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30 august



Melbourne Day Committee
The Founding of Melbourne
30 August 1835



Gilbert and the
Guardians of Melbourne
EDUCATION KIT



Presenting partner



Major partner



Proud partner



Supporting the Community

Bronze partner



Special thanks goes to...

Campbell Walker
Chairman of the Melbourne Day Committee;
Loretta Wylde, Siobhan Browne, Graeme Haycraft
Melbourne Day Committee;
Richard Smith and Ingrid Purnell
History Teachers' Association of Victoria;
Professor Andrew May
Univesity of Melbourne;
Wurundjeri Tribe Land and Compensation Cultural
Heritage Council



Teacher Notes

'Gilbert and the Guardians of Melbourne' was commissioned by the Melbourne Day Committee and produced by the History Teachers' Association of Victoria.

It uses public monuments to help students at primary levels engage with the many layers of Melbourne's history from Indigenous culture to the present day.

The story and educational resources can be adapted for use by students in primary levels 2-6. Both a PDF and a flipbook version of the story can be downloaded free from the Melbourne Day website <http://melbourneday.com.au/>

The education kit breaks down the story into a number of themes: It is suggested that the class is divided up into 10 groups with each group allocated a theme.

- Transport
- Researching Melbourne
- Indigenous Culture
- John Fawkner
- John Batman
- Changing Attitudes to the Founding of Melbourne
- Immigration and Multiculturalism
- Melbourne Water and the Yan Yean System
- The Enterprize
- The City of Melbourne Coat of Arms

Activities

The activities are generally middle-order research questions where students use a range of web archives and google maps to find the answers.

Inquiry Questions

The inquiry questions require students to consult several sources in order to formulate a response. Students can present their findings in a range of formats including:

- Timelines
- Display models
- Oral presentations
- Research projects
- Posters
- Digital stories
- Dramatic performance
- Other

It is preferable to let students decide the format that would like to use in order to present their findings.



Projects

These require students to build on the structure and the narrative of the story to develop an appropriate response. They are essentially adding to the book, or creating a spin-off publication.

Differentiation

The education kit can be adapted for students from levels 2-6. Some parts of the resource are pitched at the upper primary levels. The following activities are suggested as suitable for each year level.

Level 2

- Book read aloud to the class by the teacher
- Activities section for each theme.
- The inquiry questions may be too difficult unless students are working at an advanced level
- Projects 2, 3 and 5
- Design for Melbourne Day birthday card competition

Level 3

- Book read aloud to the class by the teacher
- Activities section for each theme.
- The inquiry questions may be too difficult unless students are working at an advanced level
- Projects 2, 3 and 5
- Design for Melbourne Day birthday card competition

Level 4

- All activities and inquiry tasks (completed to a less detailed level)
- All projects

Level 5

- All activities and inquiry tasks
- All projects

Level 6

- All activities and inquiry tasks
- All projects



Assessment

The educational activities can be used to assess historical knowledge, understanding and skill development.

Group Inquiry Task Rubric

Criteria	High (5)	Medium (3)	Low (2)	Not shown (0)
Is the researched information historically accurate?				
Is the researched information historically accurate?				
Was the question answered successfully and with detail?				
Did the presentation format suit the question being researched?				

Total Score /20

Comments:



Individual Project Task Rubric

Criteria	High (5)	Medium (3)	Low (2)	Not shown (0)
Is the researched information historically accurate?				
Does the use of language suit the character?				
Does the text use correct spelling, grammar and punctuation?				
Does the visual image enhance the text (visuals can be created using a range of art styles including; collage, illustration, photographs, clay models, computer illustrations, animation etc...)				

Total Score /20

Comments:



AusVELS History Curriculum Links

Level 2:

The Past in the Present

Historical knowledge and understanding

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past ([ACHHK044](#))

The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial ([ACHHK045](#))

The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) ([ACHHK046](#))

Level 3:

Community and Remembrance

Historical knowledge and understanding

The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) ([ACHHK060](#))

ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life ([ACHHK061](#))

The role that people of diverse backgrounds have played in the development and character of the local community ([ACHHK062](#))

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. ([ACHHK063](#))



Level 4:

First Contact

Historical knowledge and understanding

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. ([ACHHK077](#))

The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. ([ACHHK078](#))

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment ([ACHHK080](#))

Level 5:

The Australian Colonies

Historical knowledge and understanding

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. ([ACHHK094](#))

The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. ([ACHHK097](#))

Historical skills

Sequence historical people and events ([ACHHS098](#))

Use historical terms and concepts ([ACHHS099](#))

Identify questions to inform an historical inquiry ([ACHHS100](#))

Identify and locate a range of relevant sources ([ACHHS101](#))

Locate information related to inquiry questions in a range of sources ([ACHHS102](#))

Compare information from a range of sources ([ACHHS103](#))

Identify points of view in the past and present ([ACHHS104](#))

Develop texts, particularly narratives and descriptions, which incorporate source materials ([ACHHS105](#))

Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS106](#))

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander histories and cultures.

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within AusVELS History. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.

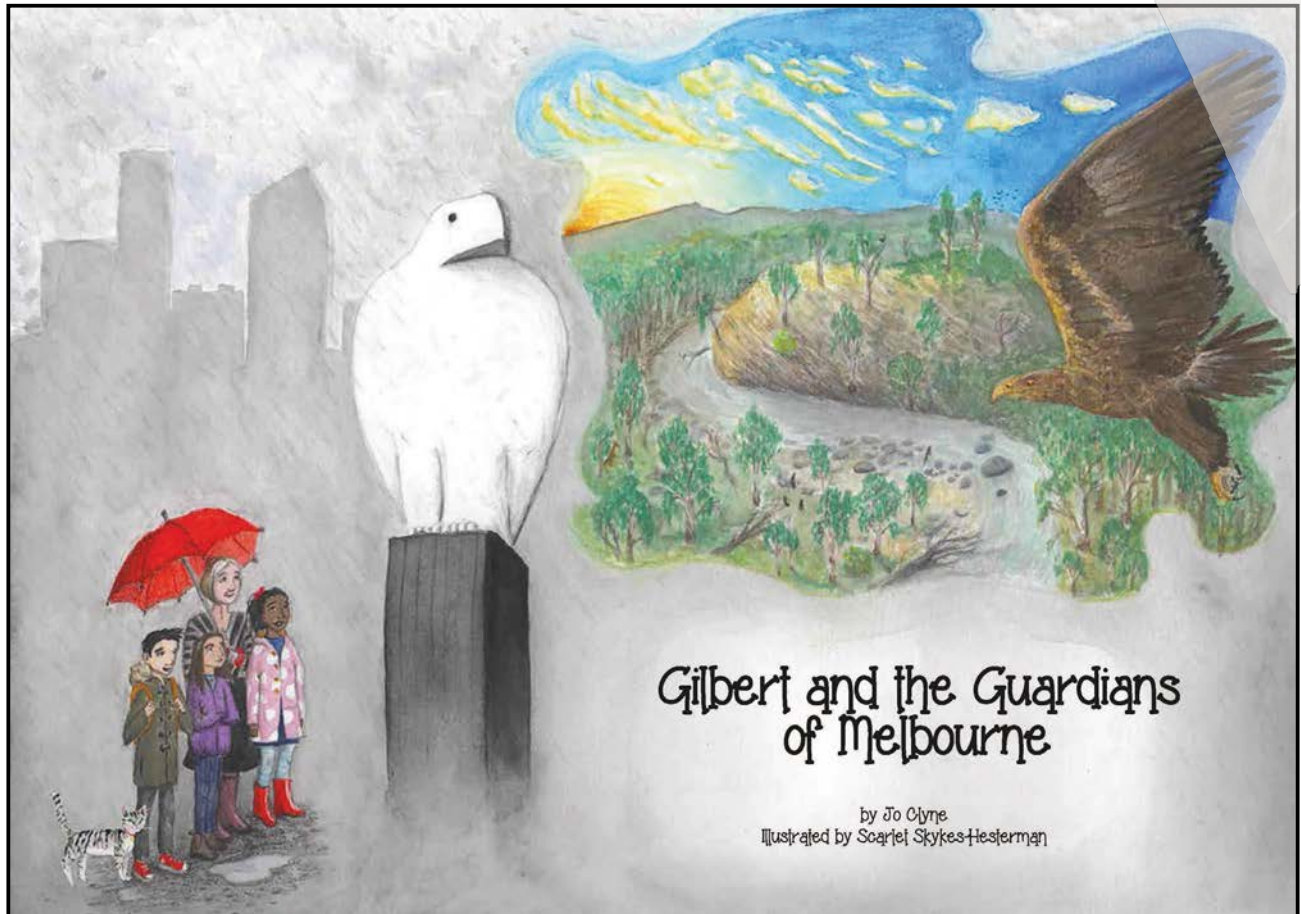
AusVELS History values Aboriginal and Torres Strait Islander histories and cultures. It celebrates Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians.

Students will examine historical perspectives from an Aboriginal and Torres Strait Islander viewpoint. They will learn about Aboriginal and Torres Strait Islander Peoples prior to colonisation by the British, the ensuing contact and its impacts. They will examine key policies and political movements over the last two centuries. Students will develop an awareness of the significant roles of Aboriginal and Torres Strait Islander people in Australian society.

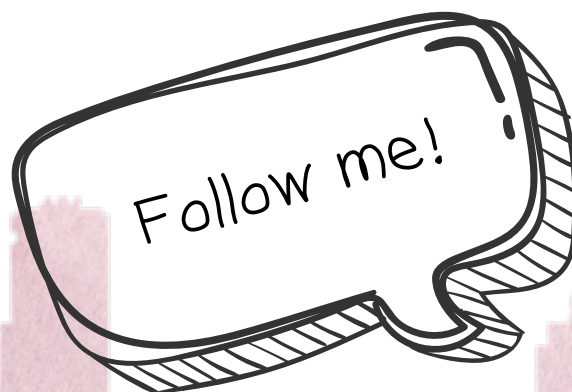
The full Victorian Curriculum and Assessment Authority document is available at: <http://ausvels.vcaa.vic.edu.au/The-Humanities-History/Curriculum/F-10>

Before you begin...

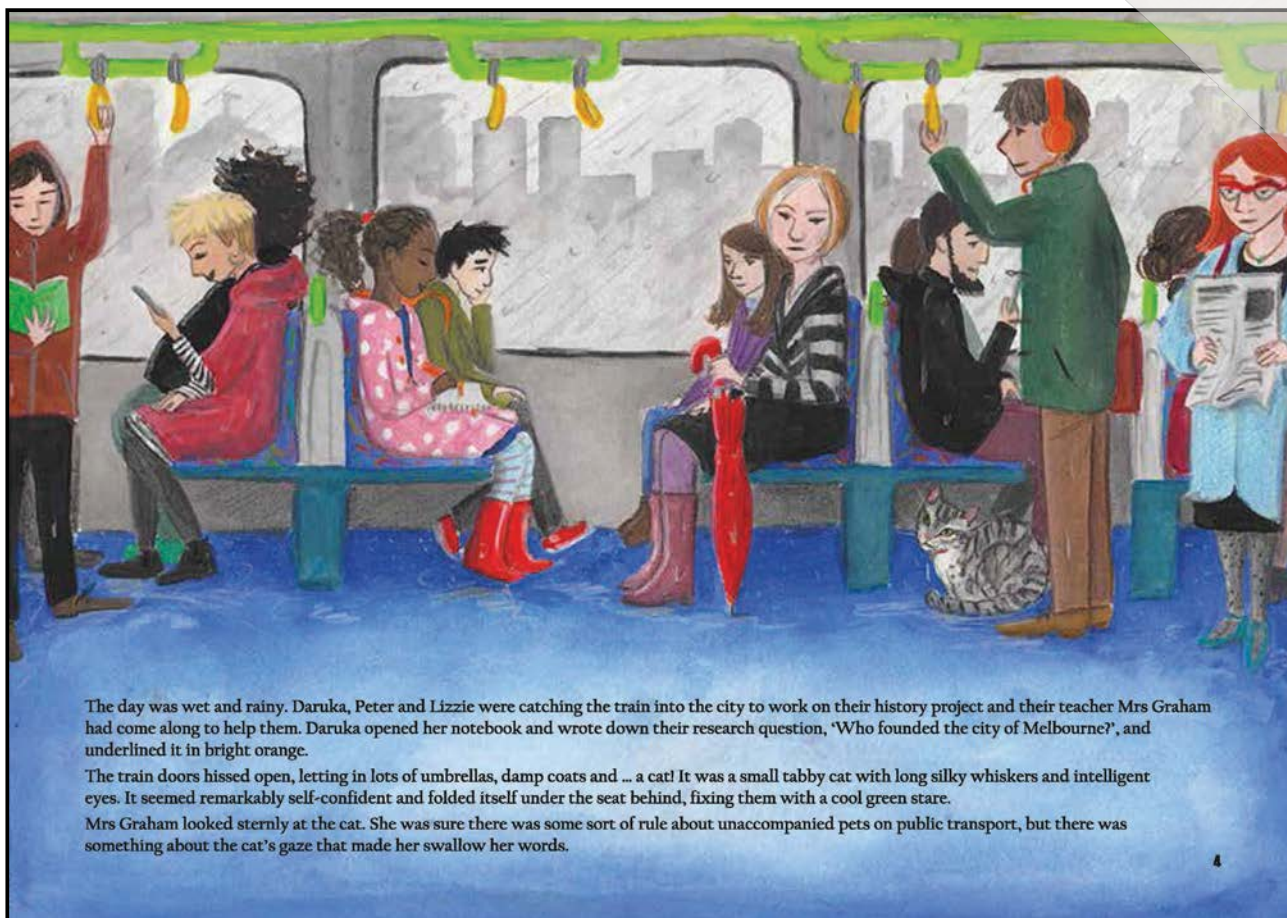
Read the e-book, 'Gilbert and the Guardians of Melbourne' before you begin the educational activities.



Gilbert will follow you through the pages and share some unusual and interesting facts about the history of Melbourne.



Transport



The day was wet and rainy. Daruka, Peter and Lizzie were catching the train into the city to work on their history project and their teacher Mrs Graham had come along to help them. Daruka opened her notebook and wrote down their research question, 'Who founded the city of Melbourne?', and underlined it in bright orange.

The train doors hissed open, letting in lots of umbrellas, damp coats and ... a cat! It was a small tabby cat with long silky whiskers and intelligent eyes. It seemed remarkably self-confident and folded itself under the seat behind, fixing them with a cool green stare.

Mrs Graham looked sternly at the cat. She was sure there was some sort of rule about unaccompanied pets on public transport, but there was something about the cat's gaze that made her swallow her words.

4

Activities:

1. The Melbourne Tram system began in 1884 and is now the largest in the world. The image of the Melbourne tram has now become an icon. Find at least three examples of how Melbourne trams have been used in art, fashion or design.
2. Who was the first female tram driver in Melbourne? Make a 'who/what/why/when/how' chart to show how she got to this position.
3. Bicycles have been popular with Melbournians since the 1890s. Find some historical pictures of bicycles and compare them to the modern designs. Which features have changed? Which have stayed the same?



Inquiry Question:

How did transport in Melbourne change over time?

Prompts:

- Are there any forms of transport that are no longer used?
- How did the design of different forms of transport change?
- How did the growth of the city of Melbourne and the development of new suburbs change the way people used public transport?
- Can you find any images of Melbourne with older forms of transport?

Useful research links:

Public Transport Victoria, 'Early History of Public Transport'

<http://ptv.vic.gov.au/about-ptv/victoria-s-pt-network/history/early-history-of-public-transport/>

Melbourne Museum, 'Victorian Railways'

<http://museumvictoria.com.au/railways/>

Yarra Trams, Trams in Melbourne

<http://yarratrams.com.au/about-us/our-history/trams-in-melbourne/>

Melbourne Bike Share

<http://www.melbournebikeshare.com.au/>



FIRST AUTOMOBILE IMPORTED
INTO AUSTRALIA.

Presented by John Pender Esq., Brunswick, 4.9.14.



This car was made to the order of Mr. John Pender of Brunswick, by Max Hertel of Chicago, U.S.A. It arrived in Melbourne on the 8th. November 1897, and the first run was made on the 13th. November. Nine miles were travelled on one gallon of stove naphtha. The mechanism of the car is practically controlled by one lever. For starting, the lever was drawn back thereby operating a pawl and ratchet, and making the crank shaft revolve. This movement filled the cylinders with the gas or charge, and also compressed it for ignition. Immediately the engine started the trip on the lever was released, and, by a forward movement of the lever itself, a catch held the pawl out of action. To stop the car the lever was pulled slightly back to release the driving gears, then, by pulling the lever hard back, the break was applied to the wheels. On top of the lever, which is hollow, a small handle fitted with a coarse screw operates, by means of connecting rods, the air valve in the pipe between the oil tank and the cylinders, and admits air to mix with the gas charge. The water and oil tanks were placed under the seat, but have been removed to permit inspection of the engine.

Reg. No. 6225

The first car imported to
Melbourne
State Library of Victoria

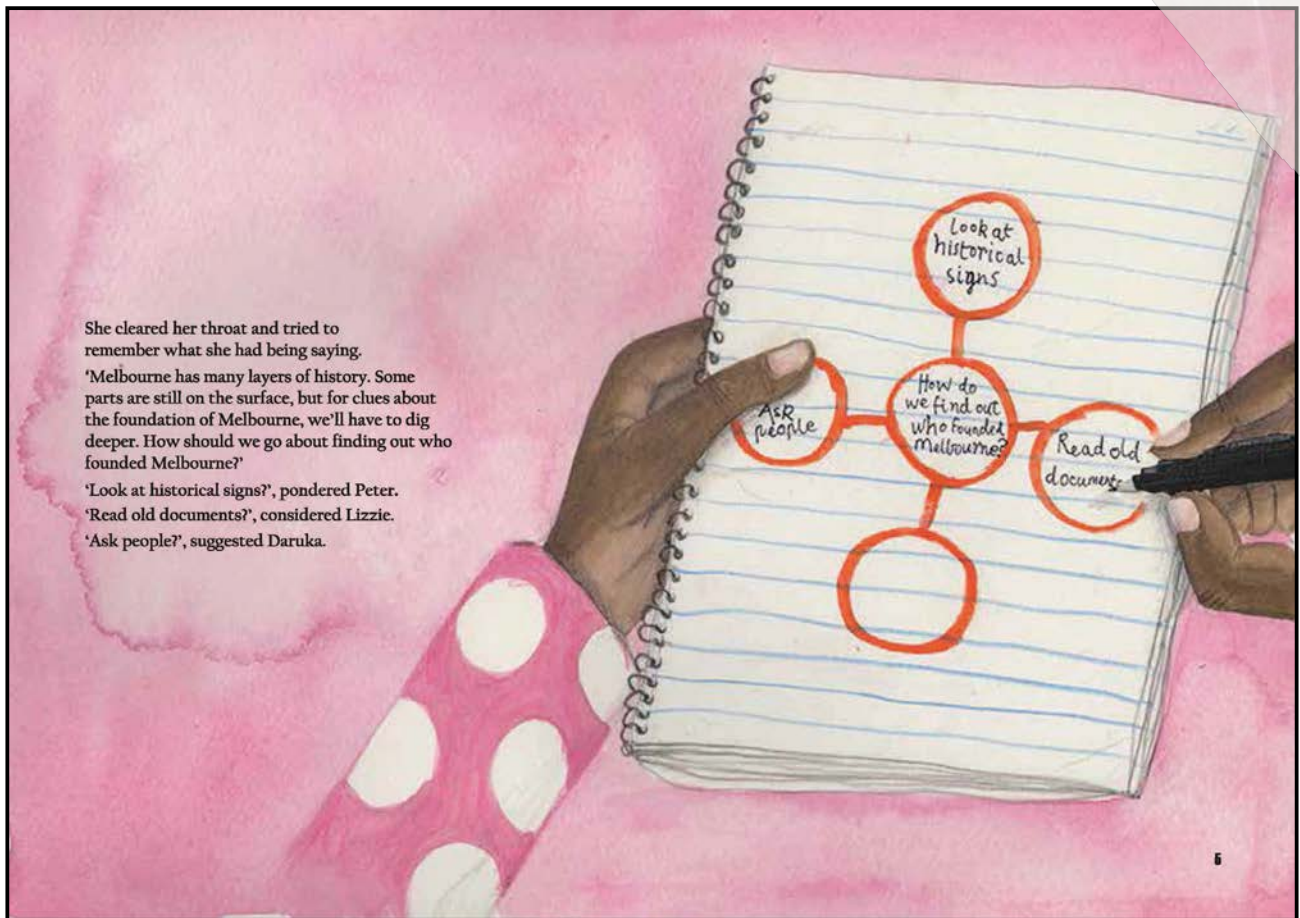
That there was a bicycle school in Melbourne that taught 'musical cycling' in the 1890s? Cyclists rode in a team and rang bells while they were moving.

You can find out more about the Melbourne Cycling Craze here: <http://www.culturevictoria.com/stories/built-environment/macrobobertsons-confectionery-factory/the-cycling-craze-video/>

Did you know?



Researching Melbourne



Activities:

1. In the story, Daruka has left one of the circles on her mind map blank. Add one more suggestion on how the children can find out about who founded Melbourne.
2. Have a close look at this picture of Bourke Street, Melbourne in the early 1900s. The building at the end of the street is Parliament House. Use Google Maps to have a look at what this street looks like now. Make a list of ways that Bourke Street has changed over a hundred years. You can find a digital version here if you would like to zoom in <http://handle.slv.vic.gov.au/10381/46549>
3. Now add to your list by brainstorming why cities change. For each change you've listed, explain why these might have occurred.



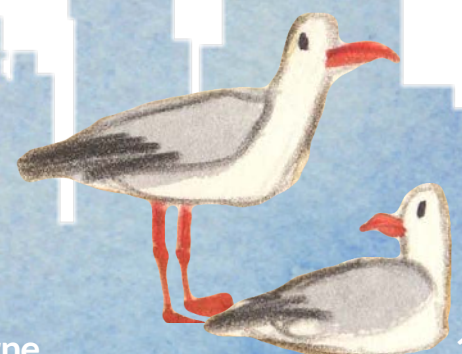
Bourke Street Looking East C.1900
State Library of Victoria

Inquiry Question:

In the story, Gilbert has lived in Melbourne for over 180 years. How has Melbourne changed since the crew of the *The Enterprize* landed?

Prompts:

- Buildings/architecture
- Environment i.e. trees and water
- Fashion
- Immigration
- Transport
- The lives of Indigenous Australians



Useful research links:

Melbourne Museum
<http://museumvictoria.com.au/melbournemuseum/>

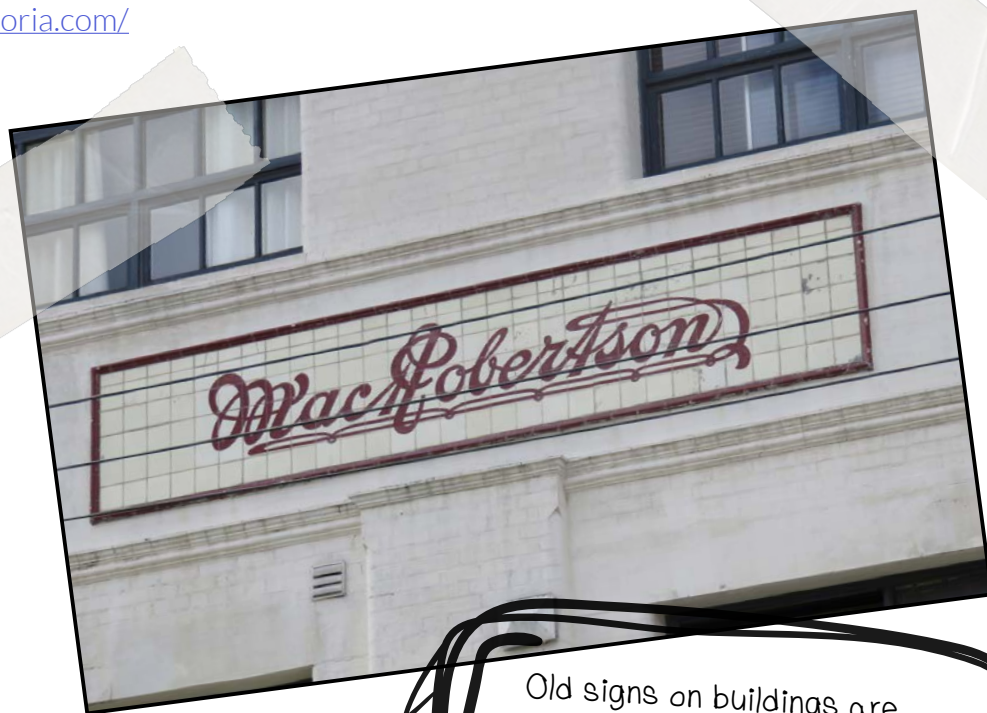
Immigration Museum
<http://museumvictoria.com.au/immigrationmuseum/>

State Library of Victoria
<http://www.slv.vic.gov.au/>

Public Records Office of Victoria
<http://prov.vic.gov.au/>

Trove
<http://trove.nla.gov.au/>

Culture Victoria
<http://www.culturevictoria.com/>

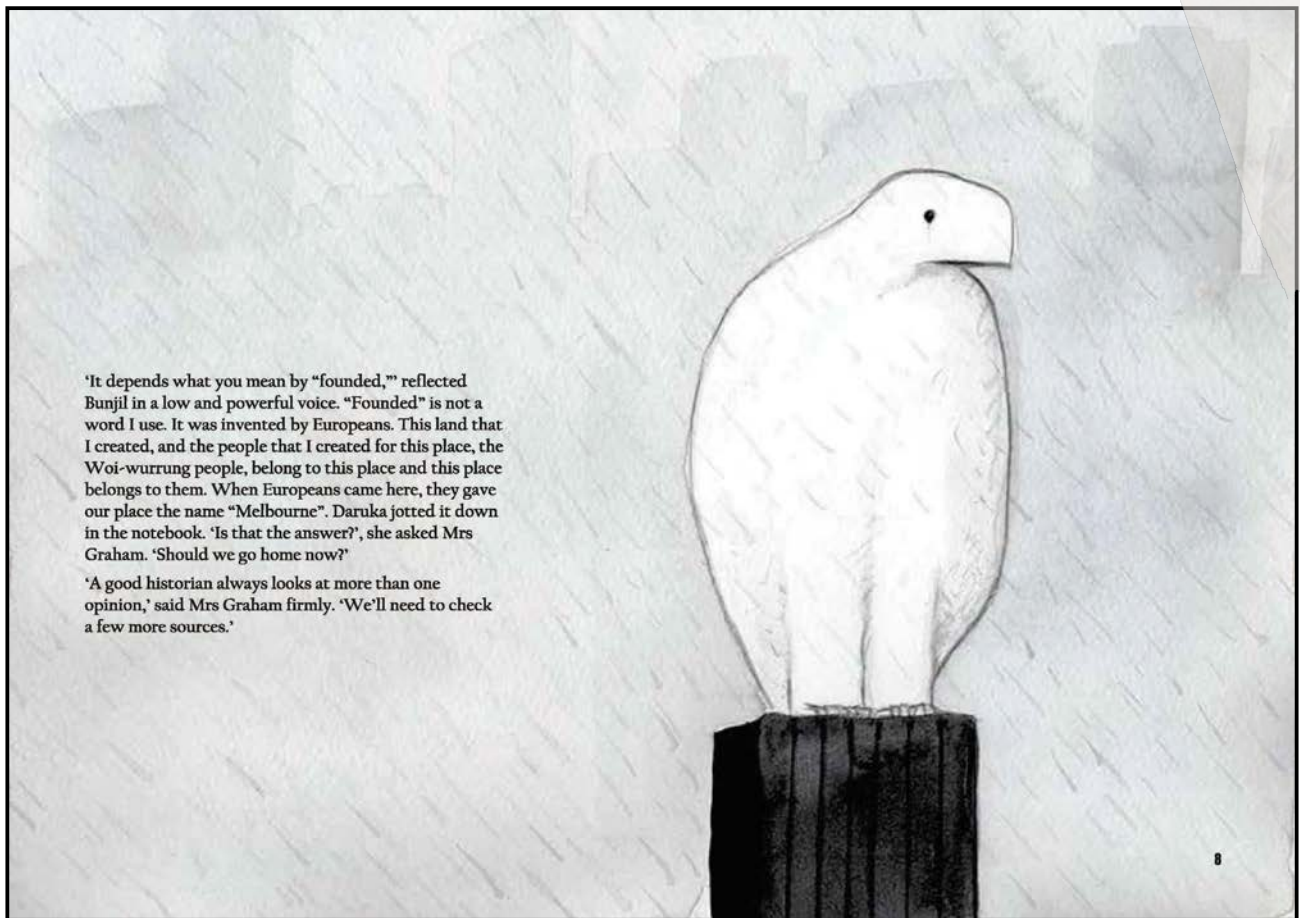


Old signs on buildings are called 'Ghost Signs'. They are often advertising for products or businesses that are no longer there.

Did you know?



Indigenous Culture



'It depends what you mean by "founded,"' reflected Bunjil in a low and powerful voice. "Founded" is not a word I use. It was invented by Europeans. This land that I created, and the people that I created for this place, the Woi-wurrung people, belong to this place and this place belongs to them. When Europeans came here, they gave our place the name "Melbourne". Daruka jotted it down in the notebook. 'Is that the answer?', she asked Mrs Graham. 'Should we go home now?'

'A good historian always looks at more than one opinion,' said Mrs Graham firmly. 'We'll need to check a few more sources.'

Activities:

1. View this Indigenous language map of Australia: <http://aiatsis.gov.au/explore/articles/aboriginal-australia-map>. Scroll the magnifying glass over Melbourne. Which Indigenous languages are spoken in Melbourne?
2. Find out more about the story of Bunjil's creation of Melbourne and re-write it in your own words.
3. Waa the crow is another important Wurundjeri totem. Make a storyboard with illustrations to share his story.

Inquiry Question:

What was the Wurundjeri people's relationship with the land like before European colonisation?

Prompts:

- How did they travel?
- How did they get their food?
- How did they get medicine?
- What did they use for shelter?
- How did they navigate through Country?
- What are the important meeting places in Melbourne?

Useful research links:

Culture Victoria, 'Aboriginal Culture'

<http://www.cv.vic.gov.au/stories/aboriginal-culture/>

Yarra Healing, 'Bunjil the Eagle'

<http://www.yarrahealing.catholic.edu.au/stories-voices/index.cfm?loadref=79>

City of Yarra, 'The Aboriginal History of Yarra'

<http://aboriginalhistoryofyarra.com.au/13-wurundjeri-today/>





Scarred tree in the Fitzroy Gardens

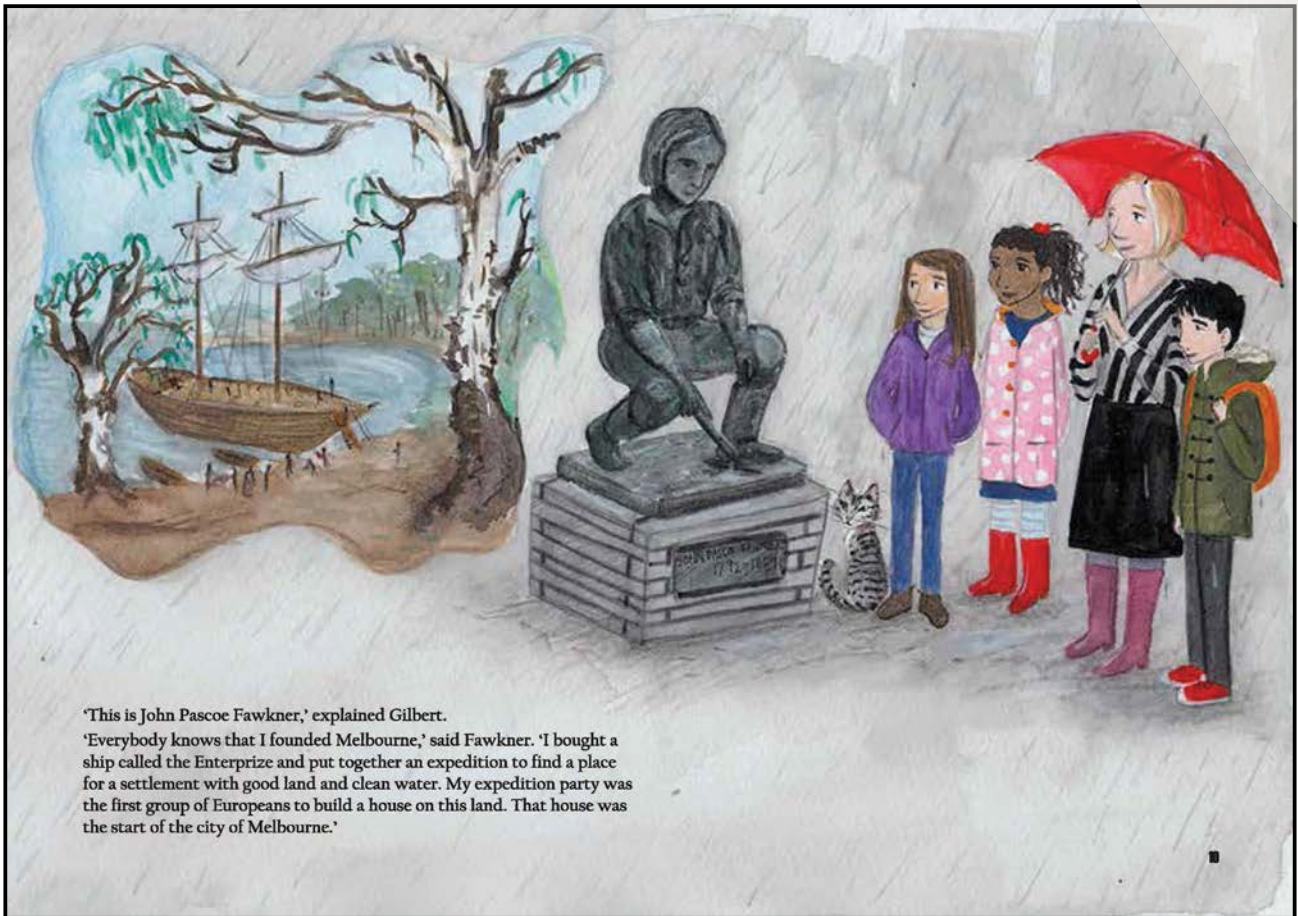
Photo by Tirin (on Wikipedia)

There are many trees in Melbourne called 'Scarred Trees'. They have a section cut out of the trunk where Wurundjeri cut out bark to make canoes. There is an example in the Fitzroy Gardens.

Did you know?



John Fawkner



Activities:

1. Find at least 5 memorials dedicated to John Fawkner. You might find the 'Monument Australia' website helpful. Make a document that includes an image of each monument, its location and the type of monument i.e. building.
2. Make a list of places named after John Fawkner and add them to your memorial document.
3. What were some of the criminal activities in John Fawkner's past? Have these effected how he has been remembered?



Inquiry Question:

Why do some people believe that John Fawkner was the founder of Melbourne?

Prompts:

- Who was John Fawkner?
- Why did he come to Australia?
- What was his contribution to founding Melbourne?
- What kind of town did he want Melbourne to be? How do we know?
- Why did he believe that he was the rightful founder of Melbourne?

Useful research links:

Monument Australia

<http://monumentaustralia.org.au/>

State Library of Victoria: Ergo, John Pascoe Fawkner

<http://ergo.slv.vic.gov.au/explore-history/colonial-melbourne/pioneers/john-pascoe-fawkner>

National Library of Australia, Map by John Fawkner, 1841

<http://www.nla.gov.au/apps/cdview/?pi=nla.map-rm1292-e>





Statue of John Fawkner
Collins Street (currently in
storage due to renovations)
Monument Australia

John Fawkner published and printed the first newspaper in Melbourne. It was called the 'Melbourne Advertiser' and the first edition was published in 1838. The first nine issues were written by hand. You can see a digital version of them here: http://www.sl.vic.gov.au/portphillip/inter/8263_pp0031.shtml

Did you know?



John Batman



Activities:

1. Find at least 5 memorials dedicated to John Batman You might find the 'Monument Australia' website helpful. Make a document that includes an image of each monument, its location and the type of monument i.e. building.
2. Make a list of places named after John Batman and add them to your memorial document.
3. What was Batman's Treaty? Create a mind map to show the impact it had on the Wurundjeri people.

Inquiry Question:

Why do some people believe that John Batman was the founder of Melbourne?

Prompts:

- Who was John Batman?
- What was his contribution to founding Melbourne?
- Why did he believe that he was the rightful founder of Melbourne?

Useful research links:

State Library of Victoria: Ergo, 'Batman's Treaty'

<http://ergo.slv.vic.gov.au/explore-history/colonial-melbourne/pioneers/batmans-treaty>

National Museum of Australia, 'Batmania',

<http://www.nma.gov.au/interactives/batmania/shell.html>

National Museum of Australia, 'Reflection'

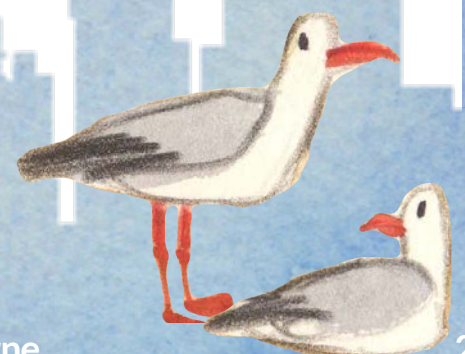
http://www.nma.gov.au/engage-learn/schools/classroom-resources/multimedia/interactives/batmania_html_version/reflection

Monument Australia

<http://monumentaustralia.org.au/>

Only Melbourne, 'John Batman',

<http://www.onlymelbourne.com.au/john-batman#.VfZ1NPOViUk>





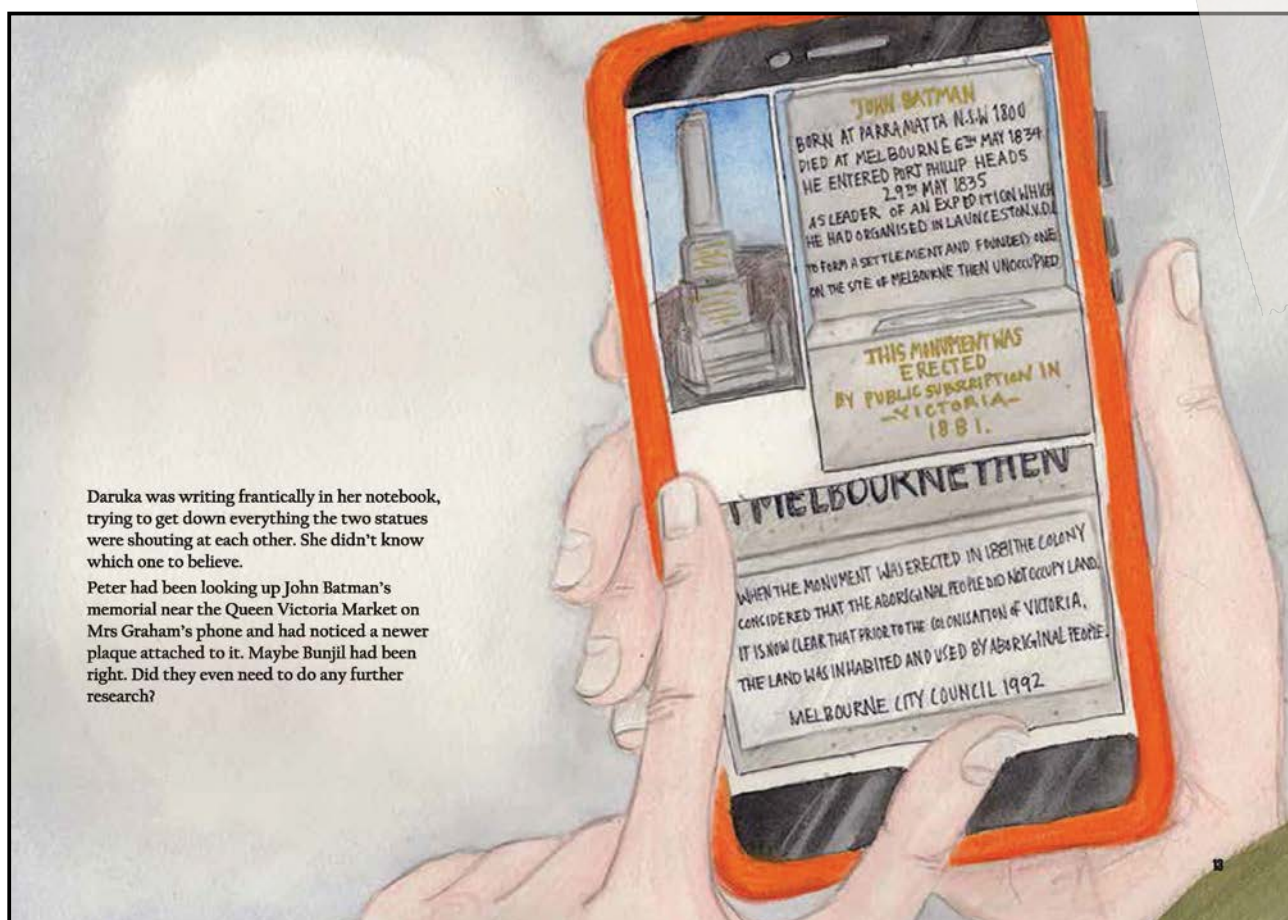
Statue of John Batman.
Collins Street (currently in
storage due to renovations)
Monument Australia

Melbourne was briefly called 'Batmania' after John Batman, but the name was changed to 'Melbourne' in 1837.

Did you know?



Changing Attitudes to the Founding of Melbourne



Activities:

1. As well as Batman and Fawkner, there are lots of other people who could be credited with founding Melbourne. Look up the memorial for Robert Hoddle on Monument Australia. Create a new text caption for the memorial explaining what he contributed to the city of Melbourne and his claim to 'founding the city'.
2. What does it mean if an Indigenous person says that they are a 'traditional owner' of the land? What responsibilities come with being a 'traditional owner'?
3. Look up the Batman memorial near the Queen Victoria Markets, Melbourne on Monument Australia. This plaque below was added in 1992. What does it show about the change of attitude to the history of Melbourne?



Additional Batman Memorial Plaque added in 1992

Photograph by Paul Kiem

Inquiry Question:

How have views changed over time about Aboriginal and Torres Strait Islander history, culture and land use?

Prompts:

- What does the word 'Aboriginal' mean?
- What does the word 'Indigenous' mean?
- Approximately how long have Aboriginal and Torres Strait Islander people been living in Australia?
- What is the Dreaming and why is it an important part of Indigenous culture?
- What is a 'Welcome to Country' ceremony and why is it performed?
- What is Sorry Day, and what was Prime Minister Kevin Rudd's Apology about?

Useful research links:

State Library of Victoria: ergo, 'Melbourne City Grid'

<http://ergo.slv.vic.gov.au/explore-history/colonial-melbourne/everyday-life/melbourne-city-grid>

Monument Australia, 'John Batman'

<http://monumentaaustralia.org.au/themes/people/discovery/display/32371-john-batman>

Museum Victoria: Marvellous Melbourne, 'Measuring a City'

<http://museumvictoria.com.au/marvellous/early/measuring.asp>

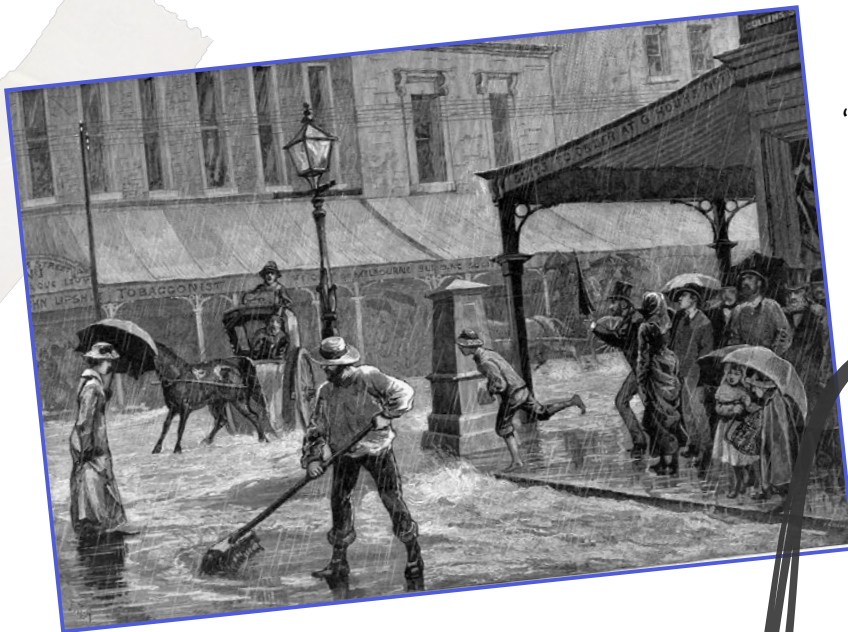
Australian Geographic, 'DNA confirms Aboriginal culture one of Earth's oldest'

<http://www.australiangeographic.com.au/news/2011/09/dna-confirms-aboriginal-culture-one-of-earths-oldest/>

Australian Government, 'Sorry Day and the Stolen Generations'

<http://www.australia.gov.au/about-australia/australian-story/sorry-day-stolen-generations>

State Library of Victoria, 'Hoddle's Grid: Street history of Melbourne' (free app)



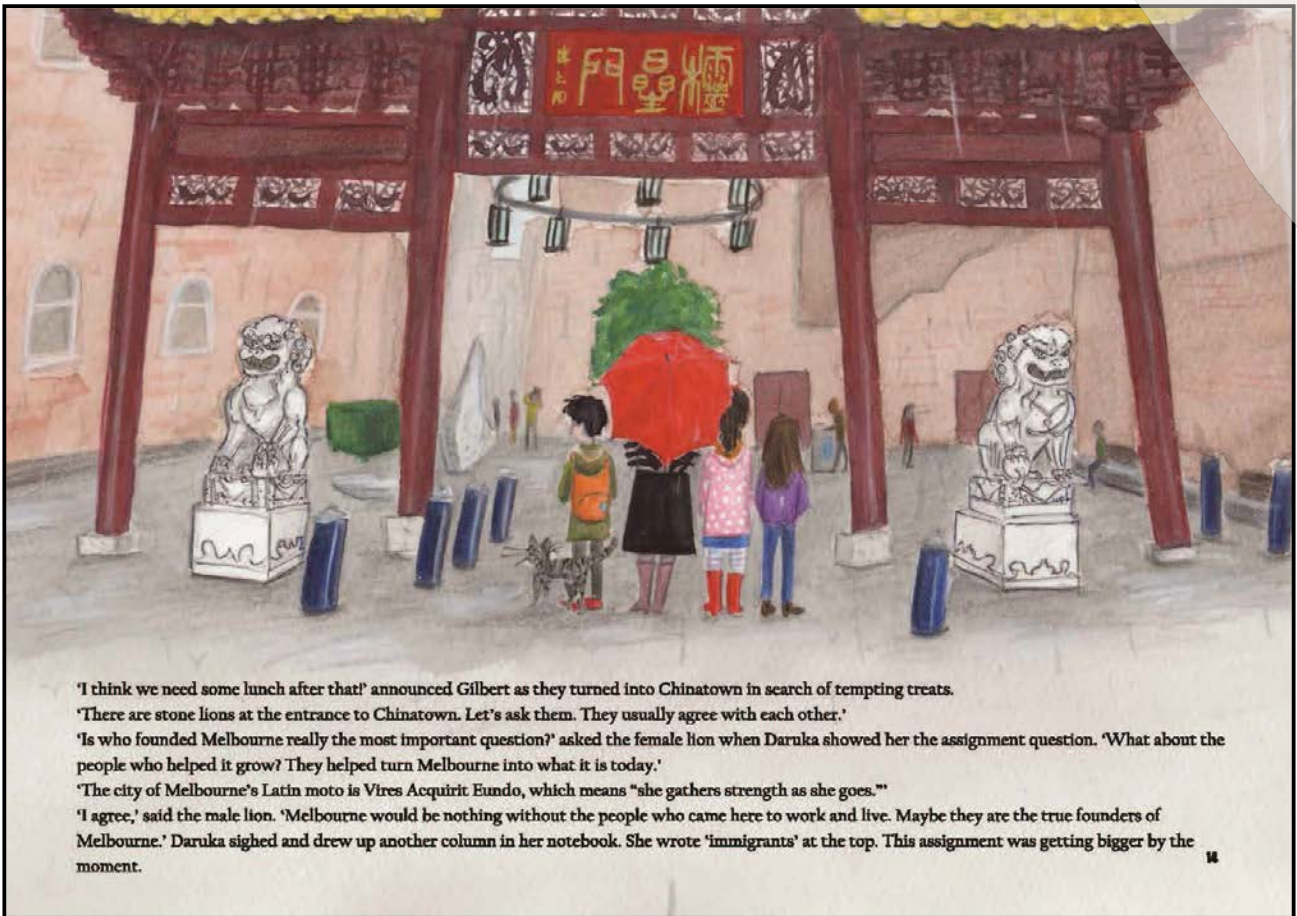
'Elizabeth Street in Flood'
F. A. Sleaf engraver. 1882
State Library of Victoria

Did you know?



As part of Hoddle's city design, Elizabeth Street was built over Williams creek. This caused a lot of problems as the street constantly flooded. The largest twentieth century flood in Elizabeth Street was in 1972. Can you find any photographs of it?

Immigration and Multiculturalism



'I think we need some lunch after that!' announced Gilbert as they turned into Chinatown in search of tempting treats.
'There are stone lions at the entrance to Chinatown. Let's ask them. They usually agree with each other.'
'Is who founded Melbourne really the most important question?' asked the female lion when Daruka showed her the assignment question. 'What about the people who helped it grow? They helped turn Melbourne into what it is today.'
'The city of Melbourne's Latin motto is *Vires Acquirit Eundo*, which means "she gathers strength as she goes."
'I agree,' said the male lion. 'Melbourne would be nothing without the people who came here to work and live. Maybe they are the true founders of Melbourne.' Daruka sighed and drew up another column in her notebook. She wrote 'immigrants' at the top. This assignment was getting bigger by the moment. 14

Activities:

1. Do a survey of the people in your class. How many were born in Melbourne? How many were born interstate or overseas? In which other places were they born? Turn your data into pie charts for your classroom walls.
2. The stone lions are evidence that Chinese immigrated to Melbourne. Is there any evidence in your local area that shows immigration from other countries? Clues could include suburb names, architecture or the types of shops. Find three pieces of information that show evidence of immigration in your local area.
3. Make a wordle for the word 'Multiculturalism'. What are all the things you associate with it?

Inquiry Question:

Why do people immigrate to Melbourne?

Prompts:

- What are the push factors (things that made them leave their own home town)?
- Are these the same as they were in the past?
- What are the pull factors (specific reasons to move to Melbourne)?
- Are these the same as they were in the past?
- From which countries do most immigrants to Melbourne come from today?
- From which countries did most people come from in the 1850s?
- From which countries did most people come from in the 1950s?

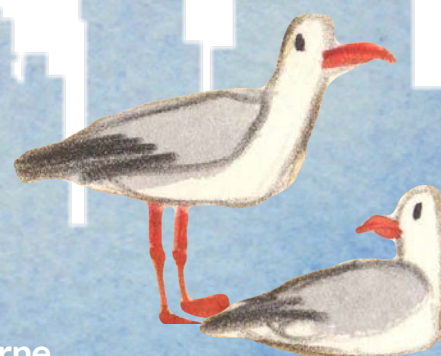
Useful research links:

Culture Victoria, 'Immigrants and Emigrants'

<http://www.culturevictoria.com/stories/immigrants-and-emigrants/>

Museum Victoria, 'Immigration to Victoria: A Timeline',

<http://museumvictoria.com.au/discoverycentre/websites-mini/immigration-timeline/>





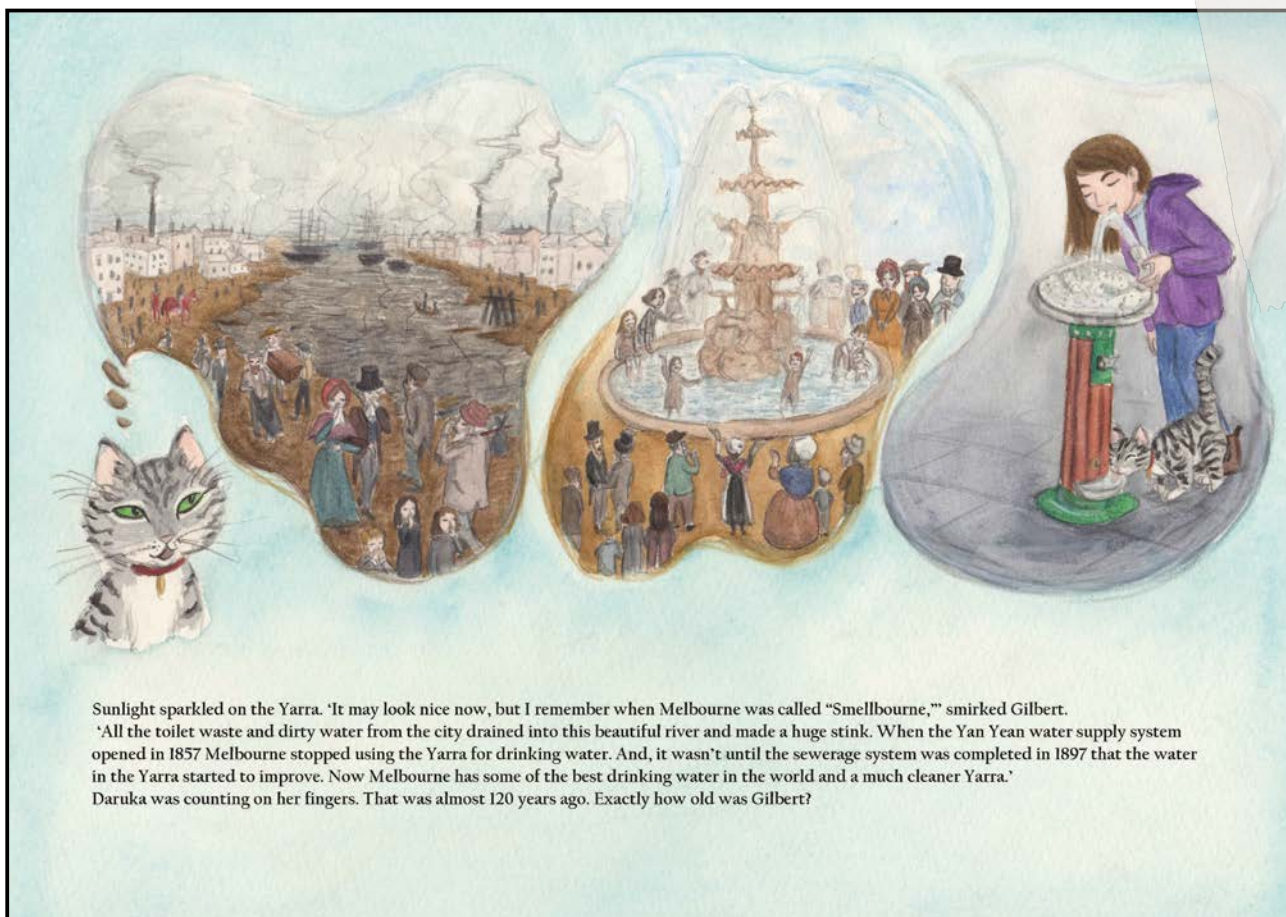
Stone Lions near the entrance of the Chinese Museum, Melbourne

Did you know?

That you can tell the gender of the stone lions on each side of the archway by looking under their paws. The female lion has a lion cub under her paw and the male lion had a world globe.



Melbourne Water and the Yan Yean System



Activities:

1. Melbourne was given the name 'Smellbourne' as a joke due to the terrible stench. This poem was written about it in 1908:

"On the banks of the beautiful Yarra.
'Tis there where the parliament dwells,
Rejoiced that the stream is too narrow,
To hold more than 500 smells"

Source: Marvellous Smellbourne (1908, January 4), National Advocate (Bathurst, NSW: 1889-1954), p3

Make an illustrated mind map showing why you think the Yarra River became so polluted in early Melbourne and the impact it had on those living in the area. Use the Melbourne Water posters 'Melbourne as it was', 'Realising a Vision', 'Building the Yan Yean' and 'The history of the sewerage system' to help you develop your ideas.

2. The early Yan Yean scheme experienced several problems as it was being set up. Make a table with two columns. In the left hand column list the problems and on the right, the solutions used to deal with the problems. Use the 'Water, water everywhere, not a drop to drink – and the quality' and the 'Solving the problem' posters to help you find the relevant information.
3. There are many different Indigenous versions of how the Yarra River was formed.

This is the story according to Wurundjeri Elder William Barak

http://www.melbournewater.com.au/content/rivers_and_creeks/the_rivers_and_creeks_system/history_of_our_rivers_and_creeks/history_of_the_yarra_river.asp

-Melbourne Water, 'History of the Yarra River'

Here is another version of the story that you can find at the Melbourne Museum

<http://museumvictoria.com.au/forest/water/yarra.html>

-Melbourne Museum, 'How the Yarra was Formed – A Kulin Creation Story'

Why do you think there are two such different stories to explain the same event? Make a mind map to show your thinking.

Inquiry Question:

How did the Yan Yean Water System make Melbourne a 'liveable city'?

Prompts:

- Where did early Melburnians originally get their water from? Why couldn't they continue doing that?
- What caused the Yarra to become so dirty? Which industries were responsible for most of the pollution?
- Why was it necessary to build the Yan Yean system?
- Where does the clean water from the Yan Yean scheme come from?
- Why is clean water so important to being a 'liveable city'?



Useful research links:

Melbourne Water: Yan Yean Reservoir,

<http://www.melbournewater.com.au/whatwedo/supply-water/reservoirs/pages/yan-yeen-reservoir.aspx>

Melbourne Water, 'History of the Yarra River',

http://www.melbournewater.com.au/content/rivers_and_creeks/the_rivers_and_creeks_system/history_of_our_rivers_and_creeks/history_of_the_yarra_river.asp

Public Records Office of Victoria, 'Water Stories'

<https://public-record-office-victoria.culturalspot.org/exhibit/IAlyzP8Lo1pmKw?position=0%3A0>

Melbourne Water posters. The posters are available on the Melbourne Day website.

<http://www.melbourneday.com.au/>



The Victoria Fountain after
it was moved to the Carlton
Gardens

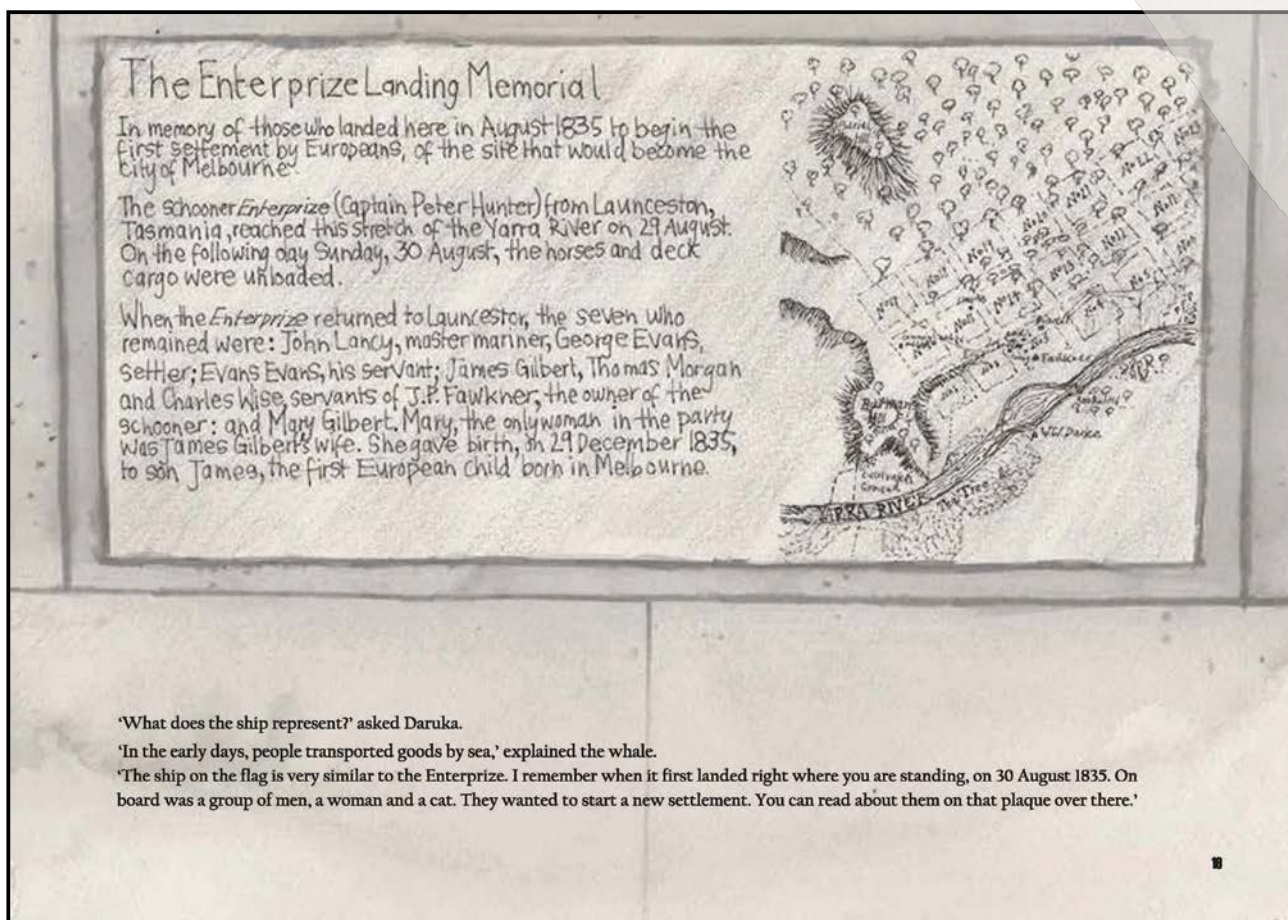
State Library of Victoria

The first fountain in Melbourne was built to celebrate the creation of the Yan Yean water system and was named the 'Victoria Fountain'. It was placed on the corner of Collins and Swanston Street in 1859 but the people of Melbourne wrote letters of complaint to the Argus newspaper as they said it blocked traffic and sprayed them with water when the wind blew. In 1864, the fountain was moved to the Carlton Gardens. The people of Melbourne still didn't like it, so it was demolished in 1879.

Did you know?



The Enterprize



Activities:

1. The illustration on The Enterprize Landing Memorial is a map of Melbourne by Robert Russell. It was drawn in 1837 before the development of the city of Melbourne. You can find a digitised version here: <http://handle.slv.vic.gov.au/10381/170516> Make a list of the natural features on this map. Make a list of the man-made features. Use Google Maps to visit Enterprize Wharf, the location of the plaque. Take a screen shot to show what it looks like today.
2. Batman's Hill is marked on Russell's map. What was located at Batman's Hill in 1837? What is at Batman's Hill today?



3. A group in Melbourne has made a working replica of The Enterprize. What kind of historical information would they have needed to make the replica as close to the original as possible? Make a mind-map to show how you think they got their information.

Inquiry Question:

What evidence is there to suggest that the crew of The Enterprize founded Melbourne?

Prompts:

- Who was on board The Enterprize?
- Who owned the ship?
- What were the crew looking for when they arrived on the banks of the Yarra?
- What did they do when they arrived?
- Why did they think that the area they stopped in might be a good place for a city?

Useful research links:

Melbourne Day, 'F.A.Q.S.'

<http://www.melbourneday.com.au/about.html#Whenwas>

Enterprize: Melbourne's Tall Ship,

<http://www.enterprize.org.au/>

Australian Bureau of Statistics, 'Migration Summary',

<http://www.abs.gov.au/ausstats/abs@.nsf/mf/3412.0/>

Monument Australia, 'Mary Gilbert',

<http://monumentaaustralia.org.au/themes/people/settlement/display/32395-mary-gilbert>

eMelbourne, Foundation and Early History,

<http://www.emelbourne.net.au/biogs/EM00602b.htm>

eMelbourne, Batman's Hill,

<http://www.emelbourne.net.au/biogs/EM00164b.htm>

A statue of Mary Gilbert
at the Fitzroy Gardens
Monument Australia



Mary Gilbert
First Migrant Woman Settler
Alice O'Connor 1911

Mary gave birth to a son, the first white child born in the Port Phillip settlement on 29 December 1835. He survived. It John Thomas Fawcett. Mary and her husband, Elizabeth James Gilbert, were in the original party of settlers who landed from the schooner Enterprise on 30 August 1835.

Mary Gilbert was the only woman on the crew of The Enterprize. She was pregnant at the time of the landing and soon after had a son. He was the first European baby to be born in what would become Melbourne and his name was John Gilbert.

Did you know?



The Melbourne Coat of Arms



Activities:

1. What do each part of the coat of arms represent?
2. At the time, these were all very important part of life in Melbourne's industry. But the city has changed a lot since then. What are some of the things that are important to Melbourne economy now?
3. Design a new coat of arms for Melbourne showing Melbourne's current industries.



Inquiry Question:

What did each of each of the industries shown on the coat of arms contribute to early Melbourne?

Prompts:

- Where any of these products exported to other countries?
- Why is it sometimes said that the Australian economy 'rode on a sheep's back?' What did the sheep produce?
- Where in Melbourne did the export ships leave from?
- Do we still have all of these industries in Melbourne? Why? Why not?

Useful research links:

Melbourne Day F.A.Q.S.

<http://www.melbourneday.com.au/about.html#Whatis>

City of Melbourne, 'Coat of Arms'

<https://www.melbourne.vic.gov.au/AboutMelbourne/History/Pages/CoatofArms.aspx>

Australian Government: Department for the Environment, 'History of Whaling in Australia',

<http://www.environment.gov.au/marine/marine-species/cetaceans/whaling>

Australian Government, 'Australia's Whaling Industry and Whales',

<http://www.australia.gov.au/about-australia/australian-story/australias-whaling-industry-and-whales>

ABC Local, 'The History of Wool Production',

<http://www.abc.net.au/overnights/stories/s3972042.htm?site=melbourne>

National Wool Museum,

<http://www.geelongaustralia.com.au/nwm/default.aspx>

Australian Government, 'Australian Farming and Agriculture',

<http://www.australia.gov.au/about-australia/australian-story/austn-farming-and-agriculture>

Places Victoria, Docklands History,

<http://www.places.vic.gov.au/precincts-and-development/docklands/about/docklands-history>

eMelbourne, 'Port of Melbourne',

<http://www.emelbourne.net.au/biogs/EM01162b.htm>



That the Melbourne Coat of Arms can be found in lots of places around the city including;

1. The pavement in front of the Melbourne Town Hall
2. Electricity boxes
3. Iron pillars

Look out for them next time you're in the city!

Did you know?



Gilbert the Cat

The main character of 'Gilbert and the Guardians of Melbourne' is a talking tabby cat who knows a lot about the history of Melbourne. We know from historical documents that when The Enterprize docked on the Yarra River, it had a cat on board. We don't really know what the name of the cat but we do know that it belonged to Mary Gilbert, so we've called him Gilbert.

Everybody knows what I looked like, because I was nick-named the 'Tassie Tabby!'



Project 1 – Gilbert’s Guide to Melbourne

Gilbert has decided to put out a new book called ‘Gilbert’s Guide to Melbourne’ and he would like your class to help him write it. It can be a print publication, or you can use PowerPoint or a program such as Book Creator. In the book he would like to include 10 Melbourne historical sites not covered in his last book. Each site should include:

- The location of the site with a clearly marked map
- An image (photo or illustration)
- What it can tell readers about the history of Melbourne
- Any interesting facts
- If it’s a digital book, you might like to include a video or an audio recording.

Gilbert wants his book to be a best-seller, so it can’t include the same information as other guide books. How can you make this book unique?

Gilbert would love to see the final product! Once you’ve finished, send it through to the Melbourne Day Committee so they can enjoy your work.



Project 2 – Add a Page! Individual Task

What might these people say about Melbourne? Add a page to 'Gilbert and the Guardians of Melbourne' where Gilbert introduces the children to these characters.



My name is Baron Ferdinand von Mueller. Let me tell you the story of the Botanical gardens in Melbourne.

My name is Betty Cuthbert. I know a lot about sport in Melbourne.



I'm Charles La Trobe. As the first Lieutenant-Governor of Melbourne, I have lots to share about the early colony of Port Philip.



I'm Judge Redmond Barry. I'm an expert on law and order in Melbourne.



I'm Dame Nellie Melba. If Gilbert introduces you to me, I'll tell you all about music and entertainment in Melbourne.

Details of Victorian Statues are available at Monument Australia. Some suggestions could include:

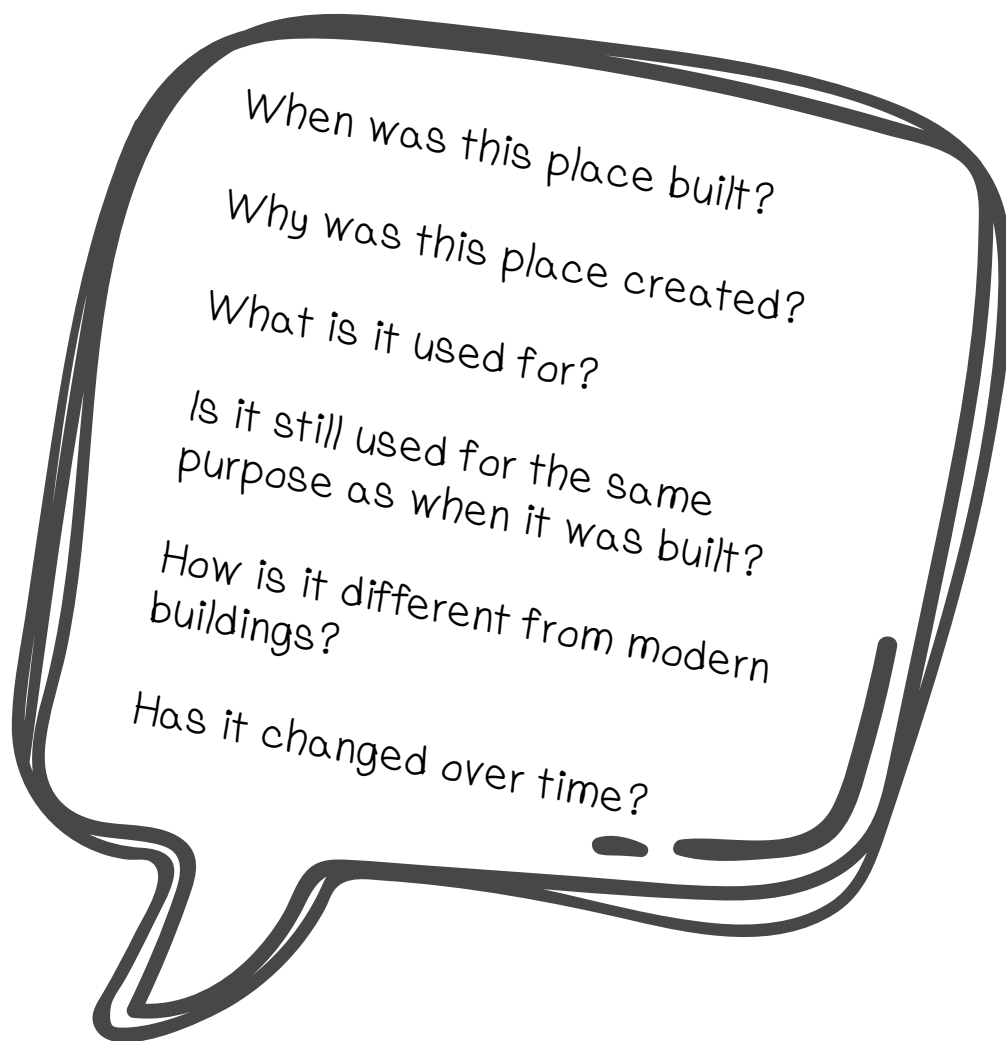
Sir Redmond Barry
Governor La Trobe
Nellie Melba
Mathew Flinders
Adam Lindsay Gordon
Burke and Wills
Donald Bradman

Cobbers Statue (WWI)
Robert Burns
Dame Edna Everidge
Sir Douglas Nicholls and Lady Gladys Nicholls
Players of the first ALF football match in 1858

Gilbert would love to see the final product! Once you've finished, send it through to the Melbourne Day Committee so they can enjoy your work.

Project 3: Gilbert's History Tours

Gilbert takes the students in your class on a historical tour of their own local area (a walk or via google maps). Students choose a building or an environmental feature in the neighbourhood and answer Gilbert's questions about it.



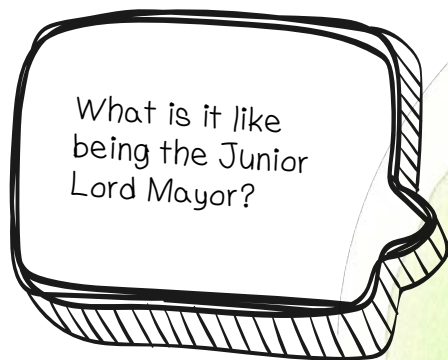
Junior Lord Mayor Competition

The winner of the Junior Lord Mayor competition in 2014 was Ebony Chiazor, from Stella Maris Primary School, Point Cook. If you look closely, you can see that the character of Daruka in 'Gilbert and the Guardians of Melbourne' was based on Ebony. While she was Lord Mayor, Ebony helped Lord Mayor Robert Doyle perform official duties, appeared in the Moomba Parade, raised the Melbourne flag on Melbourne Day, got interviewed by the media and visited the Royal Melbourne Show as a VIP.



Visit the Melbourne Day website to find out how you can become the next Junior Lord Mayor:
<http://melbourneday.com.au/education.html#juniorlord>

Here's Ebony being interviewed by Gilbert about her experiences as Junior Lord Mayor of Melbourne:



“When I first entered for the Junior Lord Mayor competition in 2013 I wasn’t successful, then I entered again the following year in 2014, and won it – in a contest of five finalists. I was so happy and excited, but nervous at the same time, because we had to talk to special panel of judges in the Melbourne city council building. Sitting there watching the 4 other contestants was very nerve-racking because I wasn’t sure whether what I said was good enough to win. In my head when they were just about to announce the winner, I just said to myself to keep positive and don’t think negatively. When they finally announced the name of the winner I came back to earth and realised I won, that I am the new Junior Lord Mayor of Melbourne. It was surreal to me, it felt like I was dreaming.

During my time as Junior Lord Mayor, I had many opportunities to attend special events like Melbourne Day, the Moomba Parade, the Royal Melbourne Show- show bag launch and a couple of other events. I also attended some multi- cultural shows, such as the African Music Festival and Ebola Fundraising Dinner. I will never forget the Nigerian Independence Day Celebration where I was a special guest. It was entertaining.

Serving as junior mayor was the first big stage in my life. It took a while to sink in, but I had an amazing time while it lasted. I got to meet new and amazing people and be a part of life changing events, dinners and festivals for all great causes celebrating different things. I was in the news media - TV, newspapers and in the internet. Today, I have a huge collection of photos of people from all works of life. I am so happy and grateful to the event organisers, the Mayor of Melbourne and his staff. I hope to make other contributions to the city of Melbourne and state of Victoria in coming years.

Miss Ebony Chiazor, 2014 Junior Lord Mayor.

Melbourne's Birthday Card

Design a Birthday Card for Melbourne. Think about important or historic sites or images that are representative of Melbourne. Underneath the card explain what you have included on the card and why you have included it. What message would you put on the inside of the card? Enter your birthday card in the Melbourne Day competition. More information on the Melbourne Day website <http://melbourneday.com.au/education.html#card>

