

EPISODE 21 | 1808: SARAH

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: SARAH'S LIFE

ACTIVITY 1: FEMALE FACTORIES

Subthemes: Gender roles and stereotypes; Historical events; Social order and education

Women were among the convicts sent to Australia during the transportation period. Many had been committed for petty theft from their employers in England, and they typically received sentences of 7 or 14 years. Female convicts arriving in the penal colony were assigned as domestic servants to free settlers or sent to female factories. There, women were separated into three classes according to their crime: a punishment class, whose members served periods in solitary cells; a crime class, incarcerated within the prison; and a hiring class, waiting to be appointed to service on local properties.

Discover

- As a class, research the role of female factories within the transportation system. Begin research by asking students what they already know about female factories and the transportation of women convicts. Record all facts, data and information already known and ask students to enter these in the K column of the KWHL chart in the **Student Activity Sheet H21.1 Female factories**.
- Ask students what they would like to learn about female factories. Record all questions, concerns, uncertainties and opinions in question form, and ask students to enter these in the W column of the KWHL chart in the **Student Activity Sheet H21.1 Female factories**.
- Ask students to generate ideas about the possible sources of information they might find to answer these questions. Record these and ask students to enter them in the H column of the KWHL chart in the **Student Activity Sheet H21.1 Female factories**.
- Allow students, working in pairs or individually, to research the questions asked by the class. Students should record the information they find and the sources they use. Students can conduct research in the school or local library, or online. As a starting point, teachers can refer to the resources listed below:
 - 1 Department of Sustainability, Environment, Water, Population and Communities, 'Cascades Female Factory', <http://www.environment.gov.au/heritage/places/national/cascade-female-factory/information.html>
 - 2 Female Convicts Research Group (Tasmania), <http://www.femaleconvicts.org.au/>



- 3 Historic Houses Trust, 'Why were Convicts Transported to Australia?', http://www.hht.net.au/discover/highlights/kids_fact_sheets/why_were_convicts_transported_to_australia
 - 4 National Archives of Australia, 'Women Transported: Myth and Reality', <http://www.naa.gov.au/whats-on/audio/women-transported.aspx>
 - 5 Tasmania Parks and Wildlife Service, 'Ross Female Factory: Archaeology', <http://www.parks.tas.gov.au/index.aspx?base=7566>
- Ask students to spend some time reflecting on what they have learned during the course of their research, and find out whether any questions remain unanswered. Their reflections should be recorded in the L column of the KWHL chart in the **Student Activity Sheet H21.1 Female factories**.

Reflect

- Ask students to design a brochure or website which could be used as information for a guided tour of a female factory. This should contain historical information, illustrations/images, a map of the facility, contact details and testimonials, among other features.

Download

Student Activity Sheet H21.1 Female factories

Aligned resources

Department of Sustainability, Environment, Water, Population and Communities, 'Cascades Female Factory', <http://www.environment.gov.au/heritage/places/national/cascade-female-factory/information.html>

Female Convicts Research Group (Tasmania), <http://www.femaleconvicts.org.au/>

Historic Houses Trust, 'Why were Convicts Transported to Australia?', http://www.hht.net.au/discover/highlights/kids_fact_sheets/why_were_convicts_transported_to_australia

National Archives of Australia, 'Women Transported: Myth and Reality', <http://www.naa.gov.au/whats-on/audio/women-transported.aspx>

Tasmania Parks and Wildlife Service, 'Ross Female Factory: Archaeology', <http://www.parks.tas.gov.au/index.aspx?base=7566>

Useful resources from Education Services Australia

R11437 *'Bound for Botany Bay' - transportation of convicts to New South Wales*



Name: _____

Student Activity Sheet H21.1
Activity 1: Female factories

Episode 21: 1808: Sarah
Clip: Sarah's life

Female factories

1 As a class, consider what you already know and what you want to know about female factories in the early 19th century. Discuss and decide on ways you will find answers to your questions, for example, researching websites. Fill in this KWHL chart, leaving the L column blank until you have finished your research.

K What I k now	W What I w ant to know	H How will I find out?	L What have I l earned?



Name: _____

2 Research information about the female factories that were set up in the early years of the New South Wales settlement. Find out some facts, take notes and summarise the information you have found in the table below. Find information to complete the L column in the KWHL chart in Question 1.

Facts about female factories	Websites and resources used

EPISODE CLIP: SARAH'S LIFE

ACTIVITY 2: ASSIGNED LABOUR

Subthemes: Character; Chores, business and employment; Social order and education

Many female convicts escaped the hard life in the female factories as assigned domestic servants within the households of free settlers. Sarah in Episode 21 of *My Place* has found herself in such a position. The work that assigned convicts carried out depended on the needs of their master or mistress. Some cleared land, removed tree stumps and constructed buildings, while others looked after animals, tended crops or served in the house. Work for assigned convicts took up the whole week, although officially Saturday afternoon was set aside as free time for the convicts to tend to their own essential chores and to grow food.

Discover

- As a class, ask students to list the work that Sarah is expected to do each day. Ask them to note the types of technologies and materials she uses to complete her work, for example, broom, scrubber and washboard.

In pairs, have students research the jobs which assigned convicts could be given. Students can conduct research in the school or local library, or online.

The following websites may be useful:

- 1 Convict Trail, 'Assignment of Convicts', <http://www.convictrail.org/history.php?id=a3b2c1%f%3>
 - 2 Female Convicts Research Group (Tasmania), <http://www.femaleconvicts.org.au/>
 - 3 Historic Houses Trust, 'A Day in the Life of a Convict', http://www.hht.net.au/discover/highlights/kids_fact_sheets/a_day_in_the_life_of_a_convict
 - 4 National Archives of Australia, 'Women Transported: Myth and Reality', <http://www.naa.gov.au/whats-on/audio/women-transported.aspx>
- Compare these jobs with 10 jobs that the students' family members would perform in their work. Students can interview their family members to complete the list.

Reflect

- Ask students to write a diary entry for a day in Sarah's life. They should include everything that they would be required to do within one 24-hour period. They should also write about how they feel about performing these chores and their aspirations for the future.

Download

Student Activity Sheet H21.2 Assigned labour



Aligned resources

Convict Trail, 'Assignment of Convicts', <http://www.convicttrail.org/history.php?id=a3b2c1%f%3>

Female Convicts Research Group (Tasmania), <http://www.femaleconvicts.org.au/>

Historic Houses Trust, 'A Day in the Life of a Convict',

http://www.hht.net.au/discover/highlights/kids_fact_sheets/a_day_in_the_life_of_a_convict

National Archives of Australia, 'Women Transported: Myth and Reality', <http://www.naa.gov.au/whats-on/audio/women-transported.aspx>



Assigned labour

- 1 Watch *My Place* Episode 21 | 1808: Sarah and carefully take notes to help you write a list of the typical jobs that assigned female convicts had to do on a daily basis. Include the types of equipment and materials you saw Sarah use to complete her work, for example, broom, scrubber, washboard.
- 2 Compare these jobs with 10 jobs that your parents or other family members perform in their work. Interview your family members to complete the list.

Sarah's jobs	Your family members' jobs

EPISODE CLIP: A FEMALE GAOL

ACTIVITY 3: PUNISHMENT FOR CONVICTS

Subthemes: Culture; Historical events

What punishment could be used to deter convicts who had already been transported to the colony from committing further misdemeanours? Convicts who perpetrated crimes in the colony could be flogged, but floggings were not as arbitrarily meted out as is popularly thought. In *My Place* Episode 21 | 1808: Sarah, Mrs Owen and her daughter Alice often threaten Sarah with being sent back to Sydney Town if she is disobedient or does something wrong. If assigned convicts like Sarah committed crimes or tried to run away, they could be returned to government control and would probably then be put to work in leg-irons as part of a road gang or sent to a penal colony such as those at Newcastle or Port Macquarie. The worst cases were sent to Norfolk Island settlement.

Discover

- Ask students to research the punishments that were used to keep the convicts in check. Students should list at least four forms of punishment, detailing descriptions and images of these punishments. Some punishments to start with are the stocks, cat-of-nine-tail floggings and solitary confinement, among others.

The following websites may be useful:

- 1 Female Convicts Research Group (Tasmania), <http://www.femaleconvicts.org.au/>
 - 2 National Archives of Australia, 'Women Transported: Myth and Reality', <http://www.naa.gov.au/whats-on/audio/women-transported.aspx>
- Ask students to research some of the common crimes of the 19th century and list the punishments that were typically imposed for each type of crime.
 - Ask students to fill in the Y-chart in the **Student Activity Sheet H21.3 Punishment for convicts** for one of the forms of punishment they have researched.

Note to teachers: these activities may not be suitable for younger primary students due to the graphic nature of the content being discussed. Please use your discretion.

Reflect

- Ask students to imagine they are writing to the local newspaper arguing for better treatment of convicts. Have students brainstorm everything they know about convict treatment.
- Then conduct a debate with different class members forming the speakers for both sides: those for better treatment of convicts and those against better treatment.

Download

Student Activity Sheet H21.3 Punishment for convicts



Aligned resources

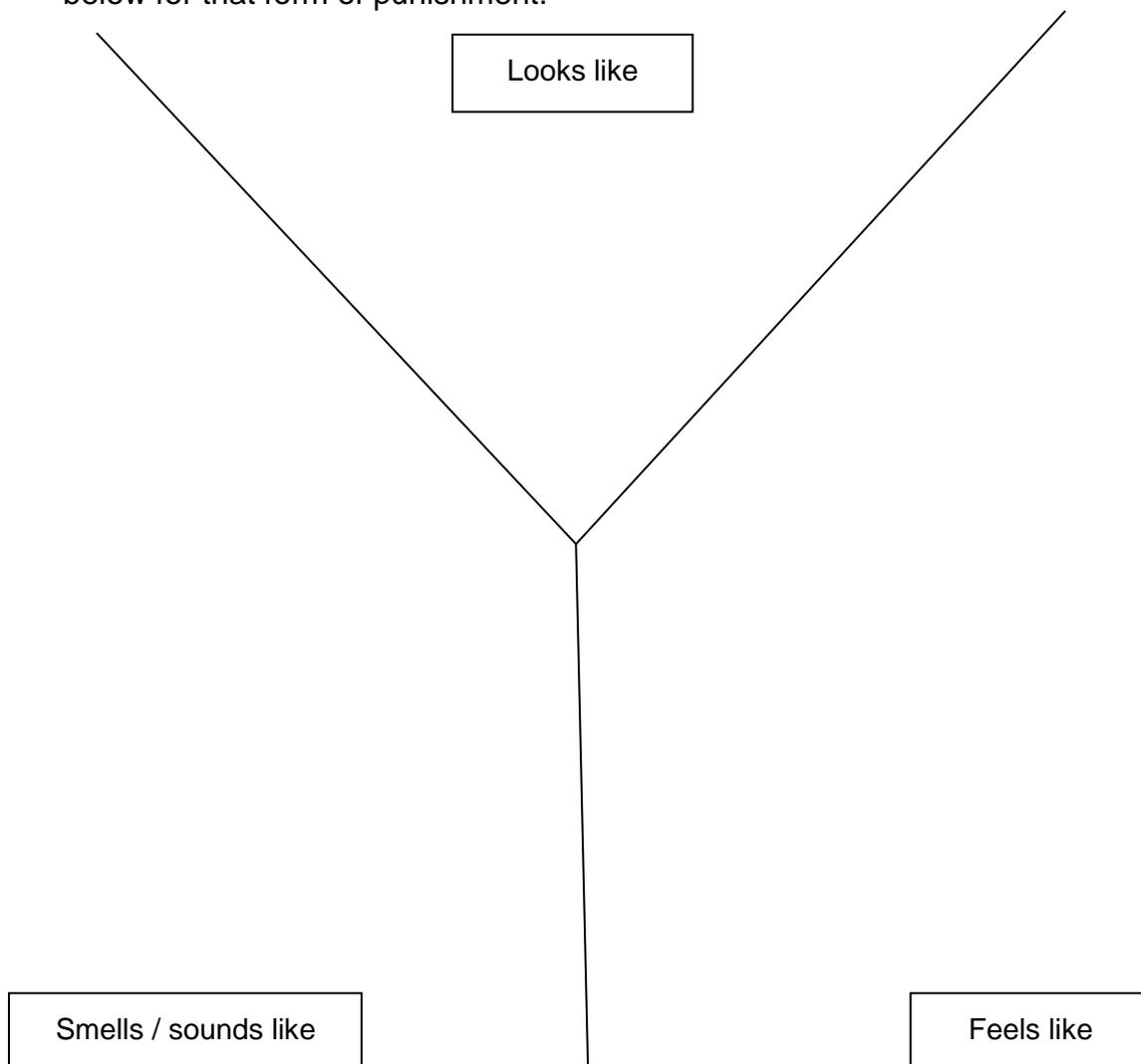
Female Convicts Research Group (Tasmania), <http://www.femaleconvicts.org.au/>

National Archives of Australia, 'Women Transported: Myth and Reality', <http://www.naa.gov.au/whats-on/audio/women-transported.aspx>

Useful resources from Education Services Australia

R3579 *'Relics of convict discipline', c1911-15*

2 Select one form of punishment you have been reading about. Fill in the Y-chart below for that form of punishment.



3 Research some of the common crimes of the 19th century and list in the table below the punishments that were typically imposed for each type of crime.

Crime	Punishment

EPISODE CLIP: A FEMALE GAOL

ACTIVITY 4: THE PARRAMATTA FEMALE FACTORY

Subthemes: Culture; Historical events; Politics

The Parramatta Female Factory, a 'special gaol for women and girls', was established in 1821. It replaced Australia's first female factory, the 'factory above the gaol', which was also located in Parramatta, and it was designed to accommodate up to 300 women, combining elements of a prison, a factory and a workhouse. During its history, the precinct of the Parramatta Female Factory has accommodated an asylum, an orphanage, a girls' home and a women's prison. The precinct is located in present day Fleet Street, Parramatta, NSW, and a campaign has been launched to list the area as a National Heritage site.

Discover

- Ask students to research the history of the use of the site of the Parramatta Female Factory. Students can create a timeline of the use of the site. Students can conduct research in the school or local library, or online. As a starting point, teachers can refer to the resources listed below:

- 1 Free Settler or Felon?, 'Parramatta Female Factory', http://www.jenwilletts.com/female_factory_parramatta.htm
- 2 Parramatta Female Factory Precinct, <http://www.parragirls.org.au/>

Reflect

Ask students to pretend they are addressing a committee formed to decide whether the Parramatta Female Factory Precinct in Fleet Street, Parramatta, should be designated a National Heritage site. In small groups, they must create a short presentation, accompanied by a slideshow or a poster, explaining the historical importance of the site and why the committee should support National Heritage listing.

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Student Activity Sheet H21.4: The Parramatta Female Factory

Aligned resources

Free Settler or Felon?, 'Parramatta Female Factory',
http://www.jenwilletts.com/female_factory_parramatta.htm
Parramatta Female Factory Precinct, <http://www.parragirls.org.au/>



The Parramatta Female Factory

- 1 Research the history of the use of the site of the Parramatta Female Factory. Create a timeline of the use of the site using the timeline below.

- 2 Pretend you have been chosen to speak to a committee formed to decide whether the Parramatta Female Factory Precinct in Fleet Street, Parramatta, should be designated a National Heritage site. Create a short presentation, accompanied by PowerPoint slides or a poster, explaining the historical importance of the site and why the committee should support National Heritage listing. Draft your presentation below.

EPISODE CLIP: SEASHELLS

ACTIVITY 5: THE MACQUARIE COLLECTOR'S CHEST

Subthemes: Culture

For early European visitors, Australian fauna and flora were strange and exotic. It was with wonder and excitement that scientists collected natural history specimens which exemplified the vast array of new life to be discovered on the southern continent. The Macquarie Collector's Chest, acquired by the State Library of New South Wales in 2004, is a fascinating cultural artefact used to display a collection of such specimens, including insects, butterflies, birds and seashells that were found in the colony. It includes 13 paintings of fauna and colonial landscapes, two of which depict Indigenous Australians in a naturalistic way. The chest, finely crafted and decorated, serves to remind us of the marvel and delight experienced by early European settlers when encountering the natural life of the Great South Land for the first time.

Discover

- Ask students to explore the Macquarie Collector's Chest. The State Library of New South Wales provides a number of useful digital resources relating to the chest including the following:
 - 1 a full description of the chest: State Library of New South Wales, 'Collection Record: the Macquarie Collector's Chest',
<http://acms.sl.nsw.gov.au/item/itemDetailPaged.aspx?itemID=442725>
 - 2 a digital album displaying photos of the chest: State Library of New South Wales, 'Album the Macquarie Collector's Chest',
<http://acms.sl.nsw.gov.au/album/albumView.aspx?acmsID=442725&itemID=823397>
 - 3 an online exhibition relating to the chest and exhibition guide: State Library of New South Wales, 'Exotica: the Macquarie Collector's Chest',
<http://www.sl.nsw.gov.au/events/exhibitions/2006/chest/index.html>;
<http://www.sl.nsw.gov.au/events/exhibitions/2006/chest/docs/exoticaguide.pdf>.
- Discuss with students what specimens were included in the chest and how these were arranged.
- Discuss with students what the reactions of the Europeans to seeing such creatures as the kangaroo, koala, wombat and platypus would have been like. Facilitate a hot-seat role-play where the students pretend to be scientists or botanists of the time and answer questions from the class on their findings.

Reflect

- Ask students to select a drawer from within the Macquarie Collector's Chest. Ask them to pretend that they are an English visitor to Australia in the early 19th century and to write a letter describing the specimens in the drawer to someone at home in England who has never seen Australian fauna before.

Download

Student Activity Sheet H21.5 The Macquarie Collector's Chest



Aligned resources

State Library of New South Wales, 'Collection Record: the Macquarie Collector's Chest',

<http://acms.sl.nsw.gov.au/item/itemDetailPaged.aspx?itemID=442725>

State Library of New South Wales, 'Album: the Macquarie Collector's Chest',

<http://acms.sl.nsw.gov.au/album/albumView.aspx?acmsID=442725&itemID=823397>

State Library of New South Wales, 'Exotica: the Macquarie Collector's Chest Exhibition',

<http://www.sl.nsw.gov.au/events/exhibitions/2006/chest/index.html>

State Library of New South Wales, 'Exotica: the Macquarie Collector's Chest Guide',

<http://www.sl.nsw.gov.au/events/exhibitions/2006/chest/docs/exoticaguide.pdf>

EPISODE CLIP: SEASHELLS

ACTIVITY 6: A CLASSLESS SOCIETY?

Subthemes: Culture; Social order and education

In this clip, Alice is keen to put Sarah in her place as a servant who must obey the commands of her mistress. Alice's attitude reflects a class-based society very much in evidence in Britain during the 18th and 19th centuries. Many Australians today value their lack of an 'upper class' and a 'lower class' as a definitive value of the nation. A lack of class distinction among Australians struck DH Lawrence when he visited the country in the 1920s, and a levelling tendency clearly characterised cricketer Dennis Lillee's famous greeting to the Queen when he shook her hand with "G'day, how ya goin'?". Some social commentators and historians trace this ideal of egalitarianism back to Australia's convict heritage. However, while this is an ideal considered central to Australian identity, can Australia really be described as a classless society?

Discover

- Ask students to consider what is understood by the term 'classless society' and which features of Australian society might be considered a part of this idea. You might like to stimulate class discussion by drawing on the following resource:
 - 1 Smith, B. The Australian 23 January 2010. *In A Class of Our Own*, http://www.babettesmith.com/index.php?option=com_content&view=article&id=7&Itemid=9
- Ask students to research Australian history and nominate an event or events where Australians fought to retain an egalitarian disposition, for example, the Eureka Stockade, the shearers'/miners' strikes and the Aboriginal tent embassy. Ask students if they feel that all people in Australia have the same rights and privileges as everyone else.

Reflect

- Ask students to consider whether they agree with the statement 'Australia is a classless society'. Mark out a straight line along the classroom floor and place markers (for example A for 'Agree', D for 'Disagree') at either end of the line. Mark the midpoint of the line as the 'Undecided' area. Ask students to position themselves along the line according to their belief in the statement.
- As a freeze-frame exercise, ask students to provide brief explanations of why they have assumed the position they have chosen. The teacher touches the shoulder of each student who then speaks about their views. The student could take the role of a worker in society and present their opinion.
- Students can then move again to reflect their changing views.



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Student Activity Sheet: H21.6: A classless society?

Aligned resources

Smith, B. The Australian 23 January 2010. *In A Class of Our Own*,

http://www.babettesmith.com/index.php?option=com_content&view=article&id=7&Itemid=9



A classless society?

- 1 Define the term 'classless society'.

- 2 Which features of Australian society might be considered as having an associated class? Do you feel that Australian society could be considered classless?

- 3 Nominate an event where Australians fought to retain the principle of a classless society.

- 4 Do you feel that the same rights and privileges are extended equally to all people in Australia?

EPISODE 21 | 1808: SARAH

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: SARAH'S LIFE

ACTIVITY 1: CHILD LABOUR

Subthemes: Chores, business and employment; Social order and education

Discover

- Prior to watching this episode and the clip, research historical and social background information about the practice of child labour in Australia in the early 19th century. Ask students to find out what laws have been put in place to protect children. Find examples from literature that describe the use of child labour in this era. Some examples are *Oliver Twist*, *David Copperfield* and *Great Expectations* by Charles Dickens, *For the term of his natural life* by Marcus Clark and the television series of Albert Facey's *A Fortunate Life*. As a class, ask students to suggest some reasons why Australia decided to end child labour.
- After watching the clip, **Sarah's life**, put students into pairs and ask them to list all the different chores that Sarah does in the clip. Ask them to make a second list of chores they do around the home and compare the two lists. Refer students to **Student Activity Sheet: E21.1: Child labour**.
- Ask students to focus on the appearance of the character Sarah. Point out to them that she is dirty, unkempt, has tucked her hair under a bonnet, doesn't have any proper shoes and has only one set of clothes, which are falling apart. Compare how Sarah is dressed with the way Mrs Owen and Alice dress. Ask students to describe their physical appearance and account for the differences. Students are to record their observations on **Student Activity Sheet: E21.1: Child labour**.

Reflect

- Ask students are to imagine they are Sarah and then write a diary entry for her first week at the Owens' farm. They should include in their diary entry the events leading up to her arrival and state the reason why she bit Mrs McCarthy.

Download

Student Activity Sheet E21.1: Child labour



Aligned resources

Clarke, Marcus 2008, *For the term of his natural life*, New Holland Publishers, Chatswood, NSW.

Dickens, Charles 1999, *David Copperfield*, Claremont Classics, Ringwood, Vic.

Dickens, Charles 1999, *Oliver Twist*, Claremont Classics, Ringwood, Vic.

Dickens, Charles 1999, *Great expectations*, Claremont classics, Ringwood, Vic.

A fortunate life 2008 (DVD), Marcus Cole, Henry Safran (directors), Umbrella Entertainment, Australia (available from ABC shop).



Child labour

- 1 In the table below, list all the chores that Sarah does at the Owens' farm and compare them with the chores that you do at home.

Sarah's chores	My chores

- 2 Create a Venn diagram that shows how your chores and Sarah's are similar and different.

Comparison of chores



EPISODE CLIP: SARAH'S LIFE

ACTIVITY 2: LANGUAGE AND POWER

Subthemes: Language and scripting; Relationships; Social order and education

Discover

- Introduce students to the concept of 'powerful language', that is, words and expressions that people in positions of power use in order to command respect and create a sense of authority. Focus on the use of the imperative verb.
- As a class, brainstorm a series of commands and imperatives, for example: 'Sit down', 'Copy this out', 'Be quiet' and 'Don't talk'.
- Draw students' attention to the beginning of the clip when Mrs Owen first addresses Sarah. Ask students the following questions:
 - 1 How is Sarah expected to address Mrs Owen? How is this different from Episode 20 when the grown-up Sarah addresses Mrs Owen?
 - 2 According to Mrs Owen, what is the first thing that Sarah 'needs to learn'?
 - 3 At the end of the clip, what does Alice tell Sarah to do?
 - 4 How does the language used by Mrs Owen and Alice show that they are in charge of Sarah?

Reflect

- Persuasive texts

Ask students to write two short speeches in which they ask someone for assistance to complete a task. In the first they should use an assertive and authoritative voice to make their appeal. In the second they should ask politely for help. Ask students to highlight the words in each that make each request more or less assertive.
- In pairs, ask students to role-play both situations and decide which form of speech is the most effective in terms of persuading people to help.

Download

Student Activity Sheet E21.2: Language and power



Name: _____

Student Activity Sheet E21.2
Activity 2: Language and power

Episode 21: 1808: Sarah
Clip: Sarah's life

Language and power

1 After watching the clip **Sarah's life** in which Mrs Owen first meets Sarah, answer the following questions:

a How does Mrs Owen want Sarah to address her?

b In Episode 20 how does the older Sarah address Mrs Owen?

c According to Mrs Owen, what is the first thing that Sarah 'needs to learn'?

d At the end of the clip, what does Alice tell Sarah to do?

e How does the language used by Mrs Owen and Alice show that they are in charge of Sarah?

2 Write two short speeches in which you ask someone for help to complete a task. In the first speech, use an assertive and authoritative voice in your appeal. In the second, politely ask for help. Highlight the different persuasive words in each speech.

EPISODE CLIP: A FEMALE GAOL

ACTIVITY 3: POINTS OF VIEW

Subthemes: Indigenous perspectives; Relationships, Social order and education

Discover

- Prior to watching the clip, talk with the students about their prior knowledge of the colonisation of Australia and its impact on Indigenous people. Refer to *My Place for Teachers*, 'Decade timeline', for details. For older students, refer to clips from Beck Cole and Rachel Perkins's television series; *The First Australians*, or read John Marsden's illustrated children's book about colonisation *The Rabbits*. A range of educational websites on the subject can be found at Primary School, <http://www.primaryschool.com.au/>
- As a class, watch the clip **A female gaol** and take particular note of the scene when Sarah meets an Aboriginal family.
- Ask students to complete the questions on **Student Activity Sheet E21.3: Points of view**.

Reflect

- Ask the students to consider the different points of view in the scene where Sarah meets an Aboriginal family. What kinds of thoughts and feelings might different people have?
 - 1 What might members of the Aboriginal family be thinking about and feeling during the encounter when they first see Sarah and Mrs Owen and when Mrs Owen fires a gun in the air?
 - 2 How would they have felt if they had heard Mrs Owen say: 'This is not their place'?
 - 3 What could Mrs Owen be thinking and feeling?
 - 4 Why does she fire a gun in the air?
 - 5 Why does she beat Sarah afterwards?
 - 6 Sarah smiles at the family. What might she be thinking and feeling?
 - 7 Sarah seems to be silently communicating with Sam. What message do you think they are conveying to each other?

Download

Student Activity Sheet E21.3: Points of view

Aligned resources

Marsden, John, Tan, Shaun (ill) 1998, *The Rabbits*, Lothian books, Port Melbourne, Vic.
First Australians 2008 (DVD), Rachel Perkins (director), Special Broadcasting Service Corporation, Sydney (available from ABC shop).
Primary School, <http://www.primaryschool.com.au/>



Points of view

Think about the different points of view in the scene where Sarah meets the Aboriginal family.

1 What might members of the Aboriginal family be thinking about and feeling during the encounter:

a when they first see Sarah and Mrs Owen?

b when Mrs Owen fires a gun in the air?

2 How would they have felt if they had heard Mrs Owen say: 'This is not their place'?

3 What could Mrs Owen be thinking and feeling?

a Why does she fire a gun in the air?



Name: _____

b Why does she beat Sarah afterwards?

4 Sarah smiles at the family. What might she be thinking and feeling?

5 Sarah seems to be silently communicating with Sam. What message do you think they are conveying to each other?

EPISODE CLIP: A FEMALE GAOL

ACTIVITY 4: CRIME AND PUNISHMENT

Subthemes: Character; Culture; Social order and education

Discover

- In the clip **Crime and punishment** Sarah is physically punished by Mrs Owen. Discuss the concept of 'punishment' and consider what would be acceptable punishments for children's wrongdoing. Direct the discussion away from physical punishment to dealing with denial and withdrawal of privileges. You could view clips from Jonathan Dawson's film version of *Ginger Meggs* and John Duigan's film *Flirting* to see examples of physical punishment. Teachers should always view content prior to showing the class so it can be reviewed for age appropriateness.
- In this clip, Alice threatens to have Sarah sent to a children's prison if she doesn't do what Alice wants. Ask students to research Australian laws relating to corporal punishment and the detention of children. Some useful information can be found at: End all corporal punishment of children, 'Global progress', Australia, <http://www.endcorporalpunishment.org/pages/progress/reports/australia.html>.
- Using this research, students are to imagine that they have been transported in time to 1808 and have been convicted of making contact with local Indigenous people. They are to imagine themselves in court and are to write and role-play their defence speech.

Reflect

- Ask the students to consider the character of Alice, Sarah or Mrs Owen. They are to imagine their character has been transported in time from 1818 to the present day. Conduct a freeze-frame exercise in which the teacher walks around the class and taps the shoulder of each student in turn. When they are tapped, they introduce their character and explain how they feel about the topic of punishment for children.

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Student Activity Sheet E21.4: Crime and punishment

Aligned resources

Flirting 1991 (DVD), John Duigan (director), MGM.

Ginger Meggs 1982 (DVD), Jonathan Dawson (director), John Sexton Productions, Sydney.

End all corporal punishment of children, 'Global progress', Australia,

<http://www.endcorporalpunishment.org/pages/progress/reports/australia.html>

EPISODE CLIP: SEASHELLS

ACTIVITY 5: METAPHORS

Subthemes: Character; Language and scripting; Social order and education

Discover

- Introduce students to the language of metaphors and similes. Find examples of metaphors from literature, music, drama and poetry. Some useful websites are:
 - 1 Buzzle.com, 'Metaphor Examples for Kids', <http://www.buzzle.com/articles/metaphor-examples-for-kids.html>
 - 2 Said What?, 'Metaphors', <http://www.saidwhat.co.uk/spoon/metaphors.php/>
 - 3 Said What?, 'Similes', <http://www.saidwhat.co.uk/spoon/similes.php>
- Ask students to write three similes and three metaphors.
- Introduce students to the idea that Alice feels like she is imprisoned by her medical condition. As a class, count the number of times Alice is filmed looking out through windows or a doorway, but is unable to leave. Do this for the whole episode. Ask students how they think this would make them feel if they were in Alice's position.
- In the clip **A female gaol** Alice claims to know of a 'children's gaol in Sydney town'. She threatens to send Sarah there if she doesn't take her outside. View the scene by the creek in which Alice says that the prison is 'dark and cold and you have to stay inside all day'. Ask students how she would know this and to consider if she may in fact be talking about her own life. Ask the students how this would make them feel about Alice.
- Have students develop character profiles for Sarah and Alice. Make sure each profile lists the character's physical characteristics, likes and dislikes. Describe their life so far and include any information from the *My Place* storybook about the character.

Reflect

- Ask students to consider the lives of the two characters, Sarah and Alice. Ask them to write a poem about each. Students could consider writing their poem as either a ballad, haiku, blank or simple verse. They should use at least one metaphor to describe how they feel about each of the characters. Share the poems with the rest of the class.
- Research Australian poets from this era and read some of their poems. AB Paterson and Henry Lawson are good for examples. Students could model their own poem on one of the poems from their research.

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Student Activity Sheet E21.5: Metaphors



Aligned resources

Wheatley, Nadia, Rawlins, Donna (ill.), *My Place* 2008, Walker books Australia, Newtown, NSW
Buzzle.com, 'Metaphor Examples for Kids', <http://www.buzzle.com/articles/metaphor-examples-for-kids.html>

Said What?, 'Metaphors', <http://www.saidwhat.co.uk/spoon/metaphors.php/>

Said What?, 'Similes', <http://www.saidwhat.co.uk/spoon/similes.php>



Metaphors

1 A figure of speech is a characteristic of writing and language. There are many different figures of speech that feature in conversations, scripts, stories, poetry and songs.

a Simile: a simile is a comparison which states that one thing is similar to another.

Example: She has hair as golden as the sun.

Write three similes using the words, 'like' or 'as'.

b Metaphor: a metaphor is a comparison which implies or suggests one thing is another.

Example: She has hair of gold (her hair is not really made of gold, but it helps the reader imagine what it looks like).

Write three metaphors.



Name: _____

2 Develop a character profile for Sarah and Alice. Make sure each profile lists the character's physical characteristics, likes and dislikes. Describe their life so far and include any information from the *My Place* storybook about the character.



Name:

Age:

Family background:

Physical appearance:

Likes:

Dislikes:

EPISODE CLIP: SEASHELLS

ACTIVITY 6: FRIENDSHIP

Subthemes: Character; Gender roles and stereotypes; Relationships

Discover

- As a class, discuss how in the clip **Seashells** we begin to see a change in the relationship between Sarah and Alice. Download the episode script, available on **My Place for Teachers**, 'Behind the scenes'. Watch this scene closely and ask students to highlight the dialogue that shows how Alice is treating Sarah. Note in particular how Sarah is ordered to do things for Mrs Owen and Alice as if she is their servant. Ask students to write down what it is that Sarah says that changes the balance of power in their relationship. Ask students to consider why this change takes place.
- As a class, view all of Episode 21. Focus students' attention on the fact that climbing the tree together cements the friendship between Sarah and Alice. Ask students to storyboard an extra scene for the episode to portray how Sarah and Alice become friends, focusing on the reasons both girls have for changing their attitudes to each other. Have students complete **Student Activity Sheet: E21.6 Friendship**.

Reflect

- Group students into pairs and ask them to re-enact the conversation between Sarah and Mrs Owen at Alice's funeral. Focus attention on the part when Sarah tells Mrs Owen of Alice's favourite things and her enjoyment of life.
- Ask students to write a eulogy for Sarah to deliver at Alice's funeral. Make sure they know to concentrate on the positive aspects of their relationship. They will need to reinterpret the negative parts of their relationship to see them in a more positive light.

Download

Student Activity Sheet E21.6: Friendship

Friendship

- 1** When Sarah and Alice climb the tree together their friendship is strengthened. Storyboard an extra scene in which the reason why Sarah and Alice become friends becomes clearer. Your storyboard should include setting and actions, and dialogue between the two characters which reveals why both girls change their attitude to each other.

Setting: _____ Action: _____ _____ Dialogue: _____ _____ _____	Setting: _____ Action: _____ _____ Dialogue: _____ _____ _____	Setting: _____ Action: _____ _____ Dialogue: _____ _____ _____
Setting: _____ Action: _____ _____ Dialogue: _____ _____ _____	Setting: _____ Action: _____ _____ Dialogue: _____ _____ _____	Setting: _____ Action: _____ _____ Dialogue: _____ _____ _____

