

## EPISODE 16 | 1858: BEN

Unit focus: History

Year levels: 3–6

### EPISODE CLIP: CRANBERRY SAUCE

#### ACTIVITY 1: CELEBRATORY FOODS

Subthemes: Celebrations; Customs and traditions; Food

Ben tells the audience that he has lived in 14 different homes, including several tents. Ben's experience reflects that of a transitory population who travelled great distances, both nationally and internationally, to find new opportunities. As workers and their families moved, they brought their culture and customs with them. Ben's family comes from America and celebrates a holiday called Thanksgiving that involves roasting a turkey. Celebrations are a major part of how different cultures express their values and beliefs, and food is often a central element of these events.

#### Discover

- Ask students to think about their own experiences with food and its role in cultural celebrations. Prompt students with questions about their own lives:
  - 1 What foods are important to the cultural celebrations that they take part in?
  - 2 Who is involved in preparing these foods?
  - 3 Who shares this food?
- Ask students the following questions:
  - 1 What is the importance of the shared experience of cultural celebration?
  - 2 How is food used as a form of ritual in many celebratory events?
- The following websites may be useful:
  - 1 Better Health Channel, 'Food and Celebrations', [www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/food\\_and\\_celebrations?open/](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/food_and_celebrations?open/)
  - 2 —, 'Food, Culture and Religion', [www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Food\\_culture\\_and\\_religion?open/](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Food_culture_and_religion?open/)
  - 3 Favorite Traditions.com, 'Holiday Food Traditions from around the World', [www.favoritetraditions.com/holidayfoodtraditions.html/](http://www.favoritetraditions.com/holidayfoodtraditions.html/)
  - 4 Essortment, 'Holiday Ethnic Food Traditions from around The World', [www.essortment.com/holiday-ethnic-food-traditions-around-world-65203.html/](http://www.essortment.com/holiday-ethnic-food-traditions-around-world-65203.html/)
  - 5 Food and Culture Resources, [www.food-links.com/](http://www.food-links.com/)
  - 6 Australia's Culture Portal, 'Australian Food and Drink', [www.cultureandrecreation.gov.au/articles/foodanddrink/](http://www.cultureandrecreation.gov.au/articles/foodanddrink/)
- Ask students to research a celebratory meal from a different culture. Students should find a recipe for a food that is used to celebrate a special cultural event. Prompt students to reflect on how food is used by immigrants to maintain their connection in a new land with their original cultural identity.



### **Reflect**

- Ask students to create a web page, Word document or poster about the food used in a cultural celebration. They should include the following information:
  - 1 a step-by-step recipe
  - 2 illustrations showing how the food is prepared and served
  - 3 a description of the importance of the food in the cultural celebration.
- Students could work in small groups to set up a mini-international food festival. Each group would be responsible for cooking a dish based on their researched recipe.

### **Download**

Student Activity Sheet H16.1: Celebratory foods

## **Aligned resources**

Australia's Culture Portal, 'Australian Food and Drink,

[www.cultureandrecreation.gov.au/articles/foodanddrink](http://www.cultureandrecreation.gov.au/articles/foodanddrink) [archived web page]

Better Health Channel, 'Food and Celebrations',

[www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/food\\_and\\_celebrations?open](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/food_and_celebrations?open)

Better Health Channel, 'Food, Culture and Religion',

[www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Food\\_culture\\_and\\_religion?open](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Food_culture_and_religion?open)

Essortment, 'Holiday Ethnic Food Traditions from around the World', [www.essortment.com/holiday-ethnic-food-traditions-around-world-65203.html](http://www.essortment.com/holiday-ethnic-food-traditions-around-world-65203.html)

Favorite Traditions.com, 'Holiday Food Traditions from around the World',

[www.favoritetraditions.com/holidayfoodtraditions.html](http://www.favoritetraditions.com/holidayfoodtraditions.html)

Food and Culture Resources, [www.food-links.com](http://www.food-links.com)

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

R7114 *The Food Lovers' Guide to Australia, 2004: The Coming of the Light*

R9788 *Douglas Albion home movie - Children's Party, c1921*



## Celebratory foods

1 Identify cultural celebrations in your own family.

a What foods are important to the cultural celebrations in your family?

\_\_\_\_\_

b Who is involved in preparing these foods?

\_\_\_\_\_

c Who do you share this food with?

\_\_\_\_\_

2 Imagine yourself as Ben. Why is buying a turkey so important to him?

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3 Research a celebration from a different culture. How is food used as part of the celebration? Your teacher can direct you to resources you can use for your research.

4 Write a description about how people use food in the cultural celebration you researched.

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5 With a partner, write as many answers as you can to this question: Why is food often so important to new immigrants to Australia? Share your answers with the rest of the class.

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- 6 Using your research, create a web page, Word document or poster about how food is used in cultural celebrations. Find a recipe and illustrate it by showing how people prepare and eat the food. Use the box below to help you plan your ideas.

## EPISODE CLIP: CRANBERRY SAUCE

### ACTIVITY 2: GOLD FEVER

Subthemes: Chores, business and employment; Culture; Historical events

Ben has lived an itinerant life, moving from one goldfield to another. Many people travelled great distances for the chance to 'strike it rich' through gold prospecting. News of the discovery of gold in Australia travelled all around the world and brought large numbers of new immigrants to the country.

#### Discover

- As a class, create a mind map exploring what students know about the gold rushes in Australia.
- Discuss what life might have been like for a young person like Ben living on the goldfields. Prompt students with the following questions:
  - 1 What would it have been like to move so many times?
  - 2 What kind of schooling would Ben have had?
- The following websites may be useful:
  - 1 Australia's Culture Portal, 'The Australian Gold Rush' [www.cultureandrecreation.gov.au/articles/goldrush](http://www.cultureandrecreation.gov.au/articles/goldrush)
  - 2 SBS, 'Gold!' [www.sbs.com.au/gold](http://www.sbs.com.au/gold)
  - 3 State Library of Victoria, 'Golden Victoria', [www.slv.vic.gov.au/ergo/golden\\_victoria\\_NEW](http://www.slv.vic.gov.au/ergo/golden_victoria_NEW)
  - 4 State Library of Victoria, 'Golden Victoria: The People: Children' [www.slv.vic.gov.au/ergo/children](http://www.slv.vic.gov.au/ergo/children)
  - 5 Sovereign Hill, [www.sovereignhill.com.au/](http://www.sovereignhill.com.au/)
- In pairs or small groups, ask students to undertake the following tasks:
  - 1 Label a map of Australia with the placenames and dates of major gold discoveries.
  - 2 Write a list of key events in the discovery of gold in Australia.
  - 3 Make a list of the nationalities of the people who came to Australia in search of gold.
  - 4 Find out how long the gold rushes lasted for.

#### Reflect

- Ask students to imagine a box containing personal souvenirs that Ben might have collected over the course of his family's journeys. Have students create a poster about the different items that Ben might have found while living and travelling from one goldfield to another. Students should contemplate the transitory nature of Ben's life and reflect on how each item collected would need to be small and easily transported.
- As an extension activity, students could write a first-person description of each object without using its name. The class could then guess the object from its description read aloud by one of the students.

#### Download

Student Activity Sheet H.16.2: Gold fever



## Aligned resources

Australia's Culture Portal, 'The Australian Gold Rush',

[www.cultureandrecreation.gov.au/articles/goldrush](http://www.cultureandrecreation.gov.au/articles/goldrush)

SBS, 'Gold!', [www.sbs.com.au/gold](http://www.sbs.com.au/gold)

Sovereign Hill, [www.sovereignhill.com.au/](http://www.sovereignhill.com.au/)

State Library of Victoria, 'Golden Victoria', [www.slv.vic.gov.au/ergo/golden\\_victoria\\_NEW](http://www.slv.vic.gov.au/ergo/golden_victoria_NEW)

State Library of Victoria, 'Golden Victoria: The People: Children' [www.slv.vic.gov.au/ergo/children](http://www.slv.vic.gov.au/ergo/children)

## Useful resources from Education Services Australia

L614 *Fiona Chiu: Chinese family tree*

L680 *Gold rush: level 2*

L702 *Gold rush: level 1*

L2385 *Maggie O'Rourke: Eureka Stockade*

L2706 *This house: settling in Ballarat*

R10173 *Ideas for using 'Gold rush' - Teacher idea*

R11115 *Gold rushes in Western Australia, 1890s*

R11116 *Gold rushes in Queensland*

R11350 *Gold rushes in New South Wales*

R11389 *Gold rushes in Victoria*



## Gold fever

- 1 Research the gold rushes in Australia. Your teacher will direct you to websites and reference books that can assist you with your research.
  - a Label the map of Australia with the placenames and dates of major gold discoveries.

### Map of Australia



- b Write a list of key events in the discovery of gold in Australia.

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**c** Make a list of the nationalities of the people who came to Australia in search of gold.

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**d** Find out how long the gold rushes lasted for.

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**2** Think about what life might have been like for a young person like Ben living on the goldfields.

**a** What would it have been like to move so many times?

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**b** What kind of schooling would Ben have had?

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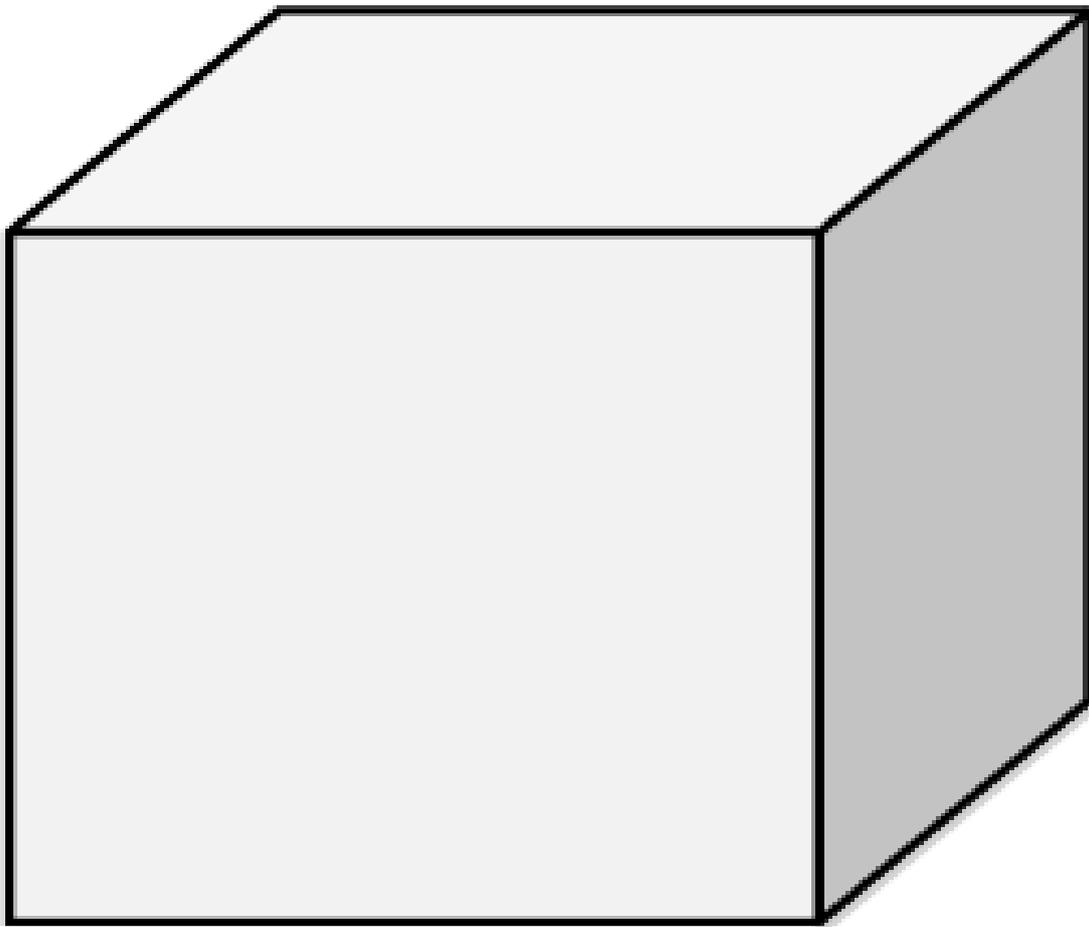
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- 3 Imagine a box or suitcase containing personal items that Ben might have collected over the course of his family's journeys. Create a poster about the different items that Ben might have found while living and travelling between different goldfields. Write your ideas of different items and where they came from in the box below.

**Ben's box**





## **EPISODE CLIP: EGGS FOR TUPPENCE**

### **ACTIVITY 3: REGULAR BOY**

Subthemes: Chores, business and employment; Currency; Social order and education

- In this clip, Ben and his friend Leck earn money by selling the food that they catch and harvest from the surrounding area. In a time before grocery stores, food was often sold by local suppliers straight to the kitchen door.

#### **Discover**

- Ask students to research where food from the mid-19th century (Ben and Leck's time) was bought, grown or manufactured. The clip shows the boys collecting eggs from birds' nests in neighbouring bushland.
- As a class, discuss the origins of food we eat today. Ask students to consider how the food they regularly eat is grown, manufactured, bought and packaged.
- Discuss with students how some foods had not been invented in Ben's era or were unavailable in Australia at that time. Draw up a list of foods that existed in both eras, and a list of foods that are available today but were not available in the 1850s.

#### **Reflect**

- Introduce the concept of mapping by showing students maps from the *My Place* storybook. Ask students to create a map of where Ben and Leck live, including the surrounding area where they go fishing and hunting for eggs. Students should make a comparison map of their own homes and surrounding areas. Ask students to include in these maps the places where their family shops for food. Ask students to investigate whether any of the food they eat is grown or manufactured in their local area and to include this on their maps. As a class, students can discuss how the two maps compare and where most of their food comes from today.
- Alternatively, students could create a web page looking at what types of food are edible in their local area. Or look at the labels of foods brought from home and identify those with ingredients grown and made in Australia.
- As an extension activity, students could view the following web pages showing the weekly diet of different families from around the world. Ask students to reflect on where these different families source their food. Ask the students to consider why some of these family diets have more in common with the food from Ben's era than with modern Australia.
- The following websites may be useful:
  - 1 Time, 'What the World Eats Part 1',  
[www.time.com/time/photogallery/0,29307,1626519,00.html](http://www.time.com/time/photogallery/0,29307,1626519,00.html)
  - 2 Time, 'What the World Eats Part 2',  
[www.time.com/time/photogallery/0,29307,1645016,00.html](http://www.time.com/time/photogallery/0,29307,1645016,00.html)

#### **Download**

Student Activity Sheet H.16.3 Regular boy



## Aligned resources

Time, 'What the World Eats Part 1', [www.time.com/time/photogallery/0,29307,1626519,00.html](http://www.time.com/time/photogallery/0,29307,1626519,00.html)

Time, 'What the World Eats Part 2', [www.time.com/time/photogallery/0,29307,1645016,00.html](http://www.time.com/time/photogallery/0,29307,1645016,00.html)

## Useful resources from Education Services Australia

R11436 *Life on the Victorian goldfields*



## EPISODE CLIP: EGGS FOR TUPPENCE

### ACTIVITY 4: JOBS AND POCKET MONEY

Subthemes: Chores, business and employment; Currency; Inventions and electronic media

In this clip, we see Ben and Leck earning money by selling small produce and performing odd jobs.

#### Discover

- As a class, discuss the different ways they saw Ben and Leck earn money in the clip. Discuss how Ben and Leck earned money in comparison to the way children earn pocket money today.
- As a class, brainstorm a list of focus questions about jobs and money. Teachers can write these focus questions on large sheets of paper and place them around the classroom. Students can use these sheets as a graffiti wall, responding to each question in order to explore their thoughts and feelings on the theme of jobs and pocket money. Students move around the room writing their responses, drawing pictures and recording their thoughts on each sheet of paper.
- The following websites may be useful:
  - 1 Associated Content, '5 House Chores Your Children Can Take Care of for You', [www.associatedcontent.com/article/296676/5\\_house\\_chores\\_your\\_children\\_can\\_take.html](http://www.associatedcontent.com/article/296676/5_house_chores_your_children_can_take.html)
  - 2 Victorian Nursery 19th Century Children, [www.angelfire.com/ar3/townevictorian/victoriannursery.html](http://www.angelfire.com/ar3/townevictorian/victoriannursery.html)
  - 3 Life in the First Half of the 19th Century, <http://collaborationnation.wikispaces.com/Life+in+the+First+Half+of+the+19th+Century+CJE+09>

#### Reflect

- Ask students to use a Venn diagram comparing the ways children earned money in the 1850s with how children earn money today. Ask students to describe what is different about some of the jobs and what is similar.
- Divide the class into two groups to debate the topic, 'Kids of today have it too easy – they should work harder for their pocket money'.

#### Download

Student Activity Sheet H.16.4: Jobs and pocket money

### Aligned resources

Associated Content, '5 House Chores Your Children Can Take Care of for You',

[www.associatedcontent.com/article/296676/5\\_house\\_chores\\_your\\_children\\_can\\_take.html](http://www.associatedcontent.com/article/296676/5_house_chores_your_children_can_take.html)

Life in the First Half of the 19th Century,

<http://collaborationnation.wikispaces.com/Life+in+the+First+Half+of+the+19th+Century+CJE+09>

Victorian Nursery 19th Century Children, [www.angelfire.com/ar3/townevictorian/victoriannursery.html](http://www.angelfire.com/ar3/townevictorian/victoriannursery.html)



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Student Activity Sheet H16.4  
Activity 4: Jobs and pocket money

Episode 16 | 1858: Ben  
Clip: Eggs for tuppence

## Jobs and pocket money

1 Write three questions about jobs and money for the class graffiti wall.

a

b \_\_\_\_\_

c

2 Use the internet or library resources to research what types of jobs children did to earn money in Ben's era. Make a list of some of these jobs with a short description of what they involved.

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3 Create a comparison list of how children earn money today. What is different about some of the jobs? What is similar?

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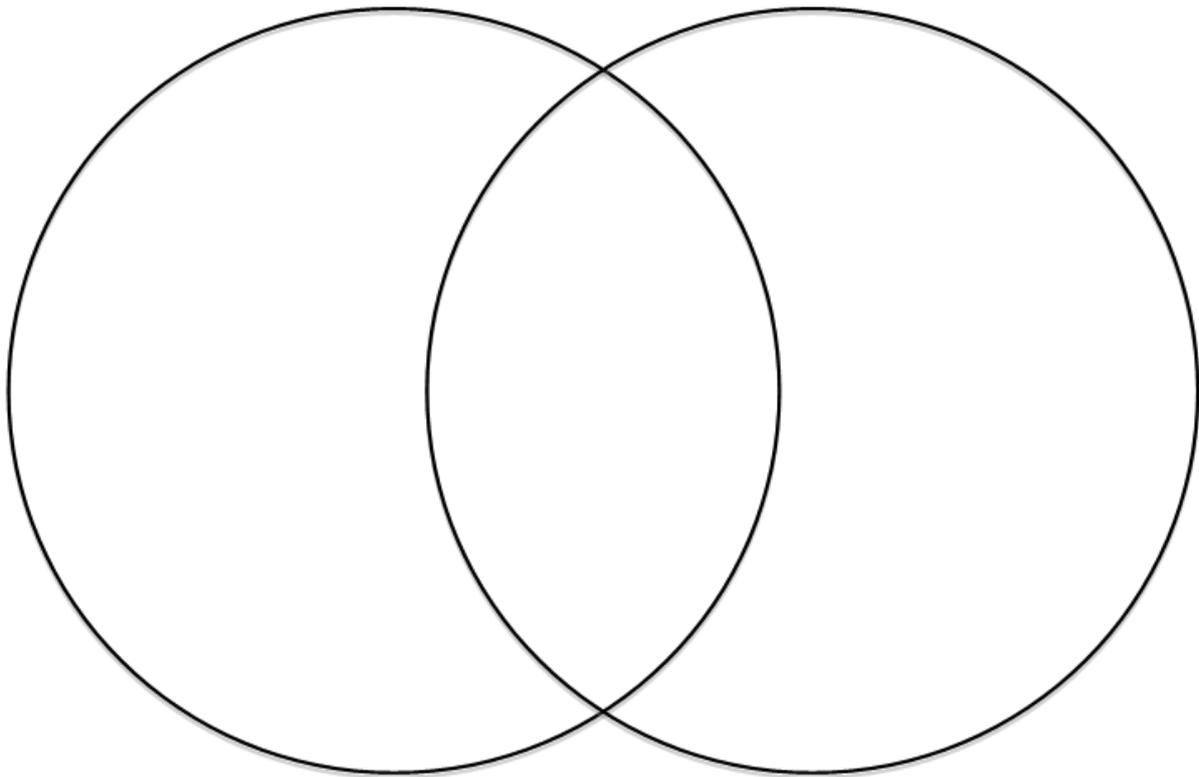
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4 Use your answers to the questions to complete the Venn diagram below.

Jobs for children 1858

Jobs for children today



5 Use the space below to plan your arguments for a class debate on the topic, 'Kids of today have it too easy – they should work harder for their pocket money'.

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## EPISODE CLIP: WORKING TOGETHER

### ACTIVITY 5: LIGHTS

Subthemes: Chores, business and employment; Inventions and electronic media

In this clip, we see Ben and Leck working by candlelight at night. Lighting is a basic aspect of life that has changed drastically over the course of Australia's history, reflecting advances in modern technology and science.

#### Discover

- As a class, ask students to think about lighting and how buildings and homes are lit today. Ask the students to think about sources of power and lighting in Ben's era. Ask students the following questions:
  - 1 How would it feel to walk around in a world without streetlights?
  - 2 How would this affect the way you would live and work at night-time?
- Ask students to research the history of lighting, focusing on the following questions to guide them:
  - 1 What type of lights would you find in houses in Ben's era?
  - 2 How bright are candles compared to modern electric lights?
  - 3 What different types of lighting have existed in Australia?
  - 4 When did lighting technology change?
  - 5 How might lighting change in the future?
- The following websites may be useful:
  - 1 The Institute of Engineering and Technology, 'Domestic Lighting', [www.theiet.org/about/libarc/archives/exhibition/domestic/index.cfm](http://www.theiet.org/about/libarc/archives/exhibition/domestic/index.cfm)
  - 2 Edison Tech Centre, 'The History of Electric Lighting', [edisontechcenter.org/Lighting.html](http://edisontechcenter.org/Lighting.html)

#### Reflect

- Ask students to create a history timeline of lights and lighting in Australia. Students could find or draw images of different lamps and lights from a variety of historical eras, writing a description about how and when each lamp was used and the power source.
- Alternatively, they may wish to use a timeline creator such as [timerime.com](http://timerime.com). This website tool provides a template for students to create an online timeline that allows for the inclusion of graphics and multimedia elements.
- Have students complete a 24-hour log of activities they might undertake in a typical day. Ask them to think about the following questions:
  - 1 How many of these activities are performed at night-time?
  - 2 How does the length of daylight in winter and summer affect these activities?
  - 3 What impact would the lack of electric lighting have on the activities they could complete in a typical day?

#### Download

Student Activity Sheet H.16.5 Lights



## Aligned resources

Edison Tech Centre, 'The History of Electric Lighting', [edisontechcenter.org/Lighting.html](http://edisontechcenter.org/Lighting.html)

The Institute of Engineering and Technology, 'Domestic Lighting',  
[www.theiet.org/about/libarc/archives/exhibition/domestic/index.cfm](http://www.theiet.org/about/libarc/archives/exhibition/domestic/index.cfm)

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

R4729 *Family life on the goldfields, 1895*

R5056 *Lamplighters in Sandford, 1962 - asset 1*

R5057 *Lamplighters in Sandford, 1962 - asset 2*



## Lights

1 First by yourself, then with a partner, answer the following questions:

a How it would feel to walk around in a world without streetlights?

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b How would this affect the way you lived and worked at night-time?

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2 Research the history of lighting, using these questions to focus your inquiry:

a What type of lights would you find in houses of Ben and Leck's era?

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b How bright are candles compared to modern electric lights?

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c What different types of lighting have existed in Australia?

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d When did lighting technology change?

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e How might lighting change in the future?

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3 Create a history timeline of lights and lighting in Australia. Find or draw pictures of different lamps from a variety of historical eras and include a description about how and when each lamp was used.





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**a** How many of these activities are performed at night-time?

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**b** How does the length of daylight in winter and summer affect these activities?

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## EPISODE CLIP: WORKING TOGETHER

### ACTIVITY 6: CLOCKS

Subthemes: Chores, business and employment; Inventions and electronic media; Relationships

In this clip, Ben and Leck fix the mechanism of a broken clock. Clocks and the ability to keep accurate time have been an important part of people's lives for hundreds of years.

#### Discover

- As a class, discuss with students what they know about the history of clocks.
- Ask students to research information on clocks by creating an A to Z glossary about clocks. Students should create entries about clock-related words beginning with each letter of the alphabet. Prompt their inquiry with the following questions:
  - 1 What are some examples of early clocks?
  - 2 What were some of the different uses for clocks in Ben's era?
  - 3 How has keeping accurate time been used to help navigate ships?
- The following websites may be useful:
  - 1 National Institute of Standards and Technology, 'A Walk Through Time', [www.nist.gov/pml/general/time/index.cfm](http://www.nist.gov/pml/general/time/index.cfm)
  - 2 National Maritime Museum, 'Astronomy and Time', [www.nmm.ac.uk/explore/astronomy-and-time](http://www.nmm.ac.uk/explore/astronomy-and-time)
  - 3 St Edmundsbury Borough Council, 'The Beginnings', [www.stedmundsbury.gov.uk/sebc/visit/beginnings.cfm](http://www.stedmundsbury.gov.uk/sebc/visit/beginnings.cfm)
  - 4 How stuff works, 'How Pendulum Clocks Work', <http://electronics.howstuffworks.com/gadgets/clocks-watches/clock.htm>
- In the clip, Ben and Leck are attempting to fix a pendulum clock. Have students research how a pendulum clock works. In a group, ask them to design and build an early sundial clock and time it for accuracy.
- Ask students to think about the following questions in their research:
  - 1 What are the main components of a pendulum clock?
  - 2 Why are the springs important?
  - 3 What role does the pendulum have in keeping time?
  - 4 In an era before electricity, what kept clocks running?

#### Reflect

- Ask students to draw the inside of a pendulum clock and label its major component parts. Students should also write a basic description of how a pendulum clocks works.
- As an extension activity, ask students to reflect on the accuracy of clocks today in comparison to the clocks of Ben's era. Have students time the length of different simple activities, such as tying their shoelace, running a ten-metre race or standing up from a sitting position. Students should use a variety of timing devices such as an egg timer, an analogue clock and a digital watch.



## Download

Student Activity Sheet H.16.6 Clocks

## Aligned resources

How stuff works, 'How Pendulum Clocks Work',

<http://electronics.howstuffworks.com/gadgets/clocks-watches/clock.htm>

National Institute of Standards and Technology, 'A Walk Through Time',

[www.nist.gov/pml/general/time/index.cfm](http://www.nist.gov/pml/general/time/index.cfm)

National Maritime Museum, 'Astronomy and Time',

[www.nmm.ac.uk/explore/astronomy-and-time](http://www.nmm.ac.uk/explore/astronomy-and-time)

St Edmundsbury Borough Council, 'The Beginnings',

[www.stedmundsbury.gov.uk/sebc/visit/beginnings.cfm](http://www.stedmundsbury.gov.uk/sebc/visit/beginnings.cfm)

## Useful resources from Education Services Australia

R6454 *'Strasburg' clock model by Richard Smith, 1887-89*

R9664 *Sydney Observatory's time ball, 1858*

R9666 *Cooke sun clock, 1924*

R9667 *Thomas Earnshaw's marine chronometer 520*

R11194 *Measuring time: the 24-hour clock - mathematics activities*

R11272 *Sundial - mathematics activities*



## Clocks

- 1 Research clocks to find a clock part that starts with each letter of the alphabet. Include examples of early clocks and clocks from the 19th century.

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	



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

**2** Research how a pendulum clock works. To help you, answer the following questions:

**a** Why are the springs important?

\_\_\_\_\_  
\_\_\_\_\_

**b** What role does the pendulum have in keeping time?

\_\_\_\_\_  
\_\_\_\_\_

**c** What are its major component parts?

\_\_\_\_\_  
\_\_\_\_\_

**d** In an era before electricity or batteries, how did a clock stay working?

\_\_\_\_\_  
\_\_\_\_\_

**3** Draw the inside of a pendulum clock and label its major component parts. Write a basic description of how a pendulum clock works.



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How a pendulum clock works:

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- 4 In a group, build an early sundial clock and time it for accuracy.
- 5 Think about the accuracy of clocks today in comparison to those of Ben and Leck's era. Using three devices, time how long it takes to do three simple activities. For example, use an egg timer to measure how long it takes to tie your shoes, or a digital watch to time how long it takes to drink a glass of water.

Timing device	Activity 1	Activity 2	Activity 3