world.   How Gold is mined, refined and formed: <https://www.youtube.com/watch?v=55FX3H2WOwg>   * Discuss and record key information in learning journals. | 20 Laminated images;  10 precious and  10 non-precious  Site map / group  Highlighters  iPads  Writing material  IWB  video:  How Gold is mined, refined and formed  Learning journals |

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| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-5** A student applies a variety of skills of historical inquiry and communication.  **HT3-2** A student describes and explains different experiences of people living in Australia over time.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Sequence historical people and events.  Identify different points of view in the past and present.  Explain why the behaviour and attitudes of people from the past may differ from today.  Use a range of communication forms (oral, written, graphic) and digital technologies. | **4. Digital Timeline: History of Gold**   * Provide volunteers with pictogram cards of historical events pertaining to the discovery of gold. * Students use the pictogram cards to position themselves along a timeline marked out on the floor with tape to indicate where they feel events occurred historically. * View the timeline below and discuss the history of gold.   <http://www.visualcapitalist.com/gold-series-history-gold/>   * Review timeline placement and re-order if necessary to show an accurate account of events.   **5. Discussion: Aboriginal Discoveries of Gold**   * Discuss the Aboriginal view point on money and the earliest discoveries of gold in Australia. * Explore the connection Aboriginal people have with the land (where many believe);   - The land holds their ancestors in various forms.  - The land is their mother and place of belonging.  - The land requires Aboriginal people to look after it as custodians.  -The land is a ‘living record’ of Aboriginal history and culture.   * Consider why more Aboriginal people refused to dig holes in the earth to find gold.   **6. Glossary: Gold and The Goldrush Era in Australia**   * Create a glossary of terms for gold and the goldrush era. Enlarge and display on the learning wall. * Print copies for exercise books and add to the list of terms throughout the duration of the unit.   **EXTENSION**    **Research Task: Modern Uses of Gold**   * Research the modern uses of gold at <http://geology.com/minerals/gold/uses-of-gold.shtml> . * Use the camera tool to capture images of gold’s common usages in modern society from the site above and paste into a notebook file. Label and write captions under images. * Present images as visual support when reporting back to the wider group.   **OR**  **Research Task: Gold Prices Today**   * Research and track gold prices over the course of the term. Present data to the wider group in graph form using Excel. Discuss why the price of gold rarely fluctuates. | Pictogram cards of historical events  Tape  Electronic timeline  (as referenced)  Glossary: Gold  Internet access  IWBs  Internet access  Excel |

**GOLD FEVER**

**FOCUS: THE DISCOVERY OF GOLD IN AUSTRALIA**

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| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-1** A student describes and explains the significance of people, groups, places and events to the development of Australia.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Identify events that have shaped Australia's identity and discuss why they were significant.  Use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony.  Develop historical texts, particularly narratives and descriptions, which incorporate source material.  Use a range of communication forms (oral, written, graphic) and digital technologies. | **1. Ignition Activity: Guessing Game – Where In the World?**   * Place gold coin chocolates along with secret school locations (e.g. under the bubblers) into the 3 boxes and display at the front of the class. Students ask geographical questions that enable them to narrow down and guess the secret locations as specified in the boxes. The three successful students to guess the locations, receive the boxes. * Use this task to initiate a discussion on the historical discovery of gold in Australia.   **2. Five Minute Research Challenge: History on a Plate**   * Write inquiry questions re: the discovery of gold in Australia on small paper plates and cover with plastic bowls. Refer to the following site for possible questions. * In groups of four, students use iPads to research the site below to answer challenge questions. <http://www.historytoday.com/richard-cavendish/australian-gold-rush-begins>   Students write the answers to the questions on small cards. The first group to answer all questions correctly and place them under the bowls is the winners of the research challenge.  **3. Historical Video: Edward Hargraves’ Contribution to the Australian Goldrush.**   * View the following video and consider the factors that led to the Australian goldrush.   The Early Australian Prospectors (Part 1) <https://www.youtube.com/watch?v=VglWWR9SfCA>   * Discuss the significance of Hargraves’ discovery to the history of our nation as depicted in the video. * Record key information in learning journals.   **4. Digital Character Profile: Edward Hargraves**   * Create a digital character profile of Edward Hargraves and note key events of his life. * Print and display class profile on the learning wall. * Dramatise the discovery of gold. Use freeze frames to show the perspectives of Hargraves, Lister and the Toms brothers, Aboriginal observers and the Gold Commissioner.   **5. Interactive Resource: Gold Map (National and State Gold Reserves)**   * Use the interactive gold map below to investigate the locations of gold reserves across Australia. <http://www.sbs.com.au/gold/GOLD_MAP.html> * Record locations of early gold towns in learning journals. | 3 Treasure boxes  3 Cards  Gold coin chocolates  Paper plates  with inquiry questions  iPads  internet access  Historical video:  The Early Australian Prospectors  (Part 1)  Learning journals  Character Profile  (Digital Scaffold)  Interactive Gold Map:  Look For Gold!  Learning journals |
| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-1** A student describes and explains the significance of people, groups, places and events to the development of Australia.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Use a range of sources to investigate ONE significant event and its impact on the chosen colony  Respond, read and write to show understanding of historical matters.  Identify different points of view in the past and present. | **6. Mapping Task: Early Gold Towns**   * Use the interactive map in the previous task to locate and mark major gold reserves on a map of Australia. * Identify and plot the locations of early gold towns on maps of NSW and Victoria.   **7. Worksheet: Gold is Found**   * Students complete Pages 35-36 of History Now – Book 5.   Historical concepts covered:  - Secret discoveries of gold  - Hargraves’ return from the Californian Goldrush  - Hargraves’ journey to ‘discovering’ gold  - The role of public meetings and the newspapers in creating a goldrush  **EXTENSION**  **Informal Debate:** “Fresh air and water should be considered more valuable than gold.”   * Divide the class into two and assign affirmative / negative teams. * Students consider the damaging aspects of mining for gold on the environment and their knowledge of gold and its uses to debate the issue; “Fresh air and water should be considered more valuable than gold.” * Students cross the floor to indicate their personal view and then justify their stance with their top three arguments. * Compare and contrast modern attitudes to mining the land to those of the 1800s. | Maps:  Australia  NSW  Victoria  History Now 5  Pp 35-36 |

**GOLD FEVER**

**FOCUS: IMMIGRATION TO THE GOLDFIELDS**

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| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-1** A student describes and explains the significance of people, groups, places and events to the development of Australia.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Identify the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration.  Locate information relevant to inquiry questions in a range of sources.  Compare information from a range of sources. | **1. Ignition Activity: Camping Out**   * Erect a small tent in the classroom (or provide an electronic image of one) and use as stimulous to initiate a discussion on camping in the great outdoors. * In small groups, record items to be taken on a four week camping trip in the Australian bush. Consider; Clothing and footwear, bedding, cooking utensils, food items, first aid and hardware required for survival and comfort. All items must be portable and carried by group members. * Divide items and assign them to group members for transportation to the camping site. Consider **a)** how heavier items will be distributed across the group and **b)** methods of carrying them to the campsite along a five kilometre track.   **2. Post-It Note Investigation: Travel to the Goldfields**   * In small groups, students use reference material in a bulk loan from the school library to write key information on sticky notes. * Students group like information by placing sticky notes on sheets of A3 paper headed with the following inquiry questions; * Who travelled to the goldfields? * What modes of transportation were used to travel to the goldfields? * What pathways did the diggers take to the goldfields? * What items did people take to the goldfields? * What dangers and difficulties were encountered on the roads to the goldfields? * What happened to the populations of neighbouring cities? * Groups draw one of the inquiry questions (above) from a hat and report back to the wider group.   **3. Electronic Graph: Interpreting Immigration Data (European and Asian)**   * Provide an electronic graph of immigration data during the Australian goldrush period. * Identify the European and Asian countries from which people migrated to Australia between the years 1850 – 1870 and consider their reasons for migration. * Discuss the animosity between prospectors caused by the competition for gold-bearing land. * Identify the years of decline in immigration and propose reasons for decreasing numbers. * Use the decline in immigration numbers to show when industrial mining overtook fossicking. | Tent  Paper & pens  Bulk loan from library;  The Australian Goldrush  A3 paper with  focus questions  Post-It Notes  Pens  Hat  Inquiry questions  on cards  Electronic graph:  Immigration Data  1850 - 1870 |

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| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-2** A student describes and explains different experiences of people living in Australia over time.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony.  Use a range of communication forms (oral, written, graphic) and digital technologies.  Respond, read and write to show understanding of historical matters.  Use a range of communication forms (oral, written, graphic) and digital technologies.  Use a range of communication forms (oral, written, graphic) and digital technologies. | **4. Graphic Illustrations: Roles of Indigenous Guides**   * Research the roles played by Aboriginal people in opening up land within the goldrush period at the following site; Aborigines and The Goldrush   <http://ergo.slv.vic.gov.au/explore-history/golden-victoria/life-fields/aborigines-gold-rush>   * As newspaper sketch artists, students illustrate the roles played on the goldfields by Aboriginal people in cartoon form for a newspaper of the times.     **5. Historical Video: Difficulties Encountered on the Way to the Goldfields**   * View the following historical video on the difficulties encountered by miners as they made their way to the goldfields in each of the Australian States.   The Early Australian Prospectors (Part 2) <https://www.youtube.com/watch?v=xo81c6GQPQM>   * Discuss and record key information in learning journals.   **6. Worksheet: The Rush Spreads**   * Students complete Pages 38-39 of History Now – Book 5.   Historical concepts:   |  |  | | --- | --- | | - New discoveries of gold | - Mass immigration of workers from cities and towns | | - Migration from other countries | - Hardships encountered on the goldfields |   **EXTENSION**    **iPad Concept Maps (Popplets): Difficulties Encountered by Prospectors**   * Students use the Popplet app to create electronic concept maps on iPads to show the difficulties faced by prospectors as they travelled to the goldfields. Areas of danger can be negotiated for consideration, e.g. environmental dangers, human threat, climatic conditions etc. * Reflector (or similar applications) may be used to share Popplets with the wider group.   **OR**    **Excel Graphs: Population on the Goldfields (1850 – 1860)**   * Research the population breakdown of migrant prospector groups at the site below.   The Original Goldrush Colony – Population on the Goldfields; <http://www.goldrushcolony.com.au/australian-gold-history-culture-info/immigrant-influences-australian-gold-fields/population-goldfiel>   * Enter data into Excel and generate column graphs and pie charts to show relative numbers of migrant groups on the goldfields from 1850 -1860. Print and display graphs on the learning wall. | Digital text:  Aborigines and the Goldrush  A3 Paper  Fine felt tip pens  Historical video:  The Early Australian Prospector  (Part 2)  Learning journals  History Now 5  Pp 38-39  iPads  Popplet App  Reflector App  (or similar)  Digital Text:  Population on the  Goldfields  (as referenced)  Excel  Printer |

**GOLD FEVER**

**FOCUS: LIFE ON THE GOLDFIELDS**

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| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-1** A student describes and explains the significance of people, groups, places and events to the development of Australia.  **HT3-5** A student applies a variety of skills of historical inquiry and communication.  **HT3-2** A student describes and explains different experiences of people living in Australia over time.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Identify events that have shaped Australia's identity and discuss why they were significant.  Identify and pose questions to inform an historical inquiry.  Investigate the experiences of a particular migrant group and the contributions they made to society.  Use a range of communication forms (oral, written, graphic) & digital technologies.  Use historical terms and concepts. | **1. Ignition Activity: Goldrush Simulation Game**   * Draw 10 student names out of a hat and issue them with a copy of a miner’s licence. These students become legal miners. Draw 5 more student names for ‘troopers,’ and one other for the ‘gold exchange’. * Place yellow counters (of varying amounts) into small snaplock bags and hide in a designated area of the playground. Then select a post or tree which will serve as a gaol. * Students search for gold for the duration of 15 minutes. Any bag found must be registered at the gold exchange before searching for more. Troopers stop students and check their licences. Miners caught without a licence, must go to gaol for the period of 1 minute. Here, the trooper acting as gaoler provides them with a stopwatch to time their captivity. Students resume mining after serving their time in gaol. Licence swapping may be permitted in keeping with the times. An element of difficulty may also be added with the payment of licence fees every 5 minutes.   **2. Digital Text: Life on the Goldfields – Living There**   * Students write questions they are curious about regarding everyday life on the goldfields and place them in a question box. These can be drawn and answered after the following inquiry task. * In small groups, students research the digital text at site below to investigate:   <http://www.dpi.nsw.gov.au/__data/assets/pdf_file/0009/109917/life-on-the-goldfields-living-there.pdf>   |  |  | | --- | --- | | - Dwellings on the goldfields | - The general store & butchers on the goldfields | | - Food eaten on the goldfields | - Sickness on the goldfields | | - Miner groups on the goldfields | - Social life on the goldfields |  * Students write and / or draw key information for their allotted section on a graffiti board. * Group leaders use their graffiti boards to report their findings to the wider group. * Compare and contrast everyday life as we know and experience it today with the early 1800s.   **3. Videos: Mining Tools and Techniques**   * Students view the following videos to explore the gold mining techniques of panning, cradling and sluicing. Record key information pictorially using labelled diagrams in learning journals.   How to Pan for Gold <https://www.youtube.com/watch?v=mTn5aAYQKUE>  Cradling for Gold <https://www.youtube.com/watch?v=2u5fF0Po_q4>  Modern Sluice box <https://www.youtube.com/watch?v=I9ysABXmiDk> | Student name cards  Hat  Miner’s licenses  Yellow counters  Sm snaplock bags  Class list  6-8 stopwatches  Post or tree  Paper strips  Question box  Graffiti boards  (whiteboards)  Dry erase markers  Videos:  Mining methods  (as referenced)  Learning journals |

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**GOLD FEVER**

**FOCUS: DANGERS ON THE GOLDFIELDS**

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| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-1** A student describes and explains the significance of people, groups, places and events to the development of Australia.  **HT3-2** A student describes and explains different experiences of people living in Australia over time.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Use a range of sources to investigate ONE significant development or event and its impact on the chosen colony  Use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony.  Identify and locate a range of relevant sources to support an historical inquiry.  Locate information relevant to inquiry questions in a range of sources.  Compare information from a range of sources. | **1. Ignition Activity: Interactive Game – Gold Rush!**   * Students use the site below to buy a fossicking permit and navigate various environments in search of gold in Ballarat (1865). They collect various tools and equipment along the way, experience hardships and sell their gold at the exchange.   Gold Rush! <http://www.myplace.edu.au/TLF_resources/L702/description.html>  **2. Video: Shaft Mining – Holtermann Nugget**   * View the video below on the Holtermann nugget   630 Pound Gold Specimen <https://www.youtube.com/watch?v=G5ogKai4EW4>   * Discuss the dangers associated with shaft (or reef) mining during the Australian goldrush; foul air, drownings, accidental falls (at night and during the day) and cave ins.   **3. Project: People on the Goldfields**     * **PART A: Bushrangers - Wanted Poster & Related Research**   The students research and create a wanted poster for a bushranger of their choice outlining; their bushranger’s pseudonym, physical characteristics, background information, crimes and rewards offered for capture. Display posters in the classroom’s ‘post office wall of infamy’. A comprehensive list of bushrangers can be found at <http://www.heraldsun.com.au/news/law-order/a-short-bloody-history-of-bushrangers-you-may-not-know-from-mad-dog-morgan-to-harry-the-gentleman-power/story-fni0ffnk-1227037411882>  **PART B: PowerPoint Presentation**  The students research and deliver a 3-5 minute PowerPoint presentation on one of the following (groups of) people on the goldfields;   |  |  | | --- | --- | | - Women on the goldfields | - Caroline Chisholm | | - Children on the goldfields | - Bernhardt Otto Holtermann | | - Teachers (and schools) on the goldfields | - Anastasia Hayes | | - Bush doctors on the goldfields | - Peter Lalor | | - The Chinese on the goldfields  - Outlaws on the goldfields | - Mei Quong Tart  - Ned Kelly |   Topics could be drawn out of a hat to avoid over-duplication of presentations to peer group. | Interactive game:  Gold Rush  (as referenced)  Video:  Holtermann Nugget  (as referenced)  Cardboard  Writing material  A variety of reference material  PowerPoint  Hat  Topic cards |

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| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-1** A student describes and explains the significance of people, groups, places and events to the development of Australia.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Identify events that have shaped Australia's identity and discuss why they were significant.  Use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony.  Sequence historical people and events.  Develop historical texts, particularly narratives and descriptions, which incorporate source material.  Use a range of communication forms (oral, written, graphic) and digital technologies.  Sequence historical people and events. | **4. Video(s): The Eureka Stockade**   * View the following video clips to investigate the difficulties and dangers encountered by the prospectors associated with the authorities during the Australian goldrush period.   Gold Tax <http://aso.gov.au/titles/documentaries/riot-or-revolution/clip1/>  Beginnings of Eureka <http://aso.gov.au/titles/documentaries/riot-or-revolution/clip2/>  Birth of Social Democracy <http://aso.gov.au/titles/documentaries/riot-or-revolution/clip3/>   * Record key information in learning journals and discuss how the events of the Eureka stockade preluded voting and unionism in Australia.   **5. Notebook Animation: The Eureka Stockade**   * Students use the page recoding function in Notebook to animate and sequence the events of the Eureka Rebellion. Add voiceovers and sound effects to add dramatic emphasis.   **6. Worksheet: The Eureka Stockade and The Eureka Flag**   * Students complete Pages 40-42 of History Now – Book 5.   Historical concepts covered:   |  | | --- | | - Causes of miner unrest | | - Formation of the Ballarat Reform League | | - The battle at the Eureka Stockade | | - The results of the Eureka uprising | | - The symbolism and significance of the Eureka flag |   **EXTENSION**  **Webquest: School Life in the 1850s**   * The students engage in self-directed learning to explore the hardships and dangers experienced by the early prospectors of the Australian goldrush at the site below. School Life in the 1850s <http://gold.rush5.tripod.com/school-life-in-the-1850-s.html>   **OR**  **Dramatisation: The Wild Colonial Boy**   * The students dramatise and video the events in the song ‘Wild Colonial Boy’ (Irish Rovers) for viewing by a group of their peers. | Videos:  Eureka Stockade  (as referenced)  Learning journals  Smart Notebook  History Now 5  Pp 40 – 42  Webquest:  School Life on the Goldfields  (as referenced)  Sound recording:  Wild Colonial Boy  Costumes & props  iPads |

**GOLD FEVER**

**FOCUS: CHINESE MIGRANT WORKERS ON THE GOLDFIELDS**

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| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-1** A student describes and explains the significance of people, groups, places and events to the development of Australia.  **HT3-2** A student describes and explains different experiences of people living in Australia over time.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Investigate the experiences of a particular migrant group and the contributions they made to society.  Use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony.  Respond, read and write to show understanding of historical matters.  Use a range of communication forms (oral, written, graphic) and digital technologies. | **1. Ignition Activity: Mahjong**   * Outline and play traditional games from the goldfields; quoits, skipping, hopscotch, marbles, naughts and crosses, shove the halfpenny and housey housey. * Introduce Mahjong as a game played by Chinese children (and adults) on the goldfields. Model, then play the digital version of the game at the site below.   Mahjongg <http://www.primarygames.com/holidays/chinese/games/mahjongg/>  **2. Videos: Chinese Miners**   * View the videos below and discuss reasons for anti-Chinese sentiment in the 1850s.   Chinese Miners and Gold Licenses <https://www.youtube.com/watch?v=S8VykGzLBx8> Australian Migration (1788-1900) <https://www.youtube.com/watch?v=MFEbNtTf4l4>  * View the video below and discuss Chinese contributions to mining methods on the goldfields.   Chinese Windlass <https://www.youtube.com/watch?v=wJn6ncKcR4k>  **3. Digital Text: Chinese on the Australian Goldfields**   * In small groups, students investigate the anti-Chinese sentiment on the goldfields at the site below.   Anti-Chinese Racism <http://www.goldrushcolony.com.au/australian-gold-history-culture-info/chinese-australian-gold-fields/anti-chinese-racism>   * Discuss Chinese contributions on the goldfields and to the future development of small business in Australia. Record key information in learning journals.   **4. Venn Diagram: Chinese vs European Mining Experience**   * Use a Venn diagram to compare and contrast   the Chinese and European experience on the  goldfields in the 1800s.   * Discuss how differences lead to resentment and riots between the two opposing groups. * Show how Chinese entrepreneurs and workers contributed to society after the goldrush.   Information available at: National Museum Australia – Rise of Merchants, The General Store, Market Gardens, Vendors & Cooks and Laundries & Factories  <http://www.nma.gov.au/collections/collection_interactives/endurance_scroll/harvest_of_endurance_html_version/explore_the_scroll/rise_of_merchants>   * Discuss the part these entrepreneurs played in mending relations between European and Chinese miners on the goldfields in later years. | Digital game:  Mahjong  (as referenced)  Historical videos:  (as referenced)  Digital texts:  Chinese on the Goldfields  Anti-Chinese Racism  Learning journals  IWB  Graphic organiser:  Venn Diagram    Related text |
| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-5** A student applies a variety of skills of historical inquiry and communication.  **HT3-1** A student describes and explains the significance of people, groups, places and events to the development of Australia.  **HT3-5** A student applies a variety of skills of historical inquiry and communication.  **HT3-2** A student describes and explains different experiences of people living in Australia over time.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Respond, read and write to show understanding of historical matters.  Investigate the experiences of a particular migrant group and the contributions they made to society.  Identify different points of view in the past and present.  Explain why the behaviour and attitudes of people from the past may differ from today.  Use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony.  Use a range of communication forms (oral, written, graphic) and digital technologies. | **5. Worksheet: Asian Workers in Australia**   * Students complete Pages 51 - 52 of Australian Curriculum History – Book 5.   Historical concepts covered:   |  | | --- | | - Contributions to Australian society by Chinese prospectors and merchants | | - Contributions to Australian society by Japanese pearl divers | | - Contributions to Australian society by Afghan cameleers |   **6. Digital Text(s): Chinese Entrepreneurs and Workers**   * Pose the inquiry question – How did the Chinese contribute to the shaping of the colony? * Discuss and share background knowledge, then in small groups, research the site below to investigate how Chinese entrepreneurs and workers contributed to society after the goldrush.   National Museum Australia – Rise of Merchants, The General Store, Market Gardens, Vendors & Cooks, Laundries & Factories and Riverboat Trade  <http://www.nma.gov.au/collections/collection_interactives/endurance_scroll/harvest_of_endurance_html_version/explore_the_scroll/rise_of_merchants>   * Students report back and share key information with the wider group. * Discuss the difficulties faced by Chinese groups in establishing their work enterprises. Then consider current evidence of Chinese migration in Australia today. * Draw and label ‘snapshots’ of Chinese life on the goldfields. Group and display on the learning wall.   **7. Camp Excursion: The Original Gold Rush Colony (Old Mogo Town)**   * The student attend a camp excursion to Old Mogo Town to experience life on the goldfields from European, Chinese and Aboriginal perspectives. As a part of their experience, the students visit camp sites, town buildings (the barber, hospital and post office), a Chinese Josh House and pan for gold. Tour guides provide students with comprehensive, guided lessons at each point to give them a good feel for the historic 1850s.   Details: <http://www.goldrushcolony.com.au/schools>  **EXTENSION**  **Design Task (Poster): Chinese General store**   * Students list items for sale in a Chinese general store located on the outskirts of a goldfield. Items are grouped (e.g. food, drink, mining equipment, clothing, games etc.) and illustrated on shelves. Goods for both Chinese and European prospector should be included. | Australian Curriculum History  Book 5  Pp 51-52  Digital texts:  Rise of Merchants, The General Store, Market Gardens, Vendors & Cooks Laundries & Factories, Riverboat Trade  (as referenced)  A5 Cardboard cards  iPads  (digital photography)  Cardboard  Drawing material |

**GOLD FEVER**

**FOCUS: EUROPEAN MIGRANT WORKERS ON THE GOLDFIELDS**

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| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-2** A student describes and explains different experiences of people living in Australia over time.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony.  Compare information from a range of sources.  Identify and pose questions to inform an historical inquiry.  Locate information relevant to inquiry questions in a range of sources. | **1. Ignition Activity: Strike It Rich – Coordinate Game**   * Create a digital grid of an 1850s goldfield in Notebook. Insert graphic images of gold nuggets (of varying size) in 10% of the cells. Insert ‘licence fee’ in 30% and ‘bushrangers’ in 20% of the remainder. Cover all cells with rectangular shapes to hide the location of the gold etc. * Students ‘stake a claim’ by nominating coordinates on the grid. They then delete rectangles to reveal their winnings or losses. The student to gain the most financial reward wins the game.   **2. Art Investigation: Aboriginal Co-operation and Assistance to European Migrants**   * Use the paintings of Samuel Thomas Gill, Thomas Ham and Eugene Von Guerard at the following site to initiate a discussion on Aboriginal assistance to European migrants on the goldfields – then read and list methods of help and co-operation between parties in learning journals.   Not Just Bewildered Onlookers <http://www.egold.net.au/biogs/EG00045b.htm>   * Compare paintings and text at the site in terms of source material. * Sensitively guide a discussion on the impact of European diseases and the introduction of sly grog to early Aboriginal people.   **3. Mini-Investigation: The Daily Life of European Migrants on the Goldfields**   * In small groups, students list questions to inform a historical inquiry into the daily life of European migrants on the goldfields. They highlight five of these for investigation, then access the related sites below to answer them.   **RELATED TEXTS**  Life on the Goldfields (Hargraves’ Goldfield)  <http://www.resourcesandenergy.nsw.gov.au/__data/assets/pdf_file/0003/109479/hargraves-goldfield.pdf>  Life on the Goldfields (Getting There)  <http://www.dpi.nsw.gov.au/__data/assets/pdf_file/0008/109898/life-on-the-goldfields-getting-there.pdf>  Life on the Goldfields (Living There)  <http://www.dpi.nsw.gov.au/__data/assets/pdf_file/0009/109917/life-on-the-goldfields-living-there.pdf>  Life on the Goldfields (Children on the Goldfields)  <http://www.resourcesandenergy.nsw.gov.au/__data/assets/pdf_file/0019/109324/children-on-the-goldfields.pdf>  Life on the Goldfields (Bushrangers)  <http://www.dpi.nsw.gov.au/__data/assets/pdf_file/0006/109941/life-on-the-goldfields-bushrangers-the-lure-of-gold.pdf>   * Share questions and findings with the wider group.   \* Alternately, record questions and answers on either side of quiz cards for a class trivia challenge. | Strike It Rich  (Coordinate Game)  Early artworks of Aboriginal people on the goldfields  Digital text:  Not Just Bewildered Onlookers  (as referenced)  Paper and  writing material  Digital texts:  Life on the Goldfields  (as referenced)  Quiz cards |
| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-5** A student applies a variety of skills of historical inquiry and communication.  **HT3-2** A student describes and explains different experiences of people living in Australia over time.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Develop historical texts, particularly narratives and descriptions, which incorporate source material.  Use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony.  Respond, read and write to show understanding of historical matters.  Develop historical texts, particularly narratives and descriptions, which incorporate source material. | **4. iPads: Digital Diary – A Child’s Life on the Goldfields**   * Students use the Book Creator app (or like) to generate diary entries of a child living on the goldfields in the 1850s. Entries outline the hardships, dangers and daily life events faced by European prospectors on the goldfields. Screen shots can be taken and inserted using the camera function to support the students’ writing. Completed works can be copied to Dropbox or emailed to the teacher.   **5. Class Newspaper: The Alpine Pioneer and The Kiandra Advertiser**   * Investigate pages of the historical newspaper ‘The Alpine Pioneer and The Kiandra Advertiser’ at <http://www.kiandrahistory.net/pioneer.html> . * Brainstorm and list the kinds of articles reported on in newspapers of the 1860s; Public works and buildings, mining reports, court reports, entertainment reports, trading pages, employment pages, bushranger alerts, obituaries, advertisements etc. * Write articles and create advertisements for a newspaper to report on events of the 1860s. * Publish class newspaper using the online newspaper generator at Printing Press <http://www.readwritethink.org/files/resources/interactives/Printing_Press/>   **6. Worksheet: European Workers in Australia**   * Students complete Pages 55 - 56 of Australian Curriculum History – Book 5.   Historical concepts covered:   |  | | --- | | - Causes of European migration and population growth in Australia  - European contributions to farming and agriculture in Australia  - European contributions to public works and infrastructure in Australia |   **EXTENSION**  **An Anthology of Artworks: A History in Art**   * Students select and analyse a painting of a famous Australian artist (E.g. Tom Roberts, Sydney Nolan, Eugene Von Guerard, Edward Roper etc.) in an art critique. * Collect critiques and bind to create an anthology of artworks (A History in Art) depicting life on the Australian goldfields. | iPads  Book Creator app  (or like)  Historical newspaper:  The Alpine Pioneer and The Kiandra Advertiser  (as referenced)  Newspaper generator:  Printing Press  (as referenced)  Australian Curriculum History  Book 5  Pp 55 - 56  Internet access  Printer |

**GOLD FEVER**

**FOCUS: EXPANSION – TRANSPORTATION AND COMMUNICATION**

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| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** |
| **HT3-1** A student describes and explains the significance of people, groups, places and events to the development of Australia.  **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Identify events that have shaped Australia's identity and discuss why they were significant.  Respond, read and write to show understanding of historical matters.  Identify different points of view in the past and present.  Explain why the behaviour and attitudes of people from the past may differ from today. | **1. Ignition Activity: Interactive Game – Morse Code**   * Outline the development and history of the telegraph system in Australia during the 1850s. Discuss its importance in connecting colonies across the states of Australia. * Provide students with a copy of the Morse code alphabet and use the interactive game below to learn, practice and crack codes.   Sam’s Operation: Dit-Dah <https://www.nsa.gov/kids/games/gameMorse.swf>   * Write secret messages about the goldrush period to peers using dots (dits) and dashes (dahs).   **2. Worksheet: Connecting to the World**   * Students read Page 47 and complete Page 49 of Australian Curriculum History – Book 5.   Historical concepts covered:   |  | | --- | | - The need for internal communication  - The development of the telegraph system in Australia  - The importance of the telegraph system in the expansion of Australia |   **3. Historical Videos: Early Transportation in Australia**   * View the following videos on early forms of transport as narrated by people in the present.   Cobb and Co Coach  <http://museumvictoria.com.au/learning-federation/video-temp/melbourne-story-videos/cobb-and-co-coach/>  Paddle Steamer & Barge Building in Goolwa 1853 - 1914  <https://www.youtube.com/watch?v=lGoa0__RnL8>  The Great Lithgow Zig-Zag Railway  <https://www.youtube.com/watch?v=4MQdals0WHw>   * Establish the importance of these early forms of transport in opening up inland Australia during the middle and late years of the goldrush period. * Discuss and explain how people of the past may have viewed these forms of transport. * Compare and contrast past views of these forms of transport with those of people today. | Morse code alphabet  Interactive game:  Sam’s Operation: Dit-Dah  Paper  Writing material  Australian Curriculum History  Book 5  Pp 47 & 49  Videos on  early transportation in Australia  (as referenced) |

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| **OUTCOME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** | |
| **HT3-5** A student applies a variety of skills of historical inquiry and communication. | Respond, read and write to show understanding of historical matters.  Sequence historical people and events.  Use historical terms and concepts.  Use a range of communication forms (oral, written, graphic) and digital technologies | **4. Worksheet: Transport in the 1800s**     * Students read Page 43 and complete Page 44 of Australian Curriculum History – Book 5.   Historical concepts covered:   |  | | --- | | - The use of horses, bullocks and coaches for transportation to the goldfields  - The use of camels in opening up inland Australia and building the telegraph system  - The use of riverboat steamers in transporting supplies to gold towns  - The use of steam trains in transporting gold to ports and supplies on return trips |   **5. Topic Test: Gold Fever**   * Students sequence historical events and respond to show their understanding of historical matters in a topic test on the Australian goldrush period.   **EXTENSION**  **Poetry Analysis: Waltzing Matilda**     * Consider various ways in which the prospectors of the 1800s attained food whilst travelling between goldfields. * Use the following site to conduct an analysis and review of Andrew Barton (Banjo) Patterson’s poem ‘Waltzing Matilda.’ Click on keywords within the poem to reveal the meaning of the following terms; swagman, billabong, coolabah tree, billy, jumbuck and squatter.   Waltzing Matilda <http://www.cummingsstudyguides.net/Guides8/Matilda.html#Notes> | Australian Curriculum History  Book 5  Pp 43 – 44  Topic test:  Gold Fever  Poem:  Waltzing Matilda  By: A B Patterson  Study guide:  Waltzing Matilda  (as referenced) | |
| **PROGRAM EVALUATION** | | | |
| |  |  | | --- | --- | | **STUDENT ACHIEVEMENT** | **RESOURCES** | | **TIME ALLOCATION** | **NOTES** | | **FOLLOW UP** | | | | | |