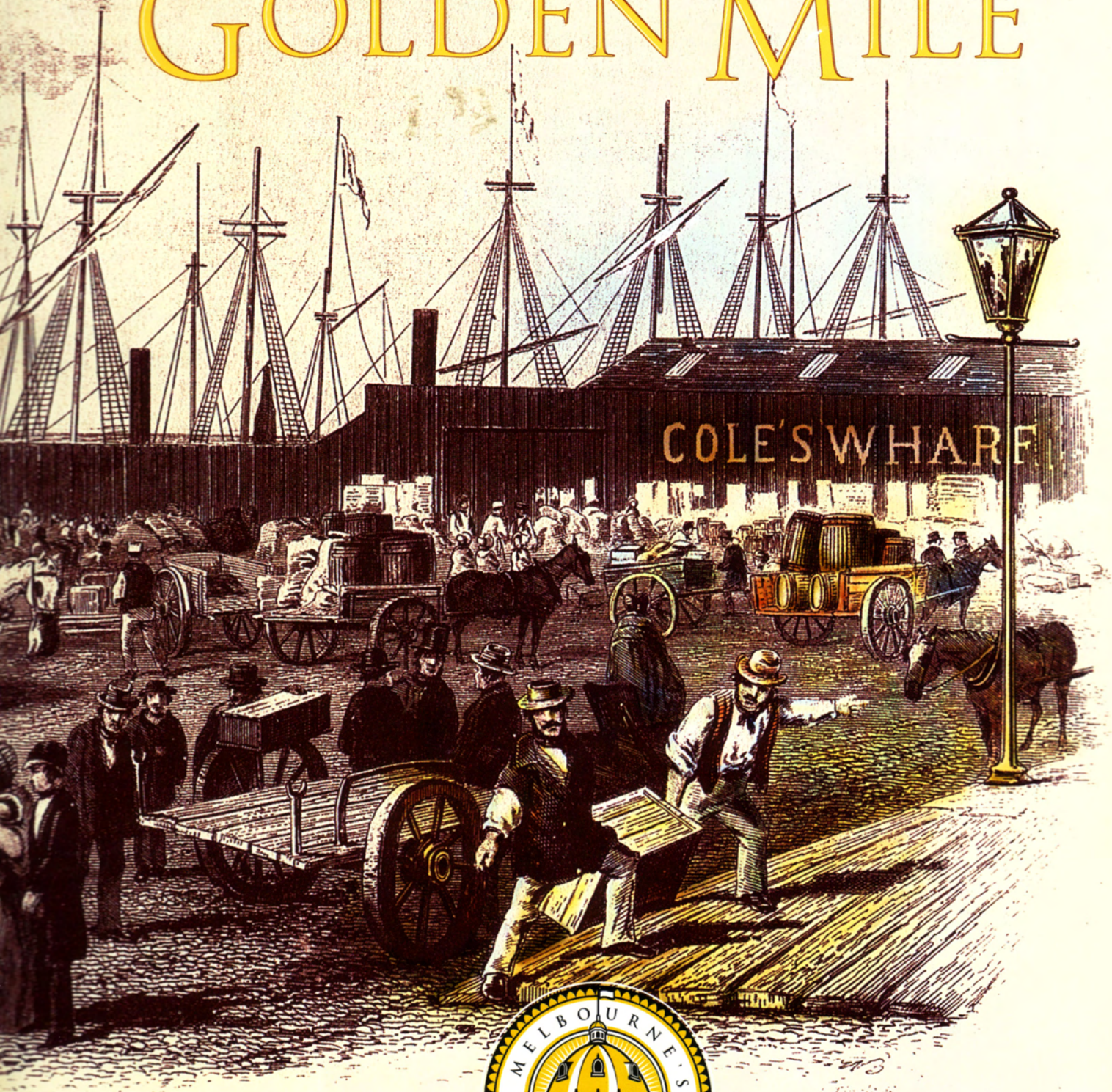
MELBOURNE'S GOLDEN MILE



AN EDUCATION PACKAGE

ACKNOWLEDGEMENTS

Project coordinator: Yolande Kerridge

Primary writing team: Diane Gardiner *Old Melbourne Gaol,* Henry Gaughan *National Gallery Victoria,* Ian Watts *Gold Treasury Museum/Post Masters Gallery*

Secondary writing team: Yolande Kerridge *Museum Victoria,* Richard Patterson *Heritage Victoria,* Stuart Potter *Melbourne City Council*

Editors: Professor Graeme Davison, Justin Francis, Diane Gardiner, Yolande Kerridge, Robyn Krause-Hale, Janet Marlow, Richard Patterson, Ian Watts.

Illustrators: Michael Pickering (cartoons), Pike Design

Graphic Designer: Pike Design

Thanks to the *State Library of Victoria,* the *Bailleu Library, University of Melbourne* and *Land Information Services* for the use of their visual material. Thanks to Dick Patterson and Julia Malloni for their photographs.

The contributions made by the teachers and students of Peninsular Grammar in trialing the materials in the early drafts is gratefully acknowledged.

Many others contributed their time and expertise to this project. Thanks to Karen Dowling *Parliament House,* Justin Francis *Melbourne's Golden Mile Heritage Trail,* Janet Marlow and Moya McFadzean *Museum Victoria,* Stuart Lucca-Pope *Royal Botanic Gardens* and Julia Malloni *Heritage Victoria* work experience student.

First published May 2000
© Museum Victoria
ISBN 0 7311 7200 0
Teachers may copy the material in this package for education purposes.

Melbourne's Golden Mile

Contents

1 Teacher's Guide and Overview 1

1.1 Background Information 1
1.1.1 Why study the city? 1
1.1.2 The heritage trail 1
1.1.3 This education package 2

1.2 What's in the Package 2
1.2.1 The Pre-visit activities 2
1.2.2 All the walks 2
1.2.3 The post-visit activities 7
1.2.4 How it hangs together 7

1.3 Going About It 8
1.3.1 One approach 8
1.3.2 Other possibilities 9
1.3.3 A matter of organisation 10
1.3.4 Getting around 11

1.4 Melbourne's Golden Mile & CSF II Levels 4 - 6 12
1.4.1 SOSE key concepts 12
1.4.2 SOSE skills 12

2. The Primary Section 13

2.1 Excursion Notes 13
2.1.1 Organisation 13
2.1.2 Other excursions 13

2.2 Pre-visit Activities 14
2.2.1 General preparation 14
2.2.2 Preparing for specific walks 16

2.3 The Walks 17
2.3.1 Walk 1 17
2.3.2 Walk 2 21
2.3.3 Walk 3 25
2.3.4 Walk 4 29

2.4 Post-visit Activities 33
2.4.1 Notes for teachers 33
2.4.2 Walk 1 33
2.4.3 Walk 2 33
2.4.4 Walk 3 34
2.4.5 Walk 4 34

3. The Secondary Section 35

3.1 Pre-visit Activities 35
3.1.1 Notes for teachers 35
3.1.2 The pre-visit activities 35

3.2 The Walks 41
3.2.1 Walk 1 41
3.2.2 Walk 2 49
3.2.3 Walk 3 57
3.2.4 Walk 4 63

3.3 Post-visit Activities 69
3.3.1 Notes for teachers 69
3.3.2 Section 1 70
3.3.3 Section 2 80
3.3.4 Section 3 81

4. A Resource Pack 83

4.1 Resource Images 83

4.2 Bibliography of Useful Sources 87

4.3 Useful Websites 88

4.4 Some Interesting Facts 88

This Education Package also includes a copy of the *Melbourne's Golden Mile* booklet that describes the four-kilometre public heritage walking trail.

1. Teacher's Guide and Overview

1.1 Background Information



Image 4: Students on trail (Source: Museum Victoria)

1.1.1 Why study the city?

A city is multi-faceted. Melbourne, like most cities, parades its physical, economic, social, cultural and political life in its built form and bears the traces of its evolutionary changes on its face. The secret is in knowing where to look.

Melbourne's Golden Mile Education Package gives students a good overview of the importance and dominance of the city and provides insights into reading the cityscape as a historical document.

1.1.2 The heritage trail

Melbourne's Golden Mile is a self-guided heritage trail that follows brass discs embedded in Melbourne's pavements. Taking tourists past the most significant buildings, the trail traces the development of Melbourne from a small and isolated settlement to one of the world's most significant cities and focuses on the wealth created by gold. *Melbourne's Golden Mile* starts at the Immigration Museum in Flinders Street and ends at the Royal Exhibition Building and the new Melbourne Museum. A colour booklet supports the trail and provides maps and historic details about the buildings along the way.

The brass pavement discs are of three types:

- Small 50 mm plain discs at one metre intervals delineate the direction of the trail.
- Larger discs depict the dome of the Royal Exhibition Building. The dome points in the direction of an adjacent building which is numbered and featured in the booklet.
- The largest discs depict both the Royal Exhibition Building dome and a number which indicates stopping points for the tourist to visit.

1.1.3 This education package

Melbourne's Golden Mile Education Package has been designed by practising teachers to enable *Studies of Society and Environment (SOSE)* students from levels 4 to 6 to make use of this tourist trail. These materials are directly related to the requirements of the Victorian Curriculum and Standards Framework (CSF II).

The Education Package contains:

- The booklet *Melbourne's Golden Mile*
- **Teacher's Guide** to the Education Package
- **The Primary Section** which includes organisation notes, pre and post-visit activities and The Walk for *SOSE, English* and *The Arts* Level 4
- **The Secondary Section** which includes organisation notes, pre-and post-visit activities and The Walk for *SOSE, English* and *The Arts* Levels 4, 5 and 6
- **A resource pack** of images and bibliographic sources

Aims of the education package:

To provide teachers with curriculum-related resource material which will:

- enable students to gain an understanding of the role and development of the city
- give students confidence in orienting themselves around a section of Melbourne
- provide CSF-related excursion activities and pre and post-visit material
- provide access to resource material and additional information for extended work on the city

1.2 WHAT'S IN THE PACKAGE

1.2.1 The Pre-visit activities

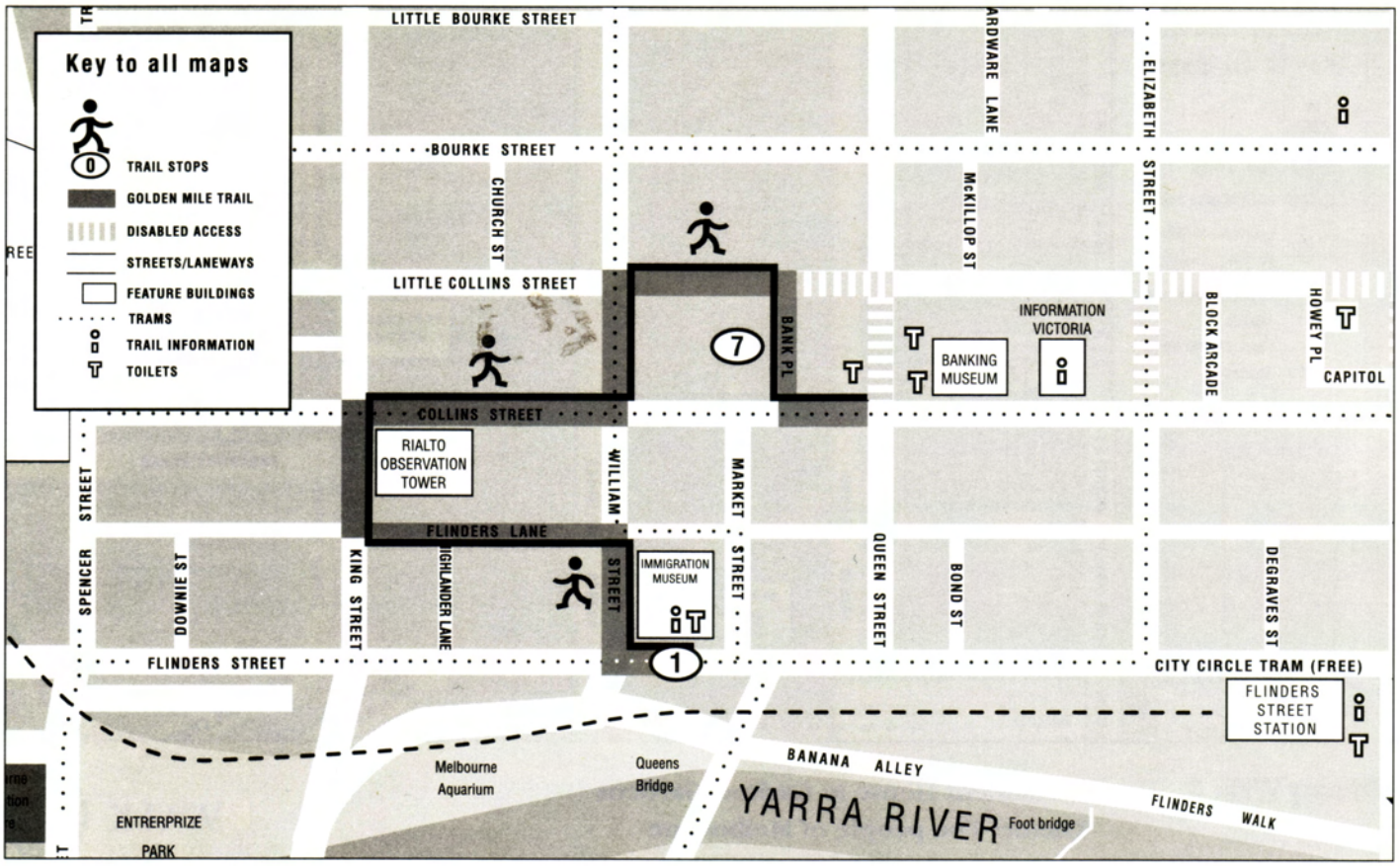
These are designed to prepare students to 'read' the iconography of the cityscape and observe signs of change. They focus on ways of seeing, rather than on specific detail. The pre-visit activities are generic and relate equally well to each of the four walks.

1.2.2 All the walks

There are four independent walks. Each has a distinctive theme but there are overlaps in the themes and approaches across the four walks. Each walk is enquiry based and includes aspects of historical methodology, recording, observation of the environment and use of evidence to form conclusions. Each walk takes approximately ninety minutes to complete.

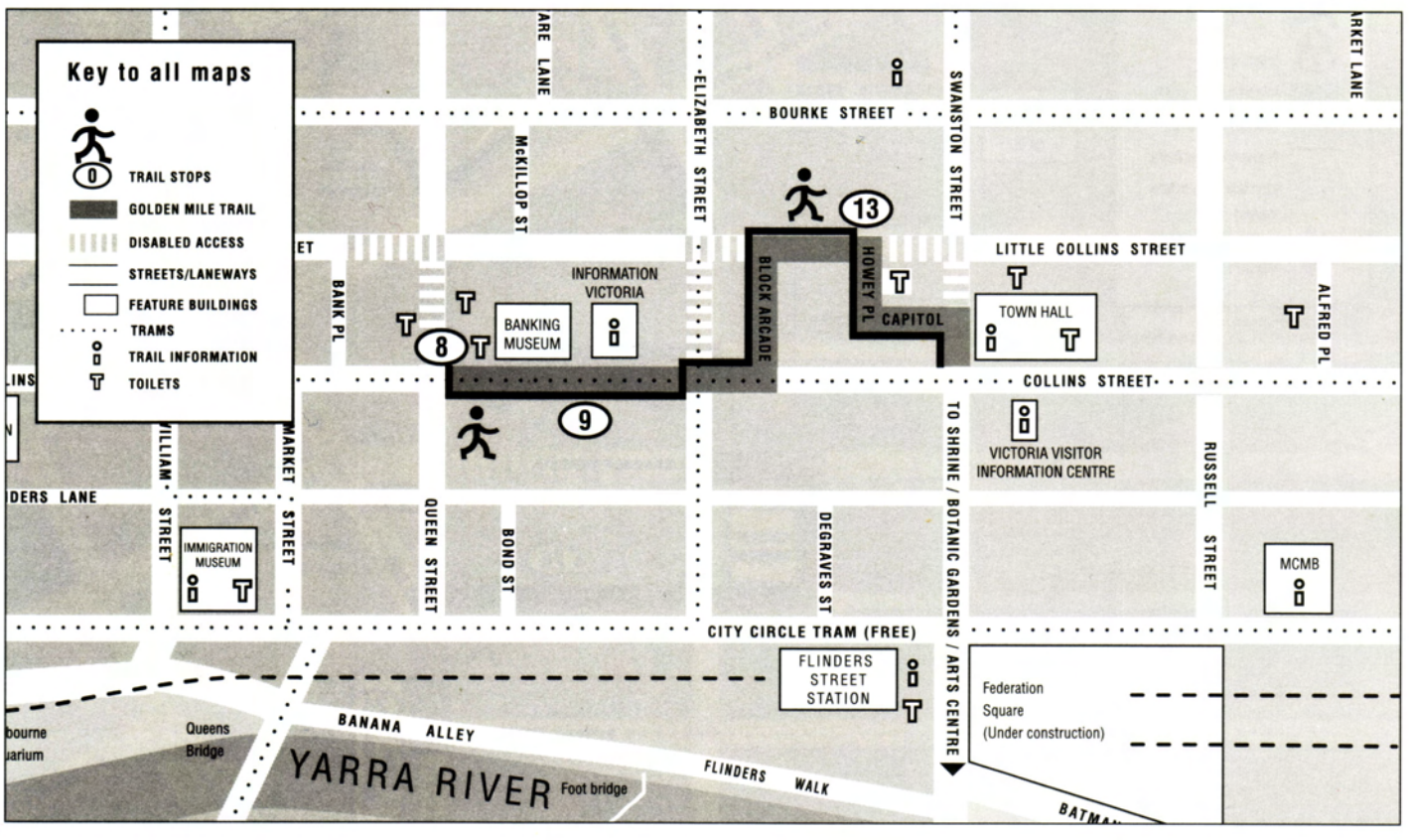
Primary Walk 1: **Flinders St. to corner Collins and Queen Sts.**
Theme: The settlement and growth of Melbourne

WALK 1



Primary Walk 2: **Corner Collins and Queen Sts. to Town Hall**
Theme: The commercial and retail heart of Melbourne

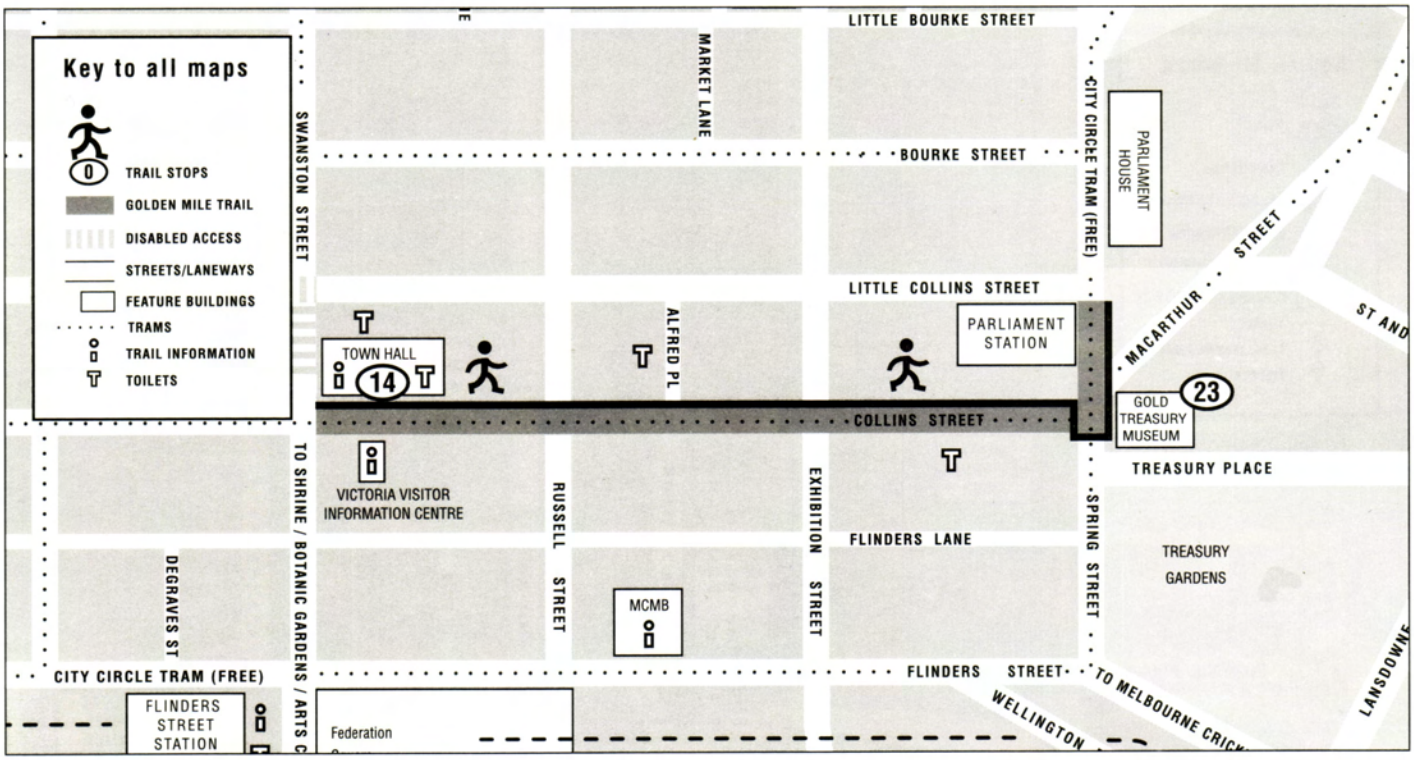
WALK 2



Primary Walk 3: Town Hall to Parliament House

Theme: The power and the politics of Melbourne

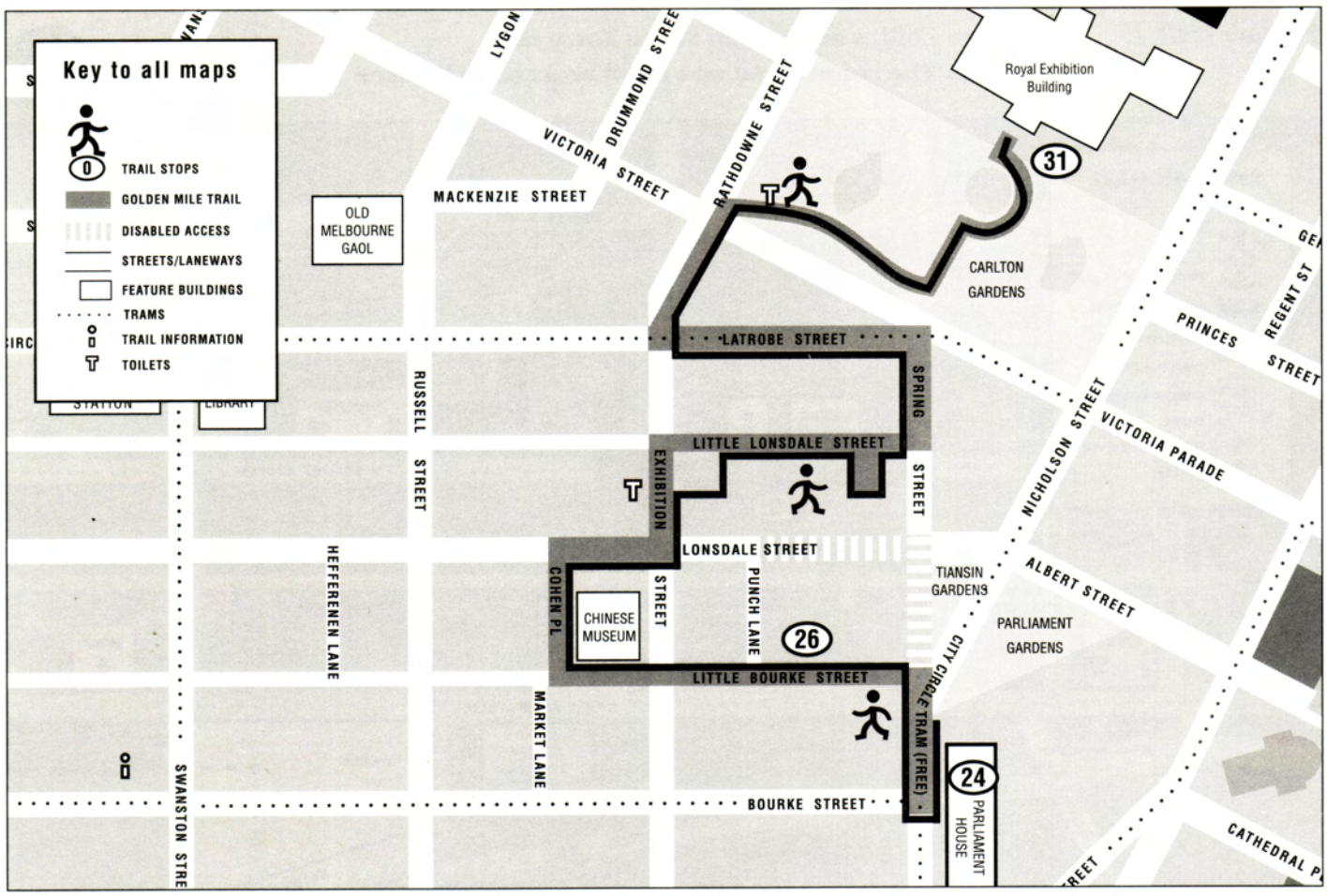
WALK 3



Primary Walk 4: Parliament House to Carlton Gardens

Theme: The people of Melbourne

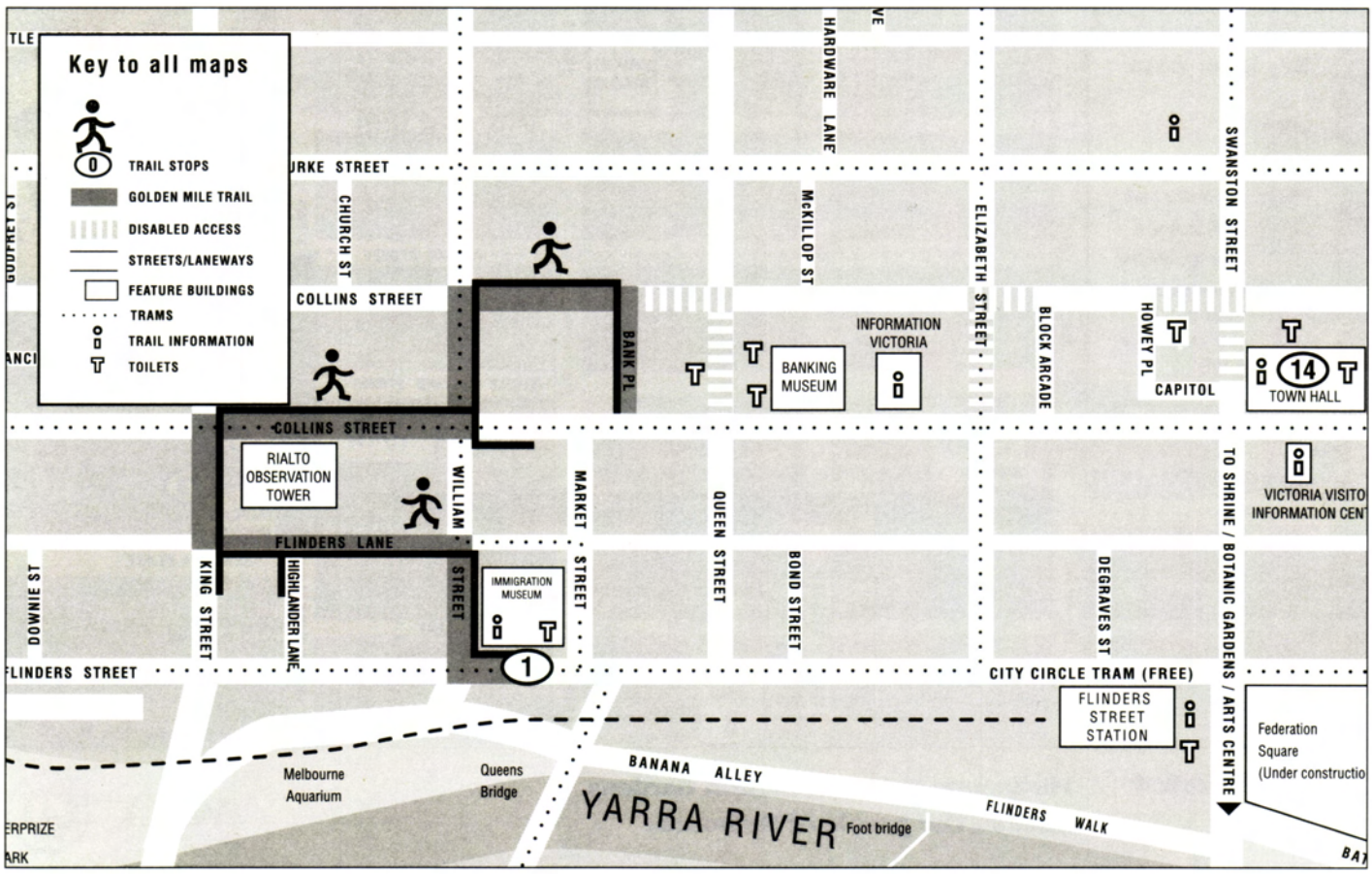
WALK 4



Secondary Walk 1: Flinders St. to corner Collins and Queen St.

Theme: The settlement and growth of Melbourne

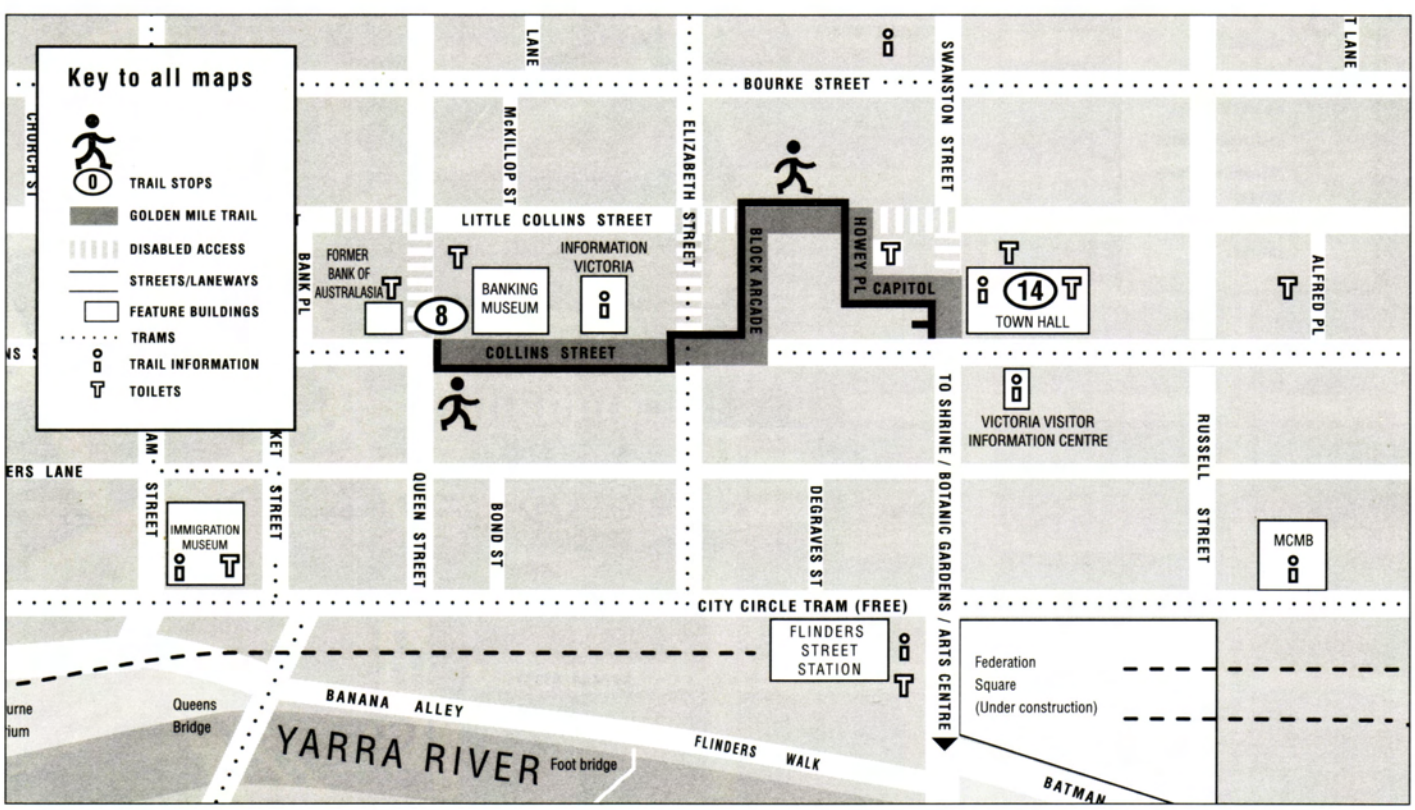
WALK 1



Secondary Walk 2: Corner Collins and Queen St. to Town Hall

Theme: The commercial and retail heart of Melbourne

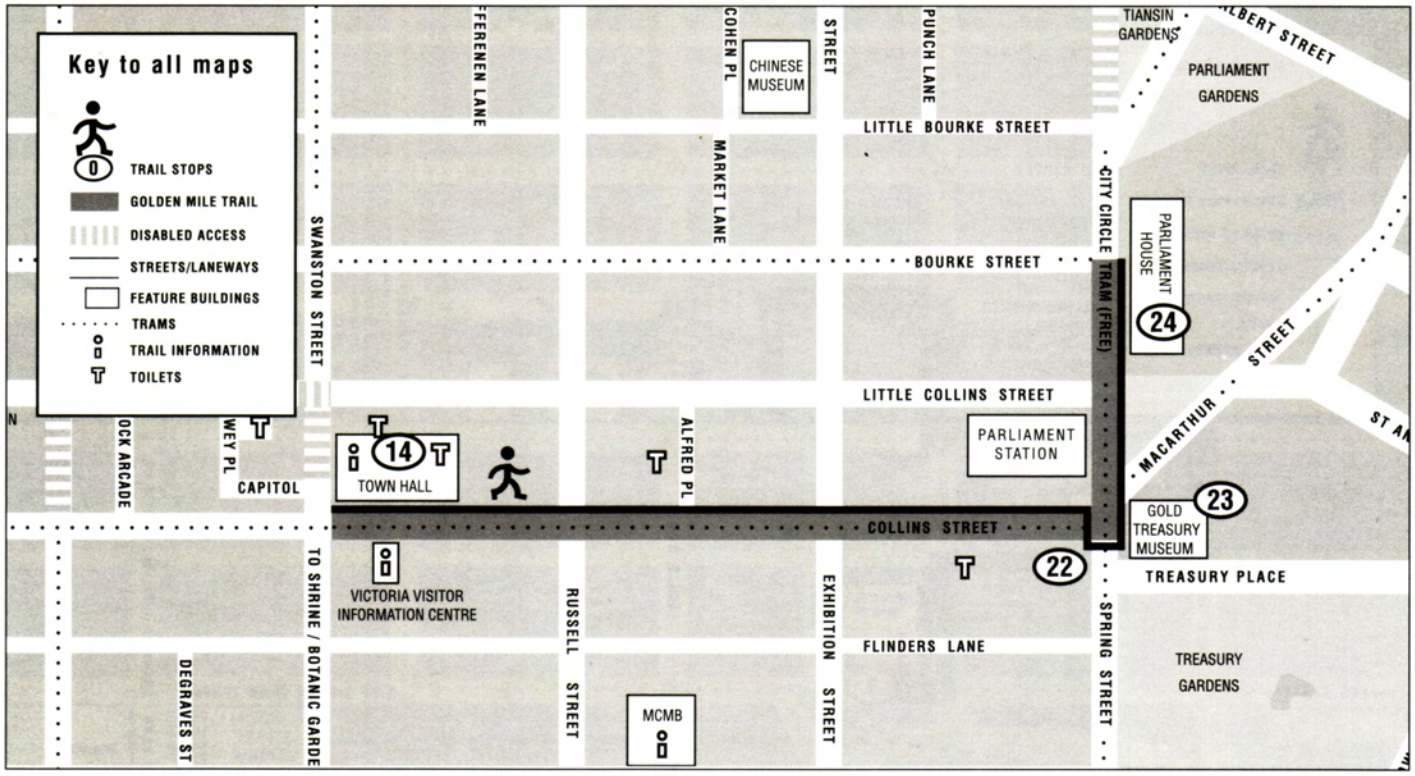
WALK 2



Secondary Walk 3: Town Hall to Parliament House

Theme: The power and the politics of Melbourne

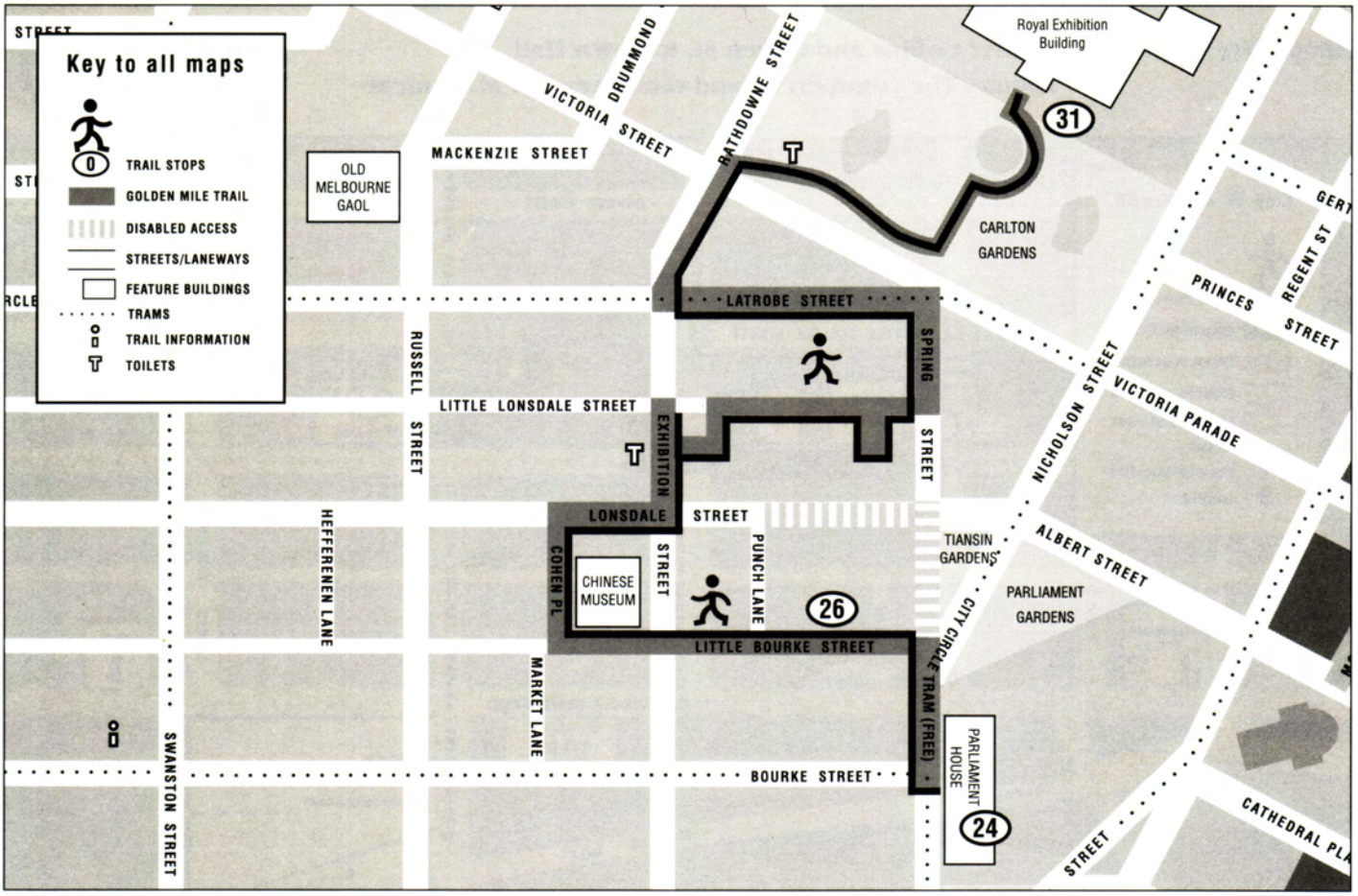
WALK 3



Secondary Walk 4: Parliament House to Carlton Gardens

Theme: The people of Melbourne

WALK 4



1.2.3 The Post-visit activities

These extend and enrich the walk activities, and culminate in a presentation of student work that covers the CSF II and key competencies.



Image 5: Students on walk (Source: Museum Victoria)

1.2.4 How it hangs together

Melbourne's Golden Mile

A heritage trail through central Melbourne

The Education Package

Designed by teachers, for teachers. Relates to the CSF II and key competencies
Primary Section (Level 4) Secondary Section (Levels 4, 5 & 6)

Pre-visit activities

These stimulate interest, generate discussion and prepare students to read Melbourne's streetscape.

Can be completed in two periods.

The walk

Four independent walks

Can stand-alone or be used in conjunction with the pre-visit activities

Linking thematic questions provided for all four walks

Can be linked with other city activities

Post-visit activities

These follow-up and extension activities are directly linked to activities on The Walk

Activities culminate in students producing a presentation

Presentation

Students select from a range of suggestions
The presentations cover the CSF II and key competencies

Assessment

Methods of assessment are provided. Can be modified to suit the needs of the class.

Reporting

Students' progress can be reported in terms of CSF II outcomes

1.3 GOING ABOUT IT

1.3.1 One approach for secondary students

School activities before the excursion to Melbourne:

Teacher organises excursion

Students complete pre-visit activities

Students:

- select their excursion theme and the walk they will undertake
- select an issue to explore for their final presentation
- choose a presentation method

During the excursion to Melbourne:

Students:

- complete their walk and answer the questions
- complete some sketches and take some photographs
- collect additional information during the walk that could be useful
- organise the information they collect as evidence to work on their issue

School activities after the excursion to Melbourne:

Students:

- complete post-visit activities
- plan their final presentation
- complete several questions using the information from the walk as evidence
- collect additional information from the library and other resources

The final presentation:

Students:

- refine their presentation method
- incorporate several different viewpoints and a range of information

Assessment:

Will be based on:

- the range of information collected on the walk
- the approach, methodology and presentation
- how thoroughly their issue was tackled

1.3.2 Other possibilities

There are several ways the excursion into the city could be organised.

Other activities within the city?

The walk may form just one of the activities undertaken during the excursion to the city. Only selected parts of the walk that suit the planned location of the visit and aims of the excursion need be completed.

The trail may also be used in conjunction with a visit to two or more museums along the way. Education Officers can be booked to conduct classes at the following locations:

1. **Chinese Museum:** features exhibitions on the Chinese goldrush in Victoria, ancient China and 150 years of Chinese Australian history and culture. Open between 10.00-4.30 p.m. each day and between 12.00-4.30 p.m. on Saturday. Teachers can make bookings at these times for guided tours of the Museum and Chinatown, Chinese art and craft workshops and yum cha lunches.

   Bookings (03) 9662 2888.
   22 Cohen Place, Chinatown (off Little Bourke Street, between Exhibition and Russell Streets).

2. **Gold Treasury Museum:** located on the ground floor of the Old Treasury Building. Three permanent exhibitions: *Built on Gold, Melbourne: a city built on gold,* and *Growing up in the Old Treasury* as well as a program of temporary exhibitions.

   Bookings: (03) 9651 2233.
   Spring St (top of Collins St).

3. **Immigration Museum:** provides visitors with an opportunity to learn more about Victoria's cultural diversity and to set themselves into the context of our immigration history. Programs for primary, secondary and adult education groups.

   Bookings: (03) 9927 2754.
   400 Flinders Street.

4. **Melbourne Museum:** exhibitions support school programs in *Science, Studies of Society and Environment, English* and other Key Learning Areas. Museum teaching staff can also provide curriculum-based advice to support classroom activity programs and teacher professional development.

   Bookings: (03) 13 11 02.
   Rathdowne Street (in Carlton Garden)

5. **Melbourne Town Hall:** sessions can be arranged through the City of Melbourne. A comprehensive education kit *'Investigating Melbourne Society'* is also available. The kit covers *SOSE, Civics* and *History* for levels 5 and 6 and VCE, with particular reference to 'How Council Works' and the history of Melbourne during the 19th and 20th centuries.

   Bookings: (03) 9658 8526.
   Cnr Collins and Swanston Streets

6. **National Gallery of Victoria:** houses the richest art collection in Australia. The collection comprises paintings, sculpture, drawing, fashion, furniture and decorative arts from Australia, Europe and Asia. P-12 school groups are offered educational tours, activities and special events.

   Bookings: (03) 9208 0291/2.
   285-321 Russell Street

7. **Old Melbourne Gaol:** constructed during the gold rushes, provides an insight into 19th century prison life of both men and women; phrenology and death masks; prison rules and regulations; the silence system and punishment; and Eureka.

   Bookings: (03) 9663 7228.
   Russell Street

8. **Parliament House:** free tours of Parliament House for school groups are available on weekdays when Parliament is not sitting (10am, 11am, 2pm and 3pm). Students receive a workbook to complete back at school. Places at Question Time are limited and only available to secondary students.

   Bookings: (03) 9651 8568 well in advance.
   Sitting dates are on www.parliament.vic.gov.au
   Spring St (top of Bourke St)

9. **Post Master Gallery:** is dedicated to the exhibition, conservation and preservation of Australia Post's philatelic, art and design material. Exhibitions include the hands-on *Think Design* experience, selections from the permanent collection illustrating the philatelic history of the nation and quarterly exhibitions investigating Australian culture.

   Bookings: (03) 9204 5021.
   321 Exhibition Street (enter from La Trobe Street)

10. **State Library of Victoria:** Education Centre offers student programs on a variety of subject areas. Teachers can also book *Melbourne – Its History,* a session that will assist research into the topic as well as providing access to thousands of images of Melbourne. Where appropriate, visits to the Rare Books and Maps section of the Library can be arranged.

    Bookings essential: (03) 9669 9068; request *Melbourne – Its History* by name.
    328 Swanston Street

A visit to the **ANZ Banking Museum** may also be useful, though sessions with an Education Officer are not available.

A larger unit of work?

The information in the Education Package could be the starting point for a much larger study. In this case only the pre- and post-visit activities and walks that are relevant to the development of this unit need be undertaken.

Taking another angle?

Evidence of Melbourne's growth and changes, and developments in jobs, lifestyles and technology can be read in the architecture and streets. Secondary students could form an hypothesis about Melbourne before the excursion and use the information on the walk and the evidence they collect, to support or reject their hypothesis. They could create their own data collection sheets before the visit.

Design an excursion?

In both these cases, a 'virtual' or actual cut and paste of the Education Package allows teachers to design their own excursion and add their own activities to suit their purposes. The distance that students and the staff accompanying the group are being expected to walk should be a comfortable distance. When the walks provided in the Education Package are being modified, this will need to be considered.

1.3.3 A matter of organisation

Before the excursion

It would be useful for students to locate the walk on a map or street directory and to read the relevant materials before they come into the city. Checking the location of toilets along the way is essential. Familiarity with the route and activities before the excursion will allow students to enjoy the walk.

Things to take

Cameras are a useful tool. Taking photographs along the way will add to the students' involvement and will be a valuable record of the buildings and streetscape for later research and presentation work.

Students should also come equipped with a clipboard and pen.

The provision of food and drink either before the walk or along the way should be considered. Students may need to carry this with them.

Everyone should be equipped to meet the weather! Although weather protection and sheltered areas are marked on the maps in the *Melbourne's Golden Mile* booklet, most of the walks are entirely in the open. So depending on the season, preparation should be made for extremes of heat, cold and the rain.

Safety

Road safety should be emphasised before the excursion. Melbourne's roads and small lanes are very busy and students should be reminded not to step onto the road while looking up at buildings.

Respect for heritage

Many of the buildings, monuments and sites along the way are Heritage Listed. Students should understand what this means and be aware of issues such as the preservation of these sites and the special care that needs to be taken. Students should not lean their clipboards against these monuments, plaques or buildings while writing.

Respect for other pedestrians

A discussion before the visit regarding crowded footpaths, and the generally fast pace of pedestrian and road traffic, will prepare students for the conditions they will encounter. Students should be advised not to block doorways or steps, or to aggregate on corners where they are likely to cause an obstruction.

1.3.4 Getting around

It would be unrealistic in most cases for a whole class of students to follow one of the walks where they all begin from a common starting point, at the same time. To avoid blocking the footpath and crowding the stops along the way, the class should be divided into smaller groups with stated starting times. Potential congestion points along the way are in areas such as doorways, foyers of buildings or around signs and plaques. Students should be aware that other pedestrians will need access through these areas.

Parent leaders for primary school groups?

The primary walks are suitable for smaller groups of students who can be led by a parent. The information provided is a sufficient resource for group leaders to confidently highlight the selected aspects of the city. The walk should be photocopied to allow at least two copies per group; one for the parent/teacher and one for a rotating student scribe. Alternatively, teachers may wish to provide each student with a photocopy so they can all participate in the suggested activities along the way.

Independent groups within the city?

Depending on the level of responsibility of secondary students and degree of supervision required, one class could be divided into small groups and cover all four walks. As each of the walks has a different theme, students could share their findings and observations when they return to school. The walk should be photocopied to allow one copy of the relevant walk for each student. Starting and ending points of the walk should be made clear, and arrangements would have to be made for assembling on completion at a central and accessible place in the city.

1.4 MELBOURNE'S GOLDEN MILE AND THE CSF II

The Education Package has been designed around the learning outcomes of the Key Learning Areas of *SOSE*–strands *History, Economy and Society* and *Geography–English* and *The Arts* (levels 4, 5 and 6), of the CSF II. This material is in keeping with the integrated curriculum and DEET priorities such as *Civics and Citizenship.*

1.4.1 SOSE key concepts

The pre, post-visit and walk activities specifically address the following key *SOSE* concepts:

History

- *Time* - chronology to label periods of time, measured by the built environment
- *Change* - types of change and the impact of change on people's lives
- *Continuities* - how people in the past have tried to conserve social, political, economic and cultural aspects of their societies
- *Contingency* - the effect of events or development occurring in the same context
- *Leadership* - the contribution of key individuals
- *Evidence* - the range of sources of information about the past

Geography

- *Place* - the human characteristics of places at local scales
- *Distribution* - patterns of natural and human processes and features
- *Relationships between people and environments* - how people use and alter environments

Economy and Society

- *Civics and social organisation* - economic and political systems and their impact on groups
- *Economic management and decision making* - ownership, management and distribution of resources
- *Employment* - the nature of work

1.4.2 SOSE skills

The education materials enable students to investigate the past and present of Melbourne by observing and analysing a range of primary, secondary and visual sources and geographic information, and use this evidence to draw conclusions.

In particular, the Education Package utilises the following sources of evidence:

- *Buildings and streetscapes* - superficial and structural alterations to buildings, building materials, erosion and signs of wear, remnants of pulleys and other obsolete structures, faded lettering and signs, dates on the facade, shadows of demolished neighbouring buildings
- *Roads and lanes* - signs of wear, carriage wheel grooves, storm water drains, changes in the layout and use of alleys and lanes
- *Textual sources* - historical plaques, street and lane names, building names, foundation plaques
- *Monuments* - identity, iconography, and location of historical monuments

The Education Package encourages the use of the following geographic techniques:

- *Map reading* - direction, scale and interpretation
- *Observation, collection and recording of data in the field* - the use of notes, photographs, sketches and measurement to analyse land use and change
- *Process and interpret data* - graphing and mapping
- *Communication through geographic media* - presentation of student work which includes non-textual forms such as maps, graphs, flow diagrams, block diagrams and aerial photographs

Each of the four walks incorporates a range of these sources of evidence and geographic skills. However which of these skills is emphasised will depend on how the walk material is extended back at school. Suggestions are made in the post-visit activities.

2. THE PRIMARY SECTION

2.1 EXCURSION NOTES

Cities are dynamic places constantly changing and developing. Cities conceal within their streets and buildings layers of history and stories of past eras. Closer inspection will reveal the important developments, events and people that have shaped the character and aesthetic of the city. The walks are designed for teachers to give students a glimpse of early Melbourne and an appreciation of its life and times.

The walk complements *Melbourne's Golden Mile* trail that covers, in ten precincts, the story of Melbourne from 1835 to 1901. The same precinct headings are used in the 'student walks'. In addition the photographic reproductions in *Melbourne's Golden Mile* booklet are a rich resource for activities.

The walks will enrich most Key Learning Areas in the CSF II. Although some of the explorations will be particularly relevant to *SOSE* (*History, Geography* and *Civics*), *English*, and *The Arts*, there is much to make it useful for other areas such as *Mathematics* and *Technology*.

Possible themes that could be developed with the trail are:

- Famous people (artists, architects, politicians, city founders)
- Crests/Coats of Arms
- Change in use of buildings, design, re-building
- Public Buildings (Town Hall, Customs House, Parliament House, Old Treasury Building, Old Melbourne Gaol)
- Monuments
- Art (sculptures, public murals)
- Civics (laws and rules)

2.1.1 Organisation

Organise students into groups of three or four with one student acting as scribe. Each group should be provided with a photocopy of the trail and the discussion sheets. A pencil and suitable folder should be carried to assist with the written activities.

2.1.2 Other excursions

The trail may also be used in conjunction with a visit to two or more museums along the way. Education Officers can be booked to conduct classes.
See 1.3.2 Other possibilities

2.2 PRE-VISIT ACTIVITIES

This section includes suggestions for pre-visit activities that will familiarise students with some of the concepts and vocabulary, and architecture, monuments and decoration that may be seen and used along the walk.

They are designed to prepare students to 'read' the iconography of the cityscape and observe signs of change. They focus on ways of seeing, rather than on specific detail, and being generic relate equally well to each of the four walks.

The general activities are suitable for all the walk options. Pre-visit activities that are relevant to specific walk options are also provided.

2.2.1 General preparation

Maps and vocabulary

The students should know the meanings of the following words:

- Hansom cab, arcade, myth, crest, coats of arms, mosaic, thoroughfare, memorial, plaque, precinct, chambers, barrister, facade, dome, milliner, petition, portico, stonemason, temperance, slate, exhibition, denomination, unicorn, commission, sculpture, exhibition, monument.
- Discuss the following terms:

  Land Boom, captains of industry, powerbrokers, mining magnates, commemorative plaque, foundation stone, Marvellous Melbourne.
- Familiarise the students with a map of the central business district of Melbourne and locate some of the streets mentioned in the trail. Students may then be encouraged to locate some of the landmarks of interest to them. This could be used in conjunction with the trail during the walk.

The changing streetscape

Students could work in pairs or small groups for this activity.

- Select two photographs that depict early Melbourne at different periods. For example, you could use Image 40: *Collins Street looking East from Spring Street 1871* in the Primary Section and *Image 62: Collins Street with trams 1880s* in the Resource Section.
- Students could draw up a table and record the similarities and differences they can see in the two photographs.

Similarities	Differences

- Write a paragraph describing what they would expect to find there now.

The changing lifestyle

Students could work in pairs or small groups for this activity and examine the photographs taken from the Melbourne Observatory (see Image 39: in the Primary Package).

They could:

- list the jobs that are associated with the things they can see. For example: Horse: carriage makers, blacksmith, feed merchant, carriage drivers.
- put a cross beside the jobs which are now either obsolete or uncommon.
- list the modern equivalents of these jobs. For example:

Horse	carriage maker	feed merchant
car	automotive worker	service station attendant

The work of artists in Melbourne

There are many statues of significant people in Melbourne. When designing these monuments, the sculptor had to decide how best to present the person and their personality through the pose, clothing and facial expression.

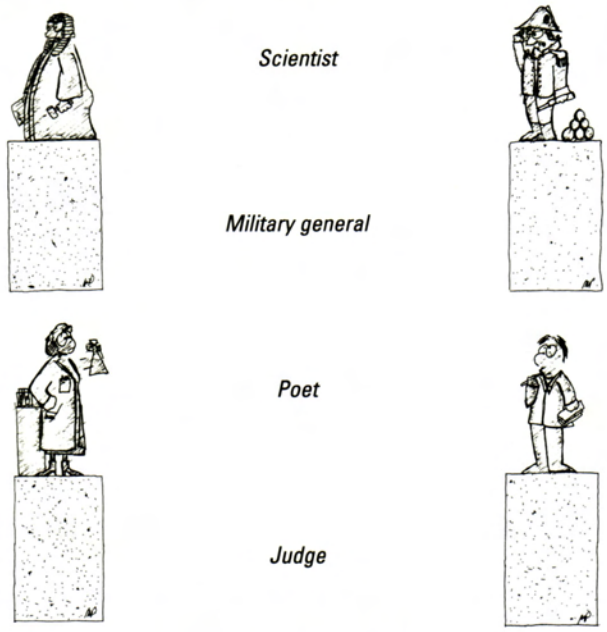


Image 9: Cartoons (Source: Museum Victoria)

i) Photocopy the four cartoon drawings of monuments, one copy for each pair of students.

Students could then:

- look closely at the drawings of statues and draw a line from the statue to the word which best describes the job of the person depicted in the statue.

ii) Statue Role Play working in pairs, one student takes on the role of the sculptor and one the role of the statue. They could:

- choose a person they want to commemorate with a statue. The 'sculptor' poses their statue (partner) in a way that indicates their job and personality.
- consider the body position and props.
- unveil their statue for the class and let them guess the identity of their famous person.
- swap roles.

Making and following maps

Maps are an integral part of the walking trail. Students could draw a map showing the way they travel from home to school (or other location). They could test their map by giving it to someone else to follow.

The materials and design of buildings

Public buildings are often designed to make a public statement about the importance of their function. They do this through their size, design and decoration. There are also many different materials used to construct a building. These are selected because of their strength, durability, transparency or beauty.

- From this list of building materials, students could select five (or use materials not listed) and design their own public building (like a town hall, library or art gallery).

sandstone	bluestone
glass	plastic
concrete	corrugated iron
steel	timber
paper	bricks

Students could:

- draw the building and indicate with labels, where they have used the materials.
- write at least one reason why they used each of these materials in that particular part of the building.
- check the success of their design by seeing if someone near them can guess the function of their public building.

Immigrants

Students could work in pairs for this activity. Ask them to look closely at the photograph provided *(Image 42: Emigrants landing at Queens Wharf)* that shows migrants arriving in Melbourne to begin a new life. They could:

- imagine they are one of those people depicted in the drawing and write a letter home to their family outlining their hopes and plans.
- describe their first impressions of Melbourne. They could use the other photographs provided in the Education Package to give them a picture of what Melbourne was like at the time.

2.2.2 Preparing for specific walks

Walk Option 1 (Stops 1 to 7)

This walk option refers to Stops 1-7 in the *Melbourne's Golden Mile* booklet. It starts at the Immigration Museum and concludes at the corner of Bank Place and Collins Street.

1. From the time Melbourne was settled by Europeans, sailing ships came up the Yarra as far as the Customs House. The students could collect photographs of sailing ships that would have been common during the 1830s – 50s. Issues such as conditions on board the ships and typical cargoes could be discussed.
2. Using the copy of the original street plan that Robert Hoddle designed for Melbourne (see image 41), compare it with a contemporary map of the city. Discuss the similarities and differences.

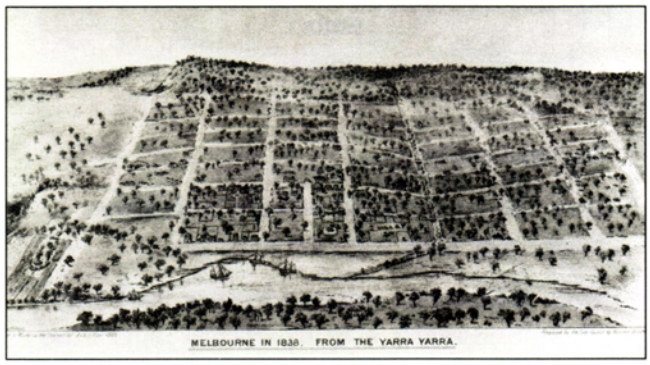


Image 41: Clarence Woodhouse *Melbourne 1838 from Yarra*
(Source: La Trobe Picture Collection, State Library of Victoria)

3. Conduct a quick brainstorm with the class on how public transport, cars and trucks have changed the way the city looks and operates. What other services need to be considered when planning a city? For example: sewerage, water, etc.
4. During the walk the students will see many club buildings. Ask them to list as many different clubs as they can. Discuss reasons why people may want to join these clubs and link the discussion to club memberships the students may be familiar with such as football, scouts, basketball, netball, guides etc.

Walk Option 2 (Stops 8 to 13)

This walk option refers to Stops 8-13 in the *Melbourne's Golden Mile booklet.*

It starts at the ANZ Gothic Bank, N.E. corner of Queen and Collins Streets and concludes at the Manchester Unity Building on the corner of Swanston and Collins Streets.

Find photographic examples of different architectural styles (include Gothic, ancient Greek and Roman, skyscrapers). Let the students group the buildings according to different categories such as decoration, function, size and shape.

Walk Option 3 (Stops 14-22)

This walk option refers to Stops 14-22 in the *Melbourne's Golden Mile booklet.*

It starts at the Melbourne Town Hall in Swanston Street and concludes at the Gold Treasury Museum at the corner of Spring and Collins Streets.

Find pictures of Burke and Wills and their expedition and use these reproductions to make a picture book of their story. Why are they so famous?

Paintings in The National Gallery of Victoria of Burke and Wills could be used as a start: John Longstaff *Arrival of Burke and Wills and King at deserted camp at Coopers Creek, Sunday evening, 21st April 1821,* painted in 1907, and Sidney Nolan *Burke and Wills at the Gulf,* painted in 1961.

Walk Option 4 (Stops 23-31)

This walk option refers to Stops 23-31 in the *Melbourne's Golden Mile booklet.*

It starts at Parliament House and concludes at the Royal Exhibition Building and Melbourne Museum.

Many churches and philanthropic organisations have worked in the city since it was first settled. Discuss how social services such as The Wesley City Mission, Salvation Army, Anglican Mission to the Streets and Lanes or St Vincent de Paul Society perform their work.

2.3.1 WALK 1

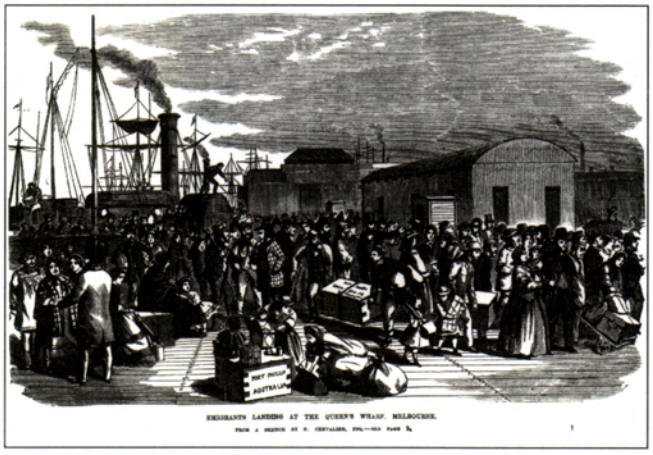


Image 42: Emigrants landing at Queens Wharf Melbourne
(Source: La Trobe Picture Collection, State Library of Victoria)

This walk option refers to Stops 1-7 in the Melbourne's Golden Mile booklet. It starts at the Immigration Museum and concludes at the corner of Bank Place and Collins Street.

The teacher/leader and each group of students will follow the brass pavement markers between each stop. The following material provides information and activities for each of the stops along the way.

Melbourne's Front Door

Stop 1. The Immigration Museum

The Yarra River near the Customs House has always been an important part of Melbourne. The Aboriginal people, the *Woi wurrung,* often crossed the river Yarra, which they called *Bay-ray-rung,* at this place.

Settlers named this spot the *Falls,* because of the low waterfall which divided the freshwater upstream from the salty water downstream. Ships sailed up the Yarra and immigrants and passengers disembarked and went through the Customs House.

This building (Immigration Museum) was once the Customs House.

What was the purpose of the Customs House?

Can you discover what buildings were here before the Customs House was built?

Clue: Find the blue plaque near the door and read it.



Image 43: Royal Exhibition Building Dome in Golden Mile logo
(Source: Melbourne's Golden Mile Heritage Trail)

What do you see above the door?

Find examples of other coats of arms during your walk.

Record what some of them have in common.

Find the first large brass marker. It has an engraving of the Royal Exhibition Building dome on it.

Draw it.

Follow the brass markers on the footpath to the next stop.

Stop 2. The place for a village?

It was thought that John Batman came ashore near here. However, scholars now believe he may have been on the Maribyrnong River.

Follow the brass markers on the footpath to the next stop.

Stop 3. Rum and river water

On the corner of Flinders Lane and William Street was the site of Fawkner's Hotel, Melbourne's first permanent house, built in 1836. This was once the centre of Melbourne.

Read the plaque.

Why did they settle here first?

Why do you think this is an important site?

Look at the horse hitching posts. Hotel patrons would tie up their horses here before going inside the building.

Follow the brass markers on the footpath to the next stop.

Along the way spot the toilets in the air! You will find them as you walk down Flinders Lane on the right. (Clue: Look for the corrugated iron walls attached to one of the buildings.)



Image 44: Le Meridian Toilets (Source: Museum Victoria)

Stop 4. A widow's winning ways

Read the plaque on the window of these bluestone warehouses which were begun in 1852. Between 1858 - 1873 a woman, Cecilia Zander, managed and expanded a storage business here.

When was this place built?

What was the name of this building when it re-opened in 1975?

Follow the brass markers on the footpath to the next stop (Stop 5).

Along the way:

Find the 'Butter Factory'.

Where would you find a butter factory today?

What is the building used for now?

Find the glass tiles on the pavement.

What do you think is under the pavement?

The Rush to be Rich

In the 1880s Melbourne became a very rich city. Many people were very wealthy. They built beautiful homes as well as magnificent offices for their businesses. Some of these offices still survive today.



Image 45: South Australian Insurance, Winfield House, and The Rialto
(Source: Museum Victoria)

Stop 5. The Venice of the south

Part of the way along Collins Street block STOP at marker number 5. Look at the five magnificent buildings on the opposite side of the street.

What can you see at the top of their towers?

Notice other decorations - tiles, mouldings, colours and shapes.

Sketch some of the patterns you can see in the boxes provided.

Follow the brass markers on the footpath to the next stop (Stop 6).

Along the way:

When you are passing 84 William Street look at the carving around the archway and windows.

Think of five words to describe the decorations.

1 _____

2 _____

3 _____

4 _____

5 _____

Stop 6. Where gentlemen prefer bonds

The Australian Club was a club for 'captains of industry'. Examine the building.

How many different types of stone can you see?

Do you know the names of some of the stones?

Circle the ones you can see on the building:

Bluestone *granite* *marble*

sandstone *basalt*

Look at the doors.

Why do you think they have used lions to decorate the main doors?

_____

_____

_____

Follow the brass markers on the footpath to the next stop (Stop 7).

Stop 7. Savages in suits



Image 47: Mitre tavern (Source: Museum Victoria)

When was the Mitre Tavern built?

What is a mitre?

Find the wooden sign hanging on the side of the building.

Does the person on the sign remind you of a famous person? Circle who you think it is:

Captain Arthur Phillip

Captain Cook

Governor Charles La Trobe

John Batman

Follow the brass markers on the footpath to Queen Street.

Along the way:

As you leave Bank Place notice the large crest on the building across the road.

What business owned this building?
Who occupies it now?

There is a coat of arms above the door of The Bank of Australasia, 394 Collins Street.

See if you can find other coats of arms along the way. *Draw one.*

Well done! You have completed Walk 1!

2.3.2 WALK 2

This walk option refers to Stops 8-13 in the *Melbourne's Golden Mile* booklet. It passes through the business and financial heart of the city and ends in the commercial and retail part of the city. The walk starts at the ANZ Gothic Bank, corner of Queen and Collins Streets, and concludes at the Manchester Unity Building on the corner of Swanston and Collins Streets.

The teacher/leader and each group of students will follow the brass pavement markers between each stop. The following material provides information and activities for each of the stops along the way.

The ANZ Bank

What evidence can you find that would suggest these buildings were designed to impress customers and highlight the wealth created by the gold and wool industries?



Image 48: Inside the Gothic ANZ bank (Source: Museum Victoria)

Detour:

Before crossing the street enter the foyer of the ANZ Bank.

Can you work out what the blades beside the entrance steps are used for?

Examine the gold decorations on the ceiling.

Can you see things that are different about this bank compared to your local bank.

Follow the brass markers on the footpath to the next stop.

Along the way:

Once you cross Collins Street STOP and look opposite at the two buildings on the corner.

They are:

1 the ANZ bank

2 _____

How many strange creatures can you find in the decorations of these buildings?

There are: _____

How many human faces can you see?

There are: _____

Notice the other decorations on the towers.

Sketch one that you find interesting.

Temples of Mammon

During the ***land boom*** of the 1880s many extravagantly decorated buildings were built in the city. Many of these buildings were the head offices of banks.

How many banks can you find as you walk along this part of Collins Street? Write down their names.

Stop 9. The hidden dome



Image 49: 333 Collins St Former CBA (Source: Museum Victoria)

Go inside number 333 Collins Street and discover the beautiful hidden dome. *What is the precious metal that has been used?*

What is the floor decoration called?

Before you leave the building examine the large, decorative gates.

The gates are made from

Follow the brass markers on the footpath to the next stop (Stop 10).

Elizabeth Street was once a creek that separated the business section from the entertainment and shopping end of the city.

Follow the brass markers on the footpath to the next stop (Stop 11).

Doing the Block

Stop 11. Tea and gentility



Image 50: S.T. Gill The Block in the 1860s
(Source: La Trobe Picture Collection, State Library of Victoria)

The Block Arcade was one of the most fashionable places in the city. People visited the arcade to shop, meet friends and drink tea. Look up at the ceiling.

How is it decorated?

In the centre of the Block Arcade notice the huge set of scales made in the United Kingdom in 1880. There is now only one left in the United Kingdom. Examine the largest mosaic floor in Australia as you walk through the arcade.

Make a list of the words that best describe the Block Arcade.

Find the historic marker. *Look at the photograph on it and list some of the changes that have taken place.*



Image 51: Royal Arcade
(Source: La Trobe Picture Collection, State Library of Victoria)

What is different between this arcade and the shopping centre you normally visit? Write five things in the space below.

1

2

3

4

5

Follow the brass markers on the footpath to the next stop.

Stop 12. Airy pleasure domes

The Royal Arcade

Walk into the arcade.

Look up and find Melbourne's mythical giants Gog and Magog.



Image 52: Gog and Magog
(Source: La Trobe Picture Collection, State Library of Victoria)

Make a list of the colours to assist you complete the picture back in school.

Follow the brass markers up Little Collins Street to Howey Place (Stop 13).

Howey Place

The famous Coles Book Arcade used to be here. Imagine three million books displayed in this area!

Follow the brass markers through Howey Place and turn left into the Capitol Arcade.

The space that you are walking through was once the downstairs seating area of the Capitol Theatre. This theatre was designed by Marion Mahony and her husband Walter Burley Griffin and is known all around the world for its exciting ceiling, which was designed to look like magic crystals.

The stairs on the left of the Swanston Street end of the arcade now lead into the theatre. The posters in the display boxes above the stairs show you how wonderful the theatre looks when all its 3,200 ceiling lights are on.

Above your heads there are some pieces of stained glass in the arcade roof that were designed as part of the original foyer of the theatre.

Leave the Capitol Arcade and turn right at Swanston Street.

Detour: (highly recommended)

The Manchester Unity Building
(Corner of Swanston and Collins Streets)

Walk into the Manchester Unity Arcade opposite the Town Hall. Look at the decoration and find the coat of arms of Manchester Unity. Look at the old lifts too.

Their doors are made from

Examine the shop decorations, the mosaic floor and the line drawings on the ceiling.

Do the pictures tell us stories?
Try working out some of them.

Follow the brass markers on the footpath in Swanston Street to Collins Street.

Along the way:

Stop and look across the street at the Melbourne Town Hall.

What is on the flag flying above the Town Hall clock tower?

Well done! You have completed Walk 2!

2.3.3 WALK 3

This walk option refers to Stops 14-23 in the *Melbourne's Golden Mile* booklet.

It starts at the Melbourne Town Hall and concludes at the Gold Treasury Museum at the intersection of Spring and Collins Streets.

The teacher/leader and each group of students will follow the brass pavement markers between each stop. The following material provides information and activities for each of the stops along the way.

The heights of respectability

Stop 14. Town Hall

Find the foundation stone. Queen Victoria's son, the Duke of Edinburgh, laid the foundation stone of the Melbourne Town Hall.

When did this happen?

_____



Image 53: Town Hall (Source: Museum Victoria)

Walk along in front of the Town Hall and find the four brass symbols in the pavement.

What do they represent?

Compare these brass symbols with the decorations on the main doors of the Town Hall.

Examine the coat of arms on the buildings.

How many can you see?

There are _____

How are they different from each other?

_____

_____

At the corner of the Town Hall there is a photograph of Melbourne in 1893. *Compare this photograph with what you can see today.*

Stand at the corner of the Town Hall building. Look across the street and spot the Burke and Wills monument on the corner of Swanston and Collins Streets.

Follow the brass markers on the footpath to the next stop (Stop 16).

Stop 16. Holy Hill

Walk along Collins Street and compare the three churches – Collins Street Baptist Church, The Scots' Church and St. Michael's Uniting Church at the top of the hill.

Discuss some of the main differences between these churches.

Look through the fence of the Scots' Church at the memorial monument.

Who are we asked to remember?

What are the dates of the two World Wars in the 20th century?

Follow the brass markers on the footpath to the next stop.

Stop 17. St. Michael's Uniting Church

Before European settlement this was an Aboriginal corroboree site.

How do you know this is a church?

What is the denomination of this church?

The top end

Stop 18. Collins Street

Many people lived in this part of the city on Collins Street. Private men's clubs and doctors' consulting rooms were also located here. Many are still here today.

At number 18 Collins Street walk to the lifts.

Read the list of occupants.

Write down the specialty of four different types of specialists.

When you get back to school find out the meanings of these particular occupations.

Follow the brass markers on the footpath to the next stop.

Along the way:

Find the building with the name *Melville House* on it. Stop and have a look at the house.

From the plaque find out the following:

Who used to work here?

What was their occupation?

Who uses this building now?

How do you know this is an old building? Give your reasons.

Compare Melville House with the 20th century Collins Place buildings almost opposite.

Write down three differences.

1

2

3

Follow the brass markers on the footpath to the next stop.

Stop 20. Australian power brokers

The Melbourne Club

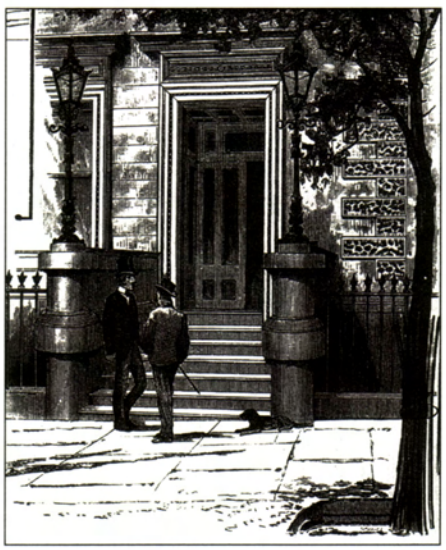


Image 54: Melbourne Club
(Source: Melbourne's Golden Mile Heritage Trail).

This is a famous and exclusive club. Have a good look at the building design.

Do you think anyone can join this club? Why do you think this?

Follow the brass markers on the footpath to the next stop.

Stop 21. A city home for bush painters

During the 1950s, the top end of Collins Street was referred to as the 'Paris end of Collins Street'. This was because the French wife of the owner of the Oriental Hotel suggested putting tables on the footpath like in Paris.

Tom Roberts, the famous painter, had his painting studio in Grosvenor Chambers.

List some of the things Tom Roberts would have seen if he looked out the top floor window in the 1880s. (For example: horse drawn carriages, women in long dresses.)

1 _____

2 _____

3 _____

4 _____

Keep following the brass markers on the footpath.

Portland House, 1872

Read the plaque. Look at the building. Discuss the decorations used on this building.

Name some of the things you can see in these decorations.

Do you think rich or poor people lived here?

Follow the brass markers on the footpath to the next stop (Stop 22).

Along the way:

Look at the photograph on the Heritage Walk sign near Portland House.

How has the street changed since 1871?

Can you name four things that have changed?

The echoes of Gallipoli

Anzac House is the headquarters of the RSL.

What does RSL stand for?

_____

Follow the brass markers and cross to the southern side of Collins Street [Stop 22].

No: 1 Collins Street

Three Prime Ministers had offices in this house.

Why do you think they chose to work here?

Clue: *What important buildings can you see from where you are standing at the corner of Collins and Spring Streets?*

Would you like to live here? Give your reasons below.

_____

_____



Image 55: Old Treasury Building
(Source: Melbourne's Golden Mile Heritage Trail)

The Capital

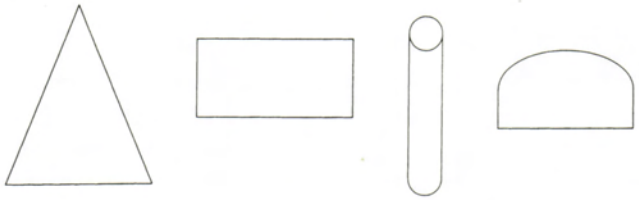
Stop 23. Built on gold

The Old Treasury Building, which now houses the Gold Treasury Museum, is considered to be the finest 19th century building in Australia. The architect J J Clarke was only nineteen years old when he designed the building. It was designed to store gold from the goldfields and to provide offices for the Governor, the Premier, the Treasurer and the Auditor-General. Notice the shield above the door.

Why do you think the basement was a good place to store the gold?

Which door is the main entrance? Why do you think this door is the entrance?

Can you find the following shapes in the front of the Old Treasury Building? Count the number of times you see each shape and write the number inside the shape.



Stand on the steps of the Gold Treasury Museum. *Look down Collins Street and compare what you see with this photograph.*



Image 56: Collins St. Looking West from Spring St, 1871 (Source: La Trobe Picture Collection, State Library of Victoria)

Collins Street is a beautiful old street.

Look across Spring Street and on your left you will see the grand old Windsor Hotel.

Follow the brass markers across Macarthur Place to the reserve (grassy area).

Along the way:

Stanford Fountain

This fountain was built in 1870. It was carved by the stonemason, William Stanford during his stay in Pentridge Gaol. He was imprisoned for stealing horses on the Bendigo diggings.

From the fountain look at Parliament House.

Can you see the three stages of the building?

Is the building complete? What are the clues on the building that tell you this?

Near the fountain is the monument to Adam Lindsay Gordon (1833-1870). Paul Montford (1868-1938) was the sculptor.



Image 58: Adam Lindsay Gordon (Source: Museum Victoria)

Find the following objects in the sculpture:

book *saddle* *pencil* *hat*

What do they tell you about Adam Lindsay Gordon's work and interests?

Well done! You have completed Walk 3!



2.3.4 WALK 4

This walk option refers to Stops 24 to 31 of *Melbourne's Golden Mile.*

It starts at Parliament House and concludes at the Royal Exhibition Building and Melbourne Museum.

The teacher/leader and each group of students will follow the brass pavement markers between each stop. The following material provides information and activities for each of the stops along the way.

Stop 24. The people's house



Image 57: Parliament House
(Source: Parliamentary Library, Parliament House)

Parliament House and Gold Treasury Museum dominate this part of Melbourne and show the power and importance of the state. These buildings were started during the 1850s gold rush. The first Commonwealth of Australia Parliament sat in this building from Federation in 1901 until its move to Canberra in 1927. The original design included a dome that was never built.

Detour: (highly recommended)

Before crossing the road walk past Parliament House to the fenced gardens. Look across the road at the Princess Theatre. Notice the use of gold in the decoration, the stained-glass windows, and the crowns on the domes and the Royal Coat of Arms.

Now walk back to Stop 24 and after crossing Spring Street, cross Bourke Street and follow the brass markers past the Princess Theatre and into Little Bourke Street.

Little Bourke and Little Lon.

Stop 26. A philanthropic failure

Oakford Gordon Place, Little Bourke Street

Built in 1884 this building was called the 'Lodging House'. Read the two plaques on the wall to find out more about the story of this place.

Who lived here when it was first built?

_____

What is it used for now?

_____

Major detour: This walk makes a detour from the brass markers to include an excursion down Little Bourke Street into Chinatown and the back streets of Little Lon. It eventually meets up again with the marked trail.

Continue down Little Bourke Street, cross over Exhibition Street. You are now in Chinatown.

Count the number of stone lions you see on your walk through Chinatown. Put the total in the space below.

There were _____ stone lions.

Look around. From where you are standing, what else can you see that is Chinese?

1 _____

2 _____

Keep walking until you come to a ceremonial gate on your right. This was presented to the people of Melbourne by the people of Nanjing, Jiangsu Province.

Make a sketch of either one small detail or the whole Chinese gateway to Cohen Place. If you have a camera, photograph the gate and the lions.

The open square behind the Chinese gateway is called Cohen Place. Find the commemorative stone plaque under the tree in Cohen Place and read it.

Complete the following:

1 *Melbourne's gate is a replica of the one in _____ city in _____ province in China.*

2 *Copy three characters (Chinese letters) from the Chinese section of the inscription.*

_____

Walk through Cohen Place past the Chinese Museum and through the narrow lane to Lonsdale Street. Turn right at Lonsdale Street and walk up to Exhibition Street.

Cross Exhibition Street at the lights and rejoin the *Melbourne's Golden Mile* Trail. The brass markers will take you past a Pharmacy shop.

Discuss some of the early medicines and equipment displayed in the chemist's window.

Detour:

Walk through the glass doors at the right hand side of the chemist shop, and through the next set of automatic doors.

You will enter a large enclosed area. This was an alley 100 years ago. Sit on the seats facing the back of the pharmacy. Look all around you.

What are the clues that this was once an outside space and a roadway? Remember to look up.

Now leave by the automatic glass doors to your right which take you onto Little Lonsdale Street and turn right.

Little Lonsdale Street

Walk up Little Lonsdale Street towards Spring Street taking a close look at the buildings as you go. (Watch out for the traffic!) This was the centre of what was considered to be a slum area. It was also however a lively place crammed with families, small businesses, craftsmen and boarding houses full of immigrants from around the world. People in Little Lon. were often arrested for homelessness, drunkenness and theft and sent to the Melbourne Gaol nearby in Russell Street.

Turn right into a narrow lane called Casselden Place.



Image 60: Casselden Place (Source: Museum Victoria)

Look at the 1877 workers' cottage that has two rooms.

What is the roof made of?

Look closely at the pavement area next door to the cottage. The red bricks are the exact floor plan of the cottage and back yard that used to be here.

Draw this floor plan and label the doors, windows, courtyard and toilet. See if you can label the bedrooms and other rooms. (Hint: Look at Number 17 for clues).

Opposite the cottage at Number 17 Casselden Place is a large tree stump on the brick paving. This tree is a reminder of the many large trees that once grew throughout Melbourne. This one was found beneath the foundations of a cottage. It was growing here long before Europeans settled in Melbourne.

How can you tell that this tree stump is very old?

Walk back down Casselden Place to Little Lonsdale Street and continue right in the direction of Spring Street. Look at the very old Elm's Family Hotel on the right hand side.

When was it built?

Turn left, away from the Elm's Family Hotel and continue along Spring Street, then left down LaTrobe Street in the direction of Exhibition Street.

On the left hand side of the footpath, you will pass a wall plaque about Mary McKillop (1842-1902).

What were the three things she organised to be built on that site?

1

2

3

There is a small house on the triangle of land (on your right) in the centre of Victoria Street, with a fenced area at the back enclosing some unusual equipment.

What do you think that equipment is used for?
To measure:

traffic weather pollution

When you reach Exhibition Street, you will be back on the Golden Mile Trail. Find the brass markers again on the footpath. Cross La Trobe Street at the lights.

Victoria's Palace of Nations

Stop 29. The Royal Society of Victoria

The Royal Society of Victoria is the building standing alone on the right hand side of Exhibition Street, before you reach the gardens.

Who were the explorers who left from this spot?

_____ and _____

Look carefully at the large boulder in the gardens of the Royal Society building. This is a glacial rock. Look at the shape and feel its texture.

Where did the boulder come from?

Follow the brass markers on the footpath to Victoria Street and cross over to Stop 30.

Stop 30. Carlton Gardens

Look at the horse trough on your right.

In 1889 horse troughs like this one provided drinking water for the 20,000 horses stabled in the city.

Governor La Trobe, Victoria's first governor, created many parklands around the city. Carlton Gardens is one of these parks.

What do you notice about the way the paths and flowerbeds are laid out?

Walk up to the huge stone fountain.

Draw all the things you can see on the fountain.

Follow the brass markers around the fountain to the last stop (Stop 31).

Stop 31. Royal Exhibition Building

The Royal Exhibition Building was built for the International Exhibition in 1880.

The building has been used for many special occasions. In May 1901 it was used for the opening of Australia's first Parliament.



Image 61: Royal Exhibition Building (Source: Museum Victoria)

Look up at the dome.

Think of five words to describe it.

Examine one of the entrances to the building.

What makes the entrances look so grand?

Imagine what you could see from the dome in the 1880s.

Imagine what you would see from the dome today.

What is the building used for today?

The new Melbourne Museum is behind the Royal Exhibition Building.

When you are back at school find out more about Federal Parliament and the old and new Houses of Parliament.

Well done! You have completed Walk 4!

2.4 POST-VISIT ACTIVITIES

2.4.1 Notes for teachers

The information collected by students during their *Melbourne's Golden Mile* walk and the photographs and maps provided in the Education Package can be used as a basis for tackling these post-visit activities.

The post-visit activities provide a range of short questions which students could work on alone or in pairs. They could also be extended into broader research projects. Though most of the questions are generic and could be answered regardless of the particular walk completed by the student, they are grouped under specific walk options for convenience.

2.4.2 Walk 1

- Does your school have a crest, coat of arms or symbol? What does it mean?
- Investigate the history of crests in Europe. Who used them? Why? Some organisations use the royal crest of the Queen with the words, 'By appointment of Her Royal Majesty'. What does this mean?
- Many companies have logos instead of crests today. Make a collection of company logos. Find out something about the reason for these logos.
- Read stories about life in Melbourne between the years 1850 to 1890. Imagine you have arrived in Melbourne which was a very wealthy city in the 1880s. Write a letter home (e.g. UK, China, Ireland, US, Europe) and describe your arrival by ship along the Yarra, going through Customs and your first day in Melbourne. Be sure to study all the activities in the drawing of Queens Wharf. Make sure you tell them about your visit to the Mitre Tavern. Describe the tavern and the people you meet.
- Design a sign for a club or tavern.

2.4.3 Walk 2

- Do you belong to a club? Why did you join your club? How do you become a member of your club? Why were many clubs usually for men only? Write a letter to a friend informing him/her of the club you have joined, your reason for joining it and what you had to do to become a member.
- Imagine you are founding a club. Design a list of rules and regulations that members must obey and the penalties if they break them.
- How does the **Block Arcade** differ from a modern shopping centre? List the differences. Which do you prefer? Why? Design a modern arcade. What shops and facilities would you include in it? How would you decorate the arcade?
- In England during World War 2, they recycled all the old scales that you saw in the Block Arcade. Why? Investigate what is recycled in large city buildings today.
- List the Governors of Victoria. Who was Lord Hopetoun? What is the role of the Governor today? Compare this with their role in the 19th century.
- Design and make a small mosaic like the ones you saw on your walk. You can use coloured paper.

2.4.4 Walk 3

- Why are European trees planted in city streets and not gum trees? Give two reasons why trees are good in the city. Identify two problems arising from having trees in the city.
- Adam Lindsay Gordon wrote:

  'Two things stand like stone
  Kindness in another's trouble
  Courage in your own'

Discuss what this means? Find some of the poems of Adam Lindsay Gordon and read them. Research other Australian poets such as Judith Wright.

- Learn some traditional Australian songs.
- Write out some traditional Australian recipes. Try cooking one of them.

Make a list of all the Australian Prime Ministers since Federation. What is the role of the Prime Minister?

What do the initials in RSL stand for? Who can be members of the RSL? Is the RSL a club? What is the purpose of the RSL? Do you know anyone who belongs to the RSL? Interview them to find out something about their ideas and experiences in the armed forces.





Image 67: Melbourne from the Observatory (upper and lower)
(Source: La Trobe Picture Collection, State Library of Victoria)

2.4.5 Walk 4

- Research why the Eureka Stockade uprising had such an impact in Victoria. What happened after the rebellion? Why was the trial important?
- Make a list of all the events that take place on the steps of Parliament. Why do the steps attract such attention? Check the newspapers and watch television news reports for examples.
- Investigate how a law is made.
- Chinese people often mark a gateway with sculptures of Chinese lions. Why do they do this and what does it mean?
- Research the story of the 'Willow Pattern' and its significance in Chinese culture?
- On a map of China find Nanjing, the capital of Jiangsu Province. Research the relationship between Melbourne and Nanjing, Jiangsu Province.
- Would you like to live in the centre of the city? List advantages and disadvantages.
- Find out something about the people who lived in Gordon Place. Imagine you are a homeless person in the 1880s who was living at Gordon Place. Describe a day in your life.
- Research one area of Melbourne's central business district like Little Lonsdale Street, or one site such as the Old Melbourne Gaol in Russell Street. The Gaol was built between 1842 and 1863 in response to the expanding population that resulted from the Gold Rush. The Eureka Stockade prisoners in 1854 and many other notorious people were imprisoned there, including Ned Kelly in 1880.

3. The Secondary Section

3.1 Pre-visit activities

3.1.1 Notes for teachers

The pre-visit activities are designed to prepare students to 'read' the iconography of the cityscape and observe signs of change. They focus on ways of seeing, rather than on specific detail, and being generic relate equally well to each of the four walks.

The pre-visit activities can be completed in class in two periods using only the material in the Education Package. Each activity addresses a particular theme or aspect of the Melbourne environment and prepares students for the features they will observe along their walk.

3.1.2 The pre-visit activities

Change over time

Look closely at the two photographs that depict early Melbourne at different periods.

i) Draw up a table and record the similarities and differences you can see in the two photographs.

Similarities	Differences

ii) Write a paragraph describing what you would expect to find there today.



Image 6: Collins Street looking West from Spring Street, 1871
(Source: La Trobe Picture Collection, State Library of Victoria)



Image 7: Collins Street with trams, 1880s
(Source: La Trobe Picture Collection, State Library of Victoria)



Image 8: Melbourne from the Melbourne Observatory (Upper and Lower)
(Source: La Trobe Picture Collection, State Library of Victoria)

The changing jobs of Melbourne

Work in pairs and examine the early photographs taken from the Melbourne Observatory.

i) Make a list of all the jobs that are associated with the things that you can see.
For example: horse-carriage makers, blacksmiths, feed merchants, carriage drivers

ii) Put a cross beside the jobs which are now either obsolete or uncommon.

Many of the jobs and situations you have listed have changed as a result of improved technology.

iii) Make a list of the modern equivalents of these jobs. For example, see table below:

horse	carriage maker	feed merchant
car	automotive worker	service station attendant

The work of artists in Melbourne

There are many statues of significant people in Melbourne. When designing these monuments, the sculptor had to decide how best to present the person and their personality through the pose and clothing and facial expression.

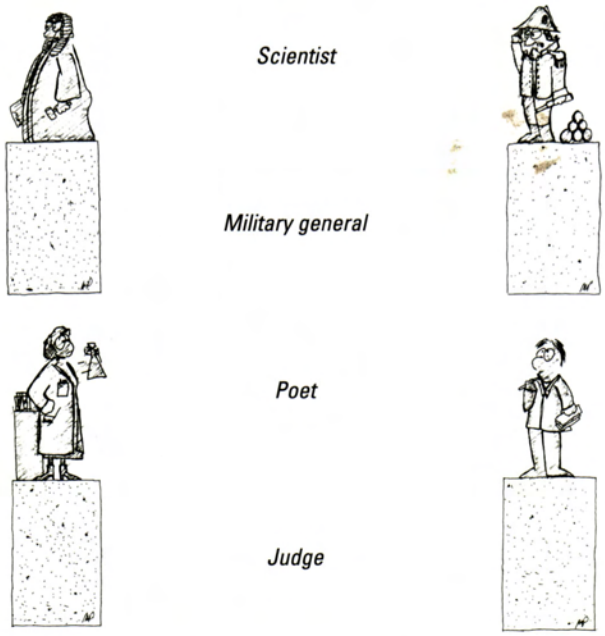


Image 9: Cartoons (Source: Museum Victoria)

i) Look closely at these drawings of statues. Draw a line from the statue to the word which best describes the job that person depicted in the statue.

ii) Work in pairs. One of you will be the sculptor and one will be the statue. Decide on a person who you must commemorate with a statue. Pose your statue (partner) in a way that indicates their job and personality. Think about the body position and props.

iii) Unveil your statue for the class and let them guess the identity of your famous person.

iv) Swap roles.

Making and following maps

Maps are an important means of finding our way around.

i) Draw a map showing the way you travel from your classroom to the Principal's office (or other location). Ensure north is at the top of the page and use other clues and reference points along the way. You could include distances (scale) which can be measured in standard walking paces. Make it simple.

ii) Test your map by giving it to someone else to follow.

Look at the drawing overpage of Melbourne in 1838 showing the layout of the streets. This pattern is called Hoddle's Grid.

iii) List three advantages of this symmetrical (balanced) layout.

iv) Draw the exact plan of Hoddle's Grid into your book and name as many streets as you can.

To start you off: the long street that runs along the Yarra is Flinders Street; the street in the valley between the two hills is Elizabeth Street.

iv) Who were the streets named after?

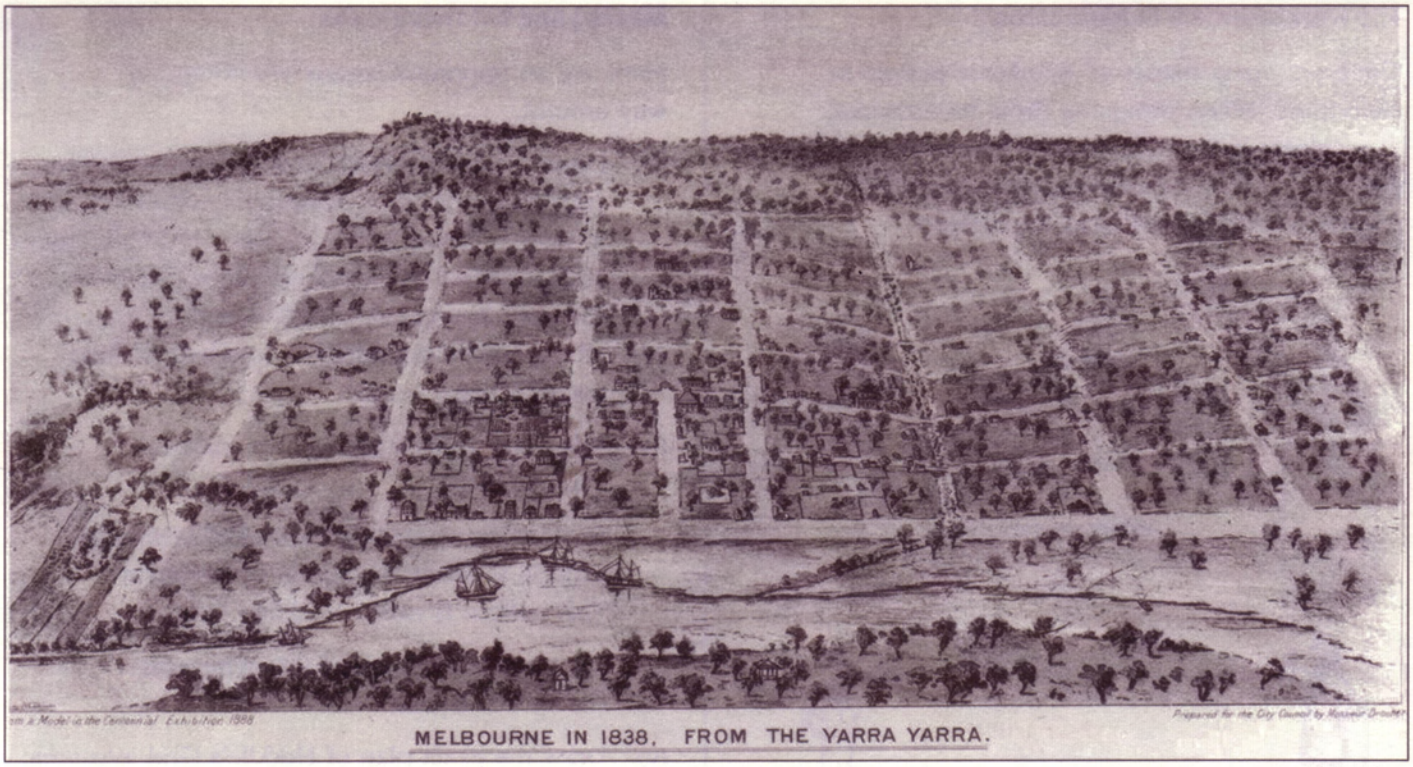


Image 10: Melbourne in 1838 from the Yarra (Hoddle's Grid) (Source: La Trobe Picture Collection, State Library of Victoria)

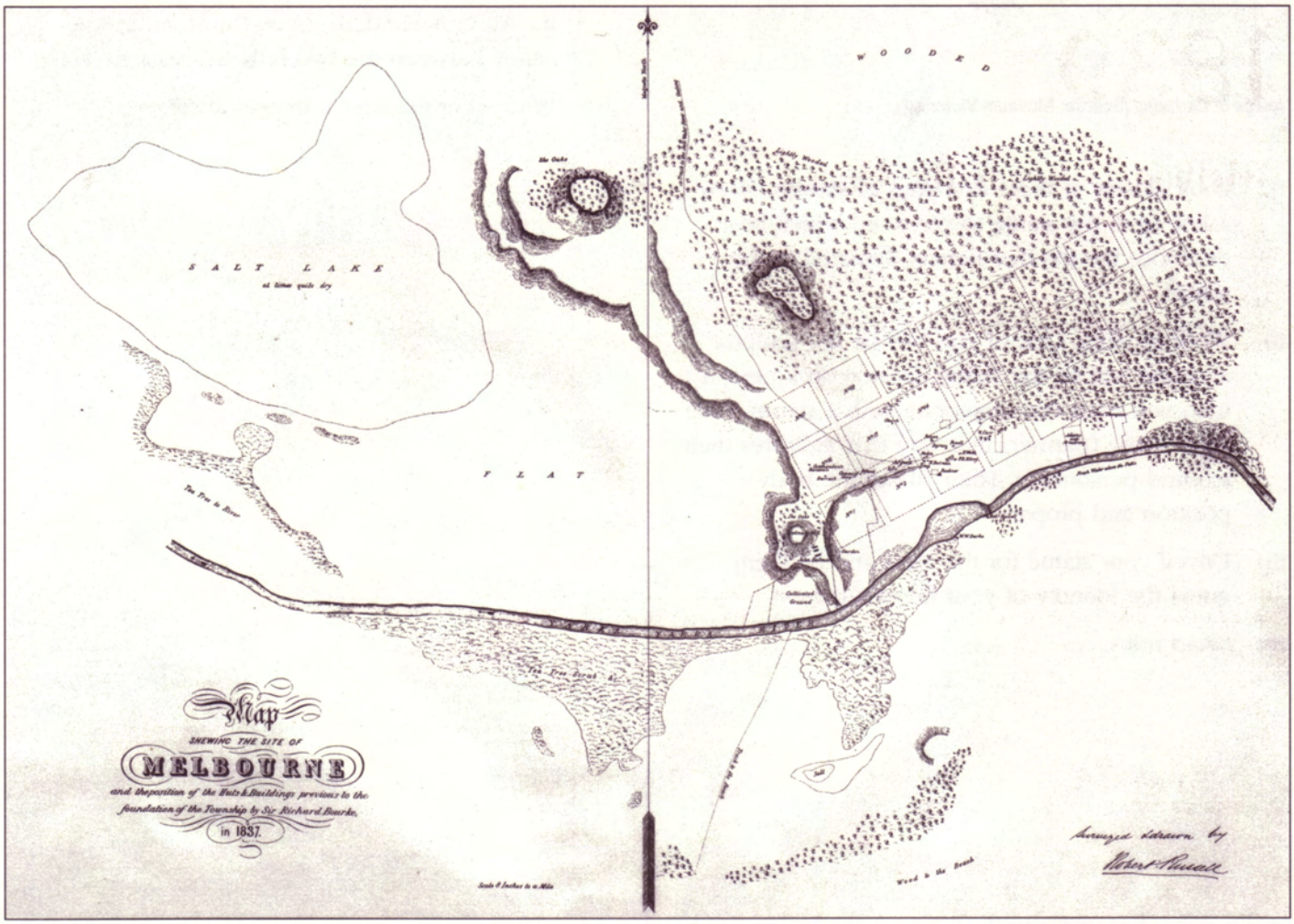


Image 13: Map of Melbourne 1837 (Source: Map Collection, Baillieu Library, University of Melbourne)



Image 14: Contour map of Melbourne (Source: City of Melbourne)

The materials and design of buildings

Public buildings are often designed to make a public statement about the importance of their function. They do this through their size, design and decoration. There are also many different materials used to construct a building. These are selected because of their strength, durability, transparency or beauty.

i) From the list of building materials listed below, select five (or use materials not listed) and design your own public building (like a town hall, cinema, library).

sandstone	bluestone
glass	plastic
concrete	corrugated iron
steel	timber
paper	bricks

ii) Draw the building and indicate with labels, where you have used the materials.

iii) Write at least one reason why you used each of these materials in that particular part of the building.

iv) See if someone near you can guess the function of your public building.

Immigrants

i) Look closely at the two images overpage that show immigrants arriving in Melbourne to begin a new life.

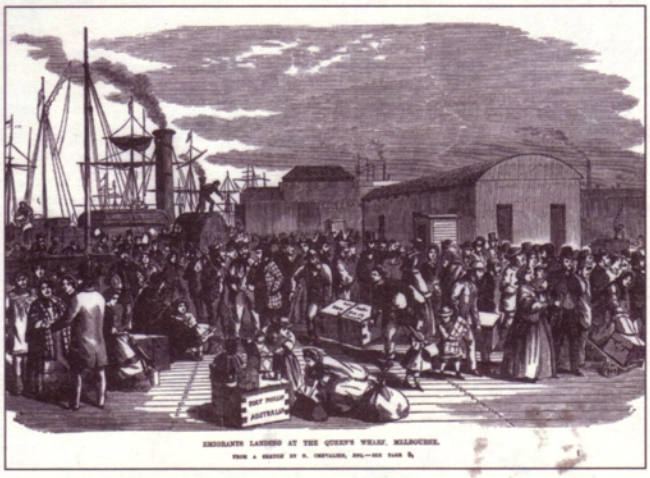


Image 15: Emigrants landing at Queens Wharf
(Source: La Trobe Picture Collection, State Library of Victoria)



Image 16: Queens Wharf Melbourne West End (Source: *Victoria Illustrated,* La Trobe Rare Books, State Library of Victoria)



Image 12: Yarra below the Falls (Source: La Trobe Picture Collection, State Library of Victoria)

ii) Imagine you are one of those people. Write a letter home to your family outlining your hopes and plans. Describe your first impressions of Melbourne. Use the other two images below to give you a picture of what Melbourne was like at the time.



Image 11: Queens Wharf Yarra Yarra 1864 (Source: La Trobe Picture Collection, State Library of Victoria)



Image 17: Francis Coyne, Queens Wharf Yarra Yarra 1864
(Source: La Trobe Picture Collection, State Library of Victoria)

3.2.1 WALK 1

Introduction

In 1835 a party of sheep farmers from Van Dieman's Land (Tasmania) led by John Batman, crossed Bass Strait in search of new pastures. Batman claimed he had made a 'treaty' with the Aborigines, acquiring 200,000 hectares of land in exchange for a few blankets, tomahawks and knives. But it was another syndicate, led by John Pascoe Fawkner, which established the first permanent settlement beside the Yarra a few weeks later.

The Yarra River was very important in the early development of Melbourne and most early activity in the town tended to centre on the river. The Central Business District area of Melbourne consists of two hills sloping down to a valley, which originally contained a small creek. This creek is now Elizabeth Street. Settlers naturally chose to occupy the west slope, which they originally named Prospect Hill. It was closer to anchorage and had fewer trees to be cleared. Many settlers chose to establish their huts on the escarpment on the south side of where Collins Street now runs. While this was some distance from the riverbank, at least it avoided the worst of the flooding caused by the Yarra. When Governor La Trobe arrived in Melbourne late in 1839, he found that Melbourne consisted of a collection of small, poorly constructed brick buildings, small huts and tents mainly scattered over the block bordered by modern Spencer Street to the west, Collins Street to the north, Queen Street to the east and Flinders Street to the south. Queen's and Cole's Wharves which occupied the river frontage of this area was the place where excited or apprehensive immigrants arrived in search of a new life or fame and fortune in Australia.

The original ramshackle huts of the first settlers have since been replaced by larger bluestone buildings and in some cases further modernise — replaced by large multi-storey buildings or skyscrapers. Queen's and Cole's Wharves, once the Port of Melbourne, now lie quiet and silent, as the Port now occupies the lower reaches of the Yarra River.

However many traces of early Melbourne and the people who lived and worked there still survive. This walk will help you to find the evidence of these buildings and people. It will also help you see how Melbourne developed from a small village on the Yarra to the significant city that is so well known today.

There are three distinct precincts or parts for this walk:

1 Melbourne's Front Door: this section was the original site of Melbourne and contains much of its early history and early buildings.

2 The Rush to be Rich: focusing on the western end of Collins Street this section shows what occurred after the focus of shipping changed from Queens Wharf to further downstream at Victoria Docks. As many of the goods now arriving began to be stored at Victoria Dock, businessmen began to look for compact offices rather than old bluestone warehouses.

3 Clubs and Pubs: in this section many of the establishments catered for the tastes of the wealthy citizens of Melbourne. This is still the case today.

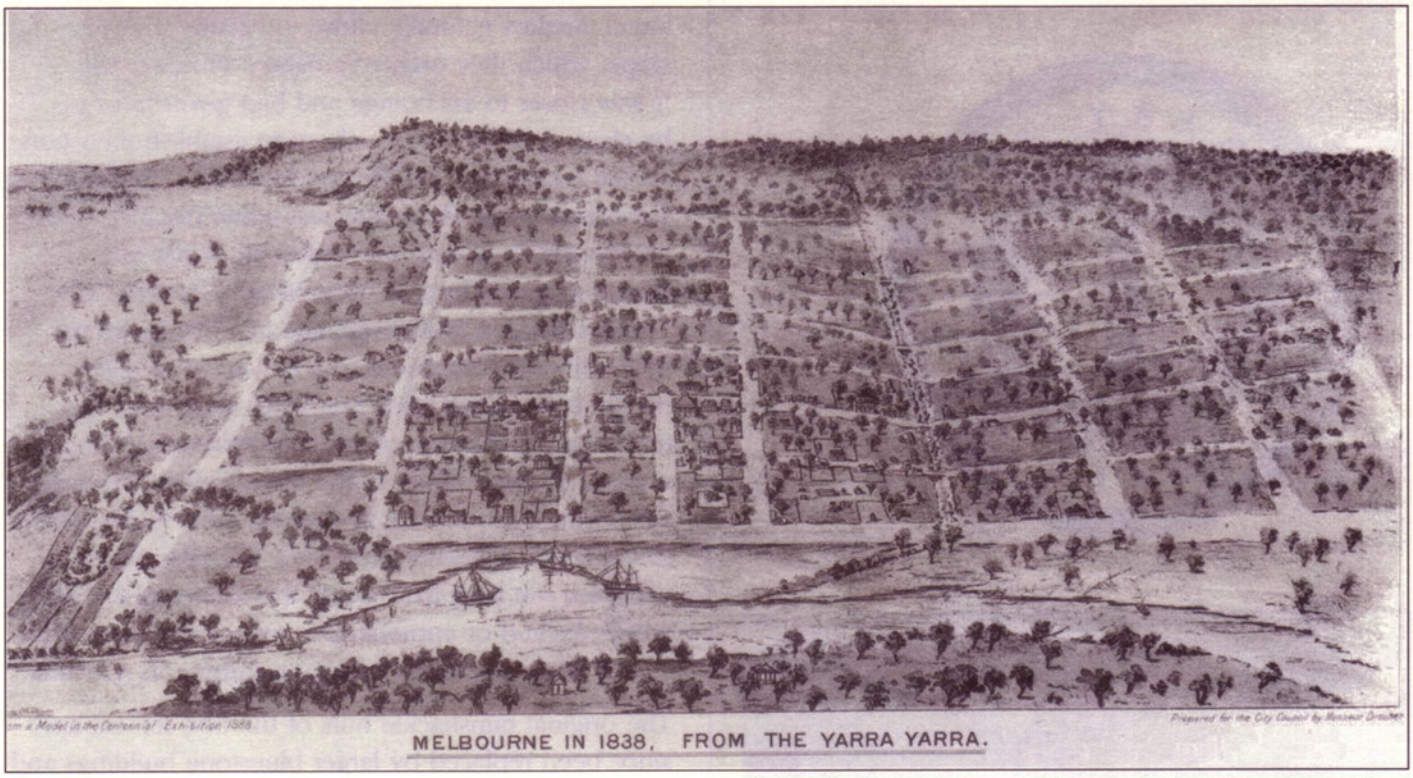


Image 63: Clarence Woodhouse *Melbourne 1838 from Yarra* (Source: La Trobe Picture Collection, State Library of Victoria)

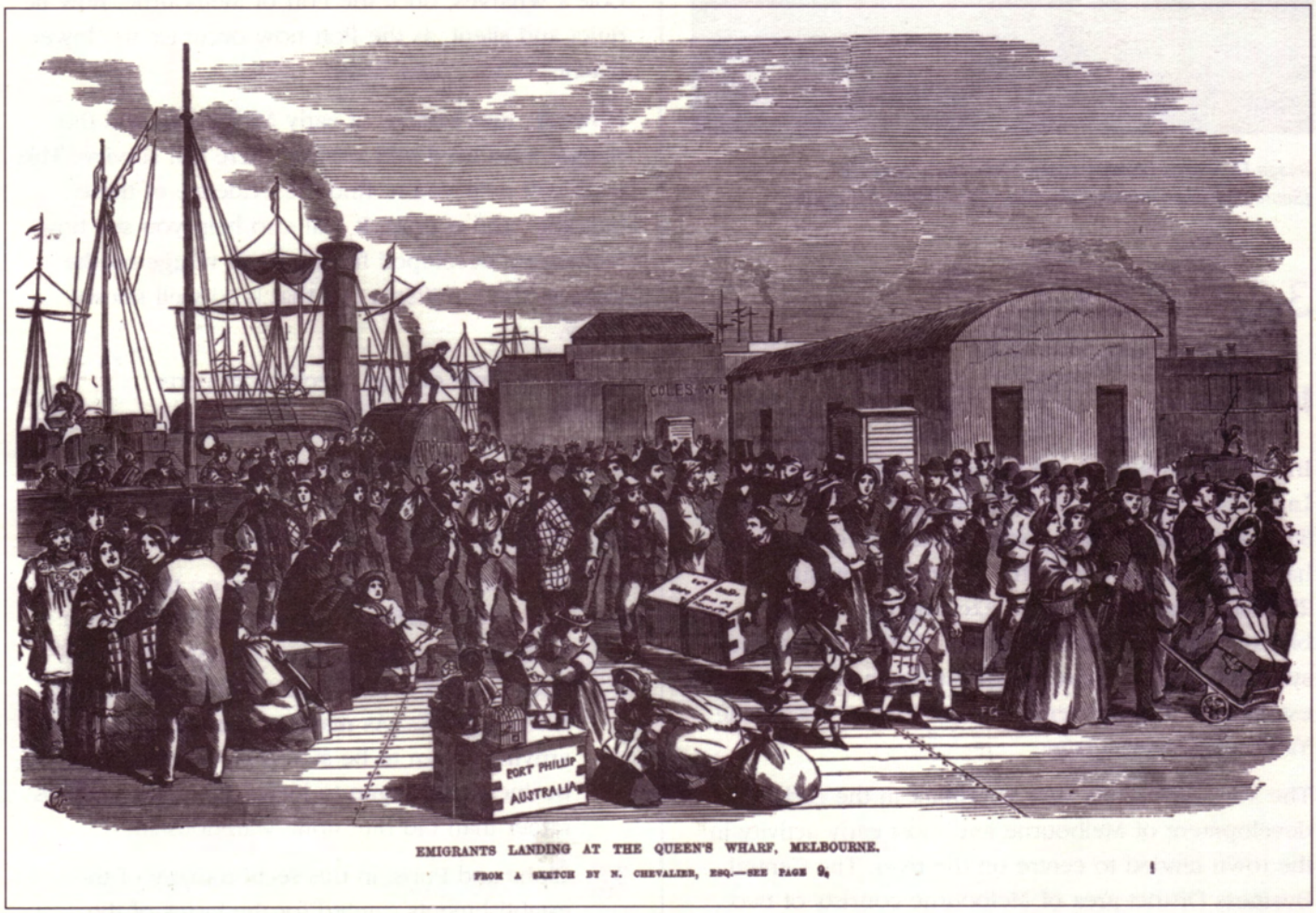


Image 15: Emigrants landing at Queens Wharf (Source: La Trobe Picture Collection, State Library of Victoria)

3.2.1 Walk 1

Section A: Melbourne's Front Door

You are on the front steps of the Immigration Museum, which is located at the corner of William Street and Flinders Street.

1. Look around this area and suggest two reasons why the Customs House might have been located at this spot.

   a) _____

   _____

   b) _____

   _____

2. List two major differences between what you would have seen from the front steps of the Customs House in 1838 and what you are seeing now. Take photographs of the area. You will use these back in the classroom.

   a) _____

   _____

   b) _____

   _____

Follow the brass markers on the footpath and walk from the steps of the Immigration Museum to the corner of Flinders Street and William Street.

The place for a village

This was the place near where John Batman is supposed to have come ashore and established 'the place for a village'.

3. From your observations of the area, list two reasons why John Batman or any other explorer would have chosen this spot to land.

   a) _____

   _____

   b) _____

   _____

Follow the brass markers on the footpath along Williams Street up the hill to the intersection of William Street and Flinders Lane.

When Robert Hoddle first laid out the grid pattern for the streets of Melbourne in 1837 he used the Yarra as the southern boundary. Flinders Street frequently flooded. One of the first buildings ever built in Melbourne was located on the site where you are now standing.

4. Estimate the height of the hill from Flinders Street to Flinders Lane. Use the buildings as a guide to help you estimate the height of the hill. (Hint: the grey stripe along the building you are standing next to would be useful).

   The height of the hill is _____ metres.

5. Read the plaque on the building. What occurred at this corner in October 1835?

   _____

   _____

   _____

6. Give two possible reasons why John Pascoe Fawkner might have built his public house (pub) here. (Hint: remember it was also a lodging house, where immigrants would often stay until they became more established.)

   i) _____

   _____

   ii) _____

   _____

7. Find the green and maroon posts near the doors. What were they used for?

   _____

   _____

Follow the brass markers on the footpath crossing William Street, and walk down Flinders Lane. You should be going down-hill, towards King and Spencer Streets.

Along the way:

Many early buildings still exist in the city. As you walk down Flinders Lane towards the next stop (Rutherglen House), pause opposite the rear of the Le Meridian Hotel. Look up and you will notice a rusted old structure that is now part of this modern hotel. These are old toilets.

8. Make a sketch of the old toilets in the space below.

Turn left into Highlander Lane. Find Rutherglen House on the right hand side of Highlander Lane.

9. Rutherglen House was built in the early 1850s. List three changes made to this building since the 1850s.

i) _____

_____

ii) _____

_____

iii) _____

_____

What is Rutherglen House made from? (tick those which apply)

☐ bluestone ☐ sandstone

☐ brick ☐ cement

☐ wood

10. Examine the building closely. Find a piece of stone with worn horizontal grooves on it, about one metre from the ground. What might have caused these grooves?

_____

_____

_____

Exit Highlander Lane by returning to Flinders Lane, turn left and follow the brass markers until you reach King Street.

Detour

Turn left into King Street and go to Doyle's Free Stores, which is now a nightclub called 'The Underground'. Look carefully at this building.

11. Describe the features of this building that suggest it is a very old building.

_____

_____

_____

12. Draw one of the four arch windows showing the shape of the stones that make up the window. The keystone was the most important stone in arches in doors and windows. On the sketch you have drawn label the keystone.

Look across the road and observe the cream-coloured building, This building was originally the Melbourne Steamship Company building.

13. Is this a good place for the location of a steam-ship company building? (Hint: think about what steamships were used for).

☐ YES ☐ NO

Why?

_____

_____

_____

Walk back to Flinders Lane, and rejoining the trail, cross Flinders Lane and follow the brass markers up the hill towards Collins Street.

On your right, as you walk north up King Street, you will walk past several bluestone buildings.

14. What do you think these buildings would have been used for? (Think about the port and the other buildings you have seen).

_____

_____

_____

_____

Find the building that is now called 'Bar 20.'

15. Write down two of the uses that the building had in the past. (Hint: find the information on the main window next to the main door).

i) _____

_____

ii) _____

_____

Continue further up King Street to 'Philip Murphy Wine and Spirits.'

16. Read the blue plaque on the wall of this building. Write down some details about the history of the building. Include the following pieces of information.

Date constructed:

_____

Original use:

_____

Different uses of the building over time:

_____

Other interesting information:

_____

_____

_____

17. Why have glass tiles been placed in the footpath next to the building?

_____

_____

_____

Continue to walk up King Street, and cross Collins Street at the lights. After crossing the road turn right and begin to walk up Collins Street. *(To check you are going the right way, the numbers of the buildings should be even and should be decreasing).* ***Continue walking until you reach Number 480 Collins Street, which is now GIO Australia. STOP HERE!***

Section B: The Rush to be Rich

On the other side of the street you will see five very old, beautiful buildings. In order, from left to right they are:

Building	Collins St No.	Built
Olderfleet Building	475-477	1890-91
Record Chambers	479-481	1888
South Australian Insurance	483-485	1888
Winfield House	487-495	1891
The Rialto	497-503	1890-91

The owner wished to recreate some of the architecture loved by people in the great cities of Europe. William Pitt was the architect for two of these buildings, the Olderfleet Building and The Rialto.

18. Select a small feature made of brick, iron, timber, marble, tile/ceramic and sketch it. You may, for example, select a window, a door or a tower.

Continue walking up Collins Street and cross William Street.

Short detour

Turn right and cross Collins Street at the traffic lights. You should now be standing in front of the Australia Building. In the forecourt are the statues of two famous people in Melbourne's history.

19. Read carefully the inscription you will find near the corner of Collins Street and Market Street and complete the following table.

Facts	John Batman	John Pascoe Fawkner
Birth: Year		
Location		
Name of friends in his syndicate		
Name of ship		
Age at arrival in Melbourne		
Year of arrival in Melbourne		
Death: Year		
Location		
One other fact		

Walk back to the corner of Collins Street and William Street and cross Collins Street at the traffic lights. You have now rejoined Melbourne's Golden Mile Trail. Follow the brass markers on the footpath and walk up William Street to 84 William Street, which is also known as the Queensland Building.

Section C: Clubs and Pubs

20. Read the blue plaque at the foot of the Queensland Building.

When was the Queensland building constructed?

_____

21. Draw two of the Australian motifs on this building.

Continue walking up William Street until you reach the corner of William Street and Little Collins Street. Cross Little Collins Street and turn right.

Robert Hoddle designed Melbourne's CBD with a system of main streets serviced by lanes that ran between them. Expensive buildings however were later built in those service lanes so they became in effect small or 'little' streets.

22. There were even smaller lanes than these 'little' streets. As you walk east along Little Collins Street from William Street to Bank Place, you will pass two of what Hoddle called the 'littlest' streets (now they are called 'alleys' and 'lanes').

    Name them.

    a) _____

    b) _____

Turn right into one of these 'littlest' streets, Bank Place. Find 12-16 Bank Place. It is the green building on the left. This is the Savage Club. At the same time look at the older Mitre Tavern on the right.

23. Many early Victorians found the cheaper hotels unpleasant places to stay. List the differences between the two types of accommodation 'clubs and pubs' by completing the table below which compares the Savage Club (club) and the Mitre Tavern (pub).

24. Sketch one feature of the Mitre Tavern and one feature of the Savage Club in the boxes below. Suggestions might be the gas lamp outside the Savage Club or the swinging sign on the Mitre Tavern.

Walk down the narrow lane at the end of Bank Place until you rejoin Collins Street.

Well done! You have now finished Walk 1 of *Melbourne's Golden Mile.*

(Note: if you are going on to Walk 2, turn left when you reach Collins Street and follow the brass markers across Queen Street to Stop 8.)



3.2.2 WALK 2



Image 18: Bourke St. and entrance to Royal Arcade
(Source: La Trobe Picture Collection, State Library of Victoria)

Introduction:

There are three distinct precincts or parts for this walk:

1. Temples of Mammon: this section of the city became the financial heart of Melbourne. The banks, stock exchange, building societies and insurance companies dominated this section of the city and banks and head offices of many of the major businesses are still located in this area. This part of *Melbourne's Golden Mile* examines the financial boom that developed in Melbourne during the 1880s. The buildings of Classical and Gothic styles reflect the wealth created by gold and wool.
2. Doing the Block: you will then walk through one of the most fashionable precincts of the 1880s. The wealthy people of Melbourne liked to be seen 'doing the block'. The Block Arcade was, and still is an important feature of Melbourne.
3. Your walk will then continue through Little Collins Street and the smaller arcades and finish at the Town Hall in Swanston Street.

Section A: Temples of Mammon

Walk to Stop 8 then cross the road. You should be on the south-eastern corner of Collins and Queen Streets. The buildings opposite you are the ANZ Gothic Bank on the left and the former Stock Exchange on the right.



Image 19: Former Stock Exchange (Source: Museum Victoria)

The Second Stock Exchange

1. Both the ANZ Gothic Bank on the left and the former Stock Exchange have Gothic features. Make a list of three of these Gothic features. Make extra notes and drawings or take photographs to remind you of what you see.

i) _____

ii) _____

iii) _____

2. The new glass high rise office tower behind the old building also belongs to the ANZ Gothic Bank. Describe two similarities between the old and new buildings.

i) _____

ii) _____

3 Observe the former Bank of Australasia. Compare the architectural similarities and differences between it and the ANZ Gothic Bank. Use the chart.

Similarities

i) _____

ii) _____

iii) _____

Differences

i) _____

ii) _____

iii) _____

4. The former Bank of Australasia building has now been converted to apartments. List two advantages and two disadvantages of living at this location.

Advantages

i) _____

ii) _____

Disadvantages

i) _____

ii) _____

Re-cross Collins Street at the lights. Enter the ANZ Gothic Bank very quietly in small groups.

Observe the decorations and the gold on the ceiling of this beautiful banking chamber.
Leave the bank and return to the starting position on the other side of Collins Street.

5. What evidence can you see around you that this section of the city is still an important banking and commercial centre of Melbourne? List four observations.

i) _____

_____

ii) _____

_____

iii) _____

_____

iv) _____

_____

Follow the brass markers on the footpath to the next stop (Stop 9) to 333 Collins Street. Quietly enter the building and stand in the middle of the magnificent foyer.



Image 20: 333 Collins St. Former CBA (Source: Museum Victoria)

The Hidden Dome (Stop 9)

This was once the Commercial Bank of Australia. It was built at the end of the 1880s boom and just before the depression of the early 1890s. The bank was forced to close in 1893. The original features of this building have been retained and incorporated into a new high rise office building. Look at the ceiling, walls and floor.

6. Can you distinguish the old from the new sections?

How?

_____

_____

_____

Find the two models of the building on either side of the entrance.

7. Describe how the mosaic floor has been made.

_____

_____

_____

_____

8. This building has been called a 'Temple of Mammon'? (Mammon comes from a Greek word meaning wealth!) Why do you think this is a suitable title for the building?

_____

_____

_____

9. Sketch one of the features (or write fifteen to twenty words) that shows why this building could be called a 'Temple'.

10. Look carefully at the old banking counter to the left of the main door. How does it differ from a modern bank of today? List three differences.

i) _____

ii) _____

iii) _____

Follow the brass markers on the footpath to Elizabeth Street, then cross over Collins Street to the north side (Stop 10).

Elizabeth Street (Stop 10)

Elizabeth Street was once a small creek that ran into the Yarra. In early days it often flooded and was difficult to cross. Bullock teams and their heavy wagons often became bogged. It flooded very severely in 1972.

Cross Elizabeth Street and follow the brass markers on the footpath to Stop 11, The Block Arcade.

Section B: Doing the Block

The Grandest Arcade (Stop 11)

There are no brass markers here as they would have damaged the magnificent mosaic floor. The trail is marked with identical vinyl stickers at the foot of the shop windows on either side.

This area of the city that you are entering was the centre of Melbourne's most exclusive shops during the 1880s and 1890s. 'Doing the Block' was the term used by the wealthy as they paraded up and down Collins Street. This was the first section of Melbourne to have footpaths. The Block Arcade was built to cater for Melbourne's wealthiest women as they tried to keep up with European fashions.



Image 21: S.T. Gill The Block in the 1860s
(Source: La Trobe Picture Collection, State Library of Victoria)

On your right you will find the Hopetoun Tearooms.

11. When were the Hopetoun Tearooms established?

_____

12. What evidence is there that gas lights were once used in the Arcade? (Hint: look at the fittings above the lights)

_____

_____

_____

13. What features give the impression that the Block Arcade was designed for the wealthy? List at least three features (look at the building materials, the fittings and the types of shops).

i) _____

_____

ii) _____

_____

iii) _____

_____

Just after passing under the domed centre in this 'L' shaped arcade, turn right into the small laneway which is open to the air.

This is Block Place. It has many coffee and food businesses. Be careful to avoid disturbing the patrons in this narrow alley.

Continue following the brass markers and cross Little Collins Street. Stop beside the entrance to Royal Arcade [Stop 12]. (The arcade has large black and white tiles on the floor).

Airy Pleasure Domes (Stop 12)



Image 22: Gog and Magog (Royal Arcade)
(Source: La Trobe Picture Collection, State Library of Victoria)

14. Walk a short way into the Royal Arcade. Find the large clock face and the two tall statues that guard the Arcade. What are the names of these two giants? What are their alternative names?

Name

_____

Alternative name

_____

Name

_____

Alternative name

_____

15. Who were Gog and Magog?

i) _____

ii) _____

Continue following the brass markers up Little Collins Street to Stop 13. Cross the street with care and enter Howey Place.

Howey Place (Stop 13)



Image 23: Howey Place (Source: Museum Victoria)

16. List the evidence that the building on the right hand corner of Howey Place and Little Collins Street is older than the surrounding buildings and has undergone a number of changes over the last 100 years.

_____

_____

_____

_____

_____

Howey Place was once a part of the very famous Cole's Book Arcade, with over two million books.

17. Examine the sketch of Cole's Book Arcade on the wall. List three differences between the sketch and what you can see today.

i) _____

ii) _____

iii) _____

Turn left into the tiny alley on your left, Presgrove Place. Walk up the lane until you get to the bend in the alley. ***Turn around and look at the two double-storey buildings on your right.***

18. Why is there a door in the upper level of the building on your right?

_____

_____



Image 24: Presgrove Place off Howey Place
(Source: Museum Victoria)

19. There is a one metre long piece of timber jutting out above this doorway. What do you think it may have been used for?

_____

_____

20. What do you think was the original use of this building?

_____

21. Look around the alley at the walls and the street. Tick each of these services/features that you can see.

- ☐ garbage removal
- ☐ security
- ☐ exhaust fan
- ☐ road
- ☐ stormwater
- ☐ loading bay
- ☐ sewerage
- ☐ telephones
- ☐ fire escape
- ☐ air conditioning
- ☐ food outlets
- ☐ vermin removal
- ☐ water
- ☐ electricity
- ☐ gas

Retrace your steps and turn left into Howey Place, then left again. Turn left into Capitol Arcade and walk through the arcade to stairs on the left-hand side.

The space that you are walking through used to be the stalls (downstairs seats) of the Capitol Theatre until 1963.

This theatre was called 'The Theatre Magnificent' when it opened in 1924. It was designed by Marion Mahony and her husband Walter Burley Griffin and is known all around the world for its exciting ceiling, which was designed to look like magic crystals. This ceiling is lit by 3,200 light globes in four different colours.

22. The Burley Griffins came to Australia in 1911 to work on a project that they had also designed in another state.

Where was that project?

_____

In that place, what is named after the Burley Griffins ?

_____

The entrance to the Capitol Theatre is now up the stairs on the left of the arcade. The posters on the stairs and in the display cases opposite give you some idea of how the theatre originally looked.

In the 1963 renovation the ceiling, much of the original theatre and the foyers were demolished.

23. What does this say about our attitudes to history and heritage buildings?

Walk through the Capitol Arcade until you reach Swanston Street.

Melbourne Town Hall

As you enter Swanston Street turn right. Observe the small glass tiles in the footpath against the shops.

24. What is the purpose of the tiles?

25. What other things happen beneath the city streets? (think of the services)

Look at the Town Hall on the other side of Swanston Street.

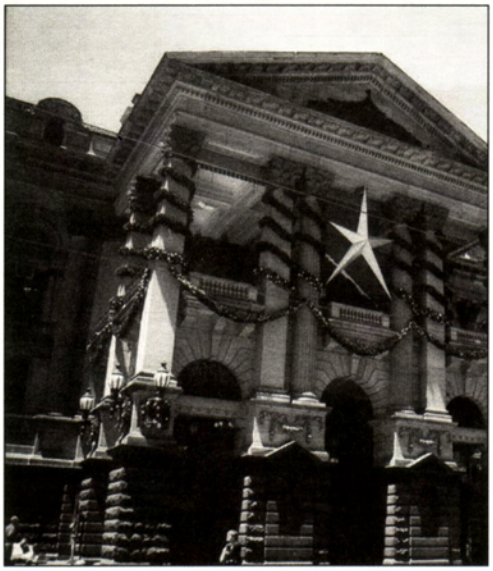


Image 25: Melbourne Town Hall (Source: Museum Victoria)

26. Why do you think the Melbourne Town Hall was built on such a grand scale?

27. Observe the people in Swanston Street. Some people live in the city. Many come to the city from other areas. List the reasons why people may be in the city today (note the day and the time as this influences who uses the streets).

People	Day	Time	Reason

28. Different groups of people use the streets at different times of the day. Which groups of people would you find here at the following times of the day.

Tuesday: 8.30am

_____

Tuesday: 11.00am

_____

Wednesday: 1.00pm

_____

Thursday: 7.00pm

_____

Friday: 10.00pm

_____

Sunday: 2.00pm

_____

29. Look around at the shops.

List six different types of shops or businesses that cater for the needs of these different groups of people who use the city at different times of the day.

i) _____

ii) _____

iii) _____

iv) _____

v) _____

vi) _____

Continue following the brass markers. Just before you reach Collins Street again, turn right into The Manchester Unity Building arcade.

30. Look at the murals on the walls of the building. Select three of the murals. What activities are being represented in the murals?

i) _____

ii) _____

iii) _____

31. What is the date of the murals? _____

32. Why are they celebrating Australian activities?

_____

_____

_____

Walk through the arcade until you get to Collins Street. Turn right and find the gas light on the footpath. This is Melbourne's last gas light. Gas lights were once used instead of electricity.

Turn around and head to the Town Hall on the other side of Swanston Street. Cross Swanston Street at the corner of Collins Street.

Well done! You have now finished Walk 2 of Melbourne's Golden Mile.



3.2.3 WALK 3



Image 26: Collins St. at corner of Russell
(Source: La Trobe Picture Collection, State Library of Victoria)

Introduction

The gold rushes made Melbourne rich. They also helped to make it democratic and respectable. The new settlers built churches, libraries and public halls as well as banks and warehouses. This walk will take you through the 'respectable' part of Melbourne.

There are three parts of this walk:

The Heights of Respectability: Collins St East was once a fashionable residential address. Even today, a handful of townhouses remain amongst shops, clubs, offices and consulting rooms.

The Top End: this section of *Melbourne's Golden Mile* takes in the 'Top End' of Collins St. In this part of the city, people of power and influence met, worked and lived. Politics was a passion among the gold generation. Citizens petitioned the Town Council for a hall to accommodate those 'who may wish to assemble for political or other purposes'.

The Capital: Spring Street, with its grand public buildings, public statuary and backdrop of public gardens symbolises the power and dignity of the state.

Section A: The Heights of Respectability

This walk begins at the Melbourne Town Hall on the corner of Swanston and Collins Streets.

Melbourne Town Hall (Stop 14)

Find the three inscriptions on the corner of the Town Hall. Use these and your own observations to answer the next three questions.

1. Who was the Lord Mayor of the City of Melbourne in 1867?

   _____

2. When was the clock-tower completed?

   _____

3. Why do you think the tops of the columns on the portico are covered in wire mesh?

   _____

   _____

4. From the footpath on the corner of Collins Street and Swanston Street you can see several major Melbourne landmarks. Circle the names of the ones you can see from where you are standing.



Image 27: Bourke and Wills
(Source: Pike Design)



Image 28: Flinders Street Station
(Source: Pike Design)



Image 29: Shrine of Rememberance
(Source: Pike Design)



Image 30: St. Paul's Cathedral
(Source: Pike Design)



Image 31: Arts Centre
(Source: Pike Design)

Follow the brass markers on the footpath and walk up the hill along Collins Street to Stop 15, which is outside The Athenaeum.

The Athenaeum

5. Name the three businesses that are located on the Athenaeum site.

   i) _____

   ii) _____

   iii) _____

6. What building is directly across the other side of Collins Street from this site?

   _____

Follow the brass markers on the footpath and continue up Collins Street to Stop 16.

7. The unusual white building is the Baptist Church. How many pillars (columns) does the Collins Street Baptist Church have?

   _____

8. Where is the front door?

   _____

Look carefully at the bottom of the pillars in the front of the church. They were once level with the ground.

9. Do you think the hill on which the Baptist Church was originally built was steeper or flatter than it is now? (circle one)

   steeper flatter

   What is your evidence?

   _____

   _____

Walk uphill along Collins Street following the brass markers.

10. What is the name of the building at 156 Collins Street?

    _____

11. List the evidence which shows that different cultures have used this building.

    i) _____

    ii) _____

    iii) _____

Continue walking uphill to the Scots Church on the corner. Past Stop 16 outside Scots Church there is an information board commemorating two explorers.

12. The explorers are

    _____

    and

    _____

13. Compare the 1865 photo on this display with today's present situation. List four differences visible between the scene today and 1865.

    (i) _____

    (ii) _____

    (iii) _____

    (iv) _____

14. Why was the Burke and Wills statue moved?

    _____

    _____

    _____

15. What is the Scots Church built from? Circle the materials used.

sandstone bluestone

cement brick

glass

16. On which parts of the building are these materials found?

Section of building	Material
Window	
Door	
Spire	
Foundation stones	
Steps	
Other (please add)	

Cross Russell Street at the lights and stand on the corner where St Michael's Church is located.

17. Read the blue plaque on the steps of St Michael's Church. When was the Church built?

_____

18. List four differences between St Michael's Church and Scots Church.

(i) _____

(ii) _____

(iii) _____

(iv) _____

Follow the brass markers on the footpath and continue up Collins Street to Stop 18.

19. What evidence suggests that Cafe Cento Venti (just past Stop 18) might have once been a townhouse?

_____

_____

Follow the brass markers on the footpath and continue up Collins Street to Stop 19.

20. Dr Martin's Tavern [Stop 19] was once a doctor's surgery. What is it today?

_____

Continue following the brass markers to the building on the corner of Collins Street and Exhibition Street.

21. Find the blue plaque on the building on the corner of Collins Street and Exhibition Street nearby. When was Dr. Wilkin's townhouse built?

_____

_____

22. How long did it remain a surgery?

_____

Cross Exhibition Street at the lights and continue walking along Collins Street following the brass markers. Stop at 52 Collins Street. Find the blue information plaque.

23. When was Melville House built?
When was it altered?

Built in:_____

Altered in:_____

24. What is on the site of Melville House now?

_____

_____

Follow the brass markers up Collins Street to Stop 20. You are outside the Melbourne Club. This is a famous and exclusive club. Have a good look at the building design.

25. The Melbourne Club is at number ____ Collins Street.

26. Do you think anyone can join this club?
Why do you think this?

_____

_____

Follow the brass markers further up the street and find No. 12 Collins Street, the Victor Horsley Chambers.

27. When was it built? Why?

_____

_____

28. Read the brass plaques on the building. Circle the occupations you can find

surgeons	hairdressers
opticians	solicitors
physiotherapistreets	grocers

29. What do the occupations on the plaques have in common?

_____

_____

During the 1950s, the top end of Collins Street was referred to as the 'Paris end of Collins Street'. This was because the French wife of the owner of the Oriental Hotel suggested putting tables on the footpath like in Paris.

30. What else is Parisian in this part of Collins Street?

_____

_____

Anzac House

31. For what purpose is Anzac House used?

_____

_____

Look at the photo of Collins Street about 1871 on the information board just past the Victor Horsley Chambers.

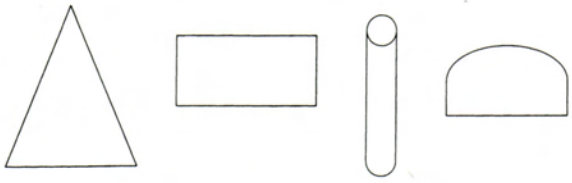
32. Who built the house across the road on the South-West corner of Spring Street and Collins Street?

_____

Cross Collins St at the lights to Stop 22. Then cross Spring St at these lights and walk up the front steps of the Old Treasury Building.

The Old Treasury Building [Stop 23], which now houses the Gold Treasury Museum, is considered to be the finest 19th century building in Australia. The architect J J Clarke was only nineteen years old when he designed the building. Its vaults were designed to store gold from the goldfields.

33. Can you find the following shapes in the front of the Old Treasury Building? Count the number of times you see each shape and write the number inside the shape.



34. Look carefully at the coat of arms above the door of the Old Treasury Building. What star constellation is on the shield? Draw the shield.

35. What do the Kangaroo and the Crown symbolise (represent)?

36. Read the circular plaque to the left of the main door. What were the bluestone vaults in the basement of the building used for?

37. Examine the electric lights outside the Old Treasury Building. Were they always electric? Is there any evidence for your decision?

Walk past the front of the Old Treasury Building to the open paved area on the northern side. Have a close look at the statue of the judge there.

38. Complete the judge's section (Mr Justice Higginbotham) of the table below.

Three Statues: The Judge, the General and the Poet

	Mr. Justice Higginbotham	**Charles Henry Gordon**	**Adam Lindsay Gordon**
Important dates			
Main activities			
Pose of statue (sketch using stick figures)			
Clothing			
Other interesting information			

Cross Macarthur Street at the pedestrian crossing onto the reserve where you will find the other two statues.

39. Now complete the rest of the table.

    What is the name of the reserve in which these two statues are located?

    _____

    _____

Walk over to the fountain in the middle of the reserve.

40. When was the fountain built?

    _____

41. What is the name of the railway station next to this reserve?

    _____

42. Look across to Parliament House further up Spring Street. If you look closely you will observe evidence that the building is unfinished.

    What is it? (Hint: look at the right hand side of the building)

    _____

Follow the brass markers up to Parliament House and stand on the front steps.

43. Walk up the steps to the front doors, counting the steps along the way.

    There are _____ steps.

    If you can, walk inside and look at the beautiful mosaic floor.

Look down Bourke Street from the top of the steps. If you can, take a photograph.

44. What is the name of the bridge you can see in the far distance?

    The _____ Bridge.

45. Describe the floor pattern between the top of the steps and the main doors.

    _____

46. Are there people or groups of people on the Parliament House steps?

    Yes No

47. Who are they? (Hint: they may be in uniform.)

    _____



Image 32: Parliament House
(Source: Parliamentary Library, Parliament House)

Well done! You have now finished Walk 3 of Melbourne's Golden Mile.

3.2.4 WALK 4



Image 33: Behind the Scenes (Source: Museum Victoria)

Introduction

The neighbourhoods in this section of Melbourne, around Little Bourke Street and Little Lonsdale Street, had been widely stereotyped during the late-nineteenth and early-to-middle twentieth centuries as 'the heart of slumdom' (*The Age*, 3 January 1931). Families moved in and out of the tiny houses crammed into the lanes and alleys. Craftsmen ran their businesses in the local warehouses. Rowdy young men fresh on their arrival in Australia or straight from the goldfields took temporary refuge in the cheap boarding houses and hotels.

Melbourne has changed. Little Bourke Street has been modernised and skyscrapers now cover most of the Little Lon. area. There are still traces left behind however of the lives of the people who lived and worked there. This walk will help you to find the evidence.

There are two parts to this walk:

1. Little Bourke St: this section passes through the area where Chinese immigrants settled in the 1850s. It is now the oldest continuing Chinatown in the Western world.

   Little Lonsdale St: this was one of Melbourne's most notorious streets. It was a closely populated area whose residents were mainly poor and new arrivals to Melbourne. One early cottage from this period still remains. This area was also the site of a major archaeological dig in the 1980s.

2. Victoria's Palace of Nations: the final section of the walk passes the Royal Society and ends at the Royal Exhibition Building, where Melburnians celebrated their coming of age with a major International Exhibition in 1880. This area is now also the site of the new Melbourne Museum.

This section of the walk begins at Parliament House in Spring Street.

You are standing in front of 'The People's House' [Stop 24].

1. Walk up the steps to the top of Parliament House and count them on the way.

   There are_____steps.

2. List three features of the Parliament House building and its immediate surroundings which are evidence that it was built over one hundred years ago.

   i) _____

   ii) _____

   iii) _____

   From the steps you can see the Princess Theatre across the street.

3. Look at the decoration on the Princess Theatre. List two pieces of evidence on the theatre that follow this royalty theme.

   i) _____

   ii) _____

From the brass marker at Stop 24, cross Spring Street at the lights to the southern side of Bourke Street. Cross Bourke Street and walk along Spring Street, then turn into Little Bourke Street.

Major detour:

This walk makes a detour from the brass markers to include an excursion down Little Bourke Street into Chinatown and the back streets of Little Lonsdale. It eventually meets up again with the marked trail.

4. Read the square sign and the blue plaque outside the front door of Oakford Gordon Place [Stop 26].

   The builder of Gordon Place also owned the Princess Theatre. What was his name?

   _____

5. This building has changed. Describe two modern features of Oakford Gordon Place.

   i) _____

   ii) _____

6. In which year did Oakford Gordon Place cease to be a lodging room for men?

   _____

Walk further down Little Bourke Street to the intersection of Little Bourke Street and Punch Lane. You have entered Chinatown.

7. Count the number of stone lions you see on your walk down Little Bourke Street through Chinatown. There were _____ stone lions.

Stop and stand at the corner of Little Bourke Street and Punch Lane.

8. Look around. What else can you see that is Chinese from where you are standing?

   i) _____

   ii) _____

You are going to leave the brass pavement markers of *Melbourne's Golden Mile* ***for the next few activities.***

Continue walking down Little Bourke Street, crossing Exhibition Street at the lights, until you come to Cohen Place on the right hand side of the street.



Image 34: Chinese gate (Source: Pike Design)

9. Make a sketch of either one small detail or the whole decorative gateway to Cohen Place. If you have a camera, photograph the gate and the lions.

10. Find the commemorative stone plaque under the tree in Cohen Place and read it. Complete the following:

    i) Melbourne's gate is a replica of the one in _____ city in _____ province in China.

    ii) Copy three characters (Chinese letters) from the Chinese section of the inscription.

Walk to the far end of Cohen Place. Note the Chinese Museum on the right hand side. The alley narrows at the end.

Observe the evidence of change in the brick wall on the left hand side of this narrow alley (when you are facing Lonsdale Street).

11. Why do you think the changes were made to this building?

_____

Turn right at Lonsdale Street and walk up to Exhibition Street. Cross Exhibition Street at the lights and rejoin the *Melbourne's Golden Mile* ***trail on the Comedy Theatre corner.***

Follow the brass markers along Exhibition Street to Cooper's Inn which is on the southern corner of Exhibition and Little Lonsdale Street.

Cooper's Inn was built in the 1880s and is described as a 'Boom style' building.

12. Look at the decoration and style of the building. What do you think 'Boom style' means?

_____

_____

Walk back a few doors down Exhibition Street (in the direction of Lonsdale Street) until you come to a Pharmacy (chemist). In the window is a display of old medicines.

13. The job of a chemist has changed. Write down or draw two things in the window which are evidence of this.

i) _____

ii) _____

Next door to the Pharmacy is a set of glass automatic doors. Go through these and the next set of automatic doors.

You will enter a large enclosed area. This used to be an alley one hundred years ago. This was the centre of what was considered to be a slum area. It was also however a lively place crammed with families, small businesses, craftsmen and boarding houses full of immigrants from around the world. People in Little Lon. were often arrested for homelessness, drunkenness and theft and sent to the Melbourne Goal nearby in Russell Street.

Sit on the seats facing the back of the Pharmacy.

14. What are the clues that this used to be an outside space?

_____

_____

15. Look at the grey pavement at your feet. Estimate how wide the alley was.

It was _____ metres wide.

16. Draw a diagram showing where you think the footpath used to be.

17. Look up at the top of the three-storey pharmacy. What was the pulley used for?

_____

Leave by the glass automatic doors that exit into Little Lonsdale St. Turn right and walk along Little Lonsdale St towards Spring St. Stop when you come to the entrance of the large open carpark on the right hand side of the street.

Look closely at the building at the edge of the carpark. Look down the long side of this red brick building.

18. Make a list of all the changes to that building (Hint: look for the exposed chimney shaft, the holes for second storey floor beams, the bricked-in arches).

Changes

_____

Evidence

_____

_____

Continue walking up Little Lonsdale Street.

On the right-hand side of Little Lonsdale Street is the newly restored Oddfellows Hotel. This was built in 1850-53. Find the iron grate in the pavement covering the entrance to the cellar and look down the hole. In 1989 archaeologistreets removed over 50 tonnes of material from this space.

19. List three objects they could have found here.

i) _____

ii) _____

iii) _____

Continue your walk up Little Lonsdale Street towards Spring Street.

Stop at Number 23 Little Lonsdale Street (a blue building on the right) between Casselden Place and Gorman Alley.

This was a bellows' factory that was built in the 1870s for J.A.Porter. It has recently been restored.

20. What are bellows? (Hint: they were used by blacksmiths)

_____

Turn right into the alley called Casselden Place, and walk to the end.

Look at the 1877 worker's cottage [No. 17]. Look at the left-hand side of the cottage.

21. Do you think there was another building here in 1877?

☐ Yes ☐ No



Image 36: Casselden Place (Source: Museum Victoria)



Image 37: Row of Casselden Place (Source: Museum Victoria)

Look at these photos. One was taken in 1997 and the other in the 1950s. The remaining cottage at No. 17 was in fact one of a row.

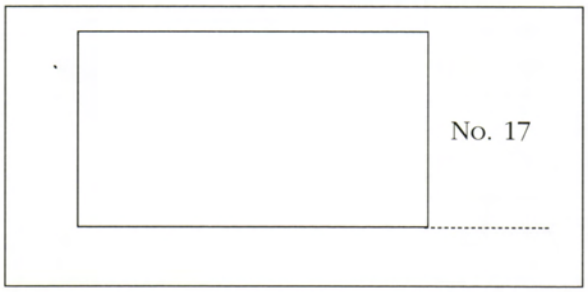
22. What is the evidence?

_____

_____

Look closely at the pavement area next door to the cottage. The red bricks are the exact floor plan of the cottage and back yard that used to be here.

23. Draw this floor plan and label the doors, windows, courtyard and toilet. See if you can label the bedrooms and other rooms (Hint: look at Number 17 for clues).



Opposite the cottage at Number 17 Casselden Place is a large tree root on the brick paving.

24. Why do you think the tree root is here? Do you think it is very old? What is the evidence?

_____

_____

_____

Walk back down Casselden Place to Little Lonsdale St and continue right in the direction of Spring Street.

Look at the very old Elm's Family Hotel on the right hand corner of Spring Street and Little Lonsdale Street.

25. When was the Elm's Family Hotel built?

_____

26. What is its current use?

_____

Turn left, away from the Elm's Family Hotel and continue along Spring Street. Then walk left down La Trobe Street in the direction of Exhibition Street.

On the left hand side of the footpath, you will pass a wall plaque about a nun called Mary McKillop (1842-1902).

27. What were the three things Mary McKillop had built on that site?

i) _____

ii) _____

iii) _____

There is a small house on the triangle of land in the centre of Victoria Street, with a fenced area at the back containing some equipment.

28. What do you think that equipment is used for?

To measure

traffic weather pollution

29. What is your evidence?

_____

When you reach Exhibition Street, you will be back on the Melbourne's Golden Mile Trail. Find the brass markers again on the footpath. Cross La Trobe Street at the lights.

The Royal Society is the building standing alone on the right hand side of Exhibition Street, before you reach the gardens. Read the blue plaque at the front steps of this building.

30. How long has the Royal Society occupied the building?

_____

31. Who were the explorers who left from this spot?

_____ and _____

Look carefully at the large boulder in the garden of the Royal Society Building. This is a glacial rock. Look at the shape and feel its texture.

32. Where did the boulder come from?

_____

33. What caused the smoothness?

cold temperatures

slow erosion in the glacier

termites

Follow the brass markers and cross Victoria Street at the lights to enter the Carlton Gardens. Follow the brass markers that will take you up the ceremonial pathway (the wide one running from north to south) to the end of the trail at the Royal Exhibition Building.

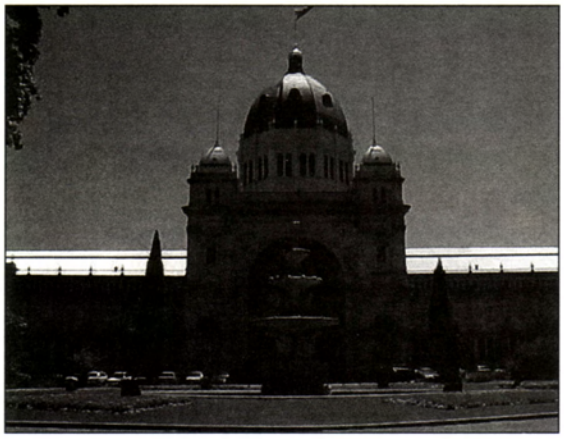


Image 38: REB (Source: Museum Victoria)

34. List three features of the building and its surroundings which are evidence of its function as a building for exhibitions.

i) _____

ii) _____

iii) _____

If you have the time and the energy walk around the building and look at its size. The new Melbourne Museum is on the other side of the Royal Exhibition Building.

Well done! You have now finished Walk 4 of Melbourne's Golden Mile.

3.3 POST-VISIT ACTIVITIES

3.3.1 Notes for teachers

The information collected by students during their *Melbourne's Golden Mile* walk and the photographs and maps provided in the Education Package can be used as a basis for tackling these post-visit activities.

There are three sections. Each provides examples of different approaches that can be used with the material provided during the walks.

Section 1: The four research activities in this section are based around questions that could be answered with material from any of the walks. At the end of each question, sample Assessment Tasks and presentation methods are suggested and CSF details are tabled. Students are encouraged to work in pairs or small groups and share their information in the presentation of a joint project. Each group would choose one of the suggested research activities to study in more detail. In this way, a whole class may cover all the activities.

Section 2: The material in this section provides an example of an historical teaser. It raises the issue of the problems involved in historical representations and allows students to use evidence to draw conclusions. This section could be used as a prototype for the formulation of similar questions using the four *Melbourne's Golden Mile* walks as a basis.

Section 3: This section offers a range of short questions arranged in themes which students could work on alone or in pairs. Students could choose one question from each of the themes. They could also be extended into broader research projects. Most of the questions are generic and could be answered regardless of the walk completed by the student. Where this may not be the case, it is indicated in brackets next to the question.

The themes are: The Lie of the Land, Bricks and Mortar - City Buildings, and People and Places.



Image 66: Bourke Street and entrance to Royal Arcade (Source: La Trobe Picture Collection, State Library of Victoria)

3.3.2 Post-visit activities: Section 1

Movers and shakers: famous individuals in Melbourne's history (H4.2; H6.2)

There are many streets, buildings and sites along the walks associated with particular people in Melbourne's history. For example:

Walk 1: John Batman, John Hoddle, John Pascoe Fawkner

Walk 2: William Wardell, Lord Hopetoun, E.W. Cole, William Pitt

Walk 3: Burke and Wills, Adam Lindsay Gordon, Justice Higginbotham

Walk 4: Mary McKillop, Lola Montez, Charles La Trobe

How have individuals played a role in Melbourne's history?

From the walk you completed select two of the people named above, or choose two other significant people connected with Melbourne's history to answer this question.

Sample Assessment Task 1: Annotated Visual Display

Using the notes you completed as part of the walk, as well as the photographs provided and any other information you can find, present an annotated visual display on the lives of each of the individuals you have selected.

You could include the following information:

- biographical details (both before and after their arrival in Melbourne)
- picture of the individual (a painting, lithograph, watercolor etc.)
- map of various sites in Melbourne associated with the individual
- photographs of various sites in Melbourne associated with the individual
- importance and influence of the individual on the history of Melbourne
- the impact (if any) of that person's activities on the local Aboriginal people's lifestyle and habits
- short summary of the major changes occurring in Melbourne and/or Australia at that time that might have influenced the life and deeds of each individual
- your opinion of how important the individual was to the history of Melbourne and/or Australia

CSF Outcomes met by completing Assessment Task 1 (H4.2; H6.2)

At the completion of Levels 4 and 6 student will be able to:	This will be evident when the student is able to:	Activities in this assessment task:
H4.2 Explain significant events and people in Australia's history 1799-1918	Assess the importance of key participants in bringing about change in Australian history Evaluate the contributions of key participants and leaders in these events	• Description of the lives of the selected individuals • Description and evaluation of the individual's contribution to the development and growth of Melbourne
H6.2 Analyse the continuing significance of major events and ideas which shaped Australian society.	Analyse the events and ideas bringing about significant change Compare different perspectives about a significant event	• Consideration of the impact of these changes on the local Aboriginal population • Summary of major changes in Australia at that time that might have influenced the individual's life and deeds • Presentation of project

Key Competencies covered by Assessment Task 1:

KC1: Collecting, analysing and organising information (Investigation)

KC2: Communicating ideas and information (Communication)

Communicates effectively the findings of the assessment task to an audience, through spoken, graphic and written methods via the presentation of the Annotated Visual Display

KC3: Planning and organising activities (Communication, Investigation, Participation)

Students take responsibility for organising their own time for the assessment task

KC4: Working with others and in teams (Participation, Communication)

Student works successfully with others in completing and presenting the Annotated Visual Display

Major History Concepts covered by Assessment Task 1:

Change : types of change and the impact of change on people's lives

Continuities : how people have tried to conserve social, political, economic and cultural aspects of their societies

Cause and effect : the relationship between events and people's motives, intentions and actions

Leadership : the contribution of key individuals

Evidence : the range of oral, printed, electronic and other sources of information about the past

History and Geography Skills covered by Assessment Task 1:

Learn about significant events in Australian history

Analyse a range of primary, secondary, oral and visual sources of information in their inquiries

Use evidence to draw conclusions

Analyse a variety of historical viewpoints and the values underpinning them

Identify the rights and responsibilities of Australian citizens

If bricks could talk: Melbourne's changing streetscape (G4.3; H6.2).

During the walk through Melbourne's streets, you passed many old buildings that had changed drastically in structure and function over the decades since they were first built. Sometimes this happened when the area changed its focus (such as from residential to commercial), or because of improved technology. For example:

Walk 1: Immigration Museum, Fawkner's Hotel, Rutherglen House, Le Meridian Hotel, Doyle's Free Stores, Olderfleet Building

Walk 2: Bank of Australasia, 333 Collins Street, Block Arcade, Howey Place

Walk 3: Melbourne Town Hall, City Square, Dr. Martin's Tavern, Melville House

Walk 4: Princess Theatre, Chinatown area, Oddfellows Hotel, 17 Casselden Place

How are events, new ideas and changes in technology reflected in the built environment?

You are going to trace the life story of one building. For this task, choose one major building or site you saw on your walk. Select one that interested you because of its age or size, decoration or function.

Sample Assessment Task 2: Annotated Visual Display and Debate

Work in pairs. First read back over the notes you made about that building or area while you were on the walk.

Then:

- Find all the photos or drawings of that building going back in time as far as you can. You will need at least five photographs so use the Internet. Check out the State Library of Victoria and Heritage Victoria websites for this project! They have excellent photographs available. For Walk 4, the Museum Victoria website has photographs of 17 Casselden Place.
- Arrange your photos and/or drawings in order from earliest to latest and write the dates on each one if possible.
- Make a list of all the visible changes that have occurred to your building or site over time.
- Which changes were necessary for modern lifestyle, transport or working life? Describe the advantages of these changes.
- Which changes were unnecessary? Why?
- Imagine the building or site you have selected is about to be demolished or redeveloped. Prepare a debate with your partner. Argue 'for' or 'against' the demolition!
- Present your case to the class in a role-play. Use photos, maps or any other material to support your argument.

CSF Outcomes met by completing Assessment Task 2 (G4.3; H6.2).

At the completion of Levels 4 and 6 student will be able to:	This will be evident when the student is able to:	Activities in this assessment task:
G4.3 Analyse different views about the use and care of places.	Describe places and how they are used by people.	Identify changes that have occurred over time.
H6.2 Analyse the significance of major events and ideas which shaped Australian history.	Identify significant events and ideas which shaped Australian society. Evaluate the impact of events and ideas on people and structures Arrange visual sources in order from earliest to latest and date them.	• Write a paragraph on necessary changes and describe the advantages. • Identify unnecessary changes. • Prepare a debate 'for' or 'against' the demolition of the building!

Key Competencies covered by Assessment Task 2:

KC1: Collecting, analysing and organising information (Investigation)

KC2: Communicating ideas and information (Communication)

Communicates effectively the findings of the assessment task to an audience, through spoken, graphic and written methods via the presentation of the Annotated Visual Display

KC3: Planning and organising activities (Communication, Investigation, Participation)
Students take responsibility for organising their own time for holding a debate

KC4: Working with others and in teams (Participation, Communication)
Student works successfully with others in completing and presenting the AVD

KC7: Using technology (Participation, Communication)
Student uses the Internet to find information about their selected site

Major History and Geography Concepts covered by Assessment Task 2:

Time - chronology measured by calendars and other artefacts

Sequence - the order of events

Change - types of change and the impact of change on people's lives

Evidence - the range of oral, printed, electronic and other sources of information about the past

Place - the natural and human characteristics of places at local and regional scales

History and Geography Skills covered by Assessment Task 2:

Learn about significant events in Australian history

Analyse a range of primary, secondary, oral and visual sources of information in their inquiries

Use evidence to draw conclusions

Analyse a variety of historical, viewpoints and the values underpinning them

Interpret maps

Observe, record and collect data in the field

Process and interpret data

But why here? (H4.1; H4.2; H4.3; G4.1; G4.2; G4.3; G 5.2; H6.1)

Before Europeans settled Melbourne, Aboriginal communities occupied the area. There were hills, rivers and trees, and foods for them to gather and hunt.

Europeans adapted themselves to many natural features of the landscape, but modified others. They chose the location of their residential, commercial and public buildings with care. The rich settled some areas, and the poor clustered together in different neighbourhoods. The natural and physical environment had a lot to do with these decisions.

You would have noticed some of these natural, physical and human features on your walk. For example:

Walk 1: the Yarra River, solid buildings, commercial areas

Walk 2: wide streets, large, ornate buildings, banks and businesses

Walk 3: city centre, wide streets, public buildings, Parliament House on a hill, wealth and power

Walk 4: city edge, narrow alleys, smaller buildings, multicultural precincts

Explain the influence that the natural and physical environment has had on the development of Melbourne.

You are going to examine the location and function of significant buildings, gardens and precincts (specialised areas) in Melbourne.

Sample Assessment Task 3: PowerPoint and oral presentation

Work in groups of no more than three people. Each person in the group could research one or more aspects which are then combined into the final project. Use the notes you completed as part of the walk, as well as Images 63, 69, 70 and any other photographs and maps you can find to research this question.

The main things to consider are:

- What was the area of Melbourne like before European settlement? Look at the maps and drawings that show what the topography was like, and where creeks and rivers, swamps and wooded areas were located.
- What changes did the early settlers make to the environment of Melbourne? Find examples of how European ideas (like Hoddle's Grid) were imposed on the Australian landscape.
- Find out about Aboriginal lifestyle and culture in the Melbourne area before settlement. Describe the possible impacts on Aborigines living in the area.
- How did the natural features influence the location and types of early buildings and the location of wealthy and poor residential areas.
- Present your research in a talk to the class, using a PowerPoint presentation of no more than 12 slides. Use maps and photographs wherever possible to demonstrate your point.

CSF Outcomes met by completing Assessment Task 3
(H4.1; H6.1; G4.1; G4.2; G4.3; G 5.2;)

At the completion of Levels 4, 5 and 6 student will be able to:	This will be evident when the student is able to:	Activities in this assessment task:
H4.1 Demonstrate knowledge of how the organisation and lifestyle of Aboriginal communities changed over time **H6.1** Describe the reasons for the colonisation of Australia **G4.1** Locate and explain the distribution of significant and built features, using maps and other geographical techniques **G4.2** Describe the distribution of population in Australia and explain changing patterns of land use **G4.3** Analyse different views about the use and care of places **G5.2** Explain how human activities change environments Describe the meaning and use of land for the Aboriginal peoples	Evaluate the impact of settlement on Aboriginal communities Locate and explain the reason for built features in regions of Australia Describe the spatial patterns of natural and built features in major cities Locate the major population centres in Australia Identify factors which have contributed to the use of areas for settlement and industry in Australia Describe places and how they are used by people Describe how people's use of places affects the environment Suggest why different groups, including Aboriginal communities, have different views about the use and care of places Describe human activities which change environments using geographical media	• Description of the Aboriginal lifestyle and its relationship to the natural environment and the changes experienced by aboriginal people post-settlement • Identification of areas preferred for European settlement • Description of how natural features influenced the location and function of early buildings • Description of changes to the natural environment by Europeans using maps and drawings of topography and natural features • Analysis of how natural features influenced the location and types of early buildings and the location of wealthy and poor residential areas • Presentation of research in a class talk using PowerPoint. Use of maps and photographs to demonstrate research

Key Competencies covered by Assessment Task 3:

KC1: Collecting, analysing and organising information (Investigation)

KC2: Communicating ideas and information (Communication)

Communicates effectively the findings of the assessment task to an audience, through spoken, graphic and written methods via the presentation of the PowerPoint presentation

KC3: Planning and organising activities (Communication, Investigation, Participation)

The students take responsibility for organising the research, and the production of the PowerPoint presentation within the slide limit suggested

KC4: Working with others and in teams (Participation, Communication)

Student works successfully with the team in allocating research tasks, sharing information, completing and presenting the PowerPoint

KC7: Using technology (Participation, Communication)

Student uses the Internet to find information about their selected site

Major History and Geography Concepts covered by Assessment Task 3:

Sequence - the order of events

Change - types of change and the impact of change on people's lives

Continuities - how people in the past have tried to conserve social, political, economic and cultural aspects of their societies, and the importance of traditional ideas and values

Evidence - the range of oral, printed, electronic and other sources of information about the past

Place - the natural and human characteristics of places at local and regional scales

Distribution - patterns of natural and human processes and features

Relationships between people and environments - how people use and alter environments and are influenced by natural processes

History and Geography Skills covered by Assessment Task 3:

Learn about significant events in Australian history

Analyse a range of primary, secondary, oral and visual sources of information in their inquiries

Use evidence to draw conclusions

Analyse a variety of historical viewpoints and the values underpinning them

Identify the rights and responsibilities of Australian citizens

Apply geographic skills such as direction and scale

Interpret maps

Observe, record and collect data in the field

Process and interpret data

4. Looking behind the facades: the people of Melbourne (H4.2; H6.1; E&S4.1; G4.1; G4.2; G4.3; G6.2)

Melbourne has grown from a very small community on the banks of the Yarra to one of the large and great cities of the world. The population has grown very rapidly at times. These growth spurts and the different cultural groups who have been part of this growth have had a major impact on the development of the city.

During your walk you would have noticed some of the signs of this growth and of the different cultures that have formed Melbourne. The evidence is in the names of the streets and lanes, the function and decorative styles of the buildings or the name of the owners. For example:

Walk 1: the Immigration Museum (old Customs House), Highlander Lane, Murphy's Wine and Spirits (in King Street)

Walk 2: the European architecture in Collins Street, Gog and Magog in Royal Arcade

Walk 3: The Athenaeum, Chinese Church, Scots Church.

Walk 4: Chinatown

'The growth of Melbourne's population, and the different groups that made up that population, have had a significant impact upon the development of the city'.

You are going to use this statement as the basis for your research.

Sample Assessment Task 4: Research and presentation in the form of an exhibition.

Work in pairs or small groups of three. Each person in the group could research one or more aspects which are then combined into the final project.

One way of going about it:

- Obtain the population figures of Melbourne for each of the following periods:

  i) 1835-1850 ii) 1850-1865
  iii) 1865-1880 iv) 1880-1900

- Make a bar graph of these figures.
- Select one of these four periods to examine. For example, period ii) may interest your group because it includes the gold rush (1850s) or period i) because it includes the earliest settlement.
- Research a range of sources to find out what Melbourne may have been like at the time you have selected and how it may have changed during that time. Use the notes you completed as part of the walk and any photographs you may have taken. Use the Internet! For example the Australian Bureau of Statistics, the State Library of Victoria, The National Trust, The Old Melbourne Gaol, the Museum Victoria and Heritage Victoria websites have excellent data and photographs. The State Library also has archives of early newspapers. Cartoons, political commentaries, editorials, poems, songs and advertisements are all valuable sources of evidence. Check them all.
- Present your research in the form of an exhibition. It could be an actual exhibition or electronic in the form of a series of web pages. It should be clear and detailed enough so that it doesn't need any verbal explanation. Be creative! Use maps, graphs, cartoons, imagined interviews with early Melburnians, newspaper cuttings and photographs wherever possible to demonstrate your point.

Make sure you include:

- a discussion about the different groups of people that contributed to the growth of Melbourne. Your groups may be broad and refer to business groups and women or more defined groups such as Chinese immigrants or politicians.
- an explanation of the impact of the growth of Melbourne on features such as buildings (for example, the function of the building and its location), services (for example, gas, electricity, water, sewerage, roads), education and the spread and size of the city, including the spread of residential areas.
- a description of how the groups who formed part of that growth had an impact on the features of Melbourne. Include the influences of these groups on the types of buildings, their location and decoration, the spread and size of the city, including the spread of residential areas and where specific cultural groups lived.

CSF Outcomes met by completing Assessment Task 4 (H4.2; H6.1; E&S4.1; G4.1; G4.2; G4.3; G6.2)

At the completion of Levels 4 and 6 student will be able to:	This will be evident when the student is able to:	Activities in this assessment task:
H4.2 Explain significant events and people in Australia's history 1799-1918 **H6.1** Describe the reasons for the colonisation of Australia **E&S4.1** Explain how economic decision making affects the use of resources **G4.1** Locate and explain the distribution of significant and built features, using maps and other geographical techniques **G4.2** Describe the distribution of population in Australia and explain changing patterns of land use **G4.3** Analyse different views about the use and care of places **G6.2** Evaluate how different factors affect the distribution and dynamics of human population. Determine the sequence of significant events related to Australia's history	Describe why selected events were significant in the development of 19th century Australia Assess the importance of key participants in bringing about change in Australian history Describe daily life for a selected group in an historical period from 19th century Australia Analyse any one particular social or political change and its impact on people Discuss technology and changing community values can affect the use of resources to produce goods and services Locate and explain the reason for built features in regions of Australia Describe the spatial patterns of built features in major cities Locate the major population centres in Australia Identify factors which have contributed to the use of areas for settlement and industry in Australia Describe places and how they are used by people Identify the range of factors responsible for change to human populations	• Description of the Aboriginal lifestyle and its relationship to the natural environment and the changes experienced by Aboriginal people post-settlement • Identification of areas preferred for European settlement • Description of how natural features influenced the location and function of early buildings • Description of changes to the natural environment by Europeans using maps and drawings of topography and natural features • Analysis of how natural features influenced location and types of early buildings and location of wealthy and poor residential areas • Presentation of research in a class talk using PowerPoint. Use of maps and photographs to demonstrate research

Key Competencies covered by Assessment Task 4:

KC1: Collecting, analysing and organising information (Investigation)

KC2: Communicating ideas and information (Communication)

Communicates effectively the findings of the assessment task to an audience, through graphic, geographic and written methods in the form of an exhibition

KC3: Planning and organising activities (Communication, Investigation, Participation)

The students take responsibility for organising the research, and the production of the exhibition

KC4: Working with others and in teams (Participation, Communication)

Student works successfully with the team in allocating research tasks, sharing information completing the exhibition

KC7: Using technology (Participation, Communication)

Student uses the Internet to find information and could present the final product in the form of a series of web pages

Major History and Geography Concepts covered by Assessment Task 4:

Time - chronology measured by decades to label periods of time

Sequence - the order of events

Change - types of change and the impact of change on people's lives

Continuities - how people in the past have tried to conserve social, political, economic and cultural aspects of their societies, and the importance of traditional ideas and values

Evidence - the range of oral, printed, electronic and other sources of information about the past

Place - the natural and human characteristics of places at local and regional scales

Distribution - patterns of natural and human processes and features

Relationships between people and environments how people use and alter environments and are influenced by natural processes

History and Geography Skills covered by Assessment Task 4:

Learn about significant events in Australian history

Analyse a range of primary, secondary, oral and visual sources of information in their inquiries

Use evidence to draw conclusions

Analyse a variety of historical viewpoints and the values underpinning them

Identify the rights and responsibilities of Australian citizens

Apply geographic skills such as direction and scale

Interpret maps

Observe, record and collect data in the field

Process and interpret data

3.3.3 SECTION 2

So who was it? That is the question!

Aboriginal communities occupied the Melbourne area long before Europeans arrived on the Australian mainland. After the European settlement however, there were four candidates who could claim to be the founder of the city of Melbourne. They are John Batman, John Pascoe Fawkner, John Lancey and George Evans.

Here is the case 'for' and 'against' each of their claims.



John Batman

Batman SHOULD be considered as Melbourne's founder because:	Batman SHOULD NOT be considered as Melbourne's founder because:
• He was the first white person to explore the lower Yarra River. • He 'purchased' land from the local indigenous people with a treaty that included the site of Melbourne. • A boat he sent upriver found fresh water. Batman wrote 'this will be the place for a village'. That place was the site of Melbourne. • Batman settled in Melbourne in 1836.	• There is no evidence Batman personally surveyed the area before the first settlers arrived. • The area he reserved for a township was actually unsuitable for settlement as it was flood prone.

John Pascoe Fawkner

Fawkner SHOULD be considered as Melbourne's founder because:	Fawkner SHOULD NOT be considered as Melbourne's founder because:
• He was the owner of The *Enterprise*, which was the boat that bought the first settlers to Melbourne. • He financed the expedition. • He arrived in Melbourne very shortly after in October 1835 and became one of the first settlers.	• He was not on The *Enterprise* when it arrived • He did not select the place to settle.

John Lancey

Lancey SHOULD be considered as Melbourne's founder because:	Lancey SHOULD NOT be considered as Melbourne's founder because:
• He was in charge of the group on *The Enterprise.* • He chose the site of Melbourne on the northern banks of the Yarra River. • He also organised a plan for the settlement.	• He did not settle in Melbourne permanently and left shortly after.

George Evans

Evans SHOULD be considered as Melbourne's founder because:	Evans SHOULD NOT be considered as Melbourne's founder because:
• He first thought of settlement and suggested to John Pascoe Fawkner the desirability of a party to follow up Batman's discovery. • He constructed Melbourne's first permanent building. • He was on *The Enterprise* when it landed. • He stayed on as a permanent settler.	• Fawkner claimed that Evans did not make any suggestion to him about settling the area. • Fawkner also claimed that *The Enterprise* carried no bricks and therefore he could not have constructed the first building.

Read the arguments 'for' and 'against' the four contenders to the title of 'founder of Melbourne'. Research other sources to add to your information.

Complete ONE of the two following activities:

a) Write an essay on the statement that 'John Batman should be regarded as the true founder of Melbourne'.

b) Imagine you are Batman, Fawkner, Lancey or Evans. Write a letter to a colleague in Hobart describing your impressions of the site of Melbourne and your involvement in its establishment. Outline the reasons for your claims to be the founder of Melbourne.

3.3.4 SECTION 3

Choose at least one question from each of the categories.

The Lie of the Land

- From the photographs and maps provided and your observations on the walk, describe what the area around the Immigration Museum and Queen's Wharf might have looked like when *The Enterprise* sailed up the Yarra River. Explain some of the factors as to why this area might have been selected as the 'place for a village.' (Walk 1)

- Why do you think the Immigration Museum is situated at this particular spot? The Immigration Museum was once known as the Customs House. What are customs? Why do you think a customs house would be located near a wharf? Do we have customs houses today?
- Consider the position of Elizabeth Street. Why do you think this street was prone to flooding? Use some of the maps and photographs provided to answer this question.
- Look carefully at the contour map of the city of Melbourne. Which land would you expect to be more expensive? Why?

Bricks and Mortar - City Buildings

- There are many similarities between the architectural styles of some of the public buildings in Melbourne and ancient Greek and Roman architecture.
- Find as many Melbourne examples as you can which show the relationship between the style of these public buildings and the ancient architecture. Use photographs to demonstrate the connection. Why do you think there is a relationship?
- Why do you think Melbourne was building such grand old buildings during the 1880s? Check out what was happening in Melbourne at that time.
- Technology has introduced many changes to Melbourne's buildings. For example, compare the Mitre Tavern (Walk 1) which was an old public house (pub) with a modern hotel or pub; or the small shops in Block Place (Walk 2) with a modern department store.
- Choose any three early buildings you saw on your walk that have a modern equivalent. Compare the design and function of your selected building with the design and function of modern buildings. What are the similarities and differences? Think about the size of the building, the decoration and services they provide. What has caused these changes? Do you think the changes will continue in the future?

People and Places

- Is the creation of the Immigration Museum an appropriate use for the old Customs House? Explain why or why not. (Walk 1)
- Imagine you are a visitor to Melbourne. You are staying at one of the following places:
  - i) Le Meridian Hotel (Flinders Lane - Walk 1)
  - ii) Block Place in the centre of Melbourne (Collins Street - Walk 2)
  - iii) The Melbourne Club at the 'Paris' end of Collins Street - Walk 3
  - iv) 17 Casselden Place (near Little Lonsdale Street - Walk 4)
- Write a postcard to a friend who has not been to Melbourne. Describe where you are staying and scenes around you. Include a few adjectives and descriptive phrases to capture the ambience of your location.
- Many city buildings are being converted into apartments. Very few people lived in the city ten years ago. Why do you think many people are now attracted to living in the city. How will the city change in the future if this trend continues? Write an advertising brochure for the City of Melbourne, describing the advantages of city living.
- Melbourne is considered to be one of the great cities of the world. It has many attractions for tourists. What are some of the features of a major city that attracts tourists? Use Melbourne as an example.
- It could be argued that the residents of Melbourne during the 1880s were too impressed with money and wealth. This is reflected in the large and ornate buildings that sprang up around Melbourne at this time. How was the wealth created during the 1850s through to the late 1880s? What other impact did this wealth have on the rest of Victoria?

4. A Resource Pack

4.1 Resource Images



Image 62: Collins Street with trams (Source: La Trobe Picture Collection, State Library of Victoria)

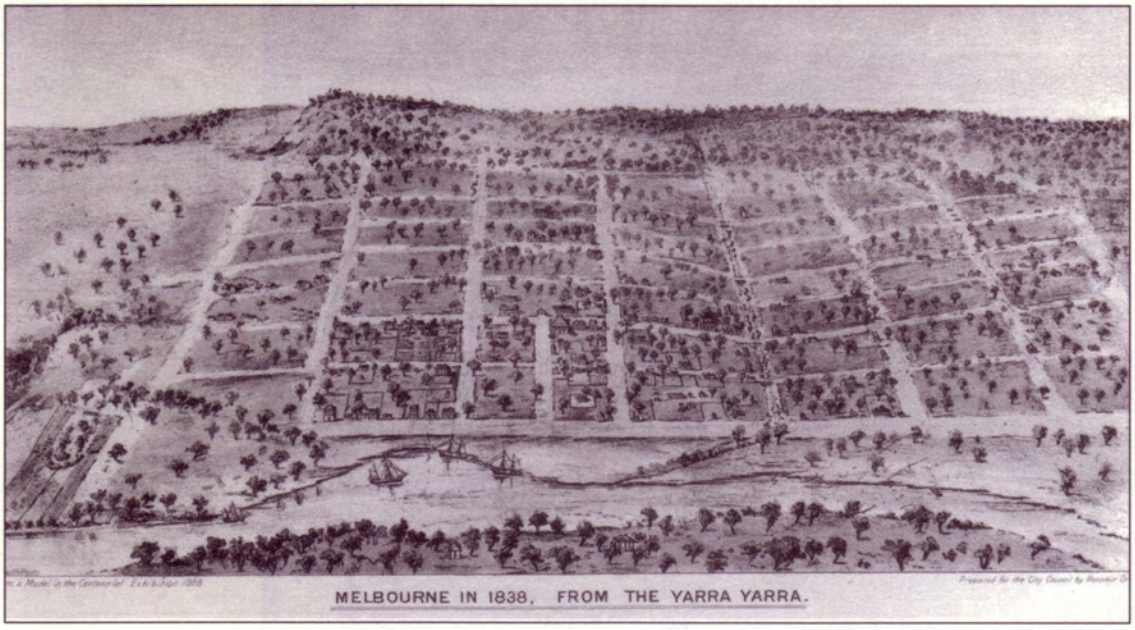


Image 63: Clarence Woodhouse *Melbourne 1838 from Yarra* (Source: La Trobe Picture Collection, State Library of Victoria)



Image 64: Daintree - Faunchery *Yarra below the Falls* (Source: La Trobe Picture Collection, State Library of Victoria)

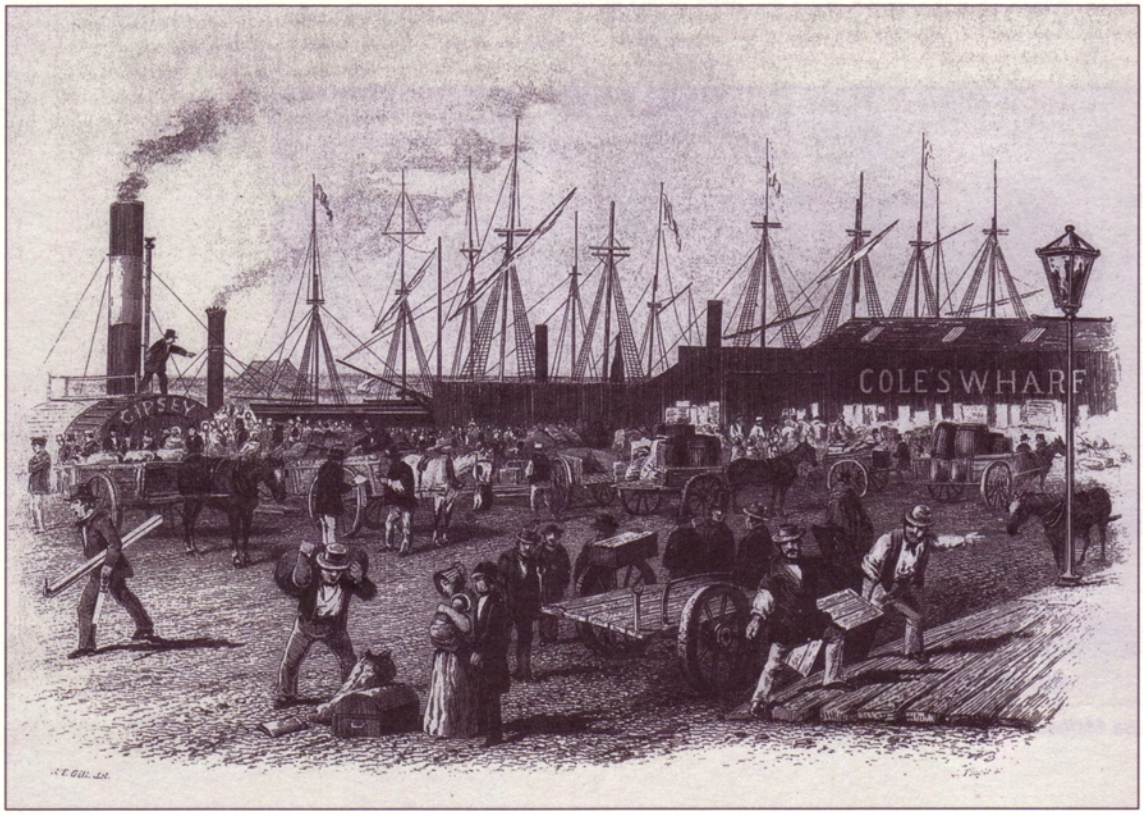


Image 65: Queens Wharf Melbourne West End (Source: *Victoria Illustrated,* La Trobe Rare Books, State Library of Victoria)



Image 66: Bourke Street and entrance to Royal Arcade (Source: La Trobe Picture Collection, State Library of Victoria)

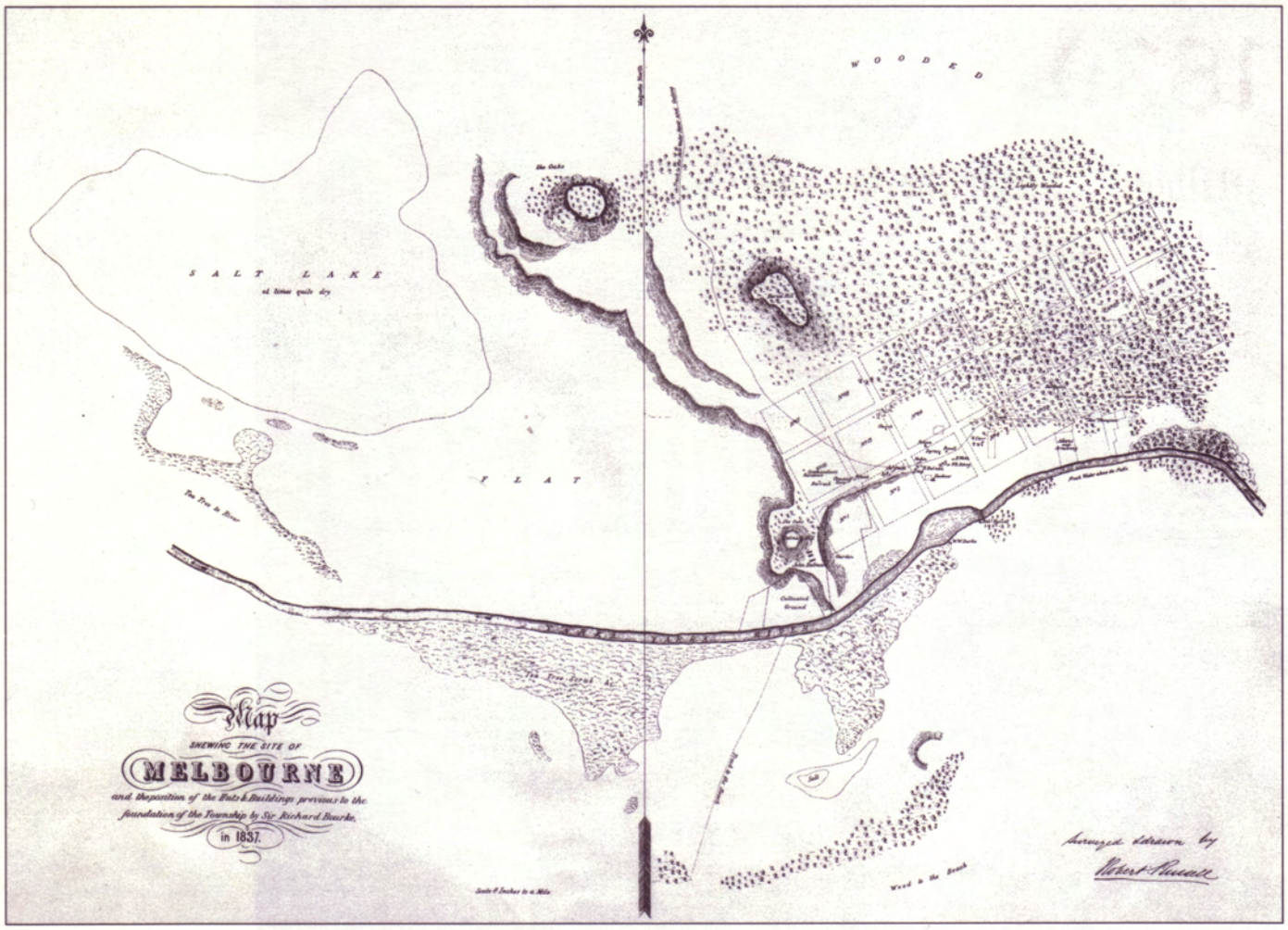


Image 69: Map showing site of Melbourne, 1837 (Source: Map Collection, Baillieu Library University of Melbourne)





Image 67: Melbourne from the Observatory (upper and lower) (Source: La Trobe Picture Collection, State Library of Victoria)

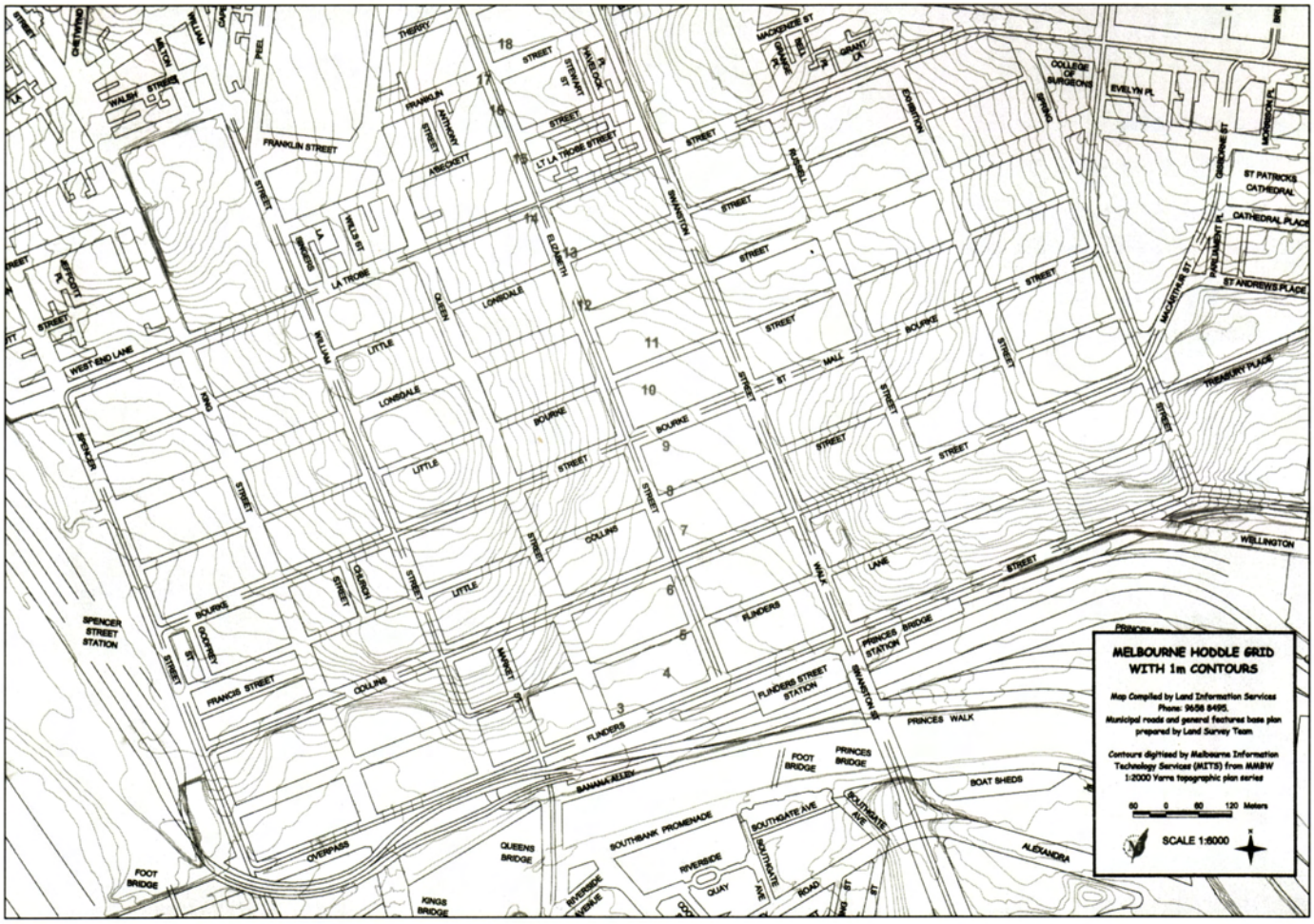


Image 70: 1999 Contour Map of Melbourne (Source: City of Melbourne)

4.2 Bibliography of Useful Sources

Other Guides

Davison, Graeme (ed.) *Melbourne on Foot,* Rigby, Adelaide, 1980

Goad, Philip *Melbourne Architecture,* Watermark Press, Sydney, 1999

Jacobs, Wendy *Walking Melbourne,* National Trust of Australia (Victoria), Melbourne, 1991

Ridley, Ronald T. A *Walking Guide to Melbourne's Monuments,* Melbourne University Press, 1996

Histories of the Central Business District

Brown-May, Andrew *Melbourne Street Life,* Australian Scholarly Publishing, Melbourne, 1998

Davison, Graeme *The Rise and Fall of Marvellous Melbourne,* Melbourne University Press, 1978

Lewis, Miles Melbourne: *The City's History and Development,* Melbourne City Council, 1994

Documentary Sources

Bate, Weston (ed.) *Liardet's Watercolours of Early Melbourne,* Melbourne University Press, on behalf of the Library Council, 1972

Grant, James F and Serle, Geoffrey (eds.) *The Melbourne Scene,* Melbourne University Press, 1957, reprinted Hale and Iremonger, 1978 (contains vivid extracts from contemporary descriptive works)

Other Useful Sources

Presland, Gary *Aboriginal Melbourne,* Penguin, Melbourne, 1994 (reprinted 1998)

Shaw A.G.L. *A History of the Port Phillip District: Victoria before Separation,* Melbourne University Press, 1996

A Dictionary of Architecture would be useful guide for architecture styles.

An Australian Dictionary of Biography would be a useful for significant people connected with Melbourne.

4.3 Useful Websites

Chinese Museum:
http://www.vicnet.net.au/~mcah

Gold Treasury Museum:.
http://www.oldtreasurymuseum.org.au

Heritage Victoria:
http://www.heritage.vic.gov.au

Immigration Museum:
http://www.museum.vic.com.au/immigration

Melbourne Museum:
http://www.melbourne.museum.vic.gov.au

Melbourne Town Hall:
http://www.melbourne.vic.gov.au

National Gallery of Victoria:
http://www.ngv.vic.au

Old Melbourne Gaol:
http://www.nattrust.com.au

Parliament House:
http://www.parliament.vic.gov.au

Post Master Gallery:
http://www.auspost.com.au/stamps

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

4.4 Some Interesting Facts

1804 First attempted settlement at Sorrento fails.

1835 Melbourne founded. John Batman and John Pascoe Fawkner disputed the claim as founder. In the first year almost 200 European people made Melbourne their home.

1839 Population of Melbourne rose to 5000.

1851 Victoria formally became a separate colony from New South Wales.

Discovery of gold. Population of Melbourne was 29,000.

1856 The State Library was built, later to include the National Museum and National Gallery of Victoria.

1861 Population was more than 130,000. Melbourne was Australia's largest city.

Burke and Wills expedition.

1880 250,000 people lived in Melbourne. The city had 10,000 gaslights and 20,000 horses. This period, known as 'Marvellous Melbourne' started with the International Exhibition of 1880.

Ned Kelly was caught, tried and hanged in the Old Melbourne Gaol.

1900 Melbourne's population was over 500,000.

1901 Australia's first Parliament opened at the now Royal Exhibition Building in Melbourne.