UNIT PLAN: A TOWN IN THE MAKING

Unit Overview

Unit Plan Title: A town in the making.

Year level: Year 5

No of weeks: 10

Unit questions:
• How has historical events impacted on the development of the town Castlemaine?
• What is significant historical information?
• How are the past and present day inextricably linked?

Content questions:
• How historic buildings of Castlemaine came about and what their original purpose may have been?
• What the significant historical events and or landmarks are in and around Castlemaine?
• What map features and significant landmarks should included on a map of Castlemaine?
• How are the primary information sources different from the research secondary sources?
• What area of interest can be further investigated and reported on?
• What information need to be added to a report and what can you leave out?
• How to apply knowledge to help others discover Castlemaine?

Unit Summary:
Students look at the present day Castlemaine and the historical events that have played a part in it's development. Students use the geographic and historic information they learn about the town to create a communication product for others to learn about Castlemaine and it's history.
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<tr>
<th>Assessment</th>
<th>Key Elements</th>
<th>Standards</th>
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<tbody>
<tr>
<td>At level 5 students will</td>
<td></td>
<td>AusVELS curriculum standards</td>
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<tr>
<td>Help others discover Castlemaine.</td>
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<td>Humanities History/ Historical skills</td>
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<td>Creation of communication product.</td>
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<td>Summative marking based on criteria Rubric marking of brief, planning and</td>
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<td>in report or presentation at lesson 7.</td>
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<td>Humanities History/ Historical knowledge</td>
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<td>Describe significant events in Australian development.</td>
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<td>Sequence significant historical events in Australia, including key stages in the</td>
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<td>development of a town.</td>
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<td>Students compile a timeline showing key stages in the development of a town.</td>
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<td>Help others discover Castlemaine.</td>
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<td>Humanities History/ Historical knowledge and understanding</td>
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<td>The significance of a significant development or event on a colony, for example, The</td>
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<td>gold rushes, the advent of rail. (ACHHK095)</td>
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<td>Humanities History/ Historical knowledge</td>
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<td>Local information related to inquiry questions in a range of sources (ACHHST02)</td>
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<td>Humanities History/ Historical skills</td>
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<tr>
<td>Compare information from a range of sources (ACHHST03)</td>
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<td>Humanities History/ Humanities History</td>
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<td>Identify and locate a range of relevant sources (ACHHST01)</td>
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<td>Humanities History/ Historical knowledge</td>
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<td>Identify questions to inform an historical inquiry (ACHHS100)</td>
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<td>Humanities History/ Historical skills</td>
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<td>Develop texts, particularly narratives and descriptions, which incorporate</td>
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<td>source materials (ACHHST05)</td>
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<td>Humanities History/ Historical knowledge</td>
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Discipline-based Learning and Assessment.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Area of Interest</th>
<th>Area of Interest</th>
<th>Assessment Task</th>
<th>Learning and Social Emotions</th>
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</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Physical, Personal and Social Learning</td>
<td>Physical, Personal and Social Learning</td>
<td>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)</td>
<td>Formative / Summative. Through area of interest report or presentation.</td>
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<tr>
<td>Humanities</td>
<td>Geography</td>
<td>Geography</td>
<td>Students develop mapping skills to create maps of Castlemaine landmarks. Maps created of Castlemaine and use of geographical features.</td>
<td>Formative.</td>
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<tr>
<td>Humanities</td>
<td>Economics</td>
<td>Economics</td>
<td>Students learn about the nature of the economic problem (scarcity): that is, that our needs and wants are unlimited but the resources available to satisfy these wants are limited.</td>
<td>Formative / Summative. Through area of interest report or presentation.</td>
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<tr>
<td>Humanities</td>
<td>Geography</td>
<td>Geography</td>
<td>The maps created use conventional geographical language, including scale, compass points for direction, alphanumeric grid references and legends to locate places. Students also learn about other landmarks in the town, and interpret their location such as landmarks in the town relative to other landmarks in the town.</td>
<td>Formative.</td>
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<td>Humanities, Geography</td>
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<tr>
<td>Humanities</td>
<td>Humanities</td>
<td>Humanities</td>
<td>People on the gold fields.</td>
<td>Formative / Summative. Through area of interest report or presentation.</td>
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<td>Humanities</td>
<td>Humanities</td>
<td>Humanities</td>
<td>Castlemaine prior to the gold rushes.</td>
<td>Formative / Summative. Through area of interest report or presentation.</td>
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<tr>
<td>Humanities</td>
<td>Humanities</td>
<td>Humanities</td>
<td>Indigenous / Aboriginal people are explored through history of Castlemaine prior to the gold rushes.</td>
<td>Formative / Summative. Through area of interest report or presentation.</td>
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<tr>
<td>Humanities</td>
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<td>Formative.</td>
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<tr>
<td>Humanities, Geography</td>
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<td>Humanities, Geography</td>
<td>Use a range of communication forms (oral, graphic, written) and digital technologies</td>
<td>Formative.</td>
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<td>Learning Area</td>
<td>Activity</td>
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<tr>
<td>Interpersonal</td>
<td>Mind Map activity</td>
<td>Students effectively work in pairs or groups of 4 to produce a mind map and conduct research of various images and information to prepare a mind map and conduct research of various images and information. They also apply the knowledge and skills of Castlemaine's history. They participate in the development of the team's effectiveness in team work. Working in different teams, students are provided with opportunities to prepare a mind map and conduct research of various images and information.</td>
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<tr>
<td>Information and Communication Technology</td>
<td>Design Creativity and Technology</td>
<td>Students use ICT tools to produce an information product, 'Help others discover Castlemaine'. They also apply the knowledge and skills of Castlemaine's history. They contribute to the development of design briefs for the products they will create. They continue to develop the development of design briefs for the products they will create.</td>
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<td>Interdisciplinary</td>
<td>Case studies, or development of a video</td>
<td>Students use ICT tools to produce an information product, 'Help others discover Castlemaine'. They also apply the knowledge and skills of Castlemaine's history. They contribute to the development of design briefs for the products they will create. They continue to develop the development of design briefs for the products they will create.</td>
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<tr>
<td>Formative</td>
<td>Mind Map activity</td>
<td>When planning and designing a tourist brochure, students are provided with opportunities to prepare a mind map and conduct research of various images and information. They also apply the knowledge and skills of Castlemaine's history. They contribute to the development of design briefs for the products they will create. They continue to develop the development of design briefs for the products they will create.</td>
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<tr>
<td>Formative</td>
<td>Summarise</td>
<td>They need to assess the reliability of the web host and the accuracy of the information. This may involve applying criteria for assessing the reliability of information, such as reviewing search questions to locate information quickly on the Internet. This involves applying criteria for assessing the reliability of information, such as reviewing search questions to locate information quickly on the Internet.</td>
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<td><strong>Lesson 1</strong></td>
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<td><strong>Objective of lesson:</strong></td>
<td>To get students thinking about what landmarks make the town what it is today. Why are these landmarks significant enough for tourists to want to see them.</td>
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| **Key Questions:** | Students learn about present day Castlemaine  
- What is there?  
- Why visitors go there?  
- How historic buildings came about and what their original purpose may have been? |
| **Foster values, attitudes and thinking in students** | Students are asked to make links between some of the landmarks they have chosen. They speculate how they came about and what the original purpose may have been. |

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<tr>
<td><strong>Lesson 2</strong></td>
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<tr>
<td><strong>Objective of lesson:</strong></td>
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<td><strong>Key Questions:</strong></td>
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<td><strong>Foster values, attitudes and thinking in students</strong></td>
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<td><strong>Lesson 3</strong></td>
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<td><strong>Objective of lesson:</strong></td>
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<td><strong>Key Questions:</strong></td>
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<td><strong>Foster values, attitudes and thinking in students</strong></td>
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<td><strong>Lesson 4</strong></td>
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<td><strong>Objective of lesson:</strong></td>
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<td><strong>Key Questions:</strong></td>
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<td><strong>Foster values, attitudes and thinking in students</strong></td>
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<td><strong>Lesson 5</strong></td>
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<tr>
<td><strong>Objective of lesson:</strong></td>
<td>Students have some knowledge of Castlemaine and associated historical events. <strong>They now look at one research area in more detail.</strong> By investigating further this increases their understanding of an historical event. In doing so students can think deeper and make inferences about how that event impacted on the development of Castlemaine, understanding that the past and present day inextricably linked.</td>
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<tr>
<td><strong>Key Questions:</strong></td>
<td>Students choose an area of interest for further investigation.</td>
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<tr>
<td><strong>Foster values, attitudes and thinking in students</strong></td>
<td>Learning in detail on one area will help support the students mental picture for the development of the town. In their research they also come across other information with less direct relevance, and some relevance to the overall mental picture. Students will apply what they learn to the historical development of of other towns and cities.</td>
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| **ANALYSING**  
**Lesson 6** |  |
|---|---|
**Objective of lesson:** | Students learn to analyse information and make judgements about what is important to them. |
**Key Questions:** | Students take the information they have learnt on their chosen area and break down the information. Students remove less relevant information and sort facts from inferences.  
• What information to add to report or presentation and what to leave out? |
**Foster values, attitudes and thinking in students** | Students take one area of interest and research further with the goal of creating a report or presentation. In doing so students will continue to make links and inferences with what they have seen and read about. |

| **SYNTHESIS**  
**Lesson 7** |  |
|---|---|
**Objective of lesson:** | Students create concise factual information piece. |
**Key Questions:** | Students compile their information into a factual report or presentation to demonstrate their knowledge. |
**Foster values, attitudes and thinking in students** | Students refine their thinking to form a report or presentation. |

| **CREATING AND EVALUATING**  
**Lesson 8, 9 and 10** | **Create information product to help others discover Castlemaine?** |
|---|---|
**Objective of lesson:** | Students have knowledge and understanding of Castlemaine history and it's development to present day. **Students will now have the opportunity to tell the story their way.** Taking advantage of historical understanding they can communicate this for others to learn and enjoy as they have.  
_Each product area is designed to suit a different learning modality._ |
**Key Questions:** | How to apply knowledge to help others discover Castlemaine? |
**Foster values, attitudes and thinking in students** | Students consider how they will convey their knowledge in a format suited to their intended audience. |
Appendices:

- Lesson Plan 1 - Mind Map
- Lesson Plan 2 - Timeline
- Lesson Plan 3 – Mapping
- Lesson Plan 5 – Area of further learning
- Lesson Plan 6 - Analysis of information
- Brochure – A town walk in Historic Castlemaine
LESSON PLAN WEEK 1 -- TUNING IN

Name: [Blank]
School: [Blank] Date: [Blank]
Topic: Mind Map – lesson 1 Year Level: 5
Learning Area: Historical Knowledge and Duration: 60 mins
Understanding

Learning Purpose:
To get students thinking about what landmarks make Castlemaine the town what it is today. Why are these landmarks significant enough for tourists to want to see them.

AusVELS references:
- History / Historical Knowledge and Understanding / The impact of a significant development or event on a colony; for example, the gold rushes, the advent of rail, (ACHHK095)
- History / Historical Skills / Identify questions to inform an historical inquiry (ACHHS100)

Group set up
<table>
<thead>
<tr>
<th>Engagement:</th>
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<tr>
<td>On completion ask students to discuss 'Why are these landmarks significant enough for tourists to want to see them.' (15 mins)</td>
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<th>Procedure:</th>
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<tr>
<td>Once a discussion about Castlemaine has started hand out Mind Map activity sheet.</td>
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<tr>
<td>Ask students to work in pairs and begin creating Castlemaine Mind Map.</td>
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<tr>
<td>Once the Mind Map has been completed ask students to consider responses to questions on activity sheet. (35 mins)</td>
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<tr>
<th>Pulling it together:</th>
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<tr>
<td>Ask students how they think Castlemaine started as a township. Was there one event in history that is more significant than others. (10 mins)</td>
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Materials
Lesson starts as whole class for initial discussion then changes to working in pairs for Mind Mapping. Wrap up of lesson is a whole class discussion.
Mind Map activity sheet.
**Observations of students’ learning:** Look for students making effort and writing down their ideas.

**Teacher’s Resources:**
- Mind Map activity sheet.
- Video of Castlemaine
- Internet access and laptops for students

**Catering for inclusion:** Students working pairs. Some students can make suggestions while other writes down ideas. Print out and use pictures to convey ideas. Students should be working without teachers assistance freeing up teacher to help special needs students.
**Activity sheet – Castlemaine mind map.**

Create a mind map on a blank sheet of paper or using mind mapping software like Inspiration. Place Castlemaine in the centre. Work in pairs to write down all things you know about Castlemaine. See the example below. When you have finished discuss with your partner what things can be linked together and why. Draw in the links on your mind map and next to the link write brief description of why they link together.

To get you started here are a couple of things you might like to include in your mind map:
Market building, Gold fields, Telegraph station, historic buildings and many more....

When you have finished your mind map answer the following questions:

1. What items on your mind map are the most significant landmarks? Why do you think they are significant?

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2. If you had to show someone around Castlemaine what would you want them to learn about the town?

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LESSON PLAN WEEK 2

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<tr>
<th>Topic:</th>
<th>Learning Area:</th>
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<tr>
<td>Timeline – lesson 2</td>
<td>Historical Knowledge and Understanding</td>
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<th>Year Level:</th>
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<tr>
<td>5</td>
<td>60 mins</td>
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**Learning Purpose:**
Students now begin to learn about the historically significant events and landmarks of Castlemaine. They begin to see the chronological sequence of events that lead to the development of the current day township. Students begin to see why some events and landmarks are significant and how historians sort and classify information in a meaningful way.

**AusVELS references:**
- History / Historical Knowledge and Understanding / The impact of a significant development or event on a colony; for example, the gold rushes or the advent of rail, (ACHHK095)
- History / Historical Skills / Identify questions to inform an historical inquiry (ACHHS100)
- History / Historical Knowledge and Understanding / Sequence historical people and events (ACHHS098) compile a timeline showing key stages in the development of a town including significant historical events in Australia’s development.

**Group set up**
Lesson starts as whole class for initial discussion and watching videos. Students then work in groups of four to research and fill in timeline. Wrap of lesson whole class discussion

**Materials**
Timeline activity sheet.

**Engagement:**
Start the lesson by asking students: What are the significant historical events and or landmarks occurring in and around Castlemaine? Allow for a couple of answers and tell students to hold their responses until after the videos. Play the videos. (20 mins)
http://www.youtube.com/watch?v=z2Npp-lxSeY
http://www.youtube.com/watch?v=Fm_W9wHJOBg

**Procedure:**
- Ask students to form group of four and use the following website to research and complete the timeline activity sheet. (35 mins)
  http://www.egold.net.au/biogs/EG00246b.htm

**Pulling it together:**
Ask students to consider the impacts of the discovery of gold and discuss as a class. Prompting questions.
-What happened to the population of the town?
-What happened to the environment?
- How did the town develop? (5 mins)
**Observations of students’ learning:** Look at how well students are working together and answering time questions.

**Teacher's Resources:**

- Timeline activity sheet.
- Internet access and laptops for students.

**Catering for inclusion:**

- Students can note historic events by replaying videos.
Activity sheet – timeline

Start – 1830’s The ................ indigenous people lived in and around Castlemaine?

1830 – 1850’s European pastoralists set up farms in the Castlemaine area. Name the Pastoralist who had the Mount Alexander run and contributed to the discovery of gold?

..............................................................

July 1851 What significant event occurred?

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September 1851 What did Governor Charles Latrobe do that miners didn’t like?

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December 1851 What was the protest called that occurred and why was it held?

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.............. What year did Castlemaine officially become a town?

1855 What important landmark was built in this year.

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1862 What important landmark in Castlemaine officially opened on this day?

..............................................................

.............. What year did the Castlemaine railway station open?
LESSON PLAN WEEK 3

Name: 
School: 
Topic: Mapping – lesson 3
Learning Area: Geography
Date: 
Year Level: 
Duration: 60 mins

Learning Purpose: 
Students learn to place landmarks on a map using mapping skills.

AusVELS references: 
• Humanities – Geography / Students develop mapping skills to create maps of Castlemaine landmarks. The maps created will use conventional geographic language, including scale, compass points for direction, alphanumeric grid references and legends, to locate places.
• Humanities – Geography / Students participate in fieldwork using simple techniques; for example, collecting and recording data on how the human and physical characteristics of a selected site are changing or have changed.

Engagement: 
Bring up a map of Castlemaine using Google maps on the interactive whiteboard. Zoom the map out to show relative position to Melbourne and Bendigo. Ask students to describe where Castlemaine is in relation to Melbourne. (10 mins)

Procedure: 
• Ask students to work in pairs and to bring up a map of Castlemaine on google maps. 
• Students explore the features of google maps. Noting the compass bearing, scale and any other features. (10 mins) 
• Students note the scale of maps. 
• Show students example of a map they are to create 
• Ask students to now draw their own map of the main streets in Castlemaine. Maps will need to include north direction point. A scale and a alpha numeric grid reference. (30mins)

Pulling it together: 
• When maps are complete ask students to mark on maps major land marks and some of historical significance they have learnt from previous lessons. (10 mins)

Group set up | Materials
--- | ---
Lesson starts as whole class watching google map of Castlemaine. Whole class discussion. Students form pairs and move to computers. Students work individually to create maps. | Internet access
Interactive whiteboard
Laptops or Tablet computers
Pencils, measured rulers, A3 paper.
Historical walk of Castlemaine brochure
**Observations of students’ learning:**
Students are able to start making a map and have applied a grid reference. Students asking questions about scale or including on map.

**Teacher’s Resources:**
- Internet access
- Interactive whiteboard
- Laptops or Tablet computers
- Historical walk of Castlemaine brochure (map example)

**Catering for inclusion:** Students work in pairs to share ideas and skills.
### The Golden Dragon Museum

5-9 Bridge St Bendigo.  
**Open daily**  
9.30am - 5.00pm  
**Closed**  
Christmas Day  

Contact Person: Ben Langan  
*Museum Officer Education programs*  
Telephone + 61 3 54 415044  
Museum info@goldendragonmuseum.org  
[www.goldendragonmuseum.org](http://www.goldendragonmuseum.org)

Best access is bus drop off and pick on Bridge St directly outside front entrance. Car and bus parking available at Park Rd and Farmers Lane. Metered street parking available near by, cost is approx $2 per hr.

### Facilities

- Disability and wheel chair access, toilets, and first aid, safety office on site.  
- Tea room / Cafe commercial enterprise that can cater for student/ group lunches.  
- Workshop teaching room could be used for lunches on wet day, otherwise outside courtyard or gardens across the road.  
- The venue provides educational curriculum linked tours and workshops from museum officers.

The most advantageous use of the venue would be in unit plan for Humanities history grade 5 or 6. Students can learn about the Chinese contribution to the Victorian Gold Rush era. Students can use the guided tour and activities as a source for historical information related to Chinese immigration and gold digging.


**COST:** Chinese Footsteps Education Program (kit) $18.00 per kit, plus the Golden Dragon Museum Educational Tour at $8.00 per student  
(Ratio 1 adult free of charge to 10 students, additional adult $11)

Links with AusVELS curriculum

- Humanities History / Historical Knowledge and understanding: Describe the significant events that have lead to the development of an area in Australia including the 1850’s gold rushes. **Students demonstrate an understanding of histories of some cultural groups which make up Australia today.** They make links and appropriate comparisons with contemporary Australia.

- Humanities History/Historical skills: Compare information from a range of sources **[ACHHS103]**, Identify and locate a range of relevant sources **[ACHHS101]**, Identify questions to inform an historical inquiry **[ACHHS100]**.

As students learn about the goldfields they will be exposed to great many other issues that came about at the time of a mass migration to Ballarat, Castlemaine, and Bendigo regions. Students will begin to learn about the impact mining for gold had on the environment and how the Government introduced new taxes and increased the fees charged on existing taxes to prevent people leaving other forms of employment in search of gold. The gold fields history becomes a starting point for many further historical inquiries.

Students could go on to use the information learned to discuss immigration and it’s affect on national prosperity. A solid link here is provided to Chinese immigration and the Golden Dragon Museum provides a valuable source of secondary source information for use in reports and to develop further inquiry questions. Curriculum covered could include history, civics and citizenship and geographical approaches when discussing Bendigo (Local) or China (Global).
In regards to the Unit of work created “Castlemaine a town in the making”. Many of the artefacts held at the museum have been found in the Castlemaine area. By visiting the Golden Dragon Museum students get a sense that the information they are researching is real by seeing tangible artefacts.

A visit to the museum is best placed at week 3 of the unit. At this point students have gained some background information and are in the finding out stage of their inquiry learning. The museum should act as a further level of engagement. They know something of the subject matter so the Chinese Footsteps Educational Program is not totally new. This will serve to enrich the knowledge they have so far and increase their interest by viewing the information in a different format.

It is understood the Goldfields and Chinese heritage of Bendigo do not make an obvious and direct link. However as students explore the two areas further they will find extricable connections. It is inferred that where ever the European miners were searching for gold Chinese miners were not too far away. The Chinese on the goldfields story is just one that has received less attention than the European perspective. Humanities- Australia’s engagement with Asia is a curriculum priority. The Chinese story in Australia’s history becomes an important area of learning for students.

Organising the excursion.

Discuss with other teachers during a planning meeting the idea of the excursion as part of the unit plan you have prepared. Explain that the excursion best fit the unit plan sequence in week 3 of the unit and semester. By holding the excursion in week 3 students have the chance to research about the discovery of gold in Victoria and learned that people from many countries have immigrated to Australia in order to take part in the search for gold. Some of these people are Chinese. At this stage the students will be adequately into the ‘finding out stage’ of the inquiry phase and a new information source from the Golden Dragon Museum will be useful to their inquiry.

Once the excursion has been agreed upon and the date it will occur the next steps are:

- Prepare a plan for the excursion day and list of things to do.
- Book the venue.
- Work out the cost per student and book buses.
- Notify office and admin staff of the excursion and associated fee.
- Produce a letter for parents and send this home with students for each parent to sign and supply the required fee.
- Request assistance for the excursion from parents or teachers who can help coordinate and manage the students on the day.

During the weeks prior to the excursion day use the humanities classes to begin teaching the lesson in the unit plan. Where possible use English classes to expand the student’s time to find out about gold discovery. Include a lesson that speaks about the Chinese involvement in the Gold Rushes or bring this up during discussion about who was involved in the Gold Rushes.

During the weeks after the excursion humanities classes will go through the lessons from the unit plan. Whenever possible refer to the excursion trip and the activities that occurred on the day and in doing work to enhance the teaching of the unit. Students write a recount of what they saw and heard at the Golden Dragon Museum. Students will be able to make more solid connections about the knowledge they gain by connecting with the visual and auditory memories of the excursion of the Golden Dragon Museum. Also by encouraging reflection on what students learnt on the excursion, students can make inferences to other parts of information they learn when researching the Gold Rushes and/or history of immigration to Australia. Students could write a narrative letter home to China from one of the people they learnt about.
LESSON PLAN WEEK 5

Name:
School:
Topic: Area of further learning Lesson 5
Learning Area: Economics, Asia, Sustainability, Historical Knowledge and Understanding.

Date:
Year Level: 5
Duration: 60 mins

Learning Purpose:
Students learn about the scarcity of resources and money through budgeting on the gold vs money activity sheet.
Students have some knowledge of Castlemaine and associated historical events. They now get to look at one topic in more detail. By investigating further on one topic their understanding of a historical event. In doing so students can think deeper and make inferences about how that event impacted on the development of Castlemaine. Understanding that the past and present day inextricably linked.

AusVELS references:
- Humanities Economics / Students learn about the nature of the economic problem (scarcity): that is, that our needs and wants are unlimited but the resources available to satisfy these wants are limited.
- History / Historical skills/ Identify questions to inform an historical inquiry (ACHHS100)

<table>
<thead>
<tr>
<th>Engagement:</th>
<th>Group set up</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students role play gold Vs money game activity sheet.</td>
<td>Students work individually on this task, gathering, collecting, and refining information as they proceed.</td>
<td>Gold Vs Money activity sheet</td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td>Activity sheets for each area of interest.</td>
</tr>
<tr>
<td>- As students begin to talk about what they learnt so far and what they would like to know more about. Introduce the suggested area for further inquiry: (5 mins)</td>
<td></td>
<td>Laptops or Tablets for researching.</td>
</tr>
<tr>
<td>- Chinese on the gold fields.</td>
<td></td>
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<tr>
<td>- Indigenous people of the region.</td>
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<tr>
<td>- Sustainability and the impact of mining on the local environment</td>
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<tr>
<td>- Gold mining techniques.</td>
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<td>- Gold mining licences commissioners and protests.</td>
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<tr>
<td>- Building of the train line, purpose and impact on the town.</td>
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<tr>
<td>- Why is gold a valuable resource.</td>
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<tr>
<td>- Inform students they need to choose an area of interest to research and write a report or or presentation to demonstrate their knowledge.</td>
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</tbody>
</table>
- Let students know that today's lesson will be about collecting information,
- Hand out activity sheets to get students started on their area of interest. (30mins)

**Pulling it together:**
Students create a brief plan of what information to include and where to find more information. Let students know next week's lesson about sorting the information and following lesson for writing the report or creating the presentation. (10mins)

**Observations of students' learning:** Ask each student for their chosen area of interest and how they intend to gather the information.

**Teacher's Resources:**
http://www.egold.net.au/biogs/EG00006b.htm
http://www.egold.net.au/biogs/EG00193b.htm
- Activity sheets for each area of interest have more specific website links.

**Catering for inclusion:** The websites listed as resources have video and audio recounts for students who prefer this method of information collection.
**Activity sheet - Chinese on the gold fields**

The following is a list of questions to answer about Chinese in the gold fields. Use these to get started.

As you research and learn more, begin to write your own research questions. You may also wish to describe what’s happening in pictures and make inferences about how the Chinese people lived and worked on the gold fields.

Add the information you collect to your report or presentation.

1. Why did the Chinese travel from South Australia to reach the Victorian gold fields rather than set out from Melbourne.
2. Provide three reasons why Chinese people came to the Victorian gold fields from their homelands in Southern China.
3. Some Chinese looked for gold. Not all worked on the gold fields as miners. What other occupations did the Chinese people do and how did they earn money from people on the gold fields.
4. The Chinese used different mining techniques from other miners. Can you uncover some of these techniques by looking at pictures and reading in texts.

'Chinamen at work on the gold-fields', 25 August 1863, courtesy of State Library of Victoria.
Activity sheet - Indigenous Aboriginals

The following is a list of questions to answer about indigenous aboriginals in the Castlemaine region. Use these to get started. As you research and learn more begin to write your own research questions. You may also wish to describe what’s happening in the pictures and make inferences about how the indigenous aboriginal people lived and/or worked on the gold fields. Add the information you collect to your report or presentation.

1. Find out what indigenous means?
2. What is the name of the indigenous aboriginal people of the Castlemaine region?
3. What is the name of their language?
4. What did the ........... aboriginal people think of gold? Did they have a use for it in their culture?
5. What is name the common eucalypt trees in the Castlemaine region? List two uses for these trees by the ........... aboriginal people?
6. What did the Aboriginals call Mt Alexander?
7. Why did the ........... aboriginal people make rock holes?
8. What roles did some aboriginal people play on the gold fields?

Resources
http://www.youtube.com/watch?v=Fm_W9wHJOBg
http://www.youtube.com/watch?v=z2Npp-lxSeY
Audio piece  Stop 2 Jaara water wells

Night Fishing, by Gill, Samuel Thomas (1818 - 1880), courtesy of Ballarat Fine Art Gallery.
Activity sheet – Sustainability and the impact of mining on the environment

Compare and contrast the pictures and descriptions of the Castlemaine region forest and water courses. Look at the time of mining and compare this with current national parks of the region.

Use the following questions to get started. Prepare a report or presentation to explain what effects mining had and how the forest regenerated.

1. Trees were cut down during mining. What were they used for?
2. What happened to creeks and rivers when mining occurred?
3. What is coppice regrowth? How did this natural feature of the trees help the forests return?

Resources
http://www.egold.net.au/biogs/EG00147b.htm
http://www.egold.net.au/biogs/EG00004b.htm

Activity sheet – Gold mining techniques

Select two or three mining techniques used on the Mount Alexander gold fields. The following question can be used as a guide to help write a report on their use.

1. What is alluvial gold mining? List some of the tools and techniques used for this type of gold extraction.
2. Why were the Mt Alexander gold fields called the diggings? What tools would have been used for gold extraction?
3. Use pictures available to describe the tools used and the techniques used to extract gold.
4. Why was water important?

Panning, by Andrew Swift

Resources
http://www.egold.net.au/biogs/EG00009b.htm
Activity sheet - Gold mining licences commissioners and protests.

The following is a list of questions about licences and associated protests in the Mount Alexander gold fields. Use these to get started. As you research and learn more begin to write your own research questions. You may also wish to describe what’s happening in pictures and make inferences about how the protests affected democracy and the laws of today. Add the information you collect to your report or presentation.

1. Start by listening to audio speech by Lawrence Potts
   http://www.egold.net.au/movies/democracy.htm
2. Find out who the Gold Commissioners were and what role they played on the gold fields?
3. Why did the government impose gold mining licences and how were they inspected?
4. Find out about the protests that occurred on the Mount Alexander gold fields and how it became the precursor to the Eureka stockade and eventually changes to the rights of miners.
5. Find out what male suffrage means and the Chartist agenda.

Resources
http://www.egold.net.au/biogs/EG00182b.htm
http://www.egold.net.au/biogs/EG00183b.htm
http://www.egold.net.au/biogs/EG00003b.htm
http://www.egold.net.au/biogs/EG00230b.htm
http://www.egold.net.au/biogs/EG00222b.htm
http://www.egold.net.au/biogs/EG00224b.htm
http://www.egold.net.au/biogs/EG00134b.htm
http://www.egold.net.au/biogs/EG00226b.htm
http://www.egold.net.au/biogs/EG00186b.htm

Laurence Potts addresses the Monster Meeting at Forest Creek on 15 December 1851, courtesy of Cassell Australia.
Activity sheet - Building of the train line, purpose and impact on the town.

The train line and station is an important part of the Castlemaine history and present day living. Develop some research questions to answer and include in your report or presentation. The following are some starting questions.

1. When was the train line construction completed?
2. Why does it run through Castlemaine?
3. How was it used when was it first constructed?
4. How is it used in present day?

Resources
http://www.egold.net.au/biogs/EG00146b.htm

Image source: http://www.egold.net.au/biogs/EG00146b.htm
Activity sheet - Why is gold a valuable resource.

The search for gold changed the lives of many people living in the 1850's. Discover why it is considered a valuable resource. Use the questions below to help guide your research and create or report or presentation.

1. What are some of the uses for gold?
2. What would most miners do with the gold they found?
3. What could you buy with gold?
4. Why would the Government of the 1850's like the idea that gold was found in Victoria?
5. How did the discovery of gold near Castlemaine help to make Victoria a wealthy state?

'Frescoes for the New Houses of Parliament No VIII: Melbourne Starts for the Diggings', 29 May 1856

source of image:
http://www.egold.net.au/image_viewer.htm?objects/images/MelPunch_May1856.jpg,DEG000049
**Gold Vs Money activity sheet.**

You are a miner and just arrived in the gold fields. You have five dollars to buy mining supplies such as buy a gold mining license, food and shelter. You must decide how you spend your five dollars.

Big Mining supplies pack  Cost $5:
- Gold pan, Pick, shovel, sieve, wheel barrow, sluicing tray and gold mining licence.

Small Mining supplies pack  Cost $3.00
- Gold pan, Pick, shovel, wheel barrow

Individual supplies mining supplies.
- Gold pan 50c
- Pick 50c
- Shovel 50c
- Wheel barrow 50c
- Sluicing tray $2.50
- Gold mining licence $3.00

Other supplies
- Food 50c per day
- Tent $1.00
- Nice accommodation with comfortable bed $1.00 per day

Extra help mining $2.00 per day

Decide how you will spend your money. If you do not find gold and run out of money you must leave the gold fields.

List here what you bought and the money spent

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Total cost of supplies:

Value of one once of gold = $20
Choose a number between 1 and 10. Turn the page to see how your gold mining luck
1. You mined for three days and found 2 ounces of gold. Well done!

2. You mined for one day and the gold commission police asked to see your licence. If you did not buy a licence you are sent to jail.

3. You mined for many days and found a lot of gold. On the way to the bank you were held up by bush rangers and they stole all your money and gold.

4. You found gold on the first strike of the pick. You found 10 ounces gold gold. You traded the gold for money and built a hotel called the Theatre Royale.

5. You mined and mined and found a few grains of gold. Enough to keep buying food not enough to stop altogether. Eventually you stopped and went to help another gold miner working for $2 a day. He found lots of gold and gave you half. You opened a bank called the Australia Bank. You made more money owning the bank and became rich.

6. You worked for another gold miner and then when you had saved enough money, bought your own gold mining licence and equipment. You went on to find lots of gold and became rich. They made you the mayor of Castlemaine.

7. You tried mining and were robbed of all your money and equipment. If you bought a tent you still had somewhere to stay. If you had not bought a tent you had no shelter and died from being outside in the cold.

8. You bought all the mining equipment and tried gold mining for one day without a gold mining licence. You then sold all your equipment to another miner who found gold right next to your claim. He became rich but had no licence and was sent to jail. He left his equipment to you and you kept mining and bought a mining licence.

9. You mined and mined and mined and then after much hard work found 1 ounce. You traded the gold for money and bought a nice suit. A rich land owners daughter liked you mistook you for a rich person and you got married.

10. You mined and mined. With only a gold pan. You found nothing. Then one you found a small amount of gold. You traded the gold for money to buy a sluicing tray. Using the sluicing tray you found 3 ounces of gold.
La Trobe University
Graduate Diploma in Education (Primary)

LESSON PLAN FORMAT

Name: 
School: 
Topic: Analysis of information 
Learning Area: Historical Knowledge and Understanding 
Date: 
Year Level: 
Duration: 60 mins

Learning Purpose: Students learn to analyse information and make judgements about what is important to them. Students take the information they have learnt on their chosen topic. Students break down the information sorting it into fact and inferences.

- What information to add to report what to leave out?

AusVELS references:

History / Historical skills / Identify questions to inform an historical inquiry (ACHHS100)

- History / Historical skills / Identify points of view in the past and present. (ACHHS104)

- History / Historical skills / Compare information from a range of sources (ACHHS103)

Engagement:
Use the application example below to begin lesson (10 mins)

Procedure:

- Students look in detail at the information they have gathered. Comparing it to the plan they created in the previous lesson.
- Students make a list of the information facts they will include in their report or create a presentation on. List inferences related to these facts.
- Remind students making reports that images can be useful to help describe facts and concepts.
- Remind students creating presentations that video and audio sources can be effective means of communicating a message (50 mins)

Pulling it together:
Let students know that next lesson they will need to write their reports or create presentations. If they are ready to start they

<table>
<thead>
<tr>
<th>Group set up</th>
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<tbody>
<tr>
<td>Students work individually to refine information and make decisions about what to include.</td>
<td>Application example</td>
</tr>
</tbody>
</table>
may do so in this lesson.

**Observations of students' learning:** Ask students what they think they will include and why.

**Teacher's Resources:**

**Catering for inclusion:** The websites listed as resources have video and audio recounts for students who prefer this method of information collection. Presentation may be better suited to these students.

Application example:

<table>
<thead>
<tr>
<th>Information</th>
<th>Fact or Inference</th>
<th>Relevance to goal</th>
<th>Leave in / Leave out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many Chinese travelled to gold fields from South Australia.</td>
<td>Leave in, important fact. Inference they were avoiding Poll-tax.</td>
<td>Little relevance to development of town. Relevant to protests and democracy.</td>
<td>In</td>
</tr>
<tr>
<td>Some Chinese were market gardeners</td>
<td>Fact Inference, supported miners with food to buy.</td>
<td>Relevant to development of town.</td>
<td>In</td>
</tr>
<tr>
<td>Chinese dressed differently from other miners</td>
<td>Fact</td>
<td>Little significance.</td>
<td>Out</td>
</tr>
</tbody>
</table>
## Rubric marking guide for Report or Presentation

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Proficient 4</th>
<th>Basic 3</th>
<th>Novice 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Answered all supplied questions succinctly, and created some of their own questions to extend report detail. 8-10 marks</td>
<td>Answered all questions with sufficient information.</td>
<td>Answered most questions with sufficient information.</td>
<td>Answered some questions with limited response.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6-7 marks</td>
<td>5 marks</td>
<td>1 - 4 marks</td>
</tr>
<tr>
<td><strong>Higher order thinking</strong></td>
<td>Showed higher order thinking with many inferences and links to present day township and Victorian society. 8-10 marks</td>
<td>Showed higher order thinking with a couple of inferences to present day township and Victorian society. 6-7 marks</td>
<td>Showed some higher order thinking with links to present day or Victorian society. 5 marks</td>
<td>Little or no links to present day township or Victorian society. 1 - 4 marks</td>
</tr>
<tr>
<td><strong>Quality and creativity in sources used.</strong></td>
<td>Used sources listed and other sources in report or presentation including picture descriptions, website text, audio and video descriptions. 8-10 marks</td>
<td>Used sources listed in report or presentation including picture descriptions and website text. 6-7 marks</td>
<td>Used listed sources including web site text. 5 marks</td>
<td>Used listed sources picture descriptions. 1 - 4 marks</td>
</tr>
<tr>
<td><strong>Structure, visual appeal, spelling and grammar.</strong></td>
<td>Spelling and grammar, use of relevant pictures, and ordered layout excellent for report or presentation. 8-10 marks</td>
<td>Spelling grammar relevant pictures sufficient for report or presentation. 6-7 marks</td>
<td>Use of pictures relevant, some spelling and grammar errors. 5 marks</td>
<td>Text only with some spelling and grammar errors. 1 - 4 marks</td>
</tr>
</tbody>
</table>
Rubric marking guide for students to apply their knowledge to help others discover Castlemaine.

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Proficient 4</th>
<th>Basic 3</th>
<th>Novice 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Clear evidence of planning and preparation. Succinct brief, intended outcomes covered.</td>
<td>Some planning involved. Brief sufficient and could be more detailed with intended outcomes</td>
<td>Limited planning. Brief needs more detail, no intended outcomes.</td>
<td>Limited or no evidence of planning.</td>
</tr>
<tr>
<td></td>
<td>10 marks</td>
<td>6-9 marks</td>
<td>5 marks</td>
<td>1 - 4 marks</td>
</tr>
<tr>
<td><strong>Content effort</strong></td>
<td>High degree of effort put in to create usable product. Refined.</td>
<td>Sufficient effort put in to create usable product. Less refined.</td>
<td>Product needs more work to be usable. Needs refinement.</td>
<td>Good start, unfinished.</td>
</tr>
<tr>
<td></td>
<td>10 marks</td>
<td>6-9 marks</td>
<td>5 marks</td>
<td>1 - 4 marks</td>
</tr>
<tr>
<td><strong>Higher order thinking</strong></td>
<td>Showed higher order thinking with many inferences and links to present day township and Victorian society.</td>
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<td>10 marks</td>
<td>6-9 marks</td>
<td>5 marks</td>
<td>1 - 4 marks</td>
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</tbody>
</table>
Brainstorm all you know about the Mount Alexander and Castlemaine gold fields and create a mind map to display this information.

Use websites about the Mount Alexander and Castlemaine gold fields to answer questions. Write down your answers.

Write a newspaper article describing the people who were involved in the Mount Alexander and Castlemaine gold fields.

Distinguish between known facts and opinions or inferences in the information you have gathered on the Mount Alexander and Castlemaine gold fields.

Create a time line of the Mount Alexander Region including the development of Castlemaine.

Work out the distance from people would have travelled from Melbourne to reach the Mount Alexander and Castlemaine gold fields.

Visualise a scene in your mind of a goldfield. Draw the scene.

Look at the pictures from the goldfields. Describe what you see in the picture to write about the goldfields. Describe the drawing of the goldfields.

Design a series of postal stamps for Castlemaine reflecting on its history. Place these stamps on display boards for others to see.

Create a map that shows the route taken by the goldfields. Work out the distance from Melbourne to Castlemaine using the roads of today that people can travel on.

Create a map that shows the route taken by the goldfields. Work out the distance from Melbourne to Castlemaine using the roads of today that people can travel on.

Create a presentation to teach others about the Mount Alexander and Castlemaine gold fields. Include a description of the area, information about the goldfields, and how they were discovered.

Create a series of historical maps showing the development of Castlemaine and the route taken by the goldfields.

Write a newspaper article describing the people who were involved in the Mount Alexander and Castlemaine gold fields. Include a description of the area, information about the goldfields, and how they were discovered.

Design a series of postal stamps for Castlemaine reflecting on its history. Place these stamps on display boards for others to see.

Create a map that shows the route taken by the goldfields. Work out the distance from Melbourne to Castlemaine using the roads of today that people can travel on.

Create a presentation to teach others about the Mount Alexander and Castlemaine gold fields. Include a description of the area, information about the goldfields, and how they were discovered.
People / Interpersonal:

I enjoy working with others

Describe how a miner would feel when attending the ‘monster meeting’ to discuss the miner’s licence and miners’ rights.

Create a quiz using multi-choice QUIA to test others’ students’ knowledge of the Mount Alexander and Castlemaine goldfields historical events.

Create a tourist brochure to highlight the main attractions to visit in the Mount Castlemaine and the historical goldfields. Describe to tourists how the miners would feel when discussing the monster meeting and their rights. Include a mind map to create a visual representation of the goldfields in the Mount Castlemaine region.

Self / Intrapersonal:

I enjoy working by myself

Think about how a Chinese person feels traveling from their home in China to the Mount Alexander area. How did Chinese people feel jobs Chinese people did.

Provide examples of the jobs Chinese people did while working around Castlemaine and the goldfields.

What type of trees are common in the area?

What did the Jaara people use the trees for? What did the Jaara people use the trees for? What did the Jaara people use the trees for?

What type of trees are common in the area?

What did the Jaara people use the trees for? What did the Jaara people use the trees for? What did the Jaara people use the trees for?

Naturalist:

I enjoy caring for plants & animals

Look at the pictures and descriptions of the forest in the Mount Alexander goldfields and Castlemaine region.

Create a mind map to identify how the Jaara people would have lived in the area prior to the discovery of gold in 1852.

What did the Jaara people use the trees for?

What type of trees are common in the area?

What did the Jaara people use the trees for?