EUREKA:

PROTEST, RIOT, REBELLION OR REVOLUTION?

Will you support or oppose the miners at Eureka?

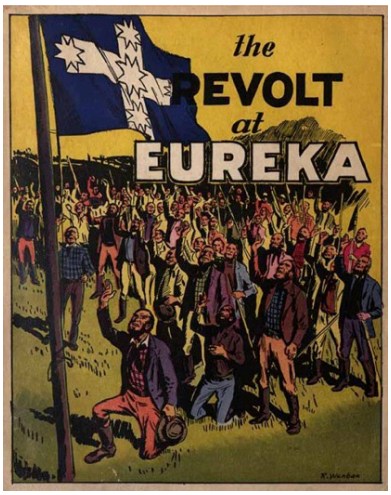
A practical classroom decision-maker and evidence-based resource for Year 9 Australian History

© Institute of Public Affairs

Published by the IPA Foundations of Western Civilisation Program
www.ipa.org.au/heritage-of-our-freedoms

Institute of Public Affairs
SECURING FREEDOM FOR THE FUTURE
1943 - 2018

TEACHER GUIDE



Eureka: Protest, Riot, Rebellion or Revolution? has been developed for the Australian Curriculum History at Year 9, for:

- *Progressive Ideas and Movements (1715-1918)*, including capitalism, Chartism, nationalism and egalitarianism

  and

- *Making a Nation*, including key people, events and ideas in the development of Australian self-government and democracy.

It is a way of exploring the situation that led to the Eureka Stockade at Ballarat in December 1854.

The resource involves four distinct activities:

Activity 1

A decision-maker exercise that plunges students into the realities of an Australian goldfield in turmoil in the early 1850s. Students are introduced to key basic information and ideas, and make decisions based on this and their own values. They gain or lose points according to their decisions. The activity works best if the teacher reads out the consequences after each decision, rather than allowing students to see the decision page and possibly read ahead. Note that the scoring may seem strange. Some actions that seem positive will lose points, and others that seem negative will gain points. This is because the game is deciding whether the decisions that students make are carrying them towards the ultimate armed conflict with soldiers (positive points are given for this), or isolating them from events and decisions that led to the conflict (negative points are awarded for this). The more points a student has, the closer they are to replicating the decisions, ideas and attitudes that led to the Eureka conflict. Students need no prior knowledge of gold or goldfields to be able to complete this activity, so it is a great way of introducing the topic, and engaging students in the historical events they will soon explore.

Activity 2

Students then see a specially made short film, *Australia's Own Tea Party Revolution*, that now transfers the general knowledge and ideas in the decision-maker into a specific time and place — Ballarat, 1854, the troubled Eureka mining lead or area. Students watch the video, answer the set of questions about it, and expand the ideas and concepts that have been introduced through the introductory decision-maker activity.

Activity 3

Students now apply their knowledge and understanding to analyse a set of primary source documents in context. They look at the material from different perspectives, and develop a greater empathy with the people of the time through this. They are also exercising and developing their analytical skills as they interrogate the evidence.

Activity 4

Finally, students can reflect on the many meanings that have been applied to the Eureka rebellion over time. They consider what Eureka meant to Australian in 1854, how it has been interpreted and appropriated by different groups over time, and what it means to students' own Australia today.

In the classroom

The resource can be used by individual students, or small groups. It can be used as a whole class activity, or as an enrichment or home activity one. The whole activity should take about 60 minutes to complete all elements, depending on the nature of the class, and the emphasis and timing decided on by the teacher.

Reproduction

The materials are copyright free, so can be reproduced in print or online form, and can be shared and distributed freely to others. If shared or duplicated in any way the source of the unit should be acknowledged as www.ipa.org.au/heritage-of-our-freedoms.

ACTIVITY 1
DECISION MAKER – WILL YOU BE INVOLVED IN A REBELLION?

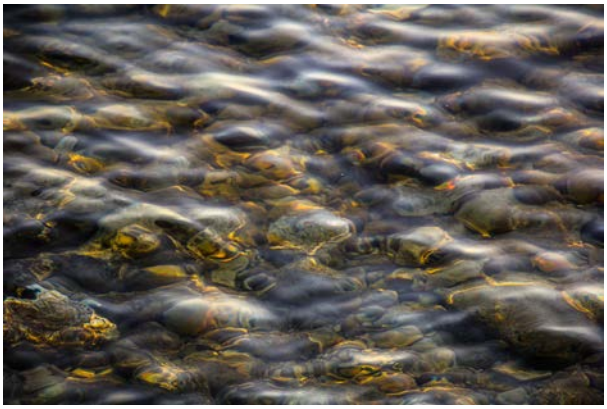
It is 1854. You have come to Australia to seek your fortune on the Australian goldfields. You have been there for several years now.

You have survived financially, but have not made a fortune.

You are about to move to a new goldfield where there is trouble developing.

The decisions you make will determine whether you stay safe, or put yourself into possible danger by your views on certain issues.

Good luck with this part of your life!



Question 01

You have spent time on alluvial goldfields, that is, ones where the gold is just under the surface, or is in the creeks.

You are now on a deep-sinking goldfield in Victoria, that is, a goldfield where you have to dig a deep and narrow shaft through the rock, clay and mud, and hope that your shaft intersects somewhere with the rich vein of gold that formed in old creeks, that now remain deep under the surface.

The chances of hitting this vein are not good, but if you do, it will mean great wealth for you.

Do you:

A Give up and go home.

Or

B Take the risk, and dig for as long as it takes either to hit the gold or be certain that it is not there. This may take many months.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

ACTIVITY 1
DECISION MAKER – WILL YOU BE INVOLVED IN A REBELLION?

Question 02

You have chosen to stay on. Digging is hard and dirty work. It needs picks, shovels, buckets, ropes, timber, ladders, tents, bedding, clothing, cooking utensils, and food. You are not earning any money while you are digging. You are entitled to dig in a small area. If you combine with others to form a team, you will have a greater area to dig in, and a greater chance of finding gold — but you will have to share the gold with others.

Do you:

A Work alone.

Or

B Form a team.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

Question 03

The law says you must have a licence to dig for gold. The money raised from the gold licence is used to pay for a Goldfields Commission to maintain law and order on the gold fields, to protect all miners. The gold licence costs a lot of money — £2 for 3 months. £2 at the time was equivalent to about two weeks' wages for an unskilled worker, and the miner still has to buy his own provisions, and perhaps send money home to support a family. In today's equivalent where the average wage is about $75,000 per year, £2 would represent the equivalent of about $3000. You are not earning any money, you can expect to spend 5-6 months digging before you reach the creek (if it is even there),and you have to keep paying bills and costs to live.

Do you:

A Buy a licence.

Or

B Do not buy one, and take the risk of being able to run and hide if anyone from the government is checking on them.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

ACTIVITY 1
DECISION MAKER – WILL YOU BE INVOLVED IN A REBELLION?

Question 04

Mining is filthy work. There is clay, water, mud. You are swinging a pick in a narrow mine shaft, loading the muck into a bucket, and sending it up top. It is hot, airless, and dangerous — many shafts collapse, and bury the miners. You will have to dig about 60 metres down to reach the level of the old creek beds. You have to carry your paper licence at all times. The licence can be easily damaged by water or mud, or torn, and become unreadable. If this happens, you will have to buy another one.

Do you:

A Carry the licence on you.

Or

B Leave it in your tent and hope it does not get stolen.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

Question 05

The mine shaft gets deeper, you have been several months now digging down, you have been spending money on the licence and food and equipment, without earning any income.

Do you:

A Try to borrow money to keep going.

Or

B Give up and go home.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

ACTIVITY 1
DECISION MAKER – WILL YOU BE INVOLVED IN A REBELLION?

Question 06

The law and government on the goldfields is under the control of the Goldfields Commission. There is a Commissioner, and officials such as police. They organise checks of licences. The officials who do the checking are usually a rough and aggressive lot. Many miners, when they know a check is on, try to hide. Others, who have a valid licence, run also — but this is often to make the officials chase them, while their mates get away. The officials hate this, and can be rough with miners even when they have a licence. Many officials are also corrupt, and will break the law if they are bribed. This means those who have not paid for the licence get away with it. This seems unfair to the law-abiding miners.

Do you:

A Accept that this situation is a fact even though you do not like it, and cannot be changed.

Or

B Become angry at the abuses and unfairness of the situation, and want to change it.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

Question 07

There are also Magistrates, who hear cases and make decisions involving fines and imprisonment. Recently, a miner has been murdered near a hotel on the goldfields. The other miners know that he was killed by the owner of the hotel. But the owner has been allowed to go free by a magistrate, who just happened also to have an investment in the hotel. A crowd gathers outside the hotel when they hear this news, and some want to burn it down as a protest against this corrupt system of justice.

Do you:

A Join the crowd and set fire to the hotel.

Or

B Organise a delegation to protest to the new governor of the colony.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

ACTIVITY 1
DECISION MAKER – WILL YOU BE INVOLVED IN A REBELLION?

Question 08

The police attack the rioters and arrest some, but do not do anything about charging the hotel owner, who stays free. Some miners form a new organisation to work for reforms. They make several demands to the new governor. Here is what they want.

Decide if you agree with each one:

Commissioners of the Gold Fields Commission to be sacked:

☐ **Agree** ☐ **Disagree**

Licences for gold diggers and storekeepers to be discontinued:

☐ **Agree** ☐ **Disagree**

Government to stop the disrespectful attitude of officials of the Gold Fields Commission:

☐ **Agree** ☐ **Disagree**

Give the right to vote to be given to all men (currently you need to own property to have a vote)

☐ **Agree** ☐ **Disagree**

Make parliamentary terms shorter so that there are more frequent elections:

☐ **Agree** ☐ **Disagree**

Pay members of parliament so that ordinary workers can afford to stand for Parliament:

☐ **Agree** ☐ **Disagree**

Decide, mark your answers, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

ACTIVITY 1
DECISION MAKER – WILL YOU BE INVOLVED IN A REBELLION?

Question 09

The new governor of the colony arrives. A delegation of miners has gone to him to demand these reforms and changes to the licence fee. He is a former naval officer, used to being obeyed without question, and used to making all decisions himself. He rejects your *demands* and insists that you have to return with *requests*, not demands.

Do you:

A Accept, and water down your 'demands' to 'requests'.

Or

B Believe that you have democratic rights to demand and insist that he must hear them.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

Question 10

The governor has refused to be dictated to by your group, which returns to report to the miners on what has happened. There is a protest meeting organised against him, and to decide what to do next. Some speakers want to keep negotiating with the new governor. Others want more direct action, and call on the miners present to burn their gold licences as a protest, and show that they will no longer pay the gold licence costs.

Do you:

A Join and burn your licence.

Or

B Support those who want to keep talking rather than acting.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

ACTIVITY 1
DECISION MAKER – WILL YOU BE INVOLVED IN A REBELLION?

Question 11

A large number of miners have burned their licences. They now raise a specially made flag, and call on all present to swear an oath of loyalty to it. If they do, they will be committing *treason*, as to swear loyalty to any other than the British flag and the British monarch (who is represented by the governor) is a very severe crime, punishable by death.

Do you:

A Swear the oath before the flag

Or

B Refuse to do so, and separate yourself from the miners who are committing treason.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

Question 12

The goldfields officials are scared by these events, and decide to have a special licence check.

Do you:

A Think that this is fair enough, as those who burned their licences are saying they are against the British Government.

Or

B Think that this is outrageous, trying to prevent people from protesting about their legitimate complaints.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

ACTIVITY 1
DECISION MAKER – WILL YOU BE INVOLVED IN A REBELLION?

Question 13

The new hunt increases the tensions. The miners now decide to protect themselves from the police by building a stockade, a fortified area, where they can protect each other from being fined for not having a licence. They start arming themselves, and drilling with weapons in case they are attacked by soldiers or police.

Do you:

A Join them.

Or

B Keep away from them.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

Question 14

The government has brought up more troops to the goldfield. Before dawn on a Sunday after the stockade has been built they surround it and attack. In the fighting there are both miners and soldiers killed and wounded. The soldiers overrun the camp, and kill many wounded men, and burn down tents.

Do you:

A If you were not there (Answer B for the previous situation) you are safe.

Or

B If you were there (Answer A previously), roll a dice twice and add the numbers together.

Record the number _____ , then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

ACTIVITY 1
DECISION MAKER – WILL YOU BE INVOLVED IN A REBELLION?

Question 15

The government has arrested many of the miners it caught inside the stockade. It puts 13 of them on trial for treason.

Do you:

A Support the miners.

Or

B Oppose them, and support the government.

Decide, circle your answer, then check the outcomes to see your decision's consequences.

Score for this decision: _____ Progressive total: _____

Question 16

The jury acquits them all. The government sets up a special investigation, and makes many changes — including all the ones that the organisation formed on the goldfield wanted in situation 8. These make Victoria one of the most democratic places on earth. Well done, you have helped create this situation.

Decisions and consequences

Question 01

A ☠ **The game is over for you. Goodbye.** ☠

B You are giving yourself a chance to succeed. **Add 1 point.**

Question 02

A You will find that it is impossible to dig a deep shaft by yourself. You will never find gold.
☠ **The game is over for you. Goodbye.** ☠

B You will find that this is what everybody does. It is the only way you will have a chance for success. **Add 1 point.**

Question 03

A You are safe, but poorer. **Subtract 1 point.**

B You keep that money, but must be constantly alert for checks, and you will be fined very heavily if caught. **Add 1 point.**

ACTIVITY 1
DECISION MAKER – WILL YOU BE INVOLVED IN A REBELLION?

Question 04

A You are safe, but there is a very good chance the licence could be destroyed. **Add 1 point.**

B You are probably safe, but are taking the risk. **Add 1 point.**

Question 05

A That adds to your debt. **Subtract 1 point.**

B ☠ **The game is over for you. Goodbye.** ☠

Question 06

A or B Either way you see that the situation is corrupt and unfair, and is hurting you personally. **Add 1 point.**

Question 07

A You may well be arrested for this action and thrown in gaol. **Add 1 point.**

B You could be part of an organisation that is starting to call for reforms and changes on the goldfield. **Subtract 1 point.**

Question 08

If you agreed with them you are certainly in tune with the majority of the miners.
Add 1 point for each one you agreed with.

If you disagreed with any you are not in tune with your fellow miners.
Subtract 1 point for each one you disagreed with.

Question 09

A You are in the minority of delegates. **Subtract 1 point.**

B You are in the majority of delegates. **Add 1 point.**

Question 10

A You keep your licence, and are separating yourself from the main group of miners. **Subtract 1 point.**

B You are joining with a large number of miners who are very angry and upset. **Add 1 point.**

ACTIVITY 1
DECISION MAKER – WILL YOU BE INVOLVED IN A REBELLION?

Question 11

A You are taking a big step towards getting in big trouble with the law. **Add 1 point.**

B If you chose B you are showing that you are limited in what you will do to overcome injustice. **Subtract 1 point.**

Question 12

A You are drawing away from action. **Subtract 1 point.**

B You are heading towards action. **Add 1 point.**

AND

If you kept your licence in situation 10 you are OK. **Subtract 1 point.**

If you burned your licence you may be caught out and fined heavily. **Add 1 point.**

Question 13

A You are really putting yourself into potential danger here. **Add 1 point.**

B You are protecting yourself. **Subtract 1 point.**

Question 14

If you were not there you are safe. **Subtract 2 points.**

If you were there **add 2 points.**
AND if the total number you threw is 2 you have been killed! ☠ **The game is over for you. Goodbye.** ☠
Any other number is OK, **you have survived.**

Question 15

A You are expressing the view of the majority. **Add 1 point.**

B You are with a small minority of supporters of the government. **Subtract 1 point.**

ACTIVITY 1
DECISION MAKER – WILL YOU BE INVOLVED IN A REBELLION?

Check your total now and see what it means.

Your total is _____

The maximum you can score is 20. The closer you are to 20, the more likely you are to have been involved at the Eureka Stockade. The lower your total. the less likely you are to have been there.

The points scoring might seem strange – but what you have been doing is gaining 1 point for every decision that brings you closer to rebellion, and losing 1 point for every decision you take that takes you away from this violent outcome. So you have been deciding whether your decisions, ideas and values make it likely that you would have been involved in Eureka if you had been there at the time.

This game has been based on a real situation — a conflict on a goldfield in Ballarat, in Victoria, in 1854.

Now look at this film about the event and its significance.

www.ipa.org.au/heritage-of-our-freedoms
Australia's Own Tea Party Revolution and answer the questions on it.

ACTIVITY 2
AUSTRALIA'S OWN TEA PARTY REVOLUTION

Background information before you watch the film

You are about to learn about the conflict that took place between miners and government forces on a Victorian goldfield in 1854. The following information will help you analyse the film:

- Gold was discovered in Australia in 1851, and hundreds of thousands of people flocked to Australia (which was not yet a nation but was group of British colonies) from overseas to try and strike it rich.
- In 1854 the richest goldfields were in the colony of Victoria.
- Victoria was ruled by a Governor as a representative of the Queen, and a Legislative Council of wealthy landowners.
- Only males over 21 who had property could vote.
- In 1854 there were about 25,000 miners at Ballarat.
- The goldfields had an administration, with officials whose job was to maintain law and order.
- Every miner had to buy a licence to dig for gold. This licence was in effect a tax to pay for services.

- Unlike most goldfields, the part of the Ballarat goldfield called the Eureka lead was a deep lead field. This meant that miners had to dig deep shafts to try and intersect with the gold that was trapped in the bed of old creeks.
- The miners had a limited surface space in which to dig, and had to dig 60 metres down to strike the gold vein.
- This meant that the population was a sedentary one — it needed about 6 months of hand digging to reach that depth.

Now watch the film and answer the questions.

www.ipa.org.au/heritage-of-our-freedoms
Australia's Own Tea Party Revolution

ACTIVITY 2
AUSTRALIA'S OWN TEA PARTY REVOLUTION

Question 01
The Eureka rebellion was a clash between government forces and miners on the Eureka lead, part of the Ballarat goldfield, in 1854. Use an atlas to mark Ballarat on this map.

Question 02
What does the presenter, Dr Bella d'Abrera, say that the main democratic issue decided at Eureka was?

Question 03
The government forced the miners to buy a licence. The licence money was used to finance government involvement on the goldfields. Did the miners object to the licence, or did they object to the amount of the fee?

Question 04
What was the problem with this licence fee?

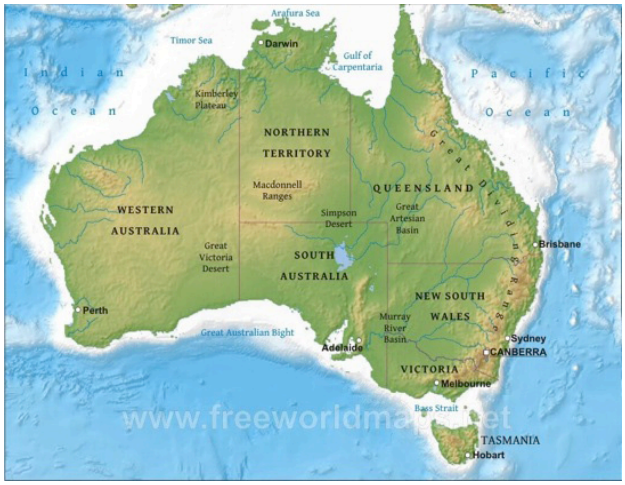
Question 05
How was the enforcement of the licence fee a problem for the miners?

Question 06
The miners held a meeting at Bakery Hill. What were they protesting against there?

Question 07
What five specific reforms did the Ballarat Reform League, formed at a meeting at the Star Hotel, want?

Question 08
These demands had come from the Chartist movement in Britain. Formed in 1838. How was there a strong connection between what happened in Britain in 1838, and what happened in Victoria in 1854?

Question 09
What happened at the stockade built on the Eureka gold lead?



Question 10
A result of the rebellion was the formation of a Goldfields Royal Commission to investigate the causes, and the miners' complaints. What did it recommend?

Question 11
How was the Eureka Rebellion an example of a protest against these?

- *Unjust taxation*
- *Taxation without representation*

Question 12
The title of the film refers to the 'Boston Tea Party' in Massachusetts, one of the 13 British colonies of America in 1773. A group of citizens threw tea overboard to protest against a tax on imports being imposed by the British Government, without the people of the colony having any say in the government's decision. Their protest slogan was 'no taxation without representation'. This was a major step towards the declaration of independence of the American colonies from Britain in 1776. Why do you think this title was given to this film?

! **When you have analysed each of these questions, apply your knowledge and understanding to analysing the primary documents that follow, then answer the final reflection questions.**

ACTIVITY 3
APPLYING YOUR KNOWLEDGE AND SKILLS

Look at the following documents and analyse them as primary sources.

SOURCE A – Meeting report

An account of the meeting at Bakery Hill 11 November 1854 to form the Ballarat Reform League

1 At a Meeting held on Bakery Hill in the presence of about ten thousand men on Saturday November 11th, 1854 the following were adopted as the principles and objects of the Ballarat Reform League:

2 That it is the inalienable right of every citizen to have a voice in making the laws he is called upon to obey – that taxation without representation is tyranny.

3 That, being as the people have been hitherto, unrepresented in the Legislative Council of the Colony of Victoria, they have been tyrannised over, and it becomes their duty as well as interest to resist, and if necessary to remove the irresponsible power which so tyrannises over them.

4 That this Colony has hitherto been governed by paid Officials, upon the false assumption that law is greater than justice because, forsooth, it was made by them and their friends, and admirably suits their selfish ends and narrow minded views. It is the object of the "League" to place the power in the hands of responsible representatives of the people to frame wholesome laws and carry on an honest Government.

5 That it is not the wish of the "League" to effect an immediate separation of this Colony from the parent country, if equal laws and equal rights are dealt out to the whole free community. But that if Queen Victoria continues to act upon the ill advice of the dishonest ministers and insists upon indirectly dictating obnoxious laws for the Colony under the assumed authority of the Royal Prerogative the Reform League will endeavour to supersede such Royal Prerogative by asserting that of the People which is the most Royal of all Prerogatives, as the people are the only legitimate source of all political power.

6 Political changes contemplated by the Reform League:
1. A full and fair representation
2. Manhood suffrage
3. No property qualification of Members for the Legislative Council.(?)
4. Payment of Members
5. Short duration of Parliament

7 Immediate objects of the Reform League An immediate change in the management of the Gold Fields, by disbanding the Commissioners.

8 The total abolition of the Diggers' and Storekeepers licence tax, and a thorough and organised agitation of the Gold Fields and the Towns.

ACTIVITY 3
APPLYING YOUR KNOWLEDGE AND SKILLS

1. Was the Ballarat Reform League and its ideas a popular or a marginal political movement?
2. What is this complaint about the way Victoria is being governed?

   What does 'taxation without representation is tyranny' mean?
3. What is 'tyranny'?

   What does the League see as the cause of this tyranny?
4. Who are the 'paid officials'

   What is the complaint here about them?

   What does the League see as the alternative?
5. What does 'separation of this Colony from the parent country' mean?

   What is the threat being made?
6. How might these demands be seen as dangerous?

   By whom?
7. Why do they want this change?
8. Why do they want this change?
9. Do you think the League is more concerned with political tights, or complaints about particular conditions on the goldfields? Explain your view.
10. Do you think a government representative reading or hearing these ideas would be worried about what might happen? Explain your reasons.

ACTIVITY 3
APPLYING YOUR KNOWLEDGE AND SKILLS

SOURCE B – Ballarat Reform League Meeting Poster

DOWN WITH THE LICENSE FEE!

DOWN WITH DESPOTISM!

"WHO SO BASE AS BE A SLAVE?"

ON

WEDNESDAY NEXT

The 29th Instant, at Two o'clock,

A MEETING

Of all the DIGGERS, STOREKEEPERS, and Inhabitants of Ballarat generally, will be held

ON BAKERY HILL

For the immediate Abolition of the License Fee, and the speedy attainment of the other objects of the Ballarat Reform League. The report of the Deputations which have gone to the Lieutenant-Governor to demand the release of the prisoners lately convicted, and to Creswick and Forest Creeks, Bendigo, &c., will also be submitted at the same time.

All who claim the right to a voice in the framing of the Laws under which they should live, are solemnly bound to attend the Meeting and further its objects to the utmost extent of their power.

N.B. Bring your Licenses, they may be wanted.

PRINTED AT THE "TIMES" OFFICE, BAKERY HILL, BALLARAT.

Note: The small print on the poster reads:

For the immediate abolition of the License Fee, and the speedy attainment of the other objects of the Ballarat Reform League. The reports of the deputations which have gone to the Lieutenant-Governor to demand the release of the goldminers lately convicted [at the burning of Bentley's Hotel] . . . All who claim a right to a voice in the framing of the Laws under which they should live, are solemnly bound to attend the Meeting and further its objects to the utmost extent of their power.

1. What is this poster advertising?
2. What is the meeting about?
3. What is 'despotism'?
4. What is the tone of the poster?
5. It advises people to bring their licences as 'they might be wanted'. Why might they be wanted?
6. Would you consider this meeting an example of good citizenship by the miners? Explain your view.

ACTIVITY 3
APPLYING YOUR KNOWLEDGE AND SKILLS

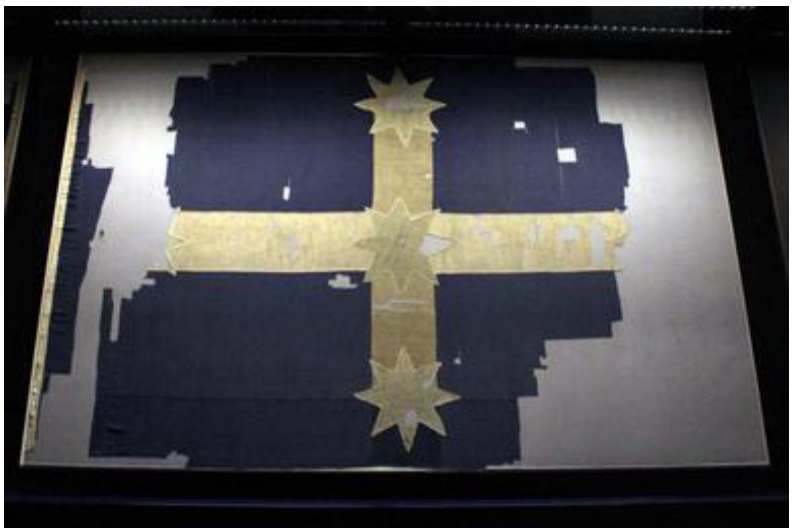
SOURCE C – The meeting at Bakery Hill

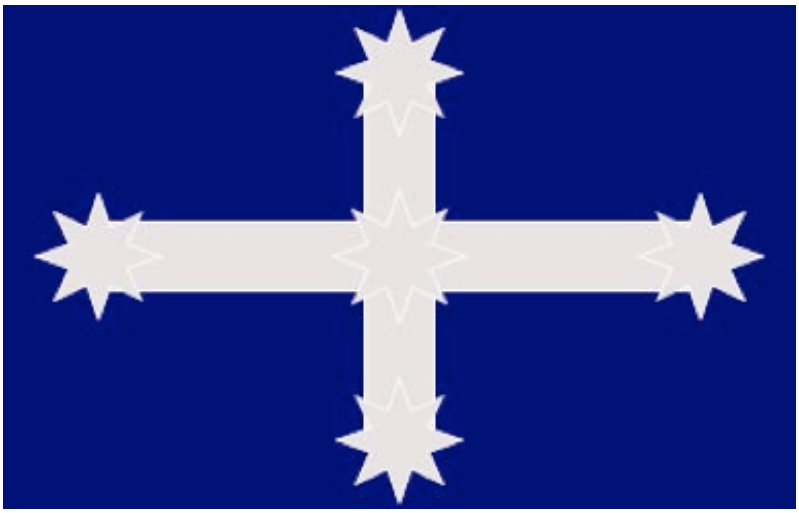
This is a painting of a scene from that meeting by Charles Doudiet who was at Ballarat at the time and painted this picture in 1854.

1. What are the three main points of focus of attention in the painting?
2. What does it show?
3. What emotions does it depict?
4. What overall impression does it give?
5. What do you think were the feelings and emotions of people at this meeting?

ACTIVITY 3
APPLYING YOUR KNOWLEDGE AND SKILLS

SOURCE D – The Eureka flag





The Eureka flag measured about 4 metres long x 2.6 metres high.

Nobody knows who mad it. The two main possibilities are that it was made by a professional tent-maker and flag-maker, or that it was made by a group of miners' wives.

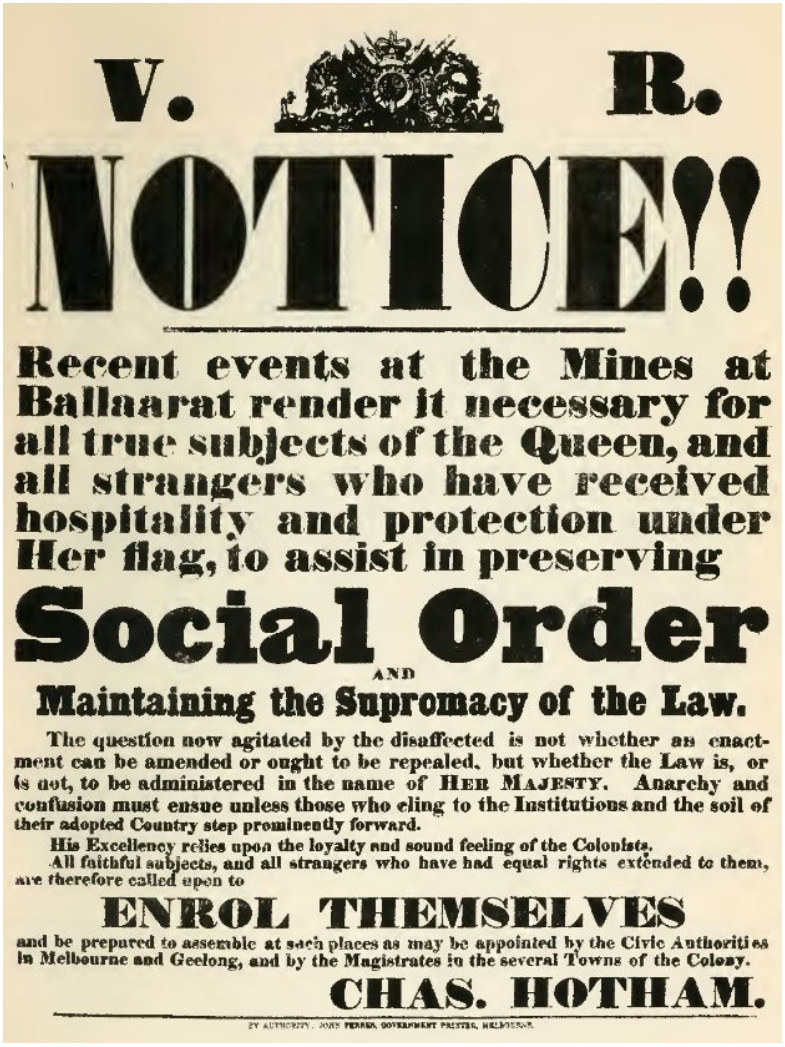
Scientific analysis of the material suggest that it was made from wool and cotton, which suggest it may have been made from materials usually used in making clothes rather than flags.

The original flag is now in the Ballarat Art Gallery.

1. What are the main elements that make up the Eureka flag?
2. What symbolic elements are there in the flag?
3. Why might people at the time focus on the Southern Cross as a symbol?

ACTIVITY 3
APPLYING YOUR KNOWLEDGE AND SKILLS

SOURCE E – Social Order Proclamation



V. R.

NOTICE!!

Recent events at the Mines at Ballaarat render it necessary for all true subjects of the Queen, and all strangers who have received hospitality and protection under Her flag, to assist in preserving

Social Order

AND

Maintaining the Supromacy of the Law.

The question now agitated by the disaffected is not whether an enactment can be amended or ought to be repealed, but whether the Law is, or is not, to be administered in the name of HER MAJESTY. Anarchy and confusion must ensue unless those who cling to the Institutions and the soil of their adopted Country step prominently forward.

His Excellency relies upon the loyalty and sound feeling of the Colonists.

All faithful subjects, and all strangers who have had equal rights extended to them, are therefore called upon to

ENROL THEMSELVES

and be prepared to assemble at such places as may be appointed by the Civic Authorities in Melbourne and Geelong, and by the Magistrates in the several Towns of the Colony.

CHAS. HOTHAM.

BY AUTHORITY: JOHN PEARSON, GOVERNMENT PRINTER, MELBOURNE.

1. Why would a poster such as this be printed?
2. Where would you expect it to be placed?
3. What does VR stand for?
4. Who is it directed to? Why?
5. What does it call on these people to do?
6. Why does it say this is necessary?
7. How does it represent the issue at Eureka? Underline the words that give you this impression.
8. What does it tell us about the mood or attitude or emotions of the government at the time?
9. What events might have justified this?

ACTIVITY 3
APPLYING YOUR KNOWLEDGE AND SKILLS

SOURCE F1 – Two representations of the attack

This is a painting *Battle of the Eureka Stockade* by J. B. Henderson who was at Ballarat at the time and painted the picture in 1854.

1. Who are the three different groups shown?
2. What is happening in the painting?
3. What is the nature of the fighting?
4. How does the barricade look?
5. What emotions does it depict?
6. What overall impression does it give?
7. Do you think this can be accepted as close to reality? Explain your reasons.

ACTIVITY 3
APPLYING YOUR KNOWLEDGE AND SKILLS

SOURCE F2 – Two representations of the attack

This is a painting *Eureka Stockade* by Beryl Ireland, painted in 1891.

1. Who are the three different groups shown?
2. What is happening in the painting?
3. What is the nature of the fighting?
4. How does the barricade look?
5. What emotions does it depict?
6. What overall impression does it give?
7. Do you think this can be accepted as close to reality? Explain your reasons.
8. What are the main differences between this painting and the 1854 one?
9. How can you explain those differences?

ACTIVITY 3
APPLYING YOUR KNOWLEDGE AND SKILLS

SOURCE G – Eureka Memorial

NOT TRANSFERABLE.

£2 £2

GOLD LICENSE.—THREE MONTHS.

No. 108 185

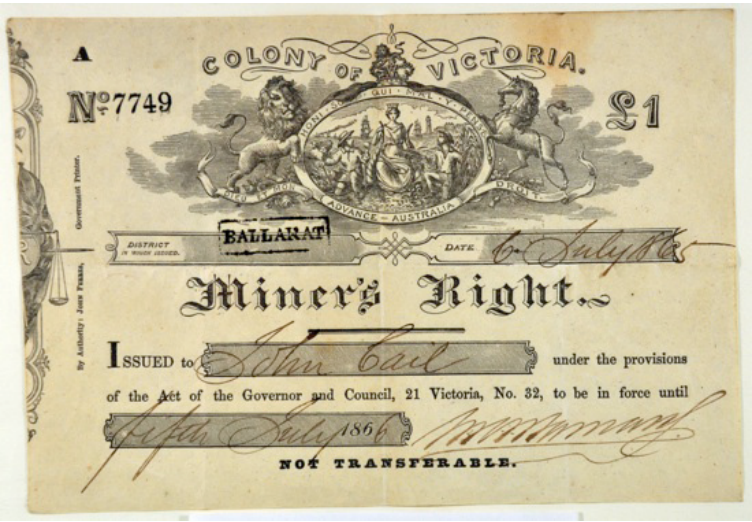
The Bearer having paid the Sum of **TWO Pounds** on account of the General Revenue of the Colony, I hereby License him to mine or dig for Gold, reside at or carry on, or follow any trade or calling, except that of Storekeeper, on such Crown Lands within the Colony of Victoria as shall be assigned to him for these purposes by any one duly authorised in that behalf.

This License to be in force for **THREE Months** ending and no longer.

Commissioner.

REGULATIONS TO BE OBSERVED BY THE PERSONS DIGGING FOR GOLD OR OTHERWISE EMPLOYED AT THE GOLD FIELDS.

1. This License is to be carried on the person, to be produced whenever demanded by any Commissioner, Peace Officer, or other duly authorised person.
2. It is especially to be observed that this License is not transferable, and that the holder of a transferred License is liable to the penalty for misdemeanour.
3. No Mining will be permitted where it would be destructive of any line of road which it is necessary to maintain, and which shall be determined by any Commissioner, nor within such distance around any store as it may be necessary to reserve for access to it.
4. It is enjoined that all persons on the Gold Fields maintain a due and proper observance of Sundays.
5. The extent of claim allowed to each Licensed Miner is twelve feet square, or 144 square feet.
6. To a party consisting of two Miners, twelve feet by twenty-four, or 288 square feet.
7. To a party consisting of three Miners, eighteen feet by twenty-four, or 432 square feet.
8. To a party consisting of four Miners, twenty-four feet by twenty-four, or 576 square feet: beyond which no greater area will be allowed in one claim.



A

COLONY OF VICTORIA.

№7749 £1

ADVANCE AUSTRALIA

DISTRICT IN WHICH ISSUED. BALLARAT DATE 6 July 1854

Miner's Right.

ISSUED to John Bail under the provisions of the Act of the Governor and Council, 21 Victoria, No. 32, to be in force until 6 July 1856

NOT TRANSFERABLE.

This memorial is at the site of the Eureka rebellion. The plague was unveiled in 1923.

1. Where are the majority of victims from?
2. Why might there have been such a heavy concentration of these people at the Eureka lead?
3. What evidence is there of 'multiculturalism' on the goldfields?
4. Why would a memorial have both miners' and soldiers' names on it?

ACTIVITY 3
APPLYING YOUR KNOWLEDGE AND SKILLS

SOURCE H – Gold licences before and after Eureka

Miners

John Haynes, County Clare, Ireland
Patrick Gittins, Kilkenny, Ireland
T Mullins, Kilkenny, Ireland
Samuel Green, England
John Robertson, Scotland
Edward Thonen, Elbertfeld, Prussia
John Hassle, Wurtemburg
John Diamond, Country Clare, Ireland
Thomas O'Neill, Kilkenny, Ireland
Edward Quin, County Cavan, Ireland
William Quinlan, Goulburn, NSW
'Happy Jack'
Lieutenant Ross, Canada
Thaddeus Moore, County Clare, Ireland
James Brown, Newry, Ireland
Robert Julien, Nova Scotia
J Crowe, Unknown
[?] Fenton, Unknown
Edward McGlyn, Ireland
W Emmerman
W Clifton
J Crowe

Soldiers

Private Michael Roney
Private Joseph Wall
Captain HC Wise
Private W Webb
Private F Boyle
Private J Hall

The small print on the 1854 licence lists the different areas of land that the licence allows the miner to use: for 1 miner 12 feet x 12 feet, which is approximately 4 metres x 4 metres, for a party of 2 miners together approximately 4 metres x 8 metres, for a party of 3 miners 6 metres x 8 metres, and for a party of 4 miners 6 metres x 6 metres. That is the maximum size.

1. Compare the two licences. What is the difference in cost?
2. The later one gave the holder the right to vote. How was that significant for the miners at Eureka?
3. Both were issued by the Victorian Government, but the second one also shows some evidence of the development of a national identity. How does it do this?

! **When you have analysed each of these documents, answer the final reflection questions.**

ACTIVITY 4
FINAL REFLECTIONS

Question 01

How would you now summarise what happened at Eureka, to cover the questions of:
What, Who, When, Why, Where and How?

Question 02

In one sentence summarise the likely attitudes of each of these people on the event:

Miner:	
Ballarat Reform League organiser:	
Goldfields official:	
Goldfields policeman:	
Soldier:	

Question 03

What do you think were the worst aspects of Eureka?

Question 04

What do you think were the best aspects?

Question 05

The Eureka rebellion has been used by many organisations to promote their political ideas or beliefs. For each, suggest what aspect of Eureka would justify the claim. How strong a case? Would you say that the Eureka rebellion was an example of these ideas, or not? In each case briefly explain why.

Republicanism (the breaking away from monarchy)	
Communism (the control and distribution of wealth by the state)	
Egalitarianism (the belief that all people are equal)	

ACTIVITY 4
FINAL REFLECTIONS

Liberalism (protecting the rights and freedoms of individuals against excessive control by the state)	
Unionism (the combination of workers in the same industry to protect and expand their working conditions and wages)	
Nationalism (where the people in a country are all part of the one nation)	
Free speech (being able to express ideas and views peacefully without repression)	
Democracy (where people elect their representatives to govern the nation)	

Question 06

How is Eureka represented or presented in books and images?
Are there heroes? Villains? Is it victory or defeat? Is it glorious or bloody? Is it idealised, or made very realistic?

Question 07

Design a cover for a book or a poster for a film about Eureka. Explain what images you would show, what words you would use, even any symbols or colours that you would include to help the viewer understand what the book or film is saying about it.

Question 08

Would you now say the conflict at Eureka is best described as a protest, a riot, a rebellion, or a revolution? Explain your reason.

Question 09

What does Eureka help you understand about Australia at that time?

Question 10

Does Eureka have any significance or importance for Australia today? Explain your ideas.

! **To see more classroom resources for the Australian Curriculum for History and Civics and Citizenship go to www.ipa.org.au/heritage-of-our-freedoms.**

SOURCES

(page 2) *The Revolt at Eureka*, 1958, Australian Visual Education, Sydney

(page 3 and 25) Ireland, B 1891, *Eureka Stockade*

(page 16 and 24) Henderson, J. B. 1854, *Battle of the Eureka Stockade*

(page 17) *Australia Physical Map*, FreeWorldMaps.net, accessed 01/10/17, www.freeworldmaps.net/australia

(page 20) *A Meeting On Bakery Hill Poster*, Culture Victoria, accessed 01/10/17, https://cv.vic.gov.au/stories/a-diverse-state/eureka-stories/a-meeting-on-bakery-hill-poster/

(page 21) Doudiet, C 1854, *Swearing allegiance to the 'Southern Cross'*

(page 22) *The Restored Original Eureka Flag*, Wikipedia, accessed 01/10/17, https://en.wikipedia.org/wiki/Eureka_Flag#/media/File:Eureka-restored.jpg

(page 22) *Eureka Flag (Australia)*, Eugene Ipavec, accessed 01/10/17, http://www.crwflags.com/fotw/flags/au_eurek.html

(page 23) *Project Gutenberg Australia*, accessed 01/10/17, http://gutenberg.net.au/ebooks13/1304971h-images/Image18.jpg

(page 26) *Gold License*, 1854, Ballarat Historical Society Collection (78.971D), accessed 01/10/17, http://72.249.186.56/wp-content/uploads/2012/09/78-971d-gold-license-18551.jpg

(page 26) *Miner's Right*, 1865, Gold Museum Collection (70.5512), accessed 01/10/17, http://www.goldmuseum.com.au/wp-content/uploads/2012/09/70-5512-5-miners-right-1865-front-crop.jpg

(page 27) *Flickr*, accessed 01/10/17, https://c1.staticflickr.com/4/3002/3081671037_ff9c41e105_b.jpg