PUT YOURSELF IN THE PICTURE

NINETEENTH CENTURY MIGRATION TO THE VICTORIAN GOLDFIELDS

A RESOURCE KIT FOR UPPER PRIMARY STUDENTS
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The activities included in this kit aim to introduce students to the amazing experiences and challenges facing the people who joined the mass migration to Australia during the gold rushes.

Any study of the Australian gold rushes will be greatly enhanced by an excursion to Sovereign Hill in Ballarat.

Sovereign Hill is an outdoor museum that vividly re-creates life on the Ballarat goldfields. A visit to the outdoor museum is lots of fun. Students will be engaged and their understanding of the period immeasurably enhanced. Here is a chance for students and teachers to see, hear, feel and smell history come to life!

The following pages contain background information, suggested activities for students, a selection of useful primary sources, images and assessment rubrics.

Ideas for student activities are included, however, teachers should not look on this as a complete unit of work. Rather, they should use it as a resource kit to be dipped into and used in whatever way fits their teaching style and their students' learning styles.
## Victorian Essential Learning Standards

The table below shows how Level 3 standards could be assessed.

<table>
<thead>
<tr>
<th>Domain &amp; Dimension</th>
<th>Key Elements of Victorian Essential Learning Standards</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities – Knowledge and Understanding</td>
<td>Students describe and sequence some key events in Australian history.</td>
<td>All activities. Write a journal of their voyage to Australia.</td>
</tr>
<tr>
<td>Humanities – Skills</td>
<td>Students use a range of historical evidence, including oral history, artefacts, narratives and pictures, to retell events and describe historical characters.</td>
<td>Research background knowledge. Learn from evidence presented at Sovereign Hill. Evaluate artworks as evidence.</td>
</tr>
<tr>
<td>Design, Creativity and Technology – Investigating and Designing</td>
<td>Students use words, labelled sketches and models to communicate the details of their designs, and clarify ideas when asked.</td>
<td>Build a diorama. Design a puppet show. Create a board game.</td>
</tr>
<tr>
<td>Design, Creativity and Technology – Producing</td>
<td>Students are able to choose appropriate tools, equipment and techniques to alter and combine materials.</td>
<td>Design and make a puppet show. Build a diorama or model.</td>
</tr>
<tr>
<td>Thinking Processes – Reasoning, Processing and Inquiry</td>
<td>Students collect information from a range of sources to answer their own and others’ questions. They question the validity of sources when appropriate.</td>
<td>Research for journal entries. PowerPoint presentation. Create a picture story book.</td>
</tr>
<tr>
<td>Thinking Processes – Reflection, Evaluation and Meta-cognition</td>
<td>Students identify and provide reasons for their point of view, and justify changes in their thinking.</td>
<td>Class discussion on immigration.</td>
</tr>
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| **Interpersonal Development – Working in Teams** | Students co-operate with others in teams for agreed purposes, taking roles and following guidelines established within the task.  
Students describe and evaluate their own contribution and the team’s progress towards the achievement of agreed goals. | Play the board game.  
Participate in group work on an excursion to Sovereign Hill.  
Fill in an assessment rubric. |
| **Personal Learning – The Individual Learner** | Students identify their learning strengths and weaknesses, and learning habits that improve learning outcomes. | Fill in an assessment rubric. |
| **Personal Learning – Managing Personal Learning** | Students set short-term negotiable goals in relation to specific tasks.  
Students undertake some multi-step extended tasks independently.  
Students comment on task progress and achievements. | Complete set tasks on time.  
Research and write a journal entry.  
Fill in an assessment rubric. |
| **The Arts – Creating and Making** | Students create and present works that communicate experiences, ideas, concepts, observations and feelings. | Make a board game.  
Write and perform a play.  
Create a puppet show.  
Make a diorama. |
| **English – Writing** | Students write narratives which include character, 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. | Write journal entries.  
Write a story.  
Write a play.  
Annotate a map of a journey. |
### Victorian Essential Learning Standards

#### Level 4

The table below shows how Level 4 standards could be assessed.

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| **Interpersonal Development**    |吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂吹拂
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<td>Humanities – History</td>
<td>Students demonstrate their knowledge and understanding of significant events in Australian history, including the 1850s gold rushes.</td>
<td>All activities.</td>
</tr>
<tr>
<td>Historical Knowledge and Understanding</td>
<td>Students use varied primary and secondary sources (Sovereign Hill) to investigate the past. With support, they frame their own questions and plan their own inquiries. Students use appropriate historical language.</td>
<td>Complete PowerPoint activity. Complete imaginative, historically accurate journal writing.</td>
</tr>
<tr>
<td>Historical Reasoning and Interpretation</td>
<td>Students collect data and generate ideas in response to design briefs.</td>
<td>Create a puppet show. Design a board game. Create a picture story book. Build a model or diorama.</td>
</tr>
<tr>
<td>Communication – Presenting</td>
<td>Students identify features of an effective presentation and adapt elements of their own presentation to reflect them.</td>
<td>Complete PowerPoint activity. Write and present a play/puppet show.</td>
</tr>
<tr>
<td>Design, Creativity and Technology – Investigating and Designing</td>
<td>Students work safely with varied materials &amp; components to produce functional products. Students select and work safely with a range of tools and equipment.</td>
<td>Build a model or diorama. Construct a puppet show.</td>
</tr>
<tr>
<td>Design, Creativity and Technology – Producing</td>
<td>Students develop their own questions for investigation, collect relevant information from a range of sources and make judgements about its worth.</td>
<td>Fill in assessment rubric. Create a board game.</td>
</tr>
<tr>
<td>Thinking Processes – Creativity</td>
<td>Students use a broad range of thinking processes and tools to reflect on and evaluate their effectiveness.</td>
<td>Fill in an assessment rubric.</td>
</tr>
</tbody>
</table>
**Recommended References**

This textbook has been produced for primary students. It is easy to read and well illustrated with primary sources. It only briefly looks at the sea voyage to Australia, but discusses in more detail the different methods of travelling within Australia to the goldfields in New South Wales, Victoria, Queensland and Western Australia.

This volume focuses on life on the goldfields, but has a useful brief introduction on the journey to the goldfields. Two other volumes in this series *The Discovery of Gold* and *Riots, Robberies and Rebellions* provide useful resources for gold units. All the volumes are well illustrated with primary sources, but the images are poorly referenced.

**Kimberley Webber, Gold Fever, Macmillan, 2001.**
An excellent overview of early mining methods and the major Australian gold discoveries. She includes primary sources as evidence, including this entry from the 1855 diary of a hopeful digger on the ship writing about a storm at sea:

> Tis now ten o’clock and the wind is a frightful gale. I go out and with difficulty keep on the poop* by holding to a chain. Mountains of water the waves assume, surrounding us on either side … it is like as though every moment we should be engulfed at the bottom. *poop – a raised deck at the back of a ship

**Anna Ciddor, The Goldfields: through Children’s Eyes, Macmillan, 1995.**
A beautifully illustrated fiction book which tells parallel stories of two boys who travel to the goldfields. One is the Australian-born son of a convict, but the other is a Chinese boy who journeys from his village in China to New Gold Mountain (the Chinese name for the Victorian goldfields).

**Kirsty Murray, Bridie’s Fire, Allen & Unwin, 2003.**
In this gripping Australian historical novel, Bridie O’Connor is alone in the workhouse after her family dies during the Irish Potato Famine. At the age of eleven, she is given the chance to go to Australia where she is given work as a scullery maid for a wealthy Melbourne family. Written for 10-14 year olds. A powerful novel to read aloud to a class.

From 1848-1850, over 4,000 girls between the ages of nine and sixteen were taken from the workhouses of Ireland and sent to Australia. Most of them had lost at least one parent to the ‘Great Hunger’ – the Irish Potato Famine of 1845-1850. Those girls now have over 30,000 descendants, but few people outside their ancestors are aware of their stories.

**Rachel Tonkin, To the Goldfields! Allen & Unwin, 1999.**
This novel is about a family’s time on the goldfields. It is extremely well researched and beautifully illustrated, but does focus entirely on the family’s experience in Australia with no reference to the journey to Australia.
Sovereign Hill Education

This site contains a very useful collection of research notes, including primary and secondary sources, designed to help teachers and students studying the gold rushes.

There is also an audio library with podcasts and vodcasts of interesting quotes and relevant primary and secondary sources.

As well, the site contains a selection of useful line drawings students can download. To find these, click on the tab marked students, then drawings & pictures and select drawings.

SBS Gold

This excellent site combines the resources of a number of leading museums and galleries to tell the story of the Australian gold rushes. It also contains a useful map showing gold discoveries.

egold – A Nation’s Heritage
www.egold.net.au/

A scholarly collection of articles, documents and images on the Castlemaine and Ballarat gold-fields. All articles are well referenced with lots of links to related articles. This site would be very useful for teachers, but students might need some help navigating the links and coping with the academic language.

Picture Australia
http://www.pictureaustralia.org

This site provides an easily searched link to every online art collection in Australia. Students and teachers looking for images should start here. The site is invaluable for students searching for primary sources.
Planning an Excursion to Sovereign Hill

**Sovereign Hill Education**

Sovereign Hill is an outdoor museum interpreting life in Ballarat during the first ten years after the discovery of gold in 1851.

Set on a 40-hectare site, this outdoor museum contains exhibits and buildings including homes, shops, businesses, trades, mining structures and equipment – even two underground gold mines. Costumed interpreters help students get a real sense of visiting the past.

The student entry price to Sovereign Hill includes a mine tour and a session with an Education Officer on a topic of your choice.

*Please note that these sessions must be pre-booked.*

For more information:
Phone: Education Bookings: 03 5337 1188
Email: schoolbookings@sovereignhill.com.au
An essential skill that students need to develop in their study of any history is empathy i.e., the ability to stand in someone else’s shoes and see the world through their eyes. Studying the lives of individuals in the past offers an exciting and engaging opportunity for students to do this.

Introduce this topic with a general class discussion/mind map on immigration. Students need to understand the reasons people would leave their homes and travel (emigrate) to another country. What is an immigrant? Are there any students in your class/school who are immigrants? Where did they come from? Why did they come to Australia?

What causes people to leave (emigrate from) their home countries?

Push factors
- War
- Oppressive governments
- Poverty
- Hunger/famine
- Disease
- Unemployment
- No future for their children
- Running away from someone or something

What attracts people to come to live in another country (immigrate)?

Pull factors
- Opportunity
- Safe environment
- An appealing government
- Better climate
- Better food
- Employment
- The chance to rejoin other family members
- A chance to become rich
- Adventure
- A better future for their children

As a class, research the question "Why did people come to live in Victoria in the 1850s?" Which of the Push/Pull factors, mentioned above were relevant?
Students choose from the following activities to be completed in class before an excursion to Sovereign Hill.

Appendix E contains several Fact Sheets which they may find helpful for background information.

Activity 1
Imagine you are someone leaving Britain or China to sail to the Australian goldfields in the 1850s.

Create your character using the following list as a guide.

- Decide on who you are – man, woman or child?
- Give yourself a name.
- Decide what area of Britain (England, Ireland, Scotland and Wales), Europe, America or China you are from.
- Find out which were the ports, in your country, that people sailed from in the 1850s and decide which port you will be leaving from.
- Are you rich or poor?
- Why are you leaving?
- What do you hope to find in Australia?
- What do you plan to do if you find gold?
- Describe (or draw) your ship.
- What is the name of your ship?
- What date do you sail?

Then complete one of the following tasks.

Write a journal entry for any 5 days of your journey.

or

Use the blank world map (Appendix A) to plot the course of your journey. Add text boxes to explain highlights/hazards/incidents of the journey. Mark any ports you visit. Show how long the journey took. Maybe add dates or show how long each stage of the voyage took. Include a picture of your ship. Use Google Image Search and type in 'sailing ship' or 'clipper' to find a suitable picture.

or

Imagine you have just arrived on the Ballarat goldfields. Write a letter home, telling your mother or father about the journey and include a rough map.
Activity 2
Play the board game *Race to the Goldfields* or use the blank grid to create a board game of your journey (Appendix B).

Activity 3
Select images from Appendix C and add your own text to create a children’s picture story book called *A Journey to the Goldfields*.

Activity 4
Read *Bridie’s Fire* by Kirsty Murray. This novel tells the story of a young girl whose world is torn apart when her parents and baby brother die in the ‘Great Hunger’ that swept Ireland as a result of the Potato Famine. Bridie eventually becomes one of the Irish orphan girls sent to Australia to work as a servant.

After reading *Bridie’s Fire*, write a story about what happens next or present it as a cartoon strip.

Fact Sheet 2, in Appendix E, contains background information about the Irish Potato Famine which may be helpful.
Sample activities to be completed by students during and after an excursion to Sovereign Hill. Appendix E contains several Fact Sheets which may be useful for background information.

Activity 5
Book an Education Session. Choose one of the following: Family Life, Immigration, Chinese or Gold Fever.

Activity 6
Visit the Voyage to Discovery Orientation Centre in the Sovereign Hill Entrance building.

Activity 7
Create a picture story book. This activity could be done individually, in small groups or as a whole class activity.

Students use a digital camera to take photos of various locations in the Voyage to Discovery Orientation Centre and around Sovereign Hill. They then use these pictures to create their own storybook called A Journey to the Goldfields. If possible, students should include themselves in these pictures.

Students could also visit some of the re-created dwellings at Sovereign Hill to take photos of the home they think would represent the end of a journey to the goldfields. There are several diggers’ tents and huts in the Diggings and more grand homes of successful immigrants in Speedwell Street.

Activity 8
Students use the photos they take at Sovereign Hill to create a PowerPoint, Photostory or inter-active whiteboard activity to tell a story called The Journey to Ballarat.

Activity 9
Students use the photos they take at Sovereign Hill to create an artwork or collage.
Activity 10
Students choose one dwelling represented at Sovereign Hill and make an accurate scale model.

Activity 11
In small groups, students write and perform a short play about a family’s journey to the goldfields.

Activity 12
Students make puppets and perform a puppet show based on the journey to the goldfields.

Activity 13
After visiting the Voyage to Discovery Orientation Centre at Sovereign Hill, students make a diorama of a cabin on a sailing ship.

Activity 14
Students print a copy of The Last of England by Ford Maddox Brown (Appendix D) or use Google Image Search to find and print a copy of this painting.

Imagine you are one of the people you can see on board the El Dorado in this picture. Write the story of your journey, or present it as a cartoon strip or play, for the class.

Activity 15
Imagine you are an Aboriginal person watching people arriving in Ballarat in 1852. What do you think? Write a story about how the gold rushes affect you.
Using an Assessment Rubric

Developing their own Assessment Rubric fits into the VELS Thinking Standards and allows students to focus on what and how they are learning. With some flexibility, it can allow for student differences by having different outcomes.

The rubric should be started early in the unit, but can be seen as an on-going, working document to be modified as appropriate for students and teachers.

The rubric should contain learning goals and indicators of one, two or three star performance. An example of a completed rubric follows.

There are three ways of presenting the rubric to classes:

1. For inexperienced groups, the teacher may produce a completed rubric and offer students the opportunity to make any changes they see fit. Teachers should initially edit the rubric to suit their own goals.

2. For groups with some experience, the teacher may set the goals in the first column and ask students to brainstorm criteria for one, two and three star performances. This method asks them to visualise the best possible outcomes and to strive for those.

3. Experienced groups may even be able to set the goals in consultation with the teacher. The third rubric, therefore, has been left blank.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Criteria</th>
<th>Sample Assessment Rubric 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The group works very well together.</td>
<td>One person does most of the work.</td>
<td>All team members share responsibility and work using the strengths of the individuals.</td>
</tr>
<tr>
<td>(Interpersonal development)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I managed my own learning and learned a lot about myself.</td>
<td>The work was too easy, and I was not challenged. I didn't learn anything about myself.</td>
<td>The work challenged me to try new things and I learnt a lot about my own learning style.</td>
</tr>
<tr>
<td>(Personal learning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The excursion was a great success.</td>
<td>I was bored and did not find the information I needed.</td>
<td>I thoroughly enjoyed the day, took part in all activities and found a lot of new and useful information.</td>
</tr>
<tr>
<td>(Interpersonal Learning and History – Research Skills)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have learned a lot about the gold rushes and history.</td>
<td>I learned nothing new.</td>
<td>I have gained a much better understanding of the gold rushes and have learned a lot about Australia’s history.</td>
</tr>
<tr>
<td>(Humanities – History – Content)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The project was a great success.</td>
<td>We finished the project on time, but we are not happy with the finished product.</td>
<td>We completed all tasks on time, we believe our project is very interesting for our audience and we are proud of the finished product.</td>
</tr>
<tr>
<td>(Discipline-based Learning – Communication)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our presentation went very well.</td>
<td>We stumbled over our presentation and our audience was bored.</td>
<td>We had a great response from our audience and feel very satisfied with our presentation.</td>
</tr>
<tr>
<td>(Communication – verbal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Criteria</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>The group works very well together.</td>
<td>![ Star ]</td>
<td></td>
</tr>
<tr>
<td>(Interpersonal development)</td>
<td>![ Three Stars ]</td>
<td></td>
</tr>
<tr>
<td>I managed my own learning and learned a lot about myself.</td>
<td>![ Four Stars ]</td>
<td></td>
</tr>
<tr>
<td>(Personal learning)</td>
<td>![ Five Stars ]</td>
<td></td>
</tr>
<tr>
<td>The excursion was a great success.</td>
<td>![ Star ]</td>
<td></td>
</tr>
<tr>
<td>(Interpersonal Learning and History – Research Skills)</td>
<td>![ Three Stars ]</td>
<td></td>
</tr>
<tr>
<td>I have learned a lot about the gold rushes and history.</td>
<td>![ Four Stars ]</td>
<td></td>
</tr>
<tr>
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<td>![ Five Stars ]</td>
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<tr>
<td>(Communication – verbal)</td>
<td>![ Five Stars ]</td>
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</tr>
<tr>
<td>Topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>♠️</td>
<td>★★★</td>
</tr>
</tbody>
</table>
Appendixes

APPENDIX A  Map of World

APPENDIX B  Race to the Goldfields Board Game

APPENDIX C  Story Book Pictures

APPENDIX D  The Last of England

APPENDIX E  Fact Sheet 1  Useful Dates
              Fact Sheet 2  The Irish Potato Famine
              Fact Sheet 3  Leaving Britain – leaving home
              Fact Sheet 4  Golden Literature
              Fact Sheet 5  The Chinese Experience
              Fact Sheet 6  Imperial Currency
You feel homesick. Go back 2 spaces.

Crossing the Equator you are crowned by King Neptune. Go back 4 spaces.

Outgoing tide and fair winds. Go ahead 4 spaces.

Severe seasickness on board. Go back 2 spaces.

Becalmed for 5 days. Miss a turn.

Strong winds increase the ship’s speed. Have an extra turn.

Fever breaks out below decks. Go back 2 spaces.

A storm snaps the main mast. Miss a turn for repairs.

You sight Cape Otway lighthouse. Go ahead 1 space.

A sailor falls from the rigging and dies. Miss a turn for the funeral.

You are shut below decks for 5 days in a wild storm. Miss a turn.

Your daily water ration is reduced. Go back 1 space.

You catch dysentery from market food. Miss a turn.

Your cabin is flooded by a huge wave. Miss a turn to dry out.

Relief as you sight Tenerife. Go ahead 2 spaces.

You go ashore and a pickpocket steals your money. Go back 2 spaces.

You enjoy fresh fruit from the markets. Go ahead 4 spaces.

Your baby brother dies. Go back 5 spaces.
Playing *Race to the Goldfields*
1. This is a game for 4 to 6 players.
2. Each player chooses a ship counter.
3. Throw a dice to begin – the highest number starts.
4. Throw the dice and move the number of squares indicated on the dice.
5. Some board numbers have instructions to follow as players move around the board.
6. The first player to reach Melbourne wins.

Making the game counters and the game board
1. Paste the grid below onto light cardboard.
2. Cut along the solid lines.
3. Colour each ship differently
4. Name each ship.
5. Fold along the broken line to make a base for the counter to stand on.
6. Photocopy the game board, enlarging it to A3 size.
Appendix C — Story book pictures

Students choose some of these pictures as the basis for writing a story.

Picture 1

News of the Australian gold discoveries reaches London

Picture 2

Sailing Ship

Courtesy: State Library of Victoria online picture catalogue
Appendix C — Story book pictures

Students choose some of these pictures as the basis for writing a story.

Picture 3

On board a sailing ship

Picture 4

Disembarking
Appendix C — Story book pictures
Students choose some of these pictures as the basis for writing a story.

Picture 5

The road to the diggings

Picture 6

Diggers heading to Ballarat
Students choose some of these pictures as the basis for writing a story.

Picture 7

Chinese Miners

Picture 8

A Chinese Camp
Appendix C — Story book pictures

Students choose some of these pictures as the basis for writing a story.

Picture 9

A Family’s First Home in Ballarat

Picture 10

Inside a Digger’s Home

Appendix C — Story book pictures

Students choose some of these pictures as the basis for writing a story.

Picture 11

A Rich Family on the Goldfields

Picture 12

A Coach
Ford Maddox Brown, *The Last of England*
© Birmingham Museums & Art Gallery
FACT SHEET 1

1835  Port Phillip founded
1836  Queen Victoria ascended the British throne
1840  Queen Victoria married Prince Albert
1840  First camera developed
1840  Penny postal service introduced in Britain
1846  Irish Potato Famine began
1846  Ether first used as an anaesthetic
1848  Gold discovered in California
1850s  Industrial Revolution at its peak
1851  Gold discovered in New South Wales
1851  Victoria became a separate colony
1851  Gold discovered in Victoria at Ballarat and other areas
1851  Great Exhibition in London organized by Prince Albert
1851  Singer invented a sewing machine
1853  Vaccination against smallpox made compulsory in England and Wales
1854  First railway built in Australia from Melbourne to Port Melbourne
1854  Cobb & Co coaches began taking passengers to the Australian goldfields
1854  Crimean War broke out – Britain and France at war with Russia
1854  Eureka Rebellion 3rd December
1858  First oil well drilled in USA
1860  Burke and Wills begin their journey to cross Australia from North to South
1861  American Civil War broke out
1861  Ballarat to Geelong railway opened, linking Ballarat to Melbourne by rail
1861  Prince Albert died of typhoid
Potatoes were introduced to Ireland from the Americas during the sixteenth and seventeenth centuries and grew so well in the Irish climate that they quickly became the main food of the Irish poor.

By the 1840s, the potato was grown all over Ireland. Three million Irish, one third of the population, ate little else.

However, Potato Blight (Phytophtora Infestans) – a deadly and invisible fungal disease that turned potatoes to black slime – hit the Irish potato crop in August 1846, virtually destroying it. By October, there was panic in Ireland. As crops failed, families began to starve and then, unable to pay their rent, they were evicted from their homes.

By the winter of 1846-7, a form of public welfare was in operation in Ireland. The only relief (government help) was given subject to arduous and humiliating conditions in prison-like institutions known as workhouses. Families were broken up as men, women, girls and boys were housed separately and subjected to harsh discipline. Epidemic diseases were rife.

By 1850, one million Irish – many of them children – had died of hunger.

Eventually, it became clear to the landowners that it was cheaper to provide emigration for the poor, than to keep them in workhouses. Between 1846 and 1850, one-and-a-half million Irish emigrated to either North America or Australia. Not all survived. Overcrowding and disease on board sailing vessels meant that up to a third of the passengers died on the journey to the 'New World'.

After 1851, many Irish were glad to leave the poverty and sadness behind to try their luck on the Victorian goldfields.
During the 1850s, thousands of gold-seekers and their families left Britain from ports such as Liverpool and Plymouth. They boarded sailing ships for the hazardous voyage to Australia they knew would last three or four months.

Here is how a young Englishman described part of his voyage in 1855:

*Tis now ten o’clock and the wind is a frightful gale … Mountains of water the waves assume, surrounding us on each side – North, South, East and West … The wind increases and whistles through the rigging to a tune that none can remember but those who hear it …

On another voyage, in 1864, a young woman named Mary Anne Bedford wrote in her journal:

… last night we had an awful thunderstorm, which I shall ever remember. There was a report that the vessel was on fire and I shall never forget the sight – mothers clinging to their children – some running about almost frantic. We thought we should go down any minute … The screaming and the noise was fearful until the Captain came down to tell us all was right.
**The Clipper Ships**

The most popular ships on the Australia route between 1845 and 1875 were the **clippers**. These ships carried a huge spread of sails and were able to catch even the slightest breeze.

In 1852, the clipper *Marco Polo* sailed from England to Melbourne in 68 days, setting a new record. For every fast ship, there were ten or twelve slower ones and many journeys to the goldfields took over 100 days.

Clippers had wooden hulls and relied entirely on the wind. In the area off the West African coast known as 'The Doldrums', they could become becalmed and barely move for days or even weeks as passengers suffered in stifling heat.

**Composite Ships**

As well as the clippers, new **composite ships** were being designed with metal hulls and auxiliary steam engines to assist the sails in calm weather. These ships could steer through 'The Doldrums' past the unfortunate becalmed clippers. Probably the most famous of these combination steam and sail ships was the iron-hulled *Great Britain*. Built in 1843, the *Great Britain* carried 20,000 people on 34 voyages to Australia between 1852 and 1877. Her average passage to Australia was 62 days and, on most journeys, passengers saw no land until they reached Cape Otway.
An original poster advertising the voyages of the ss Great Britain © ss Great Britain Trust
Phoebe Emmeline Macpherson sailed from Liverpool in 1853, with her family, bound for the rich goldfields of Ballarat, Australia. She was eleven years old. Sailing with her were her parents, four sisters and two brothers.

Phoebe and her older sister, Eliza Jane, were very excited as their vessel, *The Royal George*, sailed past the crowded docks of the Mersey River and headed for the open sea. Unfortunately, their excitement soon turned to seasickness, as they experienced the unfamiliar pitching and rolling of the wooden vessel. It was some days before they were able to eat small amounts of salt pork, ship's biscuits and a little fresh water.

The Captain had decided to take the 'Great Circle Route' to Melbourne, as this provided the fastest passage. It followed the arc of a circle and took the ship a long way south into very high latitudes where the winds blew strongly. Sometimes, it also took vessels perilously close to dazzling, but dangerous icebergs.

Captain Finlay used his chronometer to measure their longitude, but the latitude was calculated using a sextant, which relied on being able to sight the sun or the stars. Fortunately, Captain Finlay was a skilled mariner who had safely brought three other ships loaded with hopeful immigrants to the Antipodes.

Soon they encountered enormous seas. The spars howled like deep organ pipes. The boiling sea was covered with foam, spray filled the air and visibility was poor. Phoebe, Eliza and the other 324 passengers were confined below decks, with the hatches battened down. It was terribly crowded; the air was stale and filled with the crying of young children. Everyone was frightened.

After seven days, the storm finally stopped and, once again, the families could take some fresh air on deck. However, the long journey had taken its toll. Four young children and two babies had died, and one seaman had been washed overboard by a gigantic wave. Sadly, all had to be buried at sea.

Now that the weather had improved, some of the sailors had time to teach the young boys a few of their hobbies. Rope fancy work was popular and so was intricate scrimshaw (whale bone) carving. One 'old salt' by the name of Dawson had painted a beautiful design on the lid of his sea chest.

Two weeks later, a cry of joy and relief was heard from the watch as the light beaming from the lighthouse on Cape Otway was sighted in the distance. The weather was fair and the remaining journey to Melbourne was busy with packing and mounting excitement at what lay ahead. They had survived the sea passage. Now the journey to the goldfields would really begin – perhaps a fortune would be made!

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'Never shall I forget that scene, it well repaid a journey even of sixteen thousand miles. The trees had been all cut down; it looked like a sandy plain, or one vast unbroken succession of countless gravel pits.'

Ellen Clacy, *A Lady’s Visit to the Gold-Diggings of Australia*, 1853.

'What men! And what costumes! Huge burly fellows with broad, battered straw or cabbage-tree hats, huge beards, loose blue shirts, and trowsers yellow with clay and earth, many of them showing that they had already been digging in Sydney, where there is so much gold, but according to fame, not so abundant or so pure as in this colony; almost every man had a gun, or pistols in his belt, and a huge dog, half hound half mastiff, led by a chain. Each had his bundle, containing his sacking to sleep upon, his blanket and such slight change of linen as these diggers carry. They had, besides, their spades and picks tied together; and thus they marched up the country, bearing with them all they want, and lying out under the trees.'


'Men on foot, with pack, and gun, and huge following dogs; men on horseback, galloping as for life; men and women and children with loaded carts, rolling, plunging, tearing along, amid loud shouts and curses; high drays, hugely piled with goods, rolling and swaying along, drawn by long double teams of bullocks, and attended by huge fellows in jackboots, huge hats, and smoking faces, and whips that cracked and thundered like volleys of unceasing musketry, and an eternal din of oaths, shouts and curses.'


Men and women … tearing, steering, winding, and streaming on and on, and without end, up that lately flowering valley, now flowering no longer; for that strange multitude burst through the sea of golden flowers, tread it down mercilessly, recklessly, drag their carts, gallop their horses, tramp in their ever coming hundreds and thousands over it. There they halt; and loud comes the thunder and the crash of fallen trees; out burst fires here, there, near, far, all along the creek side, and the wood side; kettles are boiling, frying fans hissing, dogs barking, horses and bullocks turned loose to graze, and as far as the eye can see rise smokes and gleam fires.'


The old diggers were a venturesome lot – whence came our hardy, gritty, self-reliant bushmen. That irresistible magnet, gold, attracting alike the kid-gloved and the horny-handed, had drawn the strong and adventurous from all parts of the civilized world, a mixture of many nations that is slowly blending into a race peculiarly Australian.

The night too quickly passes,
And we are growing old,
So let us fill our glasses
And toast the Days of Gold;
When finds of wondrous treasure
Set all the South ablaze,
And you and I were faithful mates
All through the roaring days!


Wherever he turned his wandering eyes,
Great wealth did he behold,
And peace and plenty hand in hand,
By the magic power of gold;
Quoth he, 'As I am young and strong,
To the diggings I will go,
For I like the sound of the windlass And the cry "Look out below!"

In 1853, the Chinese population of Ballarat was 3,000 with the number increasing by 1857 to 7,542 (almost all young men). By 1858, one quarter of Ballarat’s adult male population was Chinese. After 1858, the Chinese population gradually declined as these men moved on to other goldfields or returned to China.

Most came from a small area of Southern China near Canton called See Yup, or the Four Provinces. They travelled to Ballarat – a place they called *The New Gold Mountain* – to find gold to send home to help their families. Many were extremely poor and had borrowed money to pay for the trip. Therefore, it was important that the first gold they found was sent home to repay their debts.

When the Victorian government realised so many Chinese were coming to Victoria and having success mining, it decided to impose a £10 tax on all Chinese landing in Victoria. It had already cost the Chinese £10 for their fare; so, most Chinese avoided the tax by landing at Robe in South Australia and walking to the goldfields. This journey of over 250 miles (340 kilometres) took almost a month and, as a result, many Chinese arrived on the goldfields sick and exhausted.

In Ballarat, the Chinese were unpopular and were forced to live in separate camps. There were three Chinese camps in Ballarat – at Golden Point, Eureka and Clayton Street.

The main street of these camps was often called Canton Street and this was where the shops, businesses, eating-houses and gambling dens were found. The Chinese camp at Golden Point also had a temple dedicated to the god Quan Gong. This temple was painted red, as the Chinese believed red frightened away evil spirits and was, therefore, a lucky colour.
In these days of decimal currency, it is difficult to understand imperial currency – the money used in Britain and Australia during the nineteenth century. (Australia changed to decimal currency in 1966, Great Britain in 1971.) The following chart may help to explain it.

Money was divided into pounds (£), shillings (s. or -/-), and pennies (d.). Thus, 4 pounds, eight shillings and fourpence would be written as £4/8/4d or £4-8-4d.

<table>
<thead>
<tr>
<th>There were:</th>
</tr>
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<tbody>
<tr>
<td>20 shillings in £1 - a shilling was often called a ‘bob’, so ‘ten bob’ was 10/-</td>
</tr>
<tr>
<td>12 pennies in 1 shilling</td>
</tr>
<tr>
<td>240 pennies in £1</td>
</tr>
</tbody>
</table>

Pennies were broken down into other coins:

- a farthing (a fourth - thing) was ¼ of a penny
- a halfpenny (hay-p’ny) was ½ of a penny
- three farthings was ¾ of a penny

Other coins of a value less than 1/- were

- a threepenny bit (3d) made of silver 4 x 3d. = 1/-
- sixpence (silver) - often called a ‘tanner’ 2 x 6d = 1/-

Coins of more than 1/- but less than £1 in value were

- a two shilling piece (called a florin) 10 x 2/- = £1
- a half-crown (2/6d) 8 x 2/6d = £1
- a crown (5/-) 4 x 5/- = £1

A £1 coin was called a Sovereign and was made of gold. Usually a pound was a paper note sometimes called a ‘quid’.

£1/1/- was called a guinea.

http://www.victorianweb.org/economics/currency.html