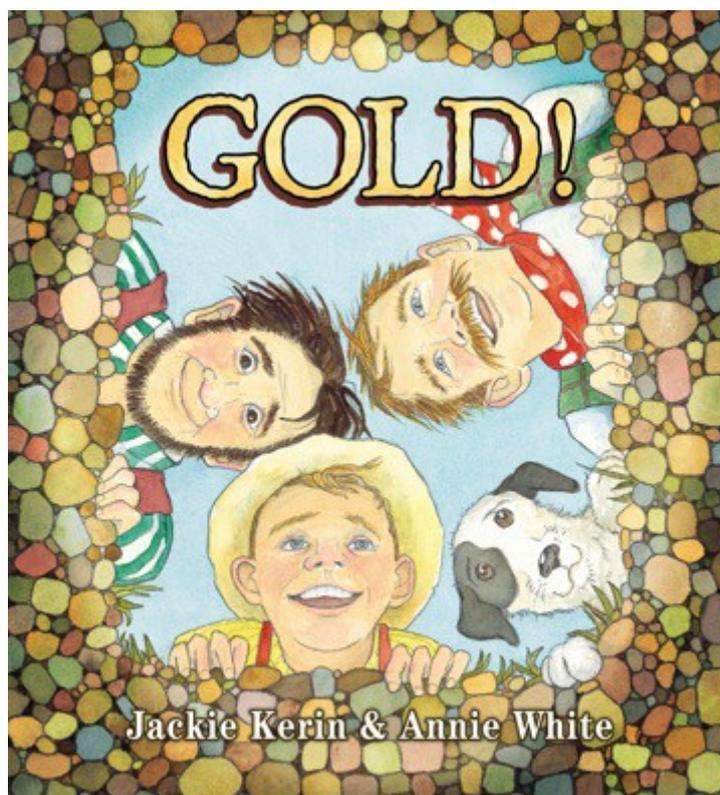




Teacher's Notes

GOLD!

By Jackie Kerin and Annie White



Target audience: 6 – 10 year olds

Synopsis

As Robbie, Jim, Sam and Charlie set off to try their luck in the Victorian goldfields, they imagine filling their pockets with gleaming nuggets.

After months of hard work and disappointment, the four friends are about to give up, when Sam finds something extraordinary ... buried in the shaft ...

Key points

- Based on a true story
- A magical author and illustrator combination bringing history to life with illustrations inspired by mid 19th century artists
- A tale that weaves its way across oceans and continents
- A story raising questions about Aboriginal dispossession, women on the goldfields and environmental damage wrought by gold seekers
- Rhythmical and rich language making this story fun to read aloud
- Strong characters with well-defined personalities.

About the Author

Jackie Kerin comes to writing with a background in acting and storytelling. She is a familiar face in schools, libraries, folk and literary festivals where she is sought after for her storytelling skills. Jackie is interested in nature and history and loves gardening and riding her bike. Her stories are finely crafted, language rich, fun and heartfelt.

Publications

- *Lyrebird! a true story*. Illustrated by Peter Gouldthorpe. Pub. Museum Victoria (CBCA Honour Book and Whitley Awards Certificate of Commendation)
- *Phar Lap the Wonderhorse*. Illustrated by Patricia Mullins. Pub. Museum Victoria (Eve Pownall CBCA Notable)

For more information about Jackie visit: jackiekerin.com.au

About the Illustrator

Annie White illustrates, and sometimes writes, books for children from her studio in Melbourne, Australia. She has a background in Advertising but has been involved in the children's book industry for many years. Annie has illustrated over 60 books for children with some on the CBCA Notable list, a couple on the Speech Pathology Awards short list and one on the Prime Minister's Literary Awards short list.

Publications

- *Good Question*
- *Beware the Deep Dark Forest* (CBCA Notable Book)
- *Is it the Way you Giggle?*
- *Clementine's Walk* (Speech Pathology Shortlist)
- *Gallipoli*
- *Clementine's Bath* (Speech Pathology Shortlist)
- *Noisy Nights*

- *What Should A Horse Say?*
- *My Dad is a Bear*
(Prime Minister's Literary Awards Shortlist)
(CBCA Notable Book)
- *Mum and Me*
- *The Prince Who Shrank*
- *Mbobo Tree*
(CBCA Notable Book)
- *Mummies are Amazing.*

For more information about Annie visit: anniewhite.com

Illustration Style for *GOLD!*

For *GOLD!*, Annie chose to work in watercolour and pencil.

So she could begin to imagine the Victorian gold rush through the eyes of Robbie, Jim, Charlie and Sam, she studied the goldfield artists of the mid-nineteenth century.

S T Gill's watercolours and prints and Eugene Von Guérard's oils provided a glimpse into the history of this remarkable time.

Though reference images from the 1850s are often muted and soft in their colours, Annie wanted to paint the rich ochres of the devastated earth and the blue vastness of the country skies.

Jackie's Inspiration

When I was little, my family would drive from Melbourne to Bendigo to visit my Great Grandmother. It was on these trips I first heard enthralling tales of the gold rush. As I grew older, I visited some of the Victorian towns in the old goldfields and began to see that there were many sides to the story and many points of view. When I learned of the Ambrose and Napier brothers, I was touched by their trust in each other and the enormity of their adventure. I wanted to bring their story to light and explore a little of what life was like in the mid 1800s in the Victorian goldfields.

The Main Characters

In trying to learn more about the brothers **Robbie and Jim Ambrose and Sam and Charlie Napier**, I scoured digitised newspapers from the 1800s. *GOLD!* tells what I could glean from the articles: Sam found the big nugget, the diggers hid it under their tent and eventually they took it to England. I was unable to establish with certainty what happened to the men after the 'Blanche Barkly' was sold. I visited Kingower and discovered that the shaft, where the 'Blanche Barkly' was found, is now on a vineyard. And guess what? The vineyard is called *Blanche Barkly!*

Little Blanche Barkly's mother died in a carriage accident in April 1857 and the big nugget was brought into Melbourne in November. I wondered if the naming of the nugget was an act of sympathy for Governor Barkly and his grieving family.

Governor Barkly, Queen Victoria and Prince Albert were all real people. Thieves were common in the goldfields and were sometimes known as 'night fossickers'.

Ma Kilduff is a character from my imagination.

THEMES

- Colonisation
- Perseverance
- Environment
- Trust
- Gold rush

KEY LEARNING OUTCOMES

- **Recognise** the impact of the gold rush on the First Peoples and the environmental devastation wrought by mining, particularly in Victoria.
 - **Understand** that the Australian goldfields were multicultural places filled with people from all 'walks of life' trying to earn money and build new lives.
 - **Comprehend** how the excitement of the time, the 'gold fever', drove people to the limits of their endurance.
 - **Realise** how the use of rich language and expression can enliven the telling of a story.
 - **Appreciate** that when there is trust among friends, greater things are possible.
 - **Respect** for the skill of the artists who recorded scenes and events before the invention of the camera.
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KEY CURRICULUM AREAS

- History
- English
- Art and Drama

CLASSROOM DISCUSSIONS, QUESTIONS AND ACTIVITIES

HISTORY

Discussion

1. Look at the cover of *GOLD!* What do you think the book is about?
2. *GOLD!* is based on a true story. What is the difference between fiction and non-fiction?
3. Read the Acknowledgement. What is an Acknowledgement of Country?
4. Who are the Dja Dja Wurrung and where is their Country?
5. On whose traditional lands is your school?
6. Looking at the illustrations, what do you notice about the people marching to the fields? [*They are mostly European. The immigrant population of Victoria in 1851 was 77,000. By 1857, when the 'Blanche Barkly' was found, it was 411,000.*]
7. During this time, there were half as many women on the goldfields as men. Find the women and girls in the illustrations; what are they doing? What do you imagine they are thinking?
8. The goldfields were multicultural places. How are different cultures represented in the illustrations?
9. Look at the illustrations of Kingower. What impact did gold mining have on the environment? How does this make you feel? How do you think the Dja Dja Wurrung felt when they saw what was happening to their Country?
10. The children in the goldfields often had to work. There wasn't much time for play. Find the children in the illustrations. What are they doing and what do you imagine they are thinking and feeling?

Activities

1. Using a map, can you find the gold mining towns mentioned in the story: Ballarat, Barkers Creek, Buninyong, Bendigo, Kingower. How far are these old gold towns from Melbourne?
2. The brothers had to buy a 'Miner's Right' before they could start digging. Fill in your Miner's Right and ask a friend or your teacher to sign it. [see activity sheets]
3. People walked and rode to the goldfields. Create a time-line of illustrations showing how transport has changed since the 1800s till the present day. How might transport look in the future?
4. On the goldfields, children made toys and games from what they could scrounge. Research children's games from the 1800s and see if you can play them.
5. Interview an older member of the family or trusted friend about how their childhood was different to yours. Did they have computers, a car or a mobile phone?

Discussion

1. Why is the title of the book in upper case and what does the exclamation mark suggest? How would you read the title aloud?
2. Who is the author and who is the illustrator?
3. Who is the publisher and what does a publisher do? [*GOLD! is published by FORD STREET. A publisher brings all the pieces of the book jigsaw together. They may edit or give advice on the story and illustrations; they make sure everyone is getting the job done in time. When the book has been set out and the author and illustrator are happy, the publisher will send it off to the printer. The book is then advertised and sold.*]
4. Search the text for where the author has used upper case. Why has she used it?
5. The author has used alliteration (words beginning with the same letter). How many examples of alliteration can you find? Why has she used it?
6. 'Kingower is the place to be.' is written in a wavy line rather than in a straight line. Why is this? Can you find another example of where print is used to convey meaning?
7. Ma Kilduff's English is unusual. Why do you think the author has her speaking differently? [*Ma Kilduff has an Irish accent. The author's ancestors immigrated to the Victorian goldfields from Ireland.*]
8. What other language patterns can you find in the telling of the story?

Activities

1. Can you write or draw these words in a way that expresses their meaning? Frightened. Hot. Enormous. Bang. Tiny. Tall. Hairy. Sharp. Can you think of other words that you can use?
2. Imagine you are on the goldfields and write a letter home to your family telling them all about it. Have you found any gold? What can you smell, and hear? Are you hot, cold, hungry? You can use pictures, diagrams and maps in your letter.
3. When the brothers found the gold nugget, they buried it under their tent. They must have trusted each other. Do you have a special friend, family member or even a pet that you care about especially? Write five things about your friend that you admire and read it to them. [*Brainstorm a list of words: kind, honest, strong, patient, good listener etc*]

ART and DRAMA

Discussion

During the time of this gold rush, it was the artists and people who liked to draw who recorded what was happening. Annie White studied the paintings and drawings of European artists like S T Gill, Eugene Von Guérard and others for inspiration.

Aboriginal people also drew pictures of their observations of the goldfields. Tommy McRae in Victoria and NSW, and Oscar from the Palmer River goldfields in far north Queensland.

- <https://www.nma.gov.au/explore/collection/highlights/oscars-sketchbook>
- <https://www.ngv.vic.gov.au/essay/tommy-mcraes-sketchbooks-2/>

Any library will have books on the goldfield artists. It's worth looking at these and sharing in the classroom. Some images may not be suitable for children (violence and alcohol) so a quick check is advised.

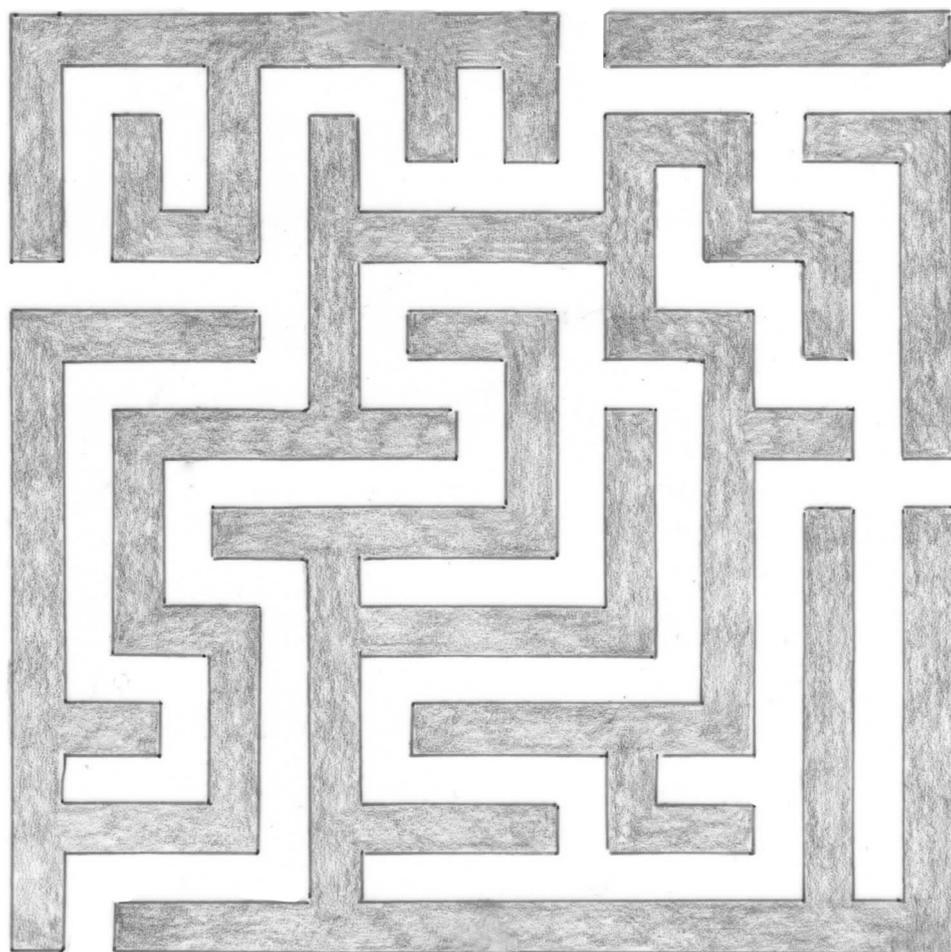
Activities

1. Imagine you are camping in the goldfields. Draw a postcard picture of your tent and campfire and write a message on the back to your best friend back home. Or you could colour Annie White's picture of the miners [see activity sheet] and use that as your postcard picture.
2. Create a map of an imaginary place with gold mining towns, roads, hills and lakes. Add anything you like. You could add grid lines to your map and include numbers down the sides and letters from the alphabet along the top and bottom.
3. Create a maze for the brothers. If they solve the maze, they get the gold. [Annie White has made a maze for you that will give you some ideas.]
4. Imagine that cameras have not yet been invented; you have to draw the scenes that you want to share with people in the future. Perhaps in the future people will find our computers, how we dress, our cars, bikes or even our school bags interesting.
5. Music and storytelling was popular on the goldfields. Warren Fahey has recorded a song about the gold rush. It traces the story of an Irishman heading off from across the oceans to try his luck in Australia: <http://www.warrenfahey.com.au/the-discovery-of-gold/>
6. In pairs, one is the interviewer and one is the book reviewer. Discuss *GOLD!* Is it a good book? What can people learn by reading it and enjoying the illustrations? What age group would you recommend it for? How many stars out of 5 would you give it?
7. Analyse the structure of *GOLD!* Break it down and tell it as a play. Make up your own words. Have fun with alliteration

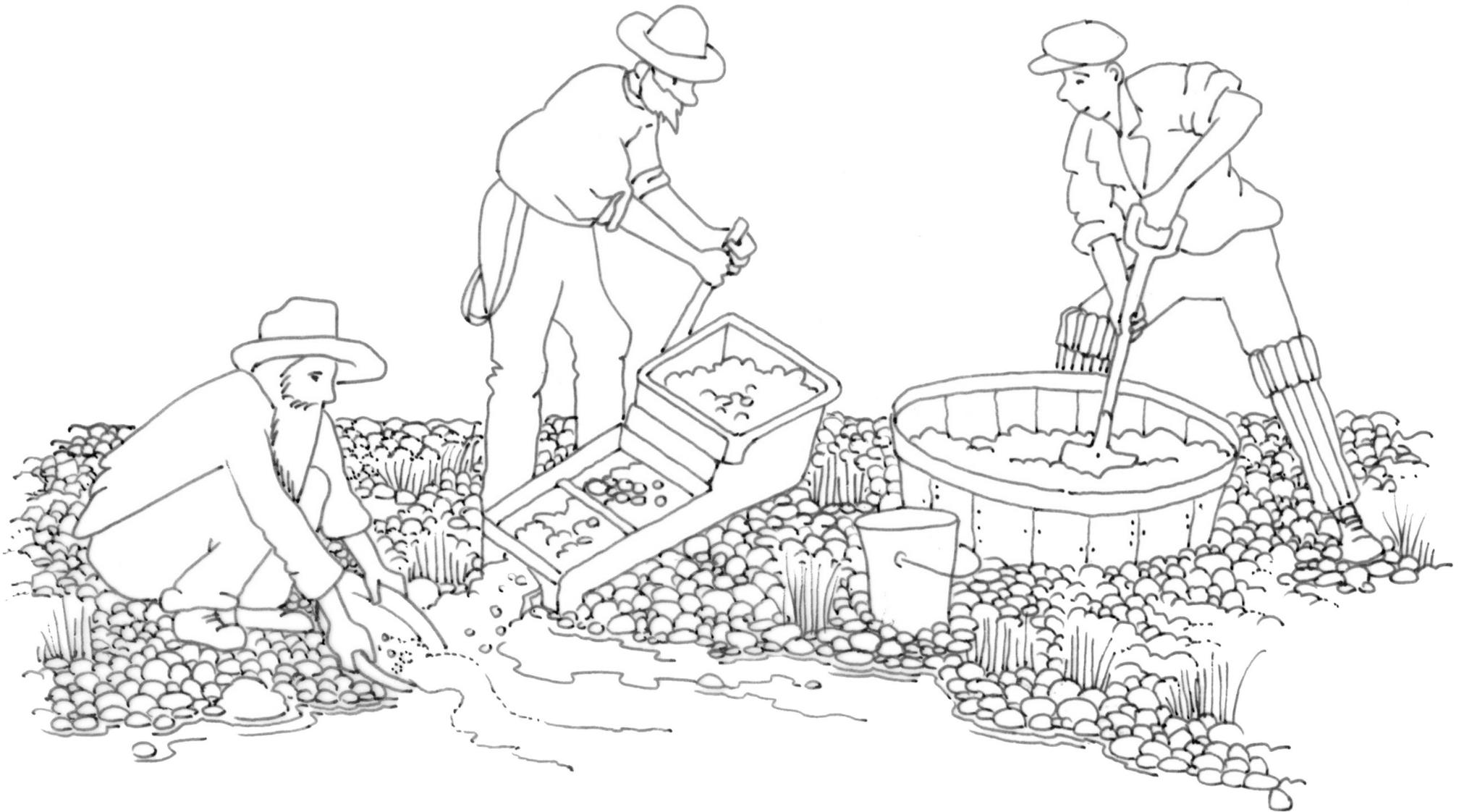


Jim has had no luck in his search for gold.

Can you show him where to dig?



Some diggers pan for gold and others use a gold cradle to separate gold and gravel.
If they hit clay, they start puddling.



Book 1232

FIVE SHILLINGS

COLONY OF VICTORIA.

No. 14

FIVE SHILLINGS



District and Place in which issued _____

te _____

MINER'S RIGHT.

Issued to _____

_____ under the revisions of the Mines Act 1890, No. 1729,

and the Mines Act 1897,

in force from _____

until _____

More online resources

- The Gold Rush game, developed by the National Museum of Australia. This is great introduction to the Australian goldfields, or a fun independent extension activity. For 1–4 players, 8 years+ over, | iPad optimised <https://www.nma.gov.au/learn/classroom-resources/gold-rush-game>
- National Museum of Australia teacher resources: <https://www.nma.gov.au/learn/kspace/victorian-goldfields-1854/teacher-resources>
- ABC Education: <https://education.abc.net.au/home#!/topic/495292/gold-rush>
- Sovereign Hill teaching resources: <https://sovereignhilledblog.com/>
- Sovereign Hill: <https://sovereignhill.com.au/>

Places to visit

A quick search of your State or Territory and you will find a museum.

In Victoria, where *GOLD!* is set, these are some popular places.

- Melbourne: <https://chinesemuseum.com.au/>
- Bendigo: <https://www.bendigoregion.com.au/explore-bendigo/golden-dragon-museum>
- Ararat: <https://www.ararat.vic.gov.au/gum-san-chinese-heritage-centre>
- Sovereign Hill: <https://sovereignhill.com.au/>