SOSE unit of work - Written by Megan Gorringe



**Unit of work – The goldfields**

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# Context for learning

## What is the setting?

The information and knowledge that will be required for this unit will be extensive. This is why I have chosen year 5 (ages 10-11) - primary school level; however if some students are not able to work at this level, there have been adaptations made for all abilities, special needs and learning styles.

This unit provides activities that encourage individual learning, peer –tutoring, cooperative learning, ICT and group work. Catering for all multiple intelligences is an important part of unit and lesson planning.

There will be excursions and hands-on (John Dewey) activities for the children.

## How many children will you be teaching?

In the class there are 25 children, 12 females and 13 males. The genders of the group are important to be considered to develop lesson plans and activities around the interests of both genders.

## Consider differences - How will you plan for this?

Within the class there is one female, Belinda[[1]](#footnote-1) who has Down syndrome. Belinda has learning difficulties and is significantly behind in her mental development. There is a support teacher, Lisa[[2]](#footnote-2) who works with her twice a week and also supplies adaptations to worksheets and activities within the classroom. There are a few children who have difficulties with their ICT skills, this will be supported and encouraged when completing lessons involving ICT. These students will be scaffolded and supported through their ICT experiences.

Assessment procedures will also be taken with the consideration of different needs, learning styles and special needs. The lessons have high priority of catering for a variety of learning styles and multiple intelligences. Each student needs to be acknowledged and their learning style needs to be positivity enhanced.

## What is being done to create a stimulating environment?

One fantastic aspect of teaching a unit on the goldfields is the endless amount of opportunities, stimulating activities and learning experiences available for educators and students. Within the unit there will be an excursion to Ballarat, there will be opportunities to explore web quests, literature, class discussions, individual activities and many hands-on, visual opportunities. Again, the learning environment will be stimulating for students as it will cater for all multiple intelligence, learning styles and special needs. Every child will be encouraged to contribute their work and ideas to the class. It is essential that students are engaged at all times and if not, a re-evaluation of the lessons will need to be reflected upon and changes will need to be made if the children are not being challenged, or if they are having difficulty with the content.

## Resources that I will need to organise my teaching

(Refer to the reference list for a detailed reference list)

* Photos
* Poems
* Songs
* Websites
* Webquests
* Artwork
* Workbooks
* Costumes

### Websites:

Sovereign Hill Education Service website (SHES) (<http://sheducationcom.ascetinteractive.biz/>)

Perth Mint Website - (<http://www.perthmint.com.au>)

Gold institute - (<http://www.goldinstitute.org/>)

Skwirk interactive schooling – (<http://www.skwirk.com.au/>)

The Australian Goldrush – Life – (<http://alex.edfac.usyd.edu.au/blp/websites/gold/index.htm>­

Powerpoint – (<http://stuhasic.com/eduweb/eduwebdemo/2005/year6/6w/bushell_robby/work/Life%20on%20the%20goldfields.ppt>)

Life on the goldfields -  *(*[*http://www.burrowesss.eq.edu.au/4webpage/Teliah/life.htm*](http://www.burrowesss.eq.edu.au/4webpage/Teliah/life.htm)*)*

SBS website (<http://www.sbs.com.au/>)

Kidcyber - (<http://www.kidcyber.com.au>)

Chinese on the goldfields – (<http://ozzyfrank.150m.com/pages/Australia/sinogold.htm>)

Interactive website (<http://www.nma.gov.au/interactives/tlf/gold_rush_5-6/index.html>)

Australian History – children on the goldfields – (<http://www.australianhistory.org/goldfield-life.php>)

Children on the goldfields – (<http://www.dpi.nsw.gov.au/__data/assets/pdf_file/0019/109324/children-on-the-goldfields.pdf>).

Bywong website - <http://www.bywongtown.com.au/index.html>

Interactive website on mining tools – (<http://www.nma.gov.au/interactives/tlf/gold_rush_5-6/index.html>)

Victorian virtual exhibition - mining techniques – (<http://pandora.nla.gov.au/pan/41739/20040505-0000/www.statelibrary.vic.gov.au/slv_/exhibitions/goldfields/index.html>­)

Eureka Stockade Film (<http://www.eurekastockadefilm.com/audio_frame03.htm>)

The Eureka Stockade – Contribution to Australia democracy – (<http://www.helensburg-p.schools.nsw.edu.au/stage3menu.htm>)

The Eureka Centre – (<http://www.eurekaballarat.com/index.php?option=com_content&task=view&id=83&Itemid=228>)

Australia Heritage National Treasures – (<http://www.screenaustralia.gov.au/learning/heritage/eureka.html>

Webquest – The Australian Goldrush – Chinese Immigration – (<http://alex.edfac.usyd.edu.au/blp/websites/gold/chinese.htm>)

Australian Government Culture Portal – Australian goldrush – (<http://www.cultureandrecreation.gov.au/articles/goldrush/>)

Migration Heritage – Migrates, refugees, boat people, asylum seekers – (<http://www.migrationheritage.nsw.gov.au/teachers-resources/factsheets/MHC-AsianMigration.pdf>)

Department of immigration and citizenship – Living in Australia – (<http://www.immi.gov.au/living-in-australia/>)

Asia Education foundation – Migrant stories – (<http://www.asiaeducation.edu.au/default.asp?id=3489>)

The making of modern Australia – Sneaking out and Sneaking in - <http://makingaustralia.abc.net.au/_Sneaking-Out-and-Sneaking-In/BLOG/229732/73526.html>

### Literature:

Australia’s first century 1788 – 1888 edited by E. E Morris p. 184-196

A Banner Bold – Diary of Rosa - By N. Weatley

Gold! Gold! Gold! – Edited by Bruce Moore

Henry Lawson – Roaring Days

Chinese Australians – Australians all

Gold – edited by Iain McCalman, Alexander Cook and Andrew Reeves

Eureka Stockade – A Boardman and R Harvey

The Goldseekers – Greg Bastian

The goldfields through children’s eyes – A. Ciddor

The golden years – M.Dugan

Fair Dinkum Histories – J. French

Gold – P. Gilbert

Everyday life in Australia – T. Goode

Eureka, beneath the Southern Cross – A.Hood

The Gold Rushes : Riots, robberies and rebellions – A. Parry

Eureka – J Molony

Gold! Gold! – C. McDougall

Fly a Rebel Flag – R. Annear

Gold! – The fascinating story of gold in Australia – J. Nicholson

To the goldfields! – R.Tonkin

How they lived the gold rush – M. Duggin

The Australia Gold Rush series – K. Webber

Australia Gold Rushes – R. Coupe

### Costumes:

Chinese

Miners

Women

Children

### Handouts:

Sovereign Hill workbook

Bywong workbook

Comprehension sheets

Quiz

Self Reflections

Peer assessments

## How are you going to assess the children’s learning?

There will be many approaches to assessment. Formative and Summative assessment will be taken throughout the unit. It is important that there is a mixture of the two approaches as you need to have a wide variety of assessment tools and observations from different perspectives.

For the students - (assessing facts, concepts, generalisations, skills competence, thinking skills, reflective thinking, decision making and citizen action) (Marsh, 2008, p. 175).

* **Rubrics (summative).** Rubrics that include a variety of questions and statements can be organised for the students. This is a formal approach to assessment as it involves observing the children and giving their work a variety of scores relating to each statement on the criteria rubric. (appendix 1)
* **Checklists (summative).** This is another formal approach to assessment. Checklists can be beneficial by providing quick on the spot information; however it is not ideal if there needs to be a detailed assessment. Checklists are good for basic observation of group work, individual learning etc. (appendix 2)
* **Peer and self- assessment (formative).** It is important that children have the opportunity to give each other positive feedback. This will be done when there are discussions and group presentations. Peer assessment also allowed students to self-assess their work and knowledge. (appendix 3, 4, 5)
* **Observations (summative).** This will include a range of observations. Running records, jottings, anecdotal records, photos etc.
* **T- charts (formative).** T-charts would be useful to assess if the children have a wider awareness of the topic rather than just information. The T-chart allows students to reflect on their feelings and visual memory rather than what they have written or read. **Y – charts (formative).** Y charts are similar to T-charts as they allow the children to reflect on their feelings towards the topic. It gets them to express how the idea looks, sounds and feels like to them which is a great way to see if the students have connect with the concept on an emotional level.
* Thinkers hats
* Role plays, quiz (prior and post unit), comprehension
* Variety of activities based on multiple intelligences

### For the educator

* Self- evaluation checklist (prior and post). This is an important part of teaching a unit. Before the unit has begun the educator will undergo a self evaluation of the structure of the unit to conclude. This is so the educator can decide if they are happy with the unit, are there any problems that need attention, a variety of activities for the children, integration etc. Having a post self-evaluation is also important. This is so it can be reflected on by the educator how the lesson went, how the children reacted, were there any problems, what are some improvements etc. This will be a section of the lesson plan so the educator can reflect within a short period of time of the lesson.
* How might you evaluate your teaching at the end of the ten lessons?
* Self-evaluation at the end of each lesson, plus at the end of the unit.
* Gaining feedback from colleagues.
* Communicate with parents of the students
* Ask the students to evaluate the unit and to fill out questionnaire about the unit
* Discussions
* Attitudinal measures

These aspects will allow room for improvement of the unit for both the educator and the students.

## What particular teaching and learning skills am I going to emphasis?

* Deep reflection
* Decision making skills
* Effective group work
* Communicating effectively
* Developing ICT skills
* Importance of all multiple intelligences
* Reading and writing skills
* Using imagination
* Presentation skills
* Artist representation of knowledge
* Acceptance of all cultures
* Appreciation and respect of Australian History
* Scaffolding
* Peer tutoring
* Cooperative learning
* Inquiry model

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| **Band of Development:** Later Childhood Unit Overview - Australian history – The Ballarat Goldfields **Year Level:** 5  **Host Content Area:** Studies of society and environment.  **Integration:** Art, Maths,English, Technology  **Proposed Duration:** 5 Weeks, 10 lessons.  **Teacher:** Megan Gorringe  **Key Concepts**  Community, Culture, Customs and Rituals, Interaction, roles, rules and laws, survival, power and control, location, life and living, changing lifestyles, diversity, feelings and emotions, similarities and differences and society and socialization.  **Focus question**  How did the discovery of gold impact Australia's development?  **Contributing Questions:** 1. What was life like on the Ballarat goldfields? (for women, children, miners, Chinese)?  2. How did the different cultures, children, men and women live and interact on the goldfields and how did they feel about their lives there? 3. Why is it thought that Eureka Stockade was such an influential occurrence in Australian history?  **Focus area of Study:**  Social Sciences: SOSE: Australian History  **Integrated:** Music, Art, English, Maths | **Unit Description, Aim and Rationale:**    **What is the unit about?**  Gold discovery was an important part of Australian history. This unit helps students to realise this importance and explore what life was like on the goldfields. Student’s will investigate the impact of the Chinese during this time and explore their culture. This unit will focus on the people involved, time, lifestyles, society and history. This unit encompasses a wide range of teaching strategies and approaches to widen the student’s knowledge about the goldfields. A few of the approaches explored will be Blooms Taxonomy, Inquiry model, summative and formative assessment and ideas based on the ideas of John Dewey.  **Why do I want to teach this unit?**   * For children to be educated about part of their country’s history is vital. The Ballarat gold rush was a period that impacted Australia’s culture, heritage and society. This unit has the opportunity to stimulate student’s imagination and metacognition through hands- on opportunities. * Within this unit there are many opportunities for children to explore their own ideas and reflect upon the events and lifestyle on the goldfields. * This time period was extremely interesting and important on Australia’s culture and society; this is why it is important for student’s to develop an understanding of time period. | **Key Understandings:**  **What do I want the children to know by the end of the unit?**   * How the Gold Rush impacted Australia * How life on the goldfields was from a variety of perspectives (women, children, miners, Chinese) * How the Chinese influenced life on the gold rush * How the events of Eureka Stockade impacted Australia’s history. * The way of life on the goldfields and reflect on the differences today. * The people involved in Eureka Stockade. * The processes of mining * Show empathy for the difficulties of everyday life on the Gold fields – making links to why fighting broke out at Eureka stockade. * How the different cultural backgrounds, gender, occupations on the gold fields affected your quality of life. * Understand the significant influence/s of historical, political and social contexts * How the immigration influx into Australia resulting in a multicultural nation |

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| **Essential Learning Achievements and Essential Content (will also be outlined on each lesson plan)**  **Host content area**  **Social Sciences**  **ELA 21 – The student understands about Australia and Australians**  21.LC.1 - A range of natural environments and features in Australia, how these have shaped Australia’s settlement and development and how people have shaped these environments  21.LC.2 – Significant landmarks, places and population centres in Australia  21.LC.3 – The ways Australia’s Indigenous peoples lived prior to colonisation, including distribution across Australia, diversity of cultures, languages, customs, social organisations, technologies and land uses  21.LC.5 – Aspects of Australia from colonisation to Federation, including government (eg. Development of colonies and states, exploration and settlement, daily lives of a variety of people, significant individuals and groups)  21.LC.6 – Cultural groups within Australian communities, including some features of their histories, customs and beliefs.  21. LC. 7 – How cultural diversity, including Aboriginal and Torress Straight Islander cultures, have influenced national identity and community life in Australia over time  21.LC.8 – Images and symbols used to represent Australians and the values they reflect (eg. Australian flags and anthems, bush to beach and urban imagery)  21. LC. 10 – Identify and represent key features of places in Australia on maps  21.LC.11 – Interpret and construct timelines to sequence events  **Integrated key learning areas**  **Interdisciplinary**  **ELA 1 – The student uses a range of strategies to think and learn**  1.LC.1 – Experiment with some structured thinking tools or processes to explore issues and problems and consider different perspectives  1.LC.2 – Ask questions and search for answers  1. LC.3 – Decide on steps to undertake an analysis of an issues of problem, including the appropriate use of ICT as a tool  1.LC.4 – Use simple logic to organise and sequence their ideas  1.LC.5 – Use imagination, create and lateral thinking, create visual representations to assist their thinking and suggest alternative possible solutions to problems  1.LC.6 – reflect on their learning, identify what helps them to learn and seek help when they need it  1.LC.7 – Practise and rehearse their learning.  **ELA 2 – The student understands and applies the inquiry process**  2.LC.2 - Understand the various stages of planning and conducting a straightforward inquiry  2.LC.5 – Contributes to planning a variety of investigations, recognising where comparisons may be fair and unfair  2.LC.6 – Make decisions about information and equipment needed and the tasks to be carried out  4.LC.7 – Examine the feelings, intentions and behaviours of different characters in stories for their moral principles  4.LC.8 – Find alternatives to practices they consider unfair or unjust  4.LC.9 – Identify what a stereotype is  4.LC.10 – Identify discrimination against people on the basis of their ability, physical or intellectual attributes, gender or race in texts and in actual situations and suggest counter – measures  **ELA 5 – The student contributes to group effectiveness.**  5.LC.2 – Participate in a range of groups to complete specified tasks within a given timeframe  5.LC.3 – Take on a range of roles within a group (eg recorder, timekeeper, leader) and participate in group decisions and tasks  5.LC.4 – divide the work load effectively in a group by following guidelines for roles  5.LC.5 – set and achieve goals in cooperative and competitive games and solutions  5.LC.6 – Respect and build on other learners’ ideas and opinions as well as their own and provide and accept positive and encouraging feedback in group situations  5.LC.7 – Communicate ideas and opinions effectively in a group situation  5.LC.8 – Use basic criteria to reflect on the effectiveness of teams and groups in which they participate  **English**  **ELA 8 – The student listens and speaks with purpose and effect**  8.LC.1 – Listening and speaking as providing opportunities to clarify ideas and understandings on a topic, to put forward view and arguments and to seek opinions of others  8.LC.2 – How people, places, events and things can be portrayed and discussed in particular ways  8.LC.3 – Listen and speak in discussions, conversations and oral presentations in informal and formal contexts, using language and content to suit the audience and the context, and considering the needs of listeners to hear and understand what they are saying  8.LC.4 – Listens actively and constructively, provide positive and encouraging feedback to speakers and seeking clarification when they have not understood what is said  8.LC.5 – Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive way  8.LC.7 – Prepare and give short oral presentations, and experiment with techniques to engage listeners  8.LC.9 – Speak with clarity, using facial expressions, movements, gestures, voice volume and tone to enhance their expression of ideas  8.LC.10 – draw on their knowledge of texts and language to use: thinking and feeling verbs to give opinions; nouns, verbs and adjectives to represent people, places, events and things in a chosen way; statements, questions and commands to generate and maintain discussions and conversations  10.LC.13 - use a range of punctuation appropriately (e.g. commas to separate clauses, apostrophes in contractions and to show ownership, speech marks for  direct speech, exclamation marks and question marks)  10.LC.14 - use sound, visual and meaning patterns to spell words and use resources (e.g. dictionaries, spell checks, thesauruses) to check spelling and meanings.  **ELA 11 – The student critically interprets and creates text**  11.LC.9 - explore different ways in which media and ICT can portray an event or story and how these can influence the beliefs and actions of people  11.LC.11 - identify how language and images are used to portray people, characters and events in particular ways  **Art**  **ELA 7 – Creates, presents and appreciates artistic works**  7.LC.1 – Visual arts, dance, drama, music and media  7.LC.2 – The portrayal of subject matter in life0like and symbolic ways in the visual arts (eg. People, other living things, objects, places, events)  7.LC.3 - traditions and techniques associated with different artistic works in the visual arts (e.g. drawing, painting, printmaking, sculpture)  7.LC.4 - traditions and techniques associated with different forms of the performing arts (e.g. folk dance, contemporary dance styles, mime, storytelling, improvisation, puppetry, musical styles, film and television)  7.LC.10 - apply some elements of media to communicate a message to a familiar audience (e.g. animation, poster, advertisement)  **Attitudes and Values**  **ELA 1**   * Become self-motivated learners * Develop a positive attitude towards learning new things, including the use of ICT in creative ways * Value creativity and imagination in thinking and learning * Be reflective about thinking and learning and recognise when emotions are influencing their thinking   **ELA 2**   * Develop curiosity, openness to new ideas and an inquiring habit of mind   **ELA 3**   * Value multiple and diverse perspectives when evaluating options * Respect the rights of others to make different decisions   **ELA 4**   * Explore and clarify personal and social values * Enhance their personal frameworks of ethical and moral behaviour * Value acting with integrity, compassion and respect * Appreciate human diversity   **ELA 5**   * Appreciate how working in a group can enhance and support their learning and development of life skills * Respect the right of group members to have different opinions, ideas and skills * Value diverse opinions, ideas and skills and how they can enrich the group’s achievements * Take responsibility for their behaviour and contribution to group effectiveness   **ELA 10**   * value writing as a medium for creative expression and for recording and communicating ideas, feelings and understandings * develop a sense of personal satisfaction and enjoyment in writing for many different purposes * develop a positive attitude towards experimenting with, shaping and improving their writing in order to communicate effectively   **ELA 11**   * Enhance their appreciation of texts through exercising critical literacy thinking   **ELA 16**   * develop a positive attitude towards making sense of numbers and exploring their applications in mathematical and everyday situations   **ELA 17**   * develop a positive attitude towards measurement and exploring its applications in mathematical and everyday situations   **ELA 21**   * Develop an interest in finding out about Australia and the lives of Australians at different times * Appreciate and respect the diversity of Australians and their contributions to the development of Australia * Develop a sense of identity as an Australian   **ELA 22**   * Appreciate the rights and responsibilities in a democratic society * Express person views and contribute to the development of rules appropriately   **ELA 23**   * Appreciate the diversity of peoples, cultures, societies, environments, languages and beliefs in the world * Respect the perspectives, beliefs, and achievements of people in different times and places and value their heritage * Appreciate the world events that have shaped our lives today | 21. LC. 12 – Access and interpret information from a range of sources (eg atlases, satellite images, primary and secondary historical sources, census, data, media).  21.LC.13 – Explain current and past events using evidence from investigation  **Social Sciences**  **ELA 22 – The student understands and values what it means to be a citizen within a democracy**  22.LC.11 – The influence of significant individuals and events on the development of democracy  22.LC.12 – How shared values can help people resolve conflict of achieve consensus between diverse views (eg. Understanding, tolerance, inclusion, respect)  22.LC.13 – The range of ways in which people work together to contribute to civil society  22.LC.14 – Ways in which citizens are influences by and can influence decisions, events and movements, considering relevant local, state, regional or global examples.  22.LC.18 – consider whether laws and likely sanctions are fair and appropriate for all people in all situations (eg. Whether punishment is always appropriate when a law is broken).  **Social Sciences**  **ELA23 – The student understands world issues and events**  23.LC.7 – Features of cultures and societies relating world issues and events  23.LC.10 – Ask historical questions ( eg who, what, when, where, why, how)  2.LC.8 –Use equipment safely and appropriately  2.LC.10 – Conduct searches for information and use a range of sources (eg. Information texts, artefacts, maps, images)  2.LC.13 –discuss and compare results with their questions and predictions, and draw conclusions  2.LC.15 – attempt to convince other about the reasonableness of their findings  2. LC. 16 – reflect on their inquiry experience, identify what went well and difficulties encountered, and suggest improvements to be investigated.  **Interdisciplinary**  **ELA 3 – The student makes considered decisions**  3.LC.4 – Explore how personal wants, feelings and impulsiveness can impact on decision-making.  3.LC.6 – Identify what influenced them in a recent decision  3.LC.7 - Identify possible consequences of different decisions  3.LC.8 – Makes decisions about how to complete a learning task and put them into effect  **ELA 4 – The student acts with integrity and regard for others**  4.LC.3 – Consider what being honest, trustworthy, considerate and respectful means in terms of their own behaviour and actions  4.LC.4 – Define actions that are wrong within personal contexts (eg bullying and mistreatment of animals)  **ELA 6 – The student uses information and communication technologies effectively**  6.LC.1 – Select appropriate ICT to use in conducting inquiries and reflect on their effectiveness (eg plan and conduct structured searches for information from different sources, record and organise data and information, present findings)  6.LC.3 – use ICT to explore and respond to problems and tasks, express ideas, represent thinking or generate imaginative learning solutions  6.LC.9 – Reflect on their experiences to analyse the delivery and effectiveness of the communication  6.LC.10 – develop technical skills through operating ICT through sharing and experimentation  6.LC.15 – Apply ICT protocols and appropriate ethical expectations (eg acknowledge owners and creators of digital work).  **English**  **ELA 9 – The student reads effectively**  9.LC.12 – Apply a range of strategies to problem solve difficult part of texts and construct meaning (eg. Inter meanings of and decode unknown words)  9.LC.13 – Respond to and use texts in a variety of ways (eg. In discussion, creating drama or artworks, writing their own texts, researching a topic or interest)  **ELA 10 – The student writes effectively**  10.LC.1 **–** the generic structures of different types of texts to organise and structure ideas and information (e.g. narratives, simple poems and scripts, descriptions, reports, explanations and simple arguments)  10.LC.3 - how writers can explore their own ideas and feelings through the characters and situations they create, attempt to influence readers’ opinions  and portray people, characters and events in particular ways by including or omitting information and making particular language choices  10.LC.4 - processes of planning, drafting, revising, editing and publishing writing for particular purposes and audiences.  10.LC.6 - write imaginative texts that: describe characters and settings and use dialogue; develop a storyline of sequenced events with a problem and resolution; include details relevant to the storyline; and draw together elements of the storyline, sometimes in a resolution  10.LC.12 - use time connectives (e.g. ‘yesterday’, ‘afterwards’, ‘later’) and tense to locate characters and actions in time, linking words (e.g. ‘firstly’, ‘or’, ‘so’, ‘when’) to structure texts, and referring words (e.g. ‘this’,‘those’, ‘there’) to link ideas  **Maths**  **ELA 16 – The student understands and applies number**  16. LC. 2 – The concept of place value for comparing and ordering numbers (eg place numbers on number lines  16.LC. 7 - mathematical situations and problems that involve any one of the four arithmetic operations—addition, subtraction, multiplication or division  **ELA 17 –The student chooses and uses measures**  17.LC.5 - measurement units and instruments used by different civilisations in history  17.LC.14 - interpret times, calendars, timetables and timelines to seek specific information or to schedule and sequence events  **ELA 6**   * Develop confidence and a sense of enjoyment of using ICT for different purposes * Develop an attitude of openness to new ways of doing things using ICT * Appreciate the responsible, legal and ethical use of information developed by others using ICT   **ELA 7**   * Develop attitudes of openness to new ideas, experiences and forms of artistic expression; willingness to experiment with new and creative ways of seeing, feeling, moving and acting; and persistence in improving one’s own creative and performance techniques * Value the role of creativity in self-expression and human experience   **ELA 8**   * Appreciate the importance of being able to clearly articulate a point of view and to participate in discussions about matters of interest and significance * Develop respect for others and consideration of everyone’s right to speak and to be heard * Appreciate the importance of attentive listening for effective communication and learning   **ELA 9**   * develop a positive attitude towards reading as an intrinsically satisfying and enjoyable lifelong activity that increases in skill and sophistication the more it is practised * value reading as a source of information that stimulates thinking and expands understandings of people and the world beyond personal experience * appreciate the power and beauty of language used in literature to evoke ideas, images and feelings, and to provide insights into human experience, identity and connectedness.   **Australian Curriculum:**   * Questioning  [(ACHASSI094)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI094) :  Whilst there are Focus and Essential questions in this unit, they have not been developed and thought of by the students. There are also no opportunities for students to ask questions throughout the unit - They are all teacher prescribed. * Researching [(ACHASSI095)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI095) : Lesson 1 does allow for students to collect information and put it into a timeline, but the research is all spoon-fed to the students and there are no primary sources given. * Analysing [(ACHASSI098)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI098) : There is very limited opportunities for students to analyse information. They do look at various groups of people that lived on the goldfields but all they do is find information and present it. * Evaluating & Reflecting [(ACHASSI101)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI101) : Whilst they do write a journal from the point of view of one character, there is no room for drawing conclusions, reflecting on their learning, peer feedback and unit evaluation. * Communicating [(ACHASSI105)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI105) : The students do a presentation at the end of the unit based on a predetermined topic.   ​This Grade 5 unit begins with learning the time line of events and they take a journey through the different lifestyles seen on the goldfields and significant events witnessed during this time. This Unit is linked to the [Year 5 Australian Curriculum History element of 'The impact of a significant development or event on a colony'.](http://www.australiancurriculum.edu.au/Browse?a=hass&y=5&layout=2&browseLayout=2" \t "_blank) |

# Unit Planning

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| **Outcomes** | **Essential Content** | **Assessment** | **Resources** | **Teaching/learning opportunities** |
| **TUNING IN** – Quiz/ Timeline investigation | Lesson 1 - Please see lesson plan for full Essential content | * Quiz * Diagnostic observations * Timeline * KWLH activity on board * Anecdotal records * ICT skills * Portfolio | Please see lesson plans for full resource list | * Class discussion * Support and scaffolding during activity * Peer support and tutoring * Questioning * Reflection * Developing ICT skills * Catering for all multiple intelligences * Reading and writing skills * Presentation skills * Appreciation and respect for Australian history * Inquiry model * Portfolio |
| **FINDING OUT**  Lifestyles of people on the goldfields | Lesson 2 - Please see lesson plan for full Essential content | * Checklist of group work * Self – Evaluation (presentation) * Self – Evaluation (group work) * Peer assessment (presentation) * Rubric | Please see lesson plans for full resource list | Same as above plus:   * Acceptance of all cultures * Cooperative learning * Group work * Peer tutoring |

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| Excursion to Bywong | Lesson 3 - Please see lesson plan for full Essential content | * Worksheets * Homework * Observations | Please see lesson plans for full resource list | Same as above plus:   * Reflection * Independent learning * Deeper learning * Comprehension skills * Questioning |
| Going over workbook from excursion in a formal setting | Lesson 4 - Please see lesson plan for full Essential content | * Checklists * Observations * Thinkers keys * Anecdotal records * ICT skills * Self – assessment (group work) | Please see lesson plans for full resource list | Same as above plus:   * Class discussion * ICT skills * Group work * Peer-tutoring * Cooperative learning * Scaffolding |
| **SORTING OUT**  Eureka Stockade – Facts & Critical Evaluation of Sources | Lesson 5 - Please see lesson plan for full Essential content | * 6 thinkers hats * Participation * Written responses in workbooks * Kathy Schrock’s 5ws of website evaluation | Please see lesson plans for full resource list | Same as above plus:   * Comprehension skills * Class discussion * Individual learning |
| Eureka Stockade - The impacts on Australia | Lesson 6 - Please see lesson plan for full Essential content | * ICT skills * Cartoon * Portfolio | Please see lesson plans for full resource list | Same as above plus:   * Artist work * Using imagination * Reading and writing skills * Multiple intelligences * Portfolio assessment |

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| **MAKING CONCLUSIONS**  Impact of the Chinese- related to immigrants today | Lesson 7 - Please see lesson plan for full Essential content | * Diary entries and letters * Y chart * Observations * ICT skills * Using a variety of sources | Please see lesson plans for full resource list | * Portfolio * Class discussion * Deeper learning * Questioning * Real – life reference * Reading and writing skills |
| **GOING FURTHER**  Prior lesson before Sovereign hill trip | Lesson 8 - Please see lesson plan for full Essential content | * KWLH sheets * Observations * Contributions to class discussion | Please see lesson plans for full resource list | * Reflection * ICT skills * Media * Class discussion * Scaffolding * Imagination |
| Post lesson after trip | Lesson 9 - Please see lesson plan for full Essential content | * Quiz * Checklists (group work) * Observations | Please see lesson plans for full resource list | * Reflection on unit * Final presentation * Comprehension * Reading and writing * Group work * Peer – tutoring * Cooperative learning * Multiple intelligences |
| **TAKING ACTION**  Final presentation | Lesson 10 - Please see lesson plan for full Essential content | * Presentation * Rubric * Self – evaluations * Peer – evualtions * Unit evaluation | Please see lesson plans for full resource list | * Reflection on unit * Knowledge of unit * Fun, exciting activity for the students * Imagination * Peer0turoting * Cooperative learning * Multiple intelligences |

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| Lesson 1 – Timeline of events. |
| **Focus Question – What do you know?**  **Want to know? Set up Unit questions Grade: 5 Duration: Approx 1 hour** |
| This lesson will be an introduction to the Ballarat Gold Rush era by constructing a timeline. During this lesson the students will come up with their own questions and thoughts about the topic. This will allow students to engage in the topic and help to build their semantic knowledge about the unit topic. There will be a 10 minute quiz at the beginning of the lesson to see how much the students already know about the goldfields. |
| **Inquiry stage:** Tuning In |
| **Curriculum areas:** SOSE, English, Maths, Art, Interdisciplinary, ICT |
| **Lesson outcomes:** |
| By the end of the lesson, students will have an understanding of the period of time the Gold rush occurred and significant events during this time. They will have an understanding of a timeline and the importance of understanding when Australian events occurred. |
| **Indicators** |
| The students should be able to identify and explain:   * The time period gold was discovered and the significant events during this time. * Who was involved in the Gold Rush period. * Where the Gold Rush was |
| **Preparation and Resources (refer to full reference list for resources)** |
| The teacher will need to:   * Have quiz organised * Know the timeline of the discovery of gold * Ensure safe, secure, trustworthy and informative websites that portray the timeline of events * Important people and events during the timeline * Questions for the beginning and end of lesson   Resources:   * Sovereign Hill Education Service website (SHES) (<http://sheducationcom.ascetinteractive.biz/>) * Perth Mint Website (<http://www.perthmint.com.au>) * Skwirk interactive schooling – Australian Gold Rush timeline (<http://www.skwirk.com.au/>) * Book - Australia’s first century 1788 – 1888 edited by E. E Morris (p. 184-196) |
| **Pre-Requisites** |
| Before this lesson students would have been given opportunities to explore websites, ICT and the idea of timelines in other subjects and year levels. Therefore they have an understanding of how to do apply this knowledge in the lesson. This lesson will be connected to other learning areas such as mathematics, individual learning, peer tutoring, gaining information from a variety of sources and exploring an event that is important to the history of Australia. The students need to be able to work with ICT, construct a timeline, interpret information and be able to explain what they are doing and why. The teacher needs to know what students don’t know. If students are not able to investigate websites, ICT and literature confidently then there needs to be extra support and supervision by the teacher. |
| **Lesson procedure – Bloom’s Taxonomy – Observe & Knowledge** |
| **Focusing activity/introduction/lesson procedure**  The teacher will introduce the unit by asking questions such as ‘*who likes gold’, ‘who would travel across the world if it meant becoming rich and finding gold?’ ‘Why is gold important?’* Talk about the unit and what the children will be learning about. Present students with a find-a-word activity that includes words relating to the Gold Rush. Give the students 5 minutes to find all the words. This will excite the students as well as associate them with some of the words that will be explored throughout this unit. It will gain their attention, interests and generate anticipation (appendix 9).  The teacher will then hand out the quiz and let the students know that it is just to see how much the class already knows about the goldfields.  Teacher will then promote class discussion by brainstorming. Students will be required to brainstorm as many aspects about the Gold Rush and gold as they can – This will be done as a KWLH activity on the board.  **Lesson Development**  If students don’t know when gold was discovered and what time period the Gold Rush occurred, ask the students when they think gold was discovered. Don’t tell them the answer; introduce the activity of the children investigating the timeline of the Gold Rush.  **Modelling** – Show the children a finished product of what the timeline should look like so the students know what they are expected to do and let them know how you produced the finished product. Also go through one of the websites so the children know what they will be looking for on each website.  Show the students where they will find books that will help them construct their timeline and give them a list of websites that they will find information on. Make sure they know that the order of the websites on the paper is the order that is best to visit the sites on. Get them to start off with the most important dates and then add in other specific dates that are mentioned on the website. The teacher will also need to make clear that the students need to keep the question in their mind, why are these dates so important in Australian history?  **Checking for understanding –** Make sure that you ask the students if they understand what they are required to do and get them to repeat back what they need to do. Allow time for questions if the students are not sure of what they are required to do.  **Shared/guided/independent practice –** Monitor the students are on track with the task. As well as having a visit from the teacher, students should ask 3 of their peers for help before the teacher to encourage peer tutoring. Help any students that are having trouble with putting the dates in the correct order and assist students if they are having trouble with technology. After you have assisted the students and provided them with the necessary help make sure you allow them to explore the websites and books on their own. Still be there if the student needs support.  **Conclusion**  After 30 minutes has been given for the students to construct their timelines, bring them back and discuss what each student has completed. If they were different, explain the key dates of the Gold Rushes. Check their understanding of the task and timeline through questioning. Make connections with the focussing activity by linking words they found in the find-a-word with the certain events on the timeline. Also explain the importance of referencing resources, get the children to reference and explain that it is unethical to use someone’s work and not acknowledge it. Ask these open-ended questions *‘Why do you think these events are so important to Australia? How do you think these events impacted Australia? What is one thing you learnt today? Why did we learn about gold?* – Write these answers up on the board for reflection purposes.  Recall the events of the lesson and explain why we did this activity and how it relates to what we are learning in this unit. Make sure you have given the students a purpose of this unit and activity. Let them know that we will be revisiting this information throughout the unit. |
| **Assessment procedures** |
| Assessment should occur all through the lesson based on observations and anecdotal records. The quiz will give the teacher an idea of where the students are at with their learning. Indicators should be assessed in order to observe what is being achieved by the students. Formal and informal assessment will be the main focus for this lesson as it is the first lesson of the unit. Students will be observed on their ICT skills, understanding of the lesson, knowledge of the timeline, understand the purpose of the unit and activity, assist their peers and will also be observed during questioning at the end of the lesson. Their KWLH contributions will be observed and the timelines will be assessed and kept for their portfolios. |
| **Catering for special needs and different learning styles** |
| The first point of call will need to be to the students who have difficulties with ICT. This activity has been aimed at mathematical intelligences by giving them an opportunity to work on logical, numerical patterns through constructing a timeline of events. Bodily- kinaesthetic learning styles are given the opportunity to excel through the visual aspect of the activity. As it is an individual task, intrapersonal students have an opportunity to work on their own.  Belinda will need to work with Lisa and have her own timeline to construct. The students who have difficulty with ICT will need to be carefully monitored and given extra support. |
| **Lesson Evaluation** |
| **This will be done after the lesson.**   |  | | --- | | **Achievement of learning outcomes**  Review the lesson outcome/s and indicators. Were they achieved? Why? Why not?  What feedback is required? Did the assessment link to indicators?  What worked during the learning process? Why? What didn’t? Why not?  What is the next step in the learning process to assist students to move forward?  For future reference, how much refinement does the lesson plan require?  **Resource Appropriateness**  Did the lesson material/resources serve the intended purpose?  Were they appropriate and adequate?  What improvements, if any, could be made?  (Mary Gallagher, 2009) | |
| **Self-Evaluation** |
| |  | | --- | | Was I able to relate learning to student context and prior experience?  Did I allocate enough time?  Was the lesson too teacher directed?  Was my questioning effective?  Did my classroom/behaviour management support effective learning?  (Mary Gallagher, 2009) | |  | |
| Lesson 2 – Lifestyles **– Guest Speaker** |
| **Contributing question - Grade: 5 Duration: Approx 1 hour**  **What was life like on the Ballarat**  **goldfields for women, children,**  **miners and the Chinese?** |
| *The Goldseekers* by Greg Bastian will be introduced. This book will be read throughout the unit. It is a journey of a Chinese girl who has come from China to the Ballarat goldfields with her family. It outlines her journey whilst on the goldfields. In this lesson the lifestyles of the people on the goldfields will be explored – ***A real life guest speaker will come in that is a miner and talk about what life would have been like.***  Students will be investigating the lifestyles of the miners, Chinese, woman and children. This will include their dress, food, lifestyle, culture and language. They will do this by looking at photos and illustrations, literature, websites, costumes and journals. The students will be divided into groups to research one of the minority groups and present their information at the end of the lesson. They will be able to have choice about the way they will present it at the end of the class. |
| **Inquiry Stage:** Finding out |
| **Curriculum areas:** SOSE, English, Art, Interdisciplinary, ICT |
| **Lesson Outcomes:** |
| By the end of the lesson students will have an understanding of who lived on the goldfields and their lifestyles. They will be able to identify how the miners, Chinese, women and children lived. |
| **Indicators** |
| The students should be able to identify and explain:   * Different sources of information (websites, literature, photos, illustrations, songs, journal entries, costumes) * How the miners, women, Chinese and children lived by exploring the food, clothing, living conditions, culture, tools, occupations and schooling). * Their choice in presentation method |
| **Preparation and resources (refer to full reference list for resources)** |
| The teachers will need to:   * Book the computer lab for the lesson * Know the different people who lived on the goldfields and their lifestyles * Research the resources and see if they are appropriate * Organised questions to ask * Have adaptations for Belinda * Have different activities to cater for all multiple intelligences   Resources (for miners group)   * SHES website (audio diary entries) – (http://sheducationcom.ascetinteractive.biz/?id=podcasts) * The Australian Gold Rush – Life – (<http://alex.edfac.usyd.edu.au/blp/websites/gold/index.htm>­ * Gold! Gold! Gold! – Edited by Bruce Moore * Powerpoint – (<http://stuhasic.com/eduweb/eduwebdemo/2005/year6/6w/bushell_robby/work/Life%20on%20the%20goldfields.ppt>) * Website – *(*[*http://www.burrowesss.eq.edu.au/4webpage/Teliah/life.htm*](http://www.burrowesss.eq.edu.au/4webpage/Teliah/life.htm)*)* * Costumes * Photos – SHES website – (<http://sheducationcom.ascetinteractive.biz/?id=historicphotogallery>) * Poem – Henry Lawson – Roaring Days   Resources (women)   * Skwirk Website – No place for a lady - (<http://www.skwirk.com.au/p-c_s-56_u-419_t-1069_c-4119/women-on-the-goldfields/qld/sose-history/gold-fever-and-the-eureka-rebellion/daily-life>) * SBS website – Women on the goldfields - (<http://www.sbs.com.au/gold/story.php?topicid=2>) * Costumes * Kidcyber – Woman on the Australian goldfields (<http://www.kidcyber.com.au/topics/goldsheilas.htm>) * Photos from : SHES website – women of the goldfields (<http://sheducationcom.ascetinteractive.biz/uploads//SovHill%20women%20notes%20ss1.pdf>)   Resources (Chinese)   * Book – Chinese Australians – Australians all * SBS website – (<http://www.sbs.com.au/gold/story.php?topicid=5>) * Kidcyber – Chinese at the goldfields – (<http://www.kidcyber.com.au/topics/goldchinese.htm>) * Website – Chinese on the goldfields – (<http://ozzyfrank.150m.com/pages/Australia/sinogold.htm>) * Costumes * Photos – SHES website – (<http://sheducationcom.ascetinteractive.biz/?id=historicphotogallery>) * SHES website – (<http://sheducationcom.ascetinteractive.biz/uploads//SovHill%20Chinese%20notes%20ps1.pdf>)   Resources (children)   * Interactive website (<http://www.nma.gov.au/interactives/tlf/gold_rush_5-6/index.html>) * SHES website – 1850’s school life – (<http://sheducationcom.ascetinteractive.biz/uploads//SovHill%20Schoollife%20notes%20ps1.pdf> * Australian History – children on the goldfields – (<http://www.australianhistory.org/goldfield-life.php>) * Children on the goldfields – (<http://www.dpi.nsw.gov.au/__data/assets/pdf_file/0019/109324/children-on-the-goldfields.pdf>). * Book – A Banner Bold – Diary of Rosa - By N. Weatley |
| **Pre-Requisites** |
| Students will need to have a recap of last lesson. They will have an understanding of the timeline which helps to build their semantic knowledge about the time period. You need to investigate what the students don’t know. Also considerations need to be made for Belinda before beginning the class. Students need to be familiar with ICT, exploring websites, looking up pages in books and interpreting photographs. |

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| **Lesson Procedure – Bloom’s Taxonomy – Observe & Knowledge** |
| **Focusing activity/ introduction/lesson procedure**  One chapter of *The Goldseekers* will be read at the start to engage the students. Questions like *‘How do you think Miju felt when she arrived in Ballarat?’ Why do you think she felt that way?’* Then the teacher will show a group of photos and artwork of the goldfields. The teacher will then ask the students to brainstorm who they can see on the photos and who they think lived on the goldfields and explain that in the lesson today we are going to find out who lived on the goldfields and how they lived. You will need to recap from the previous lesson, so have a list of questions available to ask the students from what they learnt about the timeline.  **Modelling** – Identify to the students the four main groups on the goldfields, the women, children, miners and Chinese. Explain that each group of students will focus on one minority group and the task will be to make a classroom display of that group, then report back to the class and explain the main elements of that lifestyle. Divide the students up into even groups, making sure that the groups are random and not groups of friends. Show the students what they are expected to do, they can draw a picture, make a poster, create a song or write a diary entry. Explain to the students that they will need to use at least two sources of information. There will be websites, literature, poetry, songs, photos and costumes to explore.  **Checking for understanding –** Allow time for questions before letting the students start investigating. Make sure that it is clear what the students need to do.  **Shared/guided/independent practice –** The teacher must make sure that students are working effectively as a group and are learning new techniques. Students must ask three friends about the task before turning to the teacher. After the teacher has visited all groups to make sure they are on task and understand what they have to do then allow the students to work on their own. There will be two groups of students in the computer lab and in the classroom, so this will allow some independence of the activity. The teacher should still be checking on each group and assessing at the same time.  **Conclusion**  Let the students know that they have 10 minutes before they need to hand in their work. Once they have finished get them to all come back to the classroom and sit in their groups. Ask each individual group what group they explored and how they are going to present their information. Get the miners group to go first, then the Chinese, then the woman and then children. Let the students know that their classmates will be doing a peer assessment to let them know the positives about their work. Make sure you display the students work, and if it is in writing as a poem, song or diary entry, print it out to put onto display as well. Ask students questions like *‘Why do you think they felt the way they did?’ ‘What were the differences of each group?’*  Explain that next lesson we will be going to Bywong on an excursion to look at the tools and different mining techniques that were used on the goldfields. |
| **Assessment Procedures** |
| For this activity, the students can be told that they are going to be observed and will be assessing their efforts in the final display. This is so the students are aware that you are assessing and observing how they are working as a group, on task etc. See appendix 5 for checklist used for group exercises. Their presentation will be marked and anecdotal records will be used for observations of children’s interest and excitement about activity. Students will also fill out a self-assessment (appendix 3 & 4) and peer-assessment evaluation (appendix 5). |
| **Catering for special needs and different learning styles** |
| This lesson is mainly focussed on bodily – kinaesthetic students. There is a wide variety of visual representations of photos, interactive websites and costumes. Musical learning styles have the opportunity to listen to music and online audio diary entries. Interpersonal intelligences have the opportunity to work in groups and discuss their ideas and opinions. Linguistic can write a poem or diary entry as well as read through the literature and poems. For Belinda, she will be included into this activity however with careful consideration of which group she is put with. She will have Lisa with her so she is supported through this experience. There will be a recommendation of what task she performs in the group and presents in front of the class. The students who have difficulty with ICT will be supported. |
| **Lesson Evaluation** |
| See previous lesson |
| **Self-Evaluation** |
| See previous lesson |

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| Lesson 3 – Excursion to Bywong Mining Village. |
| **Contributing question – Grade: 5 Duration: Approx 3 hours**  **What was life like on the**  **Ballarat goldfields?** |
| Students will have an excursion to Bywong Mining Village and have the opportunity to explore social history, geology, mining, bush building techniques and blacksmithing of the Gold Rush era (Bywong Town - historic gold town, n.d) They will investigate the different tools the miners, women, children and Chinese used on the goldfields as well as the schooling, needs, services, housing, skills, and songs that were on the goldfields. They will have a worksheet in which the student must fill out during the excursion. |
| **Inquiry Stage:** Finding out |
| **Curriculum Areas:** SOSE, English, Interdisciplinary |
| **Lesson Outcomes** |
| By the end of the lesson students will have an understanding of the different types of tools and equipment that was used on the goldfields. They will understand the stages of gold mining and the different techniques that were used. Students will have an understanding of what equipment the children, miners, women and Chinse used as well as the bush building techniques and blacksmithing. Students will also be able to identify the housing, skills, needs, services, children, schooling, women and songs that were evident on the goldfields. |
| **Indicators** |
| The students should be able to identify and explain:   * Tools the miners, children, women and Chinese used * Techniques of finding gold that were used to * How the schooling operated, which services were available, the skills that were required, the different shops, their housing and songs on the goldfields. |
| **Preparation and Resources** |
| The teachers will need to:   * Book and communicate with Bywong Village * Organise the worksheets and workbooks (appendix 10) * Have letters sent and collected for approval of the excursion * Organise buses * Inform the school * Organise for Lisa to accompany Belinda * Students will need to be encourage to wear old clothes and explained they will get dirty * Questions to be asked upon arriving back at school after the excursion   Resources:   * Worksheets * Website to explore – <http://www.bywongtown.com.au/index.html> * Clip boards for the children * Each student will need to bring a pen and pencil with them as well as sunscreen, mosquito repellent (if necessary) and be wearing appropriate clothing. |
| **Pre- requisites** |
| A re-cap of the previous lesson will need to be explained before the excursion. Students will need to brainstorm who they remember was on the goldfields and what their lives were like. This will help build the semantic knowledge of the goldfields before the visit to Bywong Village. Students will need to be informed that they will be filling out a worksheet while on the excursion so they will need to be listening and paying attention. Belinda will need to have her own worksheet, so it will not be an issue on the day and impact the lesson. |
| **Lesson Procedure – Bloom’s Taxonomy – Model & Comprehension** |
| **Focusing activity/ Introduction/Lesson procedure**  The introduction of the lesson will be at the beginning of the day reminding students of the excursion. They will be asked if they have brought all the essentials and if they have not brought a clip board to come and see the teacher.  A chapter of *The Goldseekers* will be read before embarking on the excursion. Ask questions like *‘Why do you think Miju was so upset when they cut off her father’s ponytail?’ ‘How do you think finding a puppy will help Miju handle her emotions on the goldfields?’* Also students will be asked to re-cap what they remember from last lesson, asking questions like ‘*Who would like to share something they remember from last lesson?’ ‘What kind of clothes did the women and children wear?’ Why were the Chinese and miners unfriendly to each other?’* If they seem vague and unsure, they can refer to their posters and displays on the wall. After students have brainstormed, the agenda of the excursion will be read out. This is so the students are aware of what they are doing and what they will be required to do on the excursion. They will also need to be informed that their worksheets are going to be handed in when they arrive back at school and marked by the teacher. They will be encouraged to work on their own workbooks and come up with the answers themselves; however peer tutoring is also encouraged.  **Modelling –** Students will be shown the workbooks so they are aware of what they will be doing and how many questions there are to be filled out.  **Shared/ guided/independent practice-** Students are encouraged to do the workbooks on their own on the excursion; however they can consult with their peers if they are unaware of an answer. If a majority of the students are not sure of an answer the teacher will be able to assist.  **Conclusion** Upon arriving back at school, students will need to hand-in to the teacher their workbook. There will be a discussion about what they learnt and what they enjoyed about the excursion, for example *‘What was something new you learnt from the excursion?’ ‘What was your favourite part of the excursion? Why?* For homework, students will be required to write a paragraph about what they learnt and what they enjoyed most about the excursion. |
| **Assessment Procedure** |
| The worksheets that were handed in to the teacher will be assessed. Also, when they bring their homework back the next day that will also be assessed also. Their contributions towards the questions asked in class will be observed. Observations will be taken on the excursion as well as a checklist to see if the students are engaged during the excursion. |
| **Catering for special needs and different learning styles** |
| Belinda will be accompanied by Lisa on the excursion. She will have an alternate workbook that will include some of the questions on the original sheet; however it will have some adaptations. The Bywong Mining Village has adaptations for students with special needs so this will be a great help in allowing Belinda to experience the same experience as the other students. She will still be required to do the same homework task. |
| **Lesson Evaluation** |
| See previous lesson |
| **Self-Evaluation** |
| See previous lesson |

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| Lesson 4 – Discussion of Bywong excursion. |
| **Contributing question - What was**  **life like on the Ballarat goldfields? Grade: 5 Duration: Approx 1 hours** |
| Students will have the opportunity to discuss the knowledge they gained from the excursion to Bywong Mining Village in a formal learning environment. They will also explore further the different types of tools and mining used. The will explore how the tools made mining more bearable and efficient. |
| **Inquiry Stage:** Finding out |
| **Curriculum Areas:** SOSE, English, Art, Interdisciplinary, ICT |
| **Lesson Outcomes** |
| By the end of the lesson students will have an understanding of the different types of tools and equipment that were used on the goldfields. They will be able to carry out a debate about which tool is more beneficial, effective and efficient. |
| **Indicators** |
| The students should be able to identify and explain:   * The tools the miners, children, women and Chinese used * Mining techniques used (panning, shaft, dredging etc.) * The positives and negatives about the different mining techniques * Which method of mining was the best and why * How to use the ‘thinkers keys’ to apply knowledge |
| **Preparation and Resources** |
| The teachers will need to:   * Make sure the students are aware of the elements of a debate and how to hold one appropriately * Make sure websites are appropriate * Have a range of resources available * Adapt activities for Belinda * Make sure students are aware of the ‘thinkers keys’ (<http://www.thinkerskeys.com/cms/files/PDF's/Thinkers_Keys_all.pdf>)   Resources:   * Workbooks marked from excursion * Website to explore – <http://www.bywongtown.com.au/index.html> * AGSO website – (http://www.ga.gov.au/education/index.jsp) * Interactive website on mining – SBS Gold – (<http://www.sbs.com.au/gold/story.php?topicid=9>) * SHES website – Mining for gold – (<http://sheducationcom.ascetinteractive.biz/uploads//SovHill%20mining%20notes%20ss1.pdf> * Book – Gold – edited by Iain McCalman, Alexander Cook and Andrew Reeves * Interactive website on mining tools – (<http://www.nma.gov.au/interactives/tlf/gold_rush_5-6/index.html>) * Victorian virtual exhibition - mining techniques – (<http://pandora.nla.gov.au/pan/41739/20040505-0000/www.statelibrary.vic.gov.au/slv_/exhibitions/goldfields/index.html>­). * Photos – Historic photo gallery – SHES website – (<http://sheducationcom.ascetinteractive.biz/index.php?id=historicphotogallery>). |
| **Pre- requisites** |
| A brainstorm approach will occur so the students can link their knowledge back to the excursion. They will be able to have a look at the workbook and reflect on what they learnt. Students will need to be able to explore a variety of resources to gain their information. The use of ICT will be present again via websites so this will need to be addressed with the students who are still finding it difficult to navigate on a website. |
| **Lesson Procedure – Bloom’s Taxonomy – Model & Comprehension** |
| **Focusing activity/introduction/lesson procedure**  Engage students by giving them a crossword to do and let them work in table groups. Give them 10 minutes to work on the crossword. This will create anticipation, excitement and allow them to become engaged in the topic. The first table to complete the crossword will be the first to choose their station for the activity.  Brainstorm with the students what they remember about the excursion – ‘*What is one thing you remember about the excursion?’ ‘Explain one new mining technique you learnt’ ‘Can you remember any of the songs? What were they? and ‘Why were they sung?* Students have the choice if they would like, to read out their homework they have returned explaining what they learnt and what they enjoyed the best. If not, these will be collected for assessment. The teacher will then hand out the workbooks and go through the answers, allowing the students to correct the incorrect answers.  After the workbooks have been corrected, students will then divide into pairs and explore the ‘thinker keys’. Students will be required to apply their new knowledge about the excursion by using the higher order thinking. Students will then present their information by reading out their opinions and ideas to the class.  When the re-cap of the excursion has finished, the teacher will explain that the main task for the lesson is to break into smaller groups and investigate from the resources the different types of mining tools.  Each station will have a variety of resources. As there are two computers in the classroom these will have the websites divided up into two lists. There will also be a few books and photos to explore. The students will need to analyse each tool by exploring how it works, the name, what it looks like, the purpose and the key parts to it.  The students will then need to decide which tool they think is best and the reasons for their decision.  Each group will then report back to the class and explain what they found, what they favourite tool was and why they recommend it.  **Modelling –** Students will need to be shown a few of the websites and where they can find the information so they know what they are looking for. They also need to understand what the task is, and be allowed questioning time before the task is begun.  **Shared/ guided/independent practice –** Due to students working in groups they need to help one another and work effectively as a team. The students can divide each person and have their own jobs to encourage independent practice. The teacher is available if the students need help with the task or ICT problems.  **Conclusion** After the students have all finished their task, they will come back into groups and present their information. Make sure the students are asking each other questions as well as the teacher needs to ask the students questions about their investigation as well such as ‘*Panning gold is not as dangerous, so why do you recommend shaft mining?’* This is so the students will be able to deepen their knowledge and challenge their thinking. They will need to explain where they got their main ideas from, how they gained their evidence and why they believe one tool is better than another.  All the points will be gathered, and there will be a vote on which tool is the best. The one with the most votes will be mentioned on the board with the reasons why. The purpose of the lesson will need to be mentioned and the students will have a short amount of time to do a self-assessment for reflection (appendix 3 &4). |
| **Assessment Procedure** |
| There will be a checklist that will be filled out on the group effectiveness. Observations will be based on their answers to the ‘thinkers keys’. The student’s use of ICT will be assessed due to the amount of ICT activities that have been happening in the lessons. Self-assessment will be carried out at the end of the lesson and handed in to the teacher. The homework will be assessed. The students will be assessed through observation and their degree of participation of the lesson. |
| **Catering for special needs and different learning styles** |
| Belinda will be placed in a group with careful consideration. Lisa will be available to help Belinda organise her presentation and use ICT. She will do the same task as everyone else, but have a specific role. The students who have difficulty with ICT will be given more time to try and solve the problem on their own; however the teacher will be there for support and assistance if required. The students will be encouraged to ask three people before asking the teacher. This lesson is for a variety of learning styles as it takes into consideration the mathematical intelligences by looking at tools and measurements of mining, bodily-kinaesthetic as there are many interactive websites and visuals to explore and interpersonal as it is group work. The linguistic learning styles will be able to take on the role of writing out the positives and negatives of the tool the group chooses. |
| **Lesson Evaluation** |
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| **Self-Evaluation** |
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| Lesson 5 – Eureka Stockade & Evaluation of Sources. |
| **Contributing question – What was**  **significant about Eureka Grade: 5 Duration: Approx 1 hour**  **Stockade?** |
| Students are introduced to the ideas surrounding Eureka Stockade by watching a movie, reading a picture book and exploring interactive websites (this lesson was recommended by the Sovereign Hill Educational website). In this lesson, students will also evaluate the sources they will be utilising in their project using [Kathy Schrock’s 5ws of evaluation of websites](http://www.schrockguide.net/uploads/3/9/2/2/392267/5ws.pdf) |
| **Inquiry Stage:** Sorting out |
| **Curriculum Areas:** SOSE, English, Interdisciplinary, |
| **Lesson Outcomes** |
| By the end of the lesson students will have an understanding of who, what, when, where and how Eureka Stockade came about. Students will be able to access deeper knowledge by applying Edward de Bono’s 6 thinking hats to challenge their thinking and knowledge about Eureka Stockade. They will connect with the events on an emotional level and reflect on their feelings and what they would do if they lived on the goldfields. |
| **Indicators** |
| The students should be able to identify and explain:   * Who was involved in Eureka Stockade * When and why Eureka Stockade begun * The positives and negatives about Eureka Stockade * How they feel and their own opinion about Eureka Stockade * What they would have done differently based on the events of Eureka Stockade if they lived on the gold fields. |
| **Preparation and Resources** |
| The teachers will need to:   * Obtain the picture book, *Eureka Stockade* by A. Boardman and R Harvey * Investigate interactive websites explaining Eureka Stockade * Make sure websites are appropriate * Have a range of resources available * Adapt activities for Belinda * Make sure students are aware of the 6 thinking hats   Resources:   * *Eureka Stockade* – A Boardman and R Harvey * Eureka Stockade Film (<http://www.eurekastockadefilm.com/audio_frame03.htm>) |
| **Pre- requisites** |
| Students will be asked what they remember from the prior lesson so they can reflect back on their prior knowledge. They will need to be able to interpret events from film and text. Adaptations for Belinda will need to be arranged and extra support will need to be considered for the students who have difficulty with ICT. The websites are interactive so this more prove to be difficult for some students. |
| **Lesson Procedure – Bloom’s Taxonomy – Recognise Standards & Application** |
| **Focusing activity/introduction/lesson procedure**  Another chapter of *The Goldseekers* will be read to the students to engage them in the lesson. Questions will be asked like ‘*Why was Miju hesitant about being friends with Sam at first?’ Why do you think Sam got into trouble for telling Miju’s family where he saw gold?’* The film will then be presented to maintain the engagement and anticipation. Eureka Stockade is quite an extensive topic so there needs to be fun, interesting activities to help the students stay focussed. The teacher will ask the students to write down in their books the main points of the film, such as dates, people’s names, reasons for the conflict, events and important points so that they have prior knowledge before the book *Eureka Stockade* is read to the class.  The teacher will then read the book *Eureka Stockade* and will stop in certain sections to ask the students questions. This is an interactive activity so the students stay engaged, focused and are in a relaxed environment. This will be incorporating ideas of the 6 thinking hats. **The following activity has come from an example lesson from the *Sovereign Hill Educational website*.**  **Page 4** – Ask the question of – What effect would shop keepers leaving their stores have on the people on the goldfields? How do you think the town reacted? How do you think they felt?  **Page 10 –** Do you think it is fair that the miners were forced to buy licenses? Why? Why not?  **Page 13 –** What questions and forceful requests were made on the governor?  **Page 17 –** What do you think will happen next?  When the book is finished, ask - Do you think the battle was necessary? Do you think it was a good idea to have a battle? What ideas do you have that they could have done?  Ask the students to return to their desks, look at their answers and then respond to the questions given by the 6 thinking hats.  **Modelling –** The teacher will need to explain what is expected of the students and allow time for the students to ask questions if they are unsure about their task.  **Shared/ guided/independent practice –** This task is an individual task. It allows students to think on their own and make their own judgements and opinions. They have time to reflect on their own thinking and think how about the events on an emotional level.  **Conclusion** The students will be asked to respond to the 6 thinking hat questions in their books. This will allow the students time to reflect on their knowledge about Eureka Stockade. Their books will then be collected by the teacher for marking and assessment. The teacher will then explain that next lesson will be looking at the consequences after Eureka Stockade and its impact on Australia. |
| **Assessment Procedure** |
| The teacher will be observing who is participating with the questions while reading the book. The teacher will be asking students for their answers to certain questions, so this will be assessed. The written responses in their books will allow teachers to assess whether the students have connected on an emotional level and have understood the events of Eureka Stockade. By using the 6 thinking hats, teachers can understand on a spectrum how much the students have grasped about Eureka Stockade and if they have understood it from different perspectives. |
| **Catering for special needs and different learning styles** |
| Belinda will have no problems watching the film and listening to the book being read. There will be adaptations to the 6 thinking hats, but there will need to be a strong emphasis on the feelings of the topic. It is very important that Belinda can connect with the information on an emotional level. She will be given a different set of questions, but still having the basis of the 6 thinking hats. Linguistic, bodily-kinaesthetic and intrapersonal learning styles have been catered for in this lesson. |
| **Lesson Evaluation** |
| See previous lesson |
| **Self-Evaluation** |
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| Lesson 6 – Eureka Stockade. |
| **Focus Question – How did the**  **discovery of gold impact Grade: 5 Duration: Approx 1 hour**  **Australia’s development?** |
| Students will be asked to explore what happened after Eureka Stockade and the effects it had on Australia’s history. They will be asked to explore a variety of websites, literature and films then create a cartoon that explains the events of Eureka Stockade. |
| **Inquiry Stage:** Sorting out |
| **Curriculum Areas:** SOSE, English, Interdisciplinary, Art |
| **Lesson Outcomes** |
| By the end of the lesson students will have an understanding of how Australia became a Democratic society. Students will understand what impacts Eureka Stockade had on the miner’s lives as well as Australia as a country. Students will be able to confidently explain the events before, during and after Eureka Stockade through artist delivery. |
| **Indicators** |
| The students should be able to identify and explain:   * The events of Eureka Stockade * What happened in favour for the miners after Eureka Stockade * The impact Eureka Stockade had on Australia in relation to democracy. * The series of events before, during and after Eureka Stockade. |
| **Preparation and Resources** |
| The teacher will need to:   * Know the full story and events of Eureka Stockade * Understand how Eureka Stockade shaped Australia and how some believe it was responsible for Australia’s current democracy * Make sure websites and books are appropriate * Have a range of resources available * Adapt activities for Belinda   Resources:   * SBS Gold – Law and democracy – (<http://www.sbs.com.au/gold/story.php?storyid=86>) * Timeline of Eureka - The Eureka Centre – (<http://www.eurekaballarat.com/index.php?option=com_content&task=view&id=83&Itemid=228>) * The Eureka Stockade – Contribution to Australia democracy – (<http://www.helensburg-p.schools.nsw.edu.au/stage3menu.htm>) * Video – Australia Heritage National Treasures – (<http://www.screenaustralia.gov.au/learning/heritage/eureka.html>) |
| **Pre- requisites** |
| Students will need to reflect on the previous lesson about the facts of Eureka Stockade. They will need to have prior knowledge before commencing this lesson. Students need to be confident with ICT and understand the concept of a cartoon strip. Students will need to understand the importance of using a variety of resources to gain their knowledge. |
| **Lesson Procedure – Bloom’s Taxonomy – Correct & Analysis** |
| **Focusing activity/introduction/lesson procedure**  The next chapter of *The Goldseekers* will be read to the students to engage them in the lesson. Questions will be asked like ‘*Why don’t you think the troopers locked Miju and Sam away?’ ‘Would you have told the troopers where the gold was?’ ‘Why/Why not?’* The students will then be told what the lesson is going to involve so the students understand what they will be learning about and what they need to do. The teacher will need to explain that they need to use websites, literature and watch a short documentary in order to find their information.  The teacher will then explain that the main aim of the lesson is to investigate the events that happened after and the impact it has on Australia. There will be stations where different resources will be available. Due to the activity being individual the students are able to immediately go to a station and begin their work.  Students will need to look at a timeline of events and then comment on how particular events over time led to the battle and the after events. They also need to then write their own timeline in order for their cartoon to be in chronological order.  Once students have gained all the information they think is necessary, then will return to their desks and begin their cartoon. Once the cartoon is finished they will be handed in to the teacher for their portfolios.  **Modelling –** The teacher will have a finished cartoon available to the students know what is expected of them. The teacher will show the students what they need to do.  **Shared/ guided/independent practice –** This task is an individual task so it allows students to independently think and explore a variety of resources. They are encouraged to discuss with their peers what order their cartoon will be in and what significant events they have chosen for clarity and confidence. The cartoon drawing will be an independent exercise. The teacher will be observing and be available for support and advice.  **Conclusion** The students will be asked to finish their cartoon and hand it in to the teacher. The teacher will explain that the cartoons will be displayed around the classroom as they are look colourful and different. Allow the students time to ask questions if there were some events or organisation issues they had trouble with. The teacher will then explain that the next lesson will be concentrating on the Chinese and learning about their impact on the goldfields and relating it to immigration today. |
| **Assessment Procedure** |
| The teacher will be observing how the students are coping with their ICT skills and if they are using a variety of resources to gain their information. The cartoon will also be assessment of their understanding of Eureka Stockade and how it has impacted Australia. |
| **Catering for special needs and different learning styles** |
| Lisa will be in to support Belinda and her learning. The video has been used as a resource so she can watch the video and gain her evidence from visual representations. She will need to recount the events of Eureka and let us know if she thinks Eureka Stockade was important to Australia but she will not have to sequence the events. She will have no problem drawing the cartoon of events in no particular order. This lesson has opportunities for all multiple intelligences. It has opportunity for kinaesthetic learners to view information visually and hands on. Mathematical learning styles will be able to construct a timeline and sequence dates and events. Intrapersonal will enjoy this task as they can reflect on their personal ideas and opinions. Linguistic will have resources in which they can read and write captions on the cartoon. The students who enjoy art will be able to draw and colour their cartoon in. |
| **Lesson Evaluation** |
| See previous lesson |
| **Self-Evaluation** |
| See previous lesson |

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| Lesson 7 – Multidisciplinary area of SOSE – Cultures education (Asian Studies). |
| **Contributing question – What effect**  **did the coming of the Chinese have? Grade: 5 Duration: Approx 1 hour** |
| Students will have the opportunity to explore Chinese immigration to the goldfields and compare similarities and differences to the immigration system and attitudes towards it in Australia today. Students will also explore the positive impacts the Chinese made after coming to Australia for the Gold Rush. Students will display their understanding by either writing a letter home to their family from a Chinese family from the Gold Rush or from an Asian decent family today. |
| **Inquiry Stage:** Making conclusions |
| **Curriculum Areas:** SOSE, English, Interdisciplinary, |
| **Lesson Outcomes** |
| Students will understand how and why the Chinese came to the goldfields and what conditions they were faced with. The students will identify similarities and differences to the journey the Asian immigrants take to Australia today and their living conditions. Students will understand the importance and positive impact the Chinese have had on Australia. |
| **Indicators** |
| The students should be able to identify and explain:   * How and why the Chinese came to the goldfields * The Asian immigrants and the Chinese on the goldfields living conditions * Positive impacts the Chinese on the goldfields made for Australia today * Similarities and differences of the journey and living conditions between Chinese immigration to the goldfields and immigration of people from Asian countries today. * A link between why the Chinese came to Australia for the Gold Rush and why people from Asian countries come to Australia today – the link being opportunities. |
| **Preparation and Resources** |
| The teacher will need to do:   * Know the process of Immigration into Australia today and the journey they take * Reasons for immigration to Australia * Ensure resources are not racist or from a anti bias opinion * Adapt activities for Belinda * Consider the Asian children in the class and if you can incorporate their story into the lesson. * Have a range of different resources   Resources:   * The unit book – *The Goldseekers* – Greg Bastian * Audio Library – Chinese – SHES website - (<http://sheducationcom.ascetinteractive.biz/?id=podcasts>) * Skwirk website – Culture clash – (<http://www.skwirk.com.au/p-c_s-56_u-419_t-1069_c-4120/chinese-diggers-/qld/sose-history/gold-fever-and-the-eureka-rebellion/daily-life>) * Webquest – The Australian Gold Rush – Chinese Immigration –   (<http://alex.edfac.usyd.edu.au/blp/websites/gold/chinese.htm>)   * Characters of the goldfields – SHES website – (<http://sheducationcom.ascetinteractive.biz/images/Characters%20of%20the%20Goldfields.pdf>) * Australian Government Culture Portal – Australian Gold Rush – (<http://www.cultureandrecreation.gov.au/articles/goldrush/>) * Migration Heritage – Migrates, refugees, boat people, asylum seekers – (<http://www.migrationheritage.nsw.gov.au/teachers-resources/factsheets/MHC-AsianMigration.pdf>) * Department of immigration and citizenship – Living in Australia – (<http://www.immi.gov.au/living-in-australia/>) * Asia Education foundation – Migrant stories – (<http://www.asiaeducation.edu.au/default.asp?id=3489>) * The making of modern Australia – Sneaking out and Sneaking in - <http://makingaustralia.abc.net.au/_Sneaking-Out-and-Sneaking-In/BLOG/229732/73526.html> |
| **Pre- requisites** |
| Students will need to reflect back on their work they presented and learnt about the lifestyles of the Chinese on the goldfields. In previous years they have looked at Asian studies and geography so they will be aware and have an understanding of the word immigration and know where Asia is on the world map. Students will need to be able to write in a diary format using right tenses, punctuation, grammar etc. |
| **Lesson Procedure – Bloom’s Taxonomy – Apply & Synthesis** |
| **Focusing activity/introduction/lesson procedure**  The next chapter of the book will be read to the students to engage them in the lesson. This will be a good start as the book written in the perspective of a young Chinese girl and her family. *Questions like ‘What were the reasons Miju and her family came to Ballarat?, ‘Why did they come for the Gold Rush?’ Why were the miners and troopers so negative towards the Chinese?’*  The teacher will explain what the lesson is going to be about so the students know what they are required to do.  The students will be allocated one of three tasks:   * Write a diary entry from the perspective of a Chinese family about their journey to Australia, the conditions on the goldfields and one contribution they have made to the goldfields. OR * Write a diary entry from the perspective of an Asian family who has recently arrived in Australia in the year 2009. Explaining the processes, living conditions and journey they took from their home town. OR * Write a letter home to China from Miju’s point of view (from *The Goldseekers*) explaining life on the goldfields and their experience at Lambing Flat.   Students will be encouraged to look at a wide variety of resources to write their diary entry or letter. The teacher will need to help them with the necessary information from websites, literature and photographs.  Once students have gathered their information the students will come back to their desks and begin to write their allocated task. Once this task has been finished it will be handed in to the teacher and put into their portfolios.  **Modelling –** The teacher will need to explain to the students what they are required to do. They will be asked to explore a variety of resources to gather their information.  **Shared/ guided/independent practice –** This task is an individual task so it allows students to think on their own and explore a variety of resources individually. They will be encouraged to ask three students before the teacher if they have problems with the ICT or ask for help with their task. The teacher will be available at all times for support or advice if needed.  **Conclusion**  At the conclusion of the task students will hand in to the teacher the work they have completed. Once it has been handed in, the teacher will produce a Y chart and ask the students a series of questions.  The students will be asked:   * What does immigration look, feel and sound like? (Y chart) * What were the main contributions that the Chinese brought to the goldfields (medicines etc) * How were the lives of the Chinese and the Asian immigrants today different? * How are they similar? * Why do you think people come to Australia? |
| **Assessment Procedure** |
| The assessment will be a mixture of formative and summative. The diary entries and letters will be marked by the teachers and used for their portfolios. By listening to the responses of the Y chart, this will be an assessment tool to see if the students are aware of immigration and if they have connected on an emotional level. Observations will be taken to monitor ICT skills and using a variety of sources. |
| **Catering for special needs and different learning styles** |
| Lisa will be in to support Belinda and her learning. This task requires a lot of research and exploration into the ideas of immigration which may be quite challenging for Belinda. Belinda will still look at how people come from Asian into Australia but will not need to investigate the processes involved. Belinda will be required to write a letter home to China explain what she does in her daily life (school, home, sport, friends etc). This way she is still doing the same letter activity but with adaptations. This task focuses on the Linguistic intelligences and Bodily – kinaesthetic. The linguistic intelligences get a chance to write in the form of a diary entry or a letter. The visual learning styles get to explore interactive websites and listen to interactive diary entries. Spatial learning styles have the chance to develop a map and talk about what life is like on the goldfields. Interpersonal have the opportunity to ask other students for help, and Intrapersonal have the opportunity to work on their own |
| **Lesson Evaluation** |
| See previous lesson |
| **Self-Evaluation** |
| See previous lesson |

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| Lesson 8 – Prior knowledge before trip to Sovereign Hill. |
| **Focus question – How did the discovery**  **of gold impact Australia’s development? Grade: 5 Duration: 45 mins** |
| Students will be informed of the trip and what will be happening. They will be given the booklet that they will need to complete over the week trip so they can look through it and know what is expected of them. Students will need to reflect back on everything they have learnt about the Gold Rush so they have semantic knowledge of the subject before going on the trip. Students will be shown videos of Sovereign Hill to have a visual idea of where they will be going, the conditions and the agenda. Students will also be given the list of group activities. They will need to choose one as a group to work on during the trip and back at school. |
| **Inquiry Stage:** Going further |
| **Curriculum Areas:** SOSE, English, Interdisciplinary, |
| **Lesson Outcomes** |
| Students will display their knowledge they have of the Gold Rush so far. Students will be expected to explain what they will be doing in Ballarat, the activities and what they will be learning. Students will express what they would like to know more about in regards to the unit. |
| **Indicators** |
| The students should be able to identify and explain:   * Their daily agenda of the week excursion to Ballarat * That they have to completely fill out the workbook by the end of the week * Who lived on the goldfields and their lifestyles * The tools and ways of mining on the goldfields * The living conditions for all the people living on the goldfields * The events of Eureka Stockade * The significance and impacts the Chinese made on the goldfields |
| **Preparation and Resources** |
| The teacher will need to:   * Have the workbooks available for the students to read through * Have the videos organised * Have pause points ready to explain through the videos and allow students to answer questions * Have a separate activities organised with Lisa for Belinda as she will not be accompany the class on the excursion * KWLH sheets   Resources:   * Video – SHES website – Strike gold at sovereign hill – (<http://video.vividas.com/media/4031_SovHill/web/SovHill/>) * Video – SHES website - Blood on the Sothern Cross – (<http://video.vividas.com/media/4031_SovHill/web/BOSC/> ) * Video – The Eureka Centre – (<http://www.eurekaballarat.com/intro_video.html>) * Work books supplied by the Sovereign Hill Education Service |
| **Pre- requisites** |
| Students will need to reflect back on all their learning throughout the unit so far. This will be done by the teacher asking specific questions when reading out the agenda and watching the videos. If it is evident there are aspects students are not sure about, these need to be covered before the trip and lesson. |
| **Lesson Procedure – Bloom’s Taxonomy – Apply & Synthesis** |
| **Focusing activity/introduction/lesson procedure**  The next chapter of *The Goldseekers* will be read to the students to engage them in the lesson. Ask questions like ‘*What did Miju, Sam and Kai see on their train journey?’ ‘Why do you think the troppers took away Miju’s families gold?’ ‘How do you think they felt? Why?’* The teacher needs to explain to the class that this lesson will be used for preparation for the trip next week to Ballarat.  There will be three videos played. First the ‘*Strike gold at sovereign hill’*. Whilst the movie is being played the teacher will pause `in specific moments when certain elements come up. For example, when the scene of the men making tools comes up, the teacher will pause and ask *‘what job do these men have and what are they doing?’* Also when there is a Chinese lady praying, the teacher will stop and ask *‘what is she doing?*’ and when there are children panning for gold, the teacher will stop and ask ‘*which approach to finding gold is that?’*  After the video has been played the teacher will ask a serious of questions related to what was seen in the video and what the students know already. The teacher will explain how that is what they will be doing, dressing and learning about in Ballarat.  The teacher will then play the next movie – ‘*Blood on the Southern Cross’* – This is to show the sound and light show that the students will attend about Eureka Stockade. Again the movie will be stopped in certain positions so the teacher can ask a serious of questions. Once the movie has finished, the teacher will then ask the students what they know about Eureka Stockade.  The third movie is also related to Eureka Stockade, explaining the Eureka centre and gardens where the students will visit. It is where the original flag is displayed and art work from the time period.  After the movies have been played, the teacher will then go through the agenda with the students, stopping at each point and asking the students what they know about the certain question.  **Conclusion**  At the conclusion of the lesson, students will be asked to fill out a sheet regarding KWLH. Each student will then read out what they would like to know so the teacher can record it and it can be made sure to be answered on the trip. The sheets will then be collected for the teacher’s assessment. The students will then be given a list of activities in which they need to form groups (will be based on dorm groups) and select an activity to work on during and after the trip (appendix 11) |
| **Assessment Procedure** |
| The assessment will be based on observation and the KWLH sheets. The teacher will be assessing their knowledge when questions are asked during the movie. The teacher will also be able to identify what the students would still like to know, and if it has been covered yet or not. Also by the responses of the children from ‘what they know, what they have learnt and how they have learnt it’ will be a good indication of the student’s knowledge of the topic so far. |
| **Catering for special needs and different learning styles** |
| Belinda will not be coming on the trip to Ballarat which means there needs to be adaptations to the two lessons based on the preparation for the trip and the post lesson. As mentioned in the overview, Lisa will be able to adapt the lesson plans if they are given to her early. Therefore the lesson plans for lesson 8 and 9 will need to be given to Lisa in advance so she can plan some activities based on the goldfields to Belinda. Belinda’s parents did not want Belinda to go on the trip so they have organised Belinda’s activities for the week while the class is away. |
| **Lesson Evaluation** |
| See previous lesson |
| **Self-Evaluation** |
| See previous lesson |

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| Lesson 9 – Reflection on Sovereign Hill trip and final quiz. |
| **Focus Question – How did the discovery**  **of gold impact Australia’s development? Grade: 5 Duration: Approx 1 hour** |
| As this will be the first lesson back from Sovereign Hill, students will have the opportunity to share their answers from the booklet and work on their final presentation. They will also re-do the quiz they participated in at the beginning of the unit to see their knowledge and progression. |
| **Inquiry Stage:** Going further |
| **Curriculum Areas:** SOSE, English, Interdisciplinary, Art, Maths, ICT |
| **Lesson Outcomes** |
| Students will show their knowledge of what they learnt during the week at Sovereign Hill. Students will display their knowledge from the trip of the goldfields by discussing the answers in the booklets. Students will continue to work on their activity from the trip and show their knowledge through the stages of their organisation. Students will display their knowledge of the uni through a final quiz. |
| **Indicators** |
| The students should be able to identify and explain:   * Their work outlining what they learnt about life on the goldfields * What was learnt on the excursion by discussing the answers in the booklet * How they used a range of methods to display knowledge about the trip and the goldfields * An activity suited to their individual needs and work on it * Their knowledge of the unit on their final quiz based on all aspects covered in the unit. |
| **Preparation and Resources** |
| The teacher will need to:   * Have the workbooks ready to hand out and go through * Have the quiz sheets organised   Resources:   * Sovereign Hill work books to hand out * Quiz sheets * Understanding of the activities Lisa has organised for Belinda |
| **Pre- requisites** |
| Students will need to reflect back on their trip from last week. By going through the booklet it should bring back some experiences and knowledge they learnt whilst on the trip. Students will also need to have some time to work on their presentation. |
| **Lesson Procedure - Bloom’s Taxonomy – Coach & Evaluation** |
| **Focusing activity/introduction/lesson procedure**  The last two chapters of *The Goldseekers* will be read to the students to engage them in the lesson. Questions *like ‘Why did Miju have to return to China? ‘Why did Miju’s family five Sam’s family a lot of their gold?’ Why didn’t Sam’s family of Miju’s family tell other people about all their gold findings?’Would you have let Miju go home? Or made her stay with you? Why/Why not?’* Students will then be handed back their workbooks so the class can go through the answers and read out their diary entries if they wish. If there are questions that the majority of the class did not understand the teacher will need to explain the answer. If a student did get the answer, let them explain it to the class and where they obtained the information from.  Once the booklet has been through, students will be asked to remain at their seats for their final quiz. The quiz is to be under test conditions. The students will be given 10 minutes to complete the quiz. For a fun aspect to the lesson, the students will then be asked continue to organise their presentation of their activity from Sovereign Hill.  **Conclusion**  At the conclusion of the lesson, students will be asked cease working on their presentation and pack away their things. The teacher will explain to the students that they will get a short amount of time to finalise their presentation before the night and they may also work on it at home if they wish. |
| **Assessment Procedure** |
| The assessment will be based on the final quiz and observations of how the students are working as a group. A checklist will be filled out by the teacher identifying how well the groups are working together and if they students are engaged (appendix 2). The teacher will also need to be observing who is contributing to the answers in the booklets. |
| **Catering for special needs and different learning styles** |
| Lisa has organised a separate activity for Belinda which she will be able to present to the class as well. Lisa and Belinda will work on this together during class. The students who have difficulty with ICT would have most likely not chosen the activity that relates to ICT, but if they have, support and guidance will be given by the teacher. All learning styles in this lesson have been catered for, as there are activities based on every learning style and Bloom’s Taxonomy. |
| **Lesson Evaluation** |
| See previous lesson |
| **Self-Evaluation** |
| See previous lesson |

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| Lesson 10 – Eureka! Presentation night. |
| **Focus question – How did the**  **discovery of gold impact Australia’s Grade: 5 Duration: Approx 2 hours**  **development?** |
| Students will be presenting their final learning journey to parents and family. |
| **Inquiry Stage:** Taking action |
| **Curriculum Areas:** SOSE, English, Interdisciplinary, Art, Maths, ICT |
| **Lesson Outcomes** |
| Students will show their knowledge of the unit through their group presentation. |
| **Indicators** |
| The students should be able to identify and explain:   * An aspect of the goldfields through a group presentation * Show their knowledge of a particular area of the goldfields (of their choice) * Their understanding of the unit through a relaxed environment * The elements of the goldfields (lifestyles, tools, Chinese, miners, Eureka Stockade, trip to Sovereign Hill, timeline of events, poetry and music and living conditions) * All they have learnt and understood about the unit on the goldfields. |
| **Preparation and Resources** |
| The teachers will need to:   * Have the hall booked for the presentation night * Allow the students time before to practise their presentation * Make sure notes have been given out to parents about the night and had RSVP’s * Make sure food and beverages are organised * Rubrics are organised (appendix 1) * When Belinda will be presenting with Lisa * Unit evaluations * Peer evaluations * Self-assessment sheets   Resources:   * Food, beverages, chairs, table clothes (resources for presentation night) * Clothes are organised for the students who are dressing up * Microphones for the children who are signing, or reading diary entries. |
| **Pre- requisites** |
| Students will have needed sufficient time to organise their presentation. They were given the opportunity to work on it as homework, at lunchtimes with their groups, on camp and during class. |
| **Lesson Procedure - Bloom’s Taxonomy – Coach & Evaluation** |
| All the groups will be gathered an hour before the presentation so they have time for practise their presentations. There will be having one quick run through of the order of people presenting so they are aware of who is going first and who is going before and after them.  Each group of students are allowed to watch the other groups so they can do a peer-evaluation for each group. Each group will then present their activities or read it out to the audience.  **Conclusion**  Students at the conclusion of their presentation will be asked to fill out a self-evaluation before going and watching the other presentations. The students and parents will have the opportunity to stay afterwards and have some food and drinks. This is when the students can get changed if necessary. |
| **Assessment Procedure** |
| The assessment will be based on the presentations (appendix 1) peer – evaluations (appendix 5) and self- reflections (appendix 3 & 4). This will allow the teacher to have an overall idea of how the students are feeling about presenting and understanding their reflection process. It is important to have a relaxed, fun ending to the unit so the students walk away feeling confident and excited about the goldfields. The teacher will also get the students to fill out a unit overview which will be reviewed by the teacher (appendix 8). |
| **Catering for special needs and different learning styles** |
| Lisa has organised for Belinda to write a poem about the goldfields. This will be so Belinda has the opportunity to work as an individual as she has been working in groups most of the unit. These activities have been selected in relation to all the learning styles, so every learning style has been catered for, for the presentations and selection of activities. |
| **Lesson Evaluation** |
| See previous lesson |
| **Self-Evaluation** |
| See previous lesson |

# Recommended resources and references

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## Teaching kits and resources available for educators

Provided by Sovereign Hill Education -

*New Gold Mountain – Chinese on the goldfields* (you can order this via the website)

*Blood on the Southern Cross, the story of Eureka Stockade (*you can order this via the website)

Provided by Olga Fox and Mark Fox (2003)

*Discovering Gold (*You can also request this kit from the Sovereign Hill Education website)

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1. *Names changed for privacy* [↑](#footnote-ref-1)
2. *Names changed for privacy* [↑](#footnote-ref-2)