

EPISODE19 | 1828: ALICE

Unit focus: History

Year level: Year 3–6

EPISODE CLIP: THIS LITTLE PIGGY

ACTIVITY 1: PIG RACE

Subthemes: Culture; Customs and traditions; Entertainment and games

Race betting and gambling were popular during the 1820s, particularly as a recreational pastime in line with a celebration, for example, Christian events and Royal holidays. In a period before mass entertainment, small, locally organised events gave many people their only break from a heavy work schedule. There were no age limits on betting, so children and adults could be equally involved.

Discover

- View the clip **This little piggy** and ask students why they think betting on a race was so important for the enjoyment of the half-day holiday and for the characters of Alice's story. To assist the students in understanding this question, have the class research daily living conditions in 1828 Australia and the events that constituted a holiday. Refer to Wikipedia, 'Religion in Australia' at http://en.wikipedia.org/wiki/Religion_in_Australia
- In pairs, students should research the history of racing in Australia. Direct students to research some of the following questions:
 - 1 What were some of the earliest organised racing events? (for example, horseracing, dog racing, foot racing, pigeon racing, rowing, sailing races)
 - 2 Who attended these races?
 - 3 Where and when were these events held?
 - 4 Who were some famous owners/trainers of race horses?

The following websites may be useful:

- 1 Melbourne Cup, Victoria Racing Club, <http://www.melbournecup.com/victoria-racing-club/about-history.asp>
- 2 National Library of Australia, 'Cooee: Australia in the 19th Century', <http://www.nla.gov.au/exhibitions/cooe/leisure.html>
- 3 Racing Victoria, <http://www.racingvictoria.net.au/australianracingmuseum/default.aspx>
- 4 State Library NSW, 'A Day at the Races', http://www.sl.nsw.gov.au/discover_collections/society_art/races/index.html



Reflect

- Divide the class into pairs. Ask each pair to produce at least ten questions about Australia in the early 1800s that could be answered with a 'true' or 'false' response. Collect all the questions to form a class question set. These questions will be used to create a 'pig race' game. Each pair of students represents one pig in the race. Make a track with enough lanes for every contesting pig. In each lane, mark out 10 squares from the start to the finish line. For every question that a pair answers correctly, their pig advances one square. The winning team is the one that reaches the finish first.

Download

- Student Activity Sheet: H19.1 Pig race

Aligned resources

Melbourne Cup, Victoria Racing Club, <http://www.melbourncup.com/victoria-racing-club/about-history.asp>

National Library of Australia, 'Cooee: Australia in the 19th Century',
<http://www.nla.gov.au/exhibitions/cooee/leisure.html>

Racing Victoria, <http://www.racingvictoria.net.au/australianracingmuseum/default.aspx>

State Library NSW, 'A Day at the Races',

http://www.sl.nsw.gov.au/discover_collections/society_art/races/index.html



Pig race

- 1** Research what life was like in the early 1800s in Australia. From your research, create ten questions about Australia in the 1820s that could be answered 'true' or 'false'. These will be used in a pig race game with the whole class.

1

2

3

4

5

6

7

8

9

10

- 2** Analyse your research and answer this question: Why was betting on a horse race so important to the characters in Alice's story?



3 Research the history of horseracing in Australia. Answer the following questions:

a What were some of the earliest organised horseracing events?

b Who attended horse races?

c Where and when were these horseracing events held?

4 Who were some of the owners/trainers of the race horses?

5 List five other types of racing that were run in Australia in the 1820s

EPISODE CLIP: THIS LITTLE PIGGY

ACTIVITY 2: WORKING CONDITIONS

Subthemes: Chores, business and employment; Culture; Gender roles and stereotypes

In this clip, Alice's father announces that the convict workers will have a half-day holiday. The convicts are on assignment to the Owen family to build their house. They need to quarry the stone in order to finish the work by Christmas. Alice's father is their supervisor. Many convicts were not skilled for their work and toiled from dawn to dusk. Working conditions in 1828 were very different from what we expect of an Australian workplace today.

Discover

- After viewing the clip **This little piggy** have a class discussion about workers' rights in Australia today and how these were different in Alice's day. Today there are strict laws governing the rights of workers that cover safety, length of hours, types of work performed, age of workers, holidays and what happens when someone has an accident or is sick.
- Ask students to create a timeline of key events for the introduction of laws relating to working conditions in Australia.
- The following websites may be useful:
 - 1 Eight Hour Day, <http://www.8hourday.org.au/>
 - 2 State Library of Victoria, 'Fight for Rights', http://www.slv.vic.gov.au/ergo/fight_for_rights
- In the 1820s, workers including children could be expected to work very long hours. To allow students to reflect on how difficult life was in this time, they should complete the **Student Activity Sheet H19.2 Working conditions** recording their own working, sleeping, eating and recreation habits.
- Using the **Student Activity Sheet H19.2 Working conditions**, ask students to answer the following questions:
 - 1 How many hours are they are at school each day?
 - 2 How many hours do they usually sleep?
 - 3 How many hours are left for eating, play, music practice, sports etc?

Reflect

- Ask students to imagine that school days have been increased to 16 hours long and include Saturdays. Have students answer the following questions:
 - 1 What would this mean for the time you had for sleep and play?
 - 2 How would you feel about having to work or go to school for 16 hours a day?
- Students should draw up a 16-hour schedule for a 10-year-old child working in the early 1800s and compare it to a child's schedule today.
- Alternatively, students can create a vodcast advertisement bringing people's attention to the poor working conditions that some people still face every day.



Download

- Student Activity Sheet H19.2: Working conditions

Aligned resources

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

Convict Trail, 'The Ticket of Leave', <http://www.convicttrail.org/history.php?id=a3b4c2%f%5>

Eight Hour Day, <http://www.8hourday.org.au/>

State Library of Victoria, 'Fight for Rights', http://www.slv.vic.gov.au/ergo/fight_for_rights



Working conditions

- 1 Complete a timeline of key events and the introduction of laws relating to working conditions in Australia. You can use the template below to base your timeline on or create your own.

Timeline of working conditions

1800

1850



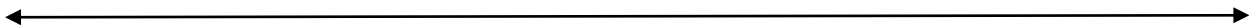
1851

1900



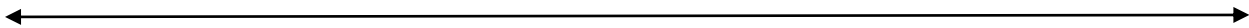
1900

1950



1951

2000



2001

2010





- 2 Complete the following weekly activity record for your schedule. Work out:
- a How many hours you are at school each day
 - b How many hours you usually sleep
 - c How many hours are left for eating, play, music practice, sports etc

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------------------------------|---------------|----------------|------------------|-----------------|---------------|-----------------|---------------|
| 12.00 am- 6.00 am | | | | | | | |
| 6.00 am- 12.00 noon | | | | | | | |
| 12.00 pm- 6.00 pm | | | | | | | |
| 6.00 pm- 12.00 am | | | | | | | |



3 Imagine that school days have been increased to 16 hours long and include Saturdays.

a What would this mean for the time you had for sleep and play?

b How would you feel about this?

c Draw up a 16-hour schedule for a 10-year-old child working in the early 1800s and compare it to a child's schedule today.

| Time | 1800s | Today |
|------------|-------|-------|
| 5.00 am | | |
| 6.00 am | | |
| 7.00 am | | |
| 8.00 am | | |
| 9.00 am | | |
| 10.00 am | | |
| 11.00 am | | |
| 12.00 noon | | |
| 1.00 pm | | |
| 2.00 pm | | |
| 3.00 pm | | |
| 4.00 pm | | |
| 5.00 pm | | |
| 6.00 pm | | |
| 7.00 pm | | |
| 8.00 pm | | |



Name: _____

- 4 With a partner, create a vodcast advertisement bringing people's attention to the poor working conditions that some people still face every day. Use the box below to draft your ideas.

A large rectangular box containing 20 horizontal lines for writing.



EPISODE CLIP: THE BETS

ACTIVITY 3: BOATS

Subthemes: Culture; Historical events; Transport

Transport by boat was common in 1828 due to the period's comparative lack of roads and bridges. Boats carried not only people, but also valuable supplies and information.

Discover

- Ask students to reflect on why boats were useful in Alice's day. As a class, discuss how this might have affected where people lived and worked at the time.
- Students should research early 19th century boats and their sailing routes. On a map, ask students to mark out routes that ships used in Alice's era.
- The following websites may be useful:
 - 1 Discover Murray River, 'History of the Murray River', <http://www.murrayriver.com.au/education/history/>
 - 2 National Museum of Australia Canberra, 'Australian Paddle Steaming History', http://www.nma.gov.au/collections/ps_enterprise/paddle_steaming_history/
 - 3 Paddle Steamers of Australia, <http://www.steamboats.com/research/australia.html/>
- The following questions can be used to focus students' research:
 - 1 How important was transportation by boat in the 1820s? Why?
 - 2 Where were the key sea/river ports during the 1820s in Australia?
 - 3 Do these sea/river ports still exist today? Where?
 - 4 How has the use of boats for transport changed today in comparison to the early 1800s in Australia?
 - 5 What types of boats were used for transportation in the 1820s compared to those today?
 - 6 Are there still boats operating today that were used for transport in the 1820s?

Reflect

- Ask the students to pretend that they are the captain of a river boat or sea vessel in the 1820s. They should consider the work of the boat, the passengers or cargo that they pick up and unload, where they travel to for their work and what might happen to them along the way. Ask students to write a captain's logbook for a week on a river/sea boat.

Download

- Student Activity Sheet: H19.3 Boats

Aligned resources

Discover Murray River, 'History of the Murray River', <http://www.murrayriver.com.au/education/history/>
National Museum of Australia Canberra, 'Australian Paddle Steaming History' http://www.nma.gov.au/collections/ps_enterprise/paddle_steaming_history/
Paddle Steamers of Australia, <http://www.steamboats.com/research/australia.html/>



Useful resources from Education Services Australia

L679 *The Enterprise: paddle steamer on the Murray*

L689 *The Enterprise: paddle steamer on the Darling*

R11373 *River highways - unit of work*

R11391 *Using 'River highways' - Teacher idea*



Boats

1 Research early 19th century river boats and sea vessels and their sailing routes. Your teacher will direct you to websites and reference books that can help you.

a Why did people need to use boats in the early 1800s?

b How did the need to use boats affect where people lived and worked in the early 1800s?

2 Using a map of Australia or a particular state or territory that you choose, mark out major sea/river routes and key ports that river boats and/or ships used in Alice's time. Explain how the way we use boats has changed since Alice's era in comparison with today.



Name: _____

- 3** Imagine that you are the captain of a river boat or sea vessel in the 1820s. Consider the work of the boat, the passengers or cargo that you pick up and unload, where you travel to for work and what might happen to you along the way.
- a** Write a captain's logbook for a week on your river/sea boat.

Captain's name: -----

Ship's name: -----

Date: -----

Date: -----

Date -----



Name: _____

Date: -----

Date: -----

Date: -----

Date: -----

EPISODE CLIP: THE BETS

ACTIVITY 4: CONVICT LABOUR

Subthemes: Chores, business and employment; Culture; Historical events

The early colonial settlement of Sydney was relatively small. As the colony expanded, many new buildings and other infrastructure were built. This required a labour force that was capable of strong, hard, physical labour. Many of the workers in Alice's era were either assigned convicts serving their prison term, or former convicts who had completed their sentence, for example, 'ticket-of-leave' holders. Convicts played a significant role in Australia's early colonial settlement history.

Discover

- As a class, watch *My Place* Episode 19, 1828: Alice and list all the jobs being performed by characters.
- Ask students to research the establishment of the new colonial settlement in Australia and find out what was the most essential work for convicts to do. They should also research what types of convicts were allowed to work outside the prisons.

The following websites may be useful:

- 1 Convict Trail, 'The Ticket of Leave', <http://www.convictrail.org/history.php?id=a3b4c2%f%5>
 - 2 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
 - 3 Museum Box, <http://museumbox.e2bn.org/>
- The students should use the following questions to guide their research:
 - 1 What types of work did convicts perform during this era?
 - 2 Who was allowed to work outside the prison?
 - 3 Were they paid? Why or why not?
 - 4 What was the difference between an 'assigned' convict, a 'ticket-of-leave' convict and an 'emancipated' convict?

Reflect

- Introduce students to a digital museum box tool (<http://museumbox.e2bn.org/>). The tool will help them to collect images, data and facts to aid their reflection. A digital museum box is a tool for students to collect information about an event, person or historical period by placing items into a virtual box. You can display anything from a text file to a movie.
- Ask students to create a museum box of images and information about the different types of work that convicts performed in Alice's era. Using the information and images they collect in their museum boxes, students should create a photo story based on the title *Convict labour*.
- Using the **Student Activity Sheet H19.4 Convict labour**, have students create a profile of a convict worker, including their skills, attitudes and the types of work they were engaged in.

Download

- Student Activity Sheet H19.4: Convict labour



Aligned resources

Convict Trail, 'The Ticket of Leave', <http://www.convictrail.org/history.php?id=a3b4c2%f%5>

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

Museum Box, <http://museumbox.e2bn.org/>

Useful resources from Education Services Australia

L359 *Samuel Cooper: putting the rabble to work*

R3177 *Convicts at work, Norfolk Island, 1840s*

R3576 *'Convict tramway', 1852*

R4171 *Convict chain gang at Hobart, 1833*

R4173 *Convict pass, 1837*



Convict labour

1 Research answers to the following questions. Your teacher will provide you with reference books and web links to help your research.

a What types of work did convicts perform during this era?

b Which types of convicts were allowed to work outside the prison?

c Were convicts paid for their services? Why or why not?

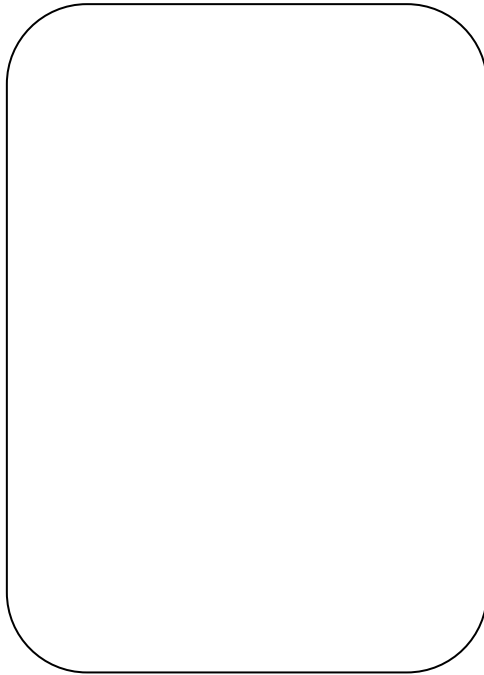
d What was the difference between an 'assigned' convict, a 'ticket-of-leave' convict, and an 'emancipated' convict?

2 Create a museum box of images and information about the different types of work that convicts performed in Alice's era, the 1820s. Using the information and images that you have collected in your museum box, create a photo story based on the title *Convict labour*.



3 Convict profile

Create a profile of a convict worker, including their skills, attitudes and the types of work they were engaged in.



Name:

Age:

Crime convicted of:

Length of sentence:

Work engaged in:

Attitude to work and authority:

Personal history:

EPISODE CLIP: PIG FORGERY

ACTIVITY 5: CRIME AND PUNISHMENT

Subthemes: Chores, business and employment; Culture; Historical events

Penalties for crime were very harsh in Alice's era. Something that might be considered a minor offence by today's standards could result in a sentence of many years of hard labour or even lead to death in 1828.

Discover

- Ask students to research convict history and the role of transportation. The **My Place for Teachers** Decade timeline contains significant information to help in the research of some facts. Students could use the following questions to aid their research:
 - 1 What was a convict?
 - 2 When did convicts come to Australia?
 - 3 Why was Australia set up as a penal colony?
 - 4 Where did convicts come from?
 - 5 What types of crimes did people commit to be sentenced to transportation?
 - 6 Once transported, where were convicts housed?
 - 7 What happened when a convict misbehaved?
 - 8 When did transportation end in Australia?
- The following websites may be useful:
 - 1 Convict Central, 'Convicts to Australia: A Guide to Researching Your Convict Ancestors', <http://www.convictcentral.com/>
 - 2 Department of the Environment, Water, Heritage and The Arts, 'Australian Convict Sites Information Sheet', <http://www.environment.gov.au/heritage/education/pubs/factsheets/australian-convict-sites.pdf>
 - 3 State Library of Queensland, 'Convict Transportation Registers Database', <http://www.slq.qld.gov.au/info/fh/convicts>

Reflect

- In small groups of four or five and using the information researched above, ask students to make a vod/podcast or small film pretending to be a convict work gang. Students should explain what crimes the convicts committed and how long their sentences are. Students should imagine themselves as convicts talking about the work they have to perform, and how it makes them feel to be forced to do this type of work. The following are further questions that students could use to stimulate their responses:
 - 1 Would their character like to escape?
 - 2 How would their character survive if they did manage to escape?
 - 3 If their character behaved well and served out their sentence, what would they do after they were freed?



- Alternatively, students could research whether convicts were involved in building roads, bridges or houses in their local area. If there was some presence of convict labour, ask students to develop a guided tour of the sites where convicts worked or lived. The guided tour should include a map, information about each of the sites and images/illustrations about who the convicts were, what they did and what eventually happened to them.

Download

- Student Activity Sheet H19.5: Crime and punishment

Aligned resources

Convict Central, 'Convicts to Australia: A Guide to Researching Your Convict Ancestors',

<http://www.convictcentral.com/>

Department of the Environment, Water, Heritage and The Arts, 'Australian Convict Sites Information

Sheet', <http://www.environment.gov.au/heritage/education/pubs/factsheets/australian-convict-sites.pdf>

Freemantle Prison, 'Characters',

<http://www.freemantleprison.com.au/History/theconvictera/characters/Pages/default.aspx>

Freemantle Prison, 'Convict Database', <http://www.freemantleprison.com.au/Pages/Convict.aspx>

Freemantle Prison, 'Convict Profile',

<http://www.freemantleprison.com.au/History/theconvictera/convictprofile/Pages/default.aspx>

Freemantle Prison, 'Educational Resources',

<http://www.freemantleprison.com.au/Education/educationalresources/Pages/default.aspx>

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

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

Port Arthur Historic Sites, 'Meet Some Locals', <http://www.portarthur.org.au/index.aspx?base=1324>

State Library NSW, 'The Convict System',

http://www.sl.nsw.gov.au/discover_collections/history_nation/justice/convict/convict.html

State Library of Queensland, 'Convict Transportation Registers Database',

<http://www.slq.qld.gov.au/info/fh/convicts>

The National Centre for History Education, 'Crime and Punishment: Convicts and Port Arthur',

<http://www.hyperhistory.org/index.php?option=displaypage&Itemid=569&op=page#tra>

Useful resources from Education Services Australia

L359 *Samuel Cooper: putting the rabble to work*

R3466 *Convict uniform, 1830-49*

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

R10815 *Convicts in Tasmania*

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

R11593 *The First Fleet: cost of crime - unit of work*



Crime and punishment

1 Research convicts and convict life.

a What was a convict?

b When did convicts come to Australia and where did they come from?

c Why was Australia set up as a penal colony?

d Why was Australia seen as a good place to send criminals?

e What types of crimes did people commit to be sentenced to transportation?

f What happened when a convict misbehaved?

g What happened if a convict escaped and was recaptured?

h When did transportation end in Australia?



Name: _____

2 In small groups, create a vod/podcast pretending to be a convict member of a work gang. Use the following questions to help you with your response:

- a Does your character want to escape?
- b How do you think your character would survive if they did manage to escape?
- c If your character behaved well and served out their sentence, how would they live after they were freed?

3 Draft your ideas here.



- 4 Research whether convicts were involved in building roads, bridges or houses in your local area. If there was some presence of convict labour, develop a guided tour of the sites where convicts worked and/or lived. The *Convict tour* should include a map with labels, information about each of the sites and images/illustrations about who the convicts were, what they did and what eventually happened to them.

Map of

EPISODE CLIP: PIG FORGERY

ACTIVITY 6: MONEY FOR GOODS

Subthemes: Culture; Currency; Inventions and electronic media

In this clip, a convict talks about committing the crime of forgery. Skilled forgers were often caught making illegal copies of banknotes in Alice's era. The use of money was different from today. Early Australian settlements often lacked sufficient legal currency to support the colony's fledging economy, forcing the use of alternative means of monetary exchange. From 1825, English currency became the official currency of the colonies, using the imperial system of pounds, shillings and pence. It replaced the 'holey dollar' that Governor Macquarie had used as currency.

Discover

- As a class, view the clip **Pig forgery** and discuss the concept of legal tender/money. Brainstorm alternative ways people pay for items and list some other ways that people pay for goods and services, such as bartering, the exchange of precious metals and providing goods for services.
- Students can use the following web links to research early Australian currency:
 - 1 Department of Foreign Affairs and Trade, 'About Australia: Our Currency', <http://www.dfat.gov.au/facts/currency.html/>
 - 2 Reserve Bank of Australia, Museum of Australian Currency Notes, 'About the Museum', <http://www.rba.gov.au/Museum/About/>
 - 3 Reserve Bank of Australia, Museum of Australian Currency Notes, 'Before Federation: To 1900: Currency Chaos', http://www.rba.gov.au/Museum/Displays/1788_1900_before_federation/currency_chaos.html/
 - 4 Sydenham, S and Thomas, R, *Australian Currency* [Online], (2008), <http://www.kidcyber.com.au/topics/austcurrency1.htm/>

Reflect

- As a class, have students participate in a role-play of an imaginary colonial village market. Each student has the task of procuring basic food and grocery items. Students are randomly assigned roles and allocated different amounts of money and possessions depending on their class and status. As some students will have no money, they will need to find alternative means to pay for their items.
- Each student should complete a character profile sheet using **Student Activity Sheet H19.6 Money for goods**.
- Alternatively, ask the students to research the currency of the early 1800s in Australia. The following questions will refine the focus of their research:
 - 1 What are some of the differences and similarities between colonial currencies and the type of currency we use today?
 - 2 How does the design of today's Australian banknotes stop them being counterfeited?
 - 3 What did the authorities do to make it difficult for forgers in the early 1800s in Australia?



- Ask the students to find an image or draw a colonial banknote / promissory note from the early 1800s on a large A3 sheet of paper. Students should label the image with information about the style and font of the writing, the text or information on the note, any insignias or emblems, the layout and the colouring of the notes.

Use the following web link for guidance:

Reserve Bank of Australia, Museum of Australian Currency Notes, 'Before Federation: To 1900: Currency Chaos'

http://www.rba.gov.au/Museum/Displays/1788_1900_before_federation/currency_chaos.html/

- As an extension activity, have students design their own currency for Australia today.

Download

- Student Activity Sheet: H19.6 Money for goods

Aligned resources

Australia Day Council of NSW, Student Resources, 'Australian Currency',

<http://www.australiaday.com.au/studentresources/currency.aspx/>

Department of Foreign Affairs and Trade, 'About Australia: Our Currency',

<http://www.dfat.gov.au/facts/currency.html/>

Macquarie Bank, 'Holey Dollar Story',

http://www.macquarie.com/uk/about_macquarie/holey_dollar2.htm/

Museum Victoria, Collections & Research, 'Coin - Holey Dollar',

<http://museumvictoria.com.au/collections/items/50908/coin-holey-dollar-5-shillings-new-south-wales-australia-1813/>

Reserve Bank of Australia, Museum of Australian Currency Notes, 'About the Museum',

<http://www.rba.gov.au/Museum/About/>

Reserve Bank of Australia, Museum of Australian Currency Notes, 'Before Federation: To 1900: Currency Chaos'

http://www.rba.gov.au/Museum/Displays/1788_1900_before_federation/currency_chaos.html/

Sydenham, S and Thomas, R, *Australian Currency* [Online], (2008),,

<http://www.kidcyber.com.au/topics/austcurrency1.htm/>

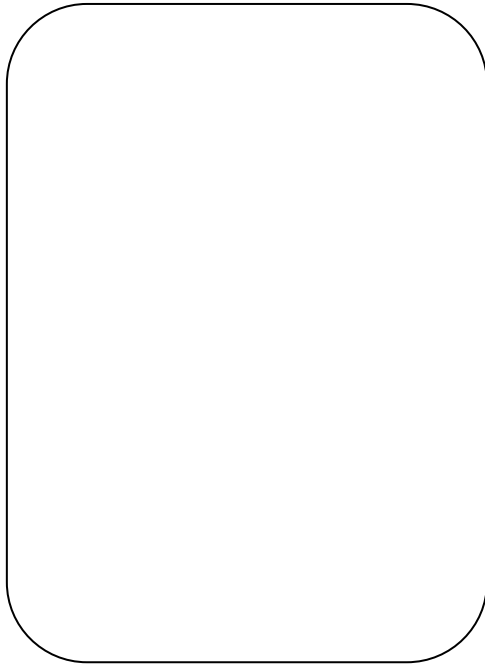
Useful resources from Education Services Australia

R11234 *Decimal currency advertisement, 1965*



Money for goods

1 Character profile sheet for colonial market game



Name:

.....

Age:

.....

Profession:

.....

Social status:

.....

Property and possessions:

.....
.....
.....
.....

Money:

.....
.....
.....
.....



2 Research the banknotes from the early 19th century.

a What are some of the differences and similarities between colonial currencies and the type of currency we use as money today?

b How does the design of today's Australian banknotes stop them being counterfeited?

c What did the authorities do to make it difficult for forgers in the early 1800s in Australia?

3 Find an image or draw a colonial banknote/promissory note from the early 1800s on a large A3 sheet of paper. Label the image with information about the style and font of the writing, the text or information on the note, any insignias or emblems, the layout and the colouring of the notes.

a Use the following web link for guidance:

- Reserve Bank of Australia, Museum of Australian Currency Notes, 'Before Federation: To 1900: Currency Chaos'

http://www.rba.gov.au/Museum/Displays/1788_1900_before_federation/currency_chaos.html/

4 Draft your ideas here:

5 As an extension activity, you can design your own currency for Australia today.



EPISODE 19 | 1828: ALICE

Unit focus: English

Year levels: 3–6

EPISODE CLIP: THIS LITTLE PIGGY

ACTIVITY 1: CHILDREN'S GAMES

Subthemes: Character; Customs and traditions; Entertainment and games

Discover

- As a class, view the clip **This little piggy** and help the students to understand who the characters are and what is happening in the clip. Ask questions such as: Who are the other characters and what are they doing? Which characters belong to the one family? For example, we know Alice is the daughter of one of the men because she calls him 'Pa'. Encourage students to find evidence that gives information about characters, such as: the Owen family that is sitting in the horse and cart has requested the building of a house by Christmas Day; the workers are building the house by quarrying stone; Alice's father, Sam, is supervising the building of the house and the convicts who are building it. Ask students to write their responses on **Student Activity Sheet E19.1 Children's games** to record this information.
- In 1828, pastime activities, games and entertainment were different to those of today. Children primarily played outdoors, making up games or playing games that they had learned from their parents. For example, in this clip, Alice and George play chasey, sing 'This little piggy' and beat a drum. Resources were often limited, so entertainment involved enjoying one another's company, telling stories and creating toys from found objects. Ask students to research children's games and entertainment in the 1820s. They should use **Student Activity Sheet E19.1 Children's games** to complete a Venn diagram with five games played in the 1820s, five games played today and five games that have been played in both eras.
- As a class, discuss:
 - 1 When and where can the games in the clip and those listed in the Venn diagram be played?
 - 2 How inclusive are the games in the clip compared with the games children play today?
 - 3 Why do some games stand the test of time?
 - 4 What are some similarities and differences between traditional and modern games?

Reflect

- As a class, work together to organise a traditional games morning. Divide the class into groups of two or three. Each group needs to find out how to play a traditional game. As part of the games day, students can teach each other the games they have learned and also bring in and play traditional board games.
- Additionally, students can make up their own games. This may be a card game, board game or schoolyard game. For their game, they are to write a set of instructions on how to play the game and how to win the game. If possible, film the game in action with a narration about how to play the game.



Download

Student Activity Sheet E19.1 Children's games

Useful resources from Education Services Australia

L949 *Playground rules*

R2489 *Boys playing marbles at school in 1925*

R2490 *Girls playing hopscotch at school in 1925*

R4195 *Games table, c1880*

R4408 *Gold diggings board game, c1855*



Children's games

1 Record the following information in the table below:

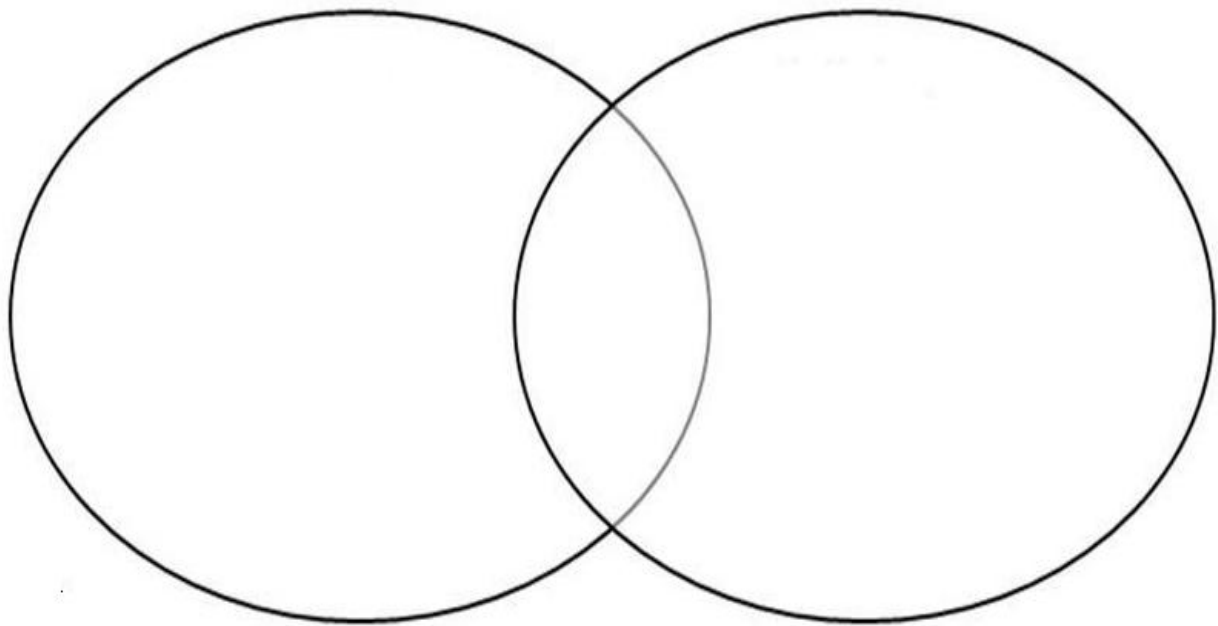
- a List the characters in the clip.
- b What are they doing?
- c Which characters belong to the one family?

| a Who is the character? | b What is the character doing? | c Which characters belong to the one family? |
|-------------------------|--------------------------------|----------------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



Name: _____

- 2 Research the types of children's games and entertainment found in the 1820s in Australia. Complete the Venn diagram below with five games played in the 1820s, five games played today and five games that have been played in both eras.





Name: _____

- 3 Create your own game. This may be a card game, board game or schoolyard game. For your game, write a set of instructions on how to play the game and how to win the game. If possible, film the game in action with a narration about how to play the game. Draft your ideas here.

| Name of game: | |
|-----------------------|--------------|
| Diagrams for the game | Instructions |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

EPISODE CLIP: THIS LITTLE PIGGY

ACTIVITY 2: FAMILY STRUCTURE AND SOCIAL STATUS

Subthemes: Characters; Gender roles and stereotypes; Relationships

Discover

- As a class, view the clip **This little piggy**, focusing students' attention on the relationship between the character of Alice and that of George, her playmate. Then view the entire Episode 19 | 1828: Alice. Ask students to respond to the following questions:
 - 1 How old do you think Alice is? How old do you think George is?
 - 2 What sort of person does Alice appear to be and how do you know this?
 - 3 What sort of person does George appear to be and how do you know this?
 - 4 What roles and responsibilities does Alice have in the family and on the farm?
 - 5 What roles and responsibilities does George have in the family and on the farm?
 - 6 How does Alice relate to other characters?
 - 7 How does George relate to other characters?
- Create two class sociograms, one for Alice and one for George. Place their names in the centre of each and then use lines to join circles containing the names of other characters and listing their association/relationship with either character. For example, Alice helps her mother to carry food to the workers; Alice plays chasey with George. Visit the ABC3 **My Place for Teachers** website (The Community Tree, <http://www.abc.net.au/abc3/myplace/>) for 1828 and read the diary of Alice to see who she is and what she is like.

Reflect

- Ask students to develop historyface pages (<http://historyface.wikispaces.com/>) for the characters of Alice and George. Students need to analyse and deconstruct the characters. Have students read the script for *My Place* Episode 19 and discuss the following:
 - 1 Who is Alice?
 - 2 Who is George?
 - 3 How do they dress?
 - 4 What is their personality?
 - 5 Why are they friends?
 - 6 Who are their family members?
 - 7 What roles and responsibilities do they have on the farm?
- For the historyface profiles, suggest that Alice and George have been transported to the present and want to have a social networking home page. Refer to **Student Activity Sheet E19.2 Family structure and social status**.
- Have the students select another character, such as Freddie the convict who is keen to hold a horse race, Sam (Alice's father) or Sarah (Alice's mother). Using what they see and hear in the clip, have students create a historyface profile for that character.



Download

Student Activity Sheet E19.2 Family structure and social status

Aligned resource

History-Face, <http://historyface.wikispaces.com/>



Family structure and social status

Profile pic

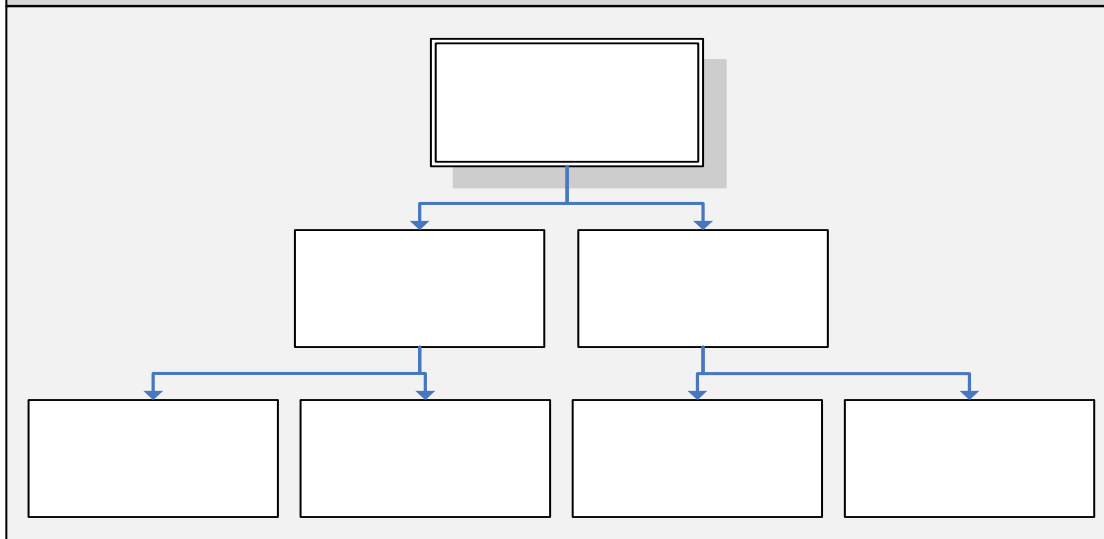
Name: _____

Status: _____

Profile Information:

Likes & dislikes:

Family information



EPISODE CLIP: THE BETS

ACTIVITY 3: CURRENCY VALUES

Subthemes: Currency; Customs and traditions; Language and scripting

Discover

- When the colony of New South Wales was established, initially there were no internal currency and no banks and so trade arrangements were rather chaotic, often involving bartering or credit notes. In 1825 the British Government legislated a sterling currency for the colony and pounds, shillings and pence formed the basis of Australian currency until the introduction of the decimal system in 1966.
- Encourage students to investigate what types of emblems or illustrations were used on the old coins and compare them to the emblems used today. Have students use the information from their research to create a class currency timeline as a poster or online timeline.
- As a class, view the clip **The bets** and ask students to note the references made by various characters to the currency used in the 1820s, for example, sixpence, florin and shilling. Ask students to find an image of some of the old currency and find out what it was worth in today's money. Ask students to find out the average wage for various workers during the era and estimate whether their bet was big or small depending on the work of each character.

Reflect

- Provide current Australian coins of each denomination for the class to examine and to undertake coin rubbings. Students can compare the coins and notes they use today to the currency of the 1820s using the table in **Student Activity Sheet E19.3 Currency values**. Students can trace or rub over the coins of today, as well as drawing or cutting and pasting pictures of old coins and adding them to the table.
- Ask students to imagine that they are a famous coin collector. They would like to auction some of their old coins from the 1820s in Australia. Students are to develop profiles of two coins or notes that would appear in the auction catalogue. The information needed for the catalogue should include the following:
 - 1 illustrated or photographic image of the currency (front and back)
 - 2 age?
 - 3 where was it minted?
 - 4 any significant details or stories about the currency?
 - 5 size and materials it is made from?
 - 6 colour, any distinguishing marks?
 - 7 who last bought and sold it?
 - 8 how rare it is and its history?
 - 9 anticipated value at the auction?



Download

Student Activity Sheet E19.3 Currency values

Aligned resources

Museum of Australian Currency, 'Currency Chaos',

http://www.rba.gov.au/Museum/Displays/1788_1900_before_federation/currency_chaos.html

Sydenham, S & Thomas, R (2008) 'Australian Currency',

<http://www.kidcyber.com.au/topics/austcurrency1.htm>

'Australian Currency History', <http://raindael.tripod.com/australian/money/currency.html>



Currency values

1 Complete the following table with information from the clip:

| Character | Basic wage | Wager on the race: big or small? |
|-----------|------------|----------------------------------|
| Alice | | |
| Willie | | |
| Maryann | | |
| | | |
| | | |
| | | |



- 2 Collect current Australian decimal coins of each denomination: 5 cents, 10 cents, 20 cents and 50 cents coins.
- a Trace or rub over each coin by placing it under the paper on the sections in the table below. Ensure you do both sides.
 - b Draw or cut and paste pictures of coins from 1828 and 1930 into the table below.
 - c Compare the similarities and differences between each coin.

| | |
|-------------------------------------------------|------------------------|
| 1828: | Today: 5 cents |
| 1828: | Today: 10 cents |
| 1930: | Today: 20 cents |
| What was equivalent to 50 cents in 1828? | Today: 50 cents |

- 3** Imagine that you are a famous coin collector. You want to auction some of your old coins from the 1820s in Australia. Develop profiles of two coins or notes that would appear in the auction catalogue. The information needed for the catalogue should include the following:
- a** illustrated or photographic image of the currency (front and back)
 - b** age?
 - c** where was it minted?
 - d** any significant details or stories about the currency?
 - e** size and materials it is made from?
 - f** colour, any distinguishing marks?
 - g** who last bought and sold it?
 - h** how rare it is and its history?
 - i** anticipated value at the auction?

Draft your ideas below:

Title of the currency for auction:

| (Front image of the currency) | (Back image of the currency) |
|-----------------------------------------------------------|------------------------------------------|
| Age: | Size and materials: |
| Where minted: | Colour and distinguishing marks: |
| Significant details or stories about the currency: | Who last bought and sold it: |
| Its rarity and its history? | Anticipated value at the auction: |

EPISODE CLIP: THE BETS

ACTIVITY 4: WHO IS THE FAVOURITE?

Subthemes: Currency; Entertainment and games; Language and scripting

Discover

- As a class, view the clip **The bets** and ask students what they have learned about language and accents in Australia in 1828 by observing the characters speaking in this clip.
- Replay the clip to the class, instructing students to make notes about any unusual ways of speaking, odd sayings and references to currency by various characters. Create a large class graffiti wall on which students are invited to add information they hear in the clip, for example, these references to currency: sixpence, florin, shilling; and also phrases such as the following:
 - ahoy there!
 - wee chappie
 - quick as a flash
 - t'other one
 - cider
 - low rations
 - hasn't got a prayer
 - tar and feather meself
 - Bennie's 'the favourite'.
 - Everyone thinks he's the cat's whiskers.
 - They'll be putting their blasted money on him.
 - Every shilling they put on Bennie I'll have to pay them two shillings.
- Ask students to work with a partner, replay the clip and use **Student Activity Sheet E19.4 Who is the favourite?** to write what they think the unusual words and phrases mean.

Reflect

- Ask students to imagine they are a reporter for the local newspaper and have to report on the pig race. The reporter finds out about the fraud being perpetrated by Alice to swap Bennie the black pig for a 'ring-in'. Ask students to write a front-page article about the fraud and the ensuing race. They should consider a snappy headline for the story and incorporate interviews with some gamblers offended by the fraud, the parents of Alice and how disappointed they are in her behaviour, and other bystanders. They should also interview Freddie the forger for his side of the story, and Alice, who is able to defend herself. Make sure the article incorporates the language of the time and some of the old sayings and expressions that each of the characters use in speaking.



- Host a courtroom scene where Alice is brought before the court to defend her actions in fixing the race. Select members of the class to be the judge, lawyers, victims and witnesses.
- Provide opportunities for students to play the pig race games found at:
Primary Games, 'Pig Race', <http://www.primarygames.com/arcade/action/pigrace/start.htm>
My Place for Teachers, <http://www.abc.net.au/abc3/myplace/>

Download

Student Activity Sheet E19.4 Who is the favourite?

Aligned resource

Primary Games, 'Pig Race', <http://www.primarygames.com/arcade/action/pigrace/start.htm>



Who is the favourite?

- 1 In the table below, write what you think are the meanings for the following words and phrases seen and heard in the clip.

| Interesting or unusual words and phrases | Suggested meanings |
|------------------------------------------|--------------------|
| sixpence | |
| florin | |
| shilling | |
| ahoy there! | |
| wee chappie | |
| quick as a flash | |
| t'other one | |
| cider | |
| low rations | |
| hasn't got a prayer | |
| tar and feather meself | |
| Bennie's 'the favourite'. | |



Name: _____

| | |
|------------------------------------------------------------------------|--|
| Everyone thinks he's the cat's whiskers. | |
| They'll be putting their blasted money on him. | |
| Every shilling they put on Bennie I'll have to pay them two shillings. | |

2 Imagine you are a reporter for the local newspaper and have to report on the pig race. You as the reporter find out about the fraud being perpetrated by Alice to swap Bennie the black pig for a 'ring-in'. Write a front-page exposé about the fraud and the ensuing race. Include some of the following elements:

- a** a snappy headline for the story
- b** interviews with some gamblers offended by the fraud
- c** interviews with the parents of Alice and how disappointed they are in her behaviour
- d** interviews with other bystanders
- e** an interview with Freddie the forger for his side of the story
- f** an interview with Alice, who is able to defend herself.

Make sure the article incorporates the language of the time and some of the old sayings and expressions that each of the characters uses in speaking in the clip. Draft or write your article below.

EPISODE CLIP: PIG FORGERY

ACTIVITY 5: FORGING AND DECEIVING

Subthemes: Character; Culture; Entertainment and games

Discover

- As a class, view the clip **Pig forgery** and list the characters and the key locations where they are involved in the events of the clip, for example:
 - Alice and Freddie – in a work-shed
 - Alice and Freddie – in a stable
 - George -- sleeping with his pig in a stable
 - Alice – sleeping with her pig in a bed on a verandah outside her house.
- Refer students to **Student Activity Sheet E19.5: Forging and deceiving** and have them create a story ladder listing the key events in this clip. Ask them to cut out the events separately and place them into an envelope. Have students swap story ladders with each other and place the events in order.
- Ask students to note how Freddie and Alice are painting the pig in the work-shed, listing the technologies available, such as the candle for light and the bellows used to dry the pig. Ask students to consider why Freddie and Alice are painting the pig and why Freddie tells Alice to be careful that she does not get wet.
- Have students also suggest why both Alice and George are sleeping with their respective pigs. Introduce students to the ABC3 website **My Place** and find the page for 1828. Explore the website and play the 'Pig Race' game: **My Place**, <http://www.abc.net.au/abc3/myplace/>

Reflect

- Set up a treasure hunt:
- Ask students to draw on a map of the farm and the quarry. Have them position the farm buildings, roads, quarry, race track and creek. Each of these sites should also be given a description of what it is and which characters frequent that site. Ask students to think about where they would bury treasure on the farm. Once they have decided this, they should write a set of cryptic clues for others to find the treasure. Once the students have developed their map and set of clues, they should swap their map with another student and try and find the other treasure.
- Alternatively, have students work in small groups to design and paint a mural, showing what they know about the life and times of the children in the clip during this era of the 1820s. Students might include information about specific places where the children live on the farm, clothing they wear, sleeping arrangements, housing, pets, available technology, pegs on the washing line, and also sounds such as a rooster crowing, other birds and animals, and dialogue such as references to transportation, bank notes and promissory notes.

Download

Student Activity Sheet E19.5 Forging and deceiving



Forging and deceiving

- 1 Create a story ladder listing the key events in this clip. Cut out the events separately and place them into an envelope. Swap story ladders with another student and place their events in order, writing them into the table below.

| Event order | What was the event? |
|-------------|---------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |



Name: _____

- 2 Draw on a map of the farm and the quarry. Position the farm buildings, roads, quarry, race track and creek. Include a description of what each site is and which characters frequent that site. Decide on a location where you would bury treasure on the farm, and then write a set of cryptic clues for others to find the treasure. Once you have developed your map and set of clues, swap your map with another student and try to find their treasure.

Draft your ideas for a map here:

EPISODE CLIP: PIG FORGERY

ACTIVITY 6: FREDDIE THE FORGER

Subthemes: Character; Currency; Inventions and electronic media

Discover

- As a class view the clip **Pig forgery** and invite students to concentrate on what Freddie the forger tells Alice about his felonies. Ask students what might be meant by the description 'Old Freddie the forger'. Discuss as a class the following questions:
 - 1 What were the things Freddie forged? He tells Alice he was transported because he forged a British bank note and then after he was transported he forged a promissory note.
 - 2 What were these notes used for and why might Freddie have forged them?
 - 3 Who is likely to have been affected by Freddie's criminal behaviours?
 - 4 What does the description 'Old Freddie the forger' tell you about the man and his behaviour?
- As a class, discuss how Freddie's references to transportation indicate that he is a convict who has been sent from England to Australia as a punishment for his crimes. Alice asks Freddie, "Didn't you learn anything?" and Freddie tells Alice he plans to give up his criminal ways. Ask students whether they believe him. Why or why not? Ask them to give examples from the clip to justify their opinions. For example, Freddie is engaged in a criminal act with Alice in painting the pig and swapping it for another pig in the race.
- Have students to work in small groups of three to find out when and why convicts were first transported to Australia, what types of crimes they had committed and some of the punishments they received when transported. Refer to the following websites for information:
 - 1 Genealogy Links, 'Australian Convict Records', <http://www.genealogylinks.net/australia/all-australia/convicts.htm>
 - 2 Convict Creations, 'Convict Crimes', <http://www.convictcreations.com/history/crimes.htm>
- Students should organise their findings by completing a number of case studies on actual transported convicts. They can use the template in **Student Activity Sheet E19.6 Freddie the forger**. Once these are completed; have students present their findings to the class through a freeze-frame activity. A freeze-frame activity is one in which the student must respond to a question or statement while in the role of the character they have researched.
- Ask each student to complete **Student Activity Sheet E19.6 Freddie the forger** which lists three important pieces of information from this clip. Beside each piece of information, ask students to make a comment about whether they think the behaviour engaged in is a crime and why they believe this to be the case.

Reflect

- Ask students to design and produce a 'Wanted' poster for Freddie the forger. They are to draw an image of the felon and write a description of his crimes. Ask students to look at historical 'Wanted' posters as a guide to what layout and text are needed.
- There have been many poems and ballads written to describe a convict's lot in life when transported. Examples include the song 'Botany Bay'.
- The following websites may be useful:



- 1 Convict Creations, 'Australian Poetry', <http://www.convictcreations.com/culture/poetry.htm>
 - 2 Images Australia, 'Botany Bay', <http://www.imagesaustralia.com/botanybay.htm>
 - 3 Matilda, '100 Australian Poems: 1.0 "A Convict's Tour to Hell" by Francis Macnamara', <http://www.middlemiss.org/matilda/2009/04/100-australian.html>
 - 4 Matilda, 'Poems by Charles Harpur', <http://www.middlemiss.org/matilda/2009/02/reprint-poems-by-charles-harpur-general.html>
- Ask students to source an example of a poem they like and rewrite the lyrics to reflect the life and aspirations of Freddie the forger. Have students share these examples with the rest of the class.

Download

Student Activity Sheet E19.6 Freddie the forger

Aligned resources

Convict Creations, 'Australian Poetry', <http://www.convictcreations.com/culture/poetry.htm>

Images Australia, 'Botany Bay', <http://www.imagesaustralia.com/botanybay.htm>

Matilda, '100 Australian Poems: 1.0 "A Convict's Tour to Hell" by Francis Macnamara', <http://www.middlemiss.org/matilda/2009/04/100-australian.html>

Matilda, 'Poems by Charles Harpur', <http://www.middlemiss.org/matilda/2009/02/reprint-poems-by-charles-harpur-general.html>

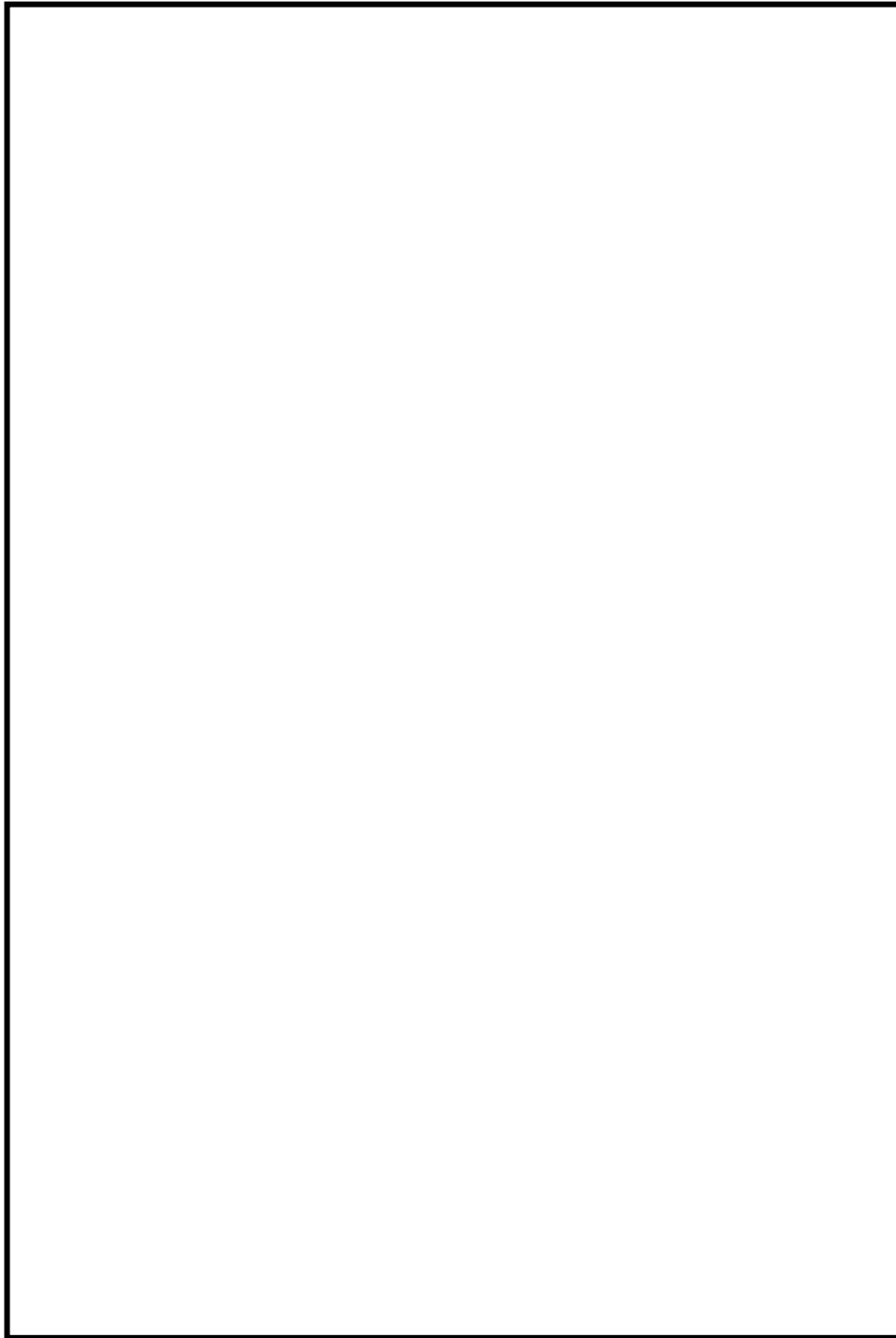
Freddie the forger

- 1 Work with a partner to investigate information to answer the following questions:
 - a When and why were convicts transported to Australia?
 - b What types of crimes did they commit?
 - c How long did transportation continue?
- 2 Complete case studies of two transported convicts who were transported to Australia using the templates below.

| Case study 1 | |
|------------------------------------------------|-------------|
| Name of the convict | <hr/> |
| When was the convict transported to Australia? | <hr/> <hr/> |
| What crime/s did the convict commit? | <hr/> <hr/> |

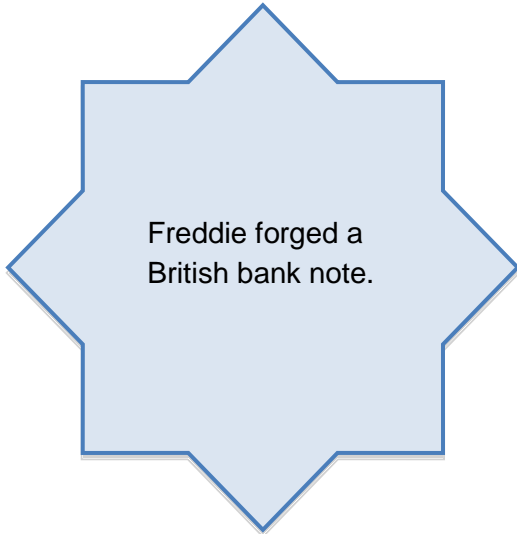
| Case study 2 | |
|------------------------------------------------|-------------|
| Name of the convict | <hr/> |
| When was the convict transported to Australia? | <hr/> <hr/> |
| What crime/s did the convict commit? | <hr/> <hr/> |

- 3 Design and produce a 'Wanted' poster for Freddie the forger. Draw an image of the felon and write a description of his crimes. Draft your ideas in the box below.

A large, empty rectangular box with a black border, intended for students to draft their ideas for a 'Wanted' poster. The box is oriented vertically and occupies most of the page's width and height.

- 4 Read the information in the boxes below from the clip. In the bubble beside each piece of information, make a comment about whether you believe the behaviour is a crime and explain why you think this.

Information



My thoughts

