

Teacher Resource

Gold Rush

Focus Questions

1. Where and when did Edward Hargraves discover gold?
2. Why did the California Gold Rush in 1848 change attitudes about the discovery of gold?
3. What did the NSW government announce on May 22nd, 1851?
4. Where was gold discovered in July the same year?
5. What impact did the gold rush have on Australia's population?
6. Complete the following sentence. Gold found along rivers and creeks is called _____ gold.
7. How were Chinese miners treated during the gold rush?
8. Describe the dramatic confrontation between miners and authorities in 1854.
9. Some people see Eureka as the birthplace of Australian democracy. True or false?
10. What impact did the gold rush have on Australia?

Activity

What do you see, think and wonder?

After watching the BTN *Gold Rush* story, students will respond to the following questions:

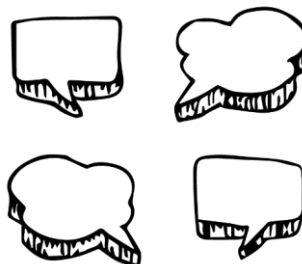
- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?
- What QUESTIONS do you have about this story?

Activity

Discussion

As a class discuss the BTN *Gold Rush* story, using the following questions as a guide. Record the main points of the discussion.

- When did the first gold rush begin in Australia?
- What were some of the activities that took place on the goldfields?
- What were some of the challenges that people faced living and working on the goldfields?
- Why is Eureka seen by some as the birthplace of Australian democracy?



Key Learning

Students will explore the history of the discovery of gold in Australia in the 1850s.

Curriculum

HASS – Year 5

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony.

HASS – Year 5 and 6

Examine primary sources and secondary sources to determine their origin and purpose.

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions.

Activity

KWLH

Students will be exploring the discovery of gold in Australia in the 1850s. They can develop their own key questions to investigate or respond to one or more of the questions below. Students can complete the following KWLH organiser to explore their knowledge and consider what they would like to know and learn.

<i>What do I <u>know</u>?</i>	<i>What do I <u>want</u> to know?</i>	<i>What have I <u>learnt</u>?</i>	<i><u>How</u> will I find out?</i>

Topics of inquiry

Students will determine a focus for their gold era inquiry within an area of interest. Below are some possible questions for students to research:

- What impact did the discovery of gold have on Australia? Consider the wealth it created, immigration and social change.
- What was the Eureka Stockade? Investigate using the Who, What, When, Where and Why framework.
- Why was the gold rush a key event in the development of democracy in Australia?
- What were the roles and responsibilities of women during the gold rush? Using a Venn diagram (two overlapping circles) compare the life of women during the gold rush to that of women today.
- What effect did the gold rush have on the Aboriginal population? Create a list of advantages and disadvantages for Indigenous people.
- Where in Australia can you find gold? Research and create a map of gold fields and mines (both past and present) in Australia.

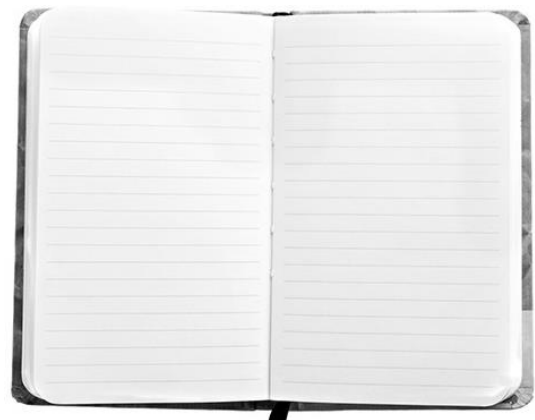
Activity

Journal writing

Students will imagine they are a person living during the gold era in Australia. Students will choose one of the following people that lived during the 1850s gold rush in Australia to research in more detail.

- Miner
- Aboriginal people
- Women and children
- Chinese migrants

Students will write a journal describing what life was like during the gold rush in Australia from the perspective of this group of people.



Students can play the [Gold Rush Game](#) to explore some of the challenges during the gold rush in Australia. In this game, students need to think clearly and strategically, as well as gaining a hearty dose of good luck, to win at this decision-maker game set in 1850–1900.

Activity

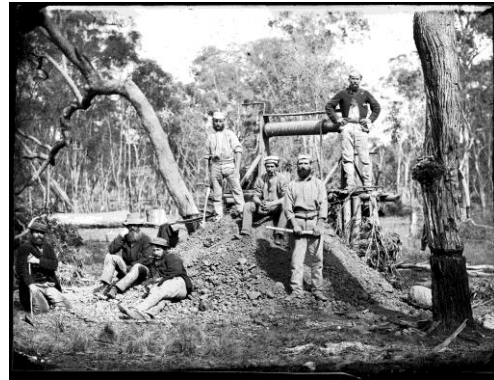
Visual literacy

In this activity students will examine, analyse and query a range of images which depict the gold rush in Australia in the 1850s. Students will choose one or more of the photographs below (alternatively, students can use [Trove](#) to choose their own photos to analyse). Students will then respond to the following:

- Write a short paragraph describing what you see in this image.
- When and where was the photo taken?
- What do you think is happening?
- Create a caption for each image.
- What question/s would you like to ask about the image? Choose one of your questions to investigate in more detail.



[State Library of NSW](#)



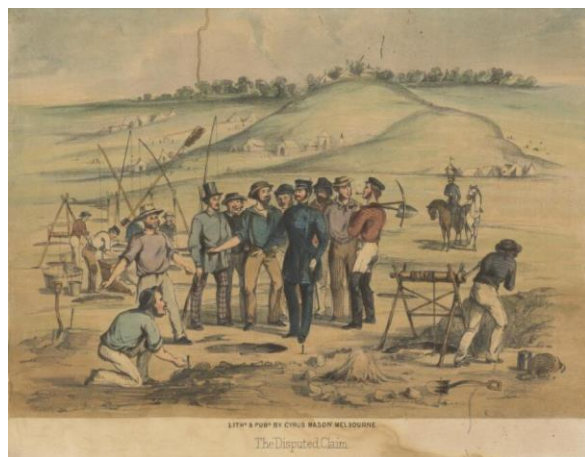
[State Library of NSW](#)

Students will look closely at the following paintings of Australian gold diggings.

- What does it tell you about how gold was mined on the goldfields?
- What equipment was used?
- What people are represented in the painting?
- Do you think this is an accurate reflection of those who worked on the goldfields?



[Trove](#)



[National Library of Australia](#)

Students will choose one of the images (photograph or painting) and write a short, fictional story based on the image. Students might want to tell the story of the photographer/artist or a person in the photograph. Students will use their research to help them imagine what their characters were thinking and feeling.

Activity

Gold rush project

Students will choose one of the following projects to work on and then present their findings in an interesting way.

'How to' Book

Research and create a 'how to' book on the methods used to find gold. Each method will need to be written as a procedure. Include the tools and equipment needed. Use illustrations to demonstrate each of the steps.

Glossary

Create a glossary of key gold fossicking and mining words. Use pictures and diagrams to illustrate the meaning of each word in your glossary.

Artwork

Create an artwork that represents an aspect of life in the gold fields. Display your artwork in a class exhibition.

Largest nugget

Investigate the largest gold nugget ever discovered. What was its weight and value? Find out what the value of gold is at the moment. Calculate the value of an ounce of gold in Australian dollars. Create a model of the gold nugget to display in the classroom.

Useful Websites

Eureka Stockade – BTN

<https://www.abc.net.au/btn/classroom/eureka-stockade/10529206>

Gold Rush – ABC Education

<https://education.abc.net.au/home#!topic/495292/gold-rush>

Gold Rushes – National Museum Australia

<https://www.nma.gov.au/defining-moments/resources/gold-rushes>

Gold Rush Game – National Museum Australia

<https://www.nma.gov.au/learn/classroom-resources/gold-rush-game>