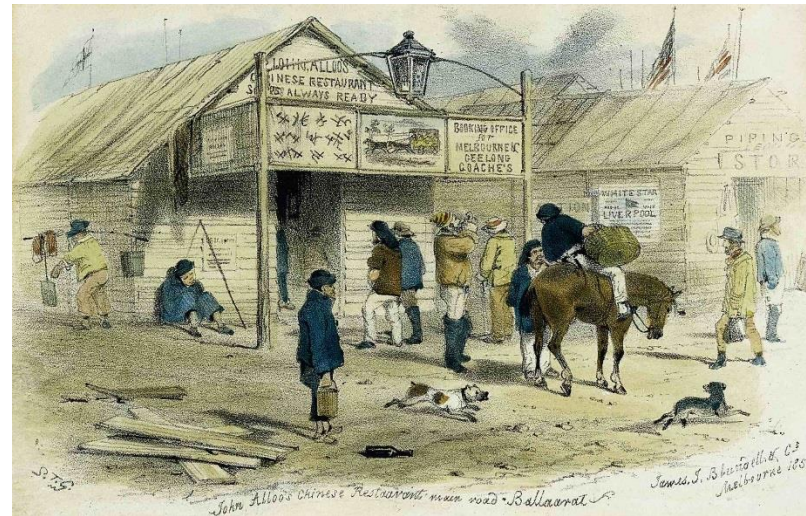


# Australia and Asia

<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><b>Chronology</b> 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><b>Different cultures, different maps</b> Compare a <a href="#">map of Aboriginal language areas</a> to a <a href="#">map of physical features</a> to try to explain the boundaries of language areas. (<a href="#">Google Map of Victoria</a>)</p> <p>Compare a map of <a href="#">Victorian Aboriginal language areas</a> to a map of the <a href="#">Pastoral Holdings of The Port Phillip District 1851</a>. What were the effects and changes brought about by colonisation? How long did this take?</p> <p><b>The Greatest Estate on Earth?</b> Aboriginal land use and economy. Read <a href="#">Better Understanding our History</a> to get a background on traditional Aboriginal land use.</p> <p>Download <a href="#">the artwork</a> (<a href="#">The Crater of Mt Eccles</a>) and the <a href="#">photo</a> 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? <a href="#">Bill Gammage talks about the crater at Mt Eccles</a> (Youtube clip from 30.45 to 33.00) A second video of <a href="#">Bill Gammage discussing the crater of Mt Eccles</a> (Youtube clip from 22.20 to 24.53)</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><b><i>What opinions were held at the time?</i></b> <a href="#"><u>Historical source sort</u></a>. Sort sources according to the attitudes they express towards Aboriginal people (from <a href="#"><u>Hidden Histories: The Wadawurrung People</u></a>, <a href="#"><u>Secondary Teaching kit</u></a>.)</p>
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**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><b>Continuity and Change</b> 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><b>Push and Pull</b> Read about <a href="#">Gold Rush Immigration: Push and Pull factors</a>. Develop an annotated <a href="#">global map</a> discussing push and pull factors and immigration patterns in the 1850s.</p> <p><b>Environmental Change</b> Use primary and secondary source quotes from the <a href="#">Environmental Impacts of the Gold Rushes</a> to annotate either E. Von Guérard's <a href="#">Old Ballarat as it was in the summer of 1853-54, 1884</a>, or Thomas Ham's <a href="#">Golden Point Ballarat 1851</a> in order to highlight how the landscape has changed.</p> <p><b>Gold Changed Everything ... or did it?</b> Read <a href="#">Why do I have to learn about the Goldrush</a> 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><b>Sovereign Hill: Believe it or not.</b> How accurate is Sovereign Hill? Read through the sources in <a href="#">Believe it or Not: Accounts of Goldfields Life</a>. Look through the images in <a href="#">Believe it or Not: Images of Goldfields Life</a>. 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 <a href="#">Hidden Histories: The Wadawurrung Secondary teaching kit</a>. 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. (<a href="#">Teacher Notes</a> for <b>Discover It Yourself</b> programs at Sovereign Hill may provide a scaffolded framework for teachers.)</p>

<p><b>Historical Significance</b> Evaluate the historical significance of an event, idea, individual or place</p>	<p><b>The Eureka Stockade: Who Cares?</b> 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 <a href="#">National Treasures: The Eureka Flag</a> is a short video (albeit a little old) but provides a good description of the Eureka Stockade and how it is remembered. <a href="#">The Impact of the Eureka Stockade</a>, SBS Gold website. <a href="#">Brief Battle that Hastened our Democracy</a>, <i>The Age</i>. An article by former Premier Steve Bracks. <a href="#">The Eureka Stockade. Why it still matters 160 years on.</a> <i>The Herald Sun</i>.</p>
<p><b>Historical Sources as Evidence</b> Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability</p>	<p><b>Blood on the Southern Cross: History or Theatre?</b> Watch <a href="#">Blood on the Southern Cross</a> at Sovereign Hill and read some <a href="#">Trip Advisor reviews</a>. 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? <a href="#">Blood on The Southern Cross</a> Sovereign Hill advertising. <a href="#">Sovereign Hill promotional videos</a> 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><b>Historical sources as evidence</b> 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><b>The Bulletin Debate</b> In the late 19<sup>th</sup> 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 <a href="#">The Bulletin Debate</a>. Read <a href="#">Clancy of the Overflow</a> and <a href="#">The City Bushman</a> and identify any similar words, romanticisms or criticisms. Which poet romanticised the bush? What was the opposite opinion?</p> <p><b>Artistic Perspectives</b> Use “Visual Thinking Strategies” (A <a href="#">description of V.T.S.</a> can be found here) approach to analyse the works of Tom Robbins and Frederick McCubbin. A collection of works by <a href="#">Tom Roberts</a>. Tom Roberts’ <a href="#">Shearing The Rams</a> is very well known and can be seen as a romantic portrait of bush life. A collection of works by <a href="#">Frederick McCubbin</a>. Frederick McCubbin’s <a href="#">The Pioneer</a> has sometimes been interpreted as showing the hardships of bush life.</p> <p><b>Getting it Together: From Colonies to Federation</b> The Museum of Australian Democracy at Old Parliament House has a wonderful website called <a href="#">Getting it Together: From Colonies to Federation</a>. 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 “<a href="#">National Story</a>” or “<a href="#">Victoria</a>”. 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><b>Chronology</b> Analyse and evaluate the broad patterns of change over the period 1750–present</p> <p><b>Historical Sources as Evidence</b> 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><b>Cause and Effect</b> Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments</p>	<p><b>A brief history of the Chinese from Gold rush to Federation</b> Complete the chronology exercise on page 32 and 33 of the <a href="#">New Gold Mountain kit</a>.</p> <p><b>A Drawing and a Photograph</b> Analyse primary sources by completing the activities on pages 28 to 31 of the <a href="#">New Gold Mountain kit</a>.</p> <p><b>Contemporary Views</b> Complete the <i>Contemporary Views</i> exercise in the <a href="#">New Gold Mountain teaching kit</a> pages 34 to 38</p> <p>View the <b>Anti Chinese League</b>, 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><b>Chinese in Australia. From Gold Rush to White Australia Policy.</b> Undertake the <a href="#">Australia and Asia education session</a> 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><b><i>Australia in the early 19<sup>th</sup> Century</i></b></p> <p>The Museum of Victoria has an incredible online <a href="#">collection of historic items</a>. 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"> <li>1. What was going on in Australia in the early 20<sup>th</sup> century?</li> <li>2. What different experiences of life in Australia existed in the early 20<sup>th</sup> century?</li> <li>3. What was Australia’s place in the world in the early 20<sup>th</sup> century?</li> </ol> <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>