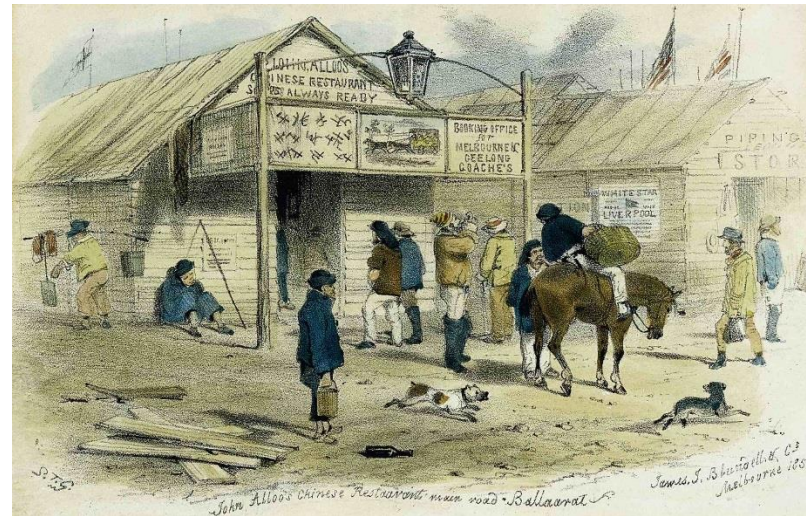


Australia and Asia

<http://education.sovereignhill.com.au/programs/2017-education-programs/industrial-revolution-in-australia/>

Teaching and Learning approaches and resources for Victorian Curriculum Level 9 + 10 History



John Alloo's Chinese Restaurant, Main Road Ballarat, S.T. Gill, Gold Museum Collection 99.0113

The Making of the Modern World and Australia.

In Levels 9 and 10, students study the making of the modern world from 1750 to 1918 and the modern world and Australia from 1918–present. It covers the period of industrialisation and rapid change in the ways people lived, worked and thought, the era of nationalism and imperialism, and the colonisation of Australia which was part of the expansion of European powers. [Victorian Curriculum](#)

This kit is designed to provide teachers with resources and activities covering the knowledge, concepts and skills outlined in the Australia and Asia study. Most knowledge standards allow for an Australian or an Asian perspective. These resources focus on an Australian perspective, with many tackling big and sometimes contentious issues including Colonial massacres and the History Wars.

Historical knowledge: Key social, cultural, economic, and political features of one society at the start of the period

Historical Concepts and Skills	Activities and Resources
<p>Chronology Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about</p> <p>Analyse and evaluate the broad patterns of change over the period 1750–present</p>	<p>Different cultures, different maps Compare a map of Aboriginal language areas to a map of physical features to try to explain the boundaries of language areas.</p> <p>Compare a map of Victorian Aboriginal language areas to a modern map of Victoria (Google Map of Victoria) to analyse broad patterns of change to the present.</p> <p>The Greatest Estate on Earth? Aboriginal land use and economy. Read Better Understanding our History to get a background on traditional Aboriginal land use.</p> <p>Download the artwork (The Crater of Mt Eccles) and the photo and listen to Bill Gammage analyse Eugene Von Guerard’s painting <i>The Crater of Mt Eccles</i>. Summarise his main points about Aboriginal Land management. Are you convinced by Gammage’s argument? Bill Gammage talks about the crater at Mt Eccles (Youtube clip from 30.45 to 33.00) A second video of Bill Gammage discussing the crater of Mt Eccles (Youtube clip from 22.20 to 24.53)</p>

Historical knowledge: Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples

Historical Concepts and Skills	Activities and Resources
<p>Historical Sources as Evidence Evaluate different historical interpretations and contested debates</p> <p>Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability</p> <p>Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values</p>	<p>The History Wars debate: Black Armband or Three Cheers? Complete the History Wars in Australia activity to arrange quotes depending on the writer’s perspective. Clarify your own ideas about Australia’s History Wars.</p> <p>Batman – Hero or Villain? Historians argue about whether John Batman was a man ahead of his time (he recognised Aboriginal ownership of the Port Phillip District and agreed to pay an annual fee for the use of the land) or a greedy scoundrel (he tricked Aboriginal people and forged their signatures to get their land). What is your opinion? Use the sources to help you justify your opinion. The National Museum of Australia provides an interactive website called Batmania providing a range of primary and secondary sources. <i>SBS on Demand, The Batman Treaty</i> provides an Aboriginal perspective. <i>Wikipedia</i>, on the Batman Treaty Disputes over the Treaty provides a secondary source analysis. <i>Ergo’s</i>, Batman’s Treaty (<i>State Library of Victoria</i>) provides a copy of the Treaty and Batman’s diary. <i>Only Melbourne’s</i> Batman’s Treaty of Melbourne provides a comprehensive commentary.</p> <p>Source Analysis Use the questions suggested in Historical Source Analysis (from Hidden Histories: The Wadawurrung People, Secondary Teaching kit) to analyse S. T. Gill’s, Emu Sneaking, 1864. (Suggested answers for teachers are provided)</p> <p>Colonial Massacres Analyse the Colonial Massacres map. Read the Introduction page. Who published it? Do you trust this source? Look at two of the massacre site details. What evidence has been used to corroborate the massacre? Use the Sources page to research the sources listed under the narrative) Is this evidence convincing?</p>

What opinions were held at the time?

[Historical source sort](#). Sort sources according to the attitudes they express towards Aboriginal people (from [Hidden Histories: The Wadawurrung People](#), [Secondary Teaching kit](#).)

Historical knowledge: Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates

Historical Concepts and Skills	Activities and Resources
<p>Continuity and Change Identify and evaluate patterns of continuity and change in the development of the modern world and Australia</p> <p>Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability</p>	<p>Push and Pull Read about Gold Rush Immigration: Push and Pull factors. Develop an annotated global map discussing push and pull factors and immigration patterns in the 1850s.</p> <p>Environmental Change Use primary and secondary source quotes from the Environmental Impacts of the Gold Rushes to annotate either E. Von Guérard's Old Ballarat as it was in the summer of 1853-54, 1884, or Thomas Ham's Golden Point Ballarat 1851 in order to highlight how the landscape has changed.</p> <p>Gold Changed Everything ... or did it? Read Why do I have to learn about the Goldrush to understand the dramatic changes the gold rushes ushered in.</p> <p>Choose one of the topics on the <i>Ergo, Golden Victoria, Impact on Society</i> website (<i>State Library of Victoria</i>). Use one written primary source, one written secondary source, one visual source and any statistics you can find to describe the changes gold made to Victorian society.</p> <p>Sovereign Hill: Believe it or not. How accurate is Sovereign Hill? Read through the sources in Believe it or Not: Accounts of Goldfields Life. Look through the images in Believe it or Not: Images of Goldfields Life. Work out which sources are most relevant and reliable in relation to the question. Three different approaches to analysing sources can be found at the Hidden Histories: The Wadawurrung Secondary teaching kit. Take photographs while on a visit Sovereign Hill to use with relevant sources to create a well-balanced argument on the topic of How accurate is Sovereign Hill? A well-balanced argument should consider all sides. (Teacher Notes for Discover It Yourself programs at Sovereign Hill may provide a scaffolded framework for teachers.)</p>

<p>Historical Significance Evaluate the historical significance of an event, idea, individual or place</p>	<p>The Eureka Stockade: Who Cares? How significant was the Eureka Stockade in developing Australian Democracy? Was it an essential step towards Australian Democracy or a local skirmish about taxes? Use the resources presented and conduct your own research. Screen Australia's National Treasures: The Eureka Flag is a short video (albeit a little old) but provides a good description of the Eureka Stockade and how it is remembered. The Impact of the Eureka Stockade, SBS Gold website. Brief Battle that Hastened our Democracy, <i>The Age</i>. An article by former Premier Steve Bracks. The Eureka Stockade. Why it still matters 160 years on. <i>The Herald Sun</i>.</p>
<p>Historical Sources as Evidence Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability</p>	<p>Blood on the Southern Cross: History or Theatre? Watch Blood on the Southern Cross at Sovereign Hill and read some Trip Advisor reviews. Write your own review from an historian's point of view. Is this a sensationalised depiction of the story or do you believe it to be accurate? Blood on The Southern Cross Sovereign Hill advertising. Sovereign Hill promotional videos on Youtube.</p>

Historical knowledge: Patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century

Historical Concepts and Skills	Activities and Resources
<p>Historical sources as evidence Evaluate different historical interpretations and contested debates</p> <p>Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values</p> <p>Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability</p>	<p>The Bulletin Debate In the late 19th century, Henry Lawson and AB (Banjo) Patterson conducted a poetic debate about Australian bush life in the Bulletin magazine. Read this blog for an extended account of The Bulletin Debate. Read Clancy of the Overflow and The City Bushman and identify any similar words, romanticisms or criticisms. Which poet romanticised the bush? What was the opposite opinion?</p> <p>Artistic Perspectives Use “Visual Thinking Strategies” (A description of V.T.S. can be found here) approach to analyse the works of Tom Robbins and Frederick McCubbin. A collection of works by Tom Roberts. Tom Roberts’ Shearing The Rams is very well known and can be seen as a romantic portrait of bush life. A collection of works by Frederick McCubbin. Frederick McCubbin’s The Pioneer has sometimes been interpreted as showing the hardships of bush life.</p> <p>Getting it Together: From Colonies to Federation The Museum of Australian Democracy at Old Parliament House has a wonderful website called Getting it Together: From Colonies to Federation. There are a lot of activities. As a class you will have to divide and conquer. In pairs, choose one of the investigations from either “National Story” or “Victoria”. Use the sources provided to make a short presentation to your class about either <i>Movements of People, Ways of Life and Living Conditions, Politics or Culture</i> at the turn of the century.</p>

Historical knowledge: Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values

Historical Concepts and Skills	Activities and Resources
<p>Chronology Analyse and evaluate the broad patterns of change over the period 1750–present</p> <p>Historical Sources as Evidence Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values</p> <p>Cause and Effect Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments</p>	<p>A brief history of the Chinese from Gold rush to Federation Complete the chronology exercise on page 32 and 33 of the New Gold Mountain kit.</p> <p>A Drawing and a Photograph Analyse primary sources by completing the activities on pages 28 to 31 of the New Gold Mountain kit.</p> <p>Contemporary Views Complete the <i>Contemporary Views</i> exercise in the New Gold Mountain teaching kit pages 34 to 38</p> <p>View the Anti Chinese League, a theatre piece at Sovereign Hill. It uses language directly from 1850s newspapers. Are there any words or terms that would not be considered acceptable today? After reading the <i>Contemporary Views</i> (above), do you think it is an accurate depiction of attitudes towards Chinese People in the 18950s?</p> <p>Chinese in Australia. From Gold Rush to White Australia Policy. Undertake the Australia and Asia education session at Sovereign Hill to explore the causes and effects of discrimination towards the Chinese on the goldfields.</p>

Historical knowledge: Position of the society in relation to other nations in the world by 1918 including the effects of ideas and movements of people

Historical Concepts and Skills	Activities and Resources
<p>Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability</p> <p>Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values</p>	<p>Australia in the early 19th Century</p> <p>The Museum of Victoria has an incredible online collection of historic items. Choose a year from 1900 to 1918 and search the collection to find an item that takes your interest. Your task is to research that item to see what answers it can reveal to the following questions:</p> <ol style="list-style-type: none"> 1. What was going on in Australia in the early 20th century? 2. What different experiences of life in Australia existed in the early 20th century? 3. What was Australia’s place in the world in the early 20th century? <p>You should use the filter function to narrow your search and you should research further than the description of your item. Report back to your class about your findings. The class could possibly vote on the most interesting or informative item.</p>