



EPISODE 22 | 1798: SAM

Unit focus: English

Year levels: 3–6

EPISODE CLIP: FARM LAD

ACTIVITY 1: POVERTY AND PUNISHMENT

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

Discover

- Prior to watching this episode, have students explore the conditions of life for poor children in London in the 1790s. Read extracts from literature which provide examples of children in poverty in London. Some suggestions are Charles Dickens's books (for example, *Oliver Twist*, *David Copperfield* and *Great Expectations*), and the beginning of Charles Kingsley's *The Water Babies*. Although these texts are set in the 19th century (as opposed to the 18th), conditions had not improved for poverty-stricken children at that time. Focus students' attention on the poverty and lack of help for those in need.
- As a class, view *My Place* Episode 22 | 1798: Sam, and ask students why they think Sam found it necessary to steal a coat when he lived in England. Students should complete a character profile on Sam, describing his physical characteristics and how he got to the farm.
- Watch the clip **Farm lad** and ask students to:
 - 1 list examples of Sam's reactions to Mr Owens' instructions that show Sam is not a farm boy
 - 2 say why they think Sam lies to Mr Owen about being from a farm
 - 3 say why they think Mr Owen says that Katie, the goat, is 'worth more' to him than 'ten of Sam'.
- Refer to the questions on **Student Activity Sheet E22.1 Poverty and punishment**.
- Sam is left with many responsibilities while Mr Owen is away. Ask students to list the chores Sam has to perform. Ask them to compare this to what responsibilities they have today and compare with other children in their class.

Reflect

- Ask students to imagine they are Sam and to write a letter home to a friend about his first three days of life as Mr Owen's farm lad.
- Organise the class into two teams. They are to debate the question 'Work and responsibility builds character in children'. Each member of the team is to come up with at least one reason or fact for their team, positive or negative. Host the debate for another class to view and vote on which team was the most effective in arguing for their side.

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Student Activity Sheet E22.1: Poverty and punishment



Poverty and punishment

- 1 Write down examples of Sam's reactions and behaviours that show he is not a real farm lad.

- 2 List the farm chores that Sam is asked to do. Place a tick or cross next to each if you feel Sam already knows how to do them.

Farm chores	✓ / ✗

EPISODE CLIP: FARM LAD

ACTIVITY 2: EUPHEMISMS

Subthemes: Customs and traditions; Language and scripting; Social order and education

Discover

- Discuss with students the use of negative and persuasive words and language. For example, if we call a cat a 'fierce beast' it makes us think that the cat is dangerous and unpleasant. However if we use the words 'cute and fluffy like a kitten', we think the complete opposite. In this clip Mr Owen addresses Sam as 'boy' or 'lad' in order to reinforce his authority over him. Ask the students to consider how else Mr Owen feels he is superior. List these ideas. Also ask students to list other words or phrases Mr Owen uses to show his superiority and position of power over Sam.
- When Sam attempts to defend the fact that he stole a coat, he says 'some would call it long-term borrowing'. This is a euphemism. Explain the purpose of euphemism and ask students to create four euphemisms of their own. Students could research these on the internet or write them themselves.
- Draw students' attention to the unique language and colloquialisms that Mr Owen uses to insult people. Focus on the section in the clip when he tells the soldiers to leave before he '*cracks [their] heads like rocks*' and the part where he says to Sam that if he fails to look after the goat, he will '*dig [his] tripe out for it*'. Ask students to list the colloquialisms used in the episode or the three clips within this resource and then comment on their meaning. Ask students to create three new (but not offensive) colloquialisms that could be used as insults or as positive comments. You may find the following resources useful:
 - 1 Hill, WF & Ottchen, CJ, 1995, *Shakespeare's insults: educating your wit*, Three Rivers Press, New York
 - 2 Pete Levin, 'Ye Olde Shakesporean Insult Kit', www.petelevin.com/shakespeare.htm
 - 3 Insults.net, 'Shakesporean Insults', www.insults.net/html/shakespeare

Reflect

- In this clip, Sam makes up a very descriptive term to hide the fact that he does not know what a mattock is. He calls it a 'long-handled hook-nosed row digger'. Ask students to create new words for everyday objects in which they must use at least three adjectives. They can use objects in the classroom, such as a desk, chair bag, or pencil case for example, and like Sam they are to give them detailed names which explain their purpose.
- Ask students to write the script for another conversation between Sam and Mr Owen, in which they should insert some colloquial terms spoken by both parties. Include for each speaker two insults, and have three common nouns replaced with highly descriptive made-up nouns and adjectives.

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Student Activity Sheet E22.2: Euphemisms



Aligned resources

Hill, WF & Ottchen, CJ, 1995, *Shakespeare's insults: educating your wit*, Three Rivers Press, New York.

Insults.net, 'Shakespearean Insults', www.insults.net/html/shakespeare

Pete Levin, 'Ye Olde Shakesperean Insult Kit', www.petelevin.com/shakespeare.htm



Euphemisms

- 1 List some words or phrases that Mr Owen uses to show his superiority and position of power over Sam:

- 2 A euphemism is a word or expression that makes something sound not as bad or upsetting as it really is. Make a list of all the euphemisms used in the clip.

- 3 Create euphemisms for the following statements:

a I ate all the leftovers in the fridge.

b I cried the whole night.

c I was really sick with the flu.

d I stole your pet rock.

EPISODE CLIP: MILKING TIME

ACTIVITY 3: LIVING CONDITIONS

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

Discover

- As a class view the clip **Milking time** and ask students to discuss Sam's living conditions. Point out that his 'bed' is a pile of straw on a dirt floor, his 'room' is an open barn and that he only has one set of clothes.
- When Sam climbs through the hole in the roof, he gets to see inside Mr Owen's house for the first time, which is very different from the barn that Sam sleeps in. Ask students to focus their attention on the far superior living conditions that Mr Owen has in his house. Students could answer the following questions:
 - 1 How do Sam's bedding and living conditions compare with Mr Owen's?
 - 2 What did Sam say that shows he is impressed with Mr Owen's bedding?
 - 3 What is Mr Owen's bedding made from?
 - 4 Describe the contents of Mr Owen's house. (Look at the view when the camera pans around the interior of the house.)
 - 5 Explain Sam's reaction to seeing himself in the mirror. Why would he react like this?
- Refer students to **Student Activity Sheet E22.3 Living conditions**.
- Have students write a paragraph describing Sam's living conditions and comparing them with those of Mr Owen. The description should be from Sam's point of view.

Reflect

- Ask students to imagine their dream house. Have them create a real estate flyer which outlines all the features that their dream house contains. The flyer should contain two or three drawings or images of the rooms of the house, as well as a floor plan. The flyer should use descriptive and persuasive language to encourage someone to buy the house. Students can consult real estate websites to obtain a template for the flyer.

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Student Activity Sheet E22.3: Living conditions



Living conditions

- 1 Describe the bedding and living conditions of Mr Owen's house compared with Sam's barn:

	Mr Owen's	Sam's
Bed		
Floor		
Walls		
Door		
Roof		

- 2 What did Sam say that shows he is impressed with Mr Owen's bedding?

- 3 What is Mr Owen's bedding made from?

- 4 Describe the contents of Mr Owen's house. (Look at the view when the camera pans around the interior of Mr Owen's house.)



- 5 Explain Sam's reaction to seeing himself in the mirror. Why would he react like this?

- 6 Imagine your dream house. Create a real estate flyer which outlines all the features that your dream house contains. Use persuasive and descriptive language to convince someone to buy the house.

Images and floor plan:

EPISODE CLIP: MILKING TIME

ACTIVITY 4: FOOD FOR THOUGHT

Subthemes: Food; Relationships; Social class and education

Discover

- In the clip **Milking time**, Mr Owen says Sam's diet for the week will consist of 'goat's milk and flour'. Ask students to discuss if this diet would be considered healthy and balanced eating today. Ask them to identify what food groups are missing from Sam's diet.
- The following websites may be useful:
 - 1 Better Health Channel, 'Healthy Eating for Kids', www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Healthy_eating_for_kids?open
 - 2 Healthy Eating Club, 'The Australian Guide to Healthy Eating', healthyeatingclub.com/info/articles/food-guides/aust-guide-he.htm
- Have students compare Sam's diet to their own. Use a Venn diagram to compare the similarities and differences.
- Ask students what they think Sam should be eating and what his limited diet may do to his health. Students can research the effects of Sam's diet and write a short article in which they either promote healthy eating, or show the links between a vitamin-poor diet and such conditions as scurvy.

Reflect

- As a class, look at recipe books and draw the students' attention to the particular style of writing used for the listing of ingredients and measurements. The instructions are always in the imperative tense. Explain that recipes are a specific text type that uses a particular kind of technical writing.
- Ask students to find a recipe for damper. They are to write instructions for making it, keeping in mind the limited technology and availability of ingredients in 1798. Use the correct recipe-writing style. A fun idea would be for students to create, prepare and cook their own damper so that they can develop their own set of measurements and instructions.

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Student Activity Sheet E22.4: Food for thought

Aligned resources

Better Health Channel, 'Healthy Eating for Kids',
www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Healthy_eating_for_kids?open
Healthy Eating Club, 'The Australian Guide to Healthy Eating',
healthyeatingclub.com/info/articles/food-guides/aust-guide-he.htm



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Student Activity Sheet E22.4
Activity 4: Food for thought

Episode 22 | 1798: Sam
Clip: Milking time

Food for thought

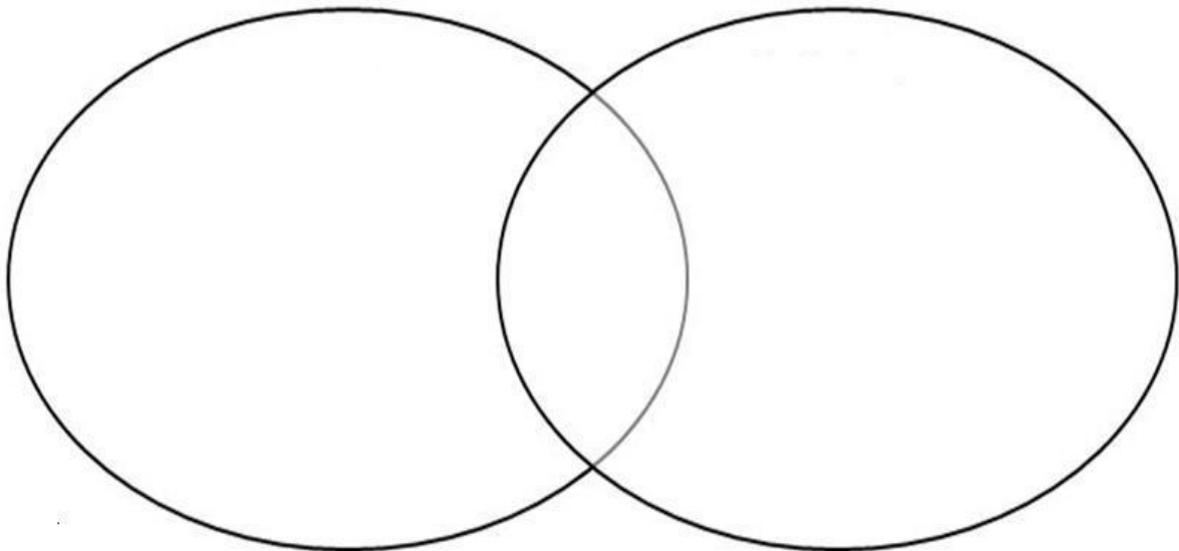
- 1 What are the main food groups necessary for a good balanced diet? Identify which food groups are missing from Sam's diet by putting a tick or cross against each one.

Main food groups	✓ / ✗

- 2 Compare Sam's diet to your own. Use a Venn diagram to compare the similarities and differences.

Sam's diet

My diet



EPISODE CLIP: ORANGES AND LEMONS

ACTIVITY 5: CHILDREN'S NURSERY RHYMES

Subthemes: Art, music and literature; Customs and traditions; Language and scripting

Discover

- 'Oranges and Lemons' is an English nursery rhyme and singing game which refers to the bells of several churches all within or in close proximity to the City of London. Explain that Sam's knowledge of the song shows his connection to his home country, England, and his status in particular as a Londoner (not a farm lad).
- Students can listen to the whole song at the following website:
Museum of Childhood, 'Oranges and Lemons',
www.vam.ac.uk/moc/childrens_lives/nursery_rhymes/oranges_&_lemons/
- Refer students to **Student Activity Sheet E22.5 Children's nursery rhymes** and ask students to read the lyrics of the song. Ask them to find the various places mentioned on a map of central London. Sam is from London. Read Sam's story in the book *My Place* and focus on the part when he says that when he climbs the big tree he pretends he can 'see all the way to Shoreditch', where the rest of his family live. Ask students to find Shoreditch on the map.
- 'Oranges and Lemons' can be played as a game. Ask the students to form pairs and sing the song. As they do so they are to walk through an arch made by two of the players (made by having the players face each other, raise their arms over their head, and clasp their partners' hands). The challenge comes during the final lines:
Here comes a candle to light you to bed.
Here comes a chopper to chop off your head.
Chop, chop, chop, the last one's dead!
- On the word 'dead', the children forming the arch drop their arms to catch the pair of children currently passing through, who are then 'out' and must form another arch next to the existing one. In this way, the series of arches becomes a steadily lengthening tunnel through which each set of two players have to run faster and faster to escape in time.
- Discuss with students how the song works as a communication device between Sam and the Aboriginal boy. The music to the song is non-verbally communicated. The Aboriginal boy would have learned the common nursery rhyme from contact with other settlers. Ask students to suggest other situations in which music can act as a 'common language'.

Reflect

- Ask students to write a short poem or song lyrics about 'their place'. It could be sung to the tune of 'Oranges and Lemons' and should mention street names, significant buildings or natural features that are evident in 'their place' and show their sense of belonging.

Download

Student Activity Sheet E 22.5: Children's nursery rhymes



Aligned resources

Wheatley, Nadia, Rawlins, Donna (ill.) 2008, *My Place*, Walker Books Australia Pty Ltd, Sydney.

Museum of Childhood, 'Oranges and Lemons'

www.vam.ac.uk/moc/childrens_lives/nursery_rhymes/oranges_&_lemons/

Useful resources from Education Services Australia

R826 *Six traditional nursery rhymes*



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Student Activity Sheet E22.5
Activity 5: Children's nursery rhymes

Episode 22 | 1798: Sam
Clip: Oranges and lemons

Children's nursery rhymes

1 Read and sing the lyrics of the nursery rhyme 'Oranges and Lemons'.

Oranges and lemons,
Say the bells of St. Clement's.

You owe me five farthings,
Say the bells of St. Martin's.

When will you pay me?
Say the bells of Old Bailey.

When I grow rich,
Say the bells of Shoreditch.

When will that be?
Say the bells of Stepney.

I do not know,
Says the great bell of Bow.

Here comes a candle to light you to bed,
And here comes a chopper to chop off your head!

2 Locate a map of central London, and find and label the following churches that feature in the nursery rhyme:

St Clement Danes	St Leonard's (in Shoreditch)
St Martin-in-the-Fields	St Dunstan's (in Stepney)
The Central Criminal Court (known as the Old Bailey)	St Mary-le-Bow

3 Read Sam's story in the book, *My Place*. Sam comes from Shoreditch, and when he climbs the fig tree he pretends he can 'see all the way to Shoreditch', where his family live. On the same map find and label Shoreditch.

EPISODE CLIP: ORANGE AND LEMONS

ACTIVITY 6: FEELING FRIGHTENED

Subthemes: Indigenous Perspectives; Language and scripting; Relationships

- Note: this activity requires students to view the whole of Episode 22 | 1798 (not just the third clip Oranges and lemons). The DVDs of the series may be purchased from the Australian Children's Television Foundation (www.actf.com.au/catalog/item/200) or the ABC Shop.

Discover

- As a class, view Episode 22 | 1798, and focus on how Sam is taught to be afraid of Indigenous people. Focus on Mr Owen's comment in the first clip **Farm lad**, that 'behind every stand of trees, there are eyes that have no love'. Ask students to list ways in which the filmmaker attempts to make Sam and the audience feel frightened of Indigenous people. Refer students to **Student Activity Sheet E22.6 Feeling frightened**.
- Explore other ways Indigenous peoples are represented in books, in pictures or illustrations, in the media, in films, etc. Look at a range of texts from past and present and compare these by asking some of the questions below:
 - 1 Do all groups express their point of view or is only one viewpoint given?
 - 2 Are readers made aware of the positive roles played by Indigenous people through history and today?
 - 3 Do photographs come with captions that include the name of the person or group saying where they are from?
 - 4 Are all people represented in the storyline, the text or the illustrations?
 - 5 Are people portrayed as being in control of their own lives and able to resolve challenges?
 - 6 Is the diversity of Indigenous cultures referred to?
 - 7 Are specific Aboriginal languages and cultures referred to, or is there an implicit assumption that there is one 'Aboriginal culture'?
- Please note: many texts prior to the 1980s may use stereotypical images and language to present an often negative view of Indigenous people or position them as problematic. Be sure to examine the texts carefully using the questions above to guide you.
- Find an article in the newspaper about Indigenous people and identify the positive and the negative language used to describe Indigenous groups or individuals. Ask the questions above and discuss how Indigenous people are represented in the media today.
- Focus students' attention on the fact that although Sam used to be frightened of the Aboriginal boy, that fear has been replaced by friendship and respect. Ask students to describe:
 - What happened to Sam to cause him to change his attitude
 - What visual evidence there is that shows Sam and the Aboriginal boy are friends at the end of the episode?
- If this episode has been viewed by students, point out that in Episode 21 | 1808, the older Sam is still friends with an Aboriginal man. Note Sam's comment in that episode that there 'were no problems at all' with Indigenous people.

- How is tension built in the clip where Sam is looking for the lost goat in the bush? What technical and framing devices are used by the filmmaker to create Sam's anxiety and frustration about finding the goat?

Reflect

- Divide the class into pairs. In each pair, one person takes the role of Sam and one the role of the Indigenous boy. The pairs can role-play a conversation between Sam and his new friend in which they discuss their thoughts and feelings about each other, their lifestyles, their daily duties, their roles and responsibilities, their daily diet, and so on.
- Explore the documentary *Reel Injun*, about the representation of American Indians (Native Americans) in film through the history of cinema in America:
 - 1 Reel Injun: on the trail of the Hollywood Indian, www.reelinjunthemovie.com/site/
 - 2 YouTube, 'Reel Injun Promo', www.youtube.com/watch?v=HqVmqK5Nbuk
- Consider how Australian Indigenous people have been represented in films over time and how that is changing today.

The following websites may be useful:

- 1 Australia.gov.au, 'About Australia: Indigenous film', <http://australia.gov.au/about-australia/australian-story/indigenous-film>
 - 2 Australian Screen, 'Indigenous Australia' <http://aso.gov.au/education/indigenous/>
- In small groups, choose one of the films mentioned in the websites above, or choose another Australian film from your library or research online. Watch the film, a promo or a clip from the resource and reflect on how Indigenous people are represented in the film using the questions below as a guide:
 - 1 Do all groups get to express their point of view or is only one viewpoint given?
 - 2 Do members of the group have a range of emotions and behaviour or do they all act the same?
 - 3 Are Aboriginal people shown taking part in the society in a variety of ways, or are they presented only in particular or limiting roles eg hunting, fishing?
 - 4 Are people represented with a range of skills, or are they restricted, eg Indigenous people are good at sport or art.
 - 5 Are viewers made aware of the positive roles played by Indigenous people through history and today or is there a focus on the negative?
 - 6 Do the images include the name of the person or group, including where they are from?
 - 7 Are all people represented in the storyline? Do we get to know them as people?
 - 8 Are the Aboriginal people portrayed as being in control of their own lives and able to resolve their own challenges?
 - 9 Is the diversity of Indigenous cultures referred to or acknowledged?
 - 10 Are specific Aboriginal languages and cultures referred to?
 - Share your reflections with the class and discuss.

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Student Activity Sheet E22.6: Feeling frightened



Aligned resources

My Place 2 2011, DVD, Australian Children's Television Foundation, Sydney.

Australia.gov.au, 'About Australia: Indigenous film', <http://australia.gov.au/about-australia/australian-story/indigenous-film>

Australian Screen, 'Indigenous Australia', <http://aso.gov.au/education/indigenous/>

Reel Injun: On the Trail of the Hollywood Indian, <http://www.reelinjunthemovie.com/site/>

YouTube, 'Reel Injun Promo', <http://www.youtube.com/watch?v=HqVmqK5Nbuk>

Useful resources from Education Services Australia

R11658 *Embedding Indigenous perspectives across the curriculum*



Feeling frightened

1 Watch Episode 22 | 1798 and answer the following questions:

a Who does one of the soldiers think is to blame for trying to choke his partner?

b What is their response?

c What is the first comment that Mr Owen makes about Indigenous people?

d What is he worried they will do?

e When Mr Owen is warning Sam that '*behind every stand of trees, eyes that have no love,*' what else do you hear on the sound track?

f Why do you think the filmmaker used this sound? How does it make you feel?

g The camera cuts to a point of view shot from an unknown viewer in the surrounding bush, looking at Sam. Whose point of view could this be?

h How does it make you feel about the hidden person?



- 2 Watch the scene in which Sam attempts to hoe the ground. Take note of the soundtrack, camera work and Sam's dialogue. All these film techniques work to show us that Sam is frightened of Aboriginal people, but is trying not to show it.

What does Sam say?	How does this let the audience know he is afraid?
Describe the music on the sound track.	How does the music make us feel?
Are there any shots that are taken from the point of view of someone in the bush?	How does this make the audience feel about Sam's safety?
What noise scares Sam?	Did that noise scare you?
Are there any shots taken from Sam's point of view?	Who is he looking for?

3 Consider some of the ways the film could have represented Indigenous people differently.

a How might different music choices, different camera shots and different discussions in the film change our feelings towards the Aboriginal boy in the clip?

b Research some other films showing Indigenous people. Use the questions below to reflect on the ways Indigenous people are showed on film.

- Do all groups get to express their point of view or is only one viewpoint given?
- Do members of the group have a range of emotions and behaviour or do they all act the same?
- Are Aboriginal people shown taking part in the society in a variety of ways, or are they presented only in particular or limiting roles such as hunting and fishing?
- Are people represented with a range of skills, or are they restricted (eg Indigenous people are good at sport or art).
- Are viewers made aware of the positive roles played by Indigenous people through history and today or is there a focus on the negative?
- Do the images include the name of the person or group, including where they are from?
- Are all people represented in the storyline? Do we get to know them as people?
- Are the Aboriginal people portrayed as being in control of their own lives and able to resolve their own challenges?
- Is the diversity of Indigenous cultures referred to or acknowledged? Are specific Aboriginal languages and cultures referred to? Are the Aboriginal people portrayed as being in control of their own lives and able to resolve their own challenges?