



### Key Learning Areas & Outcomes

#### History

HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia  
HT3-2 describes and explains different experiences of people living in Australia over time

HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society

HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples

HT3-5 applies a variety of skills of historical inquiry and communication

#### Geography

GE3-1 describes the diverse features and characteristics of places and environments

GE3-2 explains interactions and connections between people, places and environments

GE3-4 acquires, processes and communicates geographical information using geographical tools for inquiry

#### English

EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

EN3-2A composes, edits and presents well-structured and coherent texts

EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts  
EN3-9E: Recognises, reflects on and assesses their strengths as a learner

Develop and apply contextual knowledge

### Community Connections:

Sydney Living Museums - Police and Justice Museum 'Bailed Up'

### Driving question

How can we as historians, teach our school community about the gold rush?

### Project Description

Students explored the influence of the discovery of gold on Australian identity, environments and heritage. The background learning focused on significant events, actions and people as well as lifestyle and perspectives of the people and groups living at that time. Students also investigated immigration to Australia with a focus on Asia during this unit.

### Final Product/s

Students chose an aspect of life from the Gold Rush Era to create resources and activities to teach other students about the gold rush. They created a booth where they could share their knowledge about the gold rush during a Gold expo. During the expo, students displayed and discussed artefacts and learning resources that they had made. Students were encouraged to be creative and provide hands on tasks to engage their audience.

Students also created a one page written text, with accompanying illustrations, that was compiled into a Year 5 teaching resource about the gold rush. The book is stored in the school library to continue to teach other students about the gold rush.

### Need to knows...

What is a historian?

When did the gold rush occur?

Why was the gold rush significant to Australian history?

What is gold and why was it important?

What was life like during the gold rush?

What was life like on the gold fields?

How have migrants contributed to society?

Did everyone have the same rights during this time?

What was the Eureka Stockade?

How did people mine gold?

Did this occur only in Australia?

# Bringing the Project to Life

## Consider the context:

- How will the students connect with the historical times of the Gold Rush?
- Where will the students work be displayed after the exhibition?
- Who might serve as experts for this project? How might you leverage their expertise?
- Where will students get materials from to build their artefacts and resources for their expo?
- Where and when will students make their resources for the expo?

## Consider the students:

- What themes, topics or stories might resonate with the students?
- How can students express their individual creativity and perspective during their learning?
- How will you decide on which aspect to focus on?
- How will groups be formed and structured?

## Consider the content and skills:

- Is there prior knowledge students should be aware of choosing a focus?
- How will you ensure rigor in the expo booth activities?
- What strategies do you have to support effective collaboration?
- How and where might specific content and/or skills be teacher-led?
- What supports will your students need as they plan, draft and revise their one-page contribution to the resource book?
- What will students produce as an individual and as a group?
- What types of exemplars could you show students for their expo booths?

