



EPISODE 18 | 1838: DAVEY

Unit focus: History

Year levels: 3–6

EPISODE CLIP: HORSEWHIPPING

ACTIVITY 1: WHIPS

Subthemes: Entertainment and games; Inventions and electronic media

- In this clip, we see the children attempting to crack a whip. The use of whips reflected an economy that was highly dependent on animal labour, such as herding cattle and driving horses and carts. However, in the early 19th century whips were also used as a common form of punishment against people.

Discover

- As a class, discuss different ways that whips were used in Davey's time. Ask students to research the use of whips in the 19th century. To help focus their research, ask students the following questions:
 - 1 What were whips used for in Davey's time and why were they important?
 - 2 How were whips made?
 - 3 Were different types of whips used? If so, name some different types of whips.
 - 4 Do people still use whips today? If so, what are they used for?
 - 5 Have laws changed about the way we can use whips today?

The following websites may be useful:

- 1 Convict Trail, 'Common Misdemeanours and Punishments', <http://www.convicttrail.org/history.php?id=a3b3c3%t%4>
 - 2 Fremantle Prison, 'Crime and Punishment', <http://www.fremantleprison.com.au/History/theconvictera/crimeandpunishment/Pages/default.aspx>
 - 3 The National Centre for History Education, 'Crime and Punishment: Convicts and Port Arthur', <http://www.hyperhistory.org/index.php?option=displaypage&Itemid=569&op=page#tra>
 - 4 State Library of New South Wales, http://www.sl.nsw.gov.au/discover_collections/history_nation/justice/index.html
- Ask students to research how and why the whip produces a 'cracking' sound. Have students draw and label the parts of a whip and describe how it vibrates through air to make a noise.

Reflect

- Ask students to write a letter to a local 19th-century newspaper voicing their opinion about the use of whips against animals and people. Their article should reflect on the following questions:
 - 1 Should whips be used on people?
 - 2 Should whips be used on animals?
 - 3 Is there an appropriate time to use whips?
 - 4 What are the benefits and disadvantages of using whips?



Download

Student Activity Sheet H18.1: Whips

Aligned resources

Convict Trail, <http://www.convicttrail.org/history.php?id=a3b3c3%t%4>

Fremantle Prison, Western Australia, 'The Convict Era',

<http://www.fremantleprison.com.au/History/theconvictera/crimeandpunishment/Pages/default.aspx>

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

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

State Library of New South Wales,

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



Whips

1 Do some research on whips and how they were used in the 1830s. Use sources on the internet and reference books from the library to help you with your research. Answer the following questions:

a What were whips used for in Davey's time (1838) and why were they important?

b How were whips made?

c Were different types of whips used? If so, name some different types of whips.

d Do people still use whips today? If so, what are they used for?

e Have laws changed about the way we can use whips today?



Name: _____

2 Draw and label the parts of a whip and describe how it vibrates through air to make a noise.

EPISODE CLIP: HORSEWHIPPING

ACTIVITY 2: FASHION

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

In this clip, we see the young boys in the Owen family wearing the fashions of the times. In the early 19th century, fashion was used to display the wealth and status of the wearer.

Discover

- Ask students to observe what the boys are wearing. Ask the class to research early 19th-century clothing using the internet and/or library resources. Students can use the following questions as a guide:

- 1 How was clothing made in this era?
- 2 What fabrics were used?
- 3 What are the names of the different garments worn by the boys?
- 4 In what ways did clothing reflect a person's status?
- 5 What is different about these clothes in comparison to what children wear today?

Ask students to look at posters and advertising from the early 19th century. Have the students reflect on how these compare to today's advertisements. Direct the students to compare the style of fonts, the layout and the language used in the different advertisements.

The following websites may be useful:

- 1 Australian History Research, 'Victorian Fashions', <http://www.australianhistoryresearch.info/victorian-fashions/>
- 2 History, 'A Colonial Gentlemen's Clothing: A Glossary of Terms', <http://www.history.org/history/clothing/men/mglossary.cfm>
- 3 Fashion Era, 'Victorian Society', <http://www.fashion-era.com/victorians.htm>
- 4 Victoriana, 'Regency Era', <http://www.victoriana.com/Regency-Era/>
- 5 Victorian, Civil War and Edwardian Period 1830s–1910, <http://www.earthlydelights.com.au/victorian.htm>
- 6 19th Century Fashion, <http://www.angelfire.com/ar3/townevictorian/victorianfashion.html>

Reflect

- Ask students to create an advertisement promoting fashion for the wealthy in Davey's time. Students should write a few lines that will help to sell the significance and luxury of the garments for the wealthy wearer. Ask them to describe the materials used, how they were made and where they could be purchased.
- Alternatively, students could create 'Then and now' cut-out fashion dolls. Have students create one doll representing a wealthy child of Davey's time and one doll representing an expensively dressed child of today. Ask students to reflect on how each era uses clothing to convey a sense of status and importance.

Download

Student Activity Sheet H18.2: Fashion



Aligned resources

Australian History Research, 'Victorian Fashions', <http://www.australianhistoryresearch.info/victorian-fashions/>

Fashion Era, 'Victorian Society', <http://www.fashion-era.com/victorians.htm>

History, 'A Colonial Gentlemen's Clothing: A Glossary of Terms',
<http://www.history.org/history/clothing/men/mglossary.cfm>

19 Century Fashion, <http://www.angelfire.com/ar3/townevictorian/victorianfashion.html>

Victoriana, 'Regency Era', <http://www.victoriana.com/Regency-Era/>

Victorian, Civil War and Edwardian Period 1830s–1910,
<http://www.earthlydelights.com.au/victorian.htm>



Fashion

1 Do some research on men's and women's fashions in the early 19th century and answer the following questions.

a How was clothing made in this era?

b What fabrics were used?

c Name the different garments worn by the boys in the clip.

d In what ways did clothing reflect a person's status?

e What is different about these clothes compared to what children wear today?



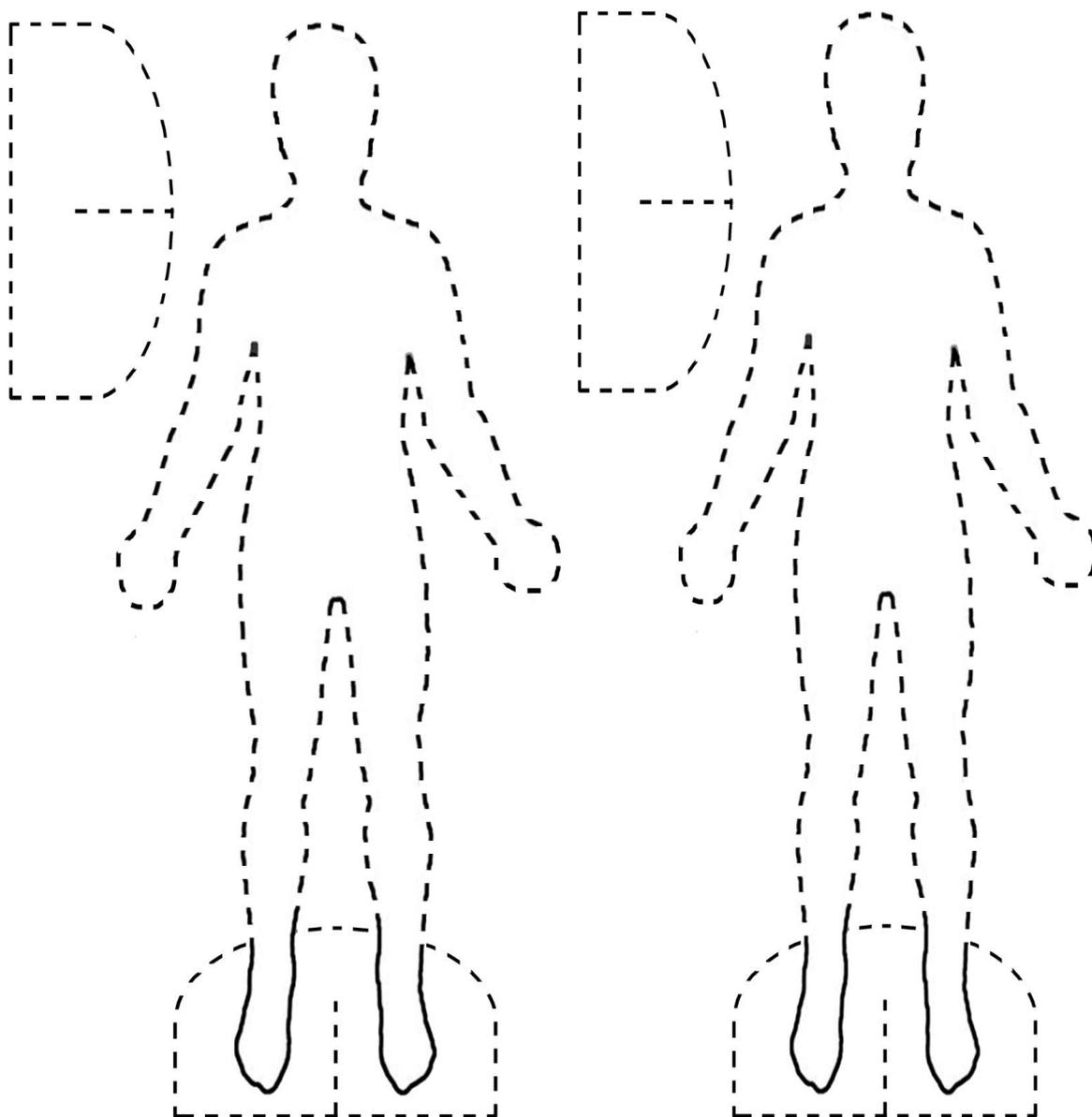
- 2** Find examples of posters and advertising from the early 19th century. What are some of the differences between advertisements for fashion today compared with those used in the 1830s? For example, think about how the writing is presented, the kinds of pictures used and the language used today compared to Davey's time.

- 3** Create an advertisement promoting fashion for the wealthy in Davey's time (1838).
- a** Draft an outline of your advertisement which includes:
- headings and a by-line
 - text/slogans
 - images
 - colour
 - a background
- b** Use fonts and graphics suitable for the 1830s.
- c** Write a few lines that will help to sell the garments to wealthy people. Highlight the luxury and importance of the garments, and how the garments will show off their rich status. Describe the fabrics used and how the garments are made.

Student Activity Sheet H18.2
Activity 2: Fashion

Episode 18 | 1838: Davey
Clip: Horsewhipping

- 4 Create cut-out paper dolls comparing today's fashion to that in Davey's time.
Dress one doll in clothes of a wealthy child of the 1830s and the other in clothes worn by an expensively dressed child of today.



EPISODE CLIP: THE BUSHRANGER

ACTIVITY 3: STABLEBOY

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

This clip depicts Davey's life as a stableboy. Stableboys like Davey held the lowest status position in the horse industry.

Discover

- Ask students to consider the life and work of a stableboy in the 19th century. As a class, create a mind map of the life of a stableboy. Ask students the following questions:
 - 1 What kinds of tasks would a stableboy have performed each day?
 - 2 How many hours would he have spent working in a day?
 - 3 Where would he have slept, washed and eaten?
 - 4 How would he have been treated by older employers?
 - 5 What were likely to have been his life's aspirations?
- Ask students to consider the hierarchy of a horse stable. Have students complete a hierarchical chart, placing the owner at the top and the stableboy at the bottom. Discuss how workplaces at this time (1838) had a strict chain of command, often with child workers in the lowest ranking.
- Ask students to write a schedule for a day in the life of a stableboy in the 19th century. Students should focus on the following questions:
 - 1 List several kinds of chores that a stableboy would be required to do.
 - 2 What was the stableboy's relationship to the stable owner and other employees?
 - 3 What skills were needed to be a stableboy and what skills were learned on the job?
 - 4 In your opinion, what would be the advantages and disadvantages of being a stableboy?

Reflect

- Ask students to work in pairs. One of the students should develop a job description for a stableboy today. The job description should look at the skills the employee needs to address in the application and set out the conditions of work and the remuneration for employment. The other student should apply for the job, outlining why they are the best candidate for the job.

Download

Student Activity Sheet H18.3: Stableboy



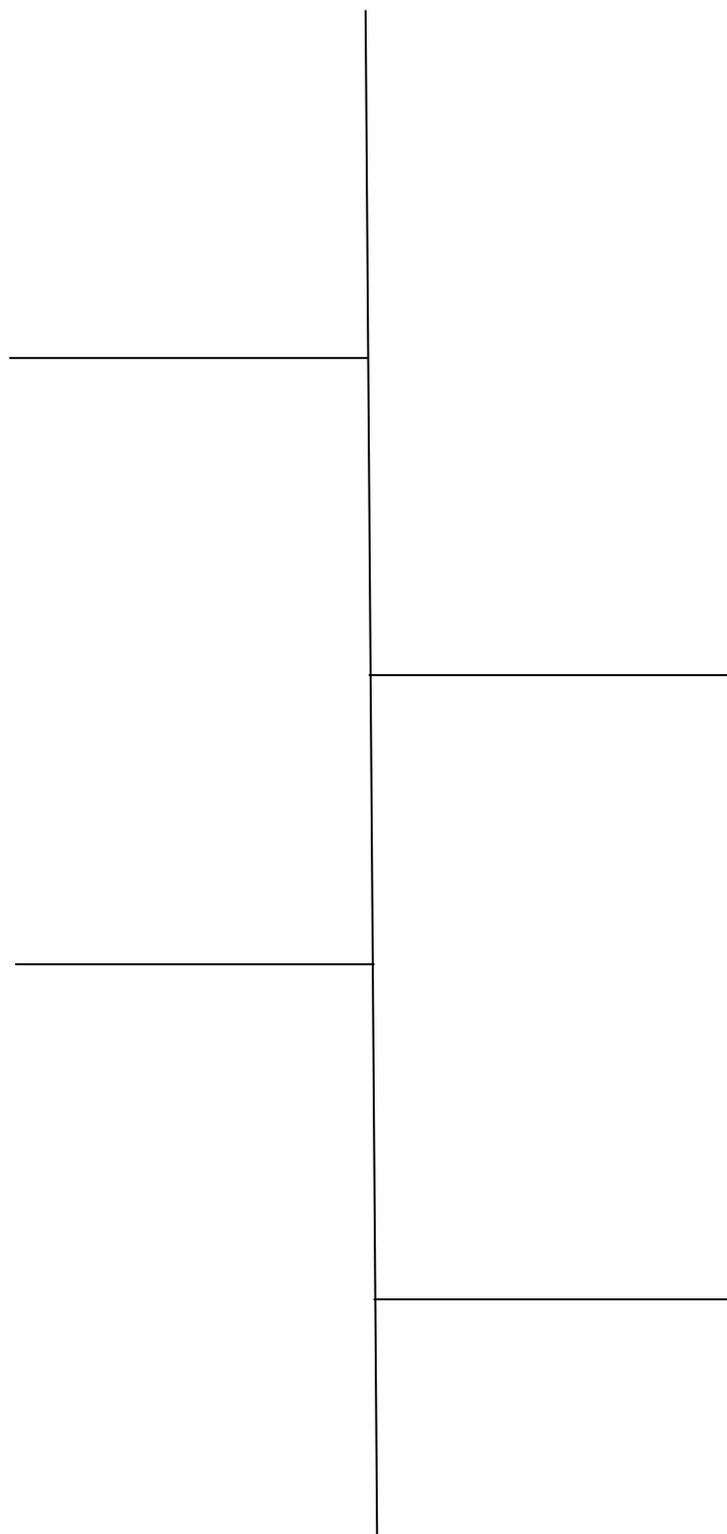
Stableboy

- 1 After viewing the clip, complete a mind map of the life of a stableboy. Use the following questions to help get you started.
 - a What tasks would a stableboy have performed each day?
 - b How many hours would he have spent working in a day?
 - c Where would he have slept, washed and eaten?
 - d How would he have been treated by older employers?
 - e What were likely to have been his life's aspirations?

**Life of a
stableboy**



- 2 Complete the chart showing the hierarchy of people who work in a stable. Where would you put the stable owner? Where would you place the stableboy? Draw each person and write a description about what they do at the stables.





EPISODE CLIP: THE BUSHRANGER

ACTIVITY 4: TROOPERS

Subthemes: Culture; Historical events; Politics

In the 1830s, armed troopers on horseback provided much of the organised policing. Outlaws were usually referred to as 'bolters' or escaped convicts. This clip shows troopers in pursuit of a masked outlaw or 'bolter' who is attempting to hide in the bush.

Discover

- As a class, discuss the actions of the troopers in the clip. In pairs, ask students to complete the think-pair-share chart about how troopers lived and worked in Davey's time. The students should answer the following questions:
 - 1 Why were the troopers armed?
 - 2 Why did the troopers ride on horseback?
 - 3 Who were the outlaws and what laws did they break?
 - 4 Why would Davey be frightened of them?
- As a class, discuss the actions of Davey and his sister as they watch the escape of the outlaws. Ask students the reasons Davey told the troopers to go the wrong way. Students should also consider what would have happened if Davey had told the truth. What would have happened to Davey if the troopers had found out that he'd lied to them?

Reflect

- Ask students to create a comic strip of the action in the clip. Students should storyboard the action and draw and write up the action and dialogue, creating a pictorial story.
- Alternatively, students could create a timeline of key dates in the history of policing in Australia. Ask students to research the introduction of the police force in each state.
- Martin Cash was a notorious outlaw at this time. Ask students to research his life story and to develop a social media page or wanted poster for him.

Download

Student Activity Sheet H18.4: Troopers

Aligned resources

NSW Police History, <http://www.policensw.com/info/history/h1.html>

Sovereign Hill Education, 'Law and Order on the Goldfields Research Notes for Secondary Schools', <http://sheducationcom.ascetinteractive.biz/uploads//SovHill%20lawandorder%20notes%20ss1.pdf>

State Library of NSW, 'Early Police Force in New South Wales',

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

— 'Law and Justice in Australia',

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



Useful resources from Education Services Australia

L363 *Patrick Brennan: the legend of Ned Kelly*

R11332 *Bushrangers*

R10789 *Ned Kelly*

R11513 *Ned Kelly - hero or villain?*

R7077 *The Story of the Kelly Gang, 1906: Siege at Glenrowan hotel*



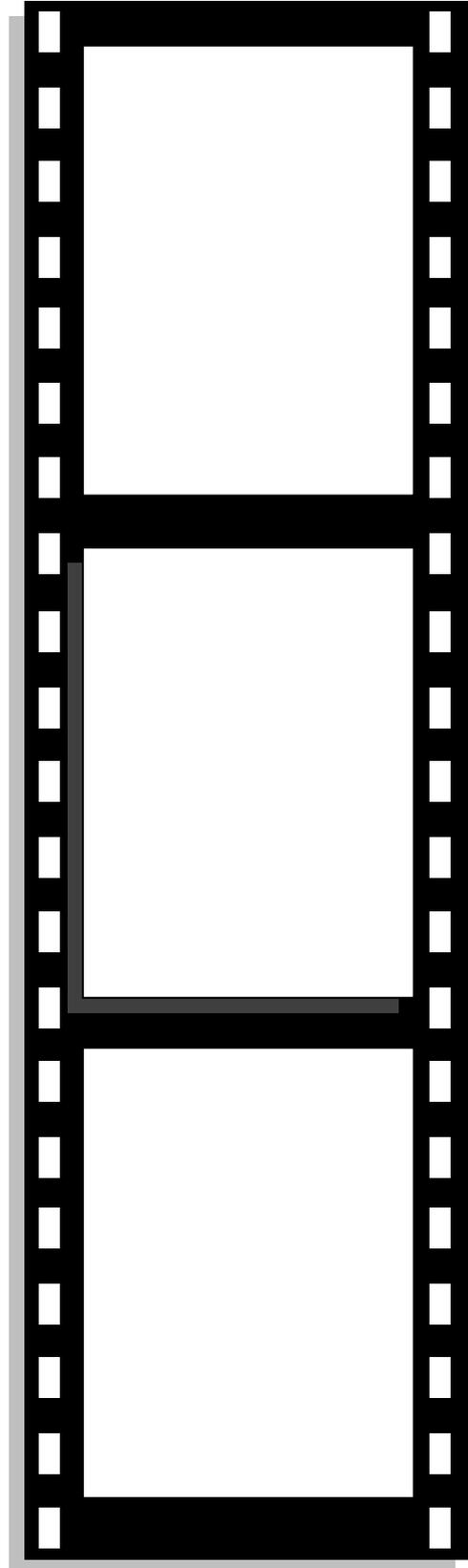
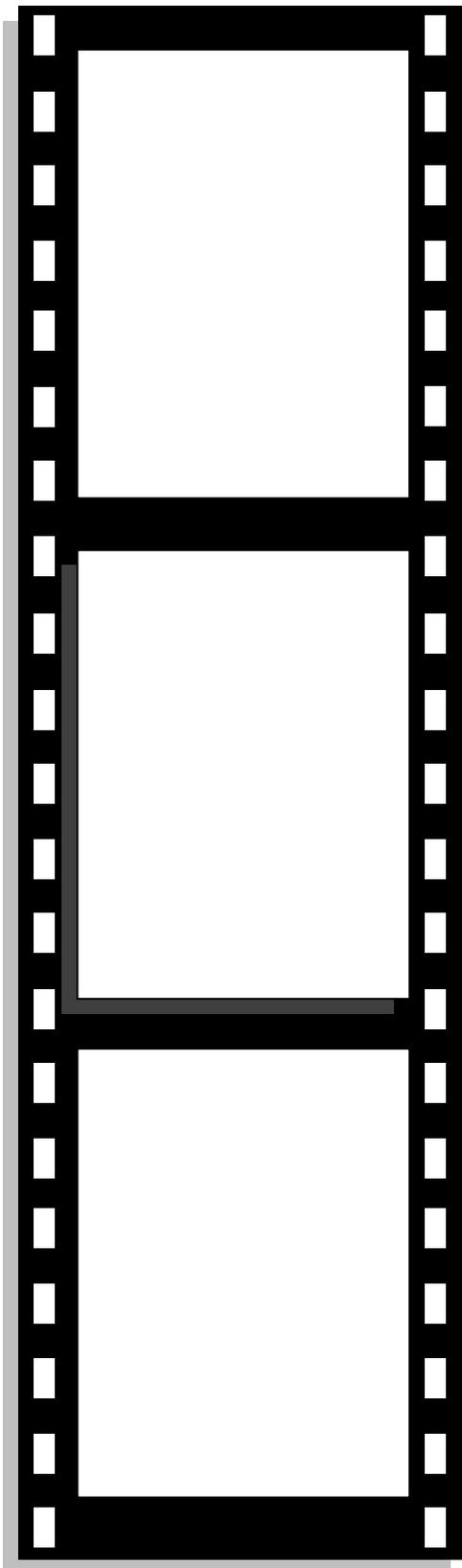
Troopers

1 After viewing the clip, complete the think-pair-share chart with your partner:

Question	What I thought	What my partner thought	What we will share
Why were the troopers armed?			
Why did the troopers ride on horseback?			
Who were the outlaws and what laws did they break?			
Why would Davey be frightened of the outlaw?			



- 2 Create a comic strip of the action in the clip. Storyboard the action, and draw and write up the action and dialogue, creating a pictorial story.





Timeline of key dates in policing in Australia

- 3** Create a timeline of the key dates in the history of policing in Australia. Include the introduction of the police force in each state or territory. You can use the template below to create your timeline or make your own.

1800

1850



1851

1900



1901

1950



1951

2000



2001



- 4** Martin Cash was a notorious outlaw in the 1830s. Research his life story and develop a social media page or wanted poster for him.

EPISODE CLIP: THE SHOOTING

ACTIVITY 5: HORSES

Subthemes: Culture; Historical events; Transport

In an era before cars, horses were the major means of transport for people and goods. Horses also played a vital part in farming and food production. In general, horses and the horse industry were an integral part of daily life in the early 19th century.

Discover

- Ask students to reflect on the role that the horse played in the early 19th century. Ask students to research information about the importance of horses, using the following questions to guide them:
 - 1 Who owned horses in Davey's time (1838)?
 - 2 What type of tasks did horses perform?
 - 3 What happened to horses that grew too old and could no longer work?
 - 4 Where did horses in Australia come from and when did the first horse arrive in the country?Ask students to use the activity sheet provided to help them refine their research data.

Reflect

- Have students complete a then-and-now T-chart. On one side, they should write a list of the work that horses performed in Davey's time. On the other side, they need to write a second list identifying how this work is performed today. Have students consider how mechanisation has replaced the use of horse labour in many of these roles.
- As an extension activity, ask students to think about the place of animals in the workforce today. What jobs are still performed by animals in modern-day Australia? Are there countries today that are still heavily dependent on the use of animal labour?
- Ask students to create a poster about their research using the topic 'Animals at work'.

Download

Student Activity Sheet H.18.5: Horses

Aligned resources

Culture and Recreation Australia, 'Cobb & Co. – an Australian Transport Icon'

<http://www.cultureandrecreation.gov.au/articles/cobbandco/>

Fire Services Museum Victoria, 'Fire Horses', <http://home.alphalink.com.au/~fsmvic/fsmfirehorse.htm>

The International Museum of the Horse, <http://imh.org/>

Museum Victoria, 'Melbourne Museum',

<http://museumvictoria.com.au/melbournemuseum/whatson/current-exhibitions/melbournestory/favourite-objects/cobb-amp-co-coach/>

Transit People, 'Early Transportation', <http://www.transitpeople.org/lesson/early.htm#four>

Useful resources from Education Services Australia

L675 *The Cobb & co coach*

R10822 *Horse power in rural Australia*



Horses

Research the importance of horses in early 19th-century Australia. Look at the internet and reference books from the library to help you. Answer the following questions:

- 1 What roles did horses play in people's lives in the early 19th century?

- 2 Who owned horses in Davey's time (1838)?

- 3 What types of tasks did horses perform in the 1830s?

- 4 What happened to horses that grew too old and could no longer work?

- 5 Where did horses in Australia originally come from and when was the first horse introduced to the country?



- 6 Complete a then-and-now T-chart. Under the heading 'Then (1838)', list the work that horses performed in Davey's time. In the other column, explain how this work is performed today.

The role of horses	
Then (1838)	Now



Name: _____

- 7 Analyse this information. What has replaced horses today? Explain the reasons for these changes.

- 8 Think about the place of animals in the workforce today. What jobs are still performed by animals in Australia today? Are there countries today that are still heavily dependent on the use of animal labour? Create a poster of your research using the topic **Animals at work**. Use the box below to help you plan your ideas.

EPISODE CLIP: THE SHOOTING

ACTIVITY 6: BUSHRANGERS

Subthemes: Culture; Historical events; Politics

The lives of bushrangers have inspired many films, stories, poems and visual art, enhancing their mythical place in Australian culture. However, this view of bushrangers is in debate, with some arguing that bushrangers should really be portrayed as violent criminals rather than heroic outlaws.

Discover

- Ask students to research the life of a famous Australian bushranger on the internet or using reference books from the library. In their research, ask students to focus on the following questions:
 - 1 Why did bushrangers turn to a life of crime?
 - 2 What were the key events in their life?
- The following websites may be useful:
 - 1 Australian Dictionary of Biography, <http://www.adb.online.anu.edu.au/biogs/A040256b.htm>
 - 2 —, <http://www.adb.online.anu.edu.au/biogs/A050009b.htm?hilite=ned%3Bkelly>
 - 3 Australian History, <http://www.australianhistory.org/bushrangers>
 - 4 —, <http://www.australianhistory.org/friends-heroes>
 - 5 Culture and Recreation Australia, <http://www.cultureandrecreation.gov.au/articles/bushrangers/>
 - 6 —, <http://www.cultureandrecreation.gov.au/articles/nedkelly/>
 - 7 —, <http://www.cultureandrecreation.gov.au/articles/benhall/>
 - 8 Historic Houses Trust, 'Bushrangers', http://www.hht.net.au/discover/highlights/kids_fact_sheets/bushrangers
 - 9 Hyperhistory, 'Ned Kelly – Hero or Villain?', http://www.hyperhistory.org/images/assets/pdf/primary_resources_unit5.pdf
 - 10 Ironoutlaw, http://www.ironoutlaw.com/html/history_01.html
 - 11 State Library of Victoria, 'Bushrangers', <http://www.slv.vic.gov.au/ergo/bushrangers>
- As a class, discuss the idea of different historical perspectives. Use the following questions as a guide:
 - 1 Why do some people see bushrangers as criminals?
 - 2 Why do others see them as heroic outlaws?

Reflect

- In pairs, ask students to create a vodcast from a famous bushranger. Ask one student to describe the life of the bushranger from the perspective of the bushranger or one of their friends. The other student should describe the bushranger from the perspective of one of the bushranger's victims or one of their grieving relatives. Ask students to use the student activity sheet to help them prepare their script.
- Ask students to create a wanted poster for their favourite bushranger.



- Play a hot-seat role-play where the student pretends to be the bushranger whom they have researched. The rest of the class asks questions about the bushranger's life. The student in the 'hot seat' responds in character from the information they have researched or based on how they feel the bushranger would respond.

Download

Student Activity Sheet H18.6: Bushrangers

Aligned resources

Australian Dictionary of Biography,

<http://www.adb.online.anu.edu.au/biogs/A040256b.htm>

<http://www.adb.online.anu.edu.au/biogs/A050009b.htm?hilite=ned%3Bkelly>

Australian History,

<http://www.australianhistory.org/bushrangers>

<http://www.australianhistory.org/friends-heroes>

Culture and Recreation Australia,

<http://www.cultureandrecreation.gov.au/articles/bushrangers/>

<http://www.cultureandrecreation.gov.au/articles/nedkelly/>

<http://www.cultureandrecreation.gov.au/articles/benhall/>

Historic Houses Trust, 'Bushrangers',

http://www.hht.net.au/discover/highlights/kids_fact_sheets/bushrangers

Hyperhistory, 'Ned Kelly – Hero or Villain?',

http://www.hyperhistory.org/images/assets/pdf/primary_resources_unit5.pdf

Ironoutlaw, http://www.ironoutlaw.com/html/history_01.html

State Library of Victoria, 'Bushrangers', <http://www.slv.vic.gov.au/ergo/bushrangers>

Useful resources from Education Services Australia

L363 *Patrick Brennan: the legend of Ned Kelly*

R11332 *Bushrangers*

R10789 *Ned Kelly*

R11513 *Ned Kelly - hero or villain?*

R7077 *The Story of the Kelly Gang, 1906: Siege at Glenrowan hotel*



Bushrangers

1 Research the life of a famous Australian bushranger. In your research, answer the following questions:

a Why did they turn to a life of crime?

b What were some of the key events in their life?

c Why do some people see bushrangers as criminals?

d Why do others see them as heroic outlaws?



Name: _____

3 Create a wanted poster for your favourite bushranger.

WANTED

Profile picture

Name:

Age:

Height:

Hair colour:

Crime:

Reward:
