



Learner and Teacher Agency

Year 5 HASS: Gold-rushes in Australia

HASS Inquiry Question:

How have individuals and groups in the past contributed to the development of Australia?

Subject Specific Inquiry Question:

What do we know about the lives of people in Australia's colonial past and how do we know?

Concepts: Sources, Significance, Empathy, Perspectives

Immersion Learning Tasks:

- Exploration at home of things made out of gold
- Class mind-map of what is already known about the gold-rushes
- See, Think Wonder: *Life on the goldfields* (<https://s-media-cache-ak0.pinimg.com/originals/e2/28/4c/e2284c1afb96fe24b5b6ea769008fb0d.jpg>)

Blooms Taxonomy: Gold: Opportunity or disappointment?

Knowing and Understanding (Inquiry)

1. Draw and label a map that shows the main goldfields in Australia and the dates when gold was discovered.
2. Who were the people who came to the goldfields? What did they hope to achieve?
3. Why did tensions develop between the gold miners and the police in Victoria?
4. What was the Eureka Stockade? Where do your sympathies lie?
5. How did aboriginal people react to the miners?

Applying and Creating (Engagement)

1. Diary/ blog of a Digger
2. Demonstration of how one pans for gold
3. Letter to someone back home describing life on the goldfields



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4. Develop a business plan for setting up a company to meet the needs of miners on the goldfields
5. ICT: Kahootz model of a gold field
6. Create shoe-box museum about any aspect of the gold-rushes

Analysing and Evaluating (Thinking critically)

1. Explain why life on the goldfields was beneficial for some, but not for others.
2. Compare and contrast one Australian gold-rush with another, for example, did one have a greater impact than another?
3. To what extent was life harsh and lawless on the goldfields?
4. How significant was the discovery of gold for one Australian state?
5. "Racism was a major feature of life on the goldfields." Do you agree? Argue your case.

J. Farrall, Last updated 7/6/2017