

### PRIMARY

Year levels	5/6
Learning area	HASS (History) The Arts (Visual Arts)
Activity length	2x 60 min session
Key Curriculum	<ul style="list-style-type: none"> <li>● ACHASSI133: Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions</li> <li>● ACHASSK110: The role that a significant individual or group played in shaping a colony</li> <li>● ACHASSI127: Examine different viewpoints on actions, events, issues and phenomena in the past and present</li> <li>● ACAVAM114: Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions</li> <li>● ACAVAM116: Plan the display of artworks to enhance their meaning for an audience</li> </ul>
Learning intention	<ul style="list-style-type: none"> <li>● Students use visual literacy to represent the battle at Eureka by creating a diorama</li> </ul>
Success criteria	<ul style="list-style-type: none"> <li>● I can explain what occurred at the Eureka Stockade battle through different perspectives</li> <li>● I can create my own visual interpretation of the Eureka Stockade event</li> <li>● I can explain my 3D interpretation, referencing source material</li> </ul>

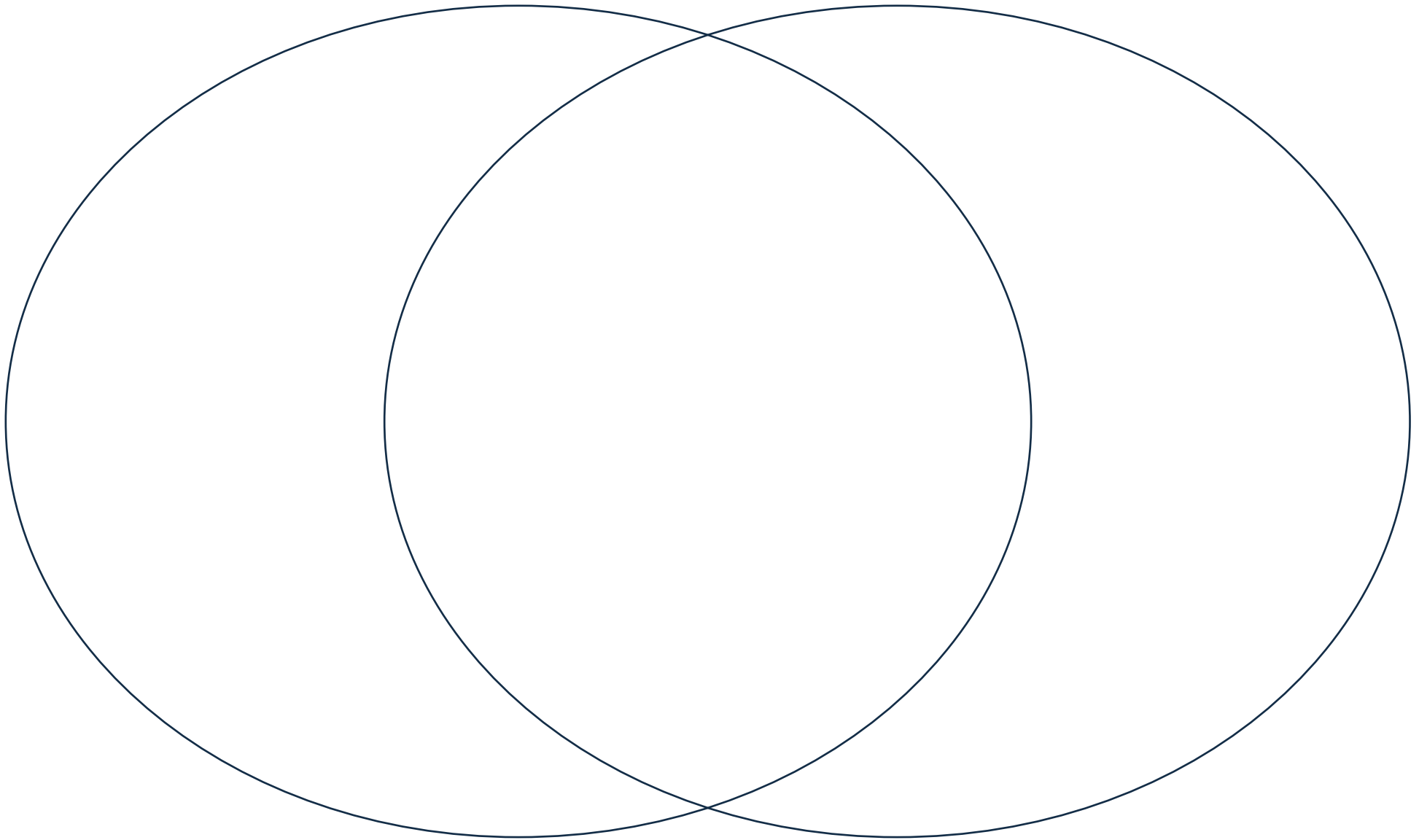
### Preparation:

- Access images of Browning's diorama at <https://collections.museumsvictoria.com.au/items/250557>
- Print copies of planning sheet
- Collect materials for dioramas – shoe boxes, photocopier paper boxes, paint, plasticine, sticks, dirt, rocks, scrap material (tents and flag), glue, string

Time	Key learning	Teaching notes/Activities	Discussion questions	Learning form	Materials
5 min	Introduction to Eureka battle	<ul style="list-style-type: none"> <li>What prior learning do students have?</li> <li>Watch ABC 'Gold Rush' episode '<i>Eureka Stockade</i>' for quick overview if required</li> </ul>	<ul style="list-style-type: none"> <li>Who can tell me a fact about the Eureka rebellion?</li> <li>Where did the rebellion occur?</li> <li>Why did the rebellion occur?</li> <li>When did the rebellion occur?</li> <li>Do you know any of the people involved?</li> </ul>	Whole Class	<a href="https://iview.abc.net.au/video/ZW2246A003S00">https://iview.abc.net.au/video/ZW2246A003S00</a>
10 min	Using images to interpret historical events	Look at George Browning's painting – <i>Eureka Stockade, 1854</i>	<ul style="list-style-type: none"> <li>What can you see?</li> <li>What is happening in the image?</li> <li>Do you recognise any of the people? How?</li> <li>How has the artist used colour?</li> <li>What time of day is it? How do you know?</li> <li>What perspective has the artist used? Are we looking from above, below or in front? Why?</li> <li>Where has the artist placed the actual stockade in the image? Why?</li> </ul>	Whole class	<a href="https://eurekacentreballarat.com.au/sites/default/files/media/image/george_browning_eureka.jpg">https://eurekacentreballarat.com.au/sites/default/files/media/image/george_browning_eureka.jpg</a>
15 min	How do images tell us about a past event?	<ul style="list-style-type: none"> <li>Show students Marlene Gilson's <i>Mount Warrenheip and Eureka Stockade</i></li> <li>Explain how to use a Venn diagram</li> <li>In small groups have students complete the Venn diagram using the two images</li> </ul>	<ul style="list-style-type: none"> <li>How does a Venn diagram work?</li> <li>What are the similarities and differences between the images?</li> </ul>	Whole class and small groups	Marlene Gilson image <a href="https://artgalleryofballarat.com.au/learn_events/a-first-nations-view-of-the-eureka-stockade/">https://artgalleryofballarat.com.au/learn_events/a-first-nations-view-of-the-eureka-stockade/</a>  Venn diagram sheet
10 min		<ul style="list-style-type: none"> <li>Come back to a class group</li> <li>Ask students to report back the similarities/differences they discovered</li> <li>Record on a whole class Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>What did you find?</li> <li>What surprised you about the similarities/differences?</li> <li></li> </ul>	Whole class	A3 Venn diagram

10 min	How are different perspectives communicated?	<ul style="list-style-type: none"> <li>Play video of Marlene talking about her work</li> </ul>	<ul style="list-style-type: none"> <li>Can you add any more similarities or differences now you have heard Marlene speak about her work?</li> <li>Are there more similarities or differences between the two images? Why do you think that is?</li> </ul>	Whole class	Large Venn diagram  Video - <a href="https://www.youtube.com/watch?v=DKCeRwUakQo&amp;t=237s">https://www.youtube.com/watch?v=DKCeRwUakQo&amp;t=237s</a>
10 min	Reflection	<ul style="list-style-type: none"> <li>Think, pair, share using discussion questions</li> <li>Show Doudiet's, <i>Eureka Slaughter 3rd December, 1854</i></li> </ul>	<ul style="list-style-type: none"> <li>Does an artistic representation of a past event have to tell the facts?</li> <li>Can a visual image of a past event be source for information/evidence? Why/why not?</li> <li>Is an image completed closer to the time more accurate? (See Doudiet, <i>Eureka Slaughter 3rd December, 1854</i>). Why/why not?</li> <li>Why do these images have differences even though they are of the same event?</li> </ul>	Whole class/ pairs	Doudiet, <i>Eureka Slaughter 3rd December, 1854</i>  <a href="http://www.hulballarat.org.au/cb_pages/finding_eureka.php">http://www.hulballarat.org.au/cb_pages/finding_eureka.php</a>

# VENN DIAGRAM



Marlene Gilson  
*Mount Warrenheip and Eureka Stockade, 2013*

George Browning  
*Eureka Stockade, 1854, 1985-9*