

The Australian Colonies - Gold Discovery

Camden Park EEC

Stage: 3	Syllabus: History	Content Focus: The Australian Colonies
Program Overview Through students participating in a recreation of a day in the life of a miner on the Australian Goldfields of the 1850s, this learning program adds a comprehensive practical component to a classroom based study of Australian history and key changes and developments from the past. An entirely hands on day that encourages teamwork and cooperation, the goldrush provides a platform to study broad concepts related to change, significance of key events and experiences of people in the development of Australia.		
Syllabus Outcomes > HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia. >HT3-2 describes and explains different experiences of people living in Australia over time.		
Syllabus Inquiry Questions <ol style="list-style-type: none"> 1. What do we know about the lives of people in Australia's colonial past and how do we know? 2. How did an Australian colony develop over time and why? 3. What were the significant events and who were the significant people that shaped Australian colonies? 		Syllabus Content Students: <ul style="list-style-type: none"> - identify events that have shaped Australia's identity and discuss why they were significant - identify the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration -

Equipment Checklist

1.Early Settlers/ Pre Goldrush rural lifestyles -Sheep in op paddock -Commissioners outfit and bell -Bankers case and Licences -First aid kit	2.Mining Shops - Blacksmith Shop and safety gear -Mining shop prepared (tents, poles, shovels etc) -Damper equipment -Butter Churn	3.Mining session rotation -Pre seeded digging plots -Pre seeded panning area Note – students travel to and from panning site via tractor/wagon. -Scales and coins	4.Wrap Up -tarp for students to gather -Damper, butter and Golden Syrup
--	---	--	--

Timetable

Time	Activity
	Acknowledgement of Country /Housekeeping
	Introduction to property and historical significance of site / Dharawal people
	Discussion centred around Australian Goldrush and setting scene for program
	Early rural lifestyles – Sheep mustering and basic husbandry activity
	Commissioners Bell/ Declaration of Gold/ Loans/Licences/Mining Syndicate formation
	Break
	Mining Preparation - Rotations <ol style="list-style-type: none"> 1. Blacksmith Shop 2. Damper / Butter churning 3. Goldfields Shop

	Set up miners settlement
	Mining Rotations x 2 <ol style="list-style-type: none"> 1. Digging Plots 2. Panning
	Gold Weigh-in
	Wrap Up – Discussion of key points
	Damper on exit
	Close

Learning Activities

1. Arrival / Introduction <ul style="list-style-type: none"> - Welcome, Acknowledgement of Country - General housekeeping/ Safety considerations - Introduction to property and site significance to both Dharawal people and the development of Agricultural industries in Australia - Discussion around significance of Australian Goldrush and the impacts on farms - Brief run through of program in order to set the scene for students 	
2. Early Farming Routines – Sheep Mustering / Husbandry <p>Significance of the Merino sheep and wool production on the property is impressed upon students, with students observing part of the Macarthur Merino museum flock,</p> <p>Students participate in basic husbandry activities by working in groups to muster sheep into yards, and performing simple health checks such as checking skin colour, removing grass seeds, checking ear tags etc</p>	Learning intentions: <ul style="list-style-type: none"> - Students develop an empathy for early colonial settlers and lifestyles. - describes and explains the significance of people, groups, places and events to the development of Australia Success criteria: <ul style="list-style-type: none"> - Students can identify and articulate hardships that early settlers may have faced, and how these hardships are avoided in modern Australia
Mining Preparation Rotations <p>Within their mining syndicates, students are required to manage their available funds in a way that allows them to purchase enough equipment and supplies, but also leaves funds available for unexpected expenses that appear during the day. Each group rotates around the following activities</p> <ol style="list-style-type: none"> 1. Blacksmith Shop Students use traditional blacksmithing equipment, including a bellows and anvil, to assist with shaping pieces of scrap metal into tent pegs that they require for tent construction 2. Damper / Butter Churning Students purchase ingredients required to make damper and are guided in the process of making a suitable flour and water mixture. Conversation during the activity is centred around the idea that damper is a type of bread well suited to harsh travelling conditions. 3. Goldfields Shop Groups purchase all equipment required – (tents, poles, shovels, pans). Decisions are to be made collaboratively within each syndicate, keeping a budget in mind. 	Learning Intentions <ul style="list-style-type: none"> - describes and explains different experiences of people living in Australia over time - Cooperation between students in order to arrive a collective decision on what items to purchase, based on available funds and costs. Success Criteria <ul style="list-style-type: none"> - Students successfully engage in activities that require the use of historically accurate equipment in order manufacture required products, and can articulate some of the many hardships presented by the requirement to be self sufficient in the 1850s. - Each mining syndicate has purchased enough equipment to support the inclusion of all members when participating in mining activities, while maintaining funds to pay for services required later in the day
Mining Rotations x 2 <p>Mining syndicates to secure any Gold found in provided Gold pouches</p> <p>Digging Plots (Max 3 shovels per group)</p> <p>Seemingly small size of plots is emphasized to students, and students are informed that these plots are of authentic size. Explain role of lease</p>	Learning Intentions <ul style="list-style-type: none"> - students recognise that mining during the 1800s presented labour intensive work, and often the results were not always commensurate with effort.

<p>fee on a claim/plot, and how this process worked in the 1850s. Students then provided with rules around the safe use of shovels, and how the large buckets provided assist with all group members participating.</p> <p>Each mining syndicate selects a plot in the designated area to dig for gold. Emphasis is placed on "claim jumping", and the need to ensure that groups remain within the borders of their own claim, in order to avoid fines or gold confiscation.</p> <p>Students to place any gold they find in gold pouch.</p> <p>Panning</p> <ul style="list-style-type: none"> - Students travel to panning location by tractor/wagon - Prior to travel, students are encouraged to think about the similarities between the wagon that they are on, the mode of power, and comfort levels dictated by roads, tyres etc, as compared to a similar scene in the 1850s - Discuss the type of Gold (alluvial) that they will be in search of at our panning location. - Upon arrival at panning location, students disembark wagon and are provided with safety considerations of the site. - Demonstration of correct use of pans and buckets is presented, with safest areas for water collection identified 	<p>Success Criteria</p> <ul style="list-style-type: none"> - Students successfully engage in activities that require the use of historically accurate equipment in the pursuit of Gold, and can articulate their appreciation for the often tiring work experienced by miners during the Goldrush
<p>Debrief and Discussion</p> <p>Students are gathered in shade at miners camp for a debrief and discussion of the deeper concepts to consider when studying the Goldrush. Students are encouraged to offer their thoughts on the bigger picture when considering the Goldrush, contemplating the impacts of the development of a more modern Australia, representing people from all over the world, and how these events contributed to the creation of the multi cultural society that we enjoy in the country.</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> - describes and explains the significance of people, groups, places and events to the development of Australia - identify events that have shaped Australia's identity and discuss why they were significant - identify the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration - The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony <p>Success Criteria</p> <ul style="list-style-type: none"> - Students can articulate on the role of the Goldrush and associated events and how these events specifically impacted upon the development into modern Australia - Students recognise the Goldrush as a catalyst to the development of a more vibrant and culturally rich society, due to migration of many cultures to Australia during the period. - Students understand that once news of the Goldrush reached

	Southern China in the early 1850s, the prospect of increased wealth, opportunity and lifestyle were contributing factors to the increased Chinese migration to Australia.
Close	