

Shaping our identity

## Support notes

This resource is for Stage 3 students produced by the Centre for Learning Innovation (DET NSW).

*Gold : Shaping our identity* is a cross-curricular resource. It provides opportunities for students to explore the discovery of gold and the influence it had on our environment, heritage and the Australian identity. The resource focuses on the changes that occurred as a result of the gold rush and the events that helped shape Australia’s democracy.

Download the NSW Human Society and Its Environment [K-6 Syllabus](http://k6.boardofstudies.nsw.edu.au/files/hsie/k6_hsie_syl.pdf) (.pdf 341kB)

In *Gold: Shaping our identity* students will:

* examine population data and use it to construct a column graph in Excel
* devise questions to interpret a graph
* use Scribble maps to present information
* identify the *push and pull* factors that influenced migration during the gold rush
* plan questions and conduct a mock interview with a gold miner
* present the interview as a podcast
* design an advertisement or write a persuasive letter
* compare images of Melbourne and record findings in a T-chart
* write a newspaper advertisement or design a machine to extract gold
* create a table and enter data
* complete an internet search to discover how mining spread
* record an audio using Audacity or a podcast
* prepare a speech or design a poster on the need for taxes
* respond to videos and answer questions
* research the origin and symbolism of the Eureka flag
* search for images of events leading to the Eureka uprising
* use images to construct a timeline in OneNote and annotate
* post a blog
* match mining techniques to their descriptions
* rank environmental issues as a result of gold mining
* sort facts in the SMART Notebook activity
* identify land management measures to protect the environment
* develop a campaign for or against the development of the Lake Cowal gold mine in NSW including a speech, an audiocast, a poster, a letter and an interview

The [QUICK](http://web.archive.org/web/20080202064426/http:/www.quick.org.uk:80/menu.htm) (Quality Information Checklist) provides students with eight ways of checking information on websites or follow these [tips](file:///C:\LRR%20Resources\13286%20Gold%20-%20shaping%20our%20identity\documents\evaluating_websites.doc) (.doc 29kB) or a [checklist for evaluating resources](file:///C:\LRR%20Resources\13286%20Gold%20-%20shaping%20our%20identity\documents\qukchlist_res_lib_inf.doc) (.doc 231kB) from School Libraries and Information Literacy, NSW DET.

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|  | The major social changes This section examines why and from where people came to join the gold rush, the population explosion and the rapid development that took place.  Refer to The State Library of NSW resource [Eureka! The rush for gold](http://www.sl.nsw.gov.au/stories/eureka-rush-gold) for background information and primary sources to use with students. A population explosion 1. Examine and discuss the data on population growth in the ‘Country of origin table: Australia’s population in 1851 and 1861’. Students may view it in [Word](file:///C:\LRR%20Resources\13286%20Gold%20-%20shaping%20our%20identity\documents\Population_table.doc) (DOCX 118kB) or print it. Either individually or in groups they can follow the steps to organise the information in a column graph using Microsoft Excel. Students show their understanding of the graph by devising five questions for other students to answer.  2. In *Scribble Maps* students use Google maps to locate places, add place-markers with or without images and text, show a route or give directions, then save and share their project.  *Scribble Maps* requires a login and has video tutorials for hints about how to use the software. Find hints for using Scribble maps and adding images at the end of these notes.  The Scribble maps [presentation](file:///C:\LRR%20Resources\13286%20Gold%20-%20shaping%20our%20identity\documents\Scribble_map_present.doc) (DOCX 110kB) document gives instructions for students on completing the task.  3. Get each student to open the [Push and pull factors](https://docs.google.com/presentation/d/1JqrtScczdpeWirlAXxnitMhaiuhDn762uuTMVIk3T6Y/copy) presentation. They will each get a copy of their own that they should share with you.  If you want students to perform the interview, divide the class into groups and have each group research conditions in a different home country at the time of the gold rush. Then students can pair up with someone from a different group and interview each other.  The Word document [Diggers interview](file:///C:\LRR%20Resources\13286%20Gold%20-%20shaping%20our%20identity\documents\Diggers_interview.doc) (DOCX 116kB) has some tips and techniques for interviewing.  Students should use the Push and pull factors presentation to write focussed questions for the interview.  Anchor or Audacity are excellent tools for recording a podcast. Small towns become cities 1 and 2. The readings, images and audio build up a picture of the rapid growth in and around the city of Melbourne in the 1850s and beyond.  3. Students can write their letter by using a letter template in Word or Google Docs. You may want to read through an example of a letter written at the time – there are many at [ballaratgenealogy.org.au](http://ballaratgenealogy.org.au/research/diaries-journals-letters). |

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|  | New found wealth in the colony This section examines the gold rush as a stimulus for new mining technologies and economic growth. Mining takes off You might use this [Wikipedia entry](https://en.wikipedia.org/wiki/Australian_gold_rushes#Notable_gold_finds_which_started_rushes) to learn of gold discoveries in other parts of Australia that started rushes. Students are asked to follow the gold rush in Gympie, Coolgardie and Kalgoorlie, but you might suggest other, more relevant sites.  Students can use the time.graphics site to create a timeline of gold discoveries around Australia. The growth of industries 1. To explore the development of new gold mining technologies and patents from the gold rush era, students will read through the pamphlet. Each technology has some questions for discussion. Students select one of the methods to promote in a newspaper or invent their own extraction method or machine. Students could use the following link on developing an [effective advertisement](https://bizfluent.com/how-4461097-design-effective-newspaper-ad.html).  2. To create the table showing the different industries that sprang up in Bendigo, students will need to read [*Tent Cities and Ten Mile* *Towns*](http://www.sbs.com.au/gold/story.php?storyid=74) and scroll to *Golden Cities* to gather some information. Students may further investigate by searching for images of Bendigo around 1862 and using their background knowledge to suggest other businesses and occupations that would have existed in a growing gold town. |

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|  | The British class system is challenged  1. This section deals with the political and social upheaval that followed the gold rush.  A fight for democracy  1. 1. The [*Harvest of endurance scroll*](http://www.nma.gov.au/collections/collection_interactives/harvest/harvest.htm) is a collection of 18 painted panels depicting the hardships the Chinese experienced in Australia over two centuries. Students may use this valuable visual resource to inform developing their [audio recording](file:///C:\LRR%20Resources\13286%20Gold%20-%20shaping%20our%20identity\documents\chinese_digger.docx) or letter (DOCX 123kB) for family in China. 2. 3. Students could use [Glogster](http://edu.glogster.com/) to produce an interactive poster or produce a podcast to persuade miners of the necessity for gold licences to raise revenue to develop the struggling economy. 3. 4 and 5. This [Sites2See](https://app.education.nsw.gov.au/rap/resource/access/f9214d93-b77d-4570-a4a9-1d33f46d8fbb/1) guides students through the Information Skill Process (ISP) and can assist them with research on the Eureka uprising. Ask students to give feedback on the *Assessing phase* to evaluate the tasks and the usefulness of the ISP. 4. 6. You could provide this [timeline](http://pandora.nla.gov.au/pan/41736/20040505-0000/www.statelibrary.vic.gov.au/slv/educate/publications/eureka/time.htm) for students needing support. Here are some [images](http://pandora.nla.gov.au/pan/41739/20040505-0000/www.statelibrary.vic.gov.au/slv_/exhibitions/goldfields/eureka/euslaugh.htm) from the [State Library of Victoria](http://www.slv.vic.gov.au/) resource [Golden Victoria](http://ergo.slv.vic.gov.au/explore-history/golden-victoria/impact-society), that students could use. Students could construct the graphic timeline using [time.graphics](https://time.graphics), OneNote or Powerpoint. They search for images of events that led up to the Eureka uprising. They could copy and paste the images then arrange the images in chronological order. Students annotate each image stating the event and the date of the event and share their timeline with others. 5. 7. Set up a blog at blogED located on the NSW DET portal, ‘My Learning Tools’ (if you don’t have access, ask your principal to organise it) for your students to post their opinions about the Eureka uprising and its influence. |

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|  | Mining and the environment Discuss the Aboriginal peoples’ connection to the land.  Read William Howitt’s prediction regarding the impact of gold mining on the environment. A spoilt land 1. From the [early mining techniques](http://www.egold.net.au/biogs/EG00009b.htm) have students click *+ Read more* when the linked page opens for descriptions of early mining techniques and how they impacted on the environment.  2. The [quiz](https://docs.google.com/forms/d/1gJV41frViDlGG9vQMNi9bIyWYSbDTprrki9eP7QGREQ/copy) requires students to read the mining technique and choose the matching environmental impact. You will need to click on the link yourself first, to make a copy for your class, then share the quiz with your students. Mining today The [virtual tour](https://poly.google.com/view/aoH8Lt1Z_B0) of the Big Pit mine can be viewed normally or with VR equipment, including smartphones with a headset attachment like Google cardboard.  1. Click on the link to read about the open-cut mining method and underground mining.  [This is a link](https://docs.google.com/forms/d/1uZYKMmBnksAVyzWec2_XRvu-8Bon8V1cRUs0jr0UBgE/copy) to a short quiz created with Google forms. When you click on it, you will get your own copy – share the link to that with your students. Students could watch [BTN](http://www.abc.net.au/btn/story/s2823680.htm) to see how new technology and the increase in the price of gold has led to the reopening of old mines.  2. Once students have read through the case studies, this is a good opportunity for some class discussion. What should a community expect from a mining company? How long should a mining company be required to support an area that they have operated in?  3. In developing a plan of action to support a campaign on the Lake Cowal gold mine students will first need to decide which interested party they will be representing: the environmentalists, the Aboriginal group or a local business. Use the resource [Making a difference](https://app.education.nsw.gov.au/rap/resource/access/e379a75d-ca1c-49d7-9c56-fcefb96d635b/1) as a springboard to show students how people’s belief in a cause can lead them to become active citizens in their community. The resource uses interviews to tell the story of the issue, the action plan taken and the outcome (currently uses flash).   1. Use this Google slides presentation about making a [plan for action](https://docs.google.com/presentation/d/11PVyvgNToFadowQG3qUUCL0GMJ2w1nG6B3KaZ5PwBQo/copy). Clicking on the link will create a copy for you, and if you share the link with your students it will create a copy for each of them, which may be useful in getting them started. It identifies steps to follow for making an audiocast and a poster. It provides sentence starters for inclusion in a persuasive letter. There are points to consider in making a speech, writing a letter and conducting an interview. |

### Hints for using *Scribble Maps*

Roll over the images on the toolbar at the top left to find the variety of tools to use on your map.

You can Select (Move and change), drag your map, use the eraser, paint, scribble, draw lines, rectangles, circles and free shapes around areas as zones/areas to focus on, add text, place markers and add image, and then save and share with your group, class or teacher.

When you are ready to save, click on the Menu button and choose Save Map. This gives you a map ID (which you might like to write down to remember) and you can add in a title and description. Check Autosave and Delist Map (to keep it more private) and then Save. You can give your map a password (which you might like to write down to remember) and then save, or you can save without a password.

The next window gives you three pieces of information you need to save:

• the Map ID which you saved earlier, which you can use later to re-upload your map

• the Map directory link, which you can email for others to see your map

• the Direct link, which is a quick way to load your map to work on later.

### Using images in *Scribble Maps*

To add an image to your work, firstly zoom right in close to the area of the map where you are going to place the image.

• Find your image, right click on the image and go down to the word Properties. In the information that then appears, there will be a heading Address (URL) which has the address of the image. Copy this.

• Click on the Add Image button on the *Scribble Maps* toolbar and paste in this image information.

• Check the box Scale With Map so that the image decreases in size as you zoom out on your map.

• Click Add to Map and a small camera image will replace your arrow as you move your cursor. Wherever you click this will be where your image is loaded – but be careful as it is difficult to delete if placed in an incorrect position.

It may take a few tries to get the image to the size you want compared to the map.

Click back on the Select tool on the toolbar and zoom out from your map to see your image uploaded.