Victoria’s Framework of Historical Themes
Lesson starters and activities in response to the Heritage Framework
How to use this resource

Unlike the chronological structure of many educational resources, Victoria’s Framework of Historical Themes is ordered in a thematic way, much like a mind-map with Victoria at its heart.

The Framework creates a thematic structure by which to identify the iconic features, stories, movements, geographic features, people and monuments of Victoria.

These resources make the Framework more relevant to the classroom by connecting the Framework with both the National Curriculum and VELS. They also provide case studies for each theme as snapshots selected for their tangible connections to the changing face of Victoria.

When used as lesson starters and to generate classroom discussions, they will help students capture a glimpse of the past through the material remains and records of historical Victoria.

These resources are to be used alongside the Framework document, which can be accessed at www.dpcd.vic.gov.au/heritage/publications-and-research/framework-of-historical-themes.

The specific connections between the Framework and the VELS and National Curriculum are made in the PowerPoint presentation also available from the above URL.
1. Shaping Victoria’s environment
... covers how Victoria’s distinctive geology, landscapes, flora and fauna have evolved over millions of years. It traces the factors that have made Victoria’s natural variety an important part of Australia’s biodiversity, and includes Aboriginal people’s traditions about how the land and its features were created - stories that are unique to Victoria, and of great cultural significance.

1.1 Tracing climate and topographical change
1.2 Tracing the emergence of Victoria’s plants and animals
1.3 Understanding scientifically diverse environments
1.4 Creation stories and defining country
1.5 Living with natural processes
1.6 Appreciating and protecting Victoria’s natural wonders

Case Study 1
At the Melbourne Zoo, there are many exotic animals in cages, but also some which don’t really belong there. Have you ever seen a sparrow riding on a hippo’s back as it wallows in a pond? How did it get there? The answer is the Acclimatisation Society of Victoria. In 1861, an editor of the Melbourne newspaper *The Argus* decided to begin introducing new species of animals to Australia for the purposes of farming and hunting. These animals included cashmere goats, alpacas, pheasants, deer, hare and sparrows. Many of these animals caused ecological and agricultural problems in Victoria. Gradually the Acclimatisation Society became the Melbourne Zoo which began to display more exotic animals.

Case Study 2

There are many instances in Victorian history where humans have left their mark on trees. These include Indigenous ‘Scarred trees’ which have had large pieces of bark removed from them in order to build canoes or create eating or drinking vessels called Coolamons. This ‘Scar tree’ can be found in the Fitzroy gardens and has been protected as important visual evidence of Indigenous everyday life in the area. Some trees can be misleading, as a similar scarring effect can be caused by lightening, tree diseases or ringbarking (you may want to look up this word).

![Scarred Tree, Fitzroy Gardens, Melbourne](Image)

Case Study 3

The Missing Apostles

Many heritage sites develop organically rather then being built by humans. A good example of this is the Twelve Apostles, several stacks of rock which dot the coast in the Southern Ocean within the Port Campbell National Park. They are made of limestone and their shape is the result of erosion from the cliffs which began 10-20 million years ago. As time has passed, some of the formations have collapsed into the sea.

Source: Visit Victoria, '12 Apostles'  
http://www.visitvictoria.com/displayobject.cfm/objectid.000B0BDC-CFBC-1A5C-BC6180C476A90000/, accessed 17/6/11.

![The 12 Apostles](Image)
Lower Primary


2. Indigenous Australians used Coolamons made from the bark of trees to carry food and water. Bring to school an example of something which your family uses to carry and store food for a mini modern Coolamon exhibition in your classroom. As a class discuss what has changed and what is different. Think about HOW your Coolamons were made, WHAT they were made from, how long they will last and how much they may have cost to buy.

3. Teachers Demonstration. Use a pile of sand and a hairdryer on a low setting to demonstrate the concept of ‘erosion’. Ask the students in the class to explain to you what happened and relate it to the 12 Apostles.

Upper Primary

1. Choose a species of animal which has been imported to Victoria and make a one page fact file about it. Make up a class Encyclopaedia by binding them together in a booklet. Make sure that you include the following information: WHAT kind of animal is it? WHY was it brought to Australia? WHERE did it come from? WHO decided to import it? WHEN was it introduced to Australia?

2. Create an instruction pamphlet on how to make a canoe from a tree in the style used by Indigenous Australians.

3. You are visiting the site of the 12 Apostles with your family, but you can only count eight of them! Have they been stolen? Find out what happened to the other four apostles and write an information leaflet for other tourists to let them know.

Upper Secondary

1. What does Acclimatisation mean? In what other contexts do we use this term? What kinds of problems and benefits do you think the introduction of these species caused? In groups consider the impact on farming, the economy and the food chain.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cashmere Goats</td>
<td></td>
</tr>
<tr>
<td>Alpacas</td>
<td></td>
</tr>
<tr>
<td>Pheasants</td>
<td></td>
</tr>
<tr>
<td>Deer</td>
<td></td>
</tr>
<tr>
<td>Hare</td>
<td></td>
</tr>
<tr>
<td>Sparrow</td>
<td></td>
</tr>
</tbody>
</table>

2. The Common Heath was chosen as the floral emblem of Victoria in 1951. You can visit the Australian Government Botanic Gardens to find out more about it [http://www.anbg.gov.au/emblems/vic.emblem.html](http://www.anbg.gov.au/emblems/vic.emblem.html). The Victorian Government has decided to create a ‘Victorian Flora’ smart phone application for tourists. Design the text, graphic images and layout for the application. (It should include: 5 examples of Victorian Flora, historical and contemporary uses of the flora, whether they were used by Indigenous Australians, photographs of each, at least one botanical drawing, an annotated map showing where they traditionally grow, a translation - if applicable.)

3. Many organic and man-made heritage sites and monuments are being destroyed by environmental factors. Write a short article for a Victorian newspaper entitled: Nature Destroys History! Explain how the environment and weather are actually damaging our monuments and heritage sites.
2. Peopling Victoria’s places and landscapes

... is a key theme for understanding the many ways in which people have arrived and settled in Victoria, and the successive waves of migration that have created a multicultural society expressed in the built fabric of our towns and cities. The high points of migration were the gold rush generation that influenced social and economic development until the First World War, and the post World War II migration, when Victoria had more migrants than any other state. This has had an enormous influence on the state’s, and also the nation’s economic, social and political development.

2.1 Living as Victoria’s original inhabitants
2.2 Exploring, surveying and mapping
2.3 Adapting to diverse environments
2.4 Arriving in a new land
2.5 Migrating and making a home
2.6 Maintaining distinctive cultures
2.7 Promoting settlement
2.8 Fighting for identity

Case Study 1
Mapping Victoria

In 1837, Robert Hoddle began the process of planning out the city of Melbourne in blocks of streets, which is now known as ‘Hoddle’s Grid’. So caught up was he in a grand plan for a continuously expanding city, that Hoddle ignored the already-standing structures such as people’s houses and the fact that the areas he had marked out as streets often flooded!


Above: Robert Hoddle’s survey of the City of Melbourne in 1837

Right: Hoddle’s grid chain
Source: State Library of Victoria
Image no. hp004251
Case Study 2
Quarantine
There are very strong environmental protection laws in Victoria to protect the fruit and vegetable industry. The problems of pests and diseases prompted the creation of the Point Nepean Quarantine Station near Portsea in 1852 as a place where infected people and cargo could be fumigated before entering into Victoria. Our quarantine procedures have changed since then and are mainly put into place at airports.

Case Study 3
Cultural/Social Identity
There are many community groups in Victoria which have been developed to help families and individuals retain their cultural and social identity. Some, like the ‘Aboriginal Advancement League’ were founded to help Indigenous Victorians rebuild their rights and reclaim their heritage. Others are organisations founded to help migrants feel at home in Australia, while some create spaces where people with shared experiences (such as returned servicemen) can commune. You can watch stories about the Caulfield RSL here: http://www.cv.vic.gov.au/stories/among-mates-caulfield-rsl/.
Lower Primary

1. As a class visit ‘One Place, Many Stories’ www.oneplace.net.au and find your school on the map. Teachers will need to log on before the lesson and create a class account. Project the site onto an interactive whiteboard and as a class create a story page for your school. What kinds of information should you include? You could upload photos, a map of the school, a drawing of the school or a picture of your classroom to illustrate the story of your school.

2. Find out about airport sniffer dogs. What kinds of natural products are they sniffing through your luggage for? Decide as a class whether you are allowed to bring the following items into Victoria from overseas:

<table>
<thead>
<tr>
<th>Item</th>
<th>Why?</th>
<th>Why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The apple you didn’t eat on the plane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A necklace made of seed pods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A guide book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A stuffed toy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some leaves you found in the park</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Share your experiences of going through customs

3. Where did you come from? Ask your parents to help you draw a family tree which includes yourself, your parents, your grandparents and your great-grandparents. Label under each person which country they were born in. You might like to include photos for each part of the tree.

Upper Primary

1. Visit ‘One Place, Many Stories’ www.oneplace.net.au and find your school on the map. Teachers will need to log on before the lesson and create a class account. In groups, choose a location in your area - it could be a park, heritage property, bowling club, library or church and create a ‘story’ page for it.

2. Go online to the virtual Point Nepean Quarantine Station website at www.virtualhistorycentre.com. Complete the quest and take a photo of your avatar engaging in a quarantine procedure at the station. Write a caption and email it to your teacher.

3. Use Storytree http://www.storytree.me/ to create a story about a place in Victoria which is important in your life. It could be a park, church, train station, school or restaurant.
Upper Secondary

1. Visit ‘One Place, Many Stories’ [www.oneplace.net.au](http://www.oneplace.net.au) and look at the way that satellite images can be used to layer history. In groups, choose one of the following mapping techniques and create a poster on how the technique can be used for historical research. Use images and no more than 100 words to explain your concept to an observer who knows nothing about maps.

- Geophysical Survey (you might like to watch an episode of Time Team to help you with this)
- OR
- Google Maps

2. Go online to the virtual Point Nepean Quarantine Station website at [www.virtualhistorycentre.com](http://www.virtualhistorycentre.com). Complete the quest and take a photo of your avatar engaging in a quarantine procedure at the station. Write a caption and email it to your teacher.


- The Koorie Heritage Trust, The Swiss Club, an RSL, community newspapers and bulletins, Sokal Melbourne Inc. (from Czechs and Slovaks) SBS radio, Chinese aged care facility, Nigerian Society of Victoria, Alliance Francaise, Goethe Institute, The Arabic Australian Council, *The Armenia* (a monthly Armenian newspaper), The Australian Aborigines League, Celtic Club, Chinese Museum, Jewish Museum, Chinese district societies (See Yup, Kong Chew, Nam Poon, Shoong & Ling Ying), Co. As. It (Italian migrant service) Holland Australian Retirement Foundation, Channel 31, El-Seddique Society (Egyptian), Macedonian women’s choir, Vietnamese Opera Society, Moomba, Philippine Times (Filipino)
- You may also choose one not on this list.

The first residential information directory was published privately in Melbourne in 1841 and they have been an important system for recording and referencing since then, although many are now online. Create a class directory for recent arrivals to Victorian which includes each of these organisations, their contact details and 200 words on how they maintain or preserve cultural/social traditions.
3. Connecting Victorians by transport and communications

Early European routes often followed the pathways by which Aboriginal people moved through country over thousands of years. This theme traces the networks of routes and connections by which goods and people were moved and linked. In the 19th and early 20th centuries, Victoria used overseas technologies to build an ambitious rail system serving the entire state. Since the 1950s, cars and road transport have had a huge impact on Victoria’s rural and urban landscapes.

3.1 Establishing pathways
3.2 Travelling by water
3.3 Linking Victorians by rail
3.4 Linking Victorians by road in the 20th century
3.5 Travelling by tram
3.6 Linking Victorians by air
3.7 Establishing and maintaining communications

Case Study 1
Connecting Victoria by Car

Generally we associate the RACV logo with broken down cars and flat batteries. The organisation began in December 1904 when 55 men met at the Port Philip Hotel to form a club for “persons owning self-propelled vehicles or motor cycles”. This is an example of an organisation which has evolved with the changes in technology and adapted to the needs of modern motorists, generally in the form of roadside assistance.


Right:
Rolls Royce Motor Car Circa 1925.
Source: Public Records Office
Box 273/10
Case Study 2
Connecting Victoria by Railway
One of the central figures who influenced the development of the Victorian Railway system was Chairman of the Victorian Railway Commissioners, Harold Clap. He was employed in 1920 and moved on to the position general manager of the Aircraft Construction Branch of the Commonwealth Department of Supply and Development with the outbreak of war in 1939. A unique and fastidious man, he is alleged to have polished his shoes up to eight times a day. He was often heard to repeat the phrase ‘The railway is ninety-five per cent men and five per cent iron.’

Case Study 3
Connecting Victoria by Water
Indigenous Australians didn’t travel by car, train, plane or tram. Canoeing down the Yarra River was a major source of travel, as was walking. The word ‘Yarra’ is thought to be an Indigenous word meaning ‘ever flowing’. The Aboriginal name for the Yarra River is ‘Birrarung’. In 1837, Governor Bourke wrote of the Yarra that it “abounds in fine fish and the water is of very good quality”. Today, the Yarra River is often referred to as ‘the river that flows upside down’.
1. Horse and Cart vs. Cars
Consider how early colonial Victorians moved around the State and compare it to our reliance on cars today. As a class make a list of the positive and negative things about horse & carts vs. cars. Consider things like time, repair, impact on the environment etc.

<table>
<thead>
<tr>
<th>Horse and Cart</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positives</td>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cars</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positives</td>
<td></td>
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<td></td>
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</tbody>
</table>

2. Puffing Billy is one of the few steam trains which has remained active in Victoria. It is over 100 years old and still runs the original course from Belgrave to Gembrook through the Dandenong Ranges. A ride on Puffing Billy is still a popular excursion for families. The managers of Puffing Billy have asked you to design a mascot to appeal to young children riding on Puffing Billy. A mascot is a character who represents a team or cause. As a class create the mascot and work out how it will help young children learn about Puffing Billy. You might consider designing a colourful map, writing a quiz, designing a maze, creating posters or information sheets.


4. Collect some natural materials from around your school such as leaves, paperbark and twigs. In groups of two, design and create a canoe using only these materials. Once you have finished, write a short review of each canoe. What are the strong and weak features of each design? You might like to try sailing them in a tub of water to see which one is the most waterproof!
Upper Primary

1. Using an online timeline maker such as Dipity [http://www.dipity.com/](http://www.dipity.com/) or a poster, create a timeline which shows how cars have changed between 1900 and today. Label your diagram to show how the features of cars have changed, how they were used, how much they cost and who drove them.


3. Divide the class up into four groups and ask them to each create a mind map with the following headings:
   a) What did Aboriginal people use the Yarra River for?
   b) How has the Yarra River become so polluted since colonisation?
   c) What is the Yarra River used for today?
   d) What strategies are being used to clean the Yarra River?

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Upper Secondary

1. Research and write a short essay (300 words) with the heading: ‘How the Motorcar has Shaped Victoria’. (In your response, consider the impact on employment, city planning, the economy, gender issues and business.)


3. The colonisation and industrialisation of Victoria has impacted significantly on the Yarra River. Make a mind map with the ‘Yarra River’ in the centre and brainstorm why the Yarra has become so polluted. Consider the types of industries which have been located on its banks. In another coloured pen, include on your map the strategies which are being used to keep the river clean.
4. Transforming and managing land and natural resources

... is critical to understanding how occupation and use of the land, and exploitation of its natural resources, have changed Victoria and produced its varied cultural landscapes. Important aspects are the evidence of a continuing Aboriginal occupation across the state, and the European exploitation of grasslands, minerals and forests, a source of wealth reflected in Victoria’s colonial and post-Federation heritage. This theme also illuminates the historical development of Victoria’s distinctive areas of rural development, from the pastoral estates of the Western District to the family farms of Gippsland and the Mallee, and irrigation settlements.

4.1 Living off the land
4.2 Living from the sea
4.3 Grazing and raising livestock
4.4 Farming
4.5 Gold mining
4.6 Exploiting other mineral, forest and water resources
4.7 Transforming the land and waterways

Case Study 1
Although we often feel that drought is a relatively new problem, it has been an obstacle for people living in Australia for centuries. The lack of rainfall impacts on the quantity and quality of food grown in Victoria for sale or export. Livestock also needs a great deal of water to drink and rely on water to provide them with feed such as grass. Water restrictions have been implemented in both regional and metropolitan areas. Gone are the days of playing under the sprinkler in summer and water saving technology such as water tanks and water-efficient showerheads are regular features in many households.

Case Study 2
Irrigation settlements such as Mildura have become a keystone in Victoria’s agricultural industry. Irrigation has allowed farmers to harness the water in the Murray River and to create a fertile environment for growing fruit, particularly grapes and oranges. The area is also often referred to as ‘Sunraysia’, a name which you may have seen on food packaging. The irrigation colony was dreamed up and overseen by Californian brothers George and W.B. Chaffey in 1887. The Chaffey brothers faced many hardships while establishing Mildura, but eventually prevailed.

Case Study 3
Victoria became a major attraction for miners in 1851 with the discovery of gold in areas such as Bendigo and Ballarat. Today, the most commonly mined material is brown coal, a mineral found predominantly in the La Trobe Valley in Gippsland. Brown coal is used to produce energy, but is also exported to areas such as Asia.

Right:
*Statue tribute to the ‘Cornish Miner’ in Bendigo*

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**Lower Primary**


2. Write a caption for the painting (on page 14) made by Irymple Primary School student Michael McCabe in 1973. What is happening in this picture? What is being grown? What is the train for?

3. Find a picture of a modern miner and compare it to the statue above. Fill out the list below to show what modern and gold rush miners had in common and what has now changed

<table>
<thead>
<tr>
<th></th>
<th>Gold Rush Miner</th>
<th>Modern Coal Miner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Living Conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machinery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact with family and friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Upper Primary


   a) The immigration of the Chaffey brothers to Australia
   b) Planning an irrigation colony
   c) Despair at the drought
   d) George Chaffey decides to return to the USA
   e) The persistence of WB Chaffey

3. Write a letter from a miner in 1851 to a modern Victorian miner today to explain what his job was like. Then write a response which tells the gold prospector about modern mining techniques. Make sure that the letters reflect the age in which they were written. A Ballarat or Bendigo miner in the mid 19th century wouldn’t have typed his letter!

Upper Secondary


   a) The immigration of the Chaffey brothers to Australia
   b) Planning an irrigation colony
   c) Despair at the drought
   d) George Chaffey decides to return to the USA
   e) The persistence of WB Chaffey

3. Write an analysis of the ‘Cornish Miner Statue’ and the role which Cornish Miners played in establishing Bendigo as a gold town.
5. Building Victoria’s industries and workforce

... embraces the development of Victoria’s industrial and manufacturing base, and the development of service industries such as banking and finance. This has left a rich architectural and historical legacy, for example banks in every Victorian town and in Melbourne, and also the industrial complexes, large and small, throughout Victoria.

5.1 Processing raw materials
5.2 Developing a manufacturing capacity
5.3 Marketing and retailing
5.4 Exhibiting Victoria’s innovation and products
5.5 Banking and finance
5.6 Entertaining and socialising
5.7 Catering for tourists
5.8 Working

Case Study 1
The Geelong Wool Industry

It was once written that the Australian economy rode on a sheep’s back. Literally interpreted, this means that wool has contributed a lot to Australia’s economy as one of the country’s leading exports. In the early 1900s Geelong’s harbour was filled with ships being loaded with bales of wool, but now there is much less need for wool.

You can find out more about the Victorian wool industry at the National Wool Museum in Geelong.
Case Study 2
Material evidence of Victorian industries
The Nylex Plastics clock is a familiar and helpful sight to motorists crossing the Yarra River. However, it also tells the story of a company who has been a key name in the Victorian plastics industry for over 60 years, producing garden and house wares, and industrial products. It was also the maker of the iconic Australian emblem, the Esky. Another key example of Victorian industry is the neon Skipping Girl sign which was created by the Nycander company in 1936 to advertise their popular brand of vinegar.

Case Study 3
The tourism industry is a booming one in Victoria as there are so many things for interstate and overseas visitors to see and do. Encouraging people to visit Victoria is good for the local economy, particularly in small towns. The variety of sites to see include galleries, parks, forests, shops, beaches, rivers, landmarks and festivals.
Lower Primary

1. What are your clothes made of? As homework look at your clothes and list what they are made out of. Bring the list back to the class and share your data. As a class create a graph showing the popularity of the different materials. How many pieces of clothing do you have which are made out of wool?

2. Write and illustrate a picture book about going to visit a Victorian landmark which comes to life. It could be the smiling face at Luna Park, a local statue or a painting. What does the landmark tell you? What secrets does it share?

3. You have a friend staying with you from overseas for five days who would like to find out all they can about Victoria. Create an itinerary (list of places you will go) in the time that he/she is here. Explain why you have chosen each place. How will you get there and how much will it cost?

Upper Primary

1. It was once said that the Australian economy ‘rode on the back of a sheep’. Create a digital story about the growth and decline of the wool industry in Victoria.

2. As a class, make a touch trolley of objects to teach overseas visitors about the Geelong wool industry. Take turns in explaining the wool industry from 1900 to the present day using only the objects on the trolley. Think about things that people might want to touch or ask questions about. If you are studying another language, make signs for visitors from that country.

3. You have a friend staying with you from overseas for five days who would like to find out all they can about Victoria. Create an itinerary (list of places you will go) in the time that he/she is here. Explain why you have chosen each place. How will you get there and how much will it cost?

Upper Secondary

1. It was once said that the Australian economy ‘rode on the back of a sheep’. Create a digital story about the growth and decline of the wool industry in Victoria.

2. Think of a couple of old or interesting buildings in your neighbourhood and check the database to see if they are listed: http://vhd.heritage.vic.gov.au/. Once you find one that is not yet listed, write a letter to Heritage Victoria explaining why you think it qualifies for heritage protection.

3. You are a feature writer for a tourism magazine in London and are in Australia for the first time. Choose a tourist location in Victoria to review for your article. It could be an environmental or cultural experience. Make sure you include the information which travellers may need, such as opening hours, facilities and suitable clothing to wear. You might like to check out the travel features in a newspaper to give you an idea of how to structure your piece.
6. Building towns, cities and the garden state
... covers the development of gold rush cities and agricultural service centres, as well as the emergence of Melbourne as a world leader in suburban development and the expression of this in the range and variety of Melbourne’s suburbs. Victoria’s areas of ethnic and cultural diversity, and the distinctive heritage of our country towns, are also important under this theme.

6.1 Establishing Melbourne Town, Port Phillip District
6.2 Creating Melbourne
6.3 Shaping the suburbs
6.4 Making regional centres
6.5 Living in country towns
6.6 Marking significant phases in development of Victoria’s settlements, towns and cities
6.7 Making homes for Victorians
6.8 Living on the fringes

Case Study 1
A disappearing act
Sometimes we don’t notice all the important and interesting architectural and environmental features of Victoria, but it’s even more difficult to remember things which aren’t there anymore. There were several forces which were responsible for the changing face of Victorian towns and cities. Whelan the Wrecker was a demolition company which operated between 1896 and 1992 and pulled down many of Melbourne’s city buildings. This was often because the buildings were badly made, became unfashionable or were replaced by something else.*

How do you burn water? As ridiculous as it may sound, in 1953 Melbourne’s Aquarium burned down!**

In 1956, the town of Tallangatta, in northern Victoria was moved by 8 km when the Hume dam flooded. All houses, shops and residents had to relocate.***


Case Study 2
Victoria: The Garden State
Victoria has many notable gardens and was once known as ‘The Garden State’, a slogan which was printed on car number plates. This slogan or nick name related to the greenery in Victoria and the heavy rainfalls which once made it a desirable area for planting. One of the most beautiful public gardens is the Royal Botanic Gardens in Melbourne which was designed by Ferdinand Von Muller, a German immigrant. He was responsible for introducing a many new species of plants to Victoria, but also sent specimens of the Eucalyptus tree known as ‘Blue Gum’ all over the world.

Case Study 3
Living on the Fringes
Homelessness and slums are as much the history of Victoria as important heritage buildings. Events throughout Victorian history such as the Gold Rush, The Depression, recession and periods of high unemployment have resulted in many Victorians experiencing homelessness or living below the poverty line. Currently housing situated close to the city has become very desirable and expensive, but in early Melbourne, wealthier people lived away from the grime of the urban central in what is now dubbed ‘suburbia’. Many organisations such as ‘The Salvation Army’, which has been established in Melbourne since 1882, have been founded to combat poverty and homelessness in both urban and regional centres.
Lower Primary


2. Invite a gardener to talk to your class about growing local plants. Work with them to choose and plant some native plants in your school grounds.

3. Go for a walk around your school. Are there any signs or plaques on buildings in your school which tell you about its age?

Upper Primary

1. Part of the ‘great Australian dream’ in the 1950s was to own a house with a backyard, a Hills Hoist clothes line and a barbeque. For many reasons, more houses no longer have backyards. Where have they gone and why?

2. What sort of things would organisations such as ‘Save Our State’ (formerly ‘Save Our Suburbs’) like to see happen in relation to building regulations in Victoria? Look for an image of a house in your area on [http://www.realestate.com.au/](http://www.realestate.com.au/).


Upper Secondary

1. Take a photo of a monument, heritage site, or building and add it to a class flickr account with a caption describing it, its context and the history of its significance. Alternatively find an image of a building or monument which is no longer standing and upload it with a caption explaining the reason for its disappearance.


3. Download a map of Victoria and create a ‘The Garden State Trail’ for international visitors to follow. Label at least four notable gardens with information about its history and flora. Create a hyperlink on each garden site to a useful image or website which you think tourists will find interesting and informative. If you are studying another language, make a translation for international visitors.
7. Governing Victorians

... covers the phases of government in Victoria’s history, as well as the varied heritage associated with defence, law and order and local government. It features the role Victoria played as a centre for reform campaigns, including reform of Aboriginal policies in the 20th century.

7.1 Developing institutions of self-government and democracy
7.2 Struggling for political rights
7.3 Maintaining law and order
7.4 Defending Victoria and Australia
7.5 Protecting Victoria’s heritage

Case Study 1

The Missing Parliamentary Mace

The Mace was stolen on the night of the 8th October 1891 from the speaker’s chamber at Parliament House in Spring St. The key suspect was Thomas Jefferey, parliamentary handyman and electrician who was seen running away from Parliament House with a long parcel wrapped in brown paper. There are many theories as to where the mace might have ended up, but it remains missing to this day. In 2001, the Victorian Police decided to offer a $50,000 reward for whoever managed to find it.


Case Study 2

The Canine War

In the 1840s there was a problem with savage dogs in Melbourne which put the residents in danger of being attacked and injured. This led to the first ‘Dog Act’ in Melbourne. It has been claimed that this Act led to an understanding that police officers were allowed to kill unregistered dogs and were paid half a crown for every dog they killed. In order to prove that they had disposed of the dog, they were required to bring the tail to the Police Revenue Office. Due to the cash incentive Police allegedly began sneaking into yards and killing people’s pet dogs in order to obtain a tail and consequently their payment!

Case Study 3
Preserving historic buildings

The Coop’s Shot Tower was built between 1889–1890 to produce lead shots for firearms. They were made by letting a drop of molten lead fall from the 50m tower into a drum of water at the bottom. As this practice is now defunct, the shot tower is no longer needed for its original design.

There have been many solutions to the problems of conserving and repurposing Victoria’s historical buildings. Rather than being pulled down, the Shot Tower at Melbourne Central Shopping Centre was incorporated into the design of the railway station and shopping precinct through the process of building a glass cone over the top. This protects it from the elements of wind and rain, effectively slowing its decay. The internal structure has been used as a museum and refitted for shops.


Lower Primary

1. Make up a story about where you think the missing parliamentary mace disappeared to. Did it fall into the Yarra? Was it melted down and made into a gold necklace? You Choose!


3. Get a copy of the school rules and work out what you think would be a suitable punishment for the following:
   - Being late
   - Not doing homework
   - Bullying

Upper Primary

1. Research the Mystery of the Missing Mace and create a ‘Who Dunnit’ set in 1891. You will need to work out four to six possible suspects and create a background and motive for each of them. Choose four people in your class to act out the roles. You will also need some other characters such as policemen. The class will interview each of the suspects and decide who they think is guilty. Once the suspect has been chosen, you will need to have a court case to decide what their punishment will be. For this you will need to find out what kinds of sentencing was handed out in the late 19th century.


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2. Bearbrass was one of the earliest names given to Melbourne in the early colonial period. Why was it eventually named Melbourne? What does the name signify? If you had to make up a new name for Melbourne, what would you choose and why?

3. Much of Victoria’s heritage is in the form of objects. Watch the story of Jim Simpson’s Knitted War Trophy [http://www.cv.vic.gov.au/stories/but-thats-another-story/9394/jim-simpsons-knitted-war-trophy/] and the story of the restoration of ‘Shearing the Rams’ [http://www.cv.vic.gov.au/stories/restoring-shearing-the-rams/7604/shearing-the-rams/]. You have been asked to write an application to the Victorian Government for grant money to fund the restoration of a piece of Victorian history which has been damaged. Choose a subject such as a painting in the National Gallery of Victoria or an object at the Melbourne Museum (they don’t really have to be damaged!) and write a letter to a government officer explaining why this piece of history needs to be conserved.
8. Building community life

... highlights the role of churches, schools, hospitals and community halls in transferring old-world belief systems, ideals and institutions to the new colonial offshoot. This includes the range and influence of women’s organisations; for example the Country Women’s Association had a larger membership in Victoria than any other state and was a major political force. Victoria’s pioneering role in providing for women’s secondary school education is also an important aspect of this theme.

8.1 Maintaining spiritual life
8.2 Educating people
8.3 Providing health and welfare services
8.4 Forming community organisations
8.5 Preserving traditions and commemorating
8.6 Marking the phases of life

Case Study 1

Education

Bacchus Marsh Primary School is Victoria’s oldest primary school and opened its doors on 13th May 1850 as the Bacchus Marsh National School, a one-teacher school with a voluntary enrolment of 34.

Since then, education in Victoria has grown and expanded into many different kinds of educational organisations for people of all ages and backgrounds. Some interesting learning institutions are: the Candlebark School established by writer John Marsden, The University of the Third Age (for the continued learning of older people) and Mechanic’s Institutes, which acted as a library and college for adults, mostly men who worked full time and wanted to continue their education.
Case Study 2
The Country Women’s Association
The Country Women’s Association was founded in 1928 as a group dedicated to the issues facing women who lived in rural areas. They often baked or made jam for relief packages or fundraisers for their cause.

Case Study 3
Commemoration
Remembrance monuments and memorials mark towns all over Victoria. The largest is the Shrine of Remembrance on St Kilda Rd in Melbourne. It was built in 1934 to commemorate all who fought in WW1, then known as ‘The Great War’. There are many types of markers which surround the memorial to recognise the diversity of participation in WW1. There is even a trough-shaped cenotaph to recognise war horses. While the Shrine is architecturally impressive, there are many simpler monuments such as plaques and trees around Victoria which also tell the stories of lives lost in subsequent conflicts.
Lower Primary

1. Find out about the history of your school. You might start with asking a teacher or librarian to give a talk and find out whether your school has an archive. You may even be able to interview somebody who went to your school a long time ago. Find the answers to the following questions:
   - When was your school built?
   - Are there more students now than in the past?
   - Did earlier students wear the same uniform as you?
   - How were they rewarded or punished?
   - Have any of the buildings at your school changed?

2. The Country Women’s Association of Victoria was created to help women living in the country. They are often remembered because of the cakes or jam they make to fundraise for their organisation. As farmers are often the victims of extreme weather such as floods, drought or bushfires, they often need extra support. Work with a parent or guardian to bake something for a class fundraiser to support a rural organisation.

3. Discuss the idea of ‘Remembrance’ in class. Why do we remember those who have participated in a conflict? Go to the 1000 Poppies website http://1000poppies.org/network/ and plant a virtual poppy.

Upper Primary

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3. Visit the 1000 Poppies website and plant a virtual poppy http://1000poppies.org/network/. Upload a photograph of a local war memorial - it could be a statue, grave or tree. You could look at the Royal Historical Society of Victoria’s online database of memorials to see if your local one is included. Have a go at designing a memorial yourself using a program such as ‘google sketch up’.
1. Imagine that you are a recently retired 60 year old who would like to continue their education. Choose an area of interest and research what options may be open to you in terms of further study. Write a 100 word report on why your chosen course is suitable (cost, location etc) and what you would like to get out of it.

2. Class discussion: Do you think that the role of the Country Women’s Association of Victoria has changed since its inception in 1928? What were some of the issues facing women in the country then? What are they now?

3. Visit the 1000 Poppies website http://1000poppies.org/network/ and plant a virtual poppy. Watch the videos of veterans and academics on the site. Create a short video or digital story on remembrance (one to three minutes) and upload it to the website. It can be about any conflict in any country.
9. Shaping cultural and creative life

... covers the rich legacy of places and strong interconnecting creative culture, supported locally, which is highly valued by the community as part of its history and identity. Victoria’s cultural life in its many facets: sport, arts, popular culture and science.

9.1 Participating in sport and recreation
9.2 Nurturing a vibrant arts scene
9.3 Achieving distinction in the arts
9.4 Creating popular culture
9.5 Advancing knowledge

Case Study 1
Creative Minds

The claim that Victoria is a very creative place can be supported by the fact that so many important inventions were created here!

- Vegemite
- Black Box Flight recorder
- Aspro
- Kiwi shoe polish
- Bionic ear
- Footy - Australian Rules Football
- Refrigeration
- First full length feature film
- Kelpie (Casterton)

Dr David Warren with the first prototype of the Black Box Flight Recorder
Case Study 2
Dame Nellie Melba was born in Richmond, Victoria in 1861 and rose to fame as a famous opera singer. She was especially acclaimed for her roles in ‘Faust’, ‘La Boheme’ and ‘Aida’. After performing extensively in Europe, she built her home ‘Coombe Cottage’ near Lilydale. Many buildings and products are named after her including a singing conservatorium, a kindergarten and a desert called ‘Peach Melba’.

Case Study 3
There are many festivals in Victoria which celebrate the diversity of the population and showcase talent from all around the world. Antipodes festival, Moomba, Comedy Festival, Fringe Festival, International Arts Festival, Port Fairy Folk Festival, Royal Melbourne Show, Melbourne Food Festival, Chocolate Rush Festival, Fair Trade Festival and Market, Indigenous Arts and Culture Festival, Kyneton Antiques Fair, Medieval Festival (Kryal Castle Ballarat), Melbourne Writer’s Festival, Next Wave Festival, National Science Week, History Week, The Light in Winter, Victoria Street Festival and Chinese New Year.
Lower Primary

1. Many of the inventions in Case Study 1 were created before everybody had a television. Create a radio jingle to tell the public about one of the inventions. Make sure you let the listener know how useful it can be!

2. You have been asked to write a ‘Who am I’ for a new line of Fantail sweets. Choose a famous Victorian and write down some clues. Wrap up a lolly in the paper and ask a parent or grandparent to guess who the person is. They only get the lolly if they answer correctly!
   Some sentences you might use are:
   I was born in...
   I was famous for...
   My name begins with...

   Create a model of a Moomba float which responds to one of the following themes:
   History, Multiculturalism, Conservation, Victorian Flora & Fauna, Victorian icons.

Upper Primary

1. Choose one of the inventions listed in Case Study 1 and write a research report about it using the following headings:
   - What do we know about the inventor/s?
   - Why was it invented?
   - What other things were happening in Victoria at the time it was invented?
   - How has this invention contributed to the lives of Victorians?
   Make sure to write a bibliography for your report which includes the books and websites you have used.

2. You can listen to a recording of Dame Nellie Melba at the online Nellie Melba museum http://www.cv.vic.gov.au/stories/dame-nellie-melba/. Now listen to a song by Kylie Minogue. Have a class discussion on the two styles. How have female music stars and their music changed over the past 100 years?

3. Create an entry for a guide book to the festivals of Victoria. Choose one of the festivals listed in Case Study 3 or one of your own. Attend the festival and write a 200 word review of your experience. What sorts of things were there to see and do? Make sure to include at least two images.
1. Have a class discussion about the list of Victoria inventions noted in Case Study 1. Which is the most important and why?

2. Write a comparative essay on Victorian musical divas: Melba vs. Kylie Minogue. Both are musical icons. Compare the following points:
   - How they presented themselves in advertising material.
   - Musical styles i.e. tonal quality, lyrics etc. You can listen to a recording of Dame Nellie Melba online at http://www.cv.vic.gov.au/stories/dame-nellie-melba/.
   - Differing standards of beauty at the time.

3. Create a cultural walking tour of Melbourne CBD which includes at least six stops. These may be statues, an important building or a piece of art. You can use Google Maps to draw your route. At each stop write a tour blurb of what you will say to your tour group and include an image of what you will show them.