

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.



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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:

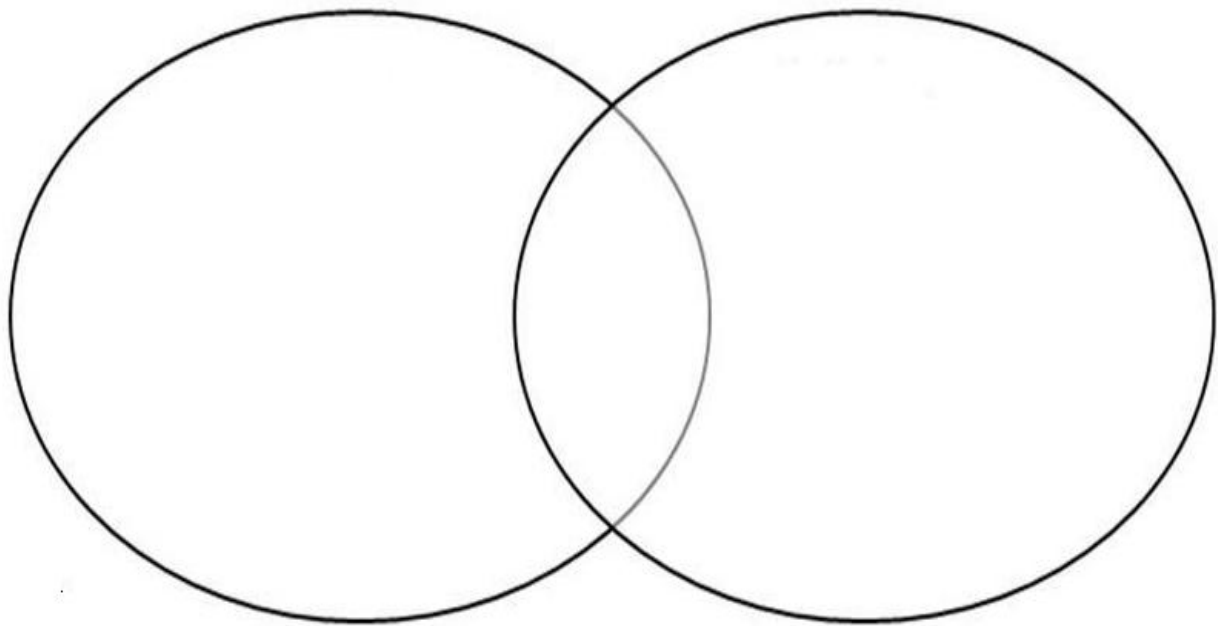
- a List the characters in the clip.
- b What are they doing?
- c Which characters belong to the one family?

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.



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Student Activity Sheet E19.2 Family structure and social status

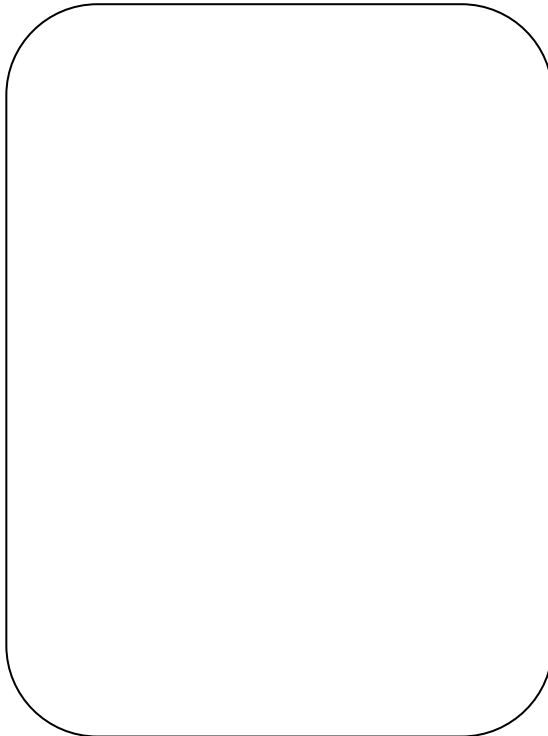
Aligned resource

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



Family structure and social status

Profile pic



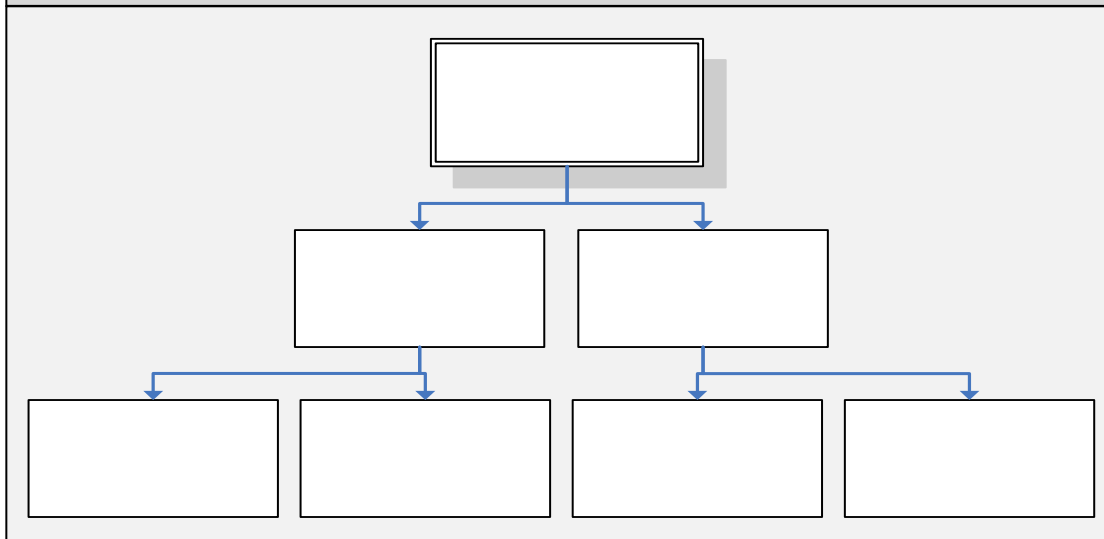
Name: _____

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?



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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/>

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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.

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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.

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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 _____
When was the convict transported to Australia? _____ _____
What crime/s did the convict commit? _____ _____

Case study 2
Name of the convict _____
When was the convict transported to Australia? _____ _____
What crime/s did the convict commit? _____ _____



- 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.

- 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

Freddie forged a British bank note.

My thoughts

Freddie forged a promissory note.

Freddie and Alice were painting a pig in order to swap it for another pig.