

**New Gold Mountain: A resource kit for teachers of Studies of Asia in the Middle Years**

First published 2002

**VELS Update 2011**

<b>Domain and Dimension</b>	<b>Level</b>	<b>Level and key element of VELS</b>	<b>Kit activities</b>
<b>Civics and Citizenship</b> <i>Civic knowledge and understanding</i>	3	<i>students demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community</i>	<i>Looking Back Chinese Contribution exercises p44</i>
	4	<i>They explain the concept of multiculturalism and describe the contribution of various cultural groups, including Aboriginal and Torres Strait Islander communities, to Australian identity.</i>	
	5	<i>They describe the purposes of laws and the processes of creating and changing them.</i>	<i>Official Actions to control the Chinese discussion points p25</i>
	6	<i>They explain how citizens influence government policy through participation in political parties, elections and membership of interest groups. They explain the development of a multicultural society and the values necessary to sustain it.</i>	

<b>English Reading</b>	3	<i>At Level 3, students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts.</i>	Reading Background Notes throughout the kit and answering listed questions. <i>Chinese Inventions and Chinese History</i> crosswords p3 and4
	4	<i>At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts. They analyse imagery, characterisation, dialogue, point of view, plot and setting</i>	Analysing Contemporary Views p15 and pp34 – 38 <i>Chinese Quarter Ballarat 1868</i> opinion exercise p29 <i>Ballarat Census 1868</i> evidence exercise p40
	5	<i>At Level 5, students read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues. They identify the ideas, themes and issues explored in these texts, and provide supporting evidence to justify their interpretations. They produce personal responses, for example, interpretive pieces and character profiles. They infer meanings and messages in texts, analyse how social values or attitudes are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.</i>	
<b>English Writing</b>	3	<i>At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They write narratives which include characters, setting and plot. They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail.</i>	
	5	<i>They write arguments that state and justify a personal viewpoint; reports incorporating challenging themes and issues; personal reflections on, or evaluations of, texts presenting challenging themes and issues.</i>	

<b>English</b> <i>Speaking and listening</i>	4	<i>At Level 4, students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.</i>	<i>Aboard Ship</i> diary article writing p10 <i>Robe to Ballarat</i> article writing p13 <i>Golden Point Chinese Village</i> empathy exercise p31 <i>See Yup</i> role play p39 <i>Chinese Characters in Ballarat</i> empathy activities p42
	5	<i>At Level 5, students express creative and analytical responses to texts, themes and issues. They identify main issues in a topic and provide supporting detail and evidence for opinions. They critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes. ... They identify key ideas and take notes. They show an awareness of the influence of audience on the construction and presentation of spoken texts, and of how situational and sociocultural factors affect audience responses.</i>	<i>What to see and do at Sovereign Hill</i> student guides activity p18

<b>Humanities</b> Humanities skills	3	<i>At Level 3, students use a range of historical evidence, including oral history, artefacts, narratives and pictures, to retell events and describe historical characters. They develop simple timelines to show events in sequence.</i>	Time Line exercise p32
<b>Geography</b> Geospatial skills	4	<i>At Level 4, students use atlases, ... to accurately describe the distance, direction and location of places. They identify features from maps, satellite images, and oblique photographs. They draw sketch maps ... using simple mapping conventions such as title, scale, north point and legend.</i>	From Robe to Ballarat map and atlas activities p13 Ballarat East Chinese Camps map exercises p26
5	<i>At Level 5, students collect geographical information from electronic and print media, including ... maps and analyse, evaluate and present it using a range of forms.</i>		

<b>History</b> <i>Historical knowledge and understanding</i>	4	<i>They demonstrate an understanding of the histories of some cultural groups which make up Australia today. ...          Students demonstrate an understanding of key aspects of an Asian country or countries within the Australian region. They explain significant events and people in the history of that country or countries</i>	<i>China Before The Australian Gold Rushes</i> Background information and Crosswords pp2 - 5
	6	<i>At Level 6, students analyse events which contributed to Australia’s social, political and cultural development. These events could include: ..., the gold rushes, ..., the events leading to Federation, ... immigration,....</i>	<i>Analysing Contemporary Views</i> p15 and pp34 – 38
<b>History</b> <i>Historical reasoning and interpretation</i>	4	<i>At Level 4, students use a range of primary and secondary sources to investigate the past. ... They comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented. They use appropriate historical language and concepts to develop historical explanations. They present their understandings in a range of forms.</i>	<i>Chinese Quarter Ballarat 1868</i> opinion exercise p29 <i>Analysing Contemporary Views</i> p15 and pp34 – 38 <i>Ballarat Census 1868</i> evidence exercise p40
	6	<i>At Level 6, students frame research questions and locate relevant resources, including contemporary media and online resources. They identify, comprehend and evaluate a range of primary and secondary sources, including visual sources and use historical conventions such as footnotes and bibliographies to document sources. They critically evaluate sources of evidence for context, information, reliability, completeness, objectivity and bias. They recognise that in history there are multiple perspectives and partial explanations. They use appropriate historical language and concepts in historical explanations. They use evidence to support arguments and select and use appropriate written and oral forms to communicate develop historical explanations in a variety of oral, written and electronic forms.</i>	

## Amendments in 2011 edition

### Activities to be completed at Sovereign Hill page 18

1. The Chinese Village trails are no longer available. A redevelopment of Sovereign Hill's Chinese Camp uses audio and interactive technologies to tell the story of Chinese opposition to the 1858 Residence Tax.
2. The two hour education program is now not available but schools can book the special *Secret Chamber* mine tour for an addition cost.
3. 2011 Chinese programs are:

#### **Chinese on the Goldfields** Years 3 - 6

The Chinese brought a rich culture to the goldfields, but they faced a harsh welcome compared with other migrant groups. Students use the audio-visual and soundscape resources in the recreated Chinese Camp of January 1858. They explore goldfields life for the Chinese miners and learn about their protests against the restrictions imposed on them by colonial authorities

#### **The Anti Chinese League** Year 9

Why were some people determined to stop Chinese migration? Come to an interpretive theatre event re-creating a meeting to ban the Chinese and debate racism. After a debrief with the cast, students explore the Chinese Camp and learn about Chinese protests against the restrictions imposed on them by Colonial authorities.

### Chinese Residents in Creswick page 47

1. The *Creswick Historical Museum* is now known as the *Creswick Museum*. The images of Bobby and Ah Pen on page 47 and the letter on page 48 should be referenced accordingly.