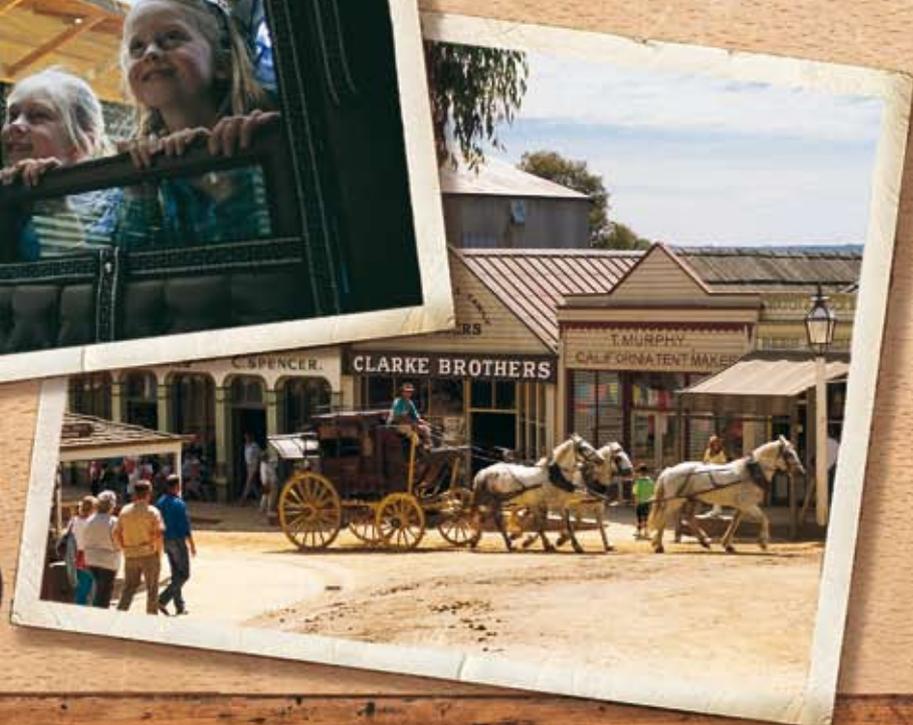


VICTORIAN ESSENTIAL LEARNING STANDARDS  
SAMPLE UNIT

# INTERPRETING HISTORY AT SOVEREIGN HILL

LEVEL 6: INTERPERSONAL DEVELOPMENT,  
PERSONAL LEARNING, THE ARTS, ENGLISH,  
HUMANITIES (HISTORY), COMMUNICATION, DESIGN,  
CREATIVITY AND TECHNOLOGY, THINKING



STRIKE GOLD  
— AT —  
SOVEREIGN HILL  
BALLARAT





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## INTRODUCTION

### Learning Focus

While covering Standards in all VELs Strands, this unit is developed around the VELs statements and standards for History at level 6.

*They (students) learn about the impact of significant issues and events in Australia's development, for example;... the gold rushes"*

*Students frame research questions and locate relevant resources, including contemporary media and online resources. They continue to expand the range of primary and secondary sources they consult, and evaluate them in terms of origin, context, information, reliability, completeness, objectivity and bias. They use historical conventions to document sources including quotes, bibliographies and footnotes. They present their understanding in a variety of oral, written and electronic forms*

While this unit is aimed at providing teachers with a strategy to use an excursion to Sovereign Hill as an integral part of a unit on Gold, the activities and concepts are transferable to a range of contexts. It pays particular attention to research skills (History) and the skills of analysis (History, Thinking) and the need to pursue complex issues and ideas (English, History, Communication, Thinking)

Interpreting history involves research, understanding, empathy and personal judgements. At Sovereign Hill interpreting History is also fun and engaging.

Interpreting History at Sovereign Hill challenges students to express a well-informed opinion about the gold rushes and to present that opinion in an appropriate manner. They use Sovereign Hill to research their topic and compare their findings with other sources.

Students respond to a range of themes requiring them to express a point of view about a complex issue. A range of presentation options allows students to choose according to their preferred learning styles. They allocate roles and work towards deadlines to get their presentation completed.

## ACKNOWLEDGEMENTS

This unit has been developed in with the help of the following teachers and their students

Sofi Fiusco and Wendy Morrell of Sebastopol S.C

Adrian Donnelly of Rosebud SC

Anmaree Iaccarino and Mayyada Amari and fellow teachers from Caroline Chisholm Catholic College

## VICTORIAN ESSENTIAL LEARNING STANDARDS

**Interpreting History at Sovereign Hill** can be used to assess a range of VELs. The table below is an example of how this might be used to assess Level 6 standards. Those standards identified with (P) are possible outcomes depending on the project chosen by students.

Strand	Domain	Dimension	Key elements of Standards. Students:
Physical, Personal & Social Learning	Interpersonal Development	Working in teams	<p>“...collaboratively negotiate roles and delegate tasks”</p> <p>“...working with the strengths of the team they achieve agreed goals within set timeframes”</p> <p>“...record their reflections on the effectiveness of learning in a team”</p>
	Personal Learning	The Individual Learner	“... implement strategies, as appropriate, to maximise their own and others learning”
		Managing Personal Learning	“...allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner directed projects within set timeframes.”
Discipline-based Learning	The Arts	Creating & Making (P)	“...realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities.”
		English	Reading
	Writing (P)		<p>“...write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution”</p> <p>“...They compose a range of other texts such as feature article, web pages and work place texts. They plan and deliver presentations, sequencing and organising complex ideas.”</p>
		Speaking and Listening	“...In their presentations they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations.”

Strand	Domain	Dimension	Key elements of Standards. Students:
Discipline-based Learning	History	Knowledge & understanding	“...analyse events which contributed Australia’s social, political and cultural development .. the gold rushes” “...They compare different perspectives about a significant event”
		Historical reasoning & interpretation	“...students frame research questions and locate relevant sources.” “...They critically evaluate sources of evidence for context, information, reliability, completeness, objectivity and bias.
Inter-disciplinary Learning	Communication	Presenting	“...select suitable resources and technologies to effectively communicate. They use subject specific language and conventions in accordance with the purpose of their presentation to communicate complex information.”
	Design, Creativity & Technology (P)	Investigating & Designing	“...undertake research relevant to the design brief.” “...identify a range of criteria for evaluating their products and /or technological systems.”
	Thinking	Reasoning, processing & inquiry	“...students discriminate in the way they use a variety of sources.” They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.”
		Creativity	“...They apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas.”
		Reflection, evaluation & metacognition	“...explain the different methodologies used by different disciplines to create and verify knowledge.”

Note (P) = possible, depending on student project choice.

## TEACHING AND LEARNING ACTIVITIES

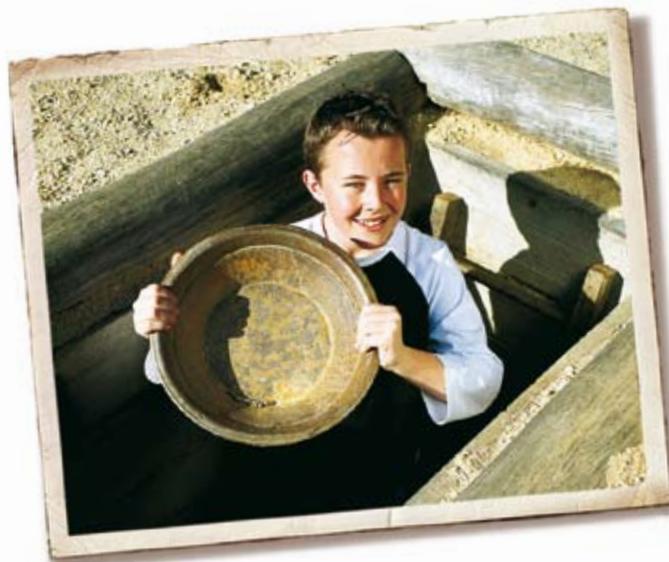
This unit involves students in completing a presentation that makes a statement about life on the goldfields of the 1850s. They use the resources of Sovereign Hill to complement their own research (History Domain) and to help them in their presentation.

Group work is a large part of the project (and relevant to the Interpersonal and Personal Learning Domains) so students must select their groups wisely. They develop or choose a theme to respond to, decide on their audience and choose a suitable presentation method (practising standards for the Arts, English and Communication Domains)

The Unit adopts Dr. Janette Griffin's student-centred learning approach and encourages student purpose, choice and ownership of the topic and the project.

### Before you start...

1. Before beginning the project teachers should book an excursion to Sovereign Hill. Phone 5337 1188. Timelines can then be built around the excursion date.
2. You can organise a professional learning session with education officers from Sovereign Hill for your staff. Museum educators may be able to visit your school to work through the unit of work and to discuss approaches undertaken by other schools.
3. Think about the audience for student presentations. It might be other classes or even a parents' evening at the school. This might be discussed at a later date with students but could determine timelines.
4. Some teachers have specifically chosen students to make a short film about the processes of learning going on throughout the project. The film can be shown on the presentation day and can be an effective way of reflecting on student learning. (See Activity 8; The Presentation)



### Activity 1. What do we already know about the gold rushes and Sovereign Hill?

TIPS: Think, Ink, Pair, Share

Secondary students often have an understanding of the goldrushes from their primary years. This activity was designed by Helen McGrath (Deakin University) and allows students to share their own thoughts and understandings. This formative assessment gives a basis to develop more challenging and relevant content for students.

1. **Individually**, students are asked to think and record five things they know about the gold rushes
2. In pairs, they share their thoughts and develop a list of the five most interesting things they know about the goldrushes.
3. Pairs may be asked to share their findings with another pair to again agree on the five most interesting things. (Depending on time and class organization)
4. Groups share their lists and a class list is constructed. At this stage the teacher places emphasis on sourcing information by asking students how they know these things. A class list of the five most interesting things can be voted on. Opportunities exist for the class to classify fact and opinion and to discuss the reliability of sources of information. Students should be informed that the project they are soon to undertake is about their own opinion, but they must be able to back that opinion up.
5. Students could then be asked to brainstorm things that they do not know about the goldrushes and where they might find reliable information about it. This list should be recorded and displayed and added to at any time during the unit of work. One question that should be addressed is what is the scope of the unit: worldwide, Australia, Victoria, Ballarat?

**Homework Task:** Record three facts and three opinions about Sovereign Hill. A discussion should take place during the next lesson to answer the following: What is Sovereign Hill? Is it a reliable source of information? Is Sovereign Hill a primary or a secondary source?



### **Activity 2: Six Degrees of Separation** (An optional activity)

This activity is based on the writings of the author Robyn Annear and is designed to encourage a personal attachment to the study of history and the goldrushes for students. Research shows that authentic learning takes place when students feel a personal connection to the subject matter.

There is a common belief that we are all connected with every person on this earth by no more than six steps. Similarly, we can invent simple steps to connect ourselves to any event in history. These steps can be factual or creative.

1. Students are asked to record the steps between themselves and the most famous person they are connected to. This could be a historical or modern figure.
2. They share their steps in small groups and then vote on the best connections that fit the following criteria:
  - a. The most direct
  - b. The most convoluted
  - c. The most unconvincing
  - d. The funniest(Student Resource 1 provides award certificates.)
3. Students are then asked to use the same process to connect themselves with the gold rushes. If they cannot develop a factual contact, they should go for the most creative. Before starting the task, the class should decide on what awards will be given for these connections.
4. Connections are shared and awards given. (Student Resource 1)

### **Activity 3: Primary Sources – what can they tell us?**

These activities are designed to give students a background to the topic of the goldrushes and to develop skills of interpreting primary source materials. Teachers may ask students to analyse either a contemporary artwork or a quote or both.

Student Resource 2 is a worksheet asking students to choose an artwork and to analyse its usefulness as a source of information. Student Resource 3 is a worksheet asking students to choose a quote and to analyse its usefulness as a source of information.

1. Before beginning the task it might be useful to revisit the Things We do Not Know list (from Activity 1) and perhaps brainstorm keywords for research.
2. After analysis is complete, students should share their findings by reporting back to the rest of the class. The teacher might promote further discussion by asking:  
*What have you learned from the source?*  
*What is your general comment about the goldrushes?*
3. Theme. Students are asked to use all the information they have gained during the sharing of findings to come up with a sentence that expresses an opinion about the goldrushes. At this stage they will not have to justify their opinion but they should understand that it may be the basis for further research using Sovereign Hill.

#### **Activity 4: Developing Your Research Proposal.**

Student Resource 4 is a handout explaining the research project to be undertaken at Sovereign Hill.

1. Read through the handout with students.
2. Students should carefully choose team members with the help of their teacher.
3. Teams should agree on a theme to study. It could be one of those suggested or their own theme devised in Activity 3. Discuss your opinions in relation to the theme (e.g. Do you agree or disagree with the statement?). Use of thinking strategies (e.g. Thinking Hats) should be encouraged.
4. Teams should complete the Research Proposal (Student Resource 5), paying particular attention to section 4. This involves using Sovereign Hill's interactive map to decide where to find information.  
**<http://www.sovereignhill.com.au/?id=interactivemap>**
5. Teams should also consider where they might find other information.
6. Proposals are to be discussed with the teacher for approval.

#### **Activity 5: Assessment Rubric**

The assessment rubric is a chance for students to take greater control of their learning by setting their own agreed goals. This activity may be conducted as a whole class activity or each group may be asked to work on their own rubric.

1. Students should be asked to daydream what the best excursion and subsequent project would look like. They should list the elements of a good excursion and a good project.
2. In groups or as a whole class, students should fill out a draft of the Assessment Rubric (Student Resource 5). The left hand column contains the elements of a good project/excursion. The stars represent levels of performance. Students should brainstorm what makes a one, two or three star performance for each element. (Teacher Resource 1 is an example of a completed assessment rubric)
3. This rubric should be a flexible working document. Teachers might help students by asking them to focus on special areas (e.g. group work or research) as an element. Students and teachers should revisit the rubric as their project progresses to develop their assessment.
4. At the end of the project, students may complete their own assessment rubric as a way of reflecting on their work and meet with their teacher to discuss their progress and to set future goals.

### **Activity 6. The Excursion to Sovereign Hill.**

The Sovereign Hill excursion should involve all the normal activities associated with this trip. This could include a mine tour, an education session, gold pour etc. according to the time available.

Teachers should allot a one-hour time slot for student research. Groups use their Research Proposal (Student Resource 5) and their Research Recorder (Student Resource 7) to collect information. The Research Recorder was developed with teachers from Caroline Chisholm College and allows students to make notes about evidence that either supports or disproves their theme. The form also allows them to compare information found at Sovereign Hill with other sources. Thus they can build a considered argument.

### **Activity 7: Exploring Evidence about your Theme**

Before putting their projects together, groups should make explicit what they have learned on their Sovereign Hill visit and compare this to other information for accuracy. Teachers might ask students to write a number of statements about what they learnt at Sovereign Hill.

The education section of the Sovereign Hill web site contains Research Notes. These are secondary sources of information. Students should be encouraged to seek notes relevant to their topic and make comments as to whether these notes support their theme statements or not.

Groups may refer back to the primary resources used in *Activity 3: Primary Sources – what can they tell us?*

Groups should be encouraged to also find sources of information outside Sovereign Hill, in order to get a broader view. Teacher Resource 2 is an annotated bibliography of suitable sources of information

### **Activity 8: The Presentation**

Teachers should decide the amount of time needed for preparation of presentations. This often depends on the type of presentation.

Presentations can be made to class groups, other classes including lower year levels or even to parents. A bigger audience often makes the project more meaningful and generates better standards. An exhibition or display at a local museum or institution may be arranged.

During the preparation time, students can be asked to reflect on their learning as they go. This can be achieved by structuring time to reconsider their assessment rubrics. Some teachers also use reflective journal writing as a homework exercise.

Alternatively, a group or individual may be employed to make a short five-minute film to be shown on presentation night/day. The film could be entitled “The Making of Interpretation at Sovereign Hill”. It could feature interviews and bloopers but primarily focus on the process of learning taking place.

### **Activity 9. The Annotated Bibliography**

After the final presentation, groups should provide their teacher with an annotated bibliography of sources used. This should display correct referencing style and explain the usefulness and reliability of each source.

## ASSESSMENT

Assessment rubrics are used in this project to foster greater student involvement in the learning process. Other Standards can be easily assessed using a range of evidence. The table below provides suggestions:

Domain Dimension	Key elements of standards. Students:	Evidence
Interpersonal Development <i>Working in teams</i>	<ul style="list-style-type: none"> <li>■ work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. Working with the strengths of the team they achieve agreed goals within set time frames.</li> <li>■ clearly articulate or record their reflections on the effectiveness of learning in a team.</li> </ul>	Teacher observation / Group work comments on <i>Assessment Rubric</i> (Student Resource 5) Complete set tasks effectively and on time. <i>Assessment Rubric</i> (Student Resource 5)
Personal Learning <i>The Individual Learner</i>	<ul style="list-style-type: none"> <li>■ seek and respond to feedback from peers, teachers and other adults to develop and refine their content knowledge and understanding, identifying areas for further investigation.</li> <li>■ identify interests, strengths and weaknesses and use these to determine learning needs.</li> </ul>	Teacher observation of group work. Teacher/student discussion of <i>Research Proposal</i> (Student Resource 4) <i>Research Proposal</i> (Student Resource 4) and <i>Assessment Rubric</i> (Student Resource 5)
Personal Learning <i>Managing</i>	<ul style="list-style-type: none"> <li>■ allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner directed projects within set timeframes</li> <li>■ review and modify the criteria they use to check that their work is relevant, accurate and meets task objectives and make appropriate changes to completed tasks using these criteria.</li> </ul>	Completing tasks on time
The Arts <i>Creating and Making (P)</i>	<ul style="list-style-type: none"> <li>■ apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli ...</li> <li>■ evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices.</li> </ul>	Presentation is artistic and displays an understanding of 1850s goldfields culture.  Present and explain artwork to audience
The Arts <i>Exploring and Responding</i>	<ul style="list-style-type: none"> <li>■ They describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning.</li> </ul>	<i>Analysing Artworks</i> activity (Student Resource 1)

Domain Dimension	Key elements of standards. Students:	Evidence
English <i>Writing (P)</i>	<ul style="list-style-type: none"> <li>■ write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution.</li> <li>■ They plan and deliver presentations, sequencing and organising complex ideas.</li> </ul>	<p>A sustained written final product demonstrates these features. (e.g. Diary)</p> <p>Sequencing and organising evident in Presentation.</p> <p>Use of <i>Research Recorder</i> (Student Resource 6) for organising ideas.</p>
English <i>Speaking &amp; Listening</i>	<ul style="list-style-type: none"> <li>■ When engaged in discussion, they compare ideas, build on others' ideas provide and justify points of view and reach conclusions that take account of aspects of an issue.</li> <li>■ In their presentations they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations.</li> </ul>	<p>Teacher observation of group work</p> <p>The presentation displays effective presentation of a complex topic. The project expresses an opinion about a theme.</p>
Humanities - History <i>Historical knowledge and understanding</i>	<ul style="list-style-type: none"> <li>■ analyse events which contributed to Australia's social, political and cultural development .. the gold rushes.</li> <li>■ compare different perspectives about a significant event and make links between historical and contemporary issues.</li> </ul>	<p>Completed project shows an understanding of how the gold rush contributed to social, political and cultural development of Australia and expresses and expresses a theme related opinion.</p> <p>Activity 3 Primary Sources: What can they tell us? And Student Resources 1 and 2</p>
Humanities - History <i>Historical reasoning and interpretation</i>	<ul style="list-style-type: none"> <li>■ frame research questions and locate relevant sources.</li> <li>■ critically evaluate sources of evidence for context, information, reliability, completeness, objectivity and bias.</li> </ul>	<p><i>Research Proposal</i> (Student Resource 4)</p> <p>Activity 3 <i>Primary Sources: What can they tell us?</i> And Student Resources 1 and 2 Use of <i>Research Recorder</i> (Student Resource 6)</p>
Communication <i>Presenting</i>	<ul style="list-style-type: none"> <li>■ demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate. They use subject specific language and conventions in accordance with the purpose of their presentation to communicate complex information.</li> </ul>	<p>Technologies, language and complexity demonstrated in presentation.</p>

Domain Dimension	Key elements of standards. Students:	Evidence
Design, Creativity & Technology(P) <i>Investigating &amp; Designing</i>	<ul style="list-style-type: none"> <li>■ undertake research relevant to the design brief.</li> <li>■ identify a range of criteria for evaluating their products and /or technological systems.</li> </ul>	Use of Sovereign Hill for information when making a model, diorama or an artwork.
Thinking <i>Reasoning, processing &amp; inquiry</i>	<ul style="list-style-type: none"> <li>■ discriminate in the way they use a variety of sources.</li> <li>■ make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.</li> </ul>	Activity 3 <i>Primary Sources: What can they tell us?</i> And Student Resources 1 and 2  Use of <i>Research Recorder</i> (Student Resource 6)
Thinking <i>Creativity</i>	<ul style="list-style-type: none"> <li>■ apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas.</li> </ul>	<i>Research Proposal</i> (Student Resource 4) shows creativity and strategies to broaden knowledge. Use of <i>Research Recorder</i> (Student Resource 6) as a strategy to organise knowledge and ideas.
Thinking <i>Reflection, evaluation &amp; meta-cognition</i>	<ul style="list-style-type: none"> <li>■ explain the different methodologies used by different disciplines to create and verify knowledge.</li> </ul>	Uses correct History methodology in the <i>Annotated Bibliography</i> (Activity 9)



## STUDENT RESOURCE 1

# ANALYSING ARTWORKS OF THE VICTORIAN GOLD RUSHES

Historians often use works of art as primary sources to understand the past. They look at them very carefully searching for clues about life and mining during the gold rushes. This worksheet has been designed to help you analyse artworks.

### Web Sites

The Gold150 web site contains a large number of artworks about Australia's gold rushes. Try <http://www.anmm.gov.au/gold150/gold150.htm>

Another good site is [www.pictureaustralia.org](http://www.pictureaustralia.org) Type "gold rush" or "gold mining" or S.T. Gill" into the search facility and see what comes up.

### Instructions

1. Navigate through the site to find appropriate artworks depicting the Victorian Goldfields of the 1850s. In pairs, choose one picture that you like, copy and paste it on to the centre of a blank page. Make sure you reference the work properly!
2. Look closely at the artwork, asking yourselves "What is going on here? How do we know?"
3. Make notes around the picture explaining what is going on and draw lines to show where each of your observations is happening.
4. Complete the following sentences about your picture:

#### Usefulness

*This picture shows us ...*(What is the main message, theme or idea you get from this picture?)

*This picture is useful for studying things like ...*(Does this tell us about clothing, mining, living conditions, women, health or something else?)

*This picture would not be useful for studying ...*(It is important to define the limits of a source of information)

#### Reliability

*We believe this is / is not an accurate representation of the gold rushes because ...* (Which is more accurate – a cartoon, a sketch a photo? Do you think this is very historically accurate? Why, Why not?)

5. Summarise your findings into one sentence making a general comment about the goldrushes.
6. Put on a display around your classroom of each group's analysis.
7. Conduct a class vote to find out which picture analysis reveals the most about life on the Victorian Gold Fields?

## STUDENT RESOURCE 2

# ANALYSING GOLDFIELDS' QUOTES

We can learn a lot from the goldfields from what people have written about it. In this exercise, you will be looking at primary sources – normally written by people who were actually there. This is a competition to find the most interesting quote, the one that reveals the most about the goldfields.

1. Download the Student Resources – Research Notes called Golden Literature – Quotes from the Goldfields on the Sovereign Hill web site.  
(<http://www.sovereignhill.com.au/public/DocumentExchange/literature.doc>)
2. Quickly, scan through the quotes, looking for any that interest you. With a partner find two of the most interesting quotes to analyse.
3. Complete the following sentences about the quote.

### Usefulness

*This quote tells us ...* (What is the main message, theme or idea you get from this picture?)

*This quote is useful for studying things like ....* (Does this tell us about clothing, mining, living conditions, women, health or something else?)

*This quote would not be useful for studying ...* (It is important to define the limits of a source of information)

### Reliability

*We believe this is / is not an accurate description of the gold rushes because ...*  
(Who wrote it, why and when?)

4. Share your findings with another group. Choose the most interesting quote.
5. Summarise your findings into one sentence making a general comment about the goldrushes.
6. Share your findings with the rest of the class.



## STUDENT RESOURCE 3

# INTERPRETING HISTORY AT SOVEREIGN HILL PROJECT OUTLINE

Developed in conjunction with Sofi Fiusco and Wendy Morrell of Sebastopol S.C and Adrian Donnelly of Rosebud SC

### Outline

- Individually or in small groups, you are to develop an interesting response to a theme or statement about the gold rushes.
- We will use the resources of Sovereign Hill as a research and presentation tool.
- Presentations must express well-informed opinions based on your research which is to be documented in a bibliography and evidenced in the final product.
- Group work is assessed as a major focus.

Students may choose from the lists below or develop their own themes and presentation methods.

### Possible Themes

(These are designed to encourage a deep understanding and response)

1. There was no time for fun on the goldfields.
2. Slow news meant a slower lifestyle on the goldfields.
3. Success on the goldfields depended on ingenuity rather than luck.
4. You had to be tough to survive the diggings.
5. The goldfields was no place for a woman.
6. The Chinese weren't welcome on the goldfields
7. Mining was the hardest way to get rich on the goldfields.
8. Apart from the Chinese, the diggings was not really a multicultural society.
9. 1850s fashion was completely inappropriate for the goldfields.
10. Money didn't make the goldfields go round!

Presentation Ideas	Using Sovereign Hill
1. A short film – needs to be researched, scripted and storyboarded before your visit.	Limited use of costume by prior arrangement with Education Officers and use of settings
2. A PowerPoint or other similar visual production. (as above)	
3. A model or diorama	Measurement and recording (sketching etc) of exhibits including costumes and buildings
4. An artwork	Sketching/photographing images for use in artwork
5. Diaries / Letters	Research and record for accurate descriptions in writing.
6. A sound-scape	Recording sounds
7. Illustrated story book or documentary	Collecting images and evidence

**Notes:**

1. All presentations must express a well-informed opinion in response to one of the suggested themes or a theme of students' own choice. The presentation may require a written or recorded explanation of the opinion being expressed.
2. Students should be making decisions about their audience before they begin their production. They should be able to explain the features of their production that suit their intended audience.
3. While Sovereign Hill is a major source of information for this project, you must also use other sources- both primary and secondary.

**Process**

1. Establish groups remembering that group work is assessable!
2. Choose a theme and establish an agreed point of view about it.  
This could involve using thinking skills strategies (e.g. Thinking Hats)
3. Decide on your audience and choose an appropriate presentation method to express your point of view
4. Complete a research plan (Student Resource 5)
5. With your teacher's approval prepare for your Sovereign Hill visit
6. Undertake the excursion to gather the information you need.  
Use the Research recorder (Student Resource 6)
7. Find other sources of information to compare what you have discovered at Sovereign Hill.
8. Prepare your presentation, making sure your theme and opinion are obvious

**Assessment**

1. In collaboration with your teacher, you will develop assessment rubrics describing what is to be assessed through the project. This can be developed as a whole-class rubric or may be group specific. The rubric can be changed as the project develops.
3. Students and teachers individually complete their comments on the rubric at the end of the project and come together to discuss their conclusions.



## STUDENT RESOURCE 4

# RESEARCH PROPOSAL

Use the headings below to write up your research plan to be presented to your teacher.

### Section 1. Project Details

Student Names:

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Project Theme:

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---

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Presentation Method:

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Why have you chosen this presentation method?:

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### Section 2: What we already know

List what you already know in shorthand, explaining where your knowledge has come from. (Refer to Activity 1 if possible)

### Section 3. What we need to know

List key words or questions you need to know to complete your research.

### Section 4. Where we will find our information

At Sovereign Hill you will have about one hour to complete your research. You will have to be organised. Use the Sovereign Hill Interactive map (<http://www.sovereignhill.com.au/?id=interactivemap>) to list the places you will go to look for information. Explain what you will be looking for. List other places where you might find information (e.g. book, web sites etc.)

### Section 5. Presentation

Describe how you will present your opinion.

What resources will you need?



## STUDENT RESOURCE 6

# RESEARCH RECORDER

(developed with Anmaree Iaccarino and Mayyada Amari  
from Caroline Chisholm Catholic College)

Theme			
Student Names			
Source	For	Against	Notes

# TEACHER RESOURCE NO 1



## SPECIAL AWARD

**PRESENTED TO** \_\_\_\_\_  
\_\_\_\_\_

**FOR** \_\_\_\_\_  
\_\_\_\_\_

**SIGNED** \_\_\_\_\_  
**DATE** \_\_\_\_\_



## SPECIAL AWARD

**PRESENTED TO** \_\_\_\_\_  
\_\_\_\_\_

**FOR** \_\_\_\_\_  
\_\_\_\_\_

**SIGNED** \_\_\_\_\_  
**DATE** \_\_\_\_\_

# TEACHER RESOURCE NO 2

## Assessment Rubric

Name		Topic		
Criteria		★	★★	★★★
Interpersonal Learning	<b>Group Work</b> ■ “work cooperatively negotiate roles & delegate tasks to complete complex tasks in teams. Working with the strengths of the team they achieve agreed goals within set time frames.”	I have achieved 2 of the following: 1. Works Cooperatively 2. Negotiate roles 3. Works with the strengths of the team 4. Achieves agreed timelines	I have achieved 3 of the following: 1. Works Cooperatively 2. Negotiate roles 3. Works with the strengths of the team 4. Achieves agreed timelines.	I have achieved all of the following: 1. Works Cooperatively 2. Negotiate roles 3. Works with the strengths of the team 4. Achieves agreed timelines
	<b>Personal learning</b> ■ “Students review & modify the criteria they use to check that their work is relevant, accurate & meets task objectives & make appropriate changes to completed tasks using these criteria.”	I did not really understand this project and my work was not relevant to the topic.	I used the research plan to define my project and help direct my research.	I used the research plan successfully and made changes to the assessment rubric in consultation with my teacher as my project became more defined.
Personal Learning	<b>The excursion</b> ■ “seek and respond to feedback from peers, teachers & other adults to develop & refine their content knowledge & understanding, identifying areas for further investigation.”	We were bored and did not find the information we needed.	We were engaged in the activities and found some useful information. We spoke to some of the staff at Sovereign Hill.	We all thoroughly enjoyed the day. We discussed our project with Sovereign Hill staff to get information and modified our research according to what they said.
	<b>Research</b> ■ “students frame research questions and locate relevant resources... They identify, comprehend & evaluate a range of primary & secondary sources. They critically evaluate sources of evidence for reliability completeness, objectivity and bias”	We could not find many good sources of information	We found some good sources of information but did not really analyse them for usefulness and reliability.	We found a lot of good information at Sovereign Hill and elsewhere and used the ideas presented in the Analysing Artworks & Quotes worksheets to assess the usefulness and reliability of sources.
History				
Communication	<b>Presentation</b> ■ “They use subject specific language and conventions in accordance with the purpose of their presentation to communicate complex information”	We stumbled over our presentation and our audience was bored.	Most of our audience was engaged in our presentation and we believed we provided a coherent point of view about our chosen theme.	Our presentation was well designed and we had a great response from our audience. We used correct historical language to present a coherent point of view about our chosen theme which was a complex topic

# TEACHER RESOURCE NO 3

## Bibliography of Classroom Resources

### Web sites

**Sovereign Hill, Ballarat** [www.sovereignhill.com.au/education](http://www.sovereignhill.com.au/education)

This site has resource notes and images of the 1850s gold rush era for student and teachers. It also provides useful information for teachers planning an excursion to the Sovereign Hill museum.

**State Library of Victoria.** [www.slv.vic.gov.au](http://www.slv.vic.gov.au)

A wealth of original documents and artworks. They have an excellent on-line publication of contemporary newspaper articles relating to the Eureka Rebellion

**SBS Gold.** [www.sbs.com.au/gold](http://www.sbs.com.au/gold)

This excellent site combines the resources of a number of leading museums and galleries to tell the story of the Australian Gold Rushes. Check out the map!

**The Eureka Centre** [www.eurekaballarat.com](http://www.eurekaballarat.com)

This site contains some excellent resources for secondary teachers.

**Public Records Office of Victoria** [www.prov.vic.gov.au](http://www.prov.vic.gov.au)

An excellent resource for Eureka. The site has a very useful glossary of terms, a transcript of the 1854 Ballarat Reform league Charter and an interactive timeline of the events leading to Eureka.

**Picture Australia** [www.pictureaustralia.org.au](http://www.pictureaustralia.org.au)

A huge site that enables students to search for people, places and events in the collections of libraries, museums, galleries, archives, universities and other cultural agencies, in Australia and abroad - all at the same time.

Students can use the easy search facility to search for artists, e.g. S.T. Gill or topics e.g. Ballarat/Gold.

### Books

Keesing, Nancy (ed.) **History of the Australian Gold rushes by Those Who were There**, (1971) Angus and Robertson, Melbourne

This book contains 383 short chapters that are first-hand accounts of goldfields life. While the language is sometimes difficult, the content is brilliant. This is an excellent collection of primary sources.

Hocking, Geoff **The Rush to Gold: A World Turned Topsy-turvy** (2005) Five Mile Press Waverton NSW

Hocking, Geoff **The Eureka Stockade: Big Trouble on the Diggings** (2005) Five Mile Press, Waverton NSW

These two easy to read, colourful and informative texts are part of the Australia in History series.

## Excursion opportunities in Ballarat

Ballarat is the site of one of the major gold discoveries of the 1850s. It is also the site of the Eureka uprising. In the brief but bloody battle at the Eureka stockade, the diggers were defeated, however, defeat turned to victory when those put on trial for treason were acquitted and the government gave in to the diggers' demands. Many claim that Australian democracy was born under the flag of the Southern Cross.

Ballarat therefore, is an obvious excursion destination for any school studying the Gold Rush era and Eureka. The following are all worth visiting.

**Sovereign Hill** Bradshaw Street, Ballarat open daily 10:00 – 5:00

This living museum is built on a site linked to the richest alluvial gold rush in the world. Sovereign Hill faithfully recreates Ballarat's first ten years after the discovery of gold in 1851. Students can see history come to life, conduct useful research as part of an investigation into the gold rushes.

EOs run education sessions. Phone 5337 1188. Bookings essential

**Blood On The Southern Cross** Sovereign Hill, Ballarat Monday to Saturday

The show lasts 80 minutes and commences at dusk so starting times vary.

Clever use of fantastic sound and light effects stirs the imagination as you witness the events surrounding the Eureka story. Hear the thunder of galloping horses on a licence hunt, the roar of fire as the Eureka Hotel blazes, the murmur of 500 diggers as they swear allegiance to their flag and the fearful battle when the stockade is stormed.

Phone 5337 1188. Bookings essential

**The Eureka Centre** Eureka Street, Ballarat open 9:00 – 4:30

Built on the actual site of the uprising, the centre contains a series of galleries that vividly interpret the dramatic events of 1854. In the grounds stands an impressive granite monument erected in 1884 to the miners who lost their lives fighting for justice and a modern interpretive sculpture depicting aspects of the Eureka story.

An EO runs education sessions/ Phone 5333 1854. Bookings essential

**The Ballarat Fine Art Gallery** 40 Lydiard St. North open 10:30 – 5:00

Built in the late 1880s, the gallery is the permanent home of the original Eureka flag. It also houses an outstanding collection of Colonial Art, the Doudiet Eureka watercolours and a significant collection of S.T. Gill sketches from the 1850s.

EOs run education sessions. Phone 5320 5858. Bookings essential

**The Old Ballarat Cemetery** Creswick Road, Ballarat open 9:00 – 5:00

Records show that burials took place near here from 1848. In 1854 the miners and soldiers who died in the Eureka uprising were buried here. Memorials were later erected to mark both sites. Also George, Phoebe and James Scobie, John Humffray, Dr. Timothy Doyle and Anastasia Hayes, who were all involved in the Eureka story, are buried here. In the restored gatehouse you can read information boards on Ballarat's early history and the Eureka Rebellion. A touch screen computer enables visitors to search the database and locate specific graves. FREE entry. Easy bus parking at gates and toilets available

**The Sovereign Hill Museums Association**  
**Sovereign Hill Post Office**  
**Ballarat, Victoria 3350 Australia**  
**Tel (03) 5337 1100 Fax (03) 5331 1528**  
**Email [enquiries@sovereignhill.com.au](mailto:enquiries@sovereignhill.com.au)**  
**[www.sovereignhill.com.au](http://www.sovereignhill.com.au)**