

## **AID FOR TEACHERS IN INTEGRATING SCHOOL AND EXCURSION LEARNING**

### **The Original Gold Rush Colony is already well recognised for the way it Addresses Key Stage 3 learning areas of Gold CC3.1 and CC3.2:**

The discovery of gold had a great influence on the shaping of Australia, its identity, heritage and the effect on the environment.

At The Original Gold Rush Colony Mogo, NSW South Coast, students develop an understanding of life in the 1850's in order to appreciate how people inter-reacted, their lifestyles, their actions and the significant events which coloured the times.

Similarly, they are exposed to the effect on the indigenous people and natural changes on the environment, which were very different to that of the colonial wave, with its totally different attitude and perspective about care of the environment.

### **The Original Gold Rush Colony Excursion delivers on many aspects of HSIE:**

- The activities available are designed to be springboards for learning and discussion and at no time purport to be a replacement for face to face teaching of a full primary school curriculum.
- At The Original Gold Rush Colony Mogo, there is a wide range of opportunities for students to engage in cross curriculum links in the Key Learning Area (KLA) of Human Society and Its Environment (HSIE). Inclusive in the variety of modules available for school camps and excursions, are a number of perspectives which will enhance students' sense of personal, community, national and global identity and enable them to participate effectively in maintaining and improving the quality of their society and environment.
- To facilitate the choices made by teachers for a school camp or excursion to The Original Gold Rush Colony, we have endeavoured to identify which of our fun activities or more in depth website resources provide a background cover to :
- Change and Continuity (CC), Cultures (CU) Environments (EN) and Social Systems and Structures (SS).
- As we have the capacity to moderate what we do, to suit all ages (infants through to geriatrics), we have included the recognised coding : (ES) Early Stage, ( S1) Stage 1, (S2) Stage2, and (S3) Stage 3.

### **Change and Continuity**

#### **Significant Events and People CCES1, CCS1.1, and CCS2.1 and CCS3.1**

The Original Gold Rush Colony addresses these units of HSIE through the 1850's lesson, a day in the goldfields, Koorie culture and dreamtime stories, as well as the core gold history tour, with reference to the bush rangers of the area. In a real life experience, the students can step into the shoes of those that came before, both indigenous and through colonisation. These activities explain the significance of the prospectors, the bushrangers, the troopers, local Koories and the Chinese in developing Australian identities and heritage. Aboriginal place names and bushtucker names in the local Durgah language are presented. The resource book addresses these sections in further detail.

## **Time and Change** CCS1.2, CCS2.2 and CCS2.3

By demonstrating the difference in the lifestyle of the 1850's goldrush, and comparing it to today, within the community and in day to day family life, students are directly involved in these units of study. Eureka Flag, the Joss House and Koorie culture, and the background information in the resource book address in part the development of the principles of Australian democracy. Terms such as invasions, settlement, occupation exploration and discovery in terms of the gold rush meant very different things to the prospectors, the colonial government of the times, and the Aboriginal people. Our workbooks and our dream time stories activity explain how the local Koorie population virtually disappeared, and give an insight into the life stories of the Aboriginal people.

CCS2.2 The changes in community and family life, the heritage value of the Mogo region and the surrounding state forest, and the effects of change on the environment can be experienced close at hand because of the rural nature of the Original Gold Rush Colony.

The life stories of the owners of the Original Gold Rush Colony may also serve as material for the CCS2.2 unit

CCS3.1 Is covered in greater detail, explaining the impact of the discovery of gold in the area, examining the viewpoints of women, Chinese, British and Aboriginal people. Ways of life changed, as did roles and patterns of work, and the arrival and plight of immigrant groups.

CCS3.2 relating to the development of the principles of Australian democracy are touched on in the resource material relating to the changes of laws last century which removed the unfairnesses of times past. Material is available on the effects of government policies on the Aboriginal people and the Chinese.

## **Cultures**

**Identities** CUES1 CUS1.3 CUS2.3 and CUS3.3 and **Cultural Diversity** CUS1.4 CUS2.4 and CUS3.4

This section of the curriculum is addressed with the Koorie activities available on site in particular the Dream time stories.

The ease of identification of customs, practices, symbols languages and traditions and the inherent different cultural influences of the gold rush period contributed greatly to Australian identity. The cultural interaction between the fossickers and the indigenous peoples address the subject directly.

## **Environments**

**Patterns of Place and Location** ENES1 ENS1.5 ENS2.5

The natural bush environment of the Original Gold Rush **Colony** gives students a real opportunity to compare and contrast natural and built features and the way in which people interact with these features. By easy extrapolation the more senior students in ENS2.5 can explain the significance of the areas where gold was found.

ENS3.5 is addressed by exposing students to the other trades in the area, including timber getting, and farming.

**Relationships with Places** ENS1.6 ENS2.6 and ENS3.6

By walking within the grounds of The original Gold Rush Colony, and being exposed to the life and times of the gold rush, on a property with dams and domestic fowl, the students can develop some understanding of how people's

interaction with the environment. The effects of human use of the environmental area comparing the cleared land and dams to the surrounding Mogo State Forest are easily identified on site.

The change from the primarily urban way of life of most of the students who visit, to exposure to an 1850's way of life, gives a profound example of how people may interact and value their environment.

The on-site Koorie activities such as the bushtucker walk gives scope for recognising the special relationship the Aboriginal people have with the land and the sea. In a confined space, the Original Gold Rush Colony tour brings students into an area where they may examine how natural, cultural, religious, historical, economic and political factors can influence people's interactions with their environment.

### **Social Systems and Structures**

**Resource Systems** SSES1 SSS1.7 SSS2.7

The simple way of life on the goldfields, the demonstration of the day on the goldfields, and the Gold Rush Tour, with exposure to displays like the wash house, Shanty pub and the wattle and daub cottage, as well as the tents and humpies, identifies ways in which the needs of the communities were met individually and co-operatively. Technology such as the cradle, sluice, crusher, water wheel and steam engines through to the demonstrations of the blacksmith and wood turners give examples of how and why people and technologies interact to meet the needs of the people. The background of gold as a medium for exchange, and the resource material on Fiat money may assist in explaining monetary exchange in SS1.7. The full website material on our community of paid staff, volunteers and clubs who meet on site, may also be sourced to explain some ways in which people cooperate with and depend on one another in our work.

**Roles, Rights and Responsibilities** SSS1.8 and SSS2.8

Identifying of roles and responsibilities within families, schools and the community, is done through comparison life today, and that of the penny school, 1850's lesson and day in the life of the goldfields. To a lesser degree these factors may be absorbed with the Koorie Culture activities on site. Rules today differ vastly from those of the 1850's when class structure, racism and the roles of males and females were clearly defined.

SSS3.8 is touched on with the life of the Chinese and the Bushrangers, as well as the migratory history of the 3 tent examples of the Belletes, Ladmores and Irish. (First fleeters, free settlers, and those driven by poverty) The resource book explains in greater detail how the unfair unjust systems of the 1850's were addressed last century, resulting in the Australian values of fairness and socially just principles. The contributions to Australian systems of fairness by movements such as the Chinese societies, and events such as the Eureka stockade, and the trial of the Clarke Brothers bushrangers are tangible in the environment of the Original Gold Rush Colony Tour.

Summary:

### **Change and Continuity**

**Significant Events and People** CCES1, CCS1.1, and CCS2.1 and CCS3.1

**Time and Change** CCS1.2, CCS2.2 and CCS2.3

### **Cultures**

**Identities** CUES1 CUS1.3 CUS2.3 and CUS3.3 and **Cultural Diversity** CUS1.4 CUS2.4 and CUS3.4

### **Environments**

Patterns of Place and Location ENES1 ENS1.5 ENS2.5  
 Relationships with Places ENS1.6 ENS2.6 and ENS3.6

**Social Systems and Structures**

Resource Systems SSES1 SSS1.7 SSS2.7  
 Roles, Rights and Responsibilities SSS1.8 and SSS2.8

**Gold Rush Colony Activity:**  
**HSIE Units and Stages**

<b>1850s SCHOOL LESSON</b>	Early Stage	Stage1	Stage2	Stage3
1. Change and Continuity				
Significant Events and People	CCES1	CCS1.1	CCS2.1	CCS3.1
Time and Change		CCS1.2	CCS2.2	CCS2.3
2. Cultures				
Identities	CUES1	CUS1.3	CUS2.3	CUS3.3
Cultural Diversity		CUS1.4	CUS2.4	CUS3.4
3. Social Systems & Structures				
Resource Systems	SSES1	SSSS1.7	SSS2.7	
Roles Rights & Responsibilities		SSS1.8	SSS2.8	

<b>Individual Wanted Posters</b>	Early Stage	Stage1	Stage2	Stage3
1. Change and Continuity				
Significant Events and People	CCES1	CCS1.1	CCS2.1	CCS3.1
Time and Change		CCS1.2	CCS2.2	CCS2.3
2. Cultures				
Identities	CUES1	CUS1.3	CUS2.3	CUS3.3
Cultural Diversity		CUS1.4	CUS2.4	CUS3.4

<b>LIFE ON THE GOLDFIELDS</b>	Early Stage	Stage1	Stage2	Stage3
1. Change and Continuity				
Significant Events and People	CCES1	CCS1.1	CCS2.1	CCS3.1
Time and Change		CCS1.2	CCS2.2	CCS2.3
2. Cultures				
Identities	CUES1	CUS1.3	CUS2.3	CUS3.3
Cultural Diversity		CUS1.4	CUS2.4	CUS3.4
3. Social Systems & Structures				
Resource Systems	SSES1	SSSS1.7	SSS2.7	
Roles Rights & Responsibilities		SSS1.8	SSS2.8	
4. Environments				
Patterns of Place & Location	ENES1	ENS1.5	ENS2.5	
Relationships with Places		ENS1.6	ENS2.6	ENS3.6

<b>ORIENTEERING</b>	Early Stage	Stage1	Stage2	Stage3
1. Social Systems & Structures				
Resource Systems	SSES1	SSSS1.7	SSS2.7	
Roles Rights & Responsibilities		SSS1.8	SSS2.8	
2. Environments				
Patterns of Place & Location	ENES1	ENS1.5	ENS2.5	
Relationships with Places		ENS1.6	ENS2.6	ENS3.6

<b>GOLD HISTORY TOUR</b>	Early Stage	Stage1	Stage2	Stage3
1. Change and Continuity				
Significant Events and People	CCES1	CCS1.1	CCS2.1	CCS3.1
Time and Change		CCS1.2	CCS2.2	CCS2.3
2. Cultures				
Identities	CUES1	CUS1.3	CUS2.3	CUS3.3
Cultural Diversity		CUS1.4	CUS2.4	CUS3.4
3. Social Systems & Structures				
Resource Systems	SSES1	SSSS1.7	SSS2.7	
Roles Rights & Responsibilities		SSS1.8	SSS2.8	
4. Environments				
Patterns of Place & Location	ENES1	ENS1.5	ENS2.5	
Relationships with Places		ENS1.6	ENS2.6	ENS3.6

<b>TRADITIONAL GAMES</b>	Early Stage	Stage1	Stage2	Stage3
1. Change and Continuity				
Significant Events and People	CCES1	CCS1.1	CCS2.1	CCS3.1
Time and Change		CCS1.2	CCS2.2	CCS2.3
2. Cultures				
Identities	CUES1	CUS1.3	CUS2.3	CUS3.3
Cultural Diversity		CUS1.4	CUS2.4	CUS3.4
3. Social Systems & Structures				
Resource Systems	SSES1	SSSS1.7	SSS2.7	
Roles Rights & Responsibilities		SSS1.8	SSS2.8	
4. Environments				
Patterns of Place & Location	ENES1	ENS1.5	ENS2.5	
Relationships with Places		ENS1.6	ENS2.6	ENS3.6

<b>KOORI ROCK ART &amp; DOT PAINTING</b>	Early Stage	Stage1	Stage2	Stage3
1. Environments				
Patterns of Place & Location	ENES1	ENS1.5	ENS2.5	
Relationships with Places		ENS1.6	ENS2.6	ENS3.6

<b>KOORI DREAMTIME STORIES</b>	Early Stage	Stage1	Stage2	Stage3
1. Change and Continuity				
Significant Events and People	CCES1	CCS1.1	CCS2.1	CCS3.1
Time and Change		CCS1.2	CCS2.2	CCS2.3
2. Cultures				
Identities	CUES1	CUS1.3	CUS2.3	CUS3.3
Cultural Diversity		CUS1.4	CUS2.4	CUS3.4
3. Social Systems & Structures				
Resource Systems	SSES1	SSSS1.7	SSS2.7	
Roles Rights & Responsibilities		SSS1.8	SSS2.8	
4. Environments				
Patterns of Place & Location	ENES1	ENS1.5	ENS2.5	
Relationships with Places		ENS1.6	ENS2.6	ENS3.6

<b>TRADITIONAL BUSH TUCKER WALK</b>	Early Stage	Stage1	Stage2	Stage3
1. Change and Continuity				
Significant Events and People	CCES1	CCS1.1	CCS2.1	CCS3.1
Time and Change		CCS1.2	CCS2.2	CCS2.3
2. Cultures				
Identities	CUES1	CUS1.3	CUS2.3	CUS3.3
Cultural Diversity		CUS1.4	CUS2.4	CUS3.4
3. Social Systems & Structures				
Resource Systems	SSES1	SSSS1.7	SSS2.7	
Roles Rights & Responsibilities		SSS1.8	SSS2.8	
4. Environments				
Patterns of Place & Location	ENES1	ENS1.5	ENS2.5	
Relationships with Places		ENS1.6	ENS2.6	ENS3.6

<b>TRADITIONAL GUNYA BUILDING</b>	Early Stage	Stage1	Stage2	Stage3
1. Change and Continuity				
Significant Events and People	CCES1	CCS1.1	CCS2.1	CCS3.1
Time and Change		CCS1.2	CCS2.2	CCS2.3
2. Cultures				
Identities	CUES1	CUS1.3	CUS2.3	CUS3.3
Cultural Diversity		CUS1.4	CUS2.4	CUS3.4
3. Social Systems & Structures				
Resource Systems	SSES1	SSSS1.7	SSS2.7	
Roles Rights & Responsibilities		SSS1.8	SSS2.8	
4. Environments				
Patterns of Place & Location	ENES1	ENS1.5	ENS2.5	
Relationships with Places		ENS1.6	ENS2.6	ENS3.6

<b>BUSH DANCE PREPARATION</b>	Early Stage	Stage1	Stage2	Stage3
1. Change and Continuity				
Significant Events and People	CCES1	CCS1.1	CCS2.1	CCS3.1
Time and Change		CCS1.2	CCS2.2	CCS2.3
2. Cultures				
Identities	CUES1	CUS1.3	CUS2.3	CUS3.3
Cultural Diversity		CUS1.4	CUS2.4	CUS3.4
3. Social Systems & Structures				
Resource Systems	SSES1	SSSS1.7	SSS2.7	
Roles Rights & Responsibilities		SSS1.8	SSS2.8	

<b>CAMP FIRE SING-A-LONG</b>	Early Stage	Stage1	Stage2	Stage3
1. Change and Continuity				
Significant Events and People	CCES1	CCS1.1	CCS2.1	CCS3.1
Time and Change		CCS1.2	CCS2.2	CCS2.3
2. Cultures				
Identities	CUES1	CUS1.3	CUS2.3	CUS3.3
Cultural Diversity		CUS1.4	CUS2.4	CUS3.4
3. Social Systems & Structures				
Resource Systems	SSES1	SSSS1.7	SSS2.7	
Roles Rights & Responsibilities		SSS1.8	SSS2.8	
4. Environments In Part Only				
Patterns of Place & Location	ENES1	ENS1.5	ENS2.5	
Relationships with Places		ENS1.6	ENS2.6	ENS3.6

<b>TRADITIONAL BUSH DANCE</b>	Early Stage	Stage1	Stage2	Stage3
1. Change and Continuity				
Significant Events and People	CCES1	CCS1.1	CCS2.1	CCS3.1
Time and Change		CCS1.2	CCS2.2	CCS2.3
2. Cultures				
Identities	CUES1	CUS1.3	CUS2.3	CUS3.3
Cultural Diversity		CUS1.4	CUS2.4	CUS3.4
3. Social Systems & Structures				
Resource Systems	SSES1	SSSS1.7	SSS2.7	
Roles Rights & Responsibilities		SSS1.8	SSS2.8	

<b>DOLPHIN WATCHING</b>	Early Stage	Stage1	Stage2	Stage3
1. Environments				
Patterns of Place & Location	ENES1	ENS1.5	ENS2.5	
Relationships with Places		ENS1.6	ENS2.6	ENS3.6
<b>MOGO ZOO</b>				
1. Environments				
Patterns of Place & Location	ENES1	ENS1.5	ENS2.5	
Relationships with Places		ENS1.6	ENS2.6	ENS3.6