

Mathematics Level 7

Chapter 1 — Australia 1800–1900: the British colonies

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Why Britain set up new colonies after 1800: penal and free colonies, land, resources and Britain's economy

History 5 · Chapter 1 — Australia 1800–1900: the British colonies · Section 1A

For the teacher — curriculum map

This section owns one content description and draws on five of its elaborations. Elaborations are illustrations of the CD, not the syllabus itself (D10); they shape the examples used here.

For the teacher — VC2 codes: VC2HH6K01

Drawn on: VC2HH6K01.E01, .E02, .E03, .E05, .E06

First Nations disposition (TOC §2A, CONTENT_POLICY Rule 1). This section is taught in neutral context: the CD's First Nations clause is recorded but not taught in this series. Elaboration **VC2HH6K01.E04** is **excluded** under §2A (First Nations content) — it is not taught here and no task may draw on it.

Skills touchpoints. The section's inquiry question is this book's own wording of the example in VC2HH6S01.E01: "What caused Britain to set up new colonies in Australia after 1800?" The word box covers the VC2HH6S10.E01 term list items used here (penal, colonisation, cause). The closing writing task is an *explain* task, as the Levels 5–6 achievement standard expects.

Prior learning. Students arrive from the Levels 3–4 band having met 1788 (VC2HH4K07, VC2HH4K08). This section refers to 1788 as known and opens at 1800; it does not re-teach the First Fleet story (TOC §4).

For the teacher — teaching sequence

One sequence, about five lessons' worth. Steps 1–4 build knowledge; steps 5–6 work with sources and data; step 7 ranks causes and writes.

1. **Open with the inquiry question.** "What caused Britain to set up new colonies in Australia after 1800?" Collect guesses on the board. Tell students they will end the sequence by answering this question with evidence.
2. **Anchor prior learning.** Ask what students remember about 1788 (first colony, New South Wales, convicts). Do not re-teach it. Frame this section as the sequel: one colony in 1800, six by the 1860s — how and why?
3. **Teach the word box.** colony, colonisation, settlement, cause, convict, penal colony, free colony, free settler, transportation, resources, source, evidence, population, point of view. Check with quick oral use-in-a-sentence before moving on.
4. **Build the story.** Read Learn parts 1–2 with the timeline and the penal/free table. Then part 3 (the four causes) with the cause web. Check understanding with Q1–Q5.
5. **Work with a source and with data.** Run Worked demonstration 1 (convict numbers) and Worked demonstration 2 (Batman's diary) with the class, then Learn parts 4–5 with the South Australia Act card, the diary card and the population figures. Check with Q6–Q8.
6. **Rank the causes.** Use the cause diamond (Learn part 6) as a visible thinking routine (VC2HH6K01.E06): students fill their own diamond in pairs and defend their top box. This is Q11.
7. **Write.** The writing task closes the sequence. Mark on: three causes, two pieces of evidence, correct use of the word-box terms, and a stated judgement about which cause mattered most (reasoning, not conclusion, earns the marks).

Volume. Two worked demonstrations (one data, one primary source), eight scaffolded and three unscaffolded practice tasks, one evidence-based writing task — as planned in TOC §3.

Words you need

Word	What it means in this section
colony	Land that is ruled by another country far away. Britain set up colonies in Australia and sent British people to live in them.
colonisation	When a country takes over new land and sends its own people to live there.
settlement	A new, small community that people start in a place where few people lived before.
cause	A reason why something happens.
convict	A person who has broken the law and is sent away as a punishment.
penal	To do with punishment. A penal colony is a colony set up to send convicts to.
free colony	A colony planned for free settlers — people who chose to go there. Convicts were not sent there.
free settler	A person who chose to move to a colony. They were not sent there as a punishment.
transportation	Sending convicts to a colony far away as a punishment.
resources	The useful things a place has, such as land, water, wood and wool.
source	Something left behind from the past that historians can study — a diary, a law, a map or a photo, for example.
evidence	Information from sources that helps to answer a question.
population	The number of people living in a place.
point of view	The way one person sees and thinks about things. Two people can see the same thing in different ways.

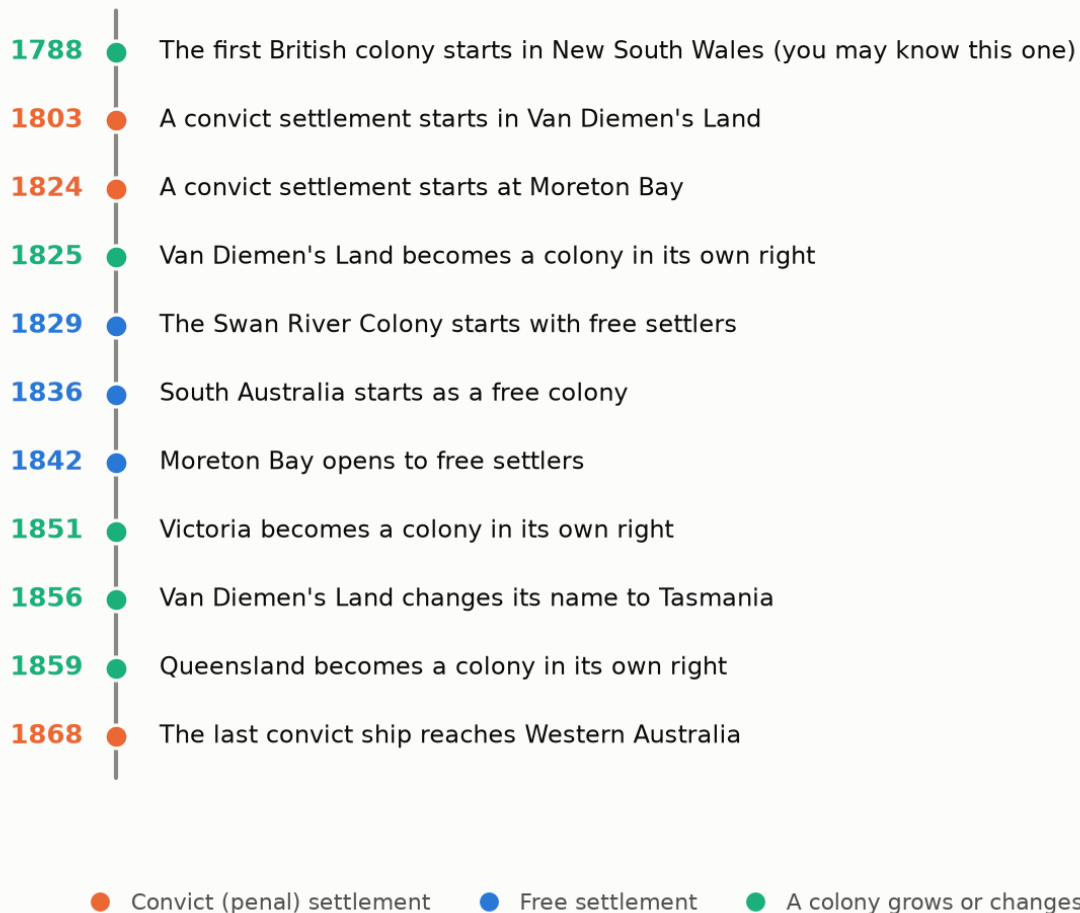
Learn

You already know the start of this story. In Years 3 and 4 you learned about 1788, when ships from Britain arrived at Sydney Cove and the first British colony began. This section picks the story up in 1800 and follows it through to the 1860s. In 1800, Britain had one colony in Australia. By the late 1860s it had six. How did that happen — and why?

1. From one colony to many

In 1800 there was just one British colony in Australia: New South Wales. Then, bit by bit, more colonies were set up. Some began as places to send convicts. Some were planned for free settlers. Some grew out of older colonies until they became colonies in their own right.

When were the British colonies in Australia set up?



A vertical timeline from 1788 to 1868 showing when each British colony in Australia was set up, with orange dots for convict settlements, blue dots for free settlements and green dots for colonies that grew or changed

Figure 1 — When were the British colonies in Australia set up?

Look at the timeline. Van Diemen's Land (the island we now call Tasmania) began as a convict settlement in 1803. Moreton Bay began as a convict settlement in 1824, in what is now Queensland. The Swan River Colony began with free settlers in 1829, and South Australia began as a free colony in 1836. Later, Port Phillip became the colony of Victoria (1851) and Queensland became a colony in its own right (1859). The last convict ship reached Western Australia in 1868.

2. Two kinds of colony: penal and free

A colony could be set up in one of two ways: as a **penal colony** or as a **free colony**.

Two kinds of colony: penal and free

Question	Penal colony	Free colony
What was it for?	To punish convicts and make them work	To give free settlers land and a new start
Who was sent there?	Convicts, with soldiers to guard them	Free people, some with help to pay their ship fare
Were convicts wanted there?	Yes. That was the point	No. Convicts were not sent
Examples from after 1800	Van Diemen's Land; Moreton Bay	South Australia; the Port Phillip District (Victoria)

A table comparing penal and free colonies under four questions: what was it for, who was sent there, were convicts wanted there, and examples from after 1800

Figure 2 — Two kinds of colony: penal and free.

A **penal colony** was about punishment. Convicts were sent there, and soldiers guarded them. Convicts did hard work: they built roads, cut wood and worked on farms. Van Diemen's Land and Moreton Bay began this way.

A **free colony** was planned for people who chose to come. Convicts were not sent there. South Australia is the clearest example — it was planned in London before the first settlers even sailed.

How a free colony was made — in writing

SOURCE A law made by the British Parliament

The South Australia Act, 1834
“An Act to empower His Majesty to erect South Australia into a British Province or Provinces, and to provide for the Colonization and Government thereof.”

(This is the law's full title, in its own words.)

What this law did:

- It set up South Australia as a new colony, planned from the start.
- The colony was planned for free settlers. Convicts were not sent there.
- Land would be sold, not given away. The money would pay for poor workers' ship trips to the new colony.

Source: South Australia Act 1834 (4 & 5 William IV c. 95), British Parliament. Title verified on legislation.gov.uk, retrieved 24 August 2026.

A source card showing the South Australia Act of 1834, a law made by the British Parliament, with its quoted title and three points about what the law did

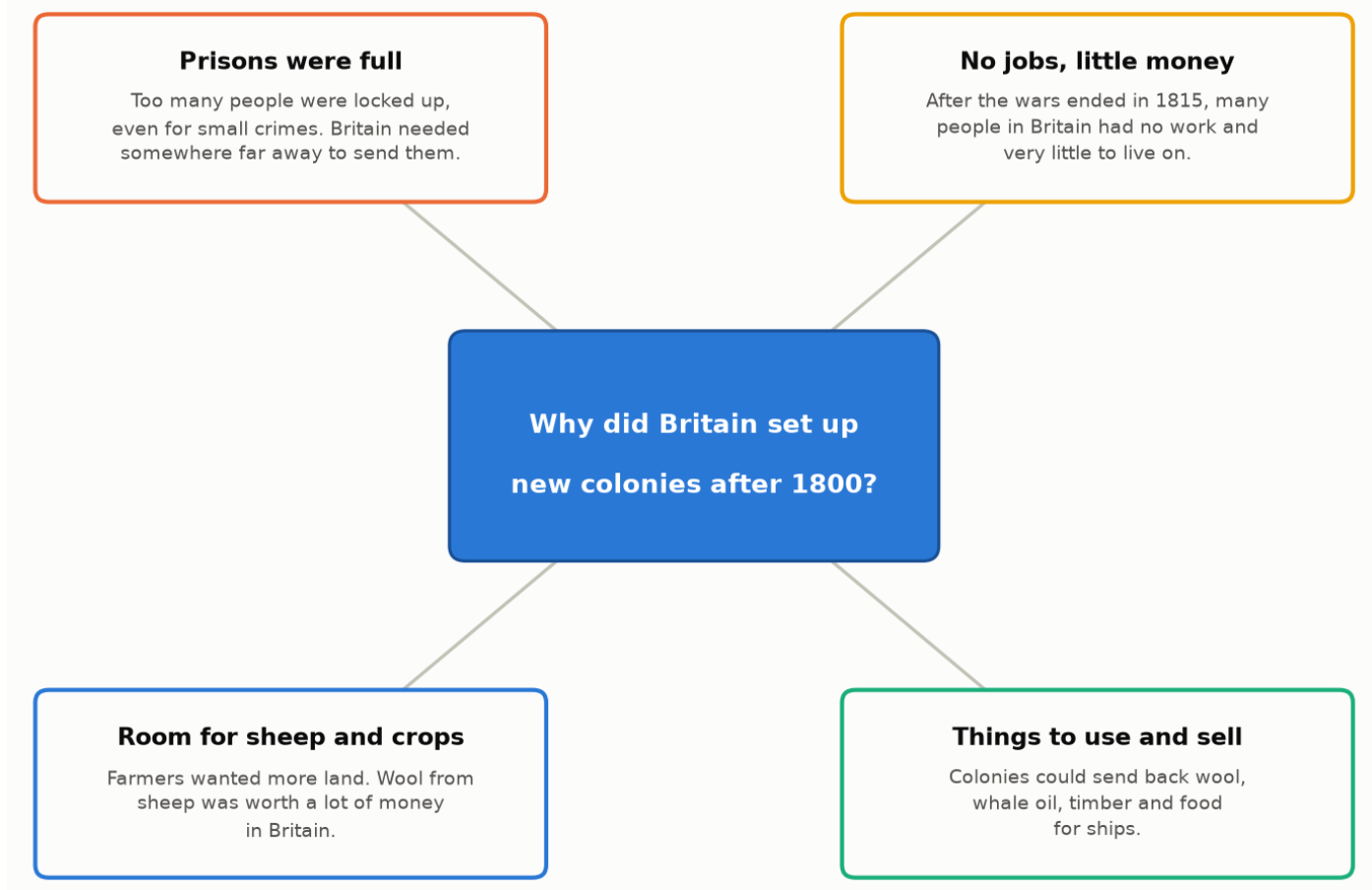
Figure 3 — How a free colony was made — in writing.

In 1834, Britain's Parliament (the group that makes Britain's laws) passed a law to set up South Australia as a new colony. The law said the colony would be for free settlers — no convicts would be sent there. Land would not be given away. It would be sold, and the money would pay the ship fares of poor workers who wanted to come. South Australia was a colony planned from the very start — right down to who could come and how they would get there.

3. Why did Britain want more colonies?

A **cause** is a reason why something happens. Britain did not set up new colonies for just one reason. There were four big causes, and they all pushed in the same direction.

Four big causes, all joined together



A cause web with the question 'Why did Britain set up new colonies after 1800?' in the middle and four cause boxes joined to it: prisons were full, no jobs and little money, room for sheep and crops, and things to use and sell

Figure 4 — Four big causes, all joined together.

Cause 1: The prisons were full. In Britain in the early 1800s, people could be locked up for small crimes, like stealing bread or a few coins. The prisons filled up fast. Sending convicts far away was one answer, and this was called **transportation**. Australia was about as far away as a place could be — convicts could not just walk home. And while they were there, their work helped to build the new colonies.

Cause 2: No jobs and little money at home. Britain fought long wars with France, and the wars ended in 1815. When they finished, many soldiers and sailors came home looking for work, and there were not enough jobs to go round. Many people had very little money, and some could not get enough to eat. A colony looked like a chance to start again: land to farm and work to do.

Cause 3: Land for sheep and crops. Wool was worth a lot of money in Britain. The cloth mills there needed more and more wool, and Britain did not have enough land for all the sheep it wanted. Australia had wide open land, good for sheep. Settlers ran sheep on new land, and wool soon became one of the most important things the colonies sent back to Britain.

Cause 4: Things to use and sell. The colonies could send back other useful things too: wood for building and for ships, whale oil for lamps and machines, and food for ships on long voyages. These useful things are **resources**. The more colonies Britain had, the more resources it could get — and the less it had to buy from other countries.

4. Real people, real reasons

Causes are easier to understand when you meet the people behind them. Two stories show how early colonists saw the new colonies — their **points of view**.

The Henty family wanted land for sheep. In late 1834, the Henty family sailed from Van Diemen's Land across the sea, with their sheep, tools and workers. They landed at a place now called Portland. They could see there was good

land for sheep, and they wanted to farm it first. They were the first free settlers to make a home in what later became the colony of Victoria.

John Batman was looking for a place for a village. In May 1835, John Batman sailed from Van Diemen's Land in a small ship to look at the land around Port Phillip Bay. He wanted good land — and deep water where ships could stop. On 8 June 1835 he stood by the river we now call the Yarra, in today's Melbourne, and wrote this in his diary.

Reading a diary like a historian

SOURCE A page from an explorer's diary

John Batman's diary — 8 June 1835

"I am glad to state about six miles up found the River all good water and very deep. This will be the place for a village."

What was happening:

- Batman left Van Diemen's Land in May 1835, in the schooner Rebecca.
- He was by the river we now call the Yarra, in today's Melbourne.
- He is writing down what he wants: deep water where ships can stop.

Source: John Batman, diary of his May-June 1835 trip to Port Phillip, entry for 8 June 1835. His expedition papers are kept at the State Library of Victoria. Wording verified 24 August 2026.

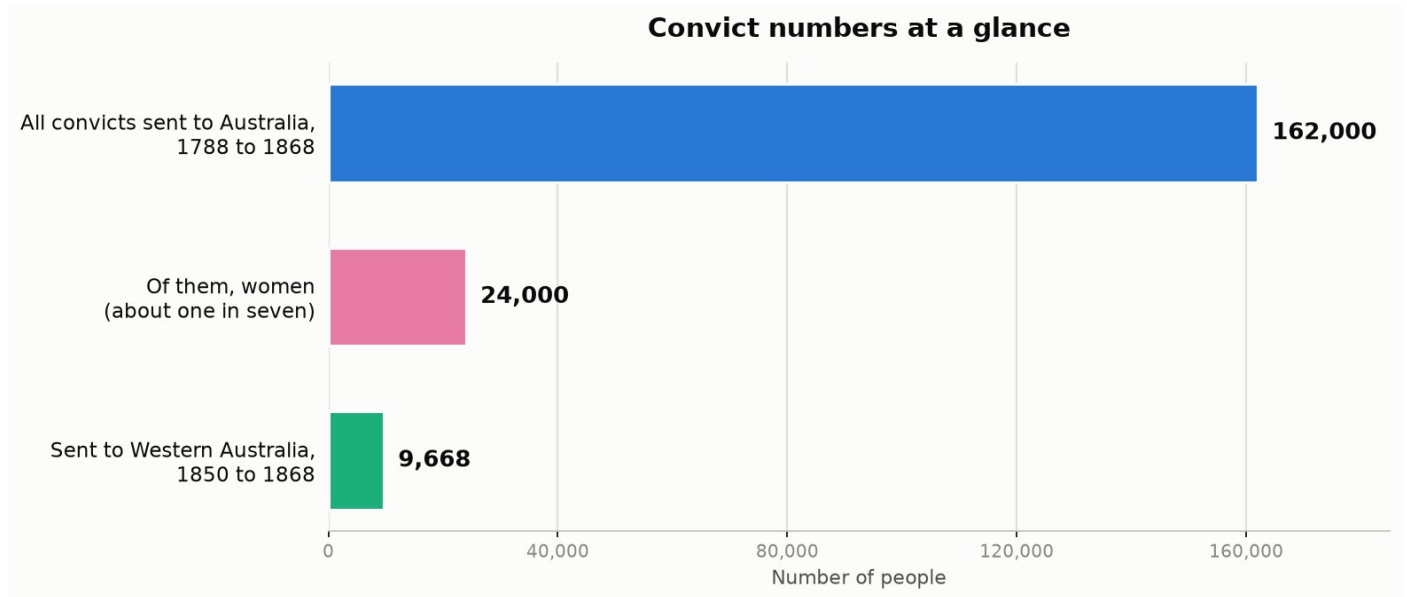
A source card showing John Batman's diary entry of 8 June 1835: 'I am glad to state about six miles up found the River all good water and very deep. This will be the place for a village.'

Figure 5 — Reading a diary like a historian.

Read Batman's words again. What was he looking for? Deep water for ships, and a good spot for a village. His diary tells us what *he* wanted. It is one person's point of view — it does not tell us what anyone else wanted or thought. Historians always ask: *who wrote this, and what did they want?*

5. What the numbers tell us

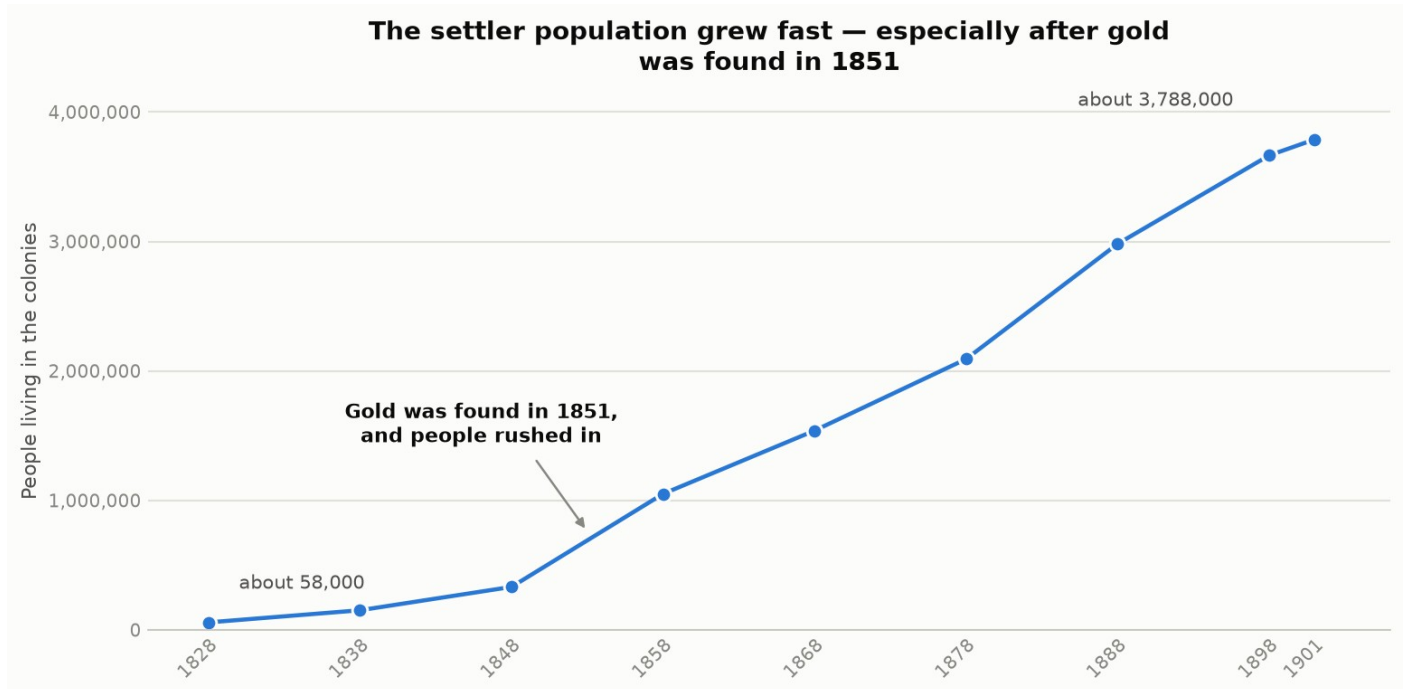
Historians also use numbers as evidence.



A bar chart of convict numbers: about 162,000 convicts were sent to Australia from 1788 to 1868, about 24,000 of them women, and 9,668 were sent to Western Australia from 1850 to 1868

Figure 6 — Convict numbers at a glance.

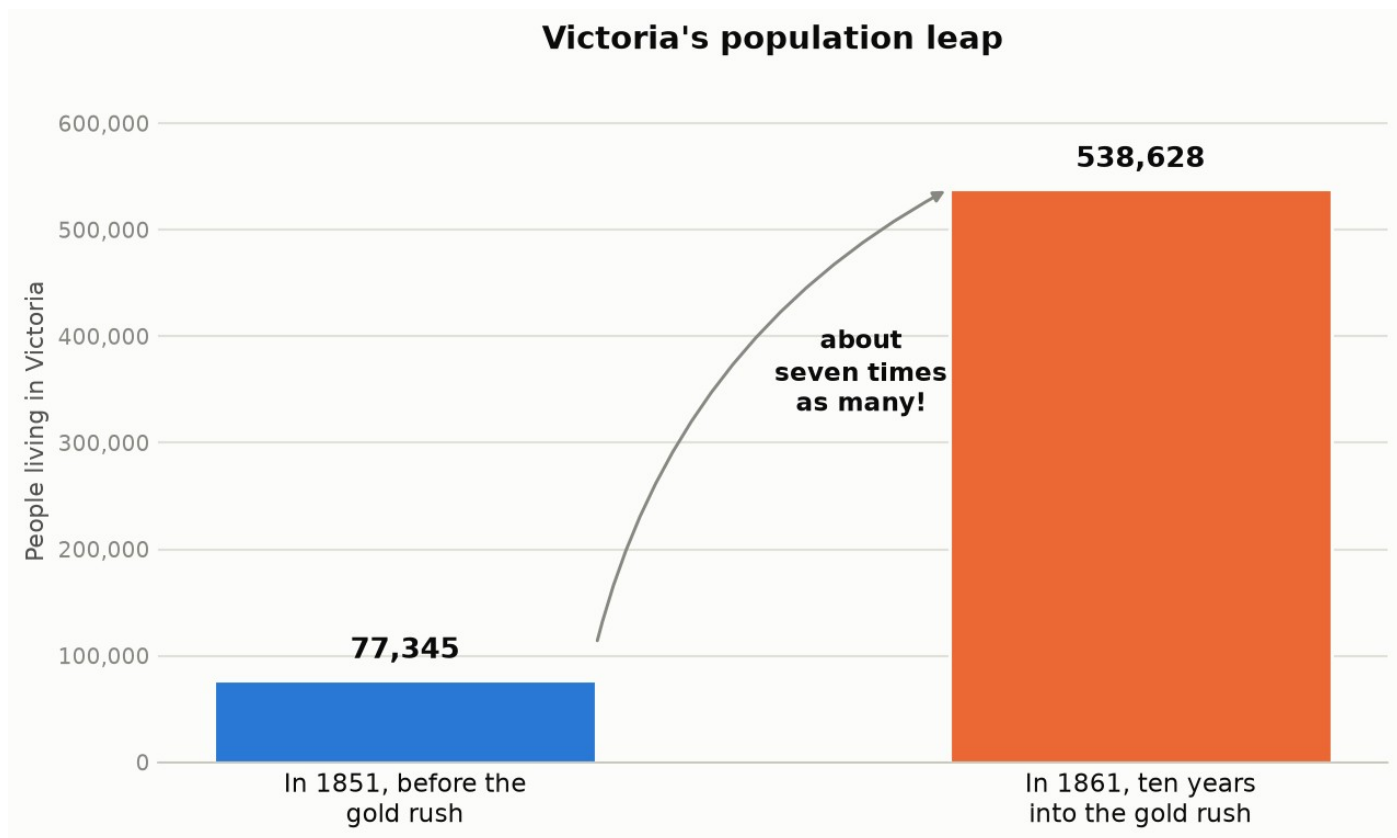
Between 1788 and 1868, about 162,000 convicts were sent from Britain to the colonies in Australia. About one in seven of them was a woman — about 24,000 women in all. Convicts kept coming for eighty years. The last group reached Western Australia between 1850 and 1868 — 9,668 people.



A line graph showing the settler population of the Australian colonies growing from about 58,000 in 1828 to about 3,788,000 in 1901, with a steep climb after gold was found in 1851

Figure 7 — The settler population grew fast — especially after gold was found in 1851.

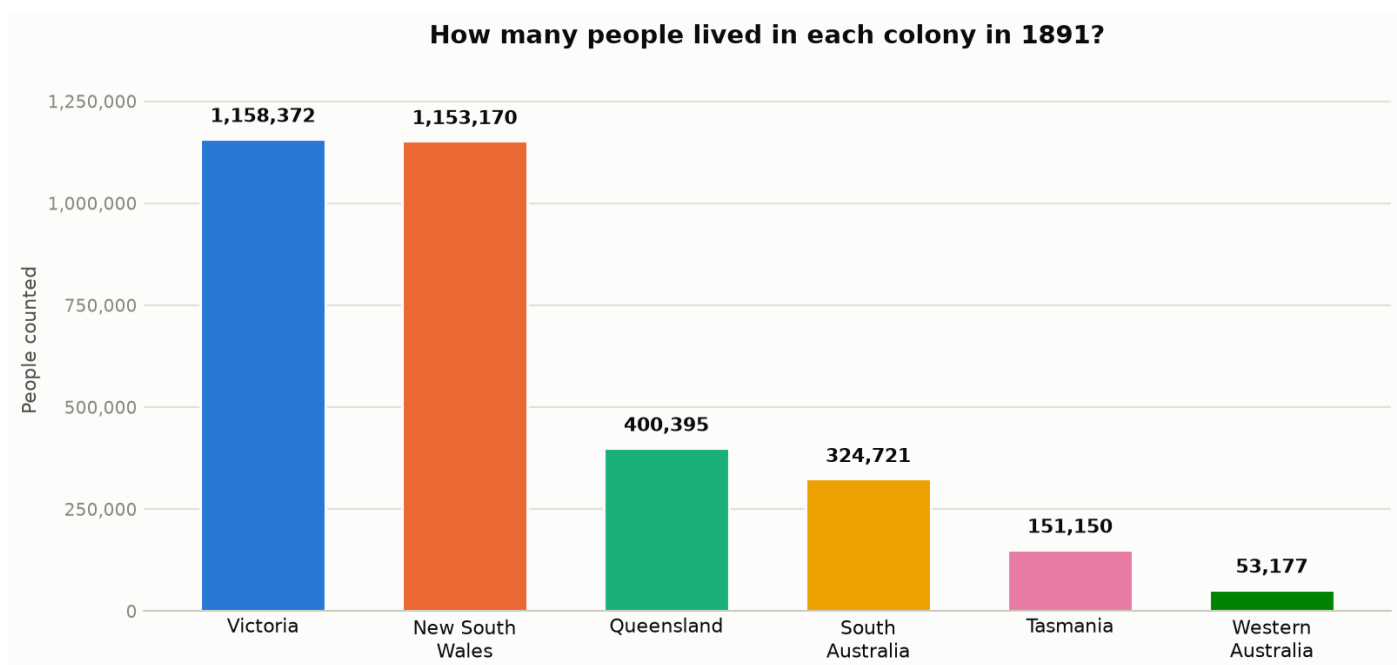
The free population grew slowly at first, then faster and faster. Look at the steep climb in the years after gold was found in 1851.



Two bars comparing Victoria's population: 77,345 people in 1851 and 538,628 in 1861, about seven times as many

Figure 8 — Victoria's population leap.

Victoria had about 77,345 people in 1851, the year gold was found. By 1861 there were about 538,628 — about seven times as many people in just ten years.



A bar chart of the people living in each colony in 1891: Victoria 1,158,372; New South Wales 1,153,170; Queensland 400,395; South Australia 324,721; Tasmania 151,150; Western Australia 53,177

Figure 9 — How many people lived in each colony in 1891?

By 1891 the colonies were very different sizes. Victoria and New South Wales each had more than a million people. Western Australia had about 53,000. Why did people live where they did? Settlers looked for what they needed: fresh

water, good soil, a place where ships could stop (called a **port**), and ways to move goods from place to place. And gold changed everything — people rushed to any place where it was found.

6. Put the causes together

There were many causes, and they did not all matter equally. Historians often rank causes to decide which mattered most. The diamond below is a thinking tool you can use. It is called a **cause diamond**. You will use it in the practice questions.

Cause diamond: which cause matters most?

Write one cause in each box. Put the cause you think mattered most at the top, and the one that mattered least at the bottom. Be ready to say why.

A diamond-shaped template of nine numbered boxes arranged in rows of one, two, three, two, one, for ranking nine causes from most important at the top to least important at the bottom

Figure 10 — Cause diamond: which cause matters most?

Worked demonstrations

Worked demonstration 1 — Reading the convict numbers (data)

The bar chart in Figure 6 shows three numbers. Let us read them like a historian, step by step.

Working	Comment
Step 1. Find the whole number. The chart says about 162,000 convicts were sent to Australia between 1788 and 1868.	Start with the total. It tells you the size of the whole story.
Step 2. Look at the parts. About 24,000 of the convicts were women. So the number of men was $162,000 - 24,000 = 138,000$.	Big numbers get easier when you split them into parts.
Step 3. Check the claim “about one in seven”. $162,000 \div 7$ is about 23,143, and 24,000 is close to that.	The word “about” is doing work here — the chart rounds. The claim is fair.
Step 4. Ask what the numbers show. Convicts kept coming for eighty years. Penal colonies needed workers, and convict work built roads, farms and buildings.	Data answers questions — and raises new ones. Why did it stop in 1868? Because the colonies stopped asking for convicts.

Worked demonstration 2 — Reading a diary like a historian (source)

Now read Batman’s diary (Figure 5) the way a historian does.

Working	Comment
Step 1. What kind of source is it? It is a diary, written by John Batman on 8 June 1835, while he was on his trip.	A diary written at the time is a primary source — it comes straight from the moment being studied.
Step 2. Who wrote it, and why? Batman wrote it for himself, to keep track of what he saw and what he wanted.	Diaries show us one person’s point of view. They were not written for us.
Step 3. What does it tell us? Batman found deep water and liked the spot: “This will be the place for a village.”	This tells us what Batman wanted: deep water for ships, and a place for a settlement to grow.
Step 4. What can it not tell us? It tells us what Batman thought — not what anyone else thought, and not what happened next.	A good historian uses many sources, not one. One source is one point of view.

Practice questions

Practice with support

Q1. Use Figure 1 (the timeline). (a) Which place began as a convict settlement in 1803? Start your answer: “In 1803, a convict settlement began in ...” (b) In what year did South Australia begin as a free colony?

Q2. Fill in the gaps using the words in the box: *convicts · free · punishment · soldiers*

A penal colony was a place to send It was about, and guarded the convicts. A free colony was planned for settlers.

Q3. Use Figure 2 (the table) to answer in full sentences. (a) Who was sent to a penal colony? (b) Were convicts wanted in a free colony? How do you know?

Q4. Match each cause to its clue. Copy the table and write the matching letter.

Cause	Clue
1. The prisons were full	a. The wars ended in 1815, and many soldiers came home looking for work.
2. No jobs and little money at home	b. The colonies could send back wood, whale oil and food for ships.
3. Land for sheep and crops	c. People were locked up for small crimes, and there was nowhere to put them all.
4. Things to use and sell	d. Wool was worth a lot of money, and Britain needed more land for sheep.

Q5. Use Figure 3 (the South Australia Act). Write two rules the law made for the new colony. Start your answers:
Rule 1: The colony was planned for ... Rule 2: Land would be ... , not given away.

Q6. Use Figure 5 (Batman's diary). (a) Copy the words from the diary that show what Batman wanted. (b) Finish the sentence: "This source shows Batman's point of view because ..."

Q7. Use Figure 6 (the convict numbers). (a) How many convicts in total were sent to Australia from 1788 to 1868? (b) About what fraction of them were women? (c) How many convicts were sent to Western Australia from 1850 to 1868?

Q8. Use Figures 7 and 8 (the population figures). (a) What happened to the number of people living in the colonies after gold was found in 1851? (b) Victoria's population grew from 77,345 in 1851 to 538,628 in 1861. Work out $538,628 \div 77,345$. About how many times bigger did the population get?

Practice on your own

Q9. Choose two causes from Figure 4 (the cause web). For each cause, write one sentence saying what it was, and one sentence saying how it pushed Britain to set up colonies in Australia.

Q10. "South Australia was planned from the start. Moreton Bay began as a place of punishment." Use one source or figure from this section to explain the difference between these two colonies. Write three or four sentences.

Q11. Copy the cause diamond from Figure 10. Write one cause in each of the nine boxes. Put the cause you think mattered most at the top and the one that mattered least at the bottom. Then finish this sentence: "I put ... at the top because ..." (Hint: you can use causes from the web, or your own, such as gold, good land for farming, or the wish to beat other countries to new land.)

Writing task

Write an answer to this question:

Why did Britain set up colonies in Australia after 1800?

Your answer must:

- be two or three paragraphs;
- use at least **three** causes from this section;
- use at least **two** pieces of evidence — a number from a figure, or a source such as Batman's diary or the South Australia Act;
- use at least three words from the "Words you need" box correctly.

A plan you could follow:

- Paragraph 1 — what happened: one colony in 1800, six by the late 1860s; some were penal colonies and some were free colonies.
- Paragraph 2 — the causes, with your evidence.

- Paragraph 3 — the cause you think mattered most, and why.
-

Answers

Q1. (a) In 1803, a convict settlement began in Van Diemen's Land. (b) 1836.

Q2. A penal colony was a place to send *convicts*. It was about *punishment*, and *soldiers* guarded the convicts. A free colony was planned for *free* settlers.

Q3. (a) Convicts were sent to a penal colony, with soldiers to guard them. (b) No. The table says convicts were not wanted in a free colony — “No. Convicts were not sent.”

Q4. 1 → c; 2 → a; 3 → d; 4 → b.

Q5. Rule 1: The colony was planned for free settlers (convicts would not be sent there). Rule 2: Land would be sold, not given away, and the money would pay the ship fares of poor workers.

Q6. (a) “This will be the place for a village” — and “found the River all good water and very deep”. (b) Accept any answer along these lines: “This source shows Batman's point of view because it is his own diary, written by him about what he wanted — not what other people wanted.”

Q7. (a) About 162,000. (b) About one in seven. (c) 9,668.

Q8. (a) It grew much faster — people rushed in after gold was found. (b) $538,628 \div 77,345 \approx 7$. The population became about seven times as big.

Q9. Answers will vary. See the model answer below.

Q10. Answers will vary. See the model answer below.

Q11. Answers will vary — any completed diamond with a reason for the top box earns the mark. See the model answer below for a sample.

Model answers

Q9 (model). One cause was that Britain's prisons were full: people were locked up even for small crimes, and there was nowhere to keep them all. This pushed Britain to set up colonies in Australia because Australia was very far away, so convicts could be sent there and could not walk home. A second cause was that wool was worth a lot of money in Britain, and Britain did not have enough land for all the sheep it wanted. This pushed Britain to set up colonies because settlers could run sheep on new land and send wool back to Britain.

Q10 (model). South Australia was a free colony that was planned before anyone sailed. The South Australia Act of 1834 (Figure 3) shows this: the law said the colony was for free settlers, and land would be sold to pay the ship fares of poor workers. Moreton Bay was different. The timeline (Figure 1) shows it began in 1824 as a convict settlement — a place to send convicts and punish them, guarded by soldiers. So one colony was planned in writing for free people, and the other began as a place of punishment.

Q11 (sample). A sample diamond, top to bottom: 1 — the prisons were full; 2 — no jobs and little money in Britain; 3 — land for sheep and crops; 4 — things to use and sell; 5 — gold (later); 6 — good land for farming; 7 — beating other countries to new land; 8 — room for more people; 9 — more ships and ports. Sample sentence: “I put *the prisons were full* at the top because it was the first reason Britain started sending convicts, and that is how the first new colonies began.” Other rankings are fine if the reason fits the box.

Writing task (model).

Between 1788 and the late 1860s, Britain went from having one colony in Australia to six. In 1800 there was only New South Wales. After that, more colonies were set up: some were penal colonies, like Van Diemen’s Land and Moreton Bay, and some were free colonies, like South Australia and Victoria.

Why did Britain set them up? There were several causes. First, Britain’s prisons were full. People were locked up even for small crimes, so convicts were sent far away — a punishment called transportation. The numbers were big: about 162,000 convicts were sent to Australia between 1788 and 1868 (Figure 6). Second, after the wars with France ended in 1815, many people in Britain had no jobs and little money, so a colony looked like a chance to start again. Third, the colonies had resources Britain wanted — land for sheep, wood, whale oil and food. Wool was worth a lot of money to British cloth mills. We can see what settlers wanted in John Batman’s diary of 1835 (Figure 5): he looked for deep water for ships and “the place for a village”.

Of these causes, I think the full prisons mattered most, because transportation is what started the first new colonies, and convict work helped to build them. The other causes grew out of that first step.

Marking note: the model uses three causes (full prisons; no jobs and little money; resources), two pieces of evidence (the 162,000 figure; Batman’s diary), six word-box terms (colony, penal colony, free colony, transportation, resources, source) and a stated judgement with a reason. Award marks for the reasoning steps, not for reaching the same conclusion.

Sources used in this section

Source: John Batman, diary of his May–June 1835 trip to Port Phillip, entry for 8 June 1835; Batman’s expedition papers are kept at the State Library of Victoria; wording checked 24 August 2026.

Source: South Australia Act 1834 (4 & 5 William IV c. 95), British Parliament; long title checked on legislation.gov.uk, retrieved 24 August 2026.

Source: Convict totals — about 162,000 convicts sent from Britain to Australia 1788–1868, of whom about 24,000 were women, and 9,668 sent to Western Australia 1850–1868 — the standard published counts of the convict trade, checked 24 August 2026.

Source: Population figures — colony populations 1828–1901, Victoria 1851 and 1861, and the 1891 counts for each colony — historical population estimates of the Australian Bureau of Statistics, checked 24 August 2026.

Source: Henty family landing at Portland Bay, late 1834 — checked 24 August 2026.

How colonial growth changed people and the environment

For the teacher — planning notes

This block is teacher-facing. It is not printed on student pages.

- **Chapter:** 1 — Australia 1800–1900: the British colonies. **Section:** 1B.
- **Owns:** VC2HH6K02 (Historical Knowledge and Understanding · Australia (1800–1900)). Per TOC §2A this CD is taught in neutral context: the First Nations clause is excluded, and the section teaches the CD’s neutral remainder — impacts on colonists born in the colony, on migrants, and on the environment.
- **Draws on (MCQ/coverage links, not teaching order):** VC2HH6K02.E01, VC2HH6K02.E04, VC2HH6K02.E05, VC2HH6K02.E06 (* = trimmed form per TOC §2A: .E01 without its frontier-conflict example — the South Sea Islander content is kept, because “South Sea Islander” names a people, not a place word, so the D5 trap does not apply; .E04 without its example of an Aboriginal community’s inhabitants; .E05 and .E06 kept whole). VC2HH6K02.E02 and .E03 are excluded by TOC §2A (both are First Nations elaborations; pearling content sits there) and are NOT taught here.
- **Scope:** all six colonies surveyed, with depth in Victoria (gold), New South Wales (wool) and Queensland (sugar). The environment strand (.E05: comparing ecosystems; introduced species) is kept whole per the chapter note — 1B and 1E carry this chapter’s “impacts on people and place” weight, and the environment is not First Nations content.
- **Volume calibration:** one teaching sequence (below); two worked demonstrations using real cited sources/datasets; 8 scaffolded tasks (Q1–Q8); 3 unscaffolded tasks (Q9–Q11); one evidence-based writing task.
- **Suggested sequence (about 6–7 hours):** (1) hook — “In 1851 about 430,000 people lived in the colonies. By 1871 about 1,700,000 did. What happened?”; (2) Where and when + Figure 1; (3) Part 1, Figures 2–7; (4) Part 2 comparison of lives; (5) Part 3 Eureka and the vote (kept short — 1C tells the full story); (6) Part 4 environment, Figures 8–9; (7) Part 5 gallery; (8) worked demonstrations 1–2; (9) practice tasks; (10) writing task.
- **Key subject terms (all defined at first use):** colony, colonist, migrant, development, impact, economic/social/political/environmental, pastoralist, squatter, digger, licence, census, ecosystem, introduced species, indentured, cameleer, contribution, significance, democracy, cause and consequence. *Development* and *democracy* are contested terms handled per CONTESTED_TERMS.md Rule 1 (definitional preface, attribution, steelmanned positions); *significance* is given a working three-test definition in Part 5.
- **Vocabulary note (D4):** student text is held at or below Year 5 on the vocabulary ladder and passes the vocabulary gate (`src/vocab_gate_1b.py`, built on the house vocabulary gate, `q_rank = 5`) with these recorded exceptions only: the defined subject/curriculum terms *licence/licences* (Yr7), *census* (Yr6), *ecosystem(s)* (Yr6), *indentured* (Yr9) and *contribution(s)* (Yr6); and blanked proper nouns and cited source titles (*Ballarat*, *Ballarat Reform League*, *New South Wales*, *Swan River*, *Victorian Curriculum*, *Polynesian Labourers Act*, and the source titles *Merino* and *Demographics of Australia*).
- **Boundaries:** §2A — no frontier-conflict content; no Aboriginal or Torres Strait Islander content anywhere (Rule 1); pearling is not taught (.E02/.E03 territory); nothing assumed from this band (D5); migration causes and journeys belong to 1D; deeper life stories to 1E; interpretations of Eureka to 1F; formal source skills (features, value, perspectives) to Chapters 3–4 — sources are used as evidence here, not taught as skills (D11).
- **Sources:** all datasets and quotations carry a source line with retrieval date (Wikipedia pages retrieved 24 August 2026; full list at the end of the section). Figure 10 is a model source card made for this book, built around a real quotation (the Eureka oath); it is clearly labelled as a model, and no invented “historical source” is presented as evidence (D6).

Where and when are we?

In Section 1A you read about why the British set up colonies in Australia after 1800. This section asks the next question: **what did that development do — to people, and to the land?**

Two big words first. A **colony** is a place ruled from far away by another country. A **colonist** is a person who lives in a colony. A **migrant** is a person who moves to a new country to live. In the 1800s, migrants kept arriving in the colonies — from Britain and Ireland, from Europe, from America, and from China.

Thinking about the word *development*. *Development* is a contested word: people define it in different ways, and the definition you pick can change what you notice. The Victorian Curriculum uses the term *development* but does not define it, so this section defines it once and sticks to it: **development means the building-up of the colonies — new farms, mines, towns, roads and railways.** Every question in this section can be answered using that meaning alone.

Two honest views exist about this development, and each deserves its strongest form. **The strongest case for it:** development gave people work, towns, schools — and, in time, votes and a say. Many colonists and migrants saw it as progress, and their lives really did improve. **The strongest case against it:** development damaged the environment, and some workers were treated harshly and unfairly — including people brought to Queensland against their will. For them, “development” did not feel like progress at all.

Your job is not to pick a side to please your teacher. Your job is to sort the impacts — good and bad — using real evidence. Two students who reach opposite conclusions can both do excellent work, if both reason well.

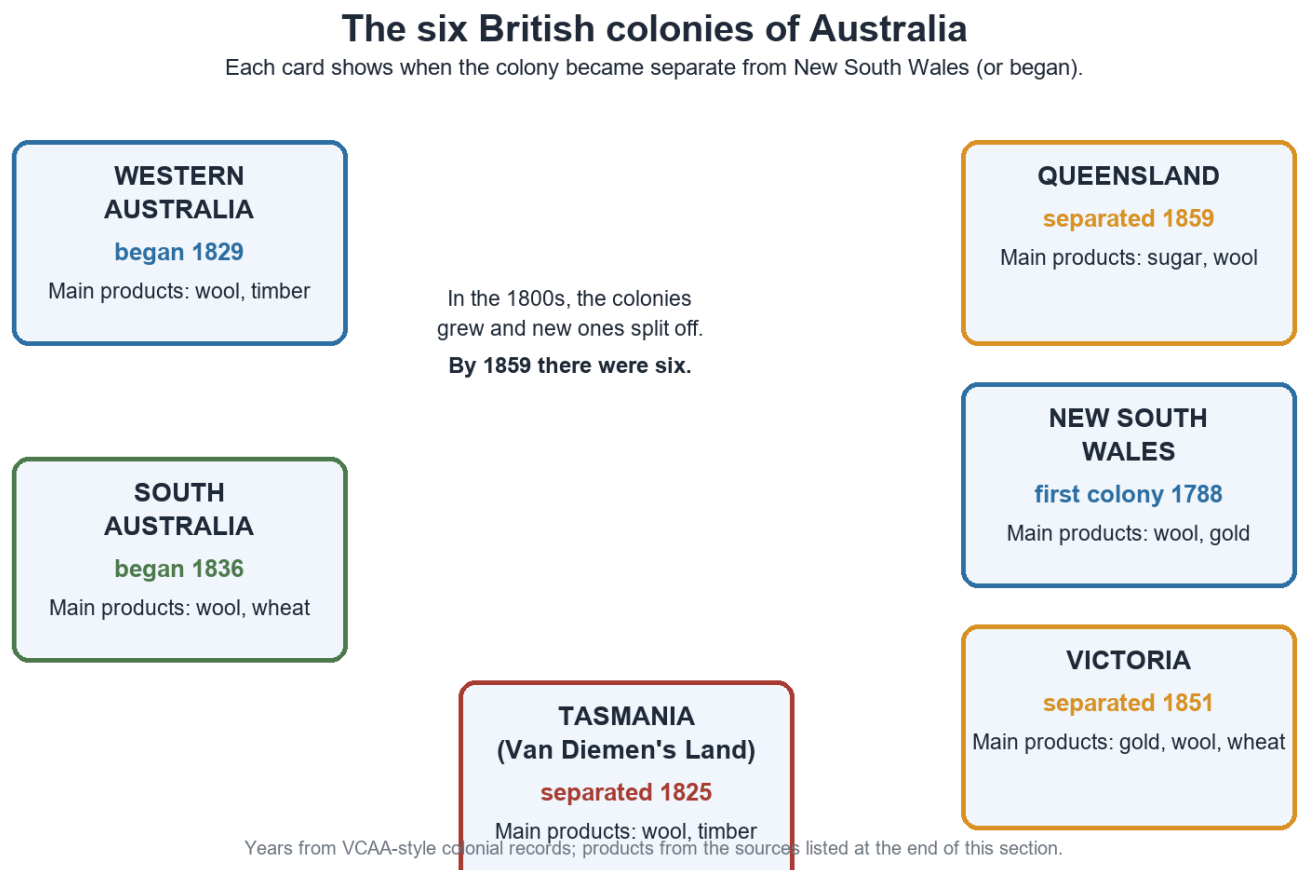
An **impact** is the effect something has — the change it causes. Impacts can be sorted into four kinds, and this section uses all four:

- **economic** — about money, work and trade;
- **social** — about how people live, together;
- **political** — about power, laws and who has a say;
- **environmental** — about the land, water, plants and animals.

Development changed all four. By the end of this section you will be able to:

- tell how the six colonies grew between 1800 and 1900 (wool, gold, railways, new colonies);
- sort the impacts of that growth into economic, social, political and environmental, with real dates and numbers;
- describe daily life in the colonies for different groups — squatters, diggers, Chinese migrants, South Sea Islander workers, cameleers, and women and children;
- explain how development changed the environment, including the story of the rabbits;
- read a real source and a real dataset the way a historian does.

Figure 1 — The six British colonies of Australia



Six cards arranged to show the six British colonies of Australia, each with when it began or separated and its main products: Western Australia (began 1829, wool and timber), South Australia (began 1836, wool and wheat), Tasmania (separated 1825, wool and timber), Queensland (separated 1859, sugar and wool), New South Wales (first colony 1788, wool and gold) and Victoria (separated 1851, gold, wool and wheat)

By 1859 there were six colonies. As farms, mines and towns grew, the colonies developed — and new colonies split off from older ones.

Check point. Before you go on, make sure you can answer:

1. In your own words, what is a colony? What is a migrant?
2. What does *development* mean in this section?
3. Name the four kinds of impact this section sorts.

Part 1 — How the colonies grew: wool, gold and railways

Wool came first. In 1790 an officer named **John Macarthur** arrived in Sydney. In 1797 the first fine-wool sheep — sheep whose wool is soft and good for cloth — were brought to New South Wales, and Macarthur worked hard to breed more of them. By 1822 he was sending 68,039 kilograms of wool to England.

(Sources: “John Macarthur (colonial officer)” and “Merino”, Wikipedia, retrieved 24 August 2026.)

Wool became the colonies’ first big money-maker. The wool was baled, shipped to Britain, and spun into cloth in British mills. The people who ran the big sheep runs were called **pastoralists** — people who make their living from grazing sheep or cattle on wide stretches of open land. Many pastoralists were known as **squatters**: they took up huge runs of land past the edges of the settled districts, often before the government had measured it out.

Look at how fast the sheep herds grew.

Figure 2 — More sheep, more grazing, more change to the land



Sheep eat grass and other plants. As sheep numbers grew, there was less grass for them to eat.

Figures from the sources listed at the end of this section.

Three panels showing sheep numbers in the colonies: 33,818 sheep in 1810, about 2 million in 1830, and about 72 million in 1900, with a note that sheep eat grass and other plants, and as sheep numbers grew, there was less grass for them to eat

(Source: “Merino”, Wikipedia, retrieved 24 August 2026.)

Hold that third number in your mind — about 72 million sheep by 1900. It will come back when we ask what development did to the environment (Part 4).

New colonies split off. As people spread across the land, far-away districts wanted to make their own decisions:

- **1825** — Van Diemen’s Land (now Tasmania) split from New South Wales.
- **1829** — a new colony began at the Swan River (Western Australia).
- **1836** — South Australia began as a free colony (no convicts).
- **1 July 1851** — Victoria split from New South Wales.
- **1859** — Queensland split from New South Wales.

(Source: separation years as recorded in the Wikipedia articles for each colony, retrieved 24 August 2026.)

Then gold changed everything. In February 1851, **Edward Hargraves** and **John Lister** found specks of gold at a place called **Ophir**, not far from Bathurst in New South Wales. Word spread fast. Diggers hurried to the fields, first in New South Wales — and then to Victoria, where even richer gold was found.

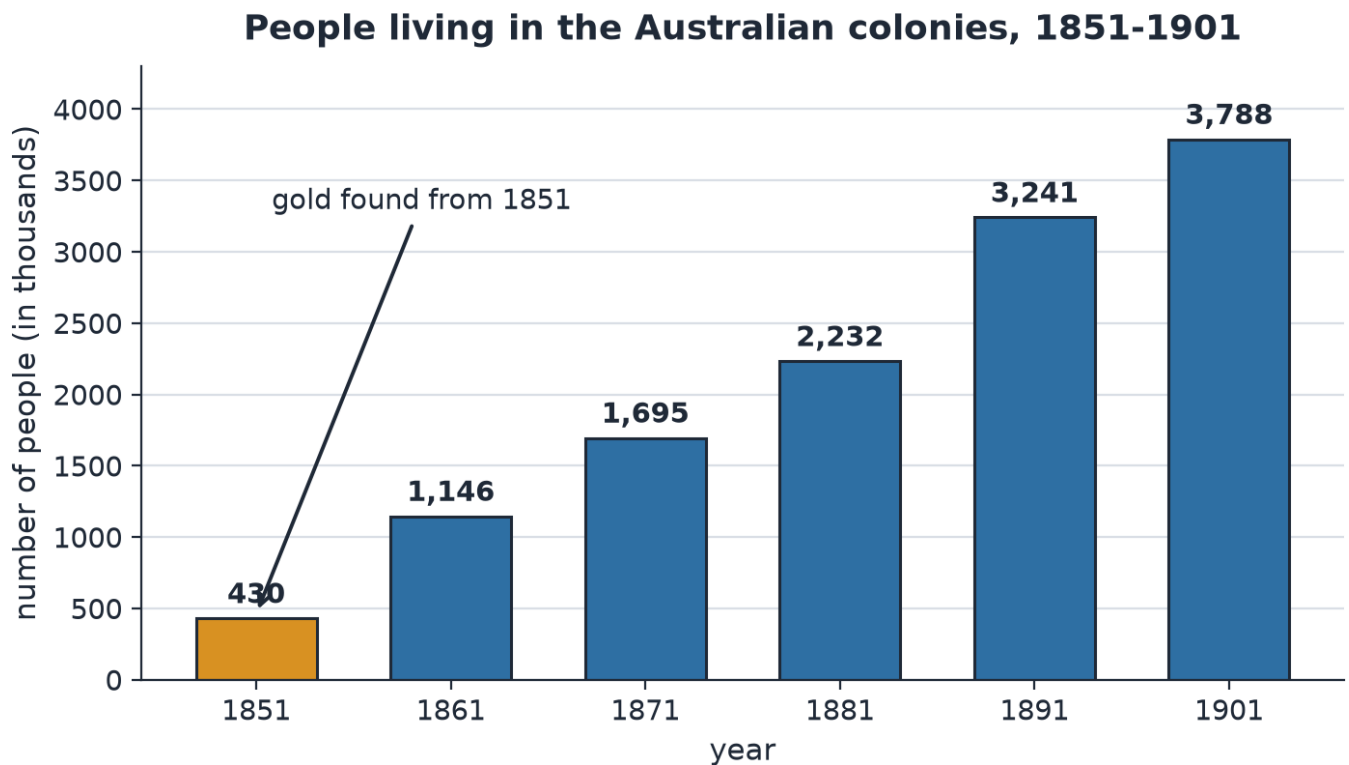
(Source: “Australian gold rushes”, Wikipedia, retrieved 24 August 2026.)

A **gold rush** is a time when thousands of people hurry to a place where gold has been found, hoping to strike it rich. The gold rushes emptied shops, farms and ships of workers — and brought hundreds of thousands of newcomers from other countries. In 1855 alone, 11,493 Chinese diggers arrived in Melbourne. Section 1D will tell the stories of these migrants in full; here we need only the numbers.

(Source: “Australian gold rushes”, Wikipedia, retrieved 24 August 2026.)

The numbers are staggering. Watch what happened to the total population of the colonies.

Figure 3 — People living in the Australian colonies, 1851–1901

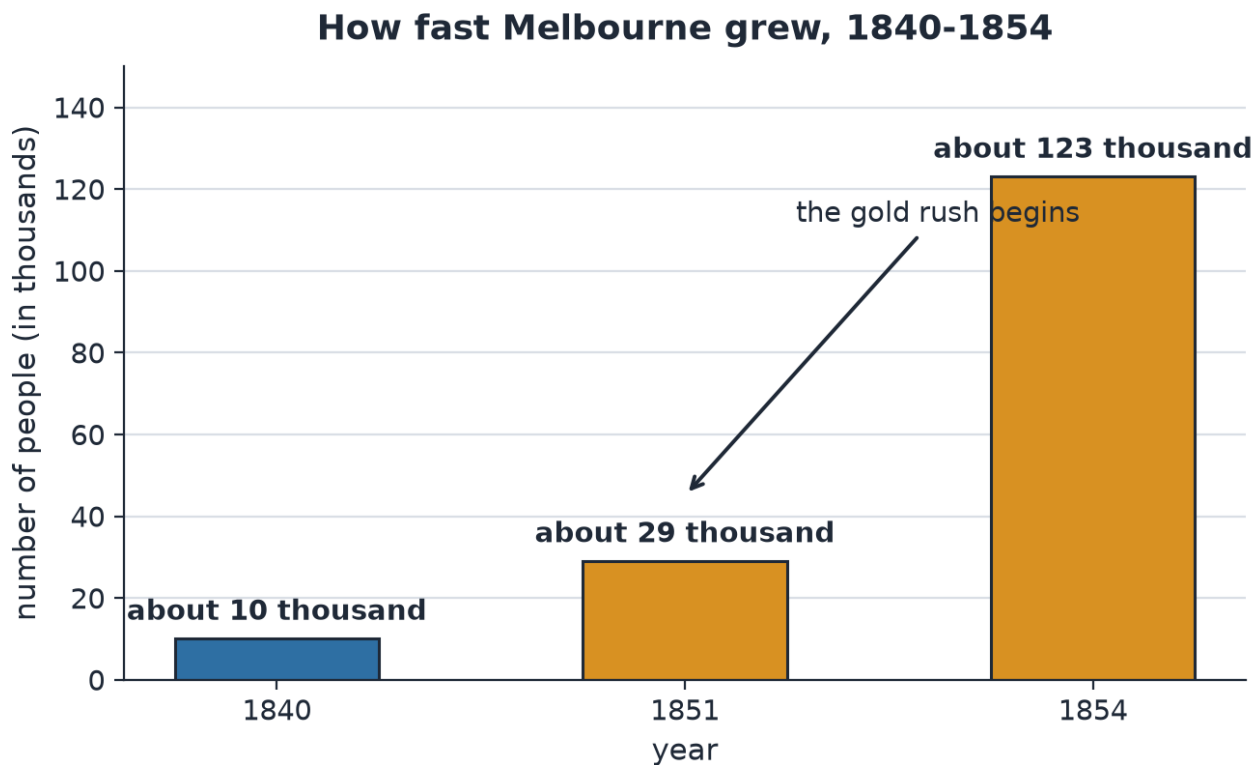


A bar chart of the total number of people living in the Australian colonies: about 430,000 in 1851, about 1,146,000 in 1861, about 1,695,000 in 1871, about 2,232,000 in 1881, about 3,241,000 in 1891 and about 3,788,000 in 1901, with an arrow marking that gold was found from 1851

(Sources: 1851 figure per “Australian gold rushes”, Wikipedia; 1861–1891 figures totalled from the colonial censuses (Figure 7 shows 1881 and 1891 by colony); 1901 figure per “Demographics of Australia”, Wikipedia. All retrieved 24 August 2026.)

In the twenty years after gold was found, the population grew about four times. One city grew faster than any other.

Figure 4 — How fast Melbourne grew, 1840–1854



A bar chart showing Melbourne's population: about 10,000 in 1840, about 29,000 in 1851, and about 123,000 in 1854, with an arrow marking that the gold rush begins

(Source: "Non-indigenous population of Melbourne" table, in "Victorian gold rush", Wikipedia, retrieved 24 August 2026.)

Melbourne grew more than four times in three years. New people needed food, clothes and houses — and gold itself needed roads, bridges and ways to move it. All of this meant work. That is an **economic** impact. Crowded streets, new schools, many languages side by side — those are **social** impacts. You will meet both again in Part 2.

How much gold came out of the ground?

Figure 5 — Gold taken from the ground in Victoria



A troy ounce is a unit of weight used for gold. It is a little heavier than the ounce used for food.

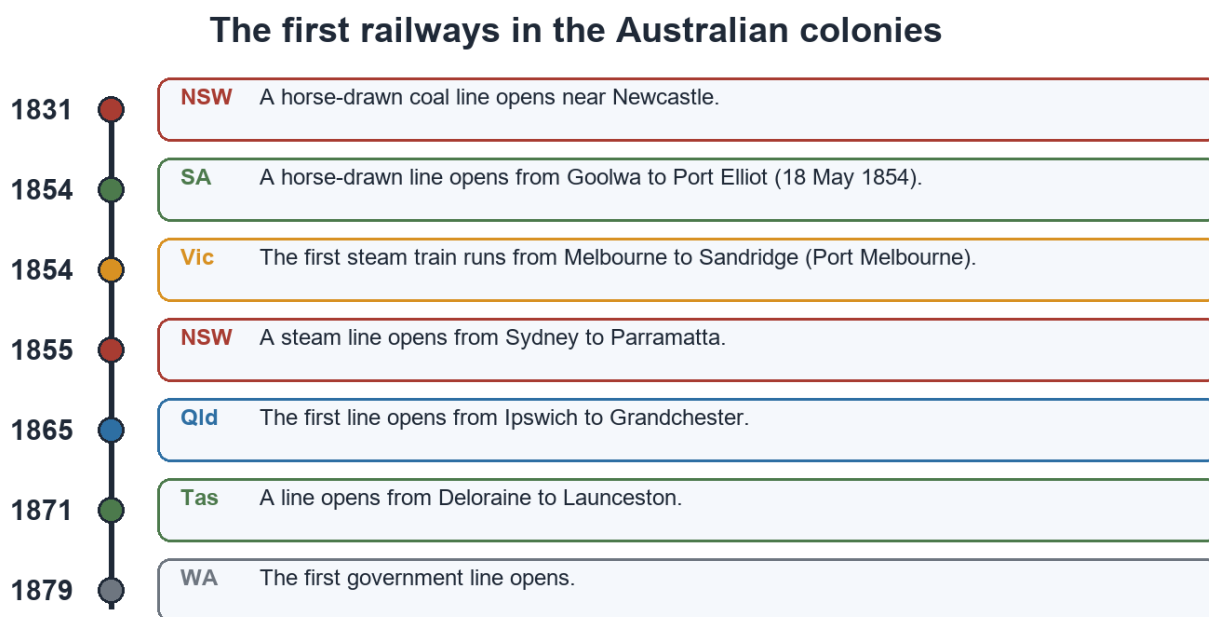
Two cards. The left card shows that in 1856 alone, 3,053,744 troy ounces of gold (about 94,982 kilograms) were taken from the ground in Victoria. The right card shows that from 1851 to 1896 the total was 61,034,682 troy ounces (about 1,898,391 kilograms). A note explains that a troy ounce is a unit of weight used for gold

(Source: “Victorian gold rush”, Wikipedia, retrieved 24 August 2026.)

A troy ounce is a unit used to weigh gold — a little heavier than the ounce used for food.

Railways spread the change. Roads of mud could not keep up with the colonies, so railways came.

Figure 6 — The first railways in the Australian colonies



Railways carried wool, wheat, people and goods. Lines like these helped farming spread.

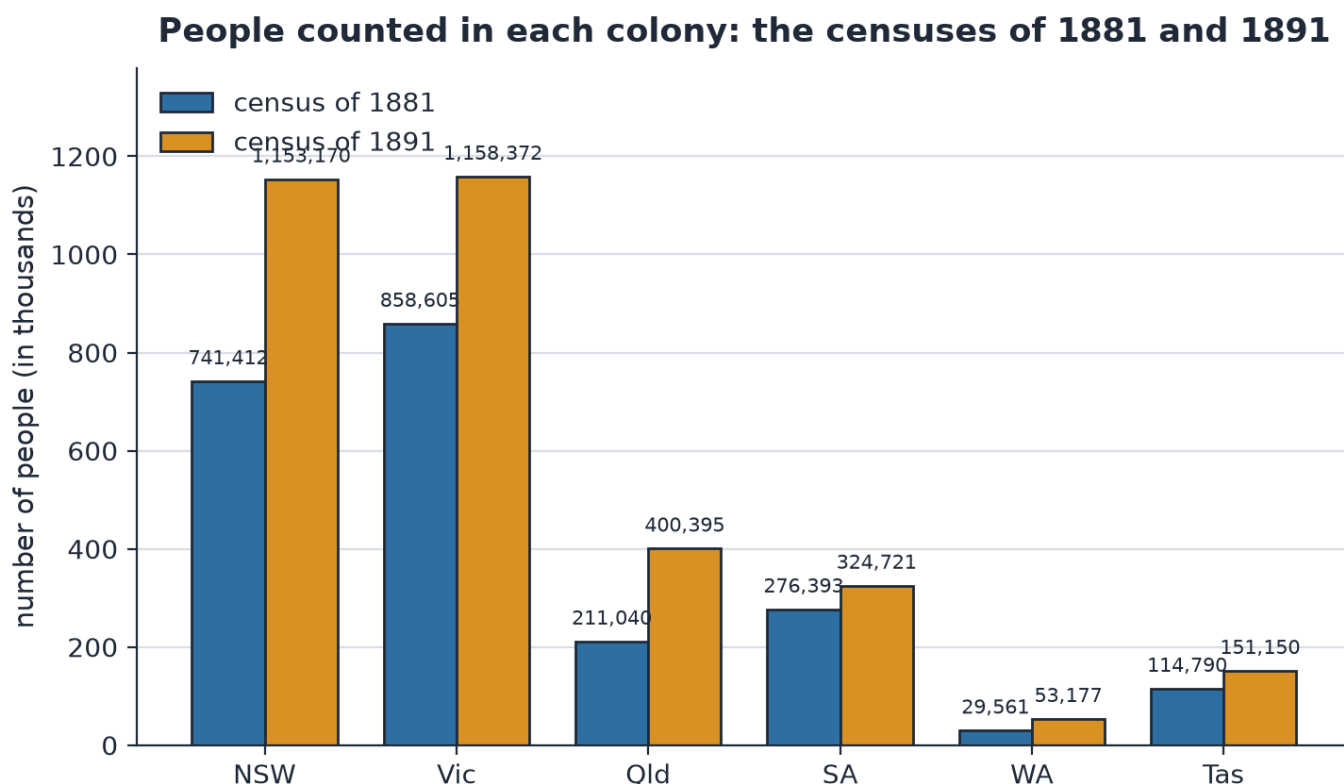
A timeline listing the first railways: 1831 New South Wales, a horse-drawn coal line near Newcastle; 1854 South Australia, a horse-drawn line from Goolwa to Port Elliot; 1854 Victoria, the first steam train from Melbourne to Sandridge; 1855 New South Wales, a steam line from Sydney to Parramatta; 1865 Queensland, a line from Ipswich to Grandchester; 1871 Tasmania, a line from Deloraine to Launceston; 1879 Western Australia, the first government line

(Source: “History of rail transport in Australia”, Wikipedia, retrieved 24 August 2026.)

Railways carried wool, wheat, people and goods — and made it cheaper to farm a long way from the coast. Lines like these helped farming spread and new towns grow. That is development feeding itself: one change making the next change easier.

The census: counting a growing people. In 1881 and again in 1891, each colony held a **census** — a count of every person in the colony on one night. (Census counts are how we know many of the numbers in this section.) Look how each colony grew in just ten years.

Figure 7 — People counted in each colony: the censuses of 1881 and 1891



A grouped bar chart comparing the 1881 and 1891 censuses for each colony: New South Wales 741,412 then 1,153,170; Victoria 858,605 then 1,158,372; Queensland 211,040 then 400,395; South Australia 276,393 then 324,721; Western Australia 29,561 then 53,177; Tasmania 114,790 then 151,150

(Source: census totals as recorded in the Wikipedia articles for each colony, retrieved 24 August 2026.)

Notice two things. Victoria and New South Wales were almost level by 1891 — gold had made Victoria rich in people as well as gold. And Queensland grew fastest of all: almost twice as many people in ten years, as the sugar industry took off. You will meet that story in Part 2.

Check point.

4. Who brought the first fine-wool sheep to New South Wales, and when?
5. Use Figure 3: about how many people lived in the colonies in 1851, and about how many in 1901?
6. Use Figure 6: which colony had the first steam train, and in what year?
7. What is a census?

Part 2 — Impacts on people: life in the colonies

The growth you met in Part 1 changed how people lived — and not everyone's life changed in the same way. This part looks at the **social** impacts of development through the lives of different groups: squatters, European and Chinese miners and market gardeners, sugarcane workers, cameleers and indentured labourers, together with colonists born in the colony.

In the early 1800s many colonists were convicts sent from Britain. By the gold-rush years most new arrivals were free settlers — people who chose to come. Life in the colonies was shaped by three big facts: how much money you had, how far you lived from a town, and when you arrived.

Squatters and their sheep runs. A wealthy squatter family lived in a big house of brick or stone, with wool money paying for glass windows, meat, flour and sugar, and servants to cook and clean. Their children often had lessons at home, and some went away to school in Britain.

Diggers on the goldfields. A digger's life was the opposite: a canvas tent, rough clothes, and food that cost a lot. Fresh water and vegetables were hard to get on some fields. Whole families came — women washed clothes and cooked for money, ran stores, and minded children, while the men searched for gold. In their free time, diggers played cricket, sang and told stories around the campfire. Some diggers struck it rich; most did not. Chinese diggers worked fields that others had given up on, and many stayed to grow vegetables, selling fresh food to the towns from their market gardens. You will meet these migrants in full, in Section 1D.

South Sea Islanders and the sugar fields. From the early 1860s, sugar became Queensland's new money-maker. Growing and cutting cane was hot, hard work, and farmers needed workers. From August 1863, ships brought workers from the islands of the South Pacific to work on the cane fields.

(Source: "Blackbirding", Wikipedia, retrieved 24 August 2026.)

These workers were called South Sea Islanders. Some came by choice, signing a contract to work for three years for pay. Others were tricked or taken by force. Either way, their labour built the sugar industry. By 1864 Queensland had passed laws to run the trade, and by 1867 six sugar mills were at work in Queensland.

(Sources: "South Sea Islanders" and "History of Queensland", Wikipedia, retrieved 24 August 2026.)

An **indentured** worker is a worker who has signed a contract — an agreement to work in one place for a set number of years, in return for pay, food and a place to live. Most South Sea Islander workers were indentured in this way. In 1868 Queensland passed a law (the Polynesian Labourers Act) to keep watch over the trade.

(Source: "South Sea Islanders", Wikipedia, retrieved 24 August 2026.)

The story does not end well. In 1901 the Pacific Island Labourers Act was passed, and between 1906 and 1908 most South Sea Islanders were sent home to the islands — many against their will. Some were allowed to stay, and some stayed anyway.

(Source: "South Sea Islanders", Wikipedia, retrieved 24 August 2026.)

Today about 20,000 of their descendants live in Queensland — around 5,000 in and near the town of Mackay. Their story, once almost forgotten, is now told with pride.

(Source: "South Sea Islanders", Wikipedia, retrieved 24 August 2026.)

Cameleers and the dry inland. The middle of Australia is dry, and horses and bullocks struggled there. In June 1860 the first camels — and the men who handled them — arrived from Afghanistan, brought to help the famous exploring journey of Burke and Wills. These men were called **cameleers**. Soon cameleers were carrying water, food and materials to far-away sheep stations and mines, where no other transport could go.

(Source: "Afghan Australians", Wikipedia, retrieved 24 August 2026.)

Women and children. In every group, women's work held life together: cooking, washing, sewing, gardening, and running stores and boarding houses. On the goldfields some women searched for gold too. Children worked as well — minding animals, carrying water, helping in the garden — though many also went to school when there was one. Leisure looked different for everyone: squatter families read books and held dances, while digger families made music with whatever they had.

Compare two lives. Copy this table into your book and use what you have read to complete the last two rows (the first two rows are done for you):

Group	Work	Home	Food and water	Children
Squatter family	ran sheep runs for wool	big house of brick or stone	plenty of meat, flour and sugar	lessons at home, or school in Britain
Digger family	digging for gold	canvas tent	food cost a lot; water was carried	helped at the diggings; some went to school
South Sea Islander cane worker				

Check point.

8. What was different about a squatter's home and a digger's home?
9. In your own words, what does *indentured* mean?
10. Give two jobs cameleers did in the dry inland.

Part 3 — Impacts on power: Eureka and votes for diggers

Gold brought a **political** impact too — one of the most important in Australia's story. This part keeps it short; you will study the whole story of Eureka later in this chapter, in Section 1C.

Thinking about the word *democracy*. The Victorian Curriculum uses the term *democracy* but does not define it. In this section, *democracy* means **a way of running a place where the people have a say — usually by voting for the people who make the laws**. Other definitions exist and are not interchangeable with this one. Keep this definition in mind as you read.

Money note. In the 1800s, money was counted in pounds (£), shillings (s) and pence (d). There were 20 shillings in one pound. Shillings and pounds turn up all through this story.

The licence. The Victorian government did not let people dig for free. From January 1852, every digger had to buy a **licence** — a paper ticket that gave them the right to dig. It cost 30 shillings a month (that is £1 and 10 shillings), whether they found gold or not. Police checked diggers without warning, and a digger who could not show his licence was fined £5.

(Source: "Victorian gold rush", Wikipedia, retrieved 24 August 2026.)

Diggers had three big gripes:

- the licence cost too much, and had to be paid even by men who found nothing;
- the checks were harsh — police could stop any digger at any time;
- diggers had **no vote**. They paid a tax every month, yet they could not choose the people who made the laws they had to obey.

(Source: "Eureka Stockade", Wikipedia, retrieved 24 August 2026.)

The diggers join together. On 11 November 1854, diggers at Ballarat formed the **Ballarat Reform League** and wrote a list of demands: an end to the licence, votes for all men, and the right for working men to stand for parliament. At a huge meeting on 29 November 1854, diggers burned their licences in a bonfire. A day or two later, at another huge meeting at a spot called Bakery Hill, they swore an oath together — you will read that oath in Worked Demonstration 2. In early December they built a rough wooden fence — a **stockade** — at a place called Eureka.

(Sources: "Peter Lalor" and "Bakery Hill", Wikipedia, retrieved 24 August 2026.)

Eureka. At dawn on Sunday 3 December 1854, soldiers and police attacked the stockade. About 27 people died, most of them diggers. The diggers' leader, an Irish-born man named **Peter Lalor**, was badly hurt — a bullet shattered his left arm, and doctors had to cut it off.

(Sources: "Eureka Stockade" and "Peter Lalor", Wikipedia, retrieved 24 August 2026.)

What changed after Eureka? In 1855 the government ended the monthly gold tax and replaced the licence with the **Miner's Right**, a paper that cost £1 a year. The Miner's Right let a man dig for gold — and it gave him the right to vote. That same year, laws were passed giving miners the right to vote, and Peter Lalor himself was elected to parliament. He served for more than thirty years and became Speaker — the person in charge of debates — from 1880 to 1887.

(Source: "Peter Lalor", Wikipedia, retrieved 24 August 2026.)

This is the political impact of gold: diggers who had no say in 1851 won a vote within a few years. It is one reason the Eureka Stockade is remembered as a step on Australia's road to democracy.

Check point.

11. What was a licence, how much did it cost, and why did diggers hate it? Give two reasons.
 12. What two things did diggers gain after Eureka?
 13. In your own words, what does *democracy* mean in this section?
-

Part 4 — Impacts on the environment

Development did not just change people. It changed the land, the rivers, the plants and the animals. This part covers the **environmental** impacts — and why people chose to live where they did in the first place.

Where did towns grow? Towns did not appear in random places. They grew where the land gave what people needed: fresh water, good soil for crops, a safe bay for ships, and — after 1851 — gold. Melbourne grew beside a bay with fresh water; it boomed when gold was found nearby. Rail lines later decided which towns grew big and which stayed small.

That is the first environmental idea in this section: **people live where the environment suits them.**

Clearing and grazing. To build farms and towns, settlers cut down trees and cleared the bush. Sheep eat grass and other plants — and soon there were so many sheep that the plants could not grow back fast enough. (Remember Figure 2: from 33,818 sheep in 1810 to about 72 million by 1900.) Bare soil is weak soil — wind and rain can wash it away.

An ecosystem — before and after. An **ecosystem** is all the living things in a place — plants, animals, insects — together with the soil, water and weather they share. Think about a grassy plain in 1800, and the same place in 1890:

	About 1800	About 1890
Plants	native grasses, bushes and trees	much of the grass cleared for crops or eaten by sheep
Animals	native animals — kangaroos, birds and small animals	far fewer native animals; millions of sheep and rabbits
Soil	held together by roots and grass	in places, bare and washed away

Before-and-after tables like this one are how historians compare change to an ecosystem.

Introduced species: the rabbit story. Sometimes settlers brought animals with them on purpose — and the animals escaped into the wild. A plant or animal brought to a place where it did not live before is called an **introduced species**.

In October 1859, a man named **Thomas Austin** let at least 13 wild rabbits go free at Barwon Park, his farm near Winchelsea in Victoria. He wanted to hunt them for sport. Rabbits breed fast — and Australia had few animals that hunted them.

(Source: “Rabbits in Australia”, *Wikipedia*, retrieved 24 August 2026.)

Figure 8 — How rabbits spread across Australia



A timeline of the spread of rabbits: October 1859, Thomas Austin lets at least 13 wild rabbits go free at Barwon Park in Victoria; by 1869 about 2 million rabbits can be shot or trapped each year; in 1893 Queensland builds a border fence to keep rabbits out; from 1901 to 1907 Western Australia builds a long rabbit-proof fence. A note explains why farmers were angry: rabbits eat pasture grass and crops, kill young trees, and leave the soil bare, so wind and rain can wash it away

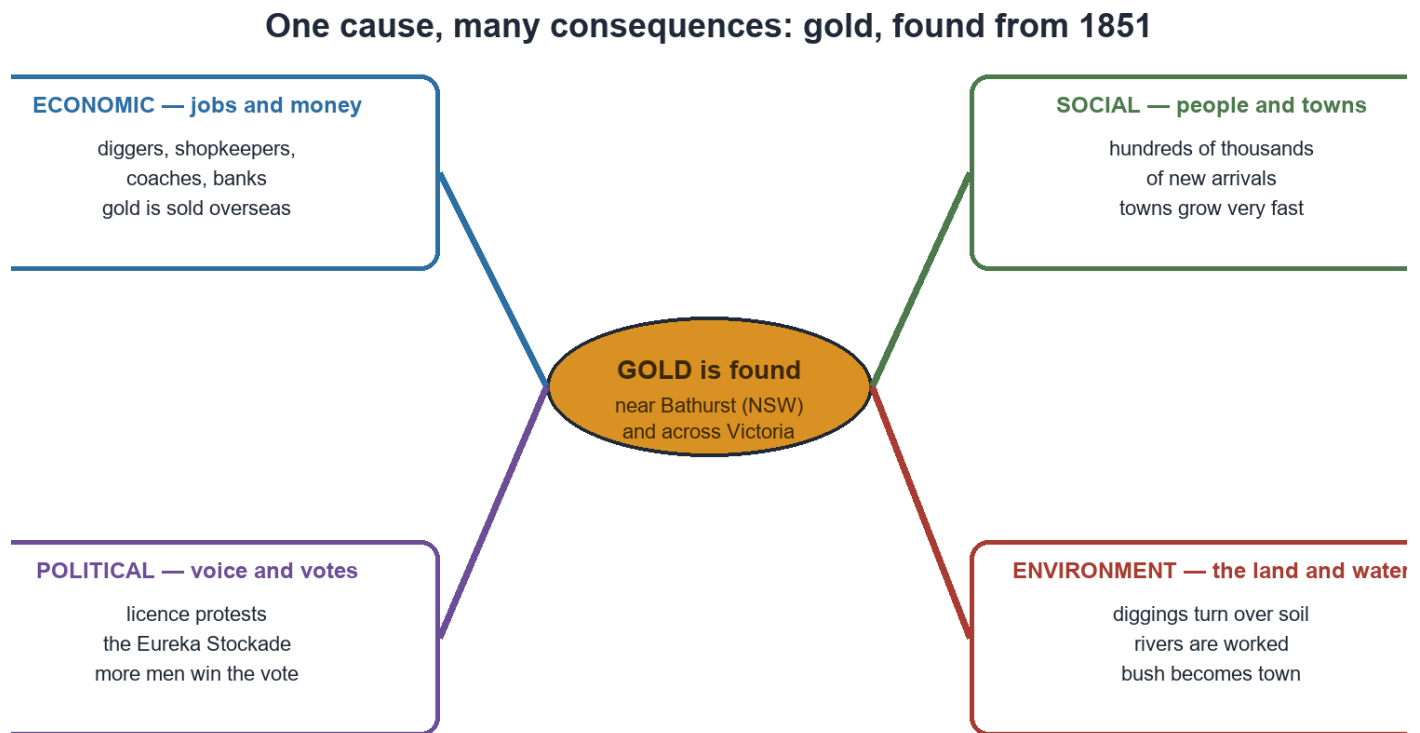
(Source: “Rabbits in Australia”, Wikipedia, retrieved 24 August 2026.)

Within ten years of Austin’s rabbits, two million could be shot or trapped each year — and still the numbers grew. Rabbits spread faster than any other wild animal has ever spread. By eating pasture grass and crops and killing young trees, they left the soil bare, so wind and rain could wash it away. Farmers fought back with fences — Queensland’s border fence in 1893, and Western Australia’s long rabbit-proof fence, built between 1901 and 1907.

The rabbit story shows a hard lesson: **a small change — 13 rabbits — can grow into a huge environmental impact.**

Pulling it together: one cause, many consequences. Gold was found in 1851 — one cause. Look how many different consequences flowed from it, in every direction:

Figure 9 — One cause, many consequences: gold, found from 1851



A consequence is what happens because of something. One cause can have many consequences.

A web diagram with “GOLD is found near Bathurst (New South Wales) and across Victoria” in the middle and four branches: **ECONOMIC** — jobs and money, with diggers, shopkeepers, coaches and banks, and gold sold overseas; **SOCIAL** — people and towns, with hundreds of thousands of new arrivals and towns growing very fast; **POLITICAL** — voice and votes, with licence protests, the Eureka Stockade, and more men winning the vote; **ENVIRONMENT** — the land and water, with diggings turning over soil, rivers being worked, and bush becoming town. A note at the bottom says that a consequence is what happens because of something

Notice the environment branch: diggings turned over the soil, rivers were worked for gold, and bush became town. Development changed the land even where no farm was ever built.

Check point.

14. In your own words, what is an ecosystem?
15. Who let rabbits go free in Victoria, when, and why?
16. Name two things colonies did to try to stop the rabbits.

Part 5 — People who shaped the colonies

The last question of this section is about **contribution** — what people gave to the colonies, and why it mattered. A **contribution** is the part someone plays in making something happen.

Thinking about the word *significant*. Historians use *significant* to mean “important enough to be noticed and studied” — it is not the same as “famous”. People can disagree about who counts as significant, so in this section use three working tests: **how many lives did it touch? how big was the change? and how long did it last?** Someone who passes those tests is significant for our purposes.

Here is a gallery of people and groups who shaped the colonies. You will meet some of them again, in more depth, in Section 1E.

- **John Macarthur** and the early pastoralists — turned wool into the colonies’ first big money-maker (1797: the first fine-wool sheep; by 1822, 68,039 kg of wool sent to England).

- **Caroline Chisholm** — arrived in Sydney in 1838 and helped migrants who had just arrived find homes and work; she placed over 11,000 people in homes and jobs, and set up shelter sheds about a day's walk from each other for families travelling to the country.

(Source: “Caroline Chisholm”, Wikipedia, retrieved 24 August 2026.)

- **Mary Reibey** — arrived in Sydney as a convict in 1792; after her husband died in 1811 she took charge of his businesses, opening a warehouse in 1812 and buying more ships in 1817, until she owned property across Sydney. Her face is on Australia's \$20 note today.

(Source: “Mary Reibey”, Wikipedia, retrieved 24 August 2026.)

- **Peter Lalor and the Ballarat diggers** — stood up for their rights at Eureka in 1854; within a year, miners had won the right to vote.
- **South Sea Islanders** — their labour built Queensland's sugar industry; their descendants keep that story alive today.
- **Cameleers** — opened the dry inland to transport, carrying water, food and materials where horses and bullocks could not go.
- **Chinese diggers and market gardeners** — worked hard fields, grew food for the towns, and put down roots in the colonies. You will meet them in full, in Section 1D.
- **Women and children** — the work that held every home, farm and goldfield together, often without their names being written down.

These are only some of the people who shaped the colonies. Notice that “significant” people are not only governors and rich men — they are also workers, women, children, and people from many different cultures.

Check point.

17. What are the three tests for significance used in this section?
18. Pick one person or group from the gallery. What did they give to the colonies?

Worked Demonstration 1 — Reading a real dataset: how big was the gold rush?

The question: *How big was the change the gold rush brought — and what kind of impact was it?*

The evidence we will use (a real dataset):

When	People in all six colonies	People in Melbourne
1851	about 430,000	about 29,000
1854	—	about 123,000
1861	about 1,146,000	—

(Sources: “Australian gold rushes” and “Victorian gold rush”, Wikipedia, retrieved 24 August 2026.)

Step 1 — Read the numbers aloud. In 1851, about 430,000 people lived in all six colonies. Ten years later, about 1,146,000 did. Melbourne grew from about 29,000 people in 1851 to about 123,000 in 1854 — just three years.

Step 2 — Work out the change. The colonies' people more than doubled in ten years — about 716,000 more people. Melbourne grew more than four times in three years.

Step 3 — Ask why. Why then? Because gold was found in 1851, and people rushed in — from other colonies and from other countries.

Step 4 — Turn numbers into a history claim. A number on its own is not history. History is a number with a cause and a consequence attached:

Model claim: *The gold rush made the colonies grow very fast. Between 1851 and 1861 the population more than doubled, from about 430,000 to about 1,146,000, as diggers and their families rushed in after*

gold. This was an economic impact — new workers, new shops, new towns — and a social impact too, as cities like Melbourne filled with people from many countries.

The habit to keep: when you meet a number, always ask — *what changed, why did it change, and what kind of impact was it?*

Worked Demonstration 2 — Reading a real source: the Eureka oath

The source. After the licence burning, at a huge meeting at Bakery Hill in Ballarat, the diggers swore an oath together. The words have come down to us:

“We swear by the Southern Cross to stand truly by each other and fight to defend our rights and liberties.”

(Sources: “Peter Lalor” and “Bakery Hill”, Wikipedia, retrieved 24 August 2026.)

Reading it like a historian — four questions.

- 1. What kind of source is it?** Words spoken out loud at a big public meeting — a speech, later written down by people who were there.
- 2. Who made it, where, and when?** Gold diggers at Ballarat, led by the Ballarat Reform League; late 1854, at Bakery Hill.
- 3. What does it tell us?** The diggers felt strongly about their rights. They were ready to stand together — and even to fight — to keep them. The oath also tells us they felt their rights were in danger; people do not swear oaths about things they already have.
- 4. What can it NOT tell us?** It does not tell us what happened next, or what people who disagreed with the diggers thought. One voice is never the whole story. For that, we need more sources.

Figure 10 shows how a historian’s notes on a source can be set out as a card. Use it as your guide when you make your own.

Figure 10 — Model source card: the Eureka oath (a model made for this book)

Model source card: the Eureka oath

What is it?

Words spoken out loud at a big public meeting. People swore this oath together.

The words

**"We swear by the Southern Cross
to stand truly by each other and fight
to defend our rights and liberties."**

Who made it?

Gold diggers at Ballarat, led by the Ballarat Reform League.

Where and when?

Bakery Hill, Ballarat (Victoria) - late 1854.

What does it tell us?

The diggers felt strongly about their rights. They were ready to stand together, and even to fight, to keep them.

What can it NOT tell us?

It does not tell us what happened next, or what people who disagreed with the diggers thought. For that, we need more sources.

A model source card for the Eureka oath with five parts: what is it — words spoken out loud at a big public meeting; the words of the oath; who made it — gold diggers at Ballarat, led by the Ballarat Reform League; where and when — Bakery Hill, Ballarat, late 1854; what it tells us — the diggers felt strongly about their rights and were ready to stand together to keep them; and what it cannot tell us — what happened next, or what people who disagreed thought

The habit to keep: when you meet a source, ask *who made it, when, and from which side* — before you believe anything it says. You will practise this skill step by step in Chapter 3; here, just notice how it works on a real example.

Practice tasks — with help

Q1. Six colonies. Copy this table and use Figure 1 to fill the gaps.

Colony	When it began or separated	Main products
New South Wales		wool, gold
Tasmania	separated 1825	
Western Australia		wool, timber
South Australia	began 1836	
Victoria		
Queensland	separated 1859	

Q2. Vocabulary match. Match each word to its meaning. Write the letter.

Word	Meaning
1 development	a a count of every person in a colony on one night
2 impact	b a worker who signed a contract to work for a set time
3 pastoralist	c the building-up of the colonies: farms, mines, towns, roads and railways
4 census	d the effect something has — the change it causes
5 indentured	e a person who makes a living grazing sheep or cattle
6 introduced species	f a plant or animal brought to a place where it did not live before

Q3. Sort the impacts. Put each impact below into economic, social, political or environmental. (The first two are done for you.)

Impact	Kind
New jobs for diggers, shopkeepers and coach drivers	economic
Many languages spoken side by side on the goldfields	social
Miners won the right to vote after Eureka	
Diggings turned over the soil and rivers were worked	
Wool sold to British mills made money for the colonies	
Rabbits eat pasture grass and crops	
The licence was replaced by the cheaper Miner's Right	
Towns like Melbourne grew very fast	

Q4. Reading Figure 3. (a) About how many people lived in the colonies in 1861? (b) About how many in 1901? (c) Which ten-year period on the chart shows the biggest growth?

Q5. Reading Figure 5. Copy and complete: "In 1856 alone, _____ troy ounces of gold (about _____ kilograms) came out of the ground in Victoria. From 1851 to 1896 the total was _____ troy ounces."

Q6. Reading Figure 6. (a) Which colony had the first steam train, and in what year? (b) What was Australia's very first railway line, and when did it open? (c) Give the year of the first railway in Queensland and in Tasmania.

Q7. Reading Figure 8. (a) When and where were the first rabbits let go, and by whom? (b) About how many rabbits could be shot or trapped each year by 1869? (c) Name two fences built to stop the rabbits, with their dates.

Q8. Life in the colonies. Copy the comparison table from Part 2 and complete the rows for the South Sea Islander cane worker and the cameleer, using what you read in Part 2.

Practice tasks — on your own

Q9. Explain two economic impacts and two social impacts of the gold rushes. Use at least one date and one number in your answer.

Q10. *"Rabbits were the most serious environmental impact of the 1800s."* Do you agree? Write a paragraph giving your view, with at least two facts from Part 4. Think about: how fast the rabbits spread, what they did to the land, and how hard they were to stop.

Q11. Choose one person or group from Part 5. Explain their contribution to the colonies, and use the three tests to say why they were significant.

Evidence-based writing task

The claim: *"Development changed the colonies — for people, and for the land."*

Write **one paragraph (5–8 sentences)** arguing for this claim. You must include:

- **two impacts on people** — one economic and one social or political — each with a date or a number;
- **one impact on the environment**, with evidence (for example: sheep, clearing, mining, or rabbits);
- one sentence naming a **source** you used in this section (a figure, a number table, or the oath).

Use this frame if you need help:

Development changed the colonies in big ways. First, ... For example, in (date), ... Second, ... The land was changed too: ... This mattered because ... My evidence comes from ...

Answers and model responses

Check point answers. 1. A colony is a place ruled from far away by another country; a migrant is a person who moves to a new country to live. 2. The building-up of the colonies — new farms, mines, towns, roads and railways. 3. Economic, social, political and environmental. 4. John Macarthur worked to breed them; the first fine-wool sheep came in 1797. 5. About 430,000 in 1851; about 3,788,000 in 1901. 6. Victoria, 1854. 7. A count of every person in the colony on one night. 8. A squatter family lived in a big house of brick or stone; a digger family lived in a canvas tent. 9. Signed a contract to work in one place for a set number of years, in return for pay, food and a place to live. 10. Carrying water, food and materials to far-away sheep stations and mines. 11. A paper ticket that gave the right to dig; 30 shillings a month; any two of: it cost too much even when no gold was found, the checks were harsh, diggers had no vote. 12. The Miner's Right (£1 a year, which gave the right to dig and the right to vote) and the end of the monthly gold tax. 13. A way of running a place where the people have a say, usually by voting for the people who make the laws. 14. All the living things in a place, together with the soil, water and weather they share. 15. Thomas Austin, in October 1859, at Barwon Park in Victoria — he wanted to hunt them for sport. 16. Queensland's border fence (1893) and Western Australia's rabbit-proof fence (1901–1907). 17. How many lives it touched; how big the change was; how long it lasted. 18. Answers will vary; award a named person or group with a clear contribution.

Q1. New South Wales — first colony 1788, wool and gold. Tasmania — separated 1825, wool and timber. Western Australia — began 1829, wool and timber. South Australia — began 1836, wool and wheat. Victoria — separated 1851, gold, wool and wheat. Queensland — separated 1859, sugar and wool.

Q2. 1–c, 2–d, 3–e, 4–a, 5–b, 6–f.

Q3. Political: miners won the right to vote; the licence was replaced by the Miner's Right. Environmental: diggings turned over the soil; rabbits eat pasture grass and crops. Economic: wool sold to British mills. Social: towns like Melbourne grew very fast. (Note: "towns grew fast" is social because it is about how people live together; a student who argues economic with a reason should also get the mark.)

Q4. (a) About 1,146,000. (b) About 3,788,000. (c) 1881–1891 (from about 2,232,000 to about 3,241,000 — about 1 million more people).

Q5. 3,053,744; about 94,982; 61,034,682.

Q6. (a) Victoria, 1854 (Melbourne to Sandridge). (b) A horse-drawn coal line near Newcastle, New South Wales, opened on 10 December 1831. (c) Queensland 1865; Tasmania 1871.

Q7. (a) October 1859, at Barwon Park near Winchelsea in Victoria, by Thomas Austin. (b) About 2 million. (c) Queensland's border fence, 1893, and Western Australia's rabbit-proof fence, 1901–1907.

Q8. South Sea Islander cane worker — work: growing and cutting cane; home: simple huts near the fields; food and water: came with the contract, but the work was hot and hard; children: most workers were young men, and those who stayed later raised families in Queensland. Cameleer — work: carrying water, food and materials across the dry inland; home: camps along the routes, often far from towns; food and water: carried their own, and water was precious; children: most cameleers worked alone, and some families came later. Award any reasonable completion using Part 2.

Q9. Model: *The gold rushes brought big economic impacts: new jobs opened for diggers, shopkeepers, coach drivers and bankers, and gold worth huge sums came out of the ground — 3,053,744 troy ounces in 1856 alone. They brought social impacts too: the population of the colonies more than doubled in ten years, from about 430,000 in 1851 to about 1,146,000 in 1861, and towns like Melbourne filled with people from many countries, speaking many languages.*

Q10. No single correct answer; award a clear view with two facts. Model (agree): *I agree. Rabbits were the most serious environmental impact because they spread faster than any other wild animal — from 13 rabbits let go in 1859 to about 2 million a year that could be shot or trapped by 1869. By eating pasture grass and crops and killing young trees, they left the soil bare, so wind and rain could wash it away, harming both farmers and native animals. Other impacts, like clearing and mining, were bad in places, but rabbits changed the land across whole colonies, and even fences could not stop them.* Model (agree in part): *I agree in part. Rabbits spread across whole colonies, and by 1869 about 2 million could be shot or trapped each year — that was a huge change. But clearing the bush for farms and*

towns also changed the land in ways that lasted, and by 1900 about 72 million sheep were eating the grass faster than it could grow back. Both were serious; the rabbits were the hardest to stop.

Q11. Answers will vary; award a named person or group, a clear contribution, and the three tests applied. Model (Caroline Chisholm): *Caroline Chisholm's contribution was helping new migrants find homes and work. She arrived in Sydney in 1838, placed over 11,000 people in homes and jobs, and set up shelter sheds about a day's walk from each other for families travelling to the country. By the three tests: her work touched thousands of lives; it was a big change, because new families with nowhere to go found a place to start; and it lasted, because her shelters and her society kept helping long after she began.*

Writing task. Model paragraph: *Development changed the colonies — for people, and for the land. First, gold brought an economic impact: new jobs and money, with 3,053,744 troy ounces of gold taken from the ground in Victoria in 1856 alone. It also brought a social impact: the population of the colonies more than doubled, from about 430,000 in 1851 to about 1,146,000 in 1861, and Melbourne grew from about 29,000 people to about 123,000 in just three years. The land was changed too: in October 1859 at least 13 rabbits were let go at Barwon Park in Victoria, and by 1869 about 2 million could be shot or trapped each year, eating the pasture and leaving the soil bare. This mattered because development did not only build the colonies — it changed them in ways people are still dealing with. My evidence comes from Figures 3, 4, 5 and 8 in this section.*

Sources for this section

All sources are Wikipedia pages, retrieved 24 August 2026:

- “Australian gold rushes” — population of the colonies in 1851 (about 430,000) and 1871 (about 1.7 million); the first find by Edward Hargraves and John Lister at Ophir near Orange (February 1851); 11,493 Chinese arrivals in Melbourne in 1855.
- “Victorian gold rush” — Melbourne population table (1840: 10,000; 1851: 29,000; 1854: 123,000); licence from January 1852 at 30 shillings a month; Victorian gold production (1856: 3,053,744 troy ounces, about 94,982 kg; 1851–1896: 61,034,682 troy ounces, about 1,898,391 kg); Victoria’s population from 75,000 to 500,000 between 1851 and 1861.
- “Demographics of Australia” — population figures, including 3,788,123 in 1901.
- “Merino” — sheep numbers (1810: 33,818; 1830: nearly 2 million; about 72 million before the drought of 1901–1903).
- “John Macarthur (colonial officer)” — arrival in Sydney in June 1790; the first Merino sheep brought to New South Wales in 1797; 68,039 kg of wool sent to England by 1822.
- “Wool industry in Australia” — fine-wool sheep first introduced to Australia in 1797; by the 1870s Australia was the world’s largest wool-producing country.
- “History of rail transport in Australia” — first railways: New South Wales horse-drawn coal line near Newcastle (10 December 1831); South Australia Goolwa–Port Elliot (18 May 1854); Victoria Melbourne–Sandridge steam line (1854); New South Wales Sydney–Parramatta (1855); Queensland Ipswich–Grandchester (1865); Tasmania Deloraine–Launceston (1871); Western Australia first government line (1879).
- “Rabbits in Australia” — Thomas Austin, at least 13 wild rabbits, October 1859, Barwon Park near Winchelsea, Victoria; about 2 million shot or trapped per year within ten years; damage to pasture, young trees and topsoil; Queensland border fence 1893; Western Australia rabbit-proof fence 1901–1907.
- “Peter Lalor” — licence burning on 29 November 1854; wording of the oath; the stockade overrun on 3 December 1854; Lalor’s arm cut off; the Miner’s Right at £1 per year; the monthly gold tax ended; the right to vote; elected to parliament in November 1855; Speaker 1880–1887.
- “Bakery Hill” — the oath and its wording; the meeting site.
- “Eureka Stockade” — diggers’ complaints; the death count of about 27.
- “Blackbirding” — recruiting of South Sea Islander workers beginning August 1863 under Robert Towns; some 55,000–62,500 workers over the whole period; cane fields; workers sent home under the Pacific Island Labourers Act 1901 during 1906–1908.

- “South Sea Islanders” — labour in Queensland’s sugarcane fields; the Polynesian Labourers Act 1868; three-year contracts; about 20,000 descendants living in Queensland today, about 5,000 in and near Mackay.
- “History of Queensland” — the Sugar and Coffee Regulations of 1864; six sugar mills at work by 1867.
- “Afghan Australians” — the first camels and cameleers arriving in June 1860 from Afghanistan for the Burke and Wills exploring journey; carrying water, food and materials to pastoral and mining sites.
- “Caroline Chisholm” — arrived in Sydney in 1838; over 11,000 people placed in homes and jobs; shelter sheds a day’s walk from each other; her society helped more than 3,000 people to migrate; died 25 March 1877.
- “Mary Reibey” — arrived as a convict in October 1792; warehouse on George Street 1812; more vessels 1817; extensive property; died 30 May 1855; on the \$20 note since 1994.
- The colony articles (“New South Wales”, “Victoria (state)”, “Queensland”, “South Australia”, “Western Australia”, “Tasmania”) — separation years, and census populations for 1881 and 1891 as charted in Figure 7.

Figures 1–10 are original diagrams made for this book. Figure 10 is a model source card built around a real quotation (the Eureka oath); it is labelled as a model and is not a real artefact.

What stayed and what changed in one colony: gold rushes, Eureka, rail and farming

For the teacher — planning notes

This block is teacher-facing. It is not printed on student pages.

- **Chapter:** 1 — Australia 1800–1900: the British colonies. **Section:** 1C.
 - **Owns:** VC2HH6K03 (Historical Knowledge and Understanding · Australia (1800–1900)).
 - **Draws on (MCQ linkage, not a teaching order):** VC2HH6K03.E01, VC2HH6K03.E02, VC2HH6K03.E03 (* = used in trimmed form per TOC §2A: .E01 without its frontier-conflict example; .E02 without John Batman’s “treaty”; .E03 whole).
 - **Colony studied:** Victoria (from the Port Phillip District to self-government). One colony is studied in depth, as the content description requires.
 - **Suggested sequence (about 6–7 hours):** (1) hook — compare two pictures of Melbourne, 1840 and 1860, and ask “what changed?”; (2) Part 1 — Victoria before gold, with the timeline figure; (3) Part 2 — the gold rushes, with the population and gold figures and the licence model; (4) Part 3 — Eureka, with the flag and sequence figures and the fairness debate; (5) Parts 4–5 — rail and farming, with the transport and wool figures; (6) Worked Demonstrations 1 and 2; (7) practice tasks; (8) writing task.
 - **Key subject terms to pre-teach (all defined at first use for students):** colony, continuity, change, gold rush, miner, licence, stockade, parliament, democracy, secret ballot, reform. *Fairness* is a contested term and is handled per CONTESTED_TERMS.md Rule 1 (framed, both positions steelmanned) in Part 3.
 - **Vocabulary:** student-facing text sits at or below Year 5 level. Words above that level are kept only where WORD_LEVEL_POLICY D4 allows: names of places and people (Ballarat, Bendigo, Geelong, Sovereign Hill, Specimen Gully, New South Wales, Torres Strait, Legislative Assembly); the band’s own words (continuity, continuities, interpretations); subject terms defined at first use (licence, reform, charter, taxation, tyranny, treason); and “treaty”, which appears only in this teacher note to name the §2A list.
 - **Boundaries:** §2A — no frontier-conflict content and no John Batman “treaty” material in this section; no Aboriginal or Torres Strait Islander content at all (Rule 1); no assumptions about earlier study of this band (D1); migration depth belongs to 1D, significant individuals to 1E, formal interpretations work to 1F, formal source work (features, value, perspectives) to Chapters 3–4 — sources are *used* here as evidence, not formally taught as skills (D11).
 - **Sources:** every dataset and quoted source below carries its holding place or where it was published, and a retrieval date. The licence figure is clearly labelled as a model made for this book; no invented “historical source” is presented as evidence (D6).
-

Where and when are we?

In this section you will travel through the 1800s with one colony: **Victoria**, the colony that grew up around Port Phillip Bay and its sheep runs, goldfields, farms and railways.

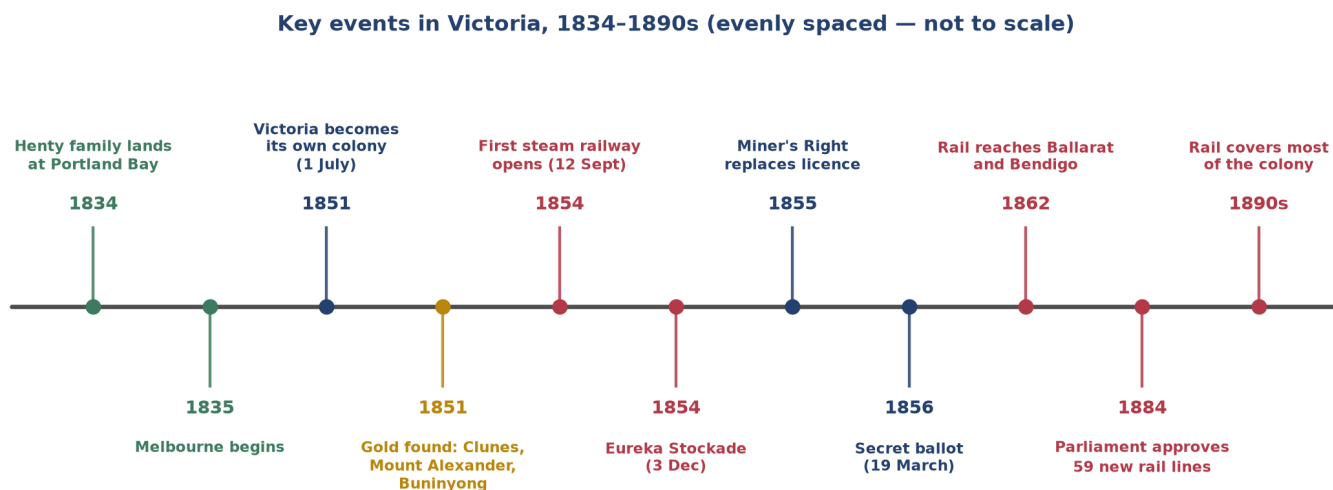
History is full of **change** — things becoming different — and **continuity** — things staying the same. Historians always ask both questions. When gold was found in 1851, Victoria changed fast. But not everything changed. Some ways of life kept right on going.

A **colony** is a place ruled from far away by another country. In the 1800s, Britain ruled several colonies in Australia. Victoria began as part of the colony of New South Wales. On 1 July 1851 it split off and became a colony in its own right, named after Queen Victoria of Britain.

By the end of this section you will be able to:

- tell the story of Victoria from the 1830s to the 1890s;
- sort what **changed** and what **stayed the same** in a colony, and give reasons;
- use real dates, numbers and sources as your evidence.

Figure 1 — Timeline: key events in Victoria, 1834–1890s



A horizontal timeline of Victoria from 1834 to the 1890s, marking the first sheep run, the start of Melbourne, separation from New South Wales, the gold discoveries, the first railway, the Eureka Stockade, the secret ballot and the great railway boom

Part 1 — Victoria before gold: a sheep colony

The first settler family in what is now Victoria was the **Henty family**. In 1834 the Henty brothers sailed from Van Diemen's Land (now called Tasmania) and landed at Portland Bay on 19 November 1834, on a ship called the *Thistle*. They kept sheep, set up a whaling station on the beach, and grew the first wheat crop in Victoria.

(Source: "Portland, Victoria", Wikipedia, retrieved 24 August 2026. The colony's own records, held by the Public Record Office Victoria, also tell the Henty story.)

In 1835, more settlers crossed from Van Diemen's Land by ship and began a small town beside a bay with fresh water. That town became **Melbourne**. Growth was slow at first: by 1840, Melbourne had only about 10,000 people.

(Source: the population table, in "Victorian gold rush", Wikipedia, retrieved 24 August 2026.)

For its first twenty years, Victoria was a **sheep colony**. Huge runs of open land were used to graze sheep, and **wool** was the colony's money-maker. The wool was loaded onto ships and sent to Britain, where mills spun it into cloth.

It was not all smooth. In the early 1840s, sheep prices crashed. Sheep that had been bought for 30 to 40 shillings each were suddenly worth less than 2 shillings. Many settlers went broke.

(Source: "History of Victoria", Wikipedia, retrieved 24 August 2026.)

Until 1851, the whole area — called the **Port Phillip District** — was part of New South Wales. People in the district wanted to make more of their own decisions. On **1 July 1851**, Victoria became its own colony.

(Source: "Victoria (state)", Wikipedia, retrieved 24 August 2026.)

Money note: in the 1800s, money was counted in **pounds** (£), **shillings** (s) and **pence** (d). There were 20 shillings in one pound. Keep this in mind — shillings and pounds turn up all through this story.

Check point. Before you go on, make sure you can answer:

1. Who were the first settler family in Victoria, and where did they land?
2. What job made the early colony its money?
3. When did Victoria become its own colony?

Part 2 — Gold changes everything

In 1851, gold changed Victoria very fast.

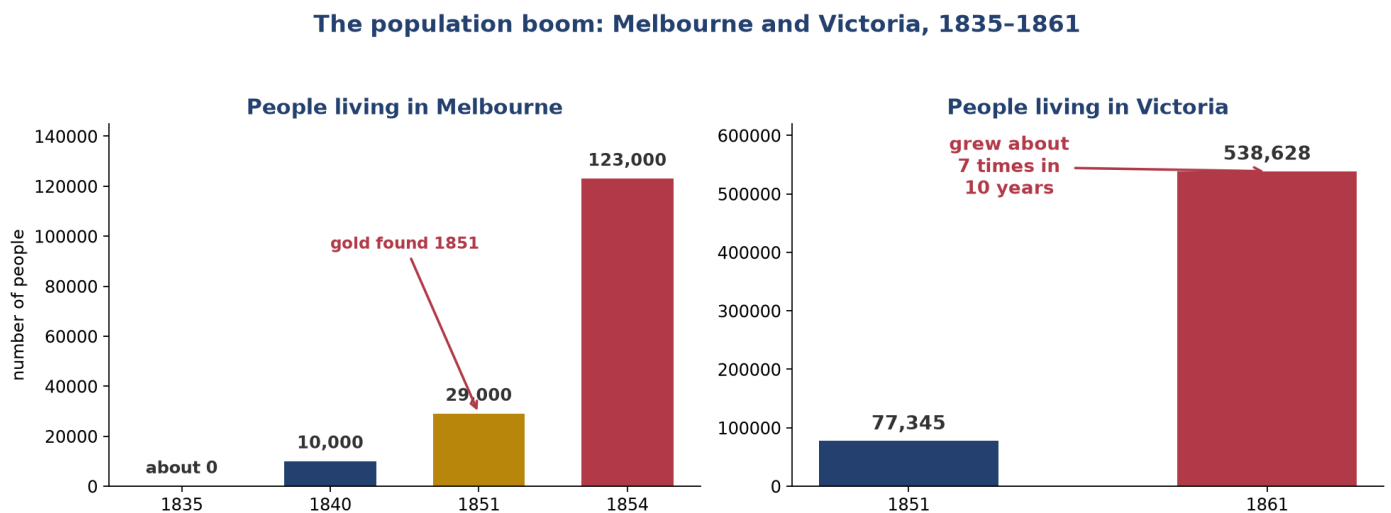
The finds. Small amounts of gold had been noticed as early as 1850, when a farmer named William Campbell found flecks of gold in rock at **Clunes**. At first, government officials kept such finds secret. They were afraid the news would throw the young colony into confusion. But in 1851 the secret got out. In July, James Esmond began digging at Clunes — the first goldfield where diggers could actually earn a living. On 20 July, Thomas Peters found specks of gold at Specimen Gully, near the Mount Alexander sheep run. On 8 August, Thomas Hiscock found gold near **Buninyong**. That find led diggers to the even richer field nearby at **Ballarat**.

(Source: “Victorian gold rush”, Wikipedia, retrieved 24 August 2026.)

The rush. A **gold rush** is a time when thousands of people hurry to a place where gold has been found, hoping to get rich. The **gold rush** emptied shops, farms and ships of their workers. It also brought new people from overseas — Britain, Ireland, Europe, America and China. You will meet these people again in Section 1D; here we just need to know they arrived in their thousands.

The numbers. Look at what happened to the number of people.

Figure 2 — The population boom: Melbourne and Victoria, 1835–1861



Two bar charts side by side. The left chart shows the number of people living in Melbourne in 1835, 1840, 1851 and 1854, rising from about 0 to 123,000. The right chart shows the population of Victoria in 1851 and 1861, rising from 77,345 to 538,628

In ten years, Victoria’s population grew about seven times. Melbourne grew even faster — from about 29,000 people in 1851 to about 123,000 in 1854. The goldfield town of Ballarat, which had not even existed in 1850, held about 20,000 people by 1854.

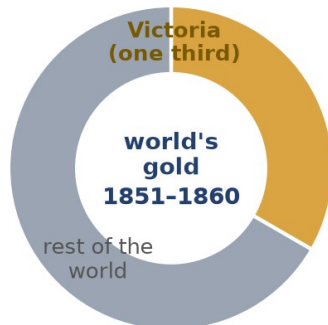
(Source: “Victorian gold rush”, Wikipedia, retrieved 24 August 2026. The 1851 and 1861 figures come from official population counts made at the time.)

How much gold? Between 1851 and 1860, Victoria produced about **20 million ounces** of gold — about **one third of all the gold produced in the world** in that decade. The best single year was 1856, when 3,053,744 ounces came out of the ground. At the peak, that was like tipping out about two tonnes of gold every week.

Figure 3 — Victoria's gold, 1851–1860

Victoria's gold, 1851-1860

Victoria dug about **ONE THIRD**
of the world's gold, 1851-1860



The best single year: 1856



A pie chart showing that Victoria produced about one third of the world's gold in the decade 1851 to 1860, with the rest of the world producing the other two thirds. Beside it, a bar shows the record year of 1856, when 3,053,744 ounces were produced

(Source: "History of Victoria" and "Victorian gold rush", Wikipedia, retrieved 24 August 2026. The ounce figures are troy ounces, the measure used for gold.)

The licence — and why diggers hated it. The government did not let people dig for free. From January 1852, every digger had to buy a **licence** — a ticket that gave them the right to dig. It cost **30 shillings a month** (that is £1 and 10 shillings), whether you found gold or not. For a digger pulling up nothing but mud, that was a huge amount.

A licence was a small printed paper that a digger had to carry and show on demand. The figure below is a model made for this book, showing what a licence set out. Real licences from the 1850s are rare museum treasures today; you can see them in collections such as the Gold Museum at Sovereign Hill, Ballarat.

Figure 4 — Model: a Victorian gold-mining licence (made for this book — not a real artefact)

COLONY OF VICTORIA GOLD-MINING LICENCE	
Digger's name:	John Smith (an example name)
Goldfield:	Ballarat
Month covered:	December 1854
Fee paid:	30 shillings (that is £1 and 10 shillings)
Signed:	Gold Commissioner

MODEL — MADE FOR THIS BOOK
This is not a real licence from the 1850s.

Real 1850s licences were small printed papers that diggers had to carry and show on demand.

A model of a gold-mining licence card. It is labelled clearly as a model made for this book, and shows the fields a real licence carried: the digger's name, the fee of 30 shillings per month, the goldfield, the month it covered, and the signature of a gold commissioner

Harder to take than the price was the way it was policed. Mounted officers — the diggers called them “traps” — rode around the diggings and checked licences at any time, without warning. Under Governor Charles Hotham these hunts happened every week, and later twice a week. Caught without a licence? A fine of £5 — and bigger fines for being caught again. Some repeat offenders were sent to prison. Some men were chained to logs for the night. The officers even kept half the fine money, which gave them a reason to be strict.

(Source: “Eureka Stockade”, Wikipedia, retrieved 24 August 2026.)

Figure 5 — Map: the main goldfields and first railways of Victoria

The main goldfields and first railways of Victoria (simplified — not to scale)



Railway lines opened: 1854 Melbourne to Port Melbourne · 1857 Melbourne to Geelong · 1862 Melbourne to Ballarat and to Bendigo

A simple map of Victoria showing the main goldfields — Clunes, Ballarat, Castlemaine and Bendigo — and Beechworth in the north-east, plus Melbourne, Geelong and Portland. Lines show the first railways: Melbourne to Port Melbourne in 1854, Melbourne to Geelong in 1857, and the lines to Ballarat and Bendigo opened by 1862

Check point.

4. Name two places where gold was found in 1851.
5. What happened to Victoria's population between 1851 and 1861? Use a number in your answer.
6. What was a licence, and why did diggers hate it? Give two reasons.

Part 3 — Eureka: the fight over the licence

By late 1854, diggers at Ballarat were furious. They had three big gripes:

- the licence cost too much and had to be paid even by men who found no gold;
- the licence hunts were harsh — “traps” could stop anyone at any time, and unlucky diggers were fined, jailed or chained to logs;
- diggers had **no say** in how the colony was run. They could not vote for the people who made the laws they had to obey. Their rallying cry was: “*Taxation without representation is tyranny.*” (*Taxation* = the government taking money from people; *tyranny* = rule that is very unfair.)

(Source: “Eureka Stockade”, Wikipedia, retrieved 24 August 2026.)

Here we need two more terms. A **parliament** is the group of people chosen to make the laws for a place. **Democracy** is a way of running a place where the people have a say — usually by voting for the people who make the laws. In 1854, Victoria was not much of a democracy: only some men could vote, and diggers had no vote at all.

The miners organise. On **11 November 1854**, the diggers formed the **Ballarat Reform League**. Its charter (a written list of demands) demanded big changes: votes for all men, an end to the licence, and the right for working men to stand for parliament. A **reform** is a change made to fix something people think is wrong.

(Source: “Eureka Stockade”, Wikipedia, retrieved 24 August 2026. The original charter document survives today in the collection of the Public Record Office Victoria.)

Things heated up fast:

- **29 November 1854** — a huge meeting at Bakery Hill, Ballarat. Diggers burned their licences in a fire. They elected an Irish-born miner, **Peter Lalor**, as their leader.
- **30 November 1854** — under a blue flag bearing the stars of the Southern Cross, Lalor and the diggers swore an oath. Lalor's words were recorded as: *"We swear by the Southern Cross to stand truly by each other and fight to defend our rights and liberties."*
- **Early December 1854** — the diggers built a **stockade** — a fence made of sharpened wooden stakes — on a spot called Eureka, near the diggings. About 1,500 men had taken part in the movement; on the final morning, only about 120 to 150 stood inside the stockade.

(Sources: "Victorian gold rush" and "Peter Lalor", Wikipedia, retrieved 24 August 2026.)

The flag. The diggers' flag was blue, with a white cross and five white eight-pointed stars — the Southern Cross. It was made by women on the diggings: Anastasia Withers, Anne Duke and Anastasia Hayes are named as the sewers, and the design is credited to a miner named Henry Ross. The damaged original flag survives today: it belongs to the Art Gallery of Ballarat and is displayed at the Eureka Centre in Ballarat.

Figure 6 — The Eureka flag (artist's drawing based on the surviving flag)



The Eureka flag

Artist's drawing based on the surviving flag: deep blue field, white cross, five eight-pointed stars (the Southern Cross). The original flag belongs to the Art Gallery of Ballarat and is displayed at the Eureka Centre, Ballarat. Only about 69% of the original cloth survives.

A drawing of the Eureka flag: a deep blue background with a white cross and five white eight-pointed stars arranged like the Southern Cross. The caption notes that the original flag is held by the Art Gallery of Ballarat

(Source: "Eureka Flag", Wikipedia, retrieved 24 August 2026. The surviving pieces make up about 69% of the original flag.)

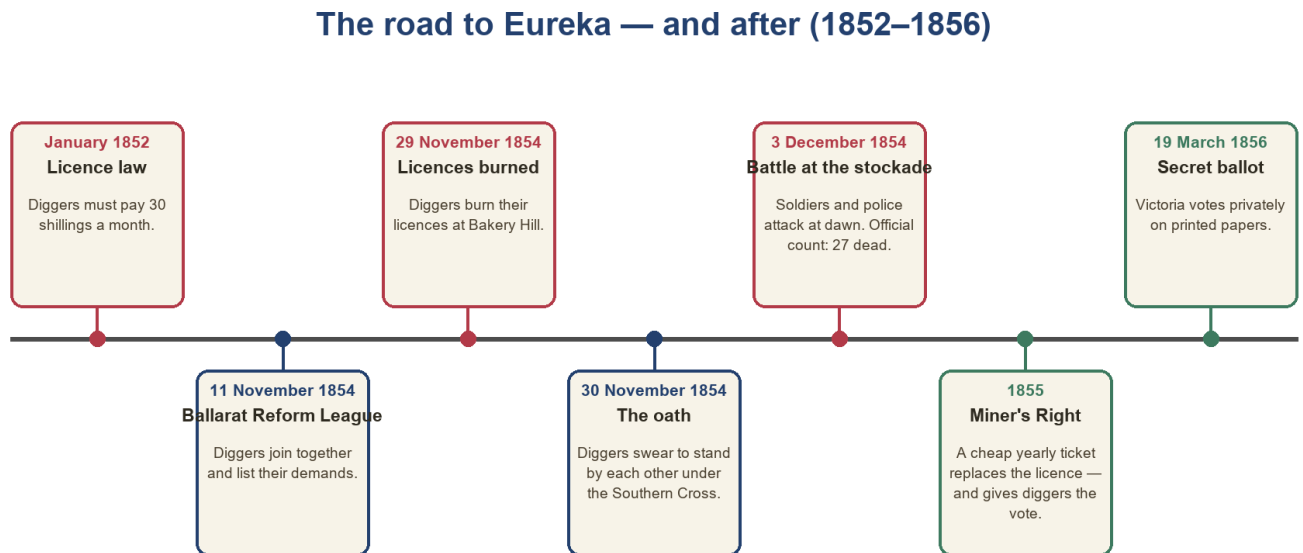
The battle. At dawn on **Sunday 3 December 1854**, about 276 soldiers and police — men of two army units (the 12th and the 40th), mounted police and foot police — marched on the stockade. The battle was over quickly. The official count recorded 27 people killed, most of them diggers. It remains one of the saddest days in Australia's history.

(Source: “Eureka Stockade”, Wikipedia, retrieved 24 August 2026.)

Peter Lalor was badly hurt: a bullet shattered his left arm, and doctors had to cut it off. Friends hid him until he was safe. An Italian digger named **Raffaello Carboni**, who had helped lead the Reform League, was put on trial for **treason** — the crime of acting against the government — but a jury found him not guilty in March 1855. The very next year Carboni published a book about everything he had seen: *The Eureka Stockade* (Melbourne, 1855). It is one of the most important eyewitness accounts in Australian history.

(Sources: “Peter Lalor” and “Raffaello Carboni”, Wikipedia, retrieved 24 August 2026.)

Figure 7 — The road to Eureka and after: 1852–1856



A sequence of seven event cards running from left to right: the licence law of January 1852, the Ballarat Reform League of 11 November 1854, the licence burning of 29 November, the oath of 30 November, the battle of 3 December, the Miner's Right of 1855 and the secret ballot of 1856

What came next? Eureka changed things:

- In **1855**, the hated licence was replaced by the **Miner's Right**, which cost just **5 shillings a year**. The Miner's Right let a man dig for gold — and also gave him the **right to vote** and the right to own a block of land.
- In **1856**, Victoria introduced the **secret ballot** — voting privately on a printed paper, so nobody could see your choices or bully you for them. Victoria was one of the first places in the world to do this.
- **Peter Lalor** himself was elected to Victoria's parliament in 1855. He served for more than thirty years and became Speaker of the Legislative Assembly — the person in charge of debates — from 1880 to 1887.

(Sources: “Miner's Right”, “Secret ballot” and “Peter Lalor”, Wikipedia, retrieved 24 August 2026.)

Thinking about fairness. *Fair* is a contested word: reasonable people define it in different ways, and the definition you pick can change your conclusion. So let us steelman both sides at Eureka — that is, put each side as strongly as its own supporters would.

The diggers' strongest case: they paid tax every month but had no vote, so they had no peaceful way to change the rules. The hunts were harsh and random, officers made money from the fines, and the law was enforced on rough diggings far from any court. A person who is taxed without a voice and punished without fair warning is not being treated as a citizen, they said.

The government's strongest case: a colony needs laws, roads and police, and licences were how it paid for order on the goldfields, which were crowded with tens of thousands of strangers. Governor Hotham argued that no government can let an armed group set up its own court and burn official papers — if one crowd can defy the law by force, everyone's safety is at risk.

Both sides claimed fairness. Historians still debate which side had the better of it. Your job is not to pick the “right” side to please your teacher. Your job is to reason from defined words and real evidence — two students who reach opposite conclusions can both do excellent work if both reason well.

Check point.

7. What were the diggers’ three main gripes?
 8. What did diggers get after Eureka? Name two changes.
 9. One person’s story is not the whole story. Give one reason Carboni’s book is valuable, and one reason we should not take it as the whole truth.
-

Part 4 — The railway age begins

Even as diggers argued about licences, a second quiet revolution was beginning: **rail**.

On **12 September 1854**, Australia’s first full-size public steam railway opened. It ran just 4.2 kilometres, from the centre of Melbourne to Sandridge — the beachside place we now call Port Melbourne. The company was the Melbourne and Hobson’s Bay Railway Company. Even the first locomotive was local: engineers at a Melbourne works built it in only ten weeks, at a cost of £2,700.

(Source: “Melbourne and Hobson’s Bay United Railway Company”, Wikipedia, retrieved 24 August 2026.)

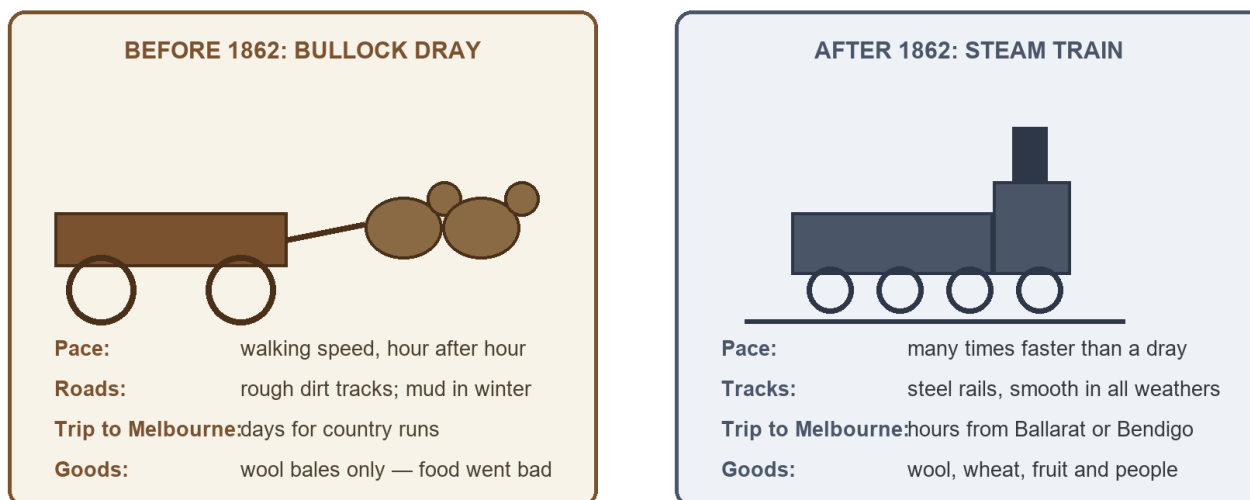
From that tiny start, rail spread fast:

- **1857** — the first country line opened, from Melbourne to Geelong.
- **1862** — trains reached the great gold-rush towns of **Ballarat** and **Bendigo**. Now gold, wool and passengers could move to Melbourne by train instead of by dray.
- **1884** — parliament authorised 59 new lines in one law.
- **By the late 1890s** — railways covered most of the colony.

(Source: “History of rail transport in Victoria”, Wikipedia, retrieved 24 August 2026.)

Figure 8 — Getting goods to Melbourne: bullock dray versus train

Getting goods to Melbourne: bullock dray versus train



The first Victorian steam railway opened in 1854 (Melbourne to Port Melbourne). By 1862, trains reached Ballarat and Bendigo.

A comparison infographic with two panels. The left panel shows a bullock dray on a muddy track, labelled with its slow walking pace and long journeys of days. The right panel shows a steam train on rails, labelled with its much greater speed and journeys of hours. A caption notes that the train reached Ballarat and Bendigo in 1862

Why did rail matter? Three changes:

1. **Speed.** What took a dray days could be done by train in hours. People, letters and news moved faster too.
2. **Fresher goods.** Farm food like milk, meat and fruit could reach the city markets before going bad.
3. **New towns.** Towns grew up along the lines. Places on a railway boomed; places bypassed often shrank.

Check point.

10. When did the first steam railway open, and where did it run?
11. Give two ways rail changed life in the colony.

Part 5 — Farming: the old work keeps going, and grows

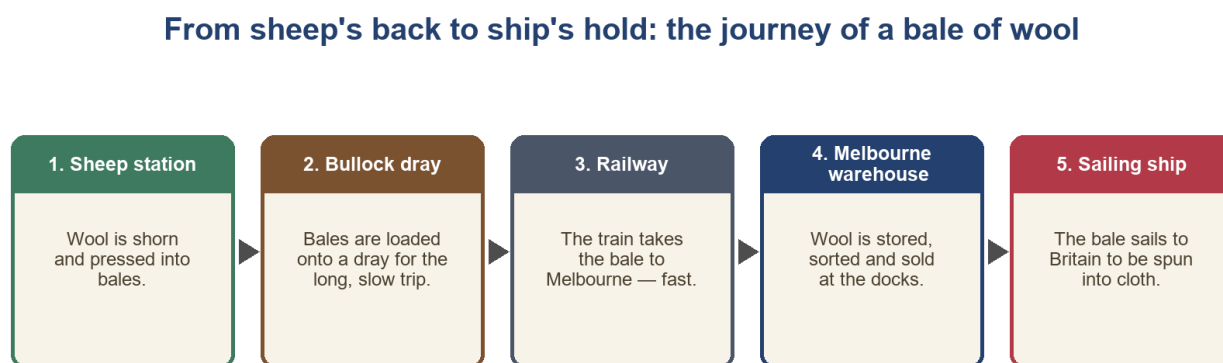
Gold grabs the headlines, but farming never stopped. This is the big **continuity** of the story: **sheep and wool stayed the backbone of the colony's wealth all through the gold rush.** The runs that existed in the 1840s were still running sheep in the 1860s, and wool still sailed to British mills. Remember the Hentys: they had grown Victoria's first wheat back in 1834, and crops kept spreading after that.

But gold changed farming too:

- **More mouths.** Hundreds of thousands of new people needed bread, meat, milk and vegetables. Food prices rose, and farming suddenly paid well.
- **More farms.** Market gardens, dairy farms and wheat paddocks spread around Melbourne and near the goldfields.
- **New ways to sell.** Rail carried wool bales, wheat bags and fruit to Melbourne and to the ships. What once took a slow dray ride now took a train trip.

So farming shows both sides of our big question: the *same* wool trade continuing, and *new* kinds of farm life growing up around the gold.

Figure 9 — From sheep's back to ship's hold: the journey of a bale of wool



After 1862 the train leg replaced the long dray ride for many runs — wool, wheat and meat reached the ships faster and fresher.

A flow diagram with five labelled steps: a sheep station, where wool is shorn and baled; a bullock dray carrying the bale; a railway line taking it to Melbourne; a warehouse at the docks; and a sailing ship carrying it to Britain. A caption notes that after 1862, the train leg replaced the long dray ride for many runs

Worked Demonstration 1 — Sorting change from continuity with numbers

The question: *What changed, and what stayed the same, in Victoria in the 1850s?*

The evidence we will use (a real dataset): the population figures from Figure 2.

(Source: “Victorian gold rush” and “History of Victoria”, Wikipedia, retrieved 24 August 2026; figures based on colonial population counts.)

When	People in Victoria
1851	77,345
1861	538,628

Melbourne’s numbers (about 29,000 in 1851 and about 123,000 in 1854) are in Figure 2.

Step 1 — Read the numbers aloud. In 1851, about 77,000 people lived in Victoria. Ten years later, about 539,000 did.

Step 2 — Ask: did it change or stay the same? This is a huge **change** — the population grew about seven times in a decade. Write the change with its numbers: “*Victoria’s population grew about seven times between 1851 and 1861, from 77,345 to 538,628.*”

Step 3 — Now hunt for continuity. Big change in people does not mean *everything* changed. Wool was still the colony’s main money-maker in 1861, just as in 1851. Ships still carried wool to Britain. Farming still worked the same land. Write: “*Farming kept going: sheep runs and wool stayed the heart of the colony’s wealth before, during and after the gold rush.*”

Step 4 — Link change to cause. Why did the change happen? Because gold was found in 1851, and people rushed in from other colonies and overseas. Your finished pair of claims, ready to use in a paragraph:

Change: Gold turned Victoria into a crowded, busy place. The population grew about seven times in ten years, and towns like Ballarat sprang up very fast. **Continuity:** Farming kept going. Sheep runs kept producing wool for Britain, the same shipping routes were used, and the same country towns kept serving them.

Model answer layout. Figure 10 shows how a full sorting table looks when it is finished. Use it as your guide.

Figure 10 — Model: a completed continuity and change sorting table for Victoria in the 1850s

Victoria in the 1850s — a completed sorting table

WHAT CHANGED	WHAT STAYED THE SAME
Population grew about seven times (77,345 in 1851 to 538,628 in 1861)	Sheep and wool stayed the backbone of the colony's wealth
New gold towns sprang up — Ballarat held about 20,000 people by 1854	Farming kept going on the same land — now feeding many more people
Diggers won the vote (Miner's Right, 1855) and the secret ballot (1856)	Wool was still shipped to Britain's mills
Railways spread — Ballarat and Bendigo had trains by 1862	Victoria was still a British colony, ruled under the Crown

A completed two-column table titled “Victoria in the 1850s”. The left column, headed “What changed”, lists the population boom, the new gold towns, votes for diggers and the secret ballot, and railways. The right column, headed “What stayed the same”, lists sheep and wool as the backbone of wealth, farming itself, shipping wool to Britain, and British rule

Worked Demonstration 2 — Reading a real source from 1855

The source: the book *The Eureka Stockade*, written by **Raffaello Carboni** and published in Melbourne in **1855**, less than a year after the battle.

Who made it? Carboni was born in Italy in 1817. He came to the Ballarat diggings, joined the leaders of the Reform League, and watched the attack on the stockade. He urged diggers to unite. His own book records him calling on them — in his words — to salute the Southern Cross together, whatever their nationality, religion or colour. After the battle he was charged with treason, and a jury found him not guilty.

(Sources: Raffaello Carboni, The Eureka Stockade, Melbourne, 1855; “Raffaello Carboni”, Wikipedia, retrieved 24 August 2026.)

Reading it like a historian — three questions:

1. What does this source show us? It shows that the diggers came from many different lands and faiths, and that their leaders wanted them to stand together whatever their background. That is a precious detail: not every country welcoming people at that time said so out loud.

2. Who made it, and where were they standing? Carboni was on the miners’ side. He was proud of the diggers. So his book glows with sympathy for them. That does not make it false — but it is one person’s view, written after the event, by a man who had been part of it.

3. What can it NOT tell us? It cannot tell us, in that man’s own words, what the soldiers, the governor or the shopkeepers of Ballarat thought. One voice is never the whole chorus. Historians always hunt for more voices before they decide.

The habit to keep: when you meet a source, ask *who made it, when, and from which side* — before you believe anything it says. You will practise this skill in Chapter 3; here, just notice how it works on a real example.

Practice tasks — with support

Q1. Timeline sort. Look at Figure 1. Copy these five events and write each one next to its year on your own timeline: the first steam railway opens; Victoria becomes its own colony; the Hentys land at Portland Bay; gold is found at Clunes and Buninyong; the secret ballot arrives.

Q2. Reading the numbers. Look at Figure 2. (a) About how many people lived in Melbourne in 1840? (b) About how many lived in Melbourne in 1854? (c) Complete this sentence with numbers from the chart: “*Victoria’s population grew from _____ in 1851 to _____ in 1861.*”

Q3. The licence. Look at Figure 4, the model licence. (a) How much did a licence cost, and how often did a digger pay? (b) Finish this sentence starter: “*Diggers hated the licence because ...*” — use two reasons from Part 2.

Q4. The flag. Look at Figure 6. (a) What can you see on the Eureka flag? Name its colours and the shape made by the stars. (b) Who do we think sewed the flag? (c) Where is the original flag kept today?

Q5. Causes of Eureka. Draw three boxes labelled **Cost**, **Hunts** and **No vote**. Sort these six facts into the right box: *30 shillings a month · diggers could not vote for the law-makers · “traps” checked licences twice a week · £5 fines, bigger ones for repeat offenders · men chained to logs for the night · the cry “taxation without representation is tyranny”*. Then pick the box you think angered diggers most and say why in one sentence.

Q6. Rail. Look at Figure 5 and read Part 4. (a) In what year did the first line open? (b) Which two gold-rush towns had trains by 1862? (c) Finish this sentence starter: “*Rail changed the colony because ...*” — give one change from the list of three in Part 4.

Q7. Farming chain. Copy and finish this cause-and-effect chain, using words from Part 5: *Gold brings hundreds of thousands of new people → _____ → farmers grow more food and earn more money → _____.*

Q8. Change or continuity? Copy the table below. For each statement, write **C** (changed) or **S** (stayed the same), and add one word of reason.

Statement	C or S?	Why?
Victoria’s population in the 1850s		
Wool as the colony’s main wealth		
How people travelled goods to Melbourne		
Britain ruling the colony		
Who could vote		

Practice tasks — without support

Q9. Describe **two changes** and **two continuities** in Victoria in the 1850s. Use at least one date and one number in your answer.

Q10. The “what if” task. Historians sometimes test how much an event mattered by imagining it went a different way. *What if Peter Lalor had urged the diggers to pay for their licences instead of fighting the fee?* Write a paragraph building a different outcome. Think about: what might have happened to the licence? to votes for diggers? to the secret ballot? Use what you know from Part 3 to support your guess.

Q11. The source test. Carboni wrote that all diggers — of every nationality, religion and colour — should salute the Southern Cross together. (a) What does this tell you about who was on the goldfields? (b) Carboni stood on the miners' side. Name one other person at Ballarat in 1854 — for example a soldier, the governor, a shopkeeper, or a woman running a diggings store — and explain how that person might have seen events in a different way.

Writing task — use your evidence

The claim: *“In the 1850s, Victoria changed in big ways — but some things stayed the same.”*

Write **one paragraph (5–8 sentences)** that argues for this claim. You must include:

- **two changes**, each with a date or a number (for example: the population, the railway, votes, the licence);
- **one continuity** with its evidence (for example: wool, farming, British rule);
- one sentence that names a **source** you used in this section (a figure, a number table, or Carboni's book).

Use this frame if you need help:

In the 1850s, Victoria changed in big ways. First, ... For example, in (date), ... Second, ... But not everything changed. ... This mattered because ... My evidence comes from ...

Answers and model responses

Q1. Hentys land at Portland Bay — **1834**; Victoria becomes its own colony — **1 July 1851**; gold found at Clunes and Buninyong — **1851**; first steam railway opens — **12 September 1854**; secret ballot — **1856**.

Q2. (a) About 10,000. (b) About 123,000. (c) From **77,345** to **538,628**.

Q3. (a) 30 shillings (£1 10s) **per month**. (b) Model: *“Diggers hated the licence because it cost 30 shillings a month even if you found no gold, and because the hunts were harsh — men were fined £5, and some were chained to logs for the night.”*

Q4. (a) A deep blue background, a white cross, and five white eight-pointed stars shaped like the Southern Cross. (b) Anastasia Withers, Anne Duke and Anastasia Hayes. (c) The Art Gallery of Ballarat (displayed at the Eureka Centre, Ballarat).

Q5. Cost: 30 shillings a month. **Hunts:** twice-a-week checks; £5 fines and bigger ones for repeat offenders; men chained to logs. **No vote:** “taxation without representation is tyranny”. The final choice is the student’s own, but must give a reason — for example, *“No vote angered them most, because without a vote they could never change the law peacefully.”*

Q6. (a) 1854 (12 September), Melbourne to Sandridge (Port Melbourne). (b) Ballarat and Bendigo. (c) Model: *“Rail changed the colony because goods reached Melbourne in hours instead of days, so farm food arrived fresh.”*

Q7. Model: *Gold brings hundreds of thousands of new people → all those people need food → farmers grow more food and earn more money → rail carries the food and wool to Melbourne and the ships.*

Q8. Population — **C** (grew about seven times); wool as main wealth — **S** (kept its place); travel of goods — **C** (dray to train); British rule — **S** (still a British colony); who could vote — **C** (Miner’s Right gave diggers the vote in 1855, and the secret ballot came in 1856).

Q9. Model: *Two big changes swept through Victoria in the 1850s. First, the population exploded: from 77,345 in 1851 to 538,628 in 1861, as diggers rushed in after gold. Second, the way goods travelled changed when railways spread, reaching Ballarat and Bendigo by 1862. Two things stayed the same. Sheep and wool kept their place as the colony’s main wealth, and wool still sailed to Britain. Farming itself also continued — the same land that grew the colony’s food in 1851 was still worked in 1861, though now it grew food for many more mouths.*

Q10. There is no single correct answer. A strong response builds a chain of consequences and checks it against what we know. Model: *If Lalor had told diggers to pay the licence, there may have been no stockade and no battle, so no deaths in December 1854. Lalor might never have become famous, and may never have entered parliament. But the diggers’ anger had real causes — the cost, the hunts, and having no vote — so the anger would not have vanished. The government may still have changed the system, but perhaps more slowly, and diggers might have waited longer for the cheap Miner’s Right of 1855 and for votes. The secret ballot of 1856 might also have come later. This suggests Eureka sped up changes that many people already wanted. Stronger answers also note the cost: without the clash, public sympathy for the diggers may have been weaker, and the push for reform slower.*

Q11. (a) That people of many nationalities, religions and backgrounds searched for gold side by side — the goldfields were a mixed crowd, and leaders spoke to all of them as one group. (b) Answers will vary; award a clear difference in view with a reason. Model: *A soldier of the 40th might have seen the diggers as law-breakers who burned official papers and armed themselves against the Crown, and felt he was doing his duty by keeping order. A shopkeeper might have feared that fighting would drive customers away and ruin business.*

Writing task. Model paragraph: *In the 1850s, Victoria changed in big ways, but some things stayed the same. First, the population boomed: from 77,345 people in 1851 to 538,628 in 1861, as diggers rushed in after gold. Second, the rules changed: after the Eureka Stockade of 3 December 1854, the harsh licence was replaced by the cheap Miner’s Right in 1855, and in 1856 Victoria brought in the secret ballot. But not everything changed. Sheep and wool stayed the backbone of the colony’s wealth, just as in the 1840s, and wool still sailed to British mills. This mattered because it shows that even a gold rush cannot remake everything at once. My evidence comes from the population chart in Figure 2 and the sorting table in Figure 10.*

Newcomers to the colonies: why migrants came from Europe and Asia, their journeys and their contributions

History 5 · Level 5 · Chapter 1 — Australia 1800–1900: the British colonies · Section 1D. Teaching order: fourth of six, after 1C (gold rushes, Eureka, rail and farming) and before 1E.

Owens: VC2HH6K04

For the teacher — VC2 codes: VC2HH6K04 .E01 (reasons for migration, with evidence from sources), .E02 (a migrant-group study), .E03 (family history link), .E04 (push–pull diagrams), .E05 (poster comparing European and Chinese migrants in 1850s Victoria) — all five kept in full.

Where this fits: 1D is the migration seed for 2C, which re-uses the push–pull machinery at the 20th-century level. Nothing here assumes First Nations prior learning. Student-facing text runs from “What we are learning” to “Answers”; the Teacher notes at the end are for the teacher.

What we are learning

In 1A you met the colonies and why Britain set them up. In 1B and 1C you saw what grew from them: farms, ports, gold rushes and towns. Now the story turns to **people on the move**.

Migration (your teacher will help you say it) is the movement of people from one place to another to make a new home. A **migrant** is a person making that move. In the 1800s, hundreds of thousands of people migrated to the Australian colonies. Most came from Europe — Britain, Ireland, Germany and Scotland. Many thousands came from Asia, above all from China. A few thousand came from the Pacific Islands.

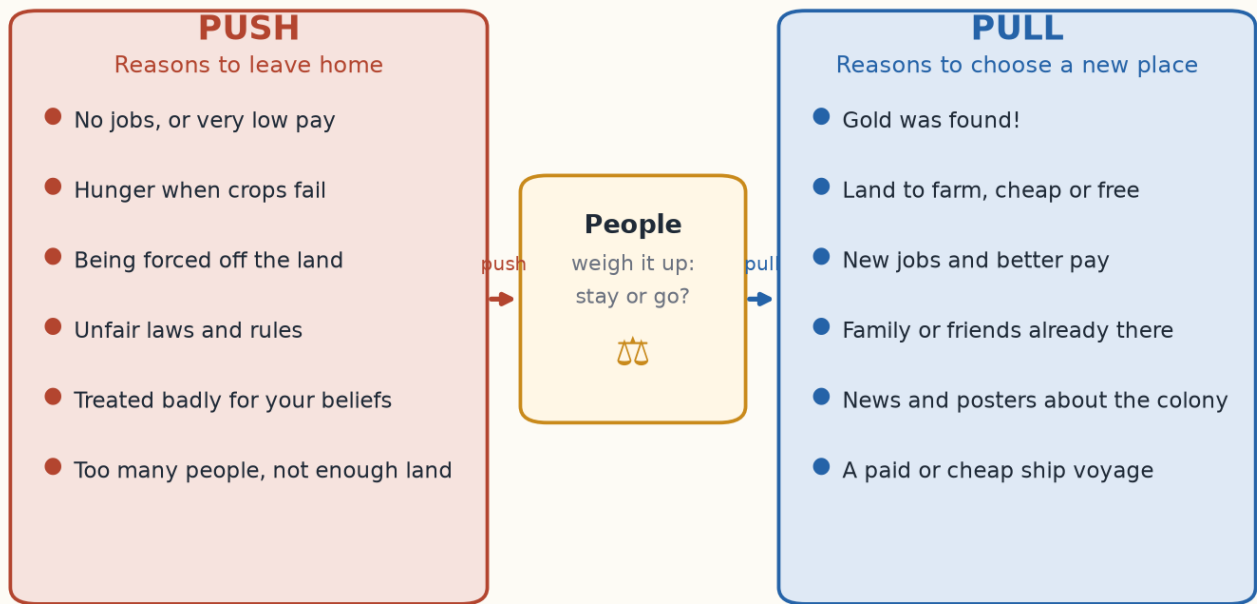
Historians explain migration with two big ideas:

- A **push factor** is a reason that shoves people *out of* their old home: no work, hunger, being forced off the land.
- A **pull factor** is a reason that draws them *toward* a new place: gold, land, jobs, family.

Every migrant mixed the two. This section sorts the **causes** (why people came), the **experiences** (what the move and the new life were like), the **perspectives** (how different people saw the same events — a perspective is a point of view, shaped by who you are), and the **contributions** (what migrants added to the colonies — the word *contribution* means the share a person or group gives: work, food, ideas, new ways of doing things).

Push and pull factors

A push factor makes people want to LEAVE home. A pull factor draws them to a NEW place.



Every migrant's choice mixes both. Historians sort the reasons to explain WHY people moved.

A two-sided diagram. On the left, a red card titled PUSH lists reasons to leave home: no jobs or very low pay, hunger when crops fail, being forced off the land, unfair laws, treated badly for your beliefs, too many people and not enough land. On the right, a blue card titled PULL lists reasons to choose a new place: gold was found, land to farm, new jobs and better pay, family or friends already there, news and posters about the colony, a paid or cheap ship voyage. In the middle a small card says: People weigh it up: stay or go?

Why people moved: the causes

Different groups had different mixes of push and pull. Here are the big ones in this section.

1. Convicts. Some early migrants did not choose to come at all. Convicts were people transported (sent) from Britain as a punishment, to serve their sentence working in a colony. Section 1A showed how the colonies began this way. By the 1850s transportation to the eastern colonies had ended, so most migrants of the gold-rush years were free people who chose to come.

2. Assisted passengers. A long ship voyage cost more than most working families could save. So the colonies started **assisted migration**: the colony, or a society, paid part or all of the fare for people they wanted — farmers, tradespeople, single women, families. **Caroline Chisholm** was a famous helper of these migrants. In Sydney in the 1840s she found beds and work for women and girls who had just arrived with nowhere to sleep, and later her **Family Colonization Loan Society** helped families pay for their fares, which they paid back slowly.

3. Gold seekers. When gold was found in New South Wales and Victoria in 1851, it was the strongest pull factor the colonies ever had. Diggers came from Britain, Ireland, Germany, Italy, China and California. A miner in China could hear of “Gold Mountain” (the Chinese nickname for the Victorian goldfields) and hope to send money home to his family.

4. People pushed out by hard times.

- **Ireland — the Great Famine.** Between 1845 and 1852 a plant disease wiped out Ireland’s potato crop, the food most poor Irish families lived on. About a million people died of hunger and disease, and about a million left Ireland. Many sailed to the Australian colonies, some with assisted passages.

- **Scotland — the Highland Clearances.** In the Scottish Highlands, landowners turned farmland into big sheep runs and cleared whole villages off the land. In the 1850s a society helped thousands of Highlanders sail to Australia.
- **Britain — the Industrial Revolution.** Machines and factories changed old work. People who spun and wove cloth by hand at home could not compete with factory cloth, and farm labourers lost work as farms changed. Many of the assisted migrants of the 1830s–1850s were people whose old jobs had vanished.

5. Indentured and recruited labourers. Not every migrant was free to say no. An **indentured labourer** signed a contract to work for a fixed number of years in return for pay, food and the voyage. From 1863, planters in Queensland brought **Pacific Islanders** (called South Sea Islanders) from islands such as Vanuatu and the Solomon Islands to cut sugar cane and pick cotton. Some came willingly for wages. Others were tricked or taken by force — a practice Australians called “blackbirding”. This is a hard truth about the colonies: some of the work that built them was done by people who were not free.

Why they came: seven migrant groups

Each row mixes push factors (reasons to leave) and pull factors (reasons to choose the colonies).

Group	Where from	Main push	Main pull
Convicts	Britain	None chosen: transported as punishment	No choice; the sentence was the journey
Assisted British and Irish	Britain and Ireland	No work, low pay, hunger after the famine	Fares paid, land and jobs advertised
Old Lutheran Germans	Prussia	Ordered to join a church they did not believe in	Land, and freedom to worship their way
Highland Scots	Scotland	Cleared off their farms for sheep runs	A fresh start on land of their own
Chinese miners	Guangdong, southern China	Poor farms, hard times, family debts at home	Gold Mountain: gold to send home
Pacific Islanders	Melanesian islands	Some came for wages; some were tricked or forced	Wages on sugar and cotton farms, diving boats
Afghan and Indian cameleers	Afghanistan and northern India	Hard work, little pay at home	Paid contracts driving camels

Debt, famine and clearing were pushes; gold, land and paid fares were pulls. Most families carried both.

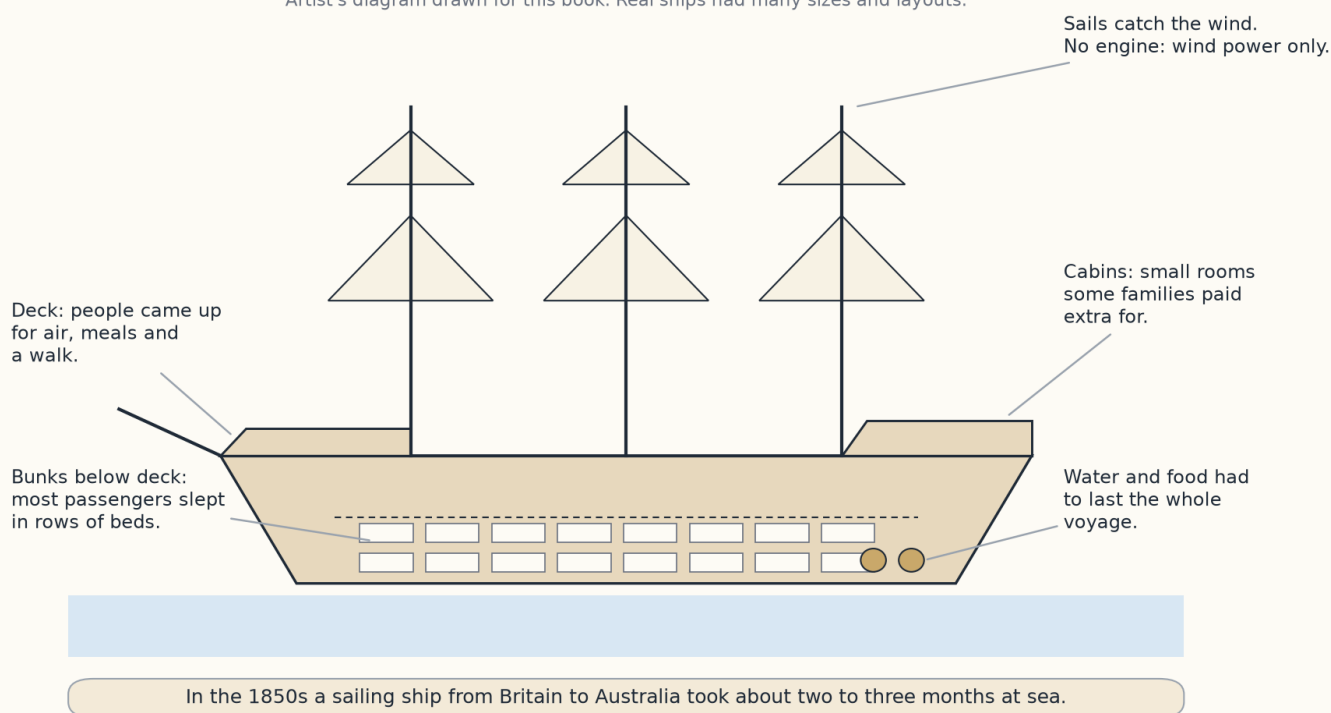
A table of the main migrant groups with columns: group, where from, main push, main pull. Rows: convicts (Britain, punishment, no choice); assisted British and Irish (Britain and Ireland, no work or hunger, paid fares and jobs); German Lutherans (Prussia, made to join a church they did not believe in, land and freedom to worship); Highland Scots (Scotland, cleared off their land, land and a fresh start); Chinese miners (southern China, poor farms and hard times, gold to send home); Pacific Islanders (Melanesian islands, some recruited, some forced, wages for sugar and cotton work); Afghan and Indian cameleers (Afghanistan and India, work contracts, pay as camel drivers).

The journey out

Almost everyone came by sea, and the sea was slow. A sailing ship from Britain in the 1850s took about **two to three months**; ships from China took a similar time; German migrants often sailed from Hamburg.

Inside an immigrant sailing ship, 1850s

Artist's diagram drawn for this book. Real ships had many sizes and layouts.



A cutaway diagram of a sailing ship drawn for this book. Labels show: sails that catch the wind (no engine), the deck where passengers came up for air and meals, small cabins some families paid extra for, rows of wooden bunks below deck where most passengers slept, and water and food stores that had to last the whole voyage. A caption reads: In the 1850s a sailing ship from Britain to Australia took about two to three months at sea.

On board, most passengers slept in rows of bunks below deck, shared their food with strangers, and hoped the water and meat held out. Storms, sickness and boredom were part of the deal. Voyage diaries and letters kept in the state libraries mix fear of the sea with excitement about the new life — the two feelings historians meet most often in them.

Migrant group study: Chinese on the Victorian goldfields

This section studies one migrant group in depth. Ours is the biggest Asian group of the 1800s: Chinese miners on the Victorian goldfields.

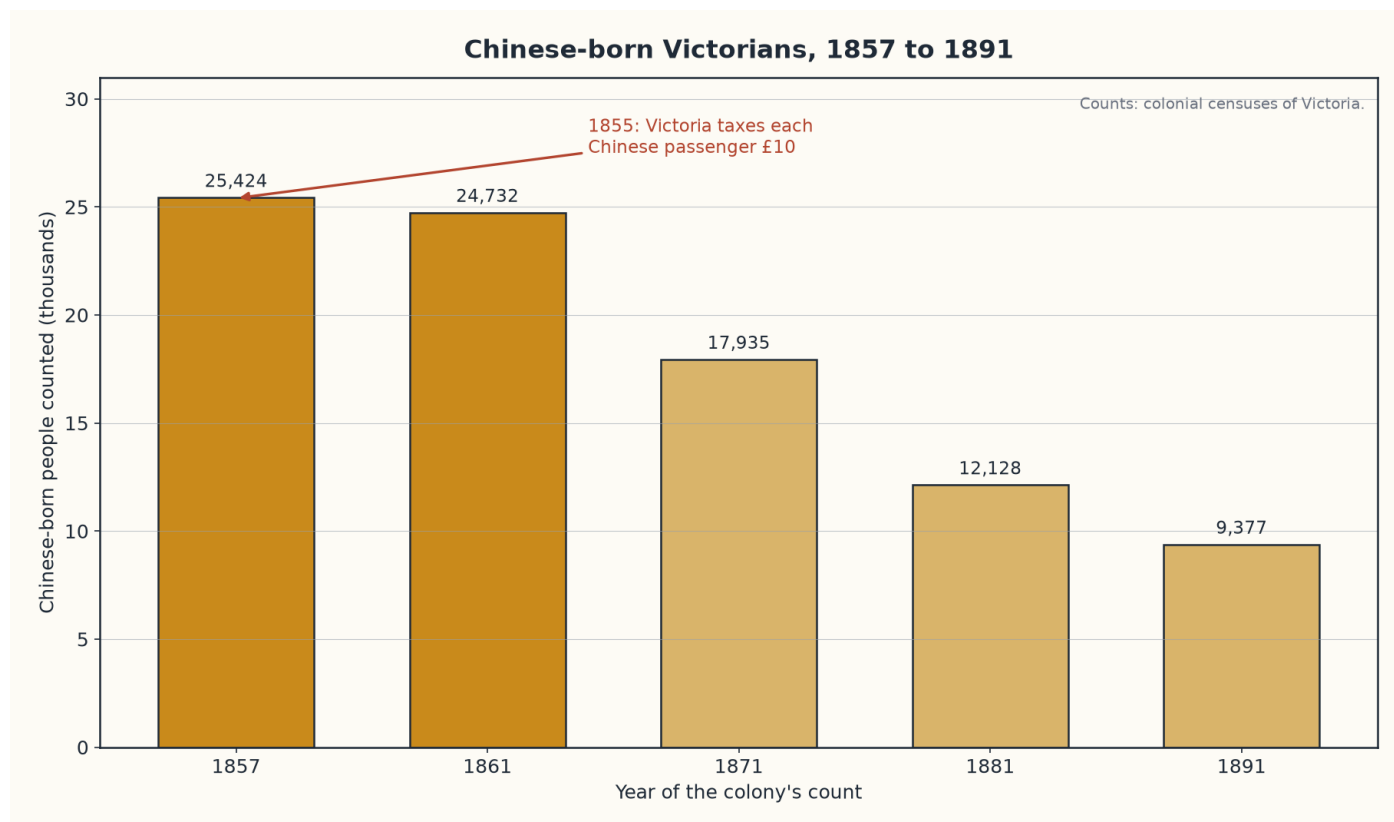
Coming. Most came from poor farming villages in Guangdong, in southern China, sailing via Hong Kong. A man might sell his family's last valuables to buy a ticket, hoping to pay it back with gold. Numbers grew fast: in 1855 alone, 11,493 Chinese passengers landed in Victoria by sea, and the colony's 1857 census — an official count of everyone in the colony — found **25,424** Chinese-born Victorians — more than one in every twenty people in the colony.

The £10 law. Victoria's government was nervous about the new arrivals. In June 1855 it passed a law charging every Chinese passenger a £10 landing tax and letting ships carry only one Chinese passenger for every ten tonnes of ship. £10 was a huge sum — many months of a worker's wages. So Chinese ships began landing at **Robe**, a small port in South Australia where the tax did not apply, and their passengers **walked** — about 500 kilometres of bush track — to the Victorian goldfields. Between early 1856 and mid-1857 more than 16,000 Chinese passengers landed in South Australia that way.

Life on the diggings. Chinese diggers often worked ground Europeans had given up, washing old dirt carefully for missed gold. They lived in their own camps, grew vegetables on spare ground between the diggings, and ran small shops and eating houses. From the outside their camps looked strange to European diggers; from inside they were the most organised food supply on the field. That gap — two groups seeing the same camps in such different ways — is exactly what *perspective* means.

Violence and unfair laws. Not all Europeans welcomed them. On 4 July 1857 at the **Buckland River** goldfield in Victoria, a mob of about thirty European diggers chased Chinese miners off their claims and burned their camps; several men were hurt, and three Chinese miners died in the days after. In 1860–61 at **Lambing Flat** in New South Wales, mobs attacked Chinese camps again, and the colony then wrote its own £10 tax into law. These are facts we do not hide: some colonists met migrants with violence, and colonial parliaments met them with special taxes. Other colonists — judges, writers, some diggers — said plainly that this was wrong. History holds both truths at once.

After the gold. When the gold ran thin, many Chinese miners stayed and built new livings: **market gardens** that grew food for the towns, fruit orchards, furniture shops, and trading stores. By the 1880s Chinese market gardens grew much of the fresh vegetables eaten in Melbourne and the country towns. Their camps became gardens; their gardens became part of the colony's food supply. That is a contribution you can still see today in the greengrocers of any Australian town.



A bar chart of the Chinese-born population of Victoria counted in colonial censuses (official counts), 1857 to 1891. The bars start high in 1857 at about 25,000, stay close to that in 1861, then step down through the 1870s and 1880s to about 9,000–10,000 by 1891, as gold faded and special taxes made new arrivals harder. A small note marks the 1855 Victorian law taxing Chinese passengers.

More migrant groups: the colonies' many voices

The Chinese story is one of many. Meet four more groups we study.

Germans in South Australia. In Prussia (part of today's Germany), a group of Lutherans called Old Lutherans refused to join the church the king ordered, and were treated harshly for it. In 1838 their pastor, **August Kavel**, led the first group to South Australia. Soon after, settlers from the ship *Zebra*, captained by **Dirk Hahn**, founded the village of **Hahndorf** in the Adelaide Hills — today the oldest surviving German settlement in Australia. In the Barossa Valley, **Johann Gramp** planted vines in a creek bed in 1847 and **Samuel Smith** planted a vineyard in 1849 that became the winery Yalumba. German migrants gave South Australia villages, farms, bands, schools and a wine industry.

Afghan cameleers. Camels can carry heavy loads where horses die of thirst, and from 1860 the colonies began bringing in camels with expert drivers from Afghanistan and northern India. The first cameleers landed for the famous Burke and Wills expedition across the continent. After them came thousands more. Cameleers carried wool, supplies

and mail to inland stations, and hauled gear for the building of the Overland Telegraph that joined Australia to the world in 1872. Inland towns grew up around camel camps; the train that runs north from Port Augusta is still called **The Ghan**, short for “Afghan”. Cameleers also built Australia’s first mosques, at outback towns such as Marree, and the brick mosque that still stands in Adelaide, built in 1888–89.

Japanese in Broome. In the far north of Western Australia, the town of Broome grew rich on **shell diving** — the hard, dangerous work of bringing up the shiny shell the world wanted for buttons. From the 1880s, Japanese divers became the most valued crew in the industry, and the shell they raised was sold around the world. Diving was deadly — storms and sickness took many men — and Broome’s Japanese cemetery keeps their memory.

Pacific Islander workers in Torres Strait and Queensland. South Sea Islanders worked not only on Queensland’s sugar farms but also in the **Torres Strait**, on the shell-diving and trepang (sea cucumber) boats out of Thursday Island. In Queensland itself, between 1863 and 1904 more than 62,000 Pacific Islanders were brought in to cut cane. Their labour helped build the sugar industry Queensland still lives on. Many chose to stay when their contracts ended; their descendants, Australian South Sea Islanders, still live in north Queensland today.

Journeys to the colonies

Where each group started, where they landed, and how they came.

Group	From	To	How
Old Lutheran Germans	Prussia, via Hamburg	Hahndorf and the Barossa, South Australia	Sailing ships from 1838
Chinese miners	Guangdong, via Hong Kong	Victorian goldfields (some walked from Robe, SA)	Sailing ships from 1851
Afghan and Indian cameleers	Afghanistan and northern India	Inland tracks; the Overland Telegraph line	Ships, with their camels, from 1860
Japanese divers	Japan	Broome, Western Australia	Steamers from the 1880s
Pacific Islanders	Vanuatu, Solomon Islands	Queensland sugar farms; Torres Strait boats	Labour ships from 1863

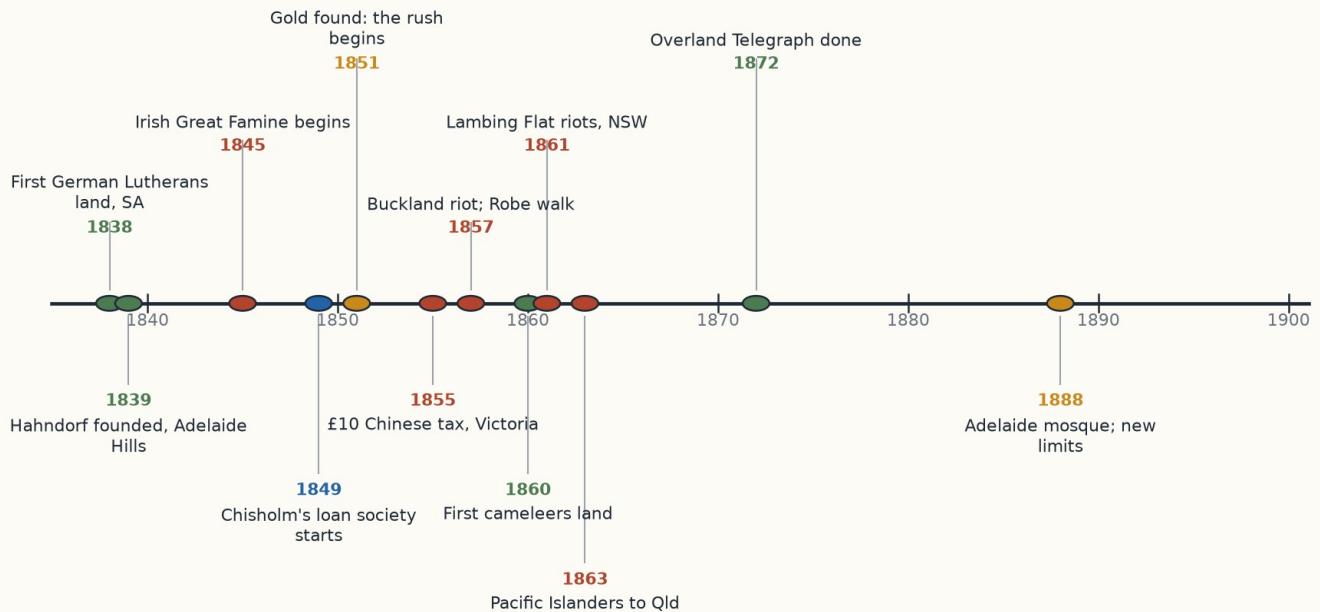
Every route was long, and every landing changed both the migrant and the colony.

A journeys table with columns: group, from, to, how. Rows: Old Lutheran Germans (Prussia, via Hamburg by sailing ship) to Hahndorf and the Barossa, South Australia, from 1838; Chinese miners (Guangdong, southern China, by sailing ship via Hong Kong) to the Victorian goldfields from 1851; Afghan and Indian cameleers (Afghanistan and northern India, by ship with camels) to the inland tracks and telegraph line from 1860; Japanese divers (Japan, by steamer) to Broome, Western Australia, from the 1880s; Pacific Islanders (Vanuatu, Solomon Islands, by labour ship) to Queensland sugar farms and Torres Strait boats from 1863.

The journeys table shows *where* and *how*. The timeline below shows *when* — the main journeys, the gold rush, the helping hands, and the hard and unfair moments, all in order from 1838 to 1900.

Migration timeline, 1838 to 1900

Green and blue: people and help. Gold: gold and its wealth. Red: hardship, violence and unfair laws.



A timeline of migration from 1838 to 1900. Dated dots above and below the line mark events. Green and blue dots mark people and help: the first German Lutherans land in South Australia in 1838; Hahndorf is founded in 1839; Chisholm's loan society starts in 1849; the first cameleers land in 1860; the Overland Telegraph is finished in 1872. Gold dots mark gold and its wealth: gold is found in 1851; the Adelaide mosque is built and new taxes begin in 1888. Red dots mark hard times, violence and unfair laws: the Irish Great Famine begins in 1845; Victoria's £10 Chinese tax in 1855; the Buckland attack and the Robe walk in 1857; the Lambing Flat attacks in 1861; Pacific Islanders brought to Queensland from 1863.

Experiences and perspectives: two views of one colony

The same colony looked different from different shoulders. A European digger with a claim of his own saw the 1855 tax as “protection” for his patch of ground. A Chinese digger who had walked from Robe saw the same tax as a wall built against him. A merchant such as **Lowe Kong Meng** — a Chinese-born Melbourne trader, born in Penang, who ran one of the largest trading companies in the colony — saw the taxes as unfair to loyal, lawful settlers. In 1879 he and two other Chinese leaders, **Cheok Hong Cheong** and **Louis Ah Mouy**, wrote a pamphlet asking the British population of the colony for fair treatment. Source B shows 35 of its words, exactly as printed.

SOURCE B — a pamphlet by three Chinese leaders, 1879

Lowe Kong Meng, Cheok Hong Cheong and Louis Ah Mouy asked the colony for fair treatment.

*“The Chinese are, like the rest of mankind,
partakers of a common humanity, and any injustice
towards them is a violation of that humanity, and a
dishonour to the community in which it is
practised.”*

— exactly as printed

University of Melbourne digitised collection; retrieved 2026-08-24.
National Library of Australia, nla.obj-389051536.

In their own words: Chinese migrants share one human family with everyone else — so unfair treatment of them is a shame on the whole community. A migrant's own voice, not a voice about migrants.

A source card for an 1879 pamphlet by three Chinese leaders in Victoria, Lowe Kong Meng, Cheok Hong Cheong and Louis Ah Mouy, asking the colony for fair treatment. The card prints 35 of its words, in which the authors say Chinese people share one human family with everyone else, so unfair treatment of them is a shame on the whole community.

That single document lets you hear a migrant’s own voice, not just a voice *about* migrants. When you compare it with a diggers’ newspaper of the same years, you hold two perspectives on one colony — which is exactly what historians do.

Experiences also differed by **who you were** inside a migrant group. A German farm family in Hahndorf experienced the colony as church, school and vineyard. An Irish orphan girl on an assisted passage experienced it as a ship, a hiring depot and a first job. A Pacific Islander on a sugar farm experienced it as hard labour far from home. Same colony, different lives — three more perspectives.

What migrants gave the colonies

Migration was not just people arriving; it was the colonies changing.

- **Food.** Chinese market gardens and orchards grew food for the towns; German vineyards made wine an industry; Scottish and Irish farmers pushed wheat and sheep into new country.
- **Skills.** German coopers and winemakers, Chinese carpenters and gardeners, Japanese divers, Irish builders, British smiths and printers: every trade a young colony needed walked off a ship.
- **Inland transport.** Cameleers and their camels opened tracks horses could not, and hauled for the Overland Telegraph.
- **Belief and belonging.** Lutheran churches and schools at Hahndorf and the Barossa; mosques at Marree and Adelaide; Chinese temples and festival processions on the goldfields, the ancestor of the dragon processions Bendigo still runs today.

- **Numbers that changed everything.** Migration made the colonies crowded, busy and rich in labour — and forced new questions about land, law and fairness that the colonies spent the rest of the century answering (for good and ill).

What migrants gave the colonies

Contributions: the share each group added to colonial life.

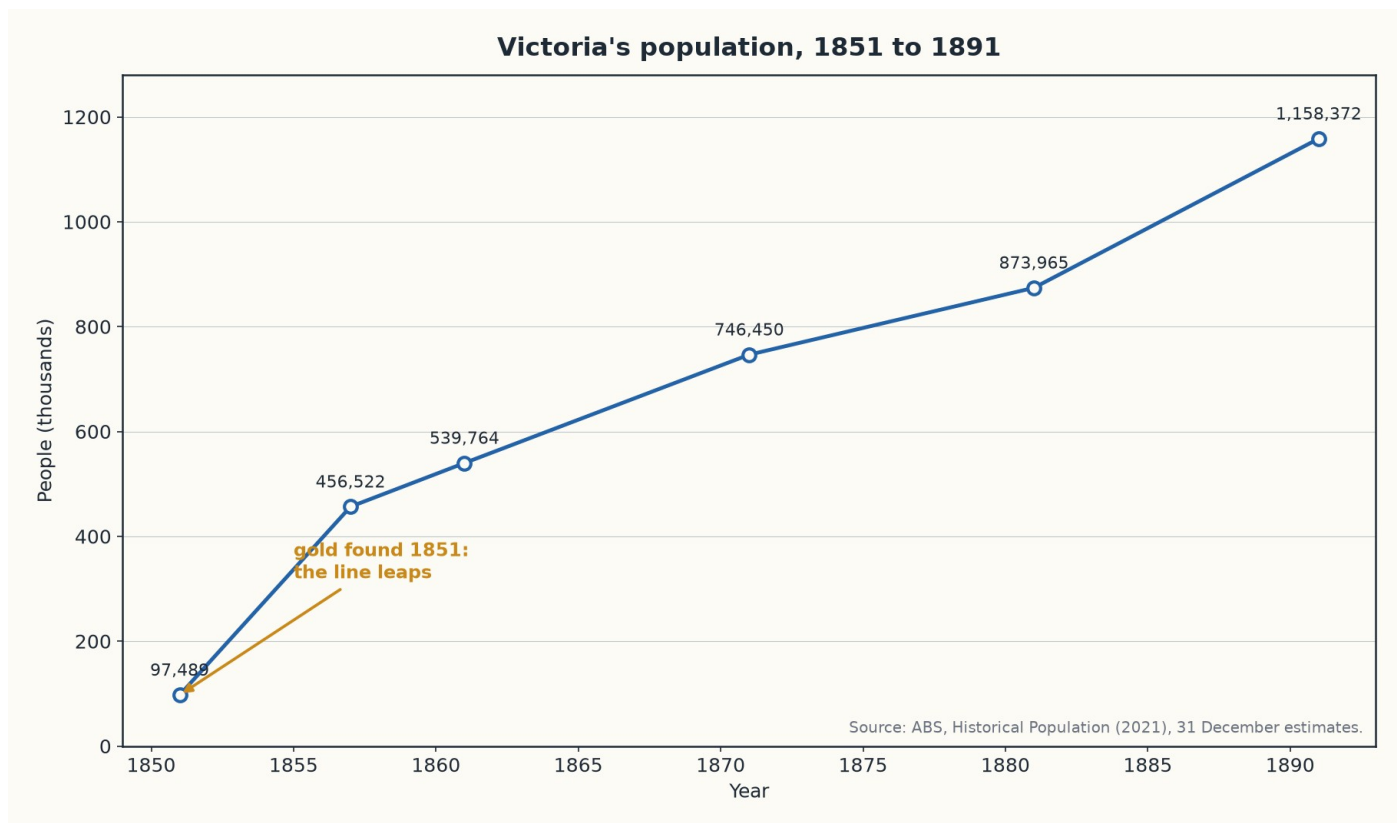
Group	Gave the colony
British and Irish migrants	Farms, trades, towns and schools; the labour of the gold rushes
German migrants	Villages like Hahndorf, vineyards and wineries, Lutheran schools and bands
Chinese migrants	Market gardens and orchards, shops, furniture, gold; festival processions
Afghan and Indian cameleers	Inland transport, mail and supplies; Overland Telegraph carrying; the first mosques
Japanese migrants	Broome's shell-diving industry and its world-famous shell
Pacific Islanders	The sugar industry of Queensland; shell-diving crews in the Torres Strait

Contributions are still visible: wineries, gardens, The Ghan, mosques, Broome shell, Queensland sugar.

A contributions table with columns: group, gave the colony. Rows: British and Irish migrants (farms, trades, towns, schools, the labour of the gold rushes); German migrants (villages like Hahndorf, vineyards and wineries, Lutheran schools and bands); Chinese migrants (market gardens and orchards, shops, furniture, gold, festival processions); Afghan and Indian cameleers (inland transport, mail and supplies, carrying loads for the Overland Telegraph, the first mosques); Japanese migrants (Broome's shell-diving industry and its world-famous shell); Pacific Islanders (the sugar industry of Queensland and shell-diving crews in the Torres Strait).

The colonies change: reading the numbers

Cause and consequence show up in numbers. Count how many people lived in Victoria at each count, and you can see the gold-rush migration land like a wave.



A line chart of the population of Victoria, 1851 to 1891. The line starts at 97,489 at the end of 1851, leaps to 456,522 by 1857 and 539,764 by 1861, keeps climbing to 746,450 in 1871 and 873,965 in 1881, and reaches 1,158,372 by 1891. A gold note at 1851 says: gold found 1851, the line leaps.

Between 1851 and 1861, Victoria's population jumped from 97,489 to 539,764 — most of that growth was migrants. **Consequences** (results) of that wave: new towns and ports, more food grown and more goods made, bigger crowds on the goldfields, louder arguments about who belonged and who did not, and parliaments that began writing migration into law. Causes (the pull of gold, the push of famine and hard times) led to consequences (a bigger, busier, more mixed — and sometimes more divided — colony).

Worked examples

Example 1 — reading a real source about assisted migration (with steps to help)

Historians treat every source like a witness: ask who it is, why it exists, what it says, and what it cannot say. Our witness is a real emigration poster, kept in the National Library of Australia (Source A).

SOURCE A — an emigration poster printed in London

Kept in the National Library of Australia. Headline lines exactly as printed.

EMIGRATION TO THE COLONIES, BY GOVERNMENT ASSISTED FREE GRANTS OF LAND.

*Shipping Intelligence Office,
106, LEADENHALL STREET.*

Undated — probably the late 1840s.
National Library of Australia, nla.obj-2062234630.

A poster like this was paid for by people who wanted passengers.
It shows the promises of the colonies — not the hard parts of the voyage.

A source card showing the headline of an undated London emigration poster, probably from the late 1840s, held by the National Library of Australia: Emigration to the colonies, by government assisted free grants of land, Shipping Intelligence Office, 106, Leadenhall Street. A note says posters like this showed the promises of the colonies, not the hard parts of the voyage.

Step	What we ask	What we find
1. What is it?	What kind of source is this?	A printed poster advertising paid voyages to Australia — a primary source , made at the time.
2. Who made it, why?	Who paid for it, and what did they want?	An emigration agent or colony wanting passengers — it wants to win people over , so it shows the pull factors and hides the hard ones.
3. What does it say?	Read it literally.	It promises free grants of land and a new start in the colonies.
4. What can we learn?	Use it as evidence.	That the colonies advertised for people; that migration was organised and encouraged; the pull side of the story.
5. What can't it say?	Find its blind spots.	Nothing about storms at sea, sickness, or the people the poster did not want. We pair it with letters and diaries for that side.

Key idea. A poster is evidence of what people were *promised*, not of what they *got*. Historians always pair a promise-source with an experience-source (a letter, diary, newspaper report).

Example 2 — reading numbers as a source (with steps to help)

Our second source is a set of counts: how many people lived in Victoria.

Step	What we do	What we find
1. Read the chart	Find 1851 and 1861.	97,489 people at the end of 1851; 539,764 by the end of 1861.
2. Describe the change	Say it in one line.	The colony became more than five times bigger in ten years.
3. Ask <i>why then?</i>	Match the timing to events.	Gold was found in 1851 — the leap begins exactly then.
4. State a cause	One push or pull.	The pull of gold (and the push of hard times at home) moved the people.
5. State a consequence	One result.	Bigger towns, more farms and shops — and new fights over land, gold and belonging.

Key idea. A chart of counts is a source too. The *shape* of the line (flat, then a leap) is the evidence; the gold rush is the cause that fits the shape.

Practice questions

With help

Q1. Sort these reasons into push factors and pull factors: (a) gold found in Victoria, (b) the potato crop failed in Ireland, (c) a village was cleared off its Highland farm, (d) the colony paid your ship fare, (e) your old job at a loom was gone, (f) letters from a brother who was doing well in Melbourne.

Q2. Look at the journeys table figure. Which group travelled the shortest sea voyage, and which walked part of the way *after* landing?

Q3. Match each group to its main push or pull: (a) Old Lutheran Germans — (i) gold; (b) Chinese miners — (ii) ordered to join a church they did not believe in; (c) Highland Scots — (iii) cleared off their land for sheep; (d) Pacific Islanders on Queensland sugar farms — (iv) recruited (sometimes by force) for labour.

Q4. Name two things the ship diagram shows most passengers had to put up with on the voyage.

Q5. Why did many Chinese miners land at Robe in South Australia and walk to Victoria?

Q6. Give one contribution each for: (a) German migrants, (b) Afghan cameleers, (c) Chinese migrants, (d) Pacific Islanders.

Q7. A perspective is a point of view. In one sentence each, say how (a) a European digger and (b) a Chinese digger might have seen the 1855 Victorian law taxing Chinese passengers.

Q8. Family history (optional and respectful — some families' stories are private or unknown, and that is fine): ask an older family member, "How and when did our family first come to Australia?" Write two sentences, or draw a simple family tree with the journey marked.

On your own

Q9. Explain one **cause** and one **consequence** of the gold-rush migration to Victoria, in two linked sentences that use the words *because* and *as a result*.

Q10. Choose one migrant group from this section. Write four sentences on its **experiences** and two sentences on its **contributions**. Name one real source (a poster, pamphlet, letter, photograph, count) a historian could check your sentences against.

Q11. Draw your own **push–pull diagram** for one family you read about in this section: at least two push factors on the left, two pull factors on the right, and the family’s name in the middle.

Evidence task — the poster (E05)

Make a **poster** titled “Two journeys to the goldfields” comparing **European** and **Chinese** migrants in 1850s Victoria. Your poster must:

1. give one push and one pull factor for each group;
2. compare their **experiences** on the diggings (at least one same, one different);
3. show one **perspective** from each group in their own words (a short quoted line, with the source named);
4. list one **contribution** from each group to life in the colony;
5. end with a compare strip: two sentences beginning “Both ...” and “Unlike ...”.

Use the planning frame below. Every fact must trace to a source you can name — this section’s figures and sources are your starting kit.

Plan your poster: European and Chinese migrants in 1850s Victoria

A model plan. Fill each panel with facts from this section and your sources.

TITLE PANEL — a short, clear title and the dates covered

EUROPEAN MIGRANTS

Why did they come?

☐ PUSH and PULL factors

What was the journey like?

☐ ship, time at sea, cost

Life on the goldfields

☐ work, shelter, food, help

How were they treated?

☐ laws, welcome or not?

What did they give the colony?

☐ food, shops, new ways

CHINESE MIGRANTS

Why did they come?

☐ PUSH and PULL factors

What was the journey like?

☐ ship, time at sea, cost

Life on the goldfields

☐ work, shelter, food, help

How were they treated?

☐ laws, welcome or not?

What did they give the colony?

☐ food, shops, new ways

COMPARE STRIP

Write two things that were the SAME and two things that were DIFFERENT.
Use the words: both · like · unlike · while · on the other hand

Every fact on your poster must come from a source you can name.

A poster planning frame. A title banner at the top, then two columns labelled European migrants and Chinese migrants with matching rows: why did they come (push and pull), what was the journey like, life on the goldfields, how were they treated, what did they give the colony. A compare strip at the bottom says: write two things that were the same and two things that were different, using the words both, like, unlike, while, on the other hand. A note at the foot says: every fact on your poster must come from a source you can name.

Marking looks for reasoning and evidence, not one “right” poster: factors correctly sorted (2 marks), experiences compared with a same and a different (2), perspectives quoted with sources (2), contributions named (2), compare sentences that really compare (2).

Answers

Q1. Push: (b), (c), (e). Pull: (a), (d), (f).

Q2. Pacific Islanders had the shortest sea voyage (to Queensland). Chinese miners landed at Robe and walked on to Victoria.

Q3. (a)–(ii); (b)–(i); (c)–(iii); (d)–(iv).

Q4. Any two of: sleeping in rows of bunks below deck; sharing small space with strangers; food and water that had to last months; storms and sickness; boredom.

Q5. Victoria's 1855 law taxed each Chinese passenger £10 and limited their numbers per ship; Robe (South Australia) had no such tax, so they landed there and walked to the Victorian goldfields.

Q6. (a) vineyards, wineries, villages such as Hahndorf, Lutheran schools. (b) inland transport, mail and supplies, carrying loads for the Overland Telegraph, the first mosques. (c) market gardens and orchards, shops, furniture, festival processions, gold. (d) sugar-cane labour that built Queensland's sugar industry; shell-diving crews in the Torres Strait.

Q7. Example: (a) "The tax keeps my claim safe from crowding." (b) "The tax is a wall built against me after I already walked 500 km to be here." (Accept any two points of view that are different and tied to each speaker's situation.)

Q8. Answers vary. A good answer names who told the story, roughly when the family came, and how (ship, plane, boat people, assisted passage, and so on) — or respectfully says the family does not know or prefers not to share.

Q9. Example: Because gold was found in 1851, thousands of diggers sailed to Victoria; as a result the colony's population grew from about 97,000 to about 540,000 in ten years, with new towns, more food grown and new arguments about who belonged.

Q10. Answers vary; check the group's experiences and contributions against this section, and that a real source is named.

Q11. Check: family named in the middle; at least two true push factors left; two true pull factors right; labels in the student's own words.

Teacher notes

Teaching sequence (one suggested flow). Session 1: "What we are learning" + push–pull model, sorting game from Q1. Session 2: the journey + reasons table; worked example 1. Session 3: the Chinese group study + worked example 2; introduce perspective with Q7. Session 4: the four other groups (jigsaw: one group per pair, report back on the journeys figure). Session 5: contributions and the population chart; poster planning begins. Session 6: poster evidence task; family-history sharing circle (optional, with the respectful opt-out in Q8).

Difficult history. The 1855 tax, Buckland, Lambing Flat and blackbirding are taught plainly and without graphic detail; the framing is factual, with the period's own critics named so students see that unfairness was contested *at the time*. This matches the house rule on difficult histories: honest, age-appropriate, never sensational.

Scope notes. §2A register: no exclusions for 1D — the Asia and Australia's Engagement with Asia priority is fully in scope here. Pacific Islanders / South Sea Islanders are taught as Melanesian migrants and labourers, distinct from Aboriginal and Torres Strait Islander Peoples (who are excluded house-wide); "Torres Strait" appears only as a place of work for migrant crews. No section of this book assumes prior First Nations learning.

Skill handoffs. Push–pull introduced here is re-used at 20th-century level in 2C. Source reading here is informal; the formal source engine lives in 3C–3D, perspectives in 3E, and cause/consequence language is taught in depth in 4B. The poster task gives early evidence-citing practice that 4D extends.

Sources for this section (retrieved 2026-08-24 unless noted).

- Population counts: ABS, *Historical Population* (2021), 31 December estimates, Victoria.

- Chinese-born counts: colonial censuses of Victoria. The 1855 Victorian law, Robe arrivals and the Buckland event: Public Record Office Victoria. The 1861 New South Wales law and the Lambing Flat events: Museums of History NSW and the NSW Heritage Office report on Chinese history.
- Source A: emigration poster, National Library of Australia, nla.obj-2062234630 (undated, probably the late 1840s).
- Source B: Lowe Kong Meng, Cheok Hong Cheong and Louis Ah Mouy, *The Chinese question in Australia, 1878–79* (Melbourne, 1879), quotation as printed; University of Melbourne online collection; National Library of Australia, nla.obj-389051536.
- Life stories: Australian Dictionary of Biography (Caroline Chisholm; August Kavel); Museums of History NSW (Irish orphan girls).
- Pictures: State Library of Victoria (Buckland drawing, *Illustrated Times*, 1 August 1857); State Library of South Australia (cameleers); State Library of Western Australia (Broome); State Library of Queensland (South Sea Islanders).

People who shaped a colony: colonists, migrants, industries and women

History 5 · Level 5 · Chapter 1 — Australia 1800–1900: the British colonies · Section 1E. Teaching order: fifth of six, after 1D (migration: causes, experiences, contributions) and before 1F (interpretations).

Owns: VC2HH6K05

For the teacher — VC2 codes: VC2HH6K05 .E02 (one migrant group studied in depth, kept whole), .E03* (events and their impact; frontier-conflict example cut per §2A), .E04 (‘what if’ scenarios, kept whole), .E05* (primary industries; its First Nations involvement clause cut per §2A), .E06* (key women of the early colonies; its First Nations examples cut per §2A). .E01 (Aboriginal leaders in colonial Victoria) is excluded under §2A Rule 1 and is not taught anywhere in this section. * marks an elaboration drawn on in trimmed form per the §2A register.

Where this fits: with 1B, this section carries the chapter’s “impacts on people and place” weight. It closes the knowledge arc of Chapter 1 (1F then turns to interpretations) and seeds later work: the women thread continues in 2B, biography work in 2D, and formal significance judgements in 4C. Nothing here assumes First Nations prior learning. Student-facing text runs from “What we are learning” to “Answers”; the Teacher notes at the end are for the teacher.

What we are learning

In 1A you learned why the colonies were set up. In 1B you saw how colonial growth changed people and the land. In 1C you sorted what stayed the same and what changed. In 1D you followed the migrants on their journeys. Now the story turns to **the part people played**.

The people and groups in this section are called **significant**. The Victorian Curriculum uses the word *significant* but does not define it. This section therefore treats a person, group, event or industry as *significant* when it **made a big change to life in a colony, or teaches us a lot about life then** — and every question in this section can be answered on that definition alone. Other meanings exist (for example, “famous”) and are not interchangeable with this one. Fame can be a clue, but it is not enough on its own: some significant people were not famous in their own time at all.

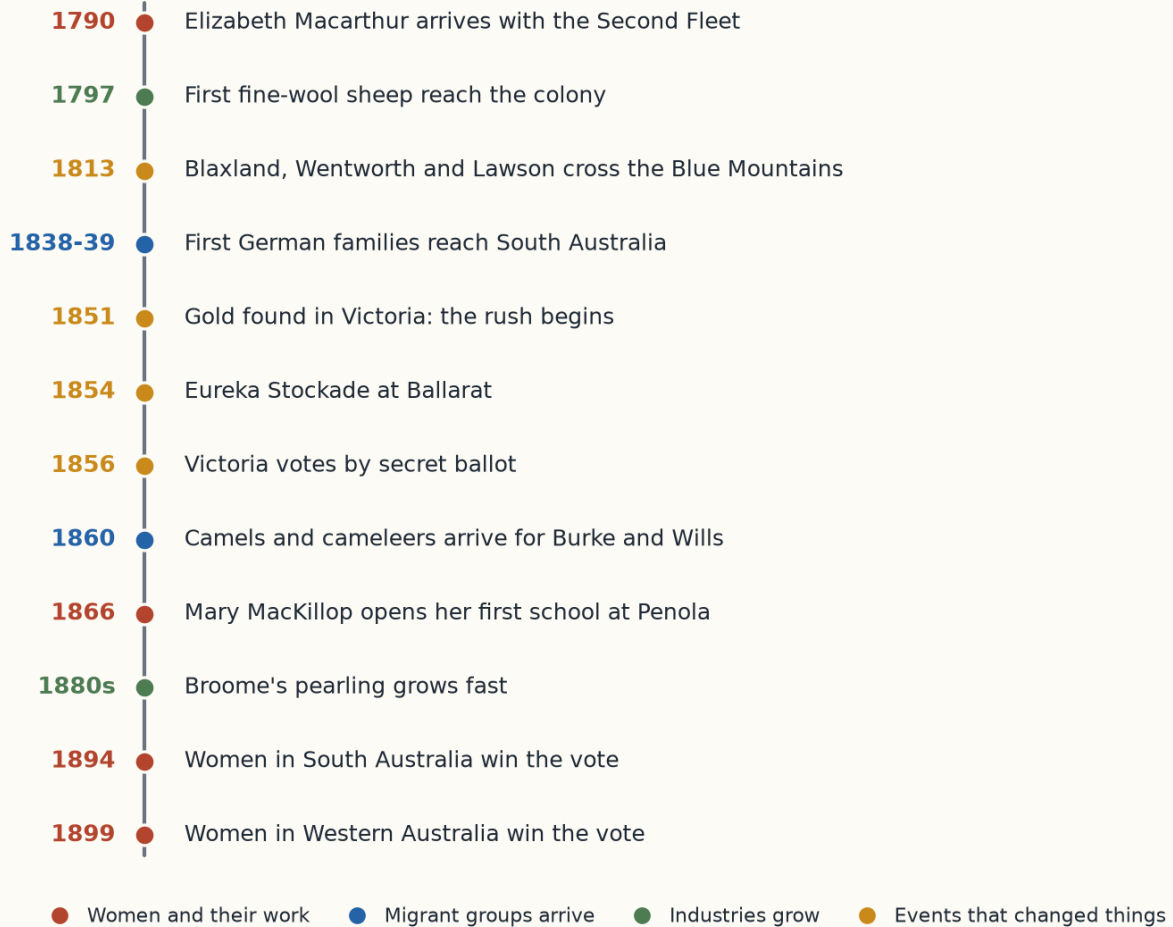
Words you need to know

- A **colony** is a place ruled by another country. In the 1800s, Britain ruled the six colonies in Australia. A **colonist** is a person living in a colony; a *local-born* colonist was born there.
- A **migrant** is a person who moves to make a new home (you met this word in 1D).
- An **industry** is a way of making money by making or growing things. A **primary industry** takes raw material from the land or the sea — wool, wheat, gold, shell.
- A **gold rush** is a time when thousands of people hurry to a place where gold has been found.
- **Democracy** is rule in which people have a say — by voting, and through a parliament they have chosen.

This section visits the people who shaped the colonies — first five women, then the migrant groups — then the industries that paid for growth, then the events that changed things. At the end, you will ask “what if?” questions like a historian.

One hundred years of change: 1790 to 1899

Key people and moments from this section - women, migrants, industries and events



A vertical timeline titled one hundred years of change, 1790 to 1899. Red dots mark women and their work: Elizabeth Macarthur arrives in 1790, Mary MacKillop opens her first school in 1866, women win the vote in South Australia in 1894 and in Western Australia in 1899. Blue dots mark migrant groups arriving: the first German families in 1838 to 1839, camels and cameleers in 1860. Green dots mark industries growing: fine-wool sheep arrive in 1797, Broome's pearling grows fast in the 1880s. Gold dots mark events: the Blue Mountains crossing in 1813, gold found in 1851, the Eureka Stockade in 1854, the secret ballot in 1856.

Five women who shaped the colonies

In the 1800s, men held most of the power in the colonies, and the law gave men rights it did not give women. That is why the women below stand out: each one did things most people of her time did not expect a woman to do. All five are real people, and every fact here can be checked against the sources listed at the end of this section.

Elizabeth Macarthur (1767–1850) arrived with the Second Fleet in June 1790. When her husband John was away — sometimes for years — she ran the family's farms, its workers and its animals. The family's flock of fine-wool sheep, first brought from Spain, grew under her care into the start of the wool trade that made the colonies rich (you will meet wool again below). She lived in the colony for almost 60 years.

Mary Bryant (born about 1765) came to New South Wales as a convict with the First Fleet in 1788. In March 1791 she escaped with her husband, her two small children and seven other convicts in one small open boat. They sailed more than 5,000 kilometres across open sea to Kupang (now in Indonesia), a trip of 69 days. It is one of the great boat journeys of her time. She was caught, sent to England for trial — and pardoned in 1793.

Mary Reibey (1777–1855) came as a convict in 1792, at age 15. She married Thomas Reibey, and together they built a trading business with ships. When Thomas died in 1811, Mary took over the whole business herself. Her ships carried coal, cedar and fur; she built a warehouse on George Street, Sydney, and became one of the wealthiest people

in the colony. She helped to start the colony's first free school and to run its first bank. Her face is on Australia's \$20 note today.

Mary MacKillop (1842–1909) was born in Victoria in 1842. In 1866, in the small town of Penola in South Australia, she opened a school for children whose families had little money. That same year she began a new order of nuns, the Sisters of St Joseph, whose schools spread across the colonies. She died in 1909; in 2010 the Catholic Church made her a saint — the first Australian to be one.

Edith Cowan (1861–1932) was born near Geraldton in Western Australia. She spent years working for women's rights and for children. In 1899 women in Western Australia won the right to vote; South Australian women had won it in 1894, and could also stand for parliament. In 1907 Edith helped to set up the first children's court. Then, in 1921, she was elected to the Western Australian parliament — the first woman in any Australian parliament. Her face is on the \$50 note today.

Five women who shaped the colonies

Each row is a real person. The last column is the part she played - what she changed.

Woman	Lived	What she did	The part she played
Elizabeth Macarthur	1767-1850	Came with the Second Fleet in 1790. Ran the family's farms and sheep for years while her husband was away.	Helped build the first fine-wool flocks. Wool became the colonies' biggest money-maker.
Mary Bryant	born about 1765	Came with the First Fleet in 1788. In 1791 she rowed to freedom with her family and seven others in one small open boat.	Her 69-day sea trip to Kupang is one of the great boat journeys of her time.
Mary Reibey	1777-1855	Came as a convict in 1792 at age 15. Built up ships, a warehouse and a trading business; took over when her husband died.	One of the wealthiest people in Sydney; helped start a free school; her face is on the \$20 note.
Mary MacKillop	1842-1909	Opened a school at Penola in 1866 and began a new order of nuns, the Sisters of St Joseph.	Her order ran schools for poor families across the colonies. In 2010 she was made a saint.
Edith Cowan	1861-1932	Worked for women's rights; helped win the vote for women in Western Australia in 1899; set up the first children's court in 1907.	In 1921 she became the first woman in any Australian parliament; her face is on the \$50 note.

Why these five? Each one changed what people thought a woman could do.

A table titled five women who shaped the colonies, with columns for woman, lived, what she did, and the part she played. Rows cover Elizabeth Macarthur, Mary Bryant, Mary Reibey, Mary MacKillop and Edith Cowan. The bottom note asks: why these five? Each one changed what people thought a woman could do.

Think about. On our definition of *significant*, which of these five made the biggest change to life in the colonies? There is more than one answer you can argue for — but you must give reasons, not just a name.

Migrant groups who built the colonies

In 1D you met the push and pull factors and the journeys. Here the question changes: **what part did each group play in the life of a colony?**

A group study: Germans in South Australia

In the 1830s, the king of Prussia ordered his churches to join together into one. Some Lutheran families — called **Old Lutherans** — believed they could not honestly follow the new church. They were treated badly for refusing. Their answer was to leave: to find a colony where they could worship in their own way.

Between November 1838 and January 1839, four ships brought the first Old Lutheran families from Hamburg to South Australia.

Four ships, one new home: Germans reach South Australia, 1838-39

The first Old Lutheran families sailed from Hamburg in about three months of 1838-39.

Ship	Reached South Australia	People on board	What followed
Bengalee	16 November 1838	33 passengers - the first Old Lutheran arrivals	The first homes at Klemzig, near Adelaide
Prince George	18 November 1838	207 passengers, with Pastor August Kavel	A church community takes root; more families follow
Zebra	27 December 1838	Captain Dirk Meinerts Hahn's ship, with families from his home area	Its people found the village of Hahndorf in 1839
Catharina	20 January 1839	More families, trades and farm workers	New villages spread out - Lobethal by 1842, then the Barossa Valley

They left Prussia to worship in their own way, after being told to join a church they did not believe in. In South Australia they found land - and freedom to pray as they chose.

A table titled four ships, one new home, listing the Bengalee, Prince George, Zebra and Catharina, with arrival dates from 16 November 1838 to 20 January 1839, the people on board, and what followed. The note explains that the families left Prussia to worship in their own way and found land and freedom in South Australia.

The settlers' first homes were at Klemzig, near Adelaide. In 1839 the families from the *Zebra* founded the village of Hahndorf; by 1842 others had started Lobethal and moved into the Barossa Valley. They farmed wheat and vegetables, planted vines, and set up Lutheran schools and church bands. The part they played is still easy to see: the Barossa remains one of Australia's best-known food and wine regions, and Hahndorf is one of the oldest German villages still standing.

Cameleers: camels for the inland

Horses and bullocks struggled in the dry inland. Camels did not. The ship *Chinsurah* arrived in June 1860 with 24 camels for the Burke and Wills trip, and from the 1860s cameleers — camel drivers, from Afghanistan and northern India — ran trains of loaded camels along the inland tracks. They carried wool, supplies and mail between far-off stations, and they hauled the poles and wire that built the Overland Telegraph, a line of poles that let messages cross the country in minutes (finished in 1872). Today the train from Adelaide to Darwin is named the Ghan, after them.

Japanese divers in Broome

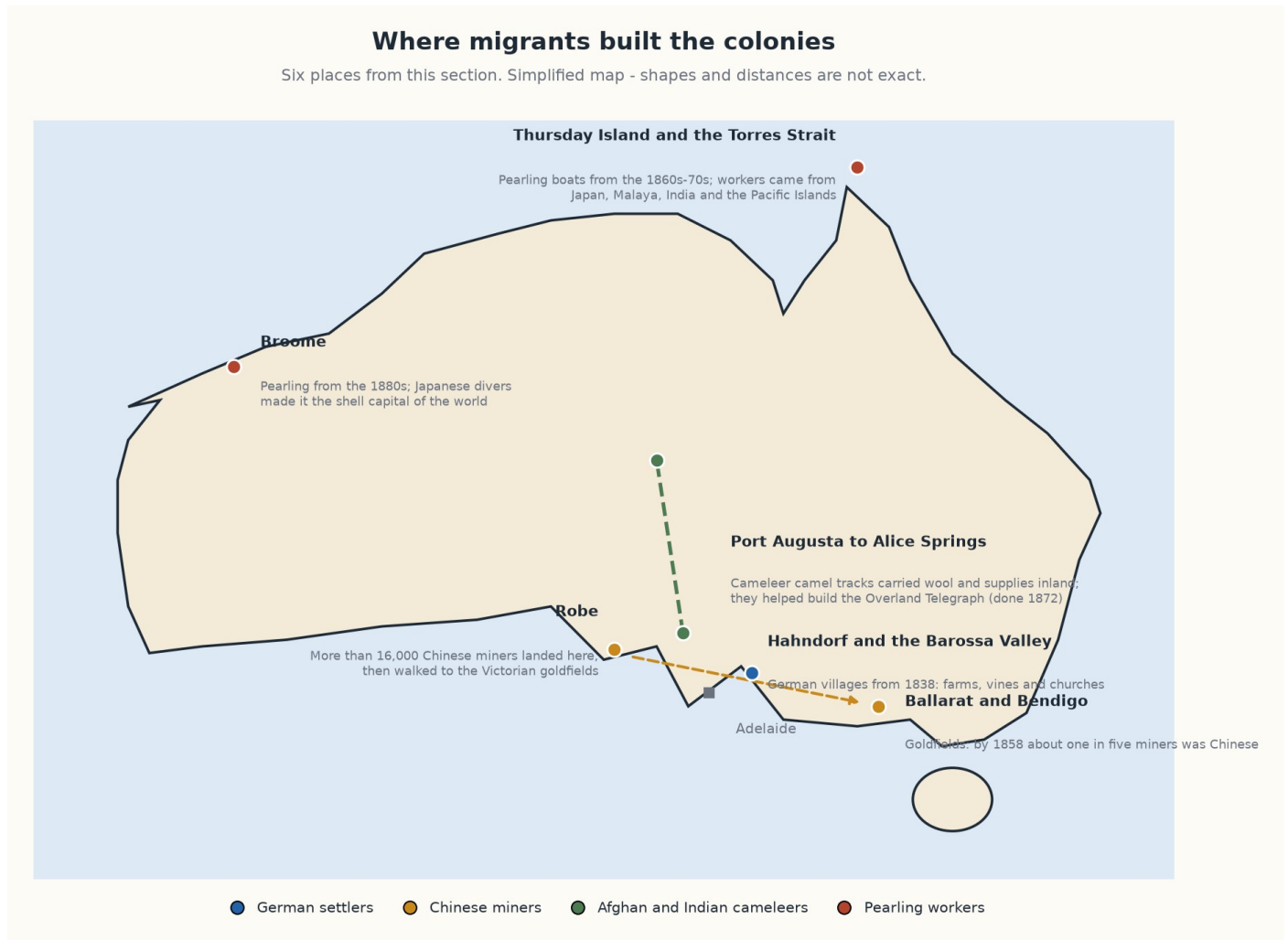
From the 1880s, the town of Broome in Western Australia grew around **pearling** — the work of gathering shell from the sea floor, used for buttons, handles and fine woodwork inlay. The best divers came from Japan. By 1910, about 3,500 of Broome's roughly 5,000 people worked in the industry. The work was hard and dangerous: 919 Japanese divers lie in the Broome cemetery. Their skill made Broome the shell centre of the world.

Pacific Islander workers in Torres Strait

Pearling boats also worked from Thursday Island in the Torres Strait, from the late 1860s and 1870s. By 1883 more than 200 pearling boats worked from the island. Their crews came from Japan, Malaya, India and the Pacific Islands. Some Pacific Islanders came for wages; some were tricked or forced into the work — a hard truth you already met in 1D, and one historians tell plainly.

Chinese miners at Ballarat and Bendigo

You met this group in depth in 1D — the journey, the Robe walk, the unfair laws and the resistance. Here is the part they played: by about 1858 there were roughly 33,000 Chinese miners in Victoria, about one in five of all miners. Their digging added gold to the colony; their market gardens, shops and farm skills gave the towns food long after the easy gold ran out.



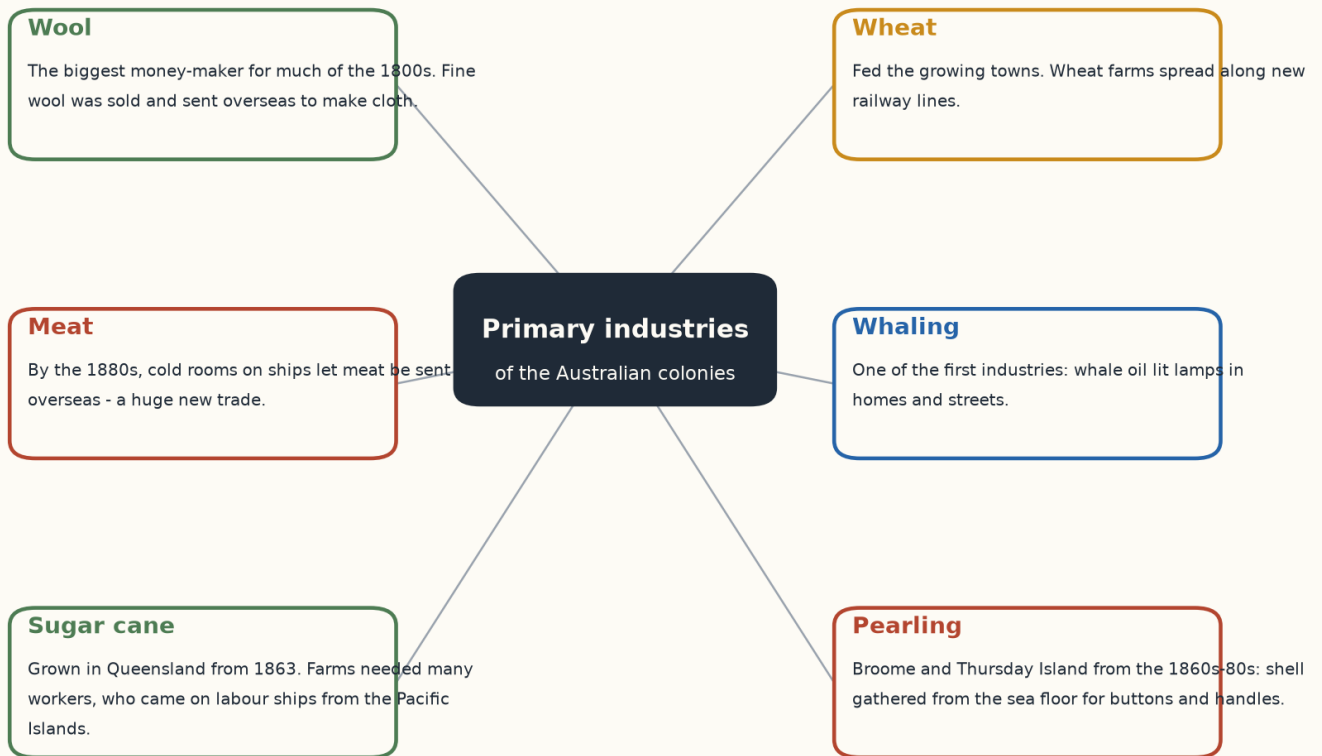
A simple map of Australia titled where migrants built the colonies. Blue marks Hahndorf and the Barossa Valley, German villages from 1838. Gold marks Robe, where more than 16,000 Chinese miners landed, and Ballarat and Bendigo, where by 1858 about one in five miners was Chinese. Green marks the cameleer track from Port Augusta to Alice Springs and the Overland Telegraph. Red marks Broome's pearling from the 1880s and the pearling boats of Thursday Island and the Torres Strait. A note says the map is made simple and is not exact.

Industries that paid for the colonies

The colonies did not grow on gold alone. Primary industries — wool, wheat, meat, whaling, sugar cane, pearling and mining — were the steady money-makers of the 1800s.

Industries that built the colonies

A primary industry takes raw material from the land or sea, then sells it or sends it overseas



A hub-and-spoke web titled *industries that built the colonies*. The centre card says *primary industries of the Australian colonies*. Six spoke cards explain *wool, wheat, meat, whaling, sugar cane and pearling* in one or two sentences each. A subtitle defines a primary industry as one that takes raw material from the land or sea, then sells it or sends it overseas.

Wool — the biggest money-maker. Remember Elizabeth Macarthur's flock? From those first fine-wool sheep grew an industry that paid for much of colonial Australia. The numbers tell the story.

The wool boom: sheep in the colonies grew by the million

Each step was a giant leap - wool went from a small flock to the colonies' biggest money-maker



Fine wool from these sheep was sold and sent overseas to make cloth. The money helped pay for towns, ports and railways.

Figures: early colonial counts (1810, 1830) and the flock size around 1900, before the dry years of the 1890s. Full source list at the end of this section.

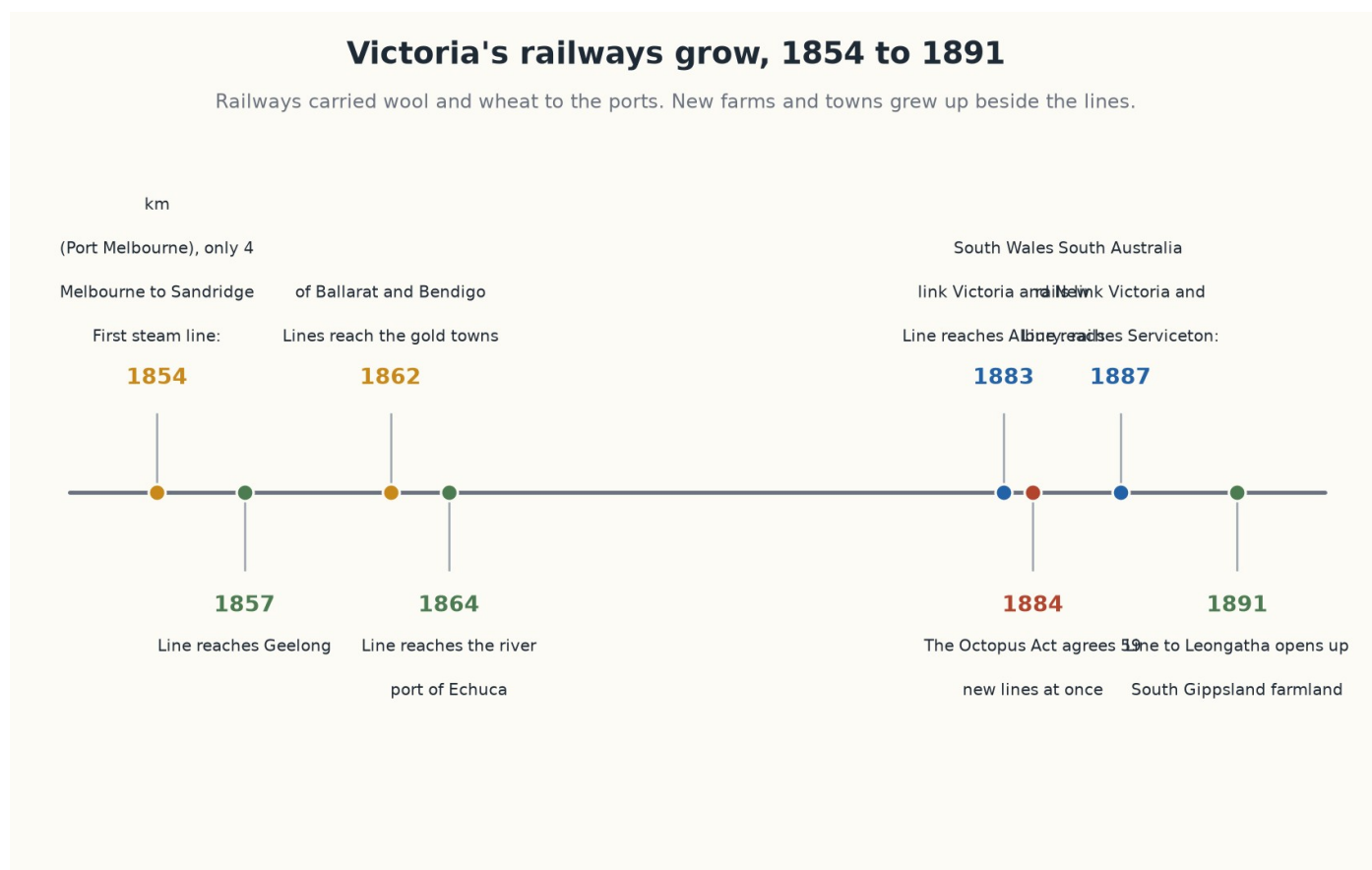
A growth strip titled *the wool boom: sheep in the colonies grew by the million*. Three cards show 33,818 sheep in 1810, about 2 million in 1830, and about 72 million around 1900, with arrows between them labelled about sixty times in twenty years and about thirty-six times in seventy years. The caption says the fine wool was sold and sent overseas to make cloth, and the money helped pay for towns, ports and railways.

Wool was sold and sent overseas, above all to the cloth mills of Britain. The money that came back paid for ports, towns and railways — and for the farms to spread onto new land. This is one clear case of an industry driving a colony’s growth: more sheep meant more land under farming, more work, and more wealth.

Wheat — food followed the rail. Wheat farms grew food for the growing towns. Every time a railway line opened, wheat could reach a port and be sold, so farms spread along the lines (more on rail below).

The other industries. Whaling was one of the first: whale oil lit lamps in homes and streets before gas and electricity. Meat became a big trade in the 1880s, when cold rooms on ships let it travel overseas. Sugar cane grew in Queensland from 1863; the farms needed many workers, who came on labour ships from the Pacific Islands (a story 1D told carefully). Pearling made Broome and Thursday Island busy ports. And mining — gold above all — brought people, money and new towns from 1851, as 1C showed.

Railways opened up the land. Victoria’s first steam railway ran in September 1854, just 4 kilometres, from Melbourne to the harbour at Sandridge. Then the lines grew fast.



A horizontal timeline titled Victoria’s railways grow, 1854 to 1891. It marks the first steam line from Melbourne to Sandridge in 1854, Geelong in 1857, Ballarat and Bendigo in 1862, the river port of Echuca in 1864, the link to New South Wales at Albury in 1883, the Octopus Act agreeing 59 new lines in 1884, the link to South Australia at Serviceton in 1887, and the line to Leongatha in 1891. The caption says railways carried wool and wheat to the ports, and new farms and towns grew up beside the lines.

Railways carried wool and wheat to the ports and brought supplies back. New farms and towns grew up beside the lines. Rail tied the ports to the farm country behind them — that is how it helped farming spread, in one of the big changes of the second half of the 1800s.

Events and developments that changed a colony

An **event** happens in one moment; a **development** is a change that grows over time. Both can reshape a colony. Four cases show how.

1813 — across the Blue Mountains. For 25 years, the Blue Mountains had stopped farming from spreading west from Sydney. In May and June 1813, three colonists — Gregory Blaxland, William Wentworth and William Lawson — and four servants found a way across in 21 days. Each received 1,000 acres of land as a reward. From July 1814, William Cox built a road over the mountains with convict workers, and in 1815 the town of Bathurst was founded. The impact: farming spread west onto new grazing land.

An animal changes a colony. The arrival of fine-wool sheep in 1797 looks small beside an exploration — but look at the sheep-growth figure above. By 1900 the wool trade touched almost every part of colonial life: land, work, ports, ships and money. Few developments had a bigger economic impact.

1854 — the Eureka Stockade changes democracy. At Ballarat in 1854, diggers pushed for a fair say: they wanted fair laws on the goldfields and a voice in parliament (1C and 1D told this story). The fight at the stockade on 3 December 1854 was short and cruel. What followed changed the colony: in 1855, diggers holding a miner's right won the vote; Peter Lalor, who had led the diggers, was elected to parliament that year and later led it; and in March 1856 Victoria voted by **secret ballot** — voting where no one can see how you vote — one of the first places in the world to do so. Many historians call Eureka a birthplace of Australian democracy. That is an **interpretation** — one way of reading the past — and 1F will ask you to test it.

Rail and farming. You met this case in the industries section: rail is a development (not one moment), and its impact was to spread farming onto new land and tie the ports to the farm country behind them.

A **stockade**, by the way, is a fence built quickly to keep people safe — the diggers built theirs from wooden stakes at Bakery Hill, Ballarat.

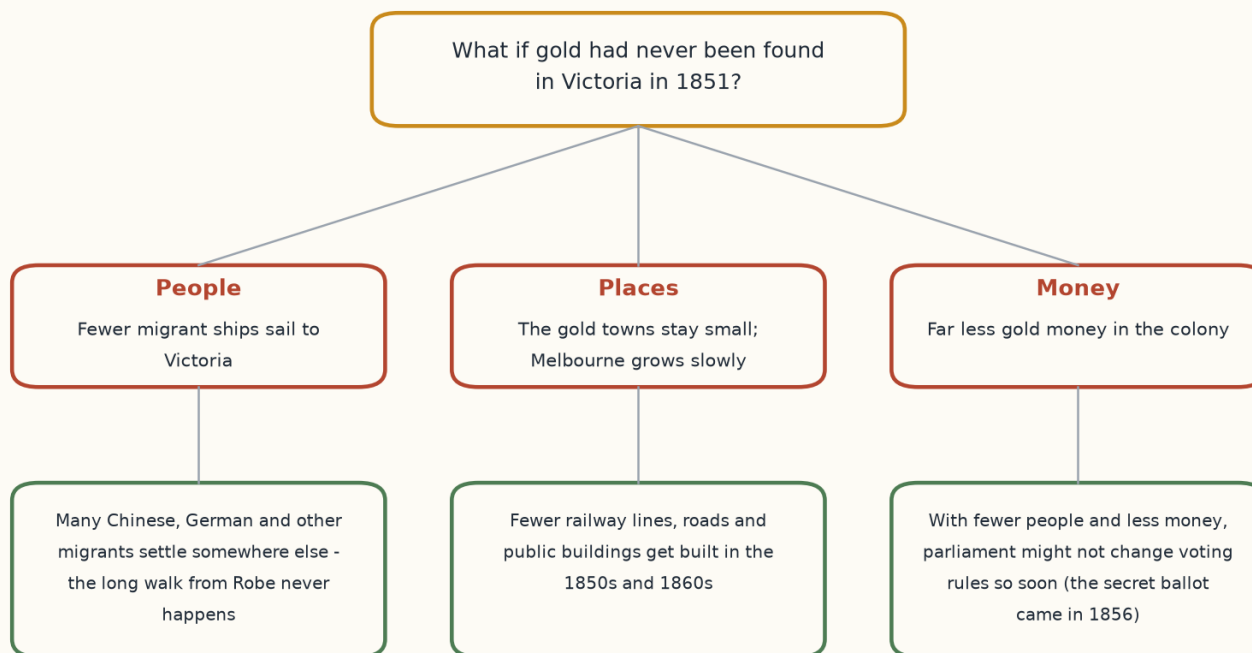
“What if?” — testing significance like a historian

Historians sometimes ask **“what if?”** questions. Not to rewrite the past — nobody can — but to test how much an event mattered. Take the event away in your mind: if a lot else changes with it, the event was significant. If little changes, maybe it mattered less than we thought.

The tree below works through one of them: *what if there had been no gold rush in Victoria?*

'What if' tree: what if there had been no gold rush in Victoria (1851)?

Historians ask 'what if' to test how much an event mattered - not to rewrite the past



Your turn: pick one branch and follow it one more step. What else would change - and what might stay the same?

A what-if tree. The top card asks what if gold had never been found in Victoria in 1851. Three branch cards below say people: fewer migrant ships sail to Victoria; places: the gold towns stay small and Melbourne grows slowly; money: far less gold money in the colony. Under each branch, a further card follows the idea one step further, ending with fewer railway lines and public buildings, migrants settling somewhere else, and slower changes to voting rules. The bottom line says historians ask what-if questions to test how much an event mattered, not to rewrite the past.

Two more “what if” questions for you to try:

1. What if Chinese miners had not been allowed to land at Robe, South Australia, during the gold rush? (Think about the goldfields, the towns, and the colony’s laws.)
2. What if Governor Macquarie had stayed in office past 1821? (Think about the roads, towns and farms he pushed for.)

Worked examples

Example 1 — reading a real object as a source (with steps to help)

Our witness this time is not a written source but an object: the Eureka flag. It is real — kept today at the Art Gallery of Ballarat — and the drawing below is made simple for this book.

Source card: the Eureka flag

A real object, kept today at the Art Gallery of Ballarat - drawn simply for this book



Raised at the Eureka Stockade, Ballarat, on 3 December 1854

What we know about it

- Made** Ballarat, late 1854. Three women of the camp - Anastasia Withers, Anne Duke and Anastasia Hayes - are named as its makers.
 - Used** Raised at the Eureka Stockade on 3 December 1854; taken down by police after the fight.
 - Kept** White cross and five stars of cotton cut from petticoat cloth, the story goes Constable John King kept it. It was shown in court at the 1855 trials of the diggers.
 - Shown** Sent to Ballarat's gallery in 1895. You can see it today at the Art Gallery of Ballarat.
- Each star has eight points: the Southern Cross

Why it matters: a flag made by hand became a symbol of the diggers' push for a fair say.

A source card for the Eureka flag. On the left, a simple drawing of the flag: a dark blue wool field with a white cross and five white eight-point stars forming the Southern Cross, with callouts describing the wool field, the cotton stars cut from petticoat cloth, and the eight-point stars. On the right, a panel titled what we know about it lists made, used, kept and shown: made at Ballarat in late 1854 by Anastasia Withers, Anne Duke and Anastasia Hayes; raised at the Eureka Stockade on 3 December 1854; kept by Constable John King and shown in court at the 1855 trials; sent to Ballarat's gallery in 1895 and now at the Art Gallery of Ballarat.

Source: Eureka flag, c. 1854, wool and cotton, Art Gallery of Ballarat. Drawn simply for this book; the object itself is real. Details checked 2026-08-24.

Step	What we ask	What we find
1. What is it?	What kind of source is this?	An object from 1854 — a primary source , made at the time by hand from wool and cotton.
2. Who made it, and why?	Who made it, and what was it for?	Three women of the camp — Anastasia Withers, Anne Duke and Anastasia Hayes — are named as its makers. It was made for the diggers to fly at the stockade: a sign that they stood together for their rights.
3. What does it show?	Read it like a text.	Five white stars in a cross — the Southern Cross, the star pattern seen in the night sky over the diggings. It is about 4 metres long: big enough to be seen over a crowd.
4. What can we learn?	Use it as evidence.	That the diggers were organised and serious; that women played a part in the movement; and that the flag mattered at the time — police took it and it was shown in court at the

Step	What we ask	What we find
5. What can't it say?	Find its blind spots.	1855 trials. Nothing about the fight itself, or the men who died. Nothing about what its makers thought of the diggers' cause. For those questions we pair it with letters, diaries and newspaper reports.

Key idea. Objects are sources too. An object tells you what people *made, used and kept*; pair it with written sources to learn what they *thought and felt*.

Example 2 — reading numbers as evidence of a group's role (with steps to help)

Our second source is a set of counts: the people of Victoria, and the Chinese miners among them.



Two bar charts side by side. The left chart, *people living in Victoria*, shows 77,345 in 1851 and 540,322 in 1861, with an arrow noting seven times bigger in ten years. The right chart, *Chinese miners in Victoria*, shows about 19,000 in about 1855 and about 33,000 in about 1858, with a note that by 1858 about one in five miners was Chinese.

Source: population counts from the ABS historical population series (as used in section 1D); miner counts from goldfield returns, rounded and marked “about”. Retrieved 2026-08-24.

Step	What we do	What we find
1. Read the counts	Find the before-and-after.	Victoria: 77,345 people in 1851; 540,322 by 1861. Chinese miners: about 19,000 in 1855; about 33,000 by 1858.
2. Describe the change	Say it in one line.	Victoria became about seven times bigger in ten years — and the number of Chinese miners almost doubled in three years.
3. Ask <i>why then?</i>	Match the timing to events.	Gold was found in 1851; the rush pulled people from across the world, including southern China.
4. State the role	What part did the group play?	By 1858, about one in five miners was Chinese. No group that small

Step	What we do	What we find
5. State a consequence	What followed?	can be a side note — their work shaped the goldfields. Bigger towns and markets — and reactions too, including the unfair 1855 tax on Chinese passengers you met in 1D. Numbers can explain both growth <i>and</i> conflict.

Key idea. A count is a source. The *size* of the change is the evidence; the group's role is what the evidence lets you claim.

Practice questions

With help

Q1. Match each word to its meaning: (a) significant, (b) colonist, (c) primary industry, (d) gold rush, (e) democracy — (i) an industry that takes raw material from the land or sea; (ii) rule in which people have a say, by voting and through a chosen parliament; (iii) a person living in a colony; (iv) made a big change to life in a colony, or teaches us a lot about life then; (v) a time when thousands of people hurry to a place where gold has been found.

Q2. Using the five-women table: (a) who arrived with the Second Fleet? (b) whose face is on the \$20 note? (c) who opened a school at Penola? (d) who was elected to parliament in 1921? (e) who made a 69-day boat trip to Kupang?

Q3. Using the timeline figure, put these in time order: (a) women in South Australia win the vote; (b) the first German families reach South Australia; (c) the Eureka Stockade; (d) fine-wool sheep reach the colony.

Q4. Using the German ships table: (a) which ship was first to arrive? (b) whose passengers founded Hahndorf? (c) why did these families leave Prussia? (d) name two villages or regions they started.

Q5. (a) Why were camels better than horses for the inland tracks? (b) Name one job the cameleers did. (c) What is the Adelaide-to-Darwin train called today, and why?

Q6. Match each industry to its description: (a) wool, (b) wheat, (c) whaling, (d) meat, (e) sugar cane, (f) pearling — (i) an oil to light lamps, one of the first industries; (ii) gathered from the sea floor at Broome and Thursday Island; (iii) the biggest money-maker for much of the 1800s, sold overseas to make cloth; (iv) grew food for the towns and spread along the railway lines; (v) sent overseas from the 1880s once ships had cold rooms; (vi) grown in Queensland from 1863.

Q7. Using the rail timeline: (a) where did Victoria's first steam line run, and how long was it? (b) which law agreed to 59 new lines at once? (c) Give one way railways helped farming spread.

Q8. The what-if tree follows one branch one step down. Choose any branch and add the next step yourself in two sentences. Begin with "and because of that, ...".

On your own

Q9. Choose one woman from this section. In five sentences, explain the part she played: who she was and when; what she did; one thing she achieved **because** of her choices; and one reason we remember her today **as a result**. Use at least two dates that can be checked.

Q10. "Railways changed the colonies more than any other development in this section." Do you agree? Write one paragraph. Give two reasons from this section and one fact from 1C or 1D, and finish with one sentence on the other side of the argument.

Q11. Write your own "what if" question about one event in this section. Then give two things that might have turned out another way, and say which of your two you think more likely — and why.

Evidence task — the museum card (E02/E06)

Museums tell the story of a person in a few careful sentences on a card beside the display. Your task: choose **one person or one group** from this section and write a museum card of six to eight sentences. Your card must:

1. name the person or group, with dates that can be checked;
2. give at least three facts from this section (people, places, numbers);
3. use the cause-and-result words *because* and *as a result* at least once each;
4. state the part they played — what changed because of them;
5. finish with one sentence linking past to present (a place, a note, a train, a custom — something still there today).

Every fact must trace to this section's text, figures or named sources. The model below shows what a strong card looks like.

Model text: a museum card about Mary Reibey

Written for the evidence task on the last page of this section. The notes in the margin show why each part works.

Mary Reibey
Convict, trader, businesswoman - 1777 to 1855

Mary Reibey came to New South Wales as a convict in 1792, when she was 15. She married Thomas Reibey, and together they ran a trading business with ships. When Thomas died in 1811, Mary took over the whole business herself. Her ships carried coal, cedar and fur, and she opened a warehouse on George Street, Sydney. Because she made good choices with her money, she became one of the wealthiest people in the colony. As a result, she was asked to help run the colony's first free school and its first bank. Mary Reibey played a big part in making early Sydney a working town. Today her face is on Australia's \$20 note.

Names the person, with dates you can check

Uses real facts: ships, a warehouse, George Street

Cause and result words: because, as a result

Says why she mattered - the part she played

Links past to present: the \$20 note today

Your card can be about any person from this section. Keep the same five moves.

A model text titled model text: a museum card about Mary Reibey. On the left, a cream museum card with the heading Mary Reibey, convict, trader, businesswoman, 1777 to 1855, and a short paragraph tracing her life from convict in 1792 to her face on the twenty dollar note. On the right, five margin notes mark what makes the card work: names the person with checkable dates; uses real facts; cause and result words; says why she mattered; links past to present.

Marking looks for reasoning and evidence, not one “right” card: checkable names and dates (2 marks), three true facts from this section (2), cause-and-result words used well (2), a clear statement of the part played (2), and a past-to-present link that is real, not invented (2).

Answers

Q1. (a)–(iv); (b)–(iii); (c)–(i); (d)–(v); (e)–(ii).

Q2. (a) Elizabeth Macarthur; (b) Mary Reibey; (c) Mary MacKillop; (d) Edith Cowan; (e) Mary Bryant.

Q3. (d) 1797, (b) 1838–39, (c) 1854, (a) 1894.

Q4. (a) The *Bengalee* (16 November 1838). (b) The *Zebra*'s. (c) To worship in their own way, after being told to join a church they did not believe in. (d) Any two of: Klemzig, Hahndorf, Lobethal, the Barossa Valley.

Q5. (a) Camels cope with dry country and long stretches without water better than horses or bullocks. (b) Any one of: carrying wool, supplies or mail between stations; hauling material for the Overland Telegraph. (c) The Ghan — a name taken from the Afghan cameleers, to remember them.

Q6. (a)–(iii); (b)–(iv); (c)–(i); (d)–(v); (e)–(vi); (f)–(ii).

Q7. (a) Melbourne to Sandridge (Port Melbourne), 4 km, in September 1854. (b) The Octopus Act, 1884. (c) Any one of: they carried wool and wheat to the ports; they brought supplies back to farms; new farms and towns grew up beside the lines.

Q8. Answers will vary. Check that the new step really follows from the branch above it (example: under “fewer migrant ships”, “and because of that, the towns of the goldfields would have stayed small villages for much longer”).

Q9. Answers will vary. Mark against the five requirements: who/when; what she did; a because-sentence; an as-a-result sentence; two checkable dates. The model text on the evidence task page shows the shape of a strong answer.

Q10. Answers will vary. Strong answers name real links from this section (railways carried wool and wheat to ports; farms and towns grew beside lines; the 1884 Octopus Act agreed 59 new lines) and a fact from 1C or 1D (for example, lines reaching the gold towns by 1862, or rail helping migration inland), then give the other side honestly (for example: wool's money built the railways in the first place, or Eureka's changes to voting lasted longer than any single railway line).

Q11. Answers will vary. The question must be about a real event from this section; both outcomes must be possible ones, and the “more likely” choice must give a reason, not a guess.

Teacher notes

Teaching sequence (one suggested flow). Session 1: “What we are learning” + the definition of *significant* (CONTESTED_TERMS Rule 1) + timeline figure; Q1 and Q3. Session 2: the five women (jigsaw: one woman per pair, report back on the table figure); Q2. Session 3: migrant groups — German deep dive first, then the other four groups; map figure; worked example 2; Q4–Q5. Session 4: industries + rail; Q6–Q7. Session 5: events and developments (the four E03 cases) + worked example 1 (the flag) + the what-if tree; Q8. Session 6: evidence task — museum cards, drafted against the model text and marked on the criteria.

Difficult history. Convict women (Bryant, Reibey), forced or tricked Pacific Islander labour, the deaths in the pearling industry, and the violence at Eureka are taught plainly and without graphic detail, consistent with 1C and 1D. The framing is factual and age-appropriate: the unfairness is named, the people who pushed back are named, and no story is sensationalised. This matches the house rule on difficult histories.

Scope notes. §2A register for 1E: taught in neutral context. .E01 (Aboriginal leaders in colonial Victoria) excluded outright. .E03 retained without its frontier-conflict example (Mitchell, Oxley and Sturt not taught here); the 1813 crossing is told without guide names, as recorded in the expedition's own published journal. .E05 retained without its First Nations involvement clause. .E06 retained without Truganini and Maria Lock. .E02 and .E04 retained whole. Torres Strait appears only as a place of work for migrant pearling crews, consistent with 1D's scope note. No part of this section assumes prior First Nations learning.

Skill handoffs. Biography reading here seeds 2B (women's rights) and 2D (notable Australians). Significance as a judged concept is taught formally in 4C; this section supplies the raw cases. Source reading stays informal; the formal

source engine lives in 3C–3D, with perspectives in 3E and interpretations in 1F and 3F. The what-if task is early causal reasoning; 3B and 4B extend it. Evidence writing here feeds the 4D research task.

Sources for this section (retrieved 2026-08-24). Population counts: colony of Victoria censuses via the ABS historical population series (3105.0.65.001), matching section 1D (1851: 77,345; 1861: 540,322). Sheep numbers: early colonial livestock returns (1810: 33,818; 1830: about 2 million); about 72 million around 1900, before the dry years of the 1890s. German ships: South Australian shipping arrivals, November 1838 to January 1839 (*Bengalee*, *Prince George*, *Zebra*, *Catharina*), with passenger totals of 33 and 207 for the first two. Robe: more than 16,000 Chinese passengers landed at South Australian ports in 1856–57 (see 1D). Camels: the *Chinsurah* arrived 9 June 1860 with 24 camels, reported in Melbourne papers of June 1860 (digitised via Trove, National Library of Australia). Broome: pearling from the 1880s; by 1910 about 3,500 of roughly 5,000 people in the industry; 919 Japanese divers recorded in the Broome cemetery. Thursday Island: pearling from the late 1860s–1870s, more than 200 boats by 1883. Chinese miners: about 19,000 in 1855 and about 33,000 in 1858, about one fifth of all miners (goldfield returns; see 1D for the census series). Railways: September 1854 Melbourne–Sandridge first steam line (4 km); Geelong 1857; Ballarat and Bendigo 1862; Echuca 1864; Albury 1883; Octopus Act 1884 (59 lines); Serviceton 1887; Leongatha 1891. Blue Mountains: 11 May to 6 June 1813 crossing; 1,000-acre grants; Cox’s road from July 1814; Bathurst 1815. Eureka flag: c. 1854, wool and cotton, about 260 by 400 cm; makers Anastasia Withers, Anne Duke and Anastasia Hayes; taken by police, kept by Constable John King, shown at the 1855 trials, lent to the Ballarat gallery in 1895; Art Gallery of Ballarat today. Democracy thread: diggers’ franchise 1855; Peter Lalor elected November 1855, later Speaker; secret ballot — Tasmania 7 February 1856, Victoria 19 March 1856, South Australia 2 April 1856. Women’s votes: South Australia 1894 (first to allow women to stand for parliament); Western Australia 1899; children’s court 1907; Edith Cowan elected 12 March 1921. Biographies: Elizabeth Macarthur (arrived 28 June 1790; managed estates 1801–05 and 1808–17; died 9 February 1850); Mary Bryant (escaped 28 March 1791; 69 days to Kupang; pardoned 2 May 1793); Mary Reibey (arrived October 1792 on the *Royal Admiral*; warehouse 1812; free school 1825; died 30 May 1855; \$20 note since 1994); Mary MacKillop (born 15 January 1842; Penola school 1866; Sisters of St Joseph founded 21 November 1866; died 8 August 1909; made a saint 17 October 2010); Edith Cowan (born 2 August 1861; Karrakatta Club 1894; died 1932; \$50 note since 1995).

The same events, different views: Eureka, the gold rushes, Ned Kelly

History 5 · Level 5 · Chapter 1 — Australia 1800–1900: the British colonies · Section 1F. Teaching order: last of six, after 1E (significant individuals and groups) and before Chapter 2.

Owns: VC2HH6K06

For the teacher — VC2 codes: VC2HH6K06.E02, .E03, .E04. .E01 (the Frontier Wars) is excluded by the §2A register and does not appear in this section.

Where this fits: 1F is the chapter's first explicit interpretations work and feeds 3F, which formalises what an interpretation is and why historians differ. It closes Chapter 1 on one genuinely contested proposition, debated with evidence. Nothing here assumes First Nations prior learning. Student-facing text runs from "What we are learning" to "Answers"; the Teacher notes at the end are for the teacher.

What we are learning

Sections 1A to 1E told the story of the colonies: why they were set up, what grew from them, and the people who moved to them. This section asks a different kind of question. It asks: **what do people make of that story?**

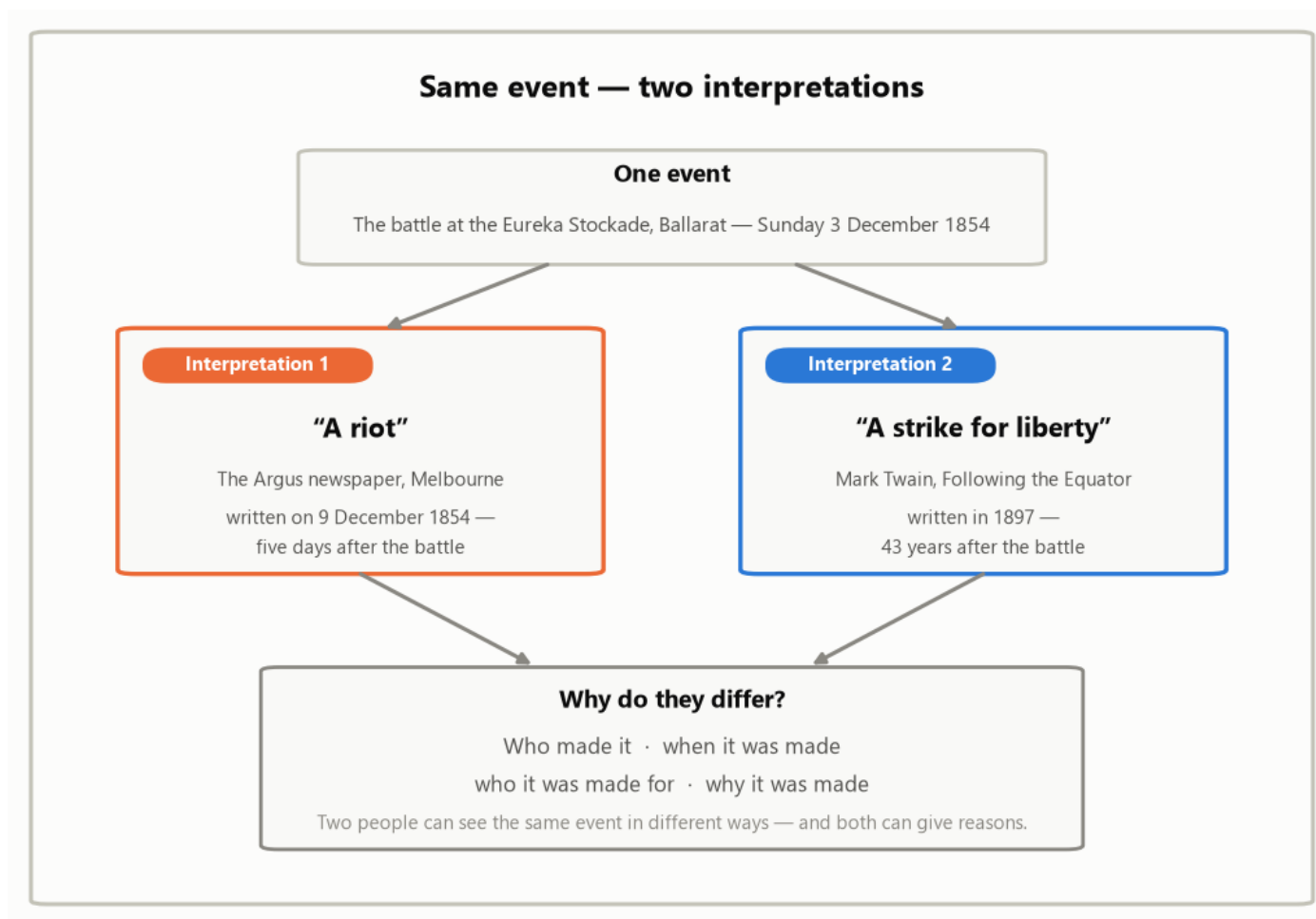
The key word is **interpretation** (say: in-ter-preh-TAY-shun). An interpretation is what a person or group makes of an event — the story they tell about what it means. Two people can watch the same event and give two different interpretations, and both can be honest. That is not a problem to fix. It is what history is made of.

Three developments from 1800s Victoria give us our test cases:

1. **The gold rushes** — from 1851, gold pulled hundreds of thousands of people to Victoria and changed the colony in a few years.
2. **Eureka** — in 1854, diggers at Ballarat fought soldiers and police over the rules of the goldfields. Was it a riot, or a fight for freedom?

3. **Ned Kelly** — a bushranger hanged in 1880. Was he just another outlaw, or something more?

Each one is a single event or development that people have never stopped arguing about.



*A diagram with one event card at the top: the battle at the Eureka Stockade, Ballarat, Sunday 3 December 1854. Two arrows point down to two cards. The left card, edged in orange, is Interpretation 1, “a riot”: The Argus newspaper, Melbourne, written on 9 December 1854, five days after the battle. The right card, edged in blue, is Interpretation 2, “a strike for liberty”: Mark Twain, *Following the Equator*, written in 1897, 43 years after the battle. Both cards point to a bottom card: Why do they differ? Who made it, when it was made, who it was made for, why it was made.*

Historians check an interpretation by asking four questions about it: **who** made it, **when** it was made, **who it was made for**, and **why**. We will use those four questions all the way through this section.

Part 1 — The gold rushes: one colony changes fast

In July 1851, **James Esmond** sold the first Victorian gold, at Clunes. In August, **Thomas Hiscock** found gold near Buninyong, close to Ballarat. Within months, diggers were pouring to Ballarat and Bendigo from all over the world — Britain, Ireland, Germany, Italy, California and China.

The colony's official counts show what happened next.



A bar chart of the people counted in Victoria in 1851 and 1861. The 1851 bar is short: 77,345 people (about 77,000), marked with a gold star labelled “gold found 1851”. The 1861 bar is very tall: 540,322 people (about 540,000). An arrow between the bars says: about 7 times as many people in ten years. A source line reads: official counts of the colony’s people (ABS 3105.0.65.001), checked 24 August 2026.

About **77,000** people in 1851; about **540,000** ten years later. Most of the new people were migrants who came for gold. Towns, ports, farms and shops grew to feed and house them.

But the same gold rush was a different story depending on who you were.

The gold rushes: who gained, who lost?		
The same gold rush helped some people and hurt others.		
Group	How the gold rushes helped	How they hurt
 Diggers (gold seekers)	Some struck it rich. Work on the fields paid well.	Most never got rich. It was hard work, with sickness and tents in all weathers.
 Shopkeepers and sellers	Sold food, tools and clothes at high prices to a crowd of diggers.	Goods ran out fast, and prices jumped up and down.
 Chinese diggers	Found gold in ground others gave up, and sold vegetables they grew.	Made to pay an unfair £10 tax, and attacked at Buckland River in 1857.
 Women on the fields	Some earned well running shops, schools and boarding houses.	Very few women lived on the fields; towns were rough and muddy, and daily work was hard.
When you read a source about the gold rushes, first ask: whose gold rush is this?		

A table titled “The gold rushes: who gained, who lost?” with three columns: group, how the gold rushes helped, how they hurt. Rows: diggers (some struck it rich and work paid well; most never got rich, with hard work, sickness and tents in all weathers); shopkeepers and sellers (sold food, tools and clothes at high prices; goods ran out fast and prices jumped up and down); Chinese diggers (found gold in ground others gave up and sold vegetables they grew; made to pay an unfair £10 tax and attacked at Buckland River in 1857); women on the fields (some earned well running shops, schools and boarding houses; very few women lived on the fields, towns were rough and muddy, and daily work was hard). A key of four colour bars names the groups, and a note at the foot says: when you read a source about the gold rushes, first ask — whose gold rush is this?

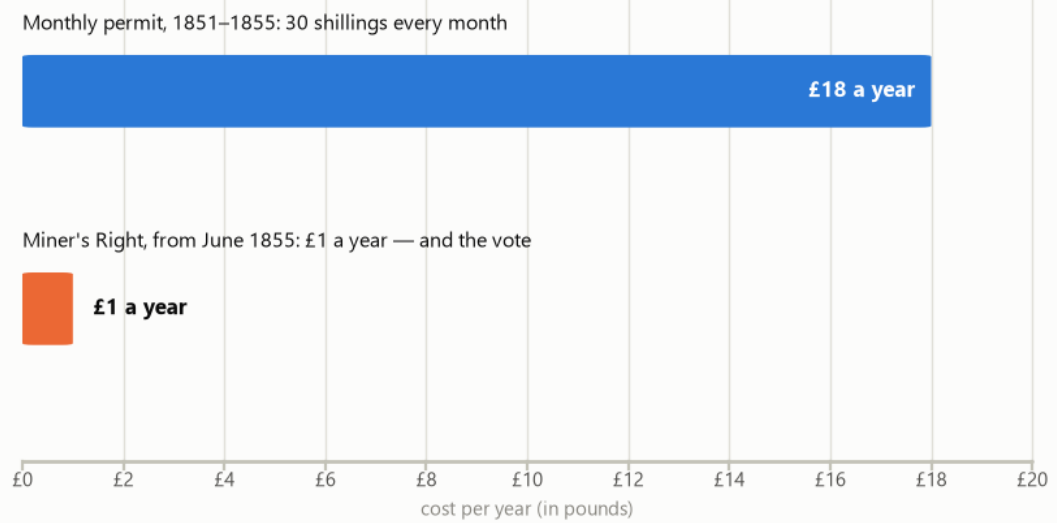
Chinese diggers. Most came from poor farming villages in Guangdong, in southern China. At the peak of the rushes, about one in five diggers on the Victorian fields was Chinese. In 1855 the colony passed a law charging every Chinese passenger a **£10 tax** on landing — a sum most workers could not save in months. Chinese diggers also faced attacks: on 4 July 1857 at the **Buckland River** goldfield, a mob of European diggers burned Chinese camps and chased thousands off their claims. These are facts we do not hide. The gold rushes made the colony bigger and richer, and at the same time they brought unfair laws and violence. A good interpretation holds both truths at once.

An artist on the fields, **S. T. Gill**, drew diggers’ life as he saw it in 1852 and 1853 — his sketches and watercolours, kept at the State Library of Victoria, are primary sources too. They show tents, mud, cradles and camp fires, and they show what one pair of eyes made of the rush.

Part 2 — Eureka: riot or fight for freedom?

The colony made every digger buy a **permit** each month to dig, whether he found gold or not. By late 1854 it cost **30 shillings a month** (a shilling was a small coin; twenty shillings made one pound). Diggers who could not pay were hunted by police and fined. Meetings, anger and letters to newspapers followed. The diggers wanted the permit gone, and they wanted a say in the laws.

What a digger paid for the right to dig



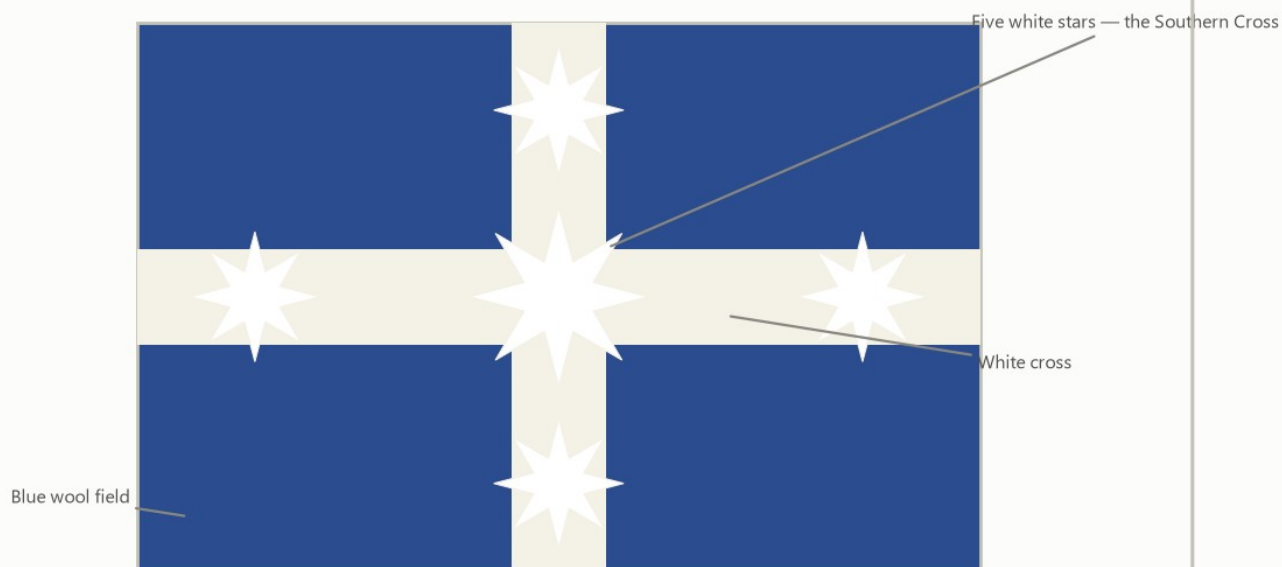
*A chart titled **What a digger paid for the right to dig**. The top blue bar is the monthly permit, 1851–1855: 30 shillings every month — £18 a year. The bottom orange bar is the Miner's Right, from June 1855: £1 a year — and the vote. The bottom line is marked in pounds, from £0 to £20. A note says: 20 shillings = £1, so 30 shillings a month is £18 a year — eighteen times the Miner's Right.*

On **29 November 1854** at Bakery Hill, Ballarat, a crowd of about 10,000 diggers swore an oath under a new flag:

“We swear by the Southern Cross to stand truly by each other and fight to defend our rights and liberties.”

— diggers' oath, sworn at Bakery Hill, 29 November 1854 (reported in the newspapers of the week; the flag itself is kept at the Art Gallery of Ballarat).

The Eureka flag — an artist's drawing for this book



Drawn for this book from the real flag: wool cloth with cotton stars, 260 cm tall and 400 cm wide. Kept by the Art Gallery of Ballarat and shown at the Eureka Stockade Memorial Park, Ballarat.

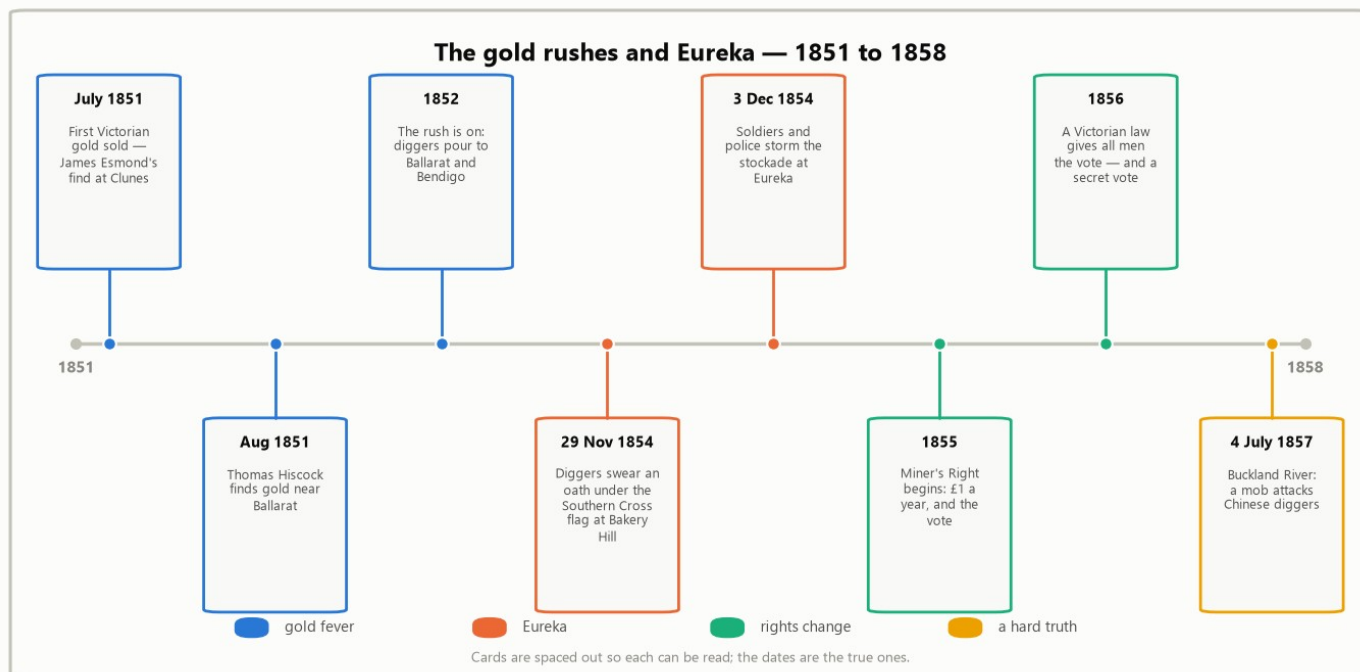
An artist's drawing of the Eureka flag for this book: a blue wool field with an off-white cross and five white eight-pointed stars — one star in the middle and one on each arm of the cross. Labels point to the blue wool field, the white cross, and the five white stars standing for the Southern Cross. A caption says the drawing was made from the real flag: wool cloth with cotton stars, 260 cm tall and 400 cm wide, kept by the Art Gallery of Ballarat and shown at the Eureka Stockade Memorial Park, Ballarat.

The diggers built a **stockade** — a rough wall of wood, tipped carts and dirt — on the Eureka diggings. In the early morning of **Sunday 3 December 1854**, soldiers and police attacked it. The fighting was short and one-sided. The official count of dead was **27** — diggers plus five soldiers and police. **Peter Lalor**, the diggers' leader, wrote his own list later, and it was longer; his arm was so badly hurt that a doctor had to cut it off, and he got away.

Afterwards, thirteen diggers were charged in Melbourne with a very serious crime — fighting against the government. Juries found every one of them **not guilty**, and crowds cheered in the street. Then the rules changed:

- **1855:** the monthly permit was replaced by the **Miner's Right** — £1 a year, and it carried the vote.
- **1856:** a Victorian law gave all grown men the right to vote, and made the vote **secret** — no one could watch how you voted. Victoria was among the first places in the world to do this.

Many people later called Eureka the birthplace of Australian democracy. Others say the changes were coming anyway. Both readings are interpretations — and this section's two sources show you how interpretations begin.



A timeline of eight cards on a line from 1851 to 1858, in four colours with a key: gold fever, Eureka, rights change, a hard truth. Cards in order: July 1851, first Victorian gold sold — James Esmond's find at Clunes; August 1851, Thomas Hiscock finds gold near Ballarat; 1852, the rush is on — diggers pour to Ballarat and Bendigo; 29 November 1854, diggers swear an oath under the Southern Cross flag at Bakery Hill; 3 December 1854, soldiers and police storm the stockade at Eureka; 1855, Miner's Right begins — £1 a year, and the vote; 1856, a Victorian law gives all men the vote — and a secret vote; 4 July 1857, Buckland River — a mob attacks Chinese diggers. A note says the cards are spaced out so each can be read; the dates are the true ones.

Source A — The Argus, Melbourne, 9 December 1854 (five days after the battle):

"A blue flag with a white cross and five stars was visible in the stockade."

"There were 30 or 40 prisoners; some of them were armed."

The Argus called the fighting a **riot**, and took the government's side in every line.

Source B — Mark Twain, Following the Equator, 1897 (43 years after):

"It was a revolution — small in size; but great politically. It was a strike for liberty, a struggle for a principle."

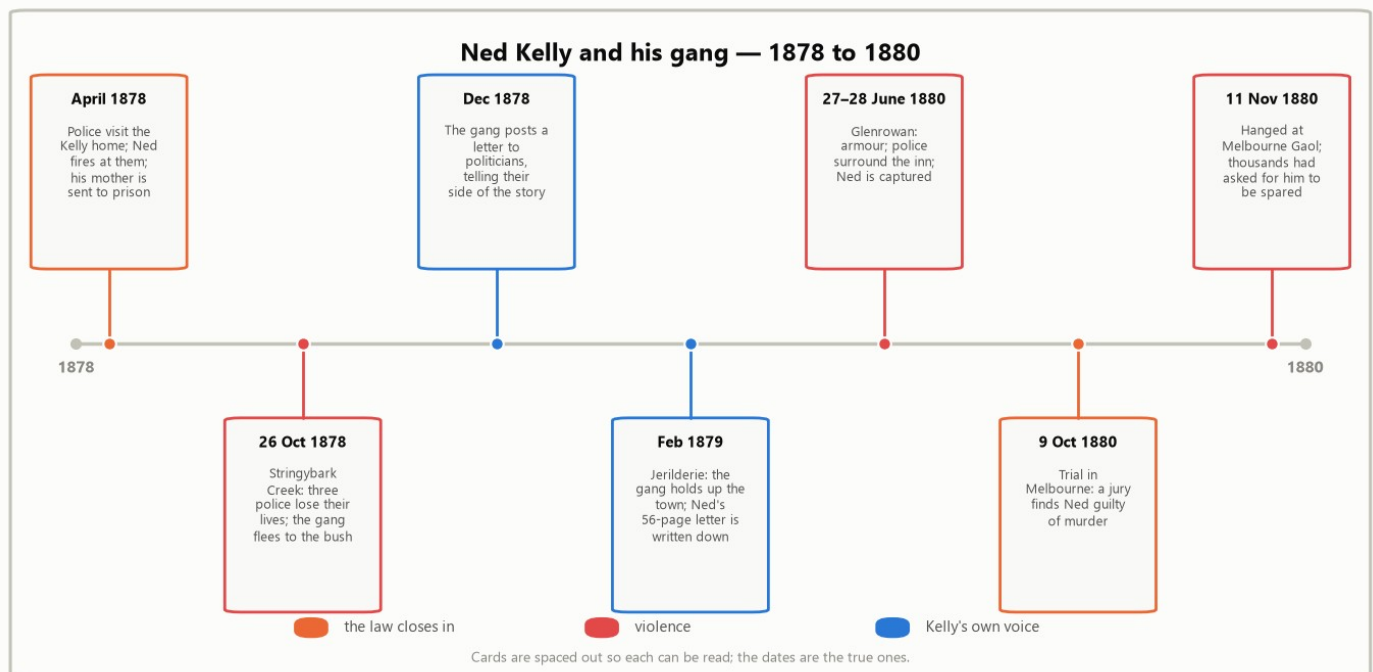
"It is ... a victory won by a lost battle."

Twain, the American writer, visited Australia in the 1890s and heard the story from old diggers. He called Eureka one of the finest stories in Australian history.

Same battle. Two interpretations. The Argus wrote five days later, in the colony, for readers who paid for law and order. Twain wrote four decades later, far away, for readers who loved a story of liberty. **Who made it, when, who for, and why** — the four questions do their work.

Part 3 — Ned Kelly: hero or outlaw?

An **outlaw** is a person who lives outside the law's protection. A **bushranger** is an outlaw who lived in the bush and robbed at gunpoint. Ned Kelly was both, in the eyes of the law. In the eyes of many others, he was something more. Meet the facts first.



A timeline of seven cards on a line from 1878 to 1880, in three colours with a key: the law closes in, violence, Kelly's own voice. Cards in order: April 1878, police visit the Kelly home — Ned fires at them and his mother is sent to prison; 26 October 1878, Stringybark Creek — three police lose their lives and the gang flees to the bush; December 1878, the gang posts a letter to politicians telling their side of the story; February 1879, Jerilderie — the gang holds up the town and Ned's 56-page letter is written down; 27–28 June 1880, Glenrowan — armour, police surround the inn, Ned is captured; 9 October 1880, trial in Melbourne — a jury finds Ned guilty of murder; 11 November 1880, hanged at Melbourne Gaol — thousands had asked for him to be spared. A note says the cards are spaced out so each can be read; the dates are the true ones.

The facts, plainly. In April 1878 a policeman visited the Kelly family home near Glenrowan; a fight broke out, and Ned's mother Ellen was sent to prison for three years of hard work. In October, police parties went looking for Ned and his brother Dan. At **Stringybark Creek** on 26 October 1878, the Kelly gang shot three of the four policemen; one, Thomas McIntyre, walked away. The gang was now made up of murderers. They robbed banks at two towns, Euroa and Jerilderie, holding people against their will but hurting no one else. At Jerilderie in February 1879, Ned had a long letter written down — 56 pages, in his own words — saying police picked on poor families like his. On the night of 27–28 June 1880 at Glenrowan, the gang wore suits of armour made from stolen plough iron, about 44 kg each, and held dozens of people in the inn while they waited for a police train to crash. A school teacher, **Thomas Curnow**, warned the train in time. Police surrounded the inn for about twelve hours. Joe Byrne, Dan Kelly and Steve Hart died; Ned, wounded and still fighting in his armour, was captured. A jury in Melbourne found him guilty of murder on 9 October 1880. **Thousands of people signed a letter asking for his life to be spared.** He was hanged at Melbourne Gaol on 11 November 1880. He was 25. One policeman at Glenrowan wrote afterwards that the armour made Kelly seem more than human.

Kelly's own voice. The Jerilderie Letter ends:

“... I am a widows son outlawed and my orders must be obeyed.”

— Ned Kelly, the Jerilderie Letter (1879), State Library of Victoria. The letter was kept hidden for decades and only printed in full in 1930. Read today, it is the main reason some people see Kelly as a wronged man who fought back, not just a criminal.

What people made of him. After his death, the story of Kelly kept growing:

- Many poor settlers saw a **folk hero** — a man who stood up to police they did not trust.
- The law and its supporters saw a **murderer** who killed three policemen and deserved his end.
- The artist **Sidney Nolan** painted him in 1946–47 as a black box of armour under big Australian skies, and made Kelly part of the nation's art (National Gallery of Australia).

- In 1906, **The Story of the Kelly Gang** became the world's first full-length feature film; only parts of it are left today, kept by the National Film and Sound Archive.
- Even his last words come with two stories: some wrote down "Such is life", others heard something different.

The debate: "Ned Kelly was just another outlaw"

An outlaw is a person who lives outside the law's protection.
Was Ned Kelly ONLY that? Sort the evidence below — then add your own.

AGREE — he was just another outlaw	DISAGREE — he was more than an outlaw
He and his gang killed three police at Stringybark Creek (1878).	Thousands of people signed a letter asking to save his life.
The gang raided two towns and held people against their will.	His own 56-page letter says police picked on poor families.
At Glenrowan the gang planned to wreck a police train.	Many Australians still see him as a sign of fairness.
Your evidence: ...	Your evidence: ...

Both sides have real evidence behind them. That is what makes this a genuine historical debate.

The mark goes to the strength of your reasons and evidence — not to the side you pick.

A two-sided debate map. A grey band at the top gives the debate question: "Ned Kelly was just another outlaw" — an outlaw is a person who lives outside the law's protection; was Ned Kelly only that? The left column, headed in red, says AGREE — he was just another outlaw, with three evidence cards: he and his gang killed three police at Stringybark Creek (1878); the gang raided two towns and held people against their will; at Glenrowan the gang planned to wreck a police train. The right column, headed in blue, says DISAGREE — he was more than an outlaw, with three evidence cards: thousands of people signed a letter asking to save his life; his own 56-page letter says police picked on poor families; many Australians still see him as a sign of fairness. Under each column is an empty card labelled "Your evidence". Notes at the foot say: both sides have real evidence behind them — that is what makes this a genuine historical debate; the mark goes to the strength of your reasons and evidence, not to the side you pick.

That is the debate you will close this section with. Both sides hold real evidence. A good historian can argue either side — and then say, with reasons, which side they find stronger.

Meet the sources

Every source in this section is a real artefact you can go and see, or read online. This table is your kit for the tasks below.

Meet the sources in this section

Every one is real. This table says what each is, and where it lives now.

What is it?	Kind of source	When made	Where kept now
"BALLAARAT" news report — The Argus, a Melbourne newspaper	PRIMARY	9 December 1854	National Library of Australia (Trove)
Following the Equator — a travel book by Mark Twain	SECONDARY	1897	Project Gutenberg e-book no. 2895
The Eureka flag	PRIMARY	about November 1854	Art Gallery of Ballarat
The Jerilderie Letter — Ned Kelly's own words, written down by Joe Byrne	PRIMARY	1879	State Library of Victoria
Ned Kelly's armour	PRIMARY	1880	State Library of Victoria
Sidney Nolan's Ned Kelly paintings	SECONDARY	1946–47	National Gallery of Australia
The Story of the Kelly Gang — the world's first feature-length film	SECONDARY	1906	National Film and Sound Archive (only fragments left)

PRIMARY

= made at the time of the event

SECONDARY

= made later, looking back

All seven sources were checked for this book on 24 August 2026.

A table of the sources, with four columns — what is it, kind of source, when made, where kept now — and seven rows. "BALLAARAT" news report, The Argus, a Melbourne newspaper: PRIMARY, 9 December 1854, National Library of Australia (Trove). Following the Equator, a travel book by Mark Twain: SECONDARY, 1897, Project Gutenberg e-book no. 2895. The Eureka flag: PRIMARY, about November 1854, Art Gallery of Ballarat. The Jerilderie Letter, Ned Kelly's own words written down by Joe Byrne: PRIMARY, 1879, State Library of Victoria. Ned Kelly's armour: PRIMARY, 1880, State Library of Victoria. Sidney Nolan's Ned Kelly paintings: SECONDARY, 1946–47, National Gallery of Australia. The Story of the Kelly Gang, the world's first feature-length film: SECONDARY, 1906, National Film and Sound Archive (only fragments left). A key says PRIMARY means made at the time of the event, and SECONDARY means made later, looking back. A note says all seven sources were checked for this book on 24 August 2026.

A **primary source** was made at the time of the event — a newspaper report, a letter, a flag, a suit of armour. A **secondary source** was made later, looking back — a book, a painting series, a film. Primary sources were there; secondary sources make sense of it. Historians need both.

Worked examples

Example 1 — two sources, one battle (with support)

We work the four questions on Sources A and B from Part 2.

Step	What we ask	Source A — The Argus (1854)	Source B — Mark Twain (1897)
1. Who made it?	Name the maker.	A Melbourne newspaper, in the colony where the fighting happened.	An American writer, visiting 40 years on.
2. When?	How close to the event?	Five days after the battle.	43 years after.
3. Who for, why?	Who was it made for, and	Readers who wanted law	Readers who loved a brave

Step	What we ask	Source A — The Argus (1854)	Source B — Mark Twain (1897)
	what did the maker want?	and order; a paper that backed the government.	story of liberty.
4. What does it say?	Read it literally.	A flag was “visible in the stockade”; “30 or 40 prisoners; some of them were armed”. A riot being put down.	“A strike for liberty ... a victory won by a lost battle.” A small battle with a big meaning.
5. Why do they differ?	Put steps 1–3 together.	Made close to the event, on the government’s side, for order.	Made far from the event, long after, for a liberty story.

Key idea. The difference is not that one source lies and the other tells the truth. Both believed what they wrote. Interpretations differ because **people differ** — in who they are, when they write, and what they want. That is why we ask the four questions before we believe any interpretation.

Example 2 — one set of numbers, two interpretations (with support)

Our second worked example uses the population chart and the impacts table from Part 1.

Step	What we do	What we find
1. Read the chart	Find the two counts.	About 77,000 people in 1851; about 540,000 in 1861.
2. Say the change in one line	Describe, don’t judge yet.	Victoria became about seven times bigger in ten years.
3. Interpretation A	“The gold rushes were wonderful for Victoria.” Find its evidence.	The colony grew hugely; towns, farms and shops grew; some diggers got rich; the colony could build railways and schools.
4. Interpretation B	“The gold rushes hurt people.” Find its evidence.	Chinese diggers paid an unfair £10 tax and were attacked at Buckland River; most diggers never got rich; women faced rough, muddy towns; prices jumped.
5. Why can both be honest?	Look at steps 3 and 4 together.	They look at different groups and ask different questions — one asks “did the colony grow?”, the other asks “who paid the price?”.

Key idea. The same numbers and the same facts can carry two honest interpretations. The mark of a good historian is not picking the “right” one — it is seeing **why** each one makes sense to the people who hold it.

Practice questions

Practice with support

Q1. (a) What is the word for “what a person or group makes of an event — the story they tell about what it means”? (b) Give one example from everyday life: two people seeing the same event in different ways. (c) In one sentence, say why both people can be honest and still see it in different ways.

Q2. Use the gold-rushes timeline figure. Put these in the order they happened: (a) a Victorian law gives all men the secret vote; (b) Thomas Hiscock finds gold near Ballarat; (c) a mob attacks Chinese diggers at Buckland River; (d) diggers swear the Southern Cross oath at Bakery Hill; (e) the first Victorian gold is sold at Clunes; (f) soldiers and police storm the stockade at Eureka.

Q3. Use the sources table. (a) Which kind of source is the Eureka flag — primary or secondary? Why? (b) Which kind is Sidney Nolan’s painting series? Why? (c) The Jerilderie Letter was written in 1879 about things done in 1878–79. Primary or secondary? (d) The book by Mark Twain was written in 1897 about 1854. Primary or secondary? (e) In one sentence: what is the rule that tells primary from secondary?

Q4. Read Source A (The Argus). (a) Copy the words that tell you the flag was inside the stockade. (b) The Argus called the fighting a riot. In one sentence, give a reason a Melbourne newspaper in 1854 might call it that (think: who was it made for?). (c) What word might the diggers who swore the Bakery Hill oath have used instead?

Q5. Read Source B (Mark Twain). (a) Twain calls Eureka “a strike for liberty”. Say what that means in your own words. (b) How many years after the battle did Twain write? (c) Give one reason his interpretation differs from The Argus’s, using one of the four questions (who / when / who for / why).

Q6. The monthly permit cost 30 shillings. Twenty shillings made £1. (a) Work out the cost of twelve months of permits, in pounds. (b) The Miner’s Right cost £1 a year. How many times cheaper was it than a year of monthly permits? (c) Name the extra right the Miner’s Right carried.

Q7. Use the impacts table. Pick one group. (a) Write one sentence on how the gold rushes helped them. (b) Write one sentence on how the rushes hurt them. (c) In one sentence: why is their point of view of the gold rushes different from a shopkeeper’s point of view?

Q8. Use the flag figure. (a) How many stars does the flag carry, and what do they stand for? (b) Name the two materials the real flag is made of. (c) In one sentence, give a reason the diggers made a flag before they fought. (d) Where is the real flag kept today?

Practice on your own

Q9. The Geelong Advertiser (6 December 1854) told the Eureka story in the same week as The Argus — but its writer counted fifteen dead diggers with his own eyes and called the killing a terrible deed. In two or three sentences, explain why two newspapers in the same week can tell one event in such different ways. Use at least two of the four questions: who made it, when, who for, why.

Q10. Use the population chart and the impacts table. Write two honest interpretations of the Victorian gold rushes — one positive, one negative. Each must carry one fact or number from the figures. Then add one sentence beginning “The two interpretations differ because ...”.

Q11. Use the Kelly debate figure. Pick the strongest piece of evidence on each side, and say in one sentence each why it is strong. (Strong evidence is close to the event, and made by someone who was there or saw it.)

Evidence task — the Kelly debate (E04)

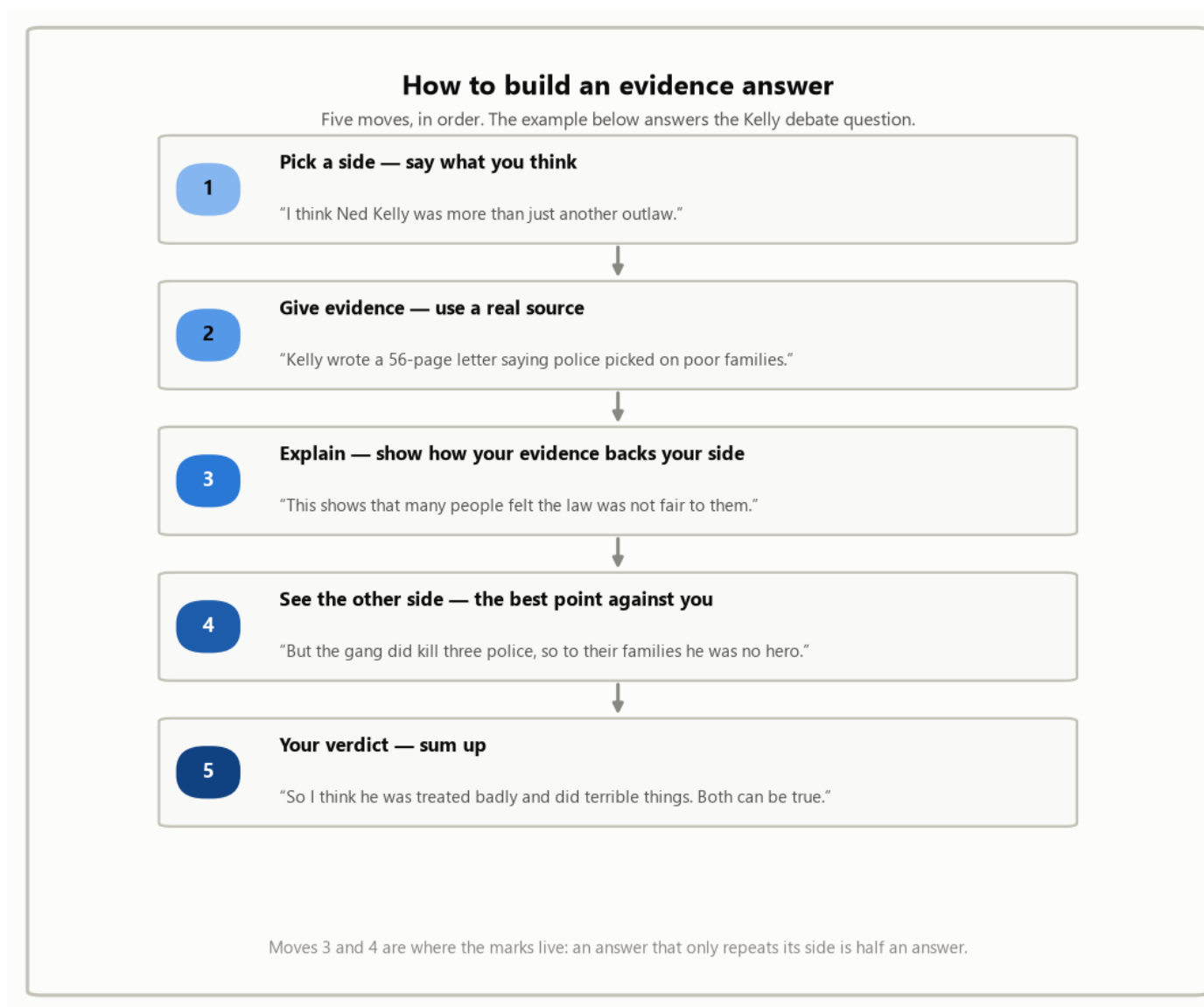
The debate question: “Ned Kelly was just another outlaw.” Hold a class debate. Work in two teams, Agree and Disagree, plus a listening third who marks with the guide below.

Each speaker must, in about one minute:

1. **Pick a side** and say it in one sentence;
2. **Give two pieces of evidence** from this section (the timeline, the letter, the debate figure counts — name what you use);

3. **Answer the other side's best point** honestly, before your own side wins the argument;
4. **Close with a verdict sentence** that sums up without hiding the other side.

The planning frame below shows what a strong spoken or written answer looks like.



A five-step planning frame titled "How to build an evidence answer", with numbered blue chips 1 to 5 and an example for each step. 1: pick a side — say what you think — "I think Ned Kelly was more than just another outlaw." 2: give evidence — use a real source — "Kelly wrote a 56-page letter saying police picked on poor families." 3: explain — show how your evidence backs your side — "This shows that many people felt the law was not fair to them." 4: see the other side — the best point against you — "But the gang did kill three police, so to their families he was no hero." 5: your verdict — sum up — "So I think he was treated badly and did terrible things. Both can be true." A note says moves 3 and 4 are where the marks live: an answer that only repeats its side is half an answer.

Marking guide (for the listening third, and for the teacher): side picked and stated clearly (1); two pieces of evidence that are real and named (2); the evidence explained, not just listed (2); the other side's best point answered honestly (2); a closing sentence that holds both truths (1). **The marks go to the quality of the reasons and evidence — never to which side wins.**

Answers

Q1. (a) An interpretation. (b) Any honest example — e.g. two friends watch the same football match; one says the ref was fair, the other says the ref helped the other team. (c) Both can be honest because each sees the event from their own side — who they are shapes what they notice.

Q2. (e) → (b) → (d) → (f) → (a) → (c). That is: Clunes gold sold (July 1851); Hiscock's find (August 1851); the Bakery Hill oath (29 November 1854); the stockade stormed (3 December 1854); the secret-vote law (1856); Buckland River (4 July 1857). (The 1852 rush and the 1855 Miner's Right sit between, on the figure.)

Q3. (a) Primary — it was made at the time, in 1854, and was there at the battle. (b) Secondary — painted in 1946–47, looking back. (c) Primary — written in 1879, at the time of the events it describes, by a person involved. (d) Secondary — written in 1897 about 1854, long after, by a visitor. (e) Primary = made at the time of the event; secondary = made later, looking back.

Q4. (a) "A blue flag with a white cross and five stars was visible in the stockade." (b) Any reason tied to the maker — e.g. The Argus backed law and order and its readers were on the government's side, so a fight against the government read as a riot. (c) Any digger-side word with a reason — e.g. a fight for rights, a strike for liberty, a stand for freedom.

Q5. (a) That the diggers were not criminals but people standing up for what was fair. (b) 43 years (1897 versus 1854). (c) Any one of the four — e.g. WHEN: Twain wrote decades later, when Eureka had become a proud story; or WHO FOR: he wrote for readers who loved a liberty story, not for a colony keeping order.

Q6. (a) 30 shillings a month × 12 = 360 shillings = **£18** a year. (b) 18 times cheaper (£18 versus £1). (c) The vote (it carried the right to vote).

Q7. Answers vary by group; check each sentence against the impacts table, and that (c) ties the difference to who the people were — e.g. a Chinese digger's point of view differs from a shopkeeper's because the £10 tax and the Buckland attack hurt him, while high prices helped the shopkeeper.

Q8. (a) Five white stars, standing for the Southern Cross. (b) Wool (the blue field) and cotton (the stars). (c) Any reason with sense — e.g. a flag showed they were not a mob but a group with a cause, standing for something. (d) The Art Gallery of Ballarat (on show at the Eureka Stockade Memorial Park).

Q9. Any two or three sentences using at least two of the four questions — e.g. The Geelong writer was at the stockade and counted the dead himself, so his story is a witness's anger; The Argus wrote from Melbourne for readers who wanted order, so its story is the government's side. Same week, different makers, different readers, different stories.

Q10. Check: one positive interpretation with a real fact (e.g. the colony grew from about 77,000 to about 540,000 people in ten years); one negative with a real fact (e.g. the £10 tax on Chinese diggers, the Buckland River attack, most diggers never got rich); and a differ-because sentence that names who is looking, or what question they ask.

Q11. Answers vary; a strong pair names evidence close to the event — e.g. Agree: three police killed at Stringybark Creek (the gang's own doing, on the day); Disagree: the thousands of signatures asking to save his life (real people, right after his trial) or the Jerilderie Letter (Kelly's own words, 1879). The why-it-is-strong sentence should mention closeness to the event or an eyewitness maker.

Debate task. Marked with the guide; sides and evidence will vary. An answer that lists evidence without explaining it, or that skips the other side's best point, loses the two explanation marks and the two other-side marks whatever side it chose.

Teacher notes

Teaching sequence (one suggested flow). Session 1: "What we are learning" — define interpretation with an everyday example; work through the interpretations diagram; Q1. Session 2: Part 1 with the population chart and impacts table; worked example 2; Q2, Q6, Q7. Session 3: Part 2 — the oath and flag (Q8), the battle, the changes; Sources A and B read aloud; worked example 1; Q4, Q5. Session 4: Part 3 — the Kelly timeline read together; the Jerilderie Letter extract; Q3, Q9–Q11. Session 5: debate preparation in teams using the model-answer frame. Session 6: the debate itself, with the listening third marking on the guide.

Difficult history. Eureka's deaths, Stringybark Creek, Buckland River and the hanging are taught plainly and without graphic detail. Kelly's crimes are stated without glamour; the people who signed to save him and the people he hurt are both named, so students see that the contest is real and old, not invented for the classroom. This matches the house rule on difficult histories: honest, age-appropriate, never sensational. The symmetry is deliberate (CONTESTED_TERMS): both interpretations of Kelly are steelmanned in the debate figure, and the mark goes to reasoning, never to the side picked.

Scope notes. §2A register for 1F: VC2HH6K06.E01 (the Frontier Wars) is excluded and appears nowhere in this section; the section teaches the CD's neutral remainder through Eureka, the gold rushes and Ned Kelly only. The Asia and Australia's Engagement with Asia priority is live here via the Chinese diggers in Part 1 (E03). No part of this section assumes First Nations prior learning. Nothing from the skills CDs is formally taught here; interpretation is introduced as knowledge (what the word means, and the four questions) and is formalised as skill in 3F, with the source engine in 3C–3D.

Skill handoffs. The four questions (who / when / who for / why) recur in 3F and 4D; the primary/secondary sort hands to 3C; the dataset-as-source move hands to 4A/4B; the debate's other-side move is the seed of the 4D evidence paragraph.

Sources for this section (all retrieved 2026-08-24 unless noted).

1. The Argus (Melbourne), "BALLAARAT", 9 December 1854, p. 5 — National Library of Australia, Trove newspaper article 4801531.
2. Geelong Advertiser, "THE EUREKA MASSACRE", 6 December 1854 — Trove newspaper article 91861716.
3. Mark Twain, *Following the Equator* (1897), ch. XXIV — Project Gutenberg e-book no. 2895.
4. The Eureka flag — Art Gallery of Ballarat; displayed at the Eureka Stockade Memorial Park interpretive centre, Ballarat.
5. Peter Lalor's casualty list, *The Argus*, 10 April 1855 — Trove newspaper article 4806503.
6. The Jerilderie Letter (1879) — State Library of Victoria.
7. Ned Kelly's armour — State Library of Victoria.
8. Constable Arthur's account of Glenrowan, *The Argus*, 2 July 1880, p. 7.
9. Colonial population counts — ABS 3105.0.65.001, Australian Historical Population Statistics.
10. Miner's Right (from 1855) and the Electoral Act 1856 (Vic) — all-men vote and secret vote.
11. S. T. Gill, goldfields sketches and watercolours (1852–53) — State Library of Victoria.
12. Sidney Nolan, Ned Kelly series (1946–47) — National Gallery of Australia.
13. The Story of the Kelly Gang (1906) — National Film and Sound Archive.