



## EPISODE 20 | 1818: CHARLES

Unit focus: English

Year levels: 3–6

### EPISODE CLIP: FENCING

#### ACTIVITY 1: CHARACTER PROFILING

Subthemes: Character; Chores, business and employment; Language and scripting

##### Discover

- In this clip, we meet a variety of different characters; Charles (the youngest son of Mr Owen), John (Charles' elder brother), Sam (the former convict), Liam (the escaped convict) and Sarah (the maid). As a class, view the clip and list the characters that appear. To become familiar with their different personalities, have students select and discuss their favourite character and their least favourite character. Ask students to select a partner and, in pairs, list three characteristics of their favourite character and another three characteristics of their least favourite character. Ask each pair to share these perceptions with the rest of the class.
- Ask students to create mini-profiles of each of the characters once they are familiar with the clip. Refer students to **Student Activity Sheet E20.1 Character profiling**. A mini-profile is a summary of various features of a character and includes the following characteristics: physical appearance, the work they are required to perform, their age and gender, the language they use and the manner in which they speak.
- Using their mini-profiles as the basis of the students' research, conduct a hot seat role-play where each student elects to be one of the characters in the hot seat. The rest of the class questions them about their life and beliefs. The student then answers these questions while in character. Ensure that students respond using the appropriate language (eg slang if being Sam), tone (eg bossy, if being John), words and accent, if possible.

##### Reflect

- Ask students to imagine they are one of the characters in the clip. Have them write a short letter to a friend in England, or a diary entry, in which they describe the farm, how they feel about living and/or working on the farm, their opinion of the other characters on the farm and also a list of the work they do. As with the role-play, the students should aim to write in the style of the character, using the language, tone, style and words most suitable for their chosen character.

##### Download

Student Activity Sheet E20.1: Character profiling



Name: \_\_\_\_\_

Student Activity Sheet E20.1  
Activity 1: Character profiling

Episode 20 | 1818: Charles  
Clip: Fencing

## Character profiling

- 1 Who's who: Complete the mini-profiles for each of the characters in Episode 20 | 1818: Charles. Describe their, physical appearance (eg clothing, hair and face), the task they are doing (eg building a fence), their age and position in society (eg John says 'I'm the oldest'), and their likes and dislikes. Use the template below for each character.

Character's name: \_\_\_\_\_

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Physical appearance: \_\_\_\_\_

Social status: \_\_\_\_\_

Costume: \_\_\_\_\_

Action (task the character does) \_\_\_\_\_

Likes: \_\_\_\_\_

Dislikes: \_\_\_\_\_

- 2 Write down two adjectives that describe the way each character speaks (eg. crossly; with an English accent; with a broad Australian accent).

Character	Adjective 1	Adjective 2
Charles:		
John:		
Liam:		
Sam:		
Sarah:		



## EPISODE CLIP: FENCING

### ACTIVITY 2: WORKERS' ROLES

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

#### Discover

- In this clip, we are introduced to the world of work on a farm.  
As a class, make a list of the different jobs that the workmen are doing in this clip. Ask students to list and describe three types of work the workmen are performing and five adjectives to describe the work the men do. Review the clip and ask the students to focus on the lack of complex technologies that the farm uses, for example, machinery and equipment. Ask students how this lack of complex technology might impact on the work the men have to do in this time (1818).
- As a class, view the entire episode. Ask students to compare the physical appearance of the workers with that of their boss; Charles' father, Mr. Owen. Ask students the following question:  
**1** Why is Mr Owen so much better dressed and well groomed than the workmen?
- Discuss the idea of the farm labourers being convicts.
- If available, read an extract from chapter 18, '1818', of the picture book *My Place* by Nadia Wheatley and Donna Rawlins. It starts with 'Father is mostly in Sydney..., but I want to be a farmer'. Ask the students to explore how the author wants the readers to visually interpret where Charles and his family live. Ask students to compare their visual interpretation from reading the passage with how the episode represents the life of Charles and his family.
- The only female character in the clip who works for the family is Sarah. In small groups, ask students to list the type of chores (work) she does for the family. Ask them to evaluate why Sarah doesn't do any of the labouring work. Ask students to consider the work of women today. As a class discussion, have students evaluate how attitudes to women in the workforce have changed since 1818. Have students note that Sarah does not talk, nor is she spoken to, in the clip. Ask students for an explanation and their opinion about Sarah's silence.
- Although Charles and John are children, they are helping the men with the work. Ask students to form pairs and have them list the types of chores that they complete at home. Then have them compare these with the chores Charles and John have to do on the farm.

#### Reflect

- Ask students to compare the chores of children in 1818 compared to today. They should particularly note the work of John and Charles. This comparison can be displayed in a Venn diagram.
- John's and Charles' lives on the farm are difficult because most chores were completed with simple implements, and by hand. Ask students to research what machinery and technologies farmers use today to assist them with their work. Once again, this comparison can be illustrated by a Venn diagram.

#### Download

Student Activity Sheet E20.2: Workers' roles



## Aligned resources

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

### **Useful resources from Education Services Australia**

R11073 *Logging in 19th- and 20th-century Australia*

R11074 *Growing wheat in 19th- and 20th-century Australia*



Name: \_\_\_\_\_

Student Activity Sheet E20.2  
Activity 2: Workers' roles

Episode 20 | 1818: Charles  
Clip: Fencing

### Workers' roles

In the clip, **Fencing**, we see how hard life on a farm was in 1818. Answer the following questions about the clip:

1 What type of work are the convict men doing on the farm?

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2 Write down five adjectives to describe their work.

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3 What work does Sarah do on the farm?

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4 Does she perform the same work as the men? Explain why you think this is the case.

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5 Why doesn't anyone talk to Sarah in this clip?

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- 6 Compare how the book, *My Place*, interprets where and how the Owen family lives compared to how it is portrayed in the TV series.

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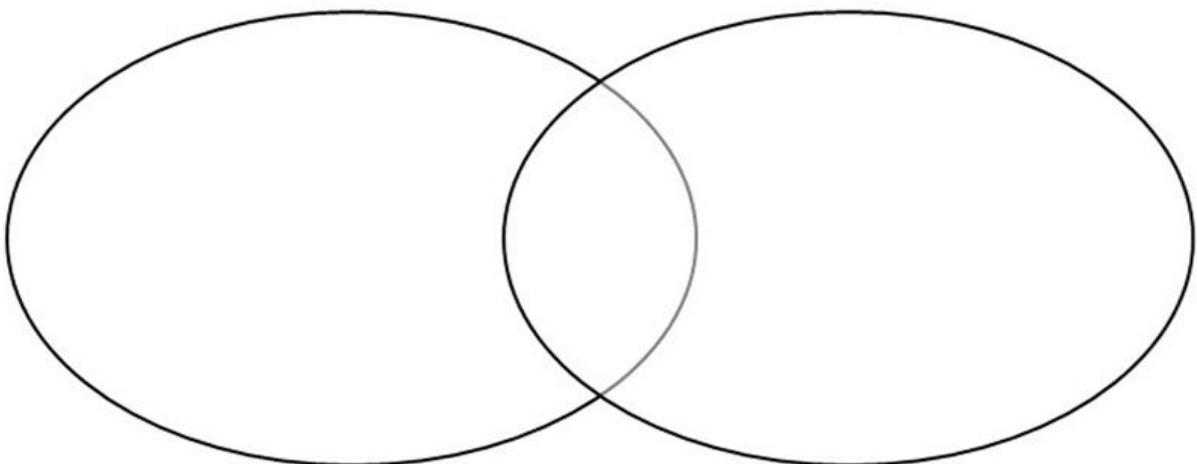
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- 7 Complete the table comparing your chores with those of Charles' and John's. Then, complete the Venn diagram below to show the chores of children in 1818 compared to today

Charles' and John's chores	Your chores

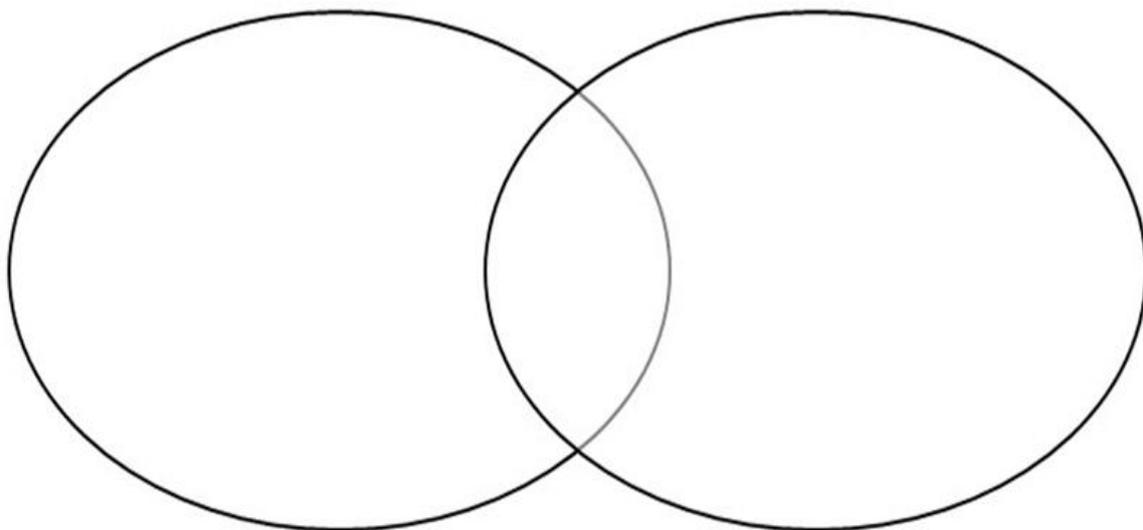




Name: \_\_\_\_\_

- 8 Research what machinery and technologies farmers use today to assist them with their work. Once again, make a comparison between technologies and machines used in farming today and in the 1818s. Use the Venn diagram to organise the information.

Farming machinery used in early 1800s	Farming machinery and technologies used today



## EPISODE CLIP: THE CONVICT

### ACTIVITY 3: ESTABLISHING CHARACTER

Subthemes: Character; Historical events

#### Discover

- Introduce to the class the concept of 'character development', that is, how a character is established through means of physical description, action, dialogue, interaction with other characters and background information.
- As a class, watch the previous clip, **Fencing**, and ask students to focus on the information they find out about the character of Liam. Ask students the following questions:
  - 1 How is Liam dressed?
  - 2 What has happened to his feet?
  - 3 What two things did he ask Charles to bring to him?
  - 4 Where was he hiding?
- Watch the clip, **The convict**, and draw students' attention to how the character of Liam is further developed. Ask students the following questions:
  - 1 Why is Liam a convict? What happened to him?
  - 2 Do you feel it is fair that he was convicted of his crime? Why?
  - 3 Do you believe him? Why/why not?
  - 4 What is his life's ambition?
- Ask students to create a 'Wanted' poster for Liam. Students can use the information they have gleaned from the clips to ensure they include information regarding the escaped convict's appearance, gender, age, height, accent and past. They should also consider the reward offered. This reward should reflect whether they feel Liam is a victim or a thief.

#### Reflect

- Ask students to write a newspaper report on an escaped convict. It can be based on Liam's story or another convict from their research on Australian history, or alternatively an imaginary convict. In the newspaper report, students must address such details as 'who, what, where, when, why and how', and include a headline, illustration with a caption, by-line (author's name), along with the name of the newspaper and date.

#### Download

Student Activity Sheet E20.3: Establishing character

#### Useful resources from Education Services Australia

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

R10815 *Convicts in Tasmania*



## Establishing character

1 Answer the following questions about Liam, the Irish convict.

a How is Liam dressed?

\_\_\_\_\_

b What has happened to his feet?

\_\_\_\_\_

c What two things did he ask Charles to bring to him?

\_\_\_\_\_

d Where was he hiding?

\_\_\_\_\_

e Why is Liam a convict? What happened to him?

\_\_\_\_\_

f Do you feel it is fair that he was convicted of this crime? Why?

\_\_\_\_\_

g Do you believe him? Why/why not?

\_\_\_\_\_

h What is his life's ambition?

\_\_\_\_\_



Name: \_\_\_\_\_

- 2 Create a 'Wanted' poster for Liam. Use the information you have gained from the episode or clips and include information regarding his appearance, gender, age, height, accent and past. You should also consider what reward you would offer. The reward you choose should show whether you feel Liam is a victim or a thief. Draft your ideas here.



## EPISODE CLIP: THE CONVICT

### ACTIVITY 4: RELATIONSHIPS

Subthemes: Character; Relationships; Social order and education

#### Discover

- As a class, discuss the development of the relationship between Charles and Liam. Ask students to identify the similarities and differences between the two characters. Students could develop a character profile for each character. Ask students to consider why Charles agreed to help Liam. Ask them to also discuss what penalty could have been enforced, in these times, if both Liam and Charles were caught by the soldiers.
- Draw students' attention to the scene in which Liam helps Charles build the fence. Focus on how the filmmakers visually reinforce the development of Charles' and Liam's friendship. Ask students to complete **Student Activity Sheet E20.4 Relationships**.
- Watch the episode in its entirety and ask students to comment on Charles' voice-over at the end. As a class, discuss how both characters have helped each other.

#### Reflect

- Ask students to imagine that they are Liam and that two years have passed since he escaped and left the farm (disguised as 'Lillian'). Have students write a letter to Charles in which they express Liam's gratitude for his assistance and inform Charles of his life since they parted company. Students should focus on the friendship that was formed and their shared dream of becoming their 'own man.'
- Explore the characters of John Owen as different from Charles Owen. As an alternate response, imagine that Liam asked John Owen to help him instead of Charles. How would the story unfold if this had happened? Ask students to rewrite the episode from the point of view of John assisting the convict.

#### Download

Student Activity Sheet E20.4: Relationships

#### Useful resources from Education Services Australia

L359 *Samuel Cooper: putting the rabble to work*

R10815 *Convicts in Tasmania*

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



## Relationships

**1** Watch the clip, **The convict**, in which Charles helps Liam find food and shoes and Liam helps Charles build the fence. Focus on how the filmmakers highlight visually the development of Charles' and Liam's friendship. Answer the following questions.

**a** While Liam is telling his story of how he became a convict, what are Liam and Charles doing together?

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**b** At what point do you think Charles begins to feel sorry for Liam?

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**c** What does Liam say that gets Charles' attention?

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**d** What do the two of them do, when he says this?

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**e** What do you hear on the soundtrack?

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**f** What do both Liam and Charles do together?

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Name: \_\_\_\_\_

- g** What do you notice about how Liam and Charles are framed from the shot which shows them from behind?

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- h** Comment on the framing of Liam and Charles when Liam is talking of his dream of having a farm and to '....be my own man'.

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- i** What are Charles and Liam doing at the end of this scene?

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## EPISODE CLIP: BEING A LADY

### ACTIVITY 5: SERVANTS AND MASTERS

Subthemes: Fashion; Gender roles and stereotypes; Social order and education

#### Discover

- Introduce the concepts of social class and social protocols to students. Discuss the factors which contributed to the divisions of class at this time. Ask them to consider the percentage of people who would form the three main class divisions of the era: upper class, middle class, lower class. This can be done with the aid of a pyramid diagram which shows the clear division and hierarchy of the upper classes; (such as the Owen family), followed by servants (such as Sarah the maid), ending with the convicts, Liam being a prime example.
- Look at other examples from literature which illustrate how female servants were treated by their mistresses in this era. A good example of the treatment of convicts is the Australian book by Marcus Clarke: *For the term of his natural life*, <http://ebooks.adelaide.edu.au/c/clarke/marcus/>
- Other examples of servant-master relationships can be found in stories such as *Cinderella* and the Grimms' *Six Servants*.
- Clothing is one factor that could differentiate between the classes in this era. Have students write a report on the fashions of the era by researching the clothing/fashion of the period, focusing in particular on the differences between the clothing of wealthy women and their servants. They should also list the influences on fashion at this time.
- The following websites may be useful:
  - 1 Museum Victoria <http://museumvictoria.com.au>
  - 2 National Gallery of Australia, Governors' Wives in Colonial Australia, <http://www.nla.gov.au/pub/nlanews/2002/nov02/story-4.pdf>
  - 3 National Gallery of Victoria [www.ngv.vic.gov.au](http://www.ngv.vic.gov.au)
  - 4 Victoria and Albert Museum [www.vam.ac.uk/](http://www.vam.ac.uk/)
- View the clip, **Being a lady**, and take note of the conversation between Charles and his mother in which she reveals her belief that Sarah is 'not a lady.' Ask students why Mrs Owen feels this way, and why this attitude was commonly held in 1818. Ask students to imagine how Sarah felt in overhearing Mrs. Owen reflect on her station in life.

#### Reflect

- Ask students to compare the clothing of Mrs Owen and Sarah. Have them imagine that they are a costume designer for this episode and do some research on what women wore in the era. Then ask students to design a costume for both Mrs Owen and for Sarah, writing an explanation for their choice of fabric, style, accessories and colours for both characters. Ask students to also illustrate their ideas for the costumes of Mrs Owen and Sarah, and perhaps find some swatches that can be included on the design.

#### Download

Student Activity Sheet E20.5: Servants and masters



## Aligned resources

Clarke, Marcus 1874, *For the term of his natural life*, Marcus Clarke, 1846–1881,

<http://ebooks.adelaide.edu.au/c/clarke/marcus/>

Grimm, Jacob and Wilhelm 1819, 'Six Servants', *Grimm's Fairy Tales*, Vol 2, various, Germany

Perrault, Charles, 1867, *Cinderella*

Museum Victoria, <http://museumvictoria.com.au>

National Gallery of Australia, Governors' Wives in Colonial Australia,

<http://www.nla.gov.au/pub/nlanews/2002/nov02/story-4.pdf>

National Gallery of Victoria, [www.ngv.vic.gov.au](http://www.ngv.vic.gov.au)

Victoria and Albert Museum, [www.vam.ac.uk/](http://www.vam.ac.uk/)



Name: \_\_\_\_\_

Student Activity Sheet E14.5  
Activity 5: Servants and masters

Episode 20 | 1818: Charles  
Clip: Being a lady

## Servants and masters

1 Do some research on the fashions/clothing worn in the early 19th century, and then write a report on the fashion of this time (1818). Focus in particular on the differences between the clothing of wealthy women and their servants. Also list the things that influenced fashion at this time. Useful websites for your research include:

- a Museum Victoria, <http://museumvictoria.com.au>
- b National Gallery of Australia, Governors' Wives in Colonial Australia, <http://www.nla.gov.au/pub/nlanews/2002/nov02/story-4.pdf>
- c National Gallery of Victoria, [www.ngv.vic.gov.au](http://www.ngv.vic.gov.au)
- d Victoria and Albert Museum, [www.vam.ac.uk/](http://www.vam.ac.uk/)

2 View the clip, **Being a lady**, and take note of the conversation between Charles and his mother, in which she reveals her belief that Sarah is 'not a lady.' Why does Mrs Owen feel this way about Sarah, and why was this attitude commonly held in 1818?

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3 Compare the clothing of Mrs Owen and Sarah. Imagine you are a costume designer for this episode and then, using your research on what women wore in this era from the internet, design a costume for both Mrs Owen and for Sarah. Cut out a figure template for Mrs Owen and Sarah, and then place your costume on each figure. If possible, find some fabric swatches to add to your design. Answer the following questions:

- a Describe the costume of Mrs Owen in the clip (make sure you include her accessories, hairstyle and make-up).

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Name: \_\_\_\_\_

**b** Describe Sarah's costume in the clip.

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**c** Imagine you are the costume designer for this episode. Write a description of how you would dress Mrs Owen. Include a labelled illustration and explain your choice of fabric, style, colours and accessories for her costume.

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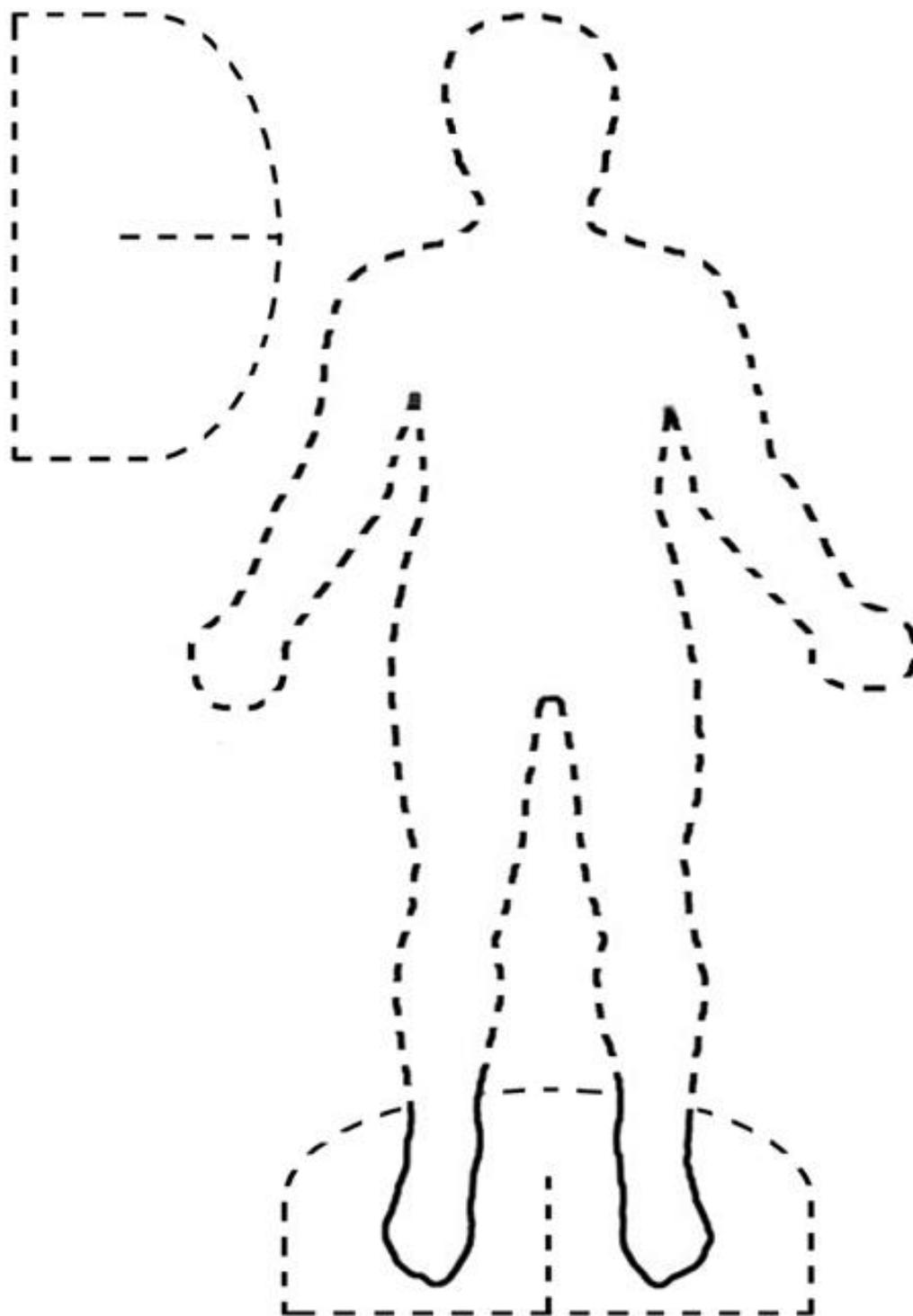
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- d** Imagine you are the costume designer for this episode and write a description of how you would dress Sarah. Include a labelled illustration and explain your choice of fabric, style, colours and accessories for her costume.



## EPISODE CLIP: BEING A LADY

### ACTIVITY 6: STEREOTYPING

Subthemes: Character; Gender roles and stereotypes; Language and scripting;

#### Discover

- Introduce the concept of a 'stereotype' and give examples for the students to consider. For example, villains, witches and ogres from fairytales are generally considered evil, mean and 'bad', while fairies, princesses and heroes are considered helpful, kind and 'good.' Explain that stereotypes are generalisations and often a judgement on the character and actions of a person. Use the example from *Shrek*, that although Shrek is an ogre, he is not 'mean and nasty', and even though Princess Fiona is a princess she does not act like the stereotype of how a princess should act. As a class, have students list ten good characters and ten bad characters from literature or film.
- Ask students to focus on the conversation in which Mrs Owen stereotypes Sarah. Ask them the following questions:
  - 1 Why does Mrs Owen lend Sarah her 'second-best' shawl?
  - 2 Find the piece of dialogue that shows Mrs Owen's belief that she is better than Sarah.
  - 3 Why is Mrs Owen worried about the wedding?
  - 4 Why is Mrs Owen happy to see the soldiers?
- As a class, watch the entire episode and focus on the wedding scene. Ask students to identify in what ways Liam plays the stereotype of 'a lady'. Draw students' attention to his physical behaviour, his stance, his voice and the accent he uses. Explain that this is an example of gender stereotyping and ask students if they can think of any other contemporary examples of gender stereotyping in film and TV.

#### Reflect

- Ask students to create another scene in which Mrs Owen realises she has been unfair to Sarah and attempts to mend her ways by treating Sarah with respect and kindness. Have them present the scene as a storyboard in which they draw the image they wish to have in each shot, as well as writing the dialogue and any sound effects to be used.

#### Download

Student Activity Sheet E20.6: Stereotyping

### Aligned resources

*Shrek* 2001 (film), Andrew Adamson and Vicky Jenson (directors), Dreamworks Animation, USA

#### Useful resources from Education Services Australia

L8144 *Writing narratives: characters*



## Stereotyping

1 Answer the following questions.

a Why does Mrs Owen lend Sarah her 'second-best' shawl?

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b Find the piece of dialogue that shows Mrs Owen's belief that she is better than Sarah.

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c Why is Mrs Owen worried about the wedding?

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d Why is Mrs Owen happy to see the soldiers?

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Name: \_\_\_\_\_

e How does Liam behave as a 'woman' at the wedding?

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Name: \_\_\_\_\_

- 2 Create another scene in which Mrs Owen realises she has been unfair to Sarah and attempts to mend her ways by treating Sarah with respect and kindness. Present the scene as a storyboard. Draw the image you wish to have in each shot, write the dialogue and note any sound effects that you would use.

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