

TEACHER'S PACK

UNIT OF WORK

Human Society and its environment

GOLD

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Six (6) pages including this one



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UNIT OF WORK *GOLD*
 TEACHING STRATEGY *EXCURSION*
 EXCURSION OUTLET *BATHURST GOLDFIELDS 428 Conrod Straight, Mount Panorama, Bathurst NSW 2795*

TEACHING / LEARNING STRATEGIES & CONTENT	OUTCOMES	INDICATORS
<p>• GOLD TOUR (2 hours)</p> <p><u>The "Platt"</u></p> <p><i>Strategies: simulation; listening; questioning.</i></p> <p>Content:-</p> <ul style="list-style-type: none"> * introduction to tour * mining underground * miners' "spider" - for light & time <hr/> <p><u>Geology Room</u></p> <p><i>Strategies: listening; questioning; history presentation; examining artefacts & museum displays; photographs.</i></p> <p>Content:-</p> <ul style="list-style-type: none"> * samples of gold * alluvial gold vs reef gold * mining for alluvial gold vs mining for reef gold * fools gold * qualities of gold * The Mine Model - * construction of underground mines: <ul style="list-style-type: none"> stage 1 - manpower / windlass / kibble stage 2 - horse power / whip / poppet head & whim stage 3 - steam power / winding engines * dolly pots * stamper batteries * depth of mines then & now * Holtermann Specimen (full size model) <ul style="list-style-type: none"> nuggets vs specimens it's history & value * viewing / touching of displays & mining equipment 	<p>CCS3.1 Explains the significance of particular people, groups, places, actions & events in the past in developing Australian identities & heritage</p> <p>SSS3.7 Describes how Australian people, systems & communities are globally interconnected & recognises global responsibilities</p>	<p>#demonstrates working conditions underground</p> <p>#distinguishes between alluvial & reef gold</p> <p>#examines the development of underground mining</p> <p>#describes the equipment & methods used for above ground mining</p> <p>#refers to the Holtermann specimen & it's significance</p> <p>#examines workplace practices</p>

<p><u>The History Room</u></p> <p><i>Strategies: listening; questioning; history presentation; examining artefacts & museum displays; photographs & pictures.</i></p> <p>Content:-</p> <ul style="list-style-type: none"> * uses for gold * reasons why gold is valuable * relative weight of gold * samples of foam gold, gold sovereigns & gold leaf * clothing, 'jobs' & lifestyles on the goldfield - <ul style="list-style-type: none"> miner lady Aborigines trooper children well to do man Chinese * display on the history of the discovery of gold in NSW * viewing / of artefacts - household equipment, clothes etc. 	<p>CCS3.1 Explains the significance of particular people, groups, places, actions & events in the past in developing Australia's identity & heritage</p> <p>CUS3.3 Describes different cultural influences & their contribution to Australian identities</p> <p>SSS3.7 Describes how Australian people, systems & communities are globally interconnected & recognises global responsibilities</p>	<p>#recognises the importance of gold in our society</p> <p>#describes ways of life associated with gold rush era & colonial expansion from different perspectives, including women, children, Chinese people, Aboriginal people, miners & settlers</p> <p>#recounts the story of the discovery of gold in NSW (museum display)</p> <p>#examines some of the cultures that have influenced Australian culture & identity</p> <p>#examines workplace practices</p>
<p><u>The Diggings</u></p> <p><i>Strategies: listening; questioning; history presentation; examining museum displays; simulation.</i></p> <p>Content:-</p> <ul style="list-style-type: none"> *local Aboriginal people - <ul style="list-style-type: none"> Wiradjuri tribe fringe dwellers gold no value to the Aboriginal people The Mount / Windradyne *Chinese Protectorate - <ul style="list-style-type: none"> Chinese on Australian goldfields contributions of Chinese cultural differences vs European miners alluvial miners protectorates problems between Chinese & European Miners 	<p>CCS3.1 Explains the significance of particular people, groups, places, actions & events in the past in developing Australia's identity & heritage</p> <p>CUS3.3 Describes different cultural influences & their contribution to Australian identities</p>	<p>#examines viewpoint of Aboriginal people to gold rush era</p> <p>#describes the way of life of the Aboriginal people during the gold rush era</p> <p>#examines the viewpoint of the Chinese miners about the events, people and actions associated with the gold rush era in Australia</p> <p>#describes the Chinese miners way of life on the goldfields</p> <p>#examines the contribution of early Chinese migrants to Australian culture and identity</p>

<ul style="list-style-type: none"> * whip shaft - construction & use demonstration with students as 'horses' * Californian Bucket Pump - use & operation demonstration with students as 'horses' * whim & poppet head - use & operation demonstration with students as 'horses' * mine - adit or horizontal shaft (used mainly for ventilation) * winding engine, steam & demonstrations - boiler / pressurised steam stationary winding engine 116 years old movement of skip along tracks to mine * stamper battery - use, demonstration & prevalence * retorting - explanation of process * gold mining & the environment * blacksmithing -role of the blacksmith on the goldfields demonstration students operate bellows 	<p>CUS3.4 Examines how cultures change through interactions with other cultures and the environment</p> <p>CCS3.1 Explains the significance of particular people, groups, places, actions & events in the past in developing Australia's identity & heritage</p> <p>SSS3.7 Describes how Australian people, systems & communities are globally interconnected & recognises global responsibilities</p> <p>ENS3.6 Explains how various beliefs & practices influence the ways in which people interact with, change & value their environment</p> <p>CUS3.3 describes different cultural influences & their contribution to Australian identities</p>	<p>#examines how cultural diversity caused conflict situations</p> <p>#implies that the treatment of the Chinese on the goldfields was an example of racism</p> <p>#creates an appreciation of how mining was carried out during the gold rush</p> <p>#demonstrates the different power sources available to the miners (water, horses, steam)</p> <p>#reflects on the difficulties faced by the miners</p> <p>#examines workplace practices</p> <p>#reflects on the changing workplace environment & a changing emphasis on the skills that society values</p> <p>#examines how miners interacted with the environment</p> <p>#identifies the origins of people's names & other words & expressions used in everyday language</p>
<ul style="list-style-type: none"> • GOLD PANNING (1/2 hour) * demonstration * gold panning for students - gold pan, pot of dirt & phial (for gold) per student assistance from Tour Guide 	<p>CCS3.1 Explains the significance of particular people, groups, places, actions & events in the past in developing Australia's identity & heritage</p>	<p>#develops an empathy for the early gold diggers</p> <p>#experiences the emotions brought brought about by searching for gold</p>

<p>• LIFE IN THE GOLDFIELDS (2 hours)</p> <p><i>Strategies: listening; questioning; museum displays; history presentation; group work.</i></p> <p>Content:-</p> <ul style="list-style-type: none"> * housing on the goldfields - <ul style="list-style-type: none"> tents wattle & daub mud bricks rammed earth logs bark * compare housing then & now * men to goldfields first, then women & children * effects of arrival of women & children on way of life * entertainment then & now * what we take for granted now (eg-electricity) * activities outside due to small houses (eg washing) * family sizes * lack of medicine * utensils - iron, candle maker, rabbit traps etc * self sufficiency - vegetables, chickens, fruit trees tec. * food eaten then & now * shopping then & now * clothes washing equipment * outside toilet 'thunder box' * dolly pegs - clothes & toys * women & children - making clothes, chopping wood etc. * constructing with mud brick & rammed earth * sourcing materials - off the land vs from England * speed and strength of different techniques * using straw <p>Activities -</p> <ul style="list-style-type: none"> * constructing a mud brick store * constructing a rammed earth school house * playing old fashioned games * cradling for gold * erecting tents 	<p>CCS3.1 Explains the significance of particular people, groups, places, actions & events in the past in developing Australia's identity & heritage</p>	<p>#describes ways of life associated with the gold rush era & colonial expansion from different perspectives (particularly women & children)</p> <p>#evaluates our changing world in terms of housing, roles of men & women, lifestyles & technology</p> <p>#participates in activities that were undertaken on the goldfields</p>	
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• **AUSTRALIAN COLONIAL MUSIC** (11/2 hours)

Strategies: listening; singing; dancing.

Content:-

- * the history of Australian Colonial Music through -
 - music
 - instruments
 - colonial dancing
- * music from -
 - the convicts to
 - the Gold Rush to
 - the post Gold Rush era
- * multi-cultural influences in Australian Colonial Music

CUS3.3 Describes different cultural influences
& their contribution to Australian identities

#reflects on Australia's past through
music

#examines some of the cultures,
ideas & traditions that have
influenced Australian culture &
identity