
*Gold and Cultural
Diversity:
God Save Whose
Gracious Queen?*

Education Session
Outlines

Sovereign Hill Education Service session: *God Save Whose Gracious Queen?*

Session title: Gold Rush Immigration Years 3-8

Were the goldfields really a multicultural society?

Theme: Tracing the life of courageous 1850s migrants, from great hardships on sea voyages to their contributions to early Australian society.

Session objectives:

Students will be able to:

- Appreciate the different cultures, languages and lifestyles of the goldrush community.
- Better understand themselves, their family origin and others' origins.
- Listen to excerpts from diaries, and understand why so many prospectors risked their lives to travel to Australia.
- Acknowledge the cultural contribution they made to Australian society.

Session description:

What made so many thousands of people cross the world for the Victorian goldfields? Was it just a dream of riches, or were they escaping from uncertain futures? Students examine a globe of the world, identifying countries people came from and the possible routes their ships took. Diaries prompt discussions about their hopes and fears, life on board, what they could take and how they passed the time on long and arduous journeys. Students then dress as immigrants, including Irish, English, Germans, Italians, Americans, Chinese and French, and look at the cultural contributions the different nationalities made. A tour of the Diggings and Chinese Village reveals the cultures represented in various huts.

Session locations and resources:

Chinese Village, Miners chapel, the Diggings, Education Centre, Museum artefacts, costumes and equipment. This thought-provoking session allows students to contribute their own family's immigration story, understand the perils and privations of sea voyages, decide what they would bring in their own trunk and identify the artefacts of each cultural group.

Classroom resources:

1. Student reading: Murray, Kirsty (2003), *Bridie's Fire*, Allen and Unwin, Sydney, Australia.
2. Sovereign Hill bibliography of classroom resources: *Gold rush Immigration*.
3. Sovereign Hill sample unit of work, "Put Yourself in the Picture"
4. Sovereign Hill Research Notes: *The Great Irish Famine –1846; A Safe Passage*.
5. Useful internet sites: *State Library of Victoria*.

VELS

Civics and Citizenship: *Civic knowledge and understanding*

Level 3: "...demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community"

Level 4: "They explain the concept of multiculturalism and describe the contribution of various cultural groups... to Australian identity."

History: *Historic Knowledge and Understanding, Level 3*

"At Level 3, students describe and sequence some key events in Australian history, some key commemorations and celebrations including Anzac Day, and key aspects of the histories of cultural groups that make up their class, community and nation."

Other domains: *Interpersonal Development.*

Sovereign Hill Education Service session: *God Save Whose Gracious Queen?*

Session Title: The Goldrush Through Indigenous Eyes Years 5 - 10
Whose gold is this anyway?

Session objectives:

Students will be able to:

- Gain an insight into the impact of the goldrush on Indigenous people.
- Better understand Indigenous perspectives and values.
- Understand the differences between Indigenous people and European colonists.
- Through role play, reflect on some experiences Aboriginal people endured once gold was discovered.

Session description:

Students role-play actual situations from the 19th century, experiencing the conflicting views of European colonists and Indigenous people. How much understanding – if any – was there of each other’s values, particularly of the land? Students join in trade and bartering scenarios, learning the negotiation skills that were vital for survival in the high-pressure culture of gold. They learn about the many traditional roles played by Aboriginal people, along with the new roles they would suddenly have to play after the discovery of gold in the Ballarat region. There’s a lighter side to this session, as students experience some of the many games Indigenous children played.

Session locations and resources:

Gold Museum and lawn, Wathaurong Gallery, the area around the Post Office Dam, Post Office Dam Slab Hut and the Birthday Tent. Students will be:

- Engrossed in role-play activities for the whole session.
- Faced with times where their decision-making and negotiation skills will be challenged.
- Able to use their individual cultures and experiences to help make some choices.

Classroom resources:

Research notes from Sovereign Hill’s website: Ballarat’s Aboriginal Heritage.

VELS

History: *Historic Knowledge and Understanding, Level 6*

“At Level 6, students analyse events which contributed to Australia’s social, political and cultural development. These events could include: European colonisation, the growth of the colonies, self-government, the gold rushes....”

“Students evaluate the impact of colonisation on Aboriginal and Torres Strait Islander communities and the fight for civil and political rights and land rights.”

“They compare different perspectives about a significant event and make links between historical and contemporary issues.”

History: *Historic Reasoning and Interpretation, Level 6*

“They recognise that in history there are multiple perspectives and partial explanations.”

Others domains: *Interpersonal Learning, Personal Learning, Civics and Citizenship.*

Sovereign Hill Education Service session: *God Save Whose Gracious Queen?*

Session title: Chinese on the Goldfields Years 3 - 10

What culture did the Chinese bring and why were they treated so poorly?

Theme: The Chinese brought a rich culture to the goldfields – but was it appreciated then?

Session objectives:

Students will be able to:

- Understand Chinese life on the goldfields, and how this differed from Europeans.
- Recognise the many skills Chinese brought with them.
- Explore the Chinese Village and Temple.
- Understand the term ‘New Gold Mountain’ and write this in Chinese.

Session description:

Students are surrounded by Chinese culture and artefacts as they discuss lifestyles in China and why only men came to Australia. Vast differences are revealed between Chinese and European food, religion, lifestyle, language, village life and mining, with students dressed as both nationalities. The Chinese Protectorate system is explained, and students delve into the harsh attitudes of other diggers towards the Chinese. They learn of their rich culture through the Chinese Village and Temple, and use a Chinese brush and ink to write:



Session locations and resources:

Chinese Village, Temple, Chinese room in the Education Centre, costumes, writing implements and artefacts from the Gold Museum. Students are fully immersed in Chinese culture, with opportunities to dress in costumes, make ink and use Chinese brushes.

Classroom resources:

1. Student reading: Ciddor, Anna (1995), *The Goldfields Through Children’s Eyes*, MacMillan, Melbourne.
2. Sovereign Hill bibliography of classroom resources: “*Asian Studies Topics of China*”.
3. Sovereign Hill sample unit of work, “*Put Yourself in the Picture*”
4. Research notes from Sovereign Hill’s website: *The Chinese; The Chinese in Ballarat*.

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History: *Historical Knowledge and Understanding*

Level 4: “At Level 4, students demonstrate their knowledge and understanding of significant events in Australian history including ... the 1850s gold rushes”

Level 6: “They analyse significant events and movements which have resulted in improvements in civil and political rights for other groups of Australians”

Other domains: *Interpersonal Development, Personal Development, English, Geography.*

Sovereign Hill Education Service session: *God Save Whose Gracious Queen?*

Session Title: Asian Studies Years 3 – 10
The European-Chinese cultural clash on the goldfields.

Theme: This extension of ‘Chinese on the Goldfields’ delves more deeply into 19th century racism and the values of multiculturalism.

Session objectives:

Students will be able to:

- Understand the importance of the Chinese on the goldfields.
- Empathize with their experiences, and those of other migrants.
- Consider the differences between Chinese and Europeans and explore the outcomes.
- Contrast the values of multiculturalism with 19th century racism.

Session description:

This includes all the activities of ‘Chinese on the Goldfields’ along with a Secret Chamber tour; an extended Chinese Village tour which includes finding evidence of the Chinese diet, sleeping arrangements and clothing; a longer and more detailed experience of the Temple; eating a bowl of rice with chopsticks.

Session locations and resources:

As for ‘Chinese on the Goldfields’, plus the Carver & Dalton kitchen, picnic area and an introduction to rice cookers. Students are fully immersed in Chinese culture, with opportunities to dress in costumes, make ink, use Chinese brushes, use chopsticks to eat rice and understand Chinese mining through an audio visual experience in the Quartz mine.

Classroom resources:

1. Student reading: Ciddor, Anna (1995), *The Goldfields Through Children’s Eyes*, MacMillan, Melbourne.
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Sovereign Hill Education Service session: God Save Whose Gracious Queen?

Session title: Picture Yourself in the Eureka Story Years 5 to 10

Why did the diggers rise up against Queen Victoria's Governor?

Theme: The Eureka Rebellion was a violent turning point in Australia's history and our progression to democracy.

Session objectives:

Students will be able to:

- Understand the build-up of events that led to the Eureka Rebellion.
- Explain why the diggers took such drastic action.
- Understand how the rebellion helped develop our democratic form of government.

Session description:

Angered by excessive mining licence fees and the iron-fisted rule of the British authority, miners of the Eureka Stockade raised the flag of the Southern Cross and fought to uphold their rights and liberties. In a 15 minute battle more than 30 miners and soldiers were dead. Students create a picture story book of the dramatic Eureka events, and will be assisted in planning their contents. (Higher levels may decide on topics and photos for each page before arriving at Sovereign Hill.) A tableau is arranged for photographs of key events, with students taking part in the set-up then donning costumes. At the end of the session, they nominate the most important photos in the Eureka story, discuss the vote for Peter Lalor for parliament and debate the importance of democracy.

Session locations and resources:

Education Centre, Mary Bath hut, a mock Stockade, Eureka Hotel sign, historical backdrops, costumes and Eureka flags. Because students plan their own book and appear in their photographs, they establish empathy with the diggers and take ownership of the Eureka story. This step-by-step approach is very effective in simplifying the complex chain of Eureka events.

Classroom resources:

- 1 Sovereign Hill bibliography of classroom resources: *Eureka Resources*.
- 2 'We Swear By The Southern Cross Investigations of Eureka and its legacy To Australia's Democracy', Curriculum Corporation, 2004.
- 3 Sovereign Hill sample unit of work, "Put Yourself in the Picture".
- 4 Research notes from Sovereign Hill's website: *Eureka*.

VELS

Civics and Citizenship: *Civic Knowledge and Understanding, Level 4*

"...describe the nature of Australian democracy".

History: *Historical Knowledge and Understanding Level 4*

"At Level 4, students demonstrate their knowledge and understanding of significant events in Australian history including ... the 1850s gold rushes"

Other domains: *The Arts, English, Communication, ICT.*

Sovereign Hill Education Service session: *God Save Whose Gracious Queen?*

Session title: Praying for Gold Years 3 - 6
Was religion important amid the hopes and broken dreams on the goldfields?

Theme: Early diggers and their families lived rough, basic lives, and it was often their religion that gave them strength in difficult times.

Session objectives:

Students will be able to:

- Think about the different cultures, languages, lifestyles and religions that made up the goldrush community.
- Better understand themselves, their family origin and others' origins.
- Understand the daily patterns on the goldfields, especially Sunday routines.
- Visit and compare churches of different denominations at Sovereign Hill.

Session description:

Daily life on the goldfields becomes real as some students dress up as diggers, a lady, a boy, a girl, a gentleman, an English soldier and a Chinese worker. How did men's work differ from women's work? Were Chinese lifestyles different from European lifestyles? What did different groups do on Sundays? It was 'A day of rest' – and it was certainly a day of no work for anyone except the Chinese. Churches at Sovereign Hill include St Alipius Catholic Church, St Peters Church of England, the Chinese Temple, Wesleyan Church and the Synagogue. Students walk to some of these places of worship, realising that building methods varied quite markedly, as did finishes such as the dirt floor in St Alipius and the polished timber in the Wesleyan Church. They discover that not all diggers had a firm denomination, and some went from church to church until they heard a sermon they liked on a Sunday.

Session locations and resources:

Chinese Temple and Village, Miners Chapel, Wesleyan and St Peter's School and Church. Dressing up as typical Sovereign Hill characters and walking around the township focuses students on the different denominations and churches. Their experiences include sitting in church pews and on rough, unstable timber seats.

Classroom resources:

1. Sovereign Hill sample unit of work, "*Put Yourself in the Picture*"
2. Useful internet sites: *SBS Gold*.

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Level 3: "At Level 3, students describe and sequence some key events in Australian history, some key commemorations and celebrations including Anzac Day, and key aspects of the histories of cultural groups that make up their class, community and nation."

Level 4: "At Level 4, students demonstrate their knowledge and understanding of significant events in Australian history including ... the 1850s gold rushes"