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| **Rationale:**  This unit plan aims to address and investigate the history of the discovery of gold, in particular the gold rush in Victoria during the 1850s. Throughout the unit students will learn about the many implications, both positive and negative, that the gold discovery had on the community and the development of Victoria socially, economically and politically. Students will be given the opportunities to explore and become aware of many aspects of life on the goldfields during the 1850s, including food, shelter, occupations, school, clothes and transport. Students will also investigate the issues surrounding the miners’ licenses and laws that where introducing during the gold rush period. Students will look closely at the processes and tools used to mine gold and discover the steps taken to produce jewelry, coins, and other objects and items made from gold.  Gold, in particular, the gold rush during the 1850s hold a very important part in the history of Victoria and Australia as a country. The gold rushes during this time and through the nineteenth century are etched into our national folklore (Australian Government, 2007). The Gold rush had huge implications on the Australian economy and the development of whom we are (Australian Government, 2007). It is vital that students can provide specific information to support the claims they make about the past (Hoepper, 2006). In completing this unit it is hopeful that students will be able to do so. Importantly, everyone, including our students will benefit from and need to become aware of this historical period in the lives of many Australians and develop an understanding and connect the human experiences with their own values and ideas (Gilbert, 2004). The children we teach in school now will become the parents, voters, workers, teachers and business people of tomorrow (Hicks, 1994), so if we want our special history during the gold rush years to continue to be taught, we just teach it to the students of today. |
| **Understandings/skills to be developed:**  Throughout this unit students should start to develop an understanding on the content questions below.   * What is gold? * Why is it a precious metal? * When was gold first discovered in Victoria? * Where is gold found? * How did the discovery of gold affect the development of Victoria? * How did the discovery of gold impact on indigenous Australians living in the 1850s? * Who came to Victoria to mine for gold in the 1950s? * What was life like on the goldfields in Victoria? * What was the impact of the Eureka Stockade? * What is gold used for? * What did people eat and wear during the gold rush? * What were the effects of the laws during the 1850s? * Why were miners unable to pay for their mining license? * What tools and equipment were used to find gold? |
| Students will also develop skills relating to the following –   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Analyzing | Classifying | Observing | Reading | Working in groups | Responding to others work | | Checking | Explaining | Presenting | Predicting | Providing feedback | Researching Information | | Designing | Reporting | Viewing | Organizing | Peer assessing | Using Computers | | Listening | Testing | Summarizing | Elaborating | Sharing ideas | Working Independently |   **Links to VELS:**  **Physical , Personal, and Social Learning**   * *Civic and Citizenship – Civic knowledge and understanding* – Students learn about the contribution democracy has made to Australia’s history and national identity. Students describe the differences between rules and laws and describe the qualities of a good law (Victorian Essential Learning Standards – Civic and Citizenship, 2005). * *Civic and Citizenship – Community engagement* – students apply their knowledge and understanding in a range of community based activities (Victorian Essential Learning Standards – Civic and Citizenship, 2005) * *Interpersonal Learning – Working with teams* – students work effectively in different teams and take on a variety of roles to complete a task. Students also are able to explain the benefits of working in a team and provide feedback to others, as well as evaluated their own performances (Victorian Essential Learning Standards – Interpersonal Learning, 2005) * *Personal Learning – The individual learner* - Students identify, with support, their preferred learning styles and use strategies that promote learning. They seek and use teacher feedback to develop their content knowledge and understanding (Victorian Essential Learning Standards – Personal Learning, 2005)   **Discipline Based Learning**   * *History – Historical knowledge and understanding* – Students demonstrate an understanding of significant events in Australian history. Through studying the past they learn about change and it impact on people’s lives. Students will learn about cause and effect, the relationship between events and people’s actions and intentions. They learn about evidence and the range of sources of information about the past. Students also sequence events and describe their significance (Victorian Essential Learning Standards – History, 2005). * *History – Historical reasoning and interpretation* – students learn to frame questions in the light of their own knowledge and experiences and develop research and inquiry skills. Students develop skills in making judgments, and express their own ideas and opinions. Students also present their understandings in a range of forms (Victorian Essential Learning Standards – History, 2005). * *Geography – Geo-spatial skills* - Students research, collect and record data, e.g. – on maps (Victorian Essential Learning Standards – Geography, 2005). * *English* – *Writing*- students order information and sequence events using some detail or illustrative evidence. Students also produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They use a variety of strategies for writing, including note making, using models, planning, editing and proofreading (Victorian Essential Learning Standards – English, 2005). * *English – Reading -* Students read, interpret and respond to a wide range of literary (Victorian Essential Learning Standards - English, 2005).   **Interdisciplinary Learning**   * *Information and Communication Technologies (ICT) – ICT for creating* – students use of graphics organizers to help structure thinking. They use tools and a range of data types to create information products designed to inform, persuade, entertain or education particular audiences (Victorian Essential   Learning Standards – Information and Communication Technologies, 2005)   * *Information and Communication Technologies (ICT) – ICT for visualizing thinking* – students structure their thinking processes and construct knowledge, as well as using ICT tools and techniques that support the organization and analysis of concepts, issues and ideas. Students also use ICT tools to list ideas and order them into logical sequences (Victorian Essential Learning Standards – Information and Communication Technologies, 2005). * *Information and Communication Technologies (ICT)* – *ICT for communicating –* students locate information on the intranet and search engines to location information from websites. Students also present their ideas and understandings to an audience, using ICT to support their presentations (Victorian Essential Learning Standards – Information and Communication Technologies, 2005). * *Thinking Processes – Reasoning, processing and inquiring* – students learn to question and assemble knowledge and develop opinions. Students are able to collect information from a range of sources to answer their own and others’ questions. They apply thinking strategies to organize information and concepts in a variety of contexts (Victorian Essential Learning Standards – Thinking Processes, 2005) * *Thinking Processes - Reflection, evaluation and metcognition –* Students use different strategies to organize their ideas, and use appropriate language to explain their thinking to others. Students also identify their ideas and opinions and provide reasons for their point of view (Victorian Essential Learning Standards – Thinking Processes, 2005). * *Communication – Listening, Viewing and Responding* – students are able to ask questions to clarify their understanding about ideas and information they listen to and view (Victorian Essential Learning Standards – Communication, 2005). * *Design, Creativity and Technology – Investigating and Designing* – students use words, labels to communicate the details of their designs and clarify ideas when asked (Victorian Essential Learning Standards – Design, Creativity and Technology, 2005). |