



EPISODE 13: 1888: VICTORIA

Unit focus: History

Year level: Years 3–6

History: teaching strategies

The Australian curriculum: History

The national history curriculum will be based on the interrelationship between historical knowledge, understanding and skills.

The history curriculum across Years 3–6 ask students to address four focus questions:

- 1 What do we know about the past?
- 2 How did Australians live in the past?
- 3 How did people live in other places?
- 4 How has the past influenced the present?

Historical knowledge and understanding

- **Historical significance:** The principles behind the selection of what should be remembered, investigated, taught and learned ...
- **Evidence:** How to find, select and interpret historical evidence ...
- **Continuity and change:** Dealing with the complexity of the past. This involves the capacity to understand the sequence of events, to make connections by means of organising concepts ...
- **Cause and consequence:** ... the ways that the legacy of the past shapes intentions and the unintended consequences that arise from purposeful action ...
- **Historical perspectives:** The cognitive act of understanding the different social, cultural and intellectual contexts that shaped people's lives and actions in the past ...
- **Historical empathy and moral judgement:** The capacity to enter into the the world of the past with an informed imagination and ethical responsibility ...
- **Contestation and contestability:** Dealing with alternative accounts of the past. History is a form of knowledge that shapes popular sentiment and frequently enters into public debate ...
- **Problem solving:** Applying historical understanding to the investigation, analysis and resolution of problems ...

Students will develop historical skills which include:

- using common historical terms for describing time and sequencing events and developments in chronological order
- asking questions, finding relevant answers, and constructing informed responses
- developing a basic understanding of how evidence can be used to provide historical explanations
- developing appropriate techniques of organisation and communication.

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EPISODE CLIP: CHILDREN'S GAMES

ACTIVITY 1: COMPARING GAMES

Subthemes: Chores; business and employment; Entertainment and games

In 1888, games played by children were different to those played today. Toys were handcrafted and many were homemade. Families that relied on a meagre income didn't spend on lavish toys. Children played many imaginary and 'made up' games outdoors.

Victoria and her siblings enjoy playing together under the Moreton Bay fig tree. Although their resources are limited, they invent games and enjoy each other's company.

Discover

- Encourage students to recall games they play in the schoolyard and games they play indoors. Create a mindmap of games. Use an online encyclopedia, or search the internet, for a list of traditional games before you commence.
 - 1 What are the traditional games children play in the clip?
 - 2 What are some traditional games your parents or grandparents have taught you?
 - 3 Discuss and list other traditional games. Use the list you created to generate ideas.

Reflect

- Create a comparative table with traditional games on one side and contemporary games on the other. Discuss with the class the differences between traditional and modern games played by children.

Download

- Student Activity Sheet H13.1: Comparing games

Useful resources from The Le@rning Federation

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

ACTIVITY 2: TRADITIONAL GAMES

Subtheme: Entertainment and games

The concept that traditional games have a place in history and in our daily lives can be explored through a series of questions. Ask students to research the origins and rules of three traditional games.

Discover

- Open questions: Ask students to research and respond to the following questions:
 - 1 Can you find out who invented these three traditional games?
 - 2 How inclusive are the games you researched?
 - 3 When and where can these games be played?



- 4 Why do these games stand the test of time?
- 5 Each group can share and compare their answers.

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- Student Activity Sheet H13.2: Looking at traditional games

ACTIVITY 3: CONTEMPORARY GAMES

Subtheme: Entertainment and games

The concept that modern games have a place in our daily lives can be explored through open-ended questions to help generate answers from students in groups.

Discover

- Open questions: Ask students to research the origins and rules of at least three contemporary games.
 - 1 Why were contemporary games invented?
 - 2 How inclusive are these games?
 - 3 When and where can these games be played?
 - 4 Will these games stand the test of time?
 - 5 Each group can share and compare their answers.

Reflect

- Compare and contrast answers from the open-ended questions on traditional and contemporary games. List the characteristics of both traditional and contemporary games using a Venn diagram. These can be about traditional, commonalities and modern games.

Download

- Student Activity Sheet H13.3: Contemporary games
- Student Activity Sheet H13.4: Finding things in common

EPISODE CLIP: VICTORIA'S FAMILY SUPPER

ACTIVITY 4: THE 'IT GIRLS'

Subthemes: Fashion; Gender roles and stereotypes

Character profiling can highlight the historical significance of a person's attire. Costumes, work attire and everyday clothing are the pictorial benchmark of an era.

Focus discussion on the characteristics of the Owen girls and the members of Victoria's family. Also note some of the other characters in the episode, for example, Miss Müller. The pop culture idea of an 'It girl' can help students understand why the focus on clothes is important in determining historical status.

Discover

- What makes an It girl in 1888?



Reflect

- Ask students to create character profiles using names, birthdates, descriptions and clothing from 1888. Websites to use include:
 - 1 Picture Australia, <http://pictureaustralia.org/trail/fashion+trail>
 - 2 Eureka Council, <http://www.eurekacouncil.com.au/Australian-Culture/australian-fashion.htm>
 - 3 Victorians Fashion Australia, <http://www.ulladulla.info/fhc/vicfashions.htm>
 - 4 Collections Australia: <http://www.collectionsaustralia.net/collections>
- Students create a character profile using different software programs.

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- Student Activity Sheet H13.5: Historical character profile

Useful resources from The Le@rning Federation

R6515 Woman's shoe by Joseph Box, c1890

R6517 Barrette boot by Joseph Box, 1896

ACTIVITY 5: MANNERS AND MANORS

Subtheme: Social order and education

The Owen family and Victoria's family appear to live the same life, but what may lie within vastly different. Their houses and family dynamics are different. Discuss these differences and come up with a Social Status Ladder depicting the social expectations of people living in 1888.

Discover

- Who is at the top of the social status ladder in 1888, and who is at the bottom? Provide reasons why this was the case. Once you have created a social status list, ask students to list the expectations of children for each of the rungs on the social status ladder, including manners, dress code, education and chores. See Sovereign Hill Education, <http://sheducationcom.ascetinteractive.biz/?id=teachers>

Reflect

- Create a Social Status Pyramid. This is a visual representation that students use to depict the social divide in Australia in 1888 based on information from your discussion.

Download

- Student Activity Sheet H13.6: Social pyramids

ACTIVITY 6: FOOD FOR THOUGHT

Subthemes: Food; Social order and education

Self-sufficiency is depicted in the story of Victoria's family through the freehold they maintain in their backyard. What they grew and nurtured is what they ate.



Discover

- 'What is in their garden and what is in your garden?' A comparative look at the type of food available in 1888 and in present times. Discuss the contents of Victoria's family garden. Using an A3 sheet of paper divided into four parts labelled:
 - 1 Garden
 - 2 Store bought
 - 3 Livestock
 - 4 Other.
- Ask students to write the type of food grown, commodities available for purchase, livestock kept in residential areas and other items necessary for life in 1888.
- Make a similar poster to depict where and how students obtain their food today.

Reflect

- 'What are the obvious differences in food origins and food consumption between the two eras?'

Download

- Student Activity Sheet H13.7: Where does food come from?

ACTIVITY 7: WORKING WOMEN

Subthemes: Chores, business and employment; Gender roles

Discover

- What was the common view of women going to work in the 1880s? Research what employment women undertook in 1888. Compare the types of employment to the careers of women today.

Reflect

- View the clip and ask students to listen to the attitude of Victoria's mother to Miss Müller working. Ask them to create two journal entries: one for a day in the life of Miss Müller and one for a day in the life of Victoria's mother.
- Students compare these to a day in the life of their own mother or female relative.

Download

- Student Activity Sheet H13.8: Women's roles in 1888

Useful resources from The Learning Federation

L370 Dorothy Griffin: great Australian women

R3901 Suffragette pioneer Mary Lee, c1895

L9817 The women's story

R10504 Women' suffrage in Australia



EPISODE CLIP: THE HORSE AND CARRIAGE

ACTIVITY 8: THE HORSE BEFORE THE CARRIAGE

Subtheme: Transport

The horse-drawn carriage was used as early as the 1600s in Europe. It was a basic cart on wheels, which made for a very uncomfortable ride. By the 1700s, carriages were made with better suspension, interiors and shelters. Those who couldn't afford a coach walked. In the late 1800s in Australia, coaches varied from very basic to very comfortable, depending on what a family could afford.

The horse-drawn carriage is the main mode of transport depicted in Episode 13: Victoria: 1888.

Discover

- Students research the development of the horse-drawn carriage as a transport vehicle and create a digital photo story (biopic). Students can use a software program to complete this task.
- Some helpful websites include:
 - 1 Powerhouse Museum,
http://www.powerhousemuseum.com/collection/database/search_tags.php?tag=horse+drawn+carriage
 - 2 A brief history of the automobile,
http://www.uniquecarsandparts.com.au/heritage_automobile.htm
 - 3 Department of Transport Victoria,
<http://www.transport.vic.gov.au/doi/internet/transport.nsf/allDocs/RWPE06934B7A6094C844A256AFD001C4975?OpenDocument>

Useful resources from The Learning Federation

L675 The Cobb & Co coach

R2824 A Cobb and Co coach, c1909

R3380 Cobb and Co coach on the Sydney road, 1850s

R3591 Mail coach, 1884–1917

ACTIVITY 9: HORSES FOR COURSES

Subtheme: Transport

Discover

- The horse and carriage industry is still operating in Australia. Complete an Internet search and help students locate where carriages are being used. Utilise some of these examples to help students create a mini-compendium.
- Students work in small groups to create a mini-compendium: 'Ten modern uses for the horse and carriage.'

Reflect

- Students are encouraged to think about the 'real life' utilisation of a horse-drawn carriage in today's society. Students are prompted to be innovative in designing the modern day version of this mode of transport.



Download

- Student Activity Sheet H13.9: A horse or a carriage?

ACTIVITY 10: COBB & CO

Subtheme: Transport

Discover

- The horse and carriage industry in Australia was exemplified by Cobb & Co. Complete an internet search and help students find information about the foundation of this company and its impact on transport and exploration in the 19th century.

Reflect

- Students work in small groups to create a newspaper advertisement for Cobb & Co that could have been published in 1888. Make sure students consider effective layout of information, text and image. They should also design the advertisement for readers of the time.
- Alternatively, the students could design an advertisement for the use of Cobb & Co coaches in today's society.

Download

- Student Activity Sheet H13.10: Can I sell you a carriage ride?

EPISODE CLIP: TREASURED OBJECTS

ACTIVITY 11: TIME CAPSULE

Subtheme: Customs and traditions

Invite students to make a list of all of the items Victoria and her siblings gathered together and list where they hid them.

Discover

- Why are these objects important to this time? As a class discuss what each object says about the belief or superstitions in 1888. Find out where this belief in hiding objects for luck may have originated?

Reflect

- Students take photos of eight items they would place in their own time capsule. They create a box to hold the pictures and add a letter explaining why these objects were chosen.

Download

- Student Activity Sheet H13.11 List all the hidden items



ACTIVITY 12: AN INDIGENOUS HISTORY

Subthemes: Beliefs; Indigenous perspectives

Victoria sees an Indigenous girl dressed in white. She is present at the tree and beside the creek with her mother or grandmother. The significance of her being there is unexplained in the episode.

Discover

- Indigenous Australians are important in the historical puzzle. Research Australian Indigenous history and find accounts that document what was happening at this time. Discuss with students what life was like for Indigenous children and how their lives may have differed from Victoria's childhood.

Reflect

- Ask students to give voice to the Indigenous girl and write a diary entry on how she viewed Victoria and her siblings that day at the creek.

Download

- Student Activity Sheet H13.12: Diary entry

Useful resources from The Learning Federation

L5205 Making a difference: Barak

R6645 The dawn of art, 1880s

R9158 Lousy Little Sixpence, 1982: Like one big family

R11298 Wurundjeri people and the settlers of Port Phillip and beyond

Aligned resources

A brief history of the automobile, 'Unique cars and parts',

http://www.uniquecarsandparts.com.au/heritage_automobile.htm

Collections Australia Network, 'Australian cultural collections online',

<http://www.collectionsaustralia.net/collections>

Department of Transport Victoria, 'History of trams trains and buses',

<http://www.transport.vic.gov.au/doi/internet/transport.nsf/allDocs/RWPE06934B7A6094C844A256AFD001C4975?OpenDocument>

Eureka Council, 'Australian fashion', <http://www.eurekacouncil.com.au/Australian-Culture/australian-fashion.htm>

Museum Victoria, 'Royal Exhibition Building', <http://museumvictoria.com.au/reb/history/site-of-two-world-fairs>

— 'The Biggest Family Album in Australia', <http://museumvictoria.com.au/bfa>

National Library of Australia, 'Picture Australia', <http://pictureaustralia.org/trail/fashion+trail>

Powerhouse Museum, 'Horse drawn carriage'

http://www.powerhousemuseum.com/collection/database/search_tags.php?tag=horse+drawn+carriage

Sovereign Hill, 'Sovereign Hill Education', <http://sheducationcom.ascetinteractive.biz/?id=teachers>

Victorians Fashion Australia, 'Australian history', <http://www.ulladulla.info/fhc/vicfashions.htm>

Wikipedia, 'List of traditional children's games',

http://en.wikipedia.org/wiki/List_of_traditional_children's_games



Useful resources from The Le@rning Federation

L370 Dorothy Griffin: great Australian women

L675 The Cobb & Co coach

L5205 Making a difference: Barak

L9817 The women's story

R2489 Boys playing marbles at school in 1925

R2489 Boys playing marbles at school in 1925

R2490 Girls playing hopscotch at school in 1925

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R2824 A Cobb and Co coach, c1909

R3380 Cobb and Co coach on the Sydney road, 1850s

R3591 Mail coach, 1884–1917

R3901 Suffragette pioneer Mary Lee, c1895

R4195 Games table, c1880

R4195 Games table, c1880

R4408 Gold diggings board game, c1855

R4408 Gold diggings board game, c1855

R6645 The dawn of art, 1880s

R9158 Lousy Little Sixpence, 1982: Like one big family

R10504 Women' suffrage in Australia

R11298 Wurundjeri people and the settlers of Port Phillip and beyond



Looking at traditional games

- 1 Choose three games from the list created on Student Activity Sheet H13.1 to answer the following questions relating to the topic traditional games.

Questions	Game 1	Game 2	Game 3
Can you find out who invented these traditional games?	Cat's Cradle	Rock Paper Scissors	Simon Says
Why do these still games exist?			
How inclusive are these games?			
When and where can these games be played?			
Why have these games stood the test of time			

- 2 Share and compare your answers with other students.



Contemporary games

- 1 Choose three games from the list created on Student Activity Sheet H13.1 to answer the following questions relating to contemporary games.

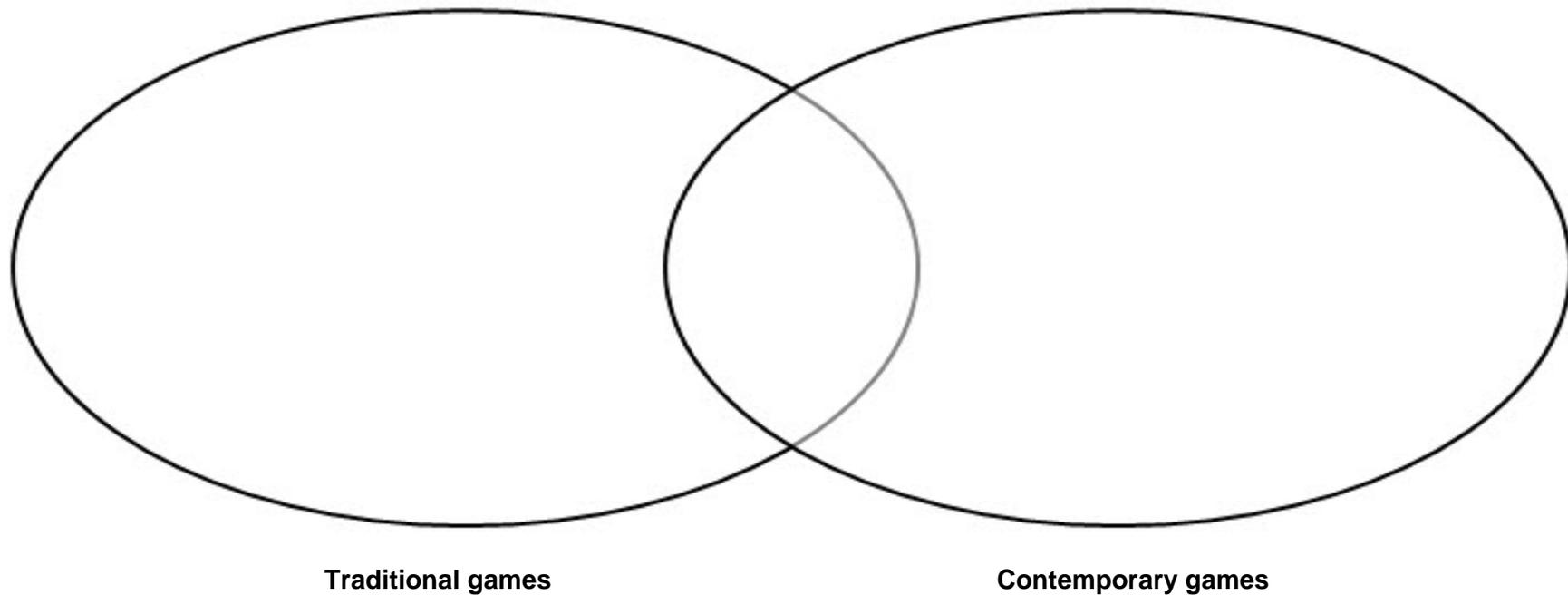
Questions	Game 1	Game 2	Game 3
Why were contemporary games invented?			
How inclusive are these games?			
When and where can these games be played?			
Why do these games stand the test of time			

- 2 Share and compare your answers with other students.



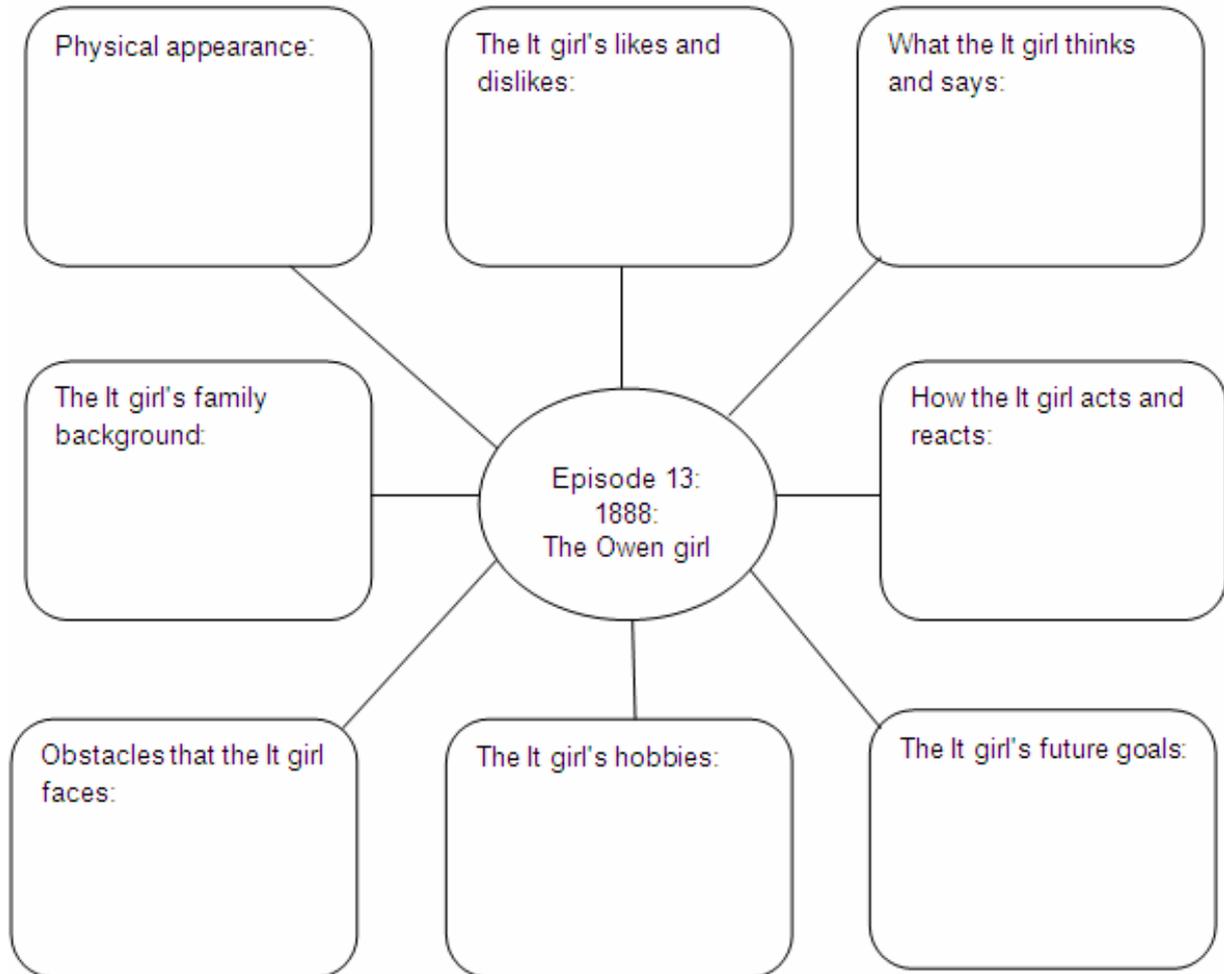
Finding things in common

- 1 Write the features of traditional games and contemporary games in the appropriate shapes.
- 2 List the features common to traditional and contemporary games in the space where the shapes overlap.





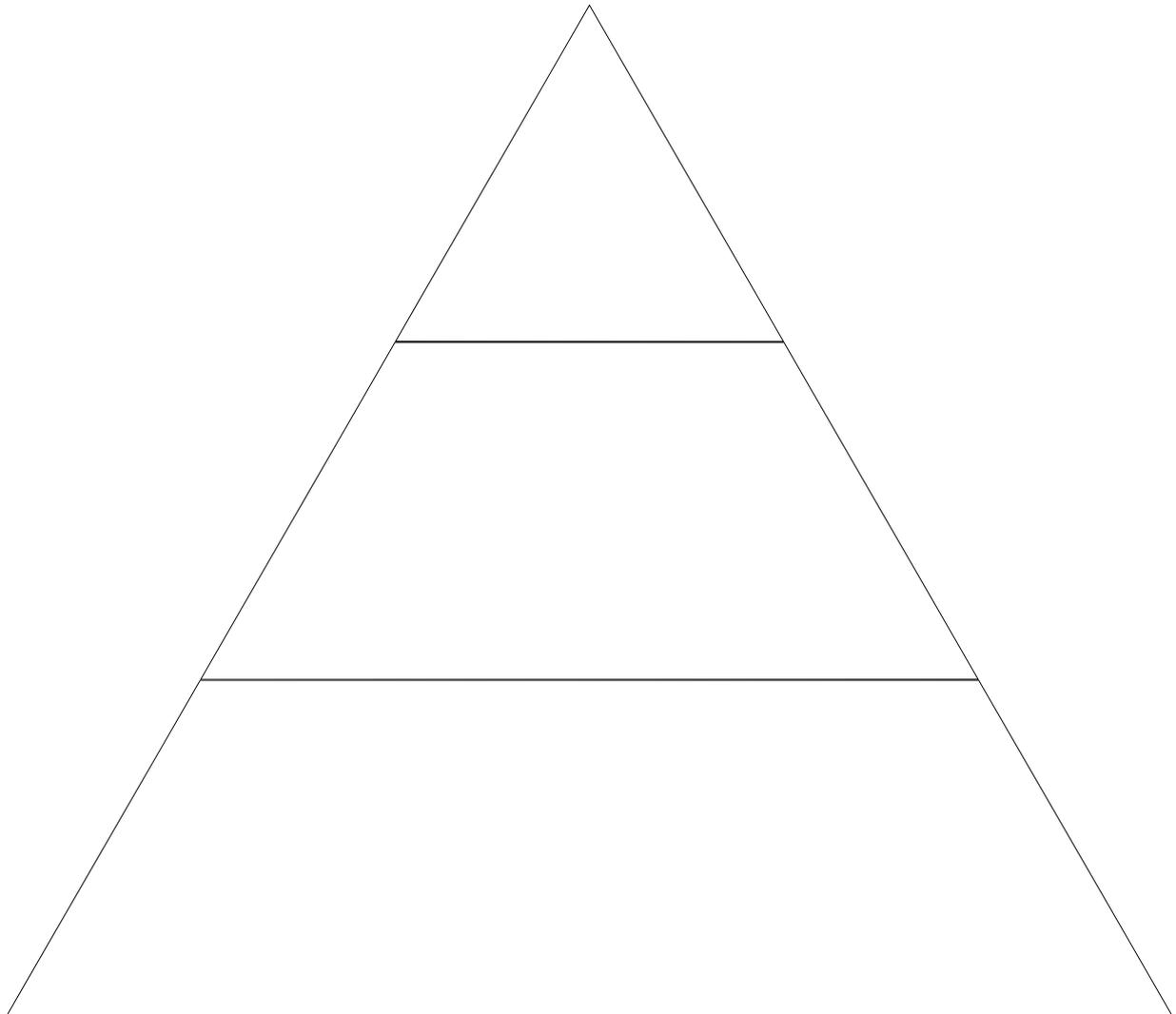
Historical character profile





Social pyramids

Social status pyramid of Australia in 1888: Fill in the pyramid with information and pictures of the types of people you feel would relate to a particular social class.





Where does food come from?

What are the commonalities and differences between food origins of 1888 and 2010?

Food origins	Commonalities: 1888–2010	Differences: 1888–2010
Garden		
Store bought		
Livestock		
Other commodities		



Women's roles in 1888

Journal entries: A day in the life of ...

- 1 Write reflective journal entries from the point of view of Miss Müller and Victoria's mother in Episode 13. They are two very different characters. Think about their lifestyles and make reference to events that occur in their daily lives.

Victoria's mother

Miss Müller

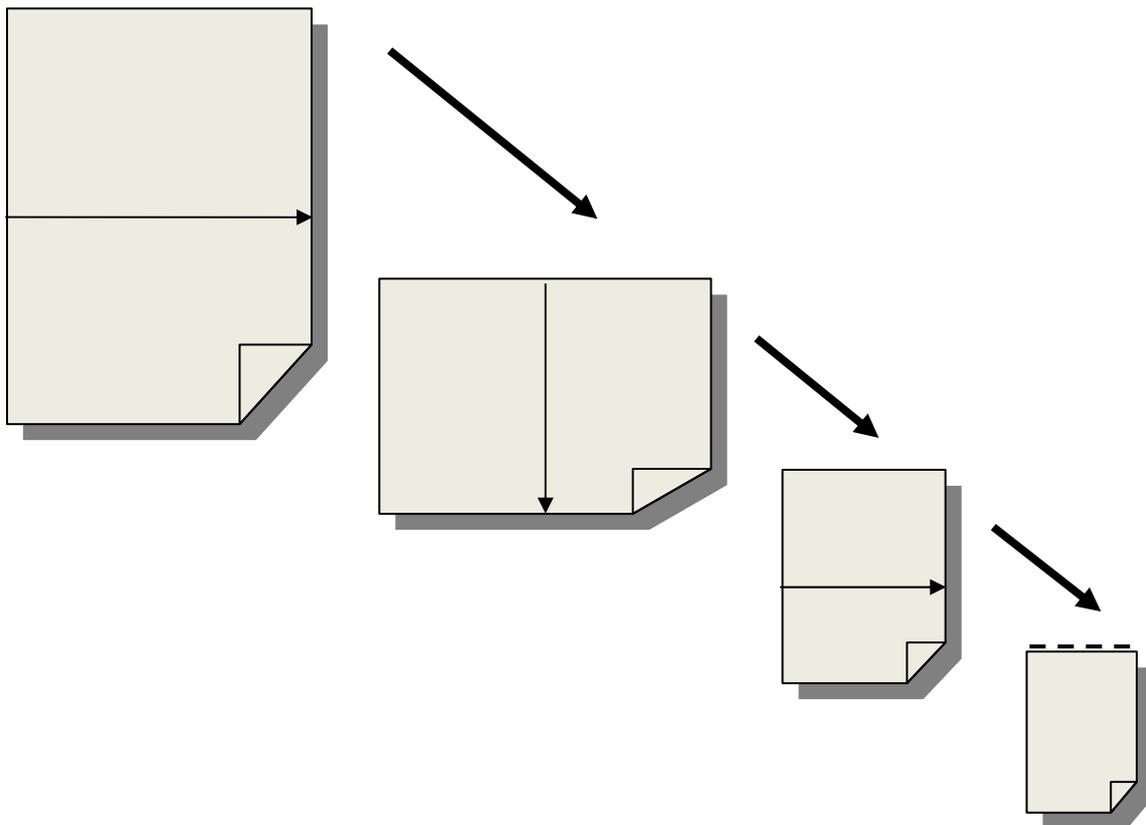


A horse or a carriage?

Create a mini-compendium and include ten modern uses for the horse and carriage. Each page of your mini-booklet must include a diagram and information about the use of a horse and carriage in modern times.

Make the booklet using the following instructions:

- 1 Fold an A3 sheet of plain paper in half
- 2 Fold it in half again to make quarters
- 3 Do one last fold in half to make eighths.
- 4 Cut along the fold lines at the top of the booklet and staple the spine.





Student Activity Sheet H13.10
Activity 10: Cobb & Co

Episode 13: 1888: Victoria
Clip 3: The horse and carriage

Can I sell you a carriage ride?

Create an advertisement for Cobb & Co Coaches in 1888. Look at newspaper advertisements of the late 1800s as a guide. Your advertisement must reflect the era of late 1800s, and be Australian in style, text and layout.



List all the hidden items

Make a list of the items hidden by Victoria and her siblings. Make a note of why you think each item was chosen to be hidden.

Hidden object	Why I think this object was chosen



EPISODE 13: 1888: VICTORIA

English: teaching strategies

Unit focus: English

Year level: Years 3–6

The Australian curriculum: English

The national English curriculum is based on three interrelated strands:

- 1 Language:** Knowing about the English language ...
- 2 Literature:** Understanding, appreciating, responding to, analysing and creating literature ...
- 3 Literacy:** growing a repertoire of English usage ...

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EPISODE CLIP: CHILDREN'S GAMES

ACTIVITY 1: GAMES AND RULES

Subthemes: Art, music and literature; Chores, business and employment

Discover

- In this clip we find Victoria, Wesley and May playing a favourite children's game, blind man's bluff (or buff). Some children's games have been played for centuries. Swings were played on from 1600 BC and jacks or 'knucklebones' date back to Ancient Greece. Both blind man's bluff and chasey date back 2,000 years. 'Oranges and lemons' was a political parody in medieval England.
- To explore further, go to:
 - 1 Chest of Books, 'How Children's Games Originate', <http://chestofbooks.com/food/household/Woman-Encyclopaedia-2/How-Children-s-Games-Originate.html>
 - 2 Kids Spot, 'Blind Man's Bluff', <http://www.kidspot.com.au/kids-activities/Blind-Mans-Bluff+3823.htm>
 - 3 Wikipedia, 'Blind man's bluff (game)', [http://en.wikipedia.org/wiki/Blind_man's_bluff_\(game\)](http://en.wikipedia.org/wiki/Blind_man's_bluff_(game))
 - 4 Wikipedia, 'Oranges and lemons', http://en.wikipedia.org/wiki/Oranges_and_Lemons

Reflect

- Brainstorm the names of games that children play today. List these on a chart. Ask students to nominate if the game is historical/ traditional, or developed in recent times and explain why they think so. Have students select two of these games and ask them to write what they think are the rules of the games. The list of games could include: red rover, marbles, hopscotch, blind man's bluff, skipping, leapfrog, tiddlywinks. Games can also be categorised as physical, board, card or electronic.
- Once the students have written down the rules of their selected games, pair them up to compare with others who selected the same game. Ask them to share and negotiate the correct and accepted rules of the games. Students may then realise that each person can have a different idea about the process and outcome for winning the game.
- Individually, or in pairs, students should design and construct their own game. They will need to think about the title, rules, process, equipment and goal. They could use Student Activity Sheet E13.1 to guide their thinking. Once they have designed the game, they can invite other members of the class to play it.

Download

- Student Activity Sheet E13.1: Playing the game

ACTIVITY 2: CLASS STRUCTURES

Subthemes: Relationships; Social order and education

Discover

- In the clip, Wesley accuses Victoria of being intimidated by Alexandra Owen. The appearance of Alexandra causes the group to stop and address her and eventually give in to her request for the marble. Alexandra speaks to the group from a position of dominance and power.
- Read the part of the *My Place* script that documents the meeting of Victoria and her siblings with Alexandra Owen and her sister, Emma. Ask students to take note of how Alexandra speaks. Ask them to identify what she says to indicate that she is on a higher social status than Victoria. She is what would be commonly termed 'gentry'. Ask students to research why class distinctions were so accepted in this era in Australian history. What were the characteristics of being classified as gentry in Australian society? Ask them to think about Australian society today and ask if they feel there is still this class distinction.

Reflect

- Individually, or in pairs, ask students to imagine that they are a real estate agent commissioned to sell Alexandra Owen's house. They are to design an advertisement for the local newspaper that would entice people to buy the property. The layout should include text and images. They can then design a second advertisement for the sale of Victoria's house. Ask students to consider how different the two advertisements would be.

Download

- Student Activity Sheet E13.2: Social status

ACTIVITY 3: RELATIONSHIPS WITH THE LAND

Subtheme: Indigenous perspectives

Discover

- This episode does not develop the story of the Indigenous girl. Why? What role does she play in this story? Why does the filmmaker show only a glimpse of the girl and not allow her to speak? What message does that convey? How does this role or reference relate to the original picture storybook, *My Place*, by Nadia Wheatley and Donna Rawlins?



Reflect

- Compare the different perspectives of the land between Alexandra in the clip and Barangaroo in the picture book. In the clip, Alexandra says:

ALEXANDRA OWEN

Well I live over there. In the big house.

She gestures grandly behind her.

ALEXANDRA OWEN

It's completely finished because we Owens have always lived here. So that means this is our land and our tree and you don't belong here. And that –

She points at the marble in Victoria's hand.

ALEXANDRA OWEN

Belongs to me.

From the third draft of the script for Episode 13: 1888: Victoria

At the end of the picture book, Barangaroo says:

My grandmother says, 'We've always belonged to this place.'

'But for how long?' I ask. 'And how far?'

My grandmother says, 'Forever and ever.'

From *My Place* by Nadia Wheatley and Donna Rawlins

- Reflect on Barangaroo's perspective of always belonging to this place. What does that mean? Compare how Alexandra describes her place.

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- Student Activity Sheet E13.3: This is my place

EPISODE CLIP: VICTORIA'S FAMILY SUPPER

ACTIVITY 4: FORESHADOWING

Subthemes: Customs and traditions; Language and scripting

Discover

- As a class, view the clip and pause it after Victoria's father says, 'I'm the luckiest man alive to have a daughter like you.'

- Ask students to think about the most important pieces of information given by the filmmaker in this clip so far. Have students predict what might happen next, and give reasons based on clues or information from the text: 'I think X is going to happen because Y.'
- Have students look up 'foreshadowing' in the dictionary. What does it mean? As a class, discuss this literary device and how writers and filmmakers use foreshadowing to suggest and tune readers into events that have yet to occur.

Reflect

- Ask students to think of examples of foreshadowing in a variety of texts: television shows, novels, picture storybooks. The opening scene of a television show often foreshadows what is to come, with hints given in many different ways. Look again at what students have highlighted in their predictions and how they have supported them with evidence from the text.
- Remember that two key elements in the story of Victoria are superstitions and the money problems of Victoria's father. Ask students to discuss the purpose of this foreshadowed information and have them answer the questions on Student Activity Sheet: E13.3.
- Have students write an outline of what they think will happen next in the story. This should include these foreshadowed elements.

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- Student Activity Sheet E13.4: Predictions

ACTIVITY 5: FAMILY

Subthemes: Gender roles and stereotypes; Relationships

Discover

- For this activity, turn off the volume for the clip and have students view the dinner table scene from the beginning. This will provide the opportunity to study non-verbal language. Focus on the characters' thoughts and feelings and how they are conveyed visually as a narrative device, rather than through words alone as they would be in a written text. As a class, discuss how a filmmaker might do this by using the camera and non-verbal language, including facial expression, gesture, stance and movement.

Reflect

- Discuss with the class the relationships between characters in a story and how important these relationships are in setting the scene and telling the story. Have students think of some fictional families and discuss the relationships between key characters.
- Ask students to closely observe the relationships between the characters, looking at the way this scene has been shot and the body language used.
- Review the dinner scene in the clip. List all characters present at the table: mother, father, Wesley, Victoria and May. Students should use the Student Activity Sheet: E13.4 to identify the main relationships between the key characters in this scene and give reasons why they think so.

Download

- Student Activity Sheet E13.5: Meaning without words

ACTIVITY 6: SCRIPTING A SCENE

Subthemes: Art, music and literature; Language and scripting

Discover

- Have students select a favourite character from another television series, film or book. Ask them to write a 30-second movie script about a dinner at this fictional character's home, or at their own home with the fictional character as a dinner guest.
- Make sure that students think about this scene and address questions such as: Who will be there? What will they look like? What is the setting? Who is the central character? How will the characters react to each other? What will they talk about?

Reflect

- Divide the class into smaller groups and have them perform their play to the class. Remind them to consider body language, acting, voice, intonation and how constructed dialogue conveys meaning.

Download

- Student Activity Sheet E13.6: Guess who's coming to dinner?

EPISODE CLIP: THE HORSE AND CARRIAGE

ACTIVITY 7: MISS MÜLLER

Subthemes: Character; Gender roles and stereotypes

Discover

- This is the first time Victoria sees Miss Müller. Ask students to describe the character of Miss Müller.
 - 1 What does the filmmaker want us to think about her? Look at how she is presented.
 - 2 What shots are used?
 - 3 How does the use of long shots socially position this character to the audience?
 - 4 Why does the filmmaker choose to keep her at a distance in this story?

Reflect

- As a class, discuss how Miss Müller is dressed, in particular the colour she is wearing. Ask students to answer the following questions:
 - 1 What is the symbolism of her black clothing?
 - 2 What message does the black clothing give to the audience and to Victoria?
 - 3 Why does the filmmaker want Victoria to think Miss Müller is a witch?
 - 4 What do you think Miss Müller's role might be in this story?

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- Student Activity Sheet E13.7: The woman in black

ACTIVITY 8: PUNS

Subthemes: Language and scripting

Discover

- The Irish tradesman makes a pun about Miss Müller being 'bewitching' when Victoria asks if she is a witch. A pun is a play on words. Discuss puns and have the students research well-known puns such as 'fuelling flames', 'greasing wheels' and 'under the pump'. Some useful websites are:
 - 1 Wikipedia, 'Pun', <http://en.wikipedia.org/wiki/Pun>
 - 2 Worsley School, 'Puns', <http://www.worsleyschool.net/socialarts/puns/pun.html>

Reflect

- Encourage students to find examples of puns, or jokes based on puns. You could look at the television series *Round the Twist*, Episode 9: Series 2: Ice Maiden, where Bronson's ice sculpture begins to melt and Pete says 'I think your horse has got the runs.' You can purchase this series from Australian Children's Television Foundation (ACTF): Learning Centre, 'Round the Twist' http://www.actf.com.au/learning_centre/title_pages/rtt_tp.php
- Students should add unfamiliar words and phrases from the episode to their language journal and find out the meaning and origin of the words.

Download

- Student Activity Sheet E13.8: Pun intended

EPISODE CLIP: TREASURED OBJECTS

ACTIVITY 9: NARRATIVE LINKS

Subthemes: Customs and traditions; Entertainment and games

Discover

- Have students view the clip and, as a class, discuss what the children are doing in the clip and why they are doing it. Giving up their objects would be difficult for each child. In Victorian times, children had very few possessions. Compare the number of toys and belongings students have today and those that Victoria's family had. Ask students to consider how difficult they would find giving up special objects.
- Explore how this scene has been edited, cutting back and forth between the children collecting the objects from different places and the children sitting in their bedroom, planning what to do. This technique gives a good overview of much of the children's home and world.

Reflect

- Ask students to list the places that the children go to, both inside and outside the house, to hide the objects.



- The children in the clip hide mysterious treasured objects in their house. Have students pretend to be one of the children and, as that character, write a letter to someone in the future describing this day in their life in 1888. Refer to Student Activity Sheet E13.9.

Download

- Student Activity Sheet E13.9: Hidden treasures

ACTIVITY 10: COLOUR SYMBOLISM

Subtheme: Character

Discover

- The way people dress and the colours they wear can evoke different meanings for different cultures. Miss Müller is a mysterious figure who dresses in black. Ask students to consider why this might be so. Does her dress signify the importance or solemnity of her role? Ask students to identify the other characters in the episode and consider each character's dress and what this signifies about them.
- Ask students to discover information about how colours may reflect a person's occupation, status, gender and beliefs in at least three different cultures. You could give the example of the colour purple indicating royalty for the ancient Romans, or show how contemporary western society uses blue to signify boys and pink to signify girls.
- Discuss with the class the importance of using colour to denote status and meaning, and what the filmmaker may be suggesting by the colour and choice of costume for each character. Note that the characters in the episode are also framed differently to establish their importance to the story.

Reflect

- Ask students to examine how the filmmaker treats each character. Ask them to make a list of characters and describe how they are dressed, the predominant colour of the costume, the style and the status being portrayed. They can then select their favourite character and design a costume for them that gives a completely different impression to the one given by the filmmaker.

Download

- Student Activity Sheet E13.10: Clothes make the man

ACTIVITY 11: OBJECT SYMBOLISM

Subtheme: Beliefs

Discover

- View the whole episode and observe what objects the children hide in the house and garden. Ask students to list who hides each object, why they chose that object and what value they place on it. Discuss why the children feel they need good luck.
- As a class, list objects that could relate to creating a magic spell to ward off misfortune. Name some cultural superstitions and the objects that represent them, such as black cats for bad fortune, blue birds for happiness, or red and green for luck in Chinese culture.



Reflect

- Luck and good fortune are represented by different symbols, or objects, in different cultures. Have students name the symbol or object associated with luck in various cultures.

Download

- Student Activity Sheet E13.11: Good luck to you

ACTIVITY 12: WHAT HAPPENS NEXT?

Subtheme: Language and scripting

Discover

- This episode has an unresolved ending as the viewer isn't shown if the children's father is able to keep the house he built. In the next episode a new family has moved into the house.

Reflect

- Discuss with students possible endings to Victoria's story. What might happen next to her family? Ask students to write a short story or film script, which is set two years into the future, in 1890. What has happened to Victoria's family? Where might they be now?

Download

- Student Activity Sheet E13.12: Into the future

Aligned resources

Lindsay, Joan 2010, *Picnic at Hanging Rock*, Penguin, Camberwell, Victoria.

Montgomery, Lucy M 2003, *Anne of Green Gables*, Penguin, Camberwell, Victoria.

Park, Ruth 1982, *Playing Beatie Bow*, Puffin Books, Ringwood, Victoria.

Wheatley, Nadia, Rawlins, Donna 2008, *My Place*, Walker Books, Newtown, New South Wales.

Australian Children's Television Foundation (ACTF) Learning Centre, 'Round the Twist',

http://www.actf.com.au/learning_centre/title_pages/rtt_tp.php

— 'Live Action Teaching Kit', http://www.actf.com.au/learning_centre/title_pages/lia_tp.php

Australian Screen, 'Picnic at Hanging Rock', <http://aso.gov.au/titles/features/picnic-hanging-rock>

Australian Television Information Archive, 'Round the Twist: Episode Guide',

<http://www.australian television.net/rtt/series1.html>

Chest of Books, 'How Children's Games Originate', <http://chestofbooks.com/food/household/Woman-Encyclopaedia-2/How-Children-s-Games-Originate.html>



Google Videos, 'Episode 1: Series 1: Round the Twist: Skeleton',
http://video.google.com.au/videosearch?sourceid=navclient&rlz=1T4ADBS_enAU318AU319&q=Episode+1+Series+1,+Round+the+Twist,+Skeleton+on+the+Dunny&um=1&ie=UTF-8&ei=qxXS9GzHc2IkAXBzYHwBA&sa=X&oi=video_result_group&ct=title&resnum=4&ved=0CBYQqwQwAw#

—— 'Picnic at Hanging Rock',

http://video.google.com.au/videosearch?sourceid=navclient&rlz=1T4ADBS_enAU318AU319&q=Picnic+at+Hanging+Rock&um=1&ie=UTF-8&ei=WapXS82pMtCGkAXv0tH6BA&sa=X&oi=video_result_group&ct=title&resnum=5&ved=0CCkQqwQwBA#

—— 'Playing Beatie Bow',

http://video.google.com.au/videosearch?sourceid=navclient&rlz=1T4ADBS_enAU318AU319&q=playing+beatie+bow&um=1&ie=UTF-8&ei=86tXS_6H8qGkAWR3KH1BA&sa=X&oi=video_result_group&ct=title&resnum=11&ved=0CCsQqwQwCg#

Kids Spot, 'Blind Man's Bluff', <http://www.kidspot.com.au/kids-activities/Blind-Mans-Bluff+3823.htm/>

Picnic at Hanging Rock, <http://www.hangingrock.info/picnic/weir/weir.html>

The Literature Network, 'Lucy Maud Montgomery', http://www.online-literature.com/lucy_montgomery/

Wikipedia, 'Blind man's bluff (game)', [http://en.wikipedia.org/wiki/Blind_man's_bluff_\(game\)](http://en.wikipedia.org/wiki/Blind_man's_bluff_(game))

—— 'Oranges and lemons', http://en.wikipedia.org/wiki/Oranges_and_Lemons

—— 'Playing Beattie Bow', http://en.wikipedia.org/wiki/Playing_Beatie_Bow

—— 'Pun', <http://en.wikipedia.org/wiki/Pun>

Worsley School, 'Puns', <http://www.worsleyschool.net/socialarts/puns/pun.html>

Useful resources from The Le@rning Federation

L2844 Lights, camera, action: camera



Playing the game

1 Select two games and use the table below to describe them.

	Name of game one	Name of game two
Origins of the game		
Number of players		
Where you play the game		
Equipment you play with		
Goal of the game		
Procedure in playing the game		
Rules of the game		

2 Design and construct your own game using the table below for guidance.

Name	
Number of players	
Where you play the game	
Equipment you play with	
Goal of the game	
Procedure in playing the game	
Rules of the game	



Social status

- 1 Read the script below and note how Alexandra speaks. Highlight words and phrases that she uses to indicate she is of a higher social status than Victoria.

ALEXANDRA OWEN

That's mine.

Victoria and her siblings look up to see a little girl on a grey horse: ALEXANDRA OWEN, 9. She is light but imperious – thoroughly imposing in tone, carriage, and demeanour. Wesley and May retreat behind their elder sister, shy.

VICTORIA

Hello. I'm Victoria. This is Wesley and May. We've just moved into the house next to the Müllers.

She points at it, just over the way. Alexandra offers no comment, so Victoria crashes on.

VICTORIA

Our father's a builder. He built the Müllers' house too and he's going to build two more. Our house isn't finished yet but nearly. There's not much more to go but Father's got lots of men working for him so it should be finished very soon. We're the very first people to live there.

Alexandra neatly dismounts.

ALEXANDRA OWEN

Well I live over there. In the big house.

She gestures grandly behind her.

ALEXANDRA OWEN

It's completely finished because we Owens have always lived here. So that means this is our land and our tree and you don't belong here. And that –

She points at the marble in Victoria's hand.

ALEXANDRA OWEN

Belongs to me.

Utterly intimidated, Victoria hands it over as a second horse approaches. Upon it, Alexandra's no-nonsense sister, EMMA, 11.

From the third draft of the script for Episode 13: 1888: Victoria



- 2 Imagine that you are a real estate agent commissioned to sell Alexandra Owens' house. Design an advertisement for the local newspaper that would entice people to buy the property. Complete the layout with text and images. Design another advertisement for the sale of Victoria's house. Consider how different the two advertisements would be.

Alexandra's house	Victoria's house



This is my place

1 This episode does not develop the story of the Indigenous girl.

a What could be the reason for this?

b What role has the filmmaker given her in this story?

c Why doesn't the filmmaker let her speak?

d How does the presence of the Indigenous girl relate to the original picture book story, *My Place*, by Nadia Wheatley and Donna Rawlins?

2 Read this extract from the script:

ALEXANDRA OWEN

Well I live over there. In the big house.

She gestures grandly behind her.

ALEXANDRA OWEN

It's completely finished because we Owens
have always lived here. So that means this is
our land and our tree and you don't belong here.
And that –

She points at the marble in Victoria's hand.

ALEXANDRA OWEN

Belongs to me.

From the script for Episode 13: 1888: Victoria



- 3 How does Alexandra's view compare with the words of the Aboriginal character, Barangaroo, who appears at the end of the picture book, *My Place*, by Nadia Wheatley and Donna Rawlins. Barangaroo says:

My grandmother says, 'We've always belonged to this place.'

'But for how long?' I ask. 'And how far?'

My grandmother says, 'For ever and ever.'

From *My Place* by Nadia Wheatley and Donna Rawlins

- 4 Reflect on Barangaroo's viewpoint of always belonging to this place. What does that mean? Compare this viewpoint with how Alexandra speaks about her place.



Predictions

- 1 As a class, you will view the clip and pause it after Victoria's father says, 'I'm the luckiest man alive to have a daughter like you.' Predict what might happen next, and give reasons based on clues or information from the text.

I think _____ is going to happen
because

- 2 Look up the term 'foreshadowing' in the dictionary. What does it mean?

- 3 Two key elements in the first part of the clip are the superstitions about a dead cat and witches, and the knowledge that Victoria's father is facing problems.

a Who is this information for? (Is it Victoria or the viewer?)

b Why is this important?

c What is this signaling to the viewer about the coming story?

- 4 Write an outline of what you think will happen next in the story. This should include foreshadowed elements.



Meaning without words

Before completing the activities below, view the clip with the volume turned off so that you can concentrate on non-verbal language.

- 1 In the dinner scene these characters are present at the table: mother, father, Wesley, Victoria and May. Use the table below to identify the relationships between these key characters and give reasons. Note the purpose is to recognise how these relationships have been constructed visually.

Names	Relationship between characters from what you observe	Evidence to support this (camera shots, acting)
Victoria and Wesley	Wesley is annoying Victoria. They are fighting but not wanting to get caught.	Shot of him kicking her under the table. Shots between the two of them
Victoria and her father		
Mother and father		

- 2 Consider what might be happening in this scene and predict an outline of what might be happening between the different characters, and what they might be saying.

Key character names	What might they be saying?
Victoria and Wesley	
Victoria and her father	
Mother and father	

- a Who speaks the most?

- b What do you think Victoria's mother might be talking about?_



The woman in black

1 Complete the table below to outline the character of Miss Müller in this clip.

What does the filmmaker want us to think about her? Look at how she is presented.	
What shots are used?	
How does the use of these long shots socially position this character to the audience?	
Why does the filmmaker choose to keep her at a distance in this story?	

2 Consider how Miss Müller is dressed, particularly the colour she is wearing. Answer the following questions:

a What is the symbolism of the black clothing here?

b What message does the black clothing give to the audience and to Victoria?

c Why does the filmmaker want Victoria to think Miss Müller is a witch?

d What do you think Miss Müller's role might be in this story?



Pun intended

- 1 Look up the definition of 'pun'.

- 2 Find examples of puns, or jokes based on puns.

- 3 Invent two puns of your own.

- 4 Add unfamiliar words and phrases that you hear in this episode to your journal and find out the meaning and origin of them.



Hidden treasures

- 1 List the places the children go to, both inside and outside the house, to hide the objects.

Inside	Outside

- 2 Pretend to be one of the children and, as that character, write a letter to someone in the future describing this day in your life in 1888. Don't forget to describe where you live, the street, the countryside, the town and what happens.

Use the template on the next page.



Clothes make the man

- 1 Miss Müller is a mysterious figure who dresses in black. Make a list of other characters and describe how they are dressed, the main colour of their clothes and what their clothes portray about them.

Character	Clothes and meaning

- 2 Choose your favourite character from the clip and design a costume for them that gives a completely different impression to the one given by the filmmaker.

- 3 What does this new costume mean?



Good luck to you

- 1 View the whole episode and observe what objects the children hid in the house and garden. List which child hides each object, why they chose that object and what value they place on it.

Character	Object and value	Hiding place	Why

- 2 List some objects you own that could be used to create a magic spell to ward off misfortune. Name some cultural superstitions and the objects that represent them. Ask your parents or friends to assist you here.

Object	Superstition

- 3 Luck and good fortune is represented in different cultures by different symbols or objects. Name the symbol or object associated with luck in these countries.

Australia	
Japan	
China	
Russia	
Egypt	

