

EPISODE 14 | 1878: HENRY

Unit focus: English

Year levels: 3–6

EPISODE CLIP: HENRY'S LIFE

ACTIVITY 1: FRANKLIN AND FRIENDS

Subthemes: Character; Entertainment and games; Relationships

Discover

- View the clip as a class, until the moment when the girl runs to join the two boys and Franklin says he is going to take her home. Ask the students to share what they have discovered about the three characters introduced so far, to help them to begin to think actively about the clip. You could ask:
 - 1 What is the name of each character?
 - 2 Are the boys friends? Why do you think this?
 - 3 What are the boys doing?
 - 4 What names do the boys want for the company they plan to start?
 - 5 What will the boys' company do? How do you know this?
 - 6 Who do you think the little girl might be? Why do you think this?
 - 7 Why do you think Franklin is going to take the girl home?
- View the entire clip. Work with the class to list the names of key characters on a whiteboard or large sheet of paper. Ask students to provide rich adjectives to describe each character and record these beside each character's name. Discuss how the filmmaker communicates important information about the characters to the audience. Look closely at costumes, actions, facial expressions, mannerisms and dialogue.
- Provide each student with **Student Activity Sheet E14.1: Franklin and friends**. Have them replay the clip as often as they wish in order to describe what three of the characters are doing and any actions that occur with other characters.

Reflect

- Seat students in a circle to facilitate the sharing of responses recorded on the **Student Activity Sheet E14.1 Franklin and friends**. As students take turns to share responses, have them identify the types of relationships they observe, for example, school friends, auntie and nephew, brother and sister, teacher and student.
- Have students collaborate with a partner to create a sociogram to represent relationships between characters. To do this, students write each character's name in a small separate circle, then draw arrows from one character circle to another to show relationships and write a word, phrase or sentence along each arrow to describe the relationship; for example, Franklin and Henry enjoy inventing things together.



- Play the clip again. As a class, discuss words and actions that provide information about the friendship between Henry and Franklin.
- Ask students to describe what the boys have in common and any differences between them. Have them suggest why Henry and Franklin might have different ideas about their planned company's name. Is the friendship an equal one or does one boy exert more power than the other? Replay the clip as necessary, to assist students to find evidence to support their ideas.

Download

Student Activity Sheet E14.1: Franklin and friends



Franklin and friends

1 Record information about three characters seen in this clip.

| Character's name | Character's actions | Character's relationships |
|------------------|---------------------|---------------------------|
| | | |
| | | |
| | | |

2 Choose one character from your list above. How is this character's life like yours?

EPISODE CLIP: HENRY'S LIFE

ACTIVITY 2: HENRY'S EXPULSION

Subthemes: Character; Relationships; Social order and education

Discover

- View the clip with the class, and have students work together in small groups to create a poster-sized mind map that explores all the things they find out about the children in the clip. Allow students to replay the clip as often as they want and model questions to encourage observation and analytical thinking. Questions could include:
 - 1 How old do you think the children in the clip might be?
 - 2 What do the children wear?
 - 3 What do you see children doing? Are they playing or working?
 - 4 Are all the children doing the same things?
 - 5 Do you think Franklin attends school? Why or why not? How do you know?
 - 6 What type of school do the children attend? How is it similar to or different from your own school?
 - 7 Who do the children live with? How is this similar to or different from the people who live in your own home?
 - 8 What kinds of tools and technologies do you see children using?
- Play the segment of the clip where you see the people seated at the table. Ask:
 - 1 Who are the people at the table? Have students identify each person by name.
 - 2 What do you think each person thinks about school?
- Ask students to watch the segment again, this time without sound. Have them observe the face of each person very carefully and ask: What do you learn about Henry and each of the adults by observing their facial expressions?
- Have each student complete **Student Activity Sheet E14.2: Henry's expulsion** to explore what the characters seated at the table think about Henry's expulsion.

Reflect

- Seat students in a circle to share the activity sheet responses. Have them explain what they believe each person thinks about the value of going to school, providing examples of what they saw or heard in the clip that gives information about each person's opinion.
- Discuss Henry's thoughts and feelings about school and work. Consider Henry's plans to set up a company with his friend Franklin, the ways he finds things out or learns outside school, his reaction when he is expelled from school and his comments when he sees Franklin working. How do you think Henry feels about school and work after a day of work at Muller's Saddlery? Give an example of something he says or does that tells you about how he is feeling, for example, he folds his arms and asks: 'Every day?'

Download

Student Activity Sheet E14.2: Henry's expulsion



Name: _____

Student Activity Sheet E14.2
Activity 2: Henry's expulsion

Episode 14 | 1878: Henry
Clip: Henry's life

Henry's expulsion

1 Why is Henry expelled from school?

2 Do you think Henry should have been expelled? Why or why not?

3 Watch and listen carefully to the part of the clip where Henry and the adults are seated at the table. List the ways each character shows what they are thinking.

| Character | What do you see that tells you what this character is thinking? | What do you <i>hear</i> that tells you what this character is thinking? | What does this character think about Henry being expelled from school? |
|-----------|---|---|--|
| Henry | | | |
| George | | | |
| Minna | | | |
| Karl | | | |

EPISODE CLIP: THE DOUGH MACHINE

ACTIVITY 3: TECHNOLOGY IN 1878 AND TODAY

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

Discover

- Ask students to use examples from the clip to respond to the following questions:
 - 1 In what year do you think this clip is set? (Inform students that it is set in 1878.)
 - 2 How old do you think Stanley might be?
 - 3 How does Stanley feel about school?
 - 4 Why is Stanley working in the bakery?
 - 5 How does Stanley feel about this work?
 - 6 Is Stanley pleased to see Henry and Franklin? Why or why not?
 - 7 What does Stanley think about the boys' inventions?
- Ask students to work with a partner and to use **Student Activity Sheet E14.3 Technology in 1878 and today** to list forms of technology they recall seeing in the clip. Allow them to replay the clip to check their memories, to add technologies they had not recalled and to record who uses the technology, whether it is used today and, if not, what if anything has replaced it.
- Students could use the internet to find out the ingredients and steps involved in making a loaf of bread. Display and discuss websites located by students, reminding them to think about which sites might be more reliable than others. Select two or three websites that provide simple recipes. Have students work in small groups to choose a recipe and create a flowchart of the bread-making process.

Reflect

- View the clip again and ask students to identify the part of the process that Henry and Franklin had not understood when they created their dough machine.
- In the same small groups, have students plan what they need to make a loaf of bread, using their flowcharts. Students may need help from home to bring in the utensils required and to purchase the ingredients listed on their shopping list. Have a class bake-off and tasting session.
- Ask each student to create two job advertisements, one for 1878 and one for today, that list the skills and qualities required to be a baker. Display the posters and have a class discussion about how students have used different features on their posters to highlight the requirements of the job.

Download

Student Activity Sheet E14.3: Technology in 1878 and today



Technology in 1878 and today

Work with a partner to list the tools and technology you can see in the clip. Include technology used in the bakery and at the saddlery. Who uses the technology? Is it used today? If not, what has replaced it?

| Type of technology | Who uses it? | Is it used today? | If not, what is used today? |
|--------------------------------------|--------------|-------------------|------------------------------|
| Example: <i>Large wooden bowl</i> | <i>Baker</i> | <i>No</i> | <i>Stainless steel bowls</i> |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

EPISODE CLIP: THE DOUGH MACHINE

ACTIVITY 4: AVOIDING INVENTION PROBLEMS

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

Discover

- Ask students to examine the still photograph that shows a labelled diagram of Henry and Franklin's 'spoon cranking dough churner'. As a class, identify features of the plan that help the boys to build the machine.
- Play the clip and direct students' attention to the way the boys use specific language and prior knowledge about other forms of technology to build the dough churner. For example, Franklin suggests a crank to turn the mechanism and Henry suggests they use beaters like those found on a butter churn.
- Henry tries to convince Stanley that his invention is the future, that there will soon be machines everywhere. How does Henry describe the machine? What else does he say to try to convince Stanley to agree to show the machine to his father?
- Stanley's father Cornelius is initially very pleased with the boys' invention. As a class, list the features and qualities that please Stanley's father. Have each student create a poster that could be enlarged as a billboard advertisement to highlight positive features of the dough machine.

Reflect

- Discuss Henry and Franklin's different views about avoiding problems with their inventions. Franklin is concerned about possible problems with their invention and says more than once that they should test its operation. What does Henry mean when he calls Franklin a 'wet blanket'?
- Ask students to view the clip again to find out when the boys first discover there is a problem with the invention. Have students complete **Student Activity Sheet E14.4 Avoiding invention problems** and record answers to the following questions:
 - 1 How do Henry and Franklin first realise there is a problem with the invention?
 - 2 What is the problem?
 - 3 Why did the problem occur?
 - 4 How could the boys have avoided this problem?
- What do you think Henry and Franklin should have learned about being inventors, based on their experiences with the dough machine and their previous inventions?
- Students could work with a partner to redesign the dough machine so that it works safely. Ask them to draw a labelled diagram to explain their ideas.

Download

Student Activity Sheet E14.4: Avoiding invention problems



Avoiding invention problems

1 How do Henry and Franklin first realise there is a problem with the invention?

2 What is the problem with Henry and Franklin's dough churning machine?

3 Why did this problem occur?

4 How could the problem have been avoided?

5 Write three rules to help an inventor avoid problems like the one Henry and Franklin experienced with the dough machine.

EPISODE CLIP: THE PENNY-FARTHING

ACTIVITY 5: CYCLING SKILLS

Subthemes: Inventions and electronic media; Transport

Discover

- Ask students to watch and listen carefully to help themselves to identify when and where the story takes place. Clarify the setting as a place in Sydney and the year as 1878. Locate Sydney on a map and have students calculate how many years have elapsed since 1878.
- Henry asks the owner of the penny-farthing, his former teacher George, how you balance on it. Ask students to think about the skills involved in riding a modern bicycle. Use **Student Activity Sheet E14.5: Cycling skills** to compare these with the skills required to ride a penny-farthing.
- George agrees when Henry notes that the seat looks uncomfortable. Henry suggests you could make a 'proper leather saddle with springs for this machine'. Have each student examine the still photo showing Henry's plan. Why do you think Henry includes labelled drawings in his plan?
- Henry tells his papa that trial and error is the best way to learn. Discuss whether Henry's father agrees. Ask students to provide evidence from the clip to support their ideas.

Reflect

- The owner is very proud of his penny-farthing and describes it as 'the transport of the future'. Ask students to respond to his claim – does this seem odd or funny to people today? Ask students why the penny-farthing didn't become the transport of the future.
- Later in the clip, George tells Henry he has created a magnificent and well-made saddle and he decides he might ride into town. Henry insists he tests it first. Ask students to explain why Henry now sees the importance of testing inventions. To help them respond, have them watch the end of the clip, focusing on the conversation between Henry and Franklin.
- Ask the class to examine the body language of Franklin and his sister. What information does it give you? Ask students why they think Franklin is unhappy with Henry.
- Play the clip to the class once more, and then ask each student to create a 'For sale' notice for a penny-farthing. Ask them to include a short written description of the vehicle and to use words and images to persuade people to buy this 'transport of the future'.

Download

Student Activity Sheet E14.5: Cycling skills



Cycling skills

- 1 Use this T-chart to compare the skills needed to ride a modern bicycle with the skills required to ride a penny-farthing.

| Bicycle riding skills | Penny-farthing riding skills |
|-----------------------|------------------------------|
| | |

- 2 Which bicycle would be easier to ride? Why?

- 3 Which one would be more fun to ride? Why?

EPISODE CLIP: THE PENNY-FARTHING

ACTIVITY 6: ANOTHER BUSINESS IDEA

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

Discover

- Ask students to explain what sort of business Henry's papa runs. Explain that it is a saddlery; that he works as a blacksmith creating objects from iron or steel by forging metal, and also works with leather to create saddles and seats for carriages and buggies. List keywords related to the business (such as blacksmith, forge, leather) on a whiteboard or large sheet of paper.
- Replay the clip. Challenge students to name the tool Henry's father gives him to help shape the saddle for the bicycle, and suggest students pay attention to other technology they observe in the clip. In particular, ask them to identify the tools and resources Henry and his father use to make the saddle, for example, anvil, fire, chisel, hammer, tacks, tongs, knives. Add keywords to the list.
- Henry's papa tells him he used to make saddles for rocking horses. Henry responds that making saddles for different vehicles is a family tradition. What does this tell you about the relationship between Henry and his father? Watch the clip again to find evidence of ways the father is helping his son to learn what is needed. Do you think Henry's father might want him to carry on the business? Why do you think this?
- As a class, refer to the later part of the clip, after Henry successfully makes the saddle, to help students to identify and record ideas Henry has for a new business. Ask each student to use **Student Activity Sheet E14.6: Another business idea** to draw and label the saddle and the materials used to make it, and to list and draw ideas and products Henry has in mind for a new business. Why might Franklin be so sceptical about Henry's ideas?

Reflect

- Students could work with a partner to research why the bicycle shown in the clip came to be known as a penny-farthing, and if this type of bike was always referred to as a penny-farthing. Have each pair of students report the findings to another group. Encourage students to ask questions of one another about how they verified their findings.
- Have students work in teams of four to create a large timeline showing key developments in bicycles, from those created about 1870 by James Starley based on the French boneshaker, to those of today. Ask each team to find out how the boneshaker's construction led to its name, and to include labelled diagrams of at least six different bicycles to highlight key technological advances that have occurred since 1870.
- As a class, discuss why the penny-farthing did not become 'the transport of the future'. Design a web page to advertise either an invention that could become 'the transport of the future' or the business Henry proposes.

Download

Student Activity Sheet E14.6: Another business idea



Another business idea

- 1 Draw the saddle made by Henry. Label the materials Henry used to make the saddle.

- 2 List the ideas Henry has for a new business after he makes the saddle for the penny-farthing. Then draw some of the products.



Name: _____

3 Explain why Franklin is so sceptical about Henry's ideas for a new business.

EPISODE CLIP: THE CHINESE DRAGON

ACTIVITY 7: SIGHTS AND SOUNDS

Subthemes: Celebrations; Culture; Customs and traditions

Discover

- Play the clip without vision. Ask students to make notes on **Student Activity Sheet E14.7: Sights and sounds**, listing all the different sounds they can hear, and then have them form groups of three to share and compare what they have recorded.
- After viewing the clip without watching the images, ask each group of students to agree about one thing they think will be seen in the clip, and to share this idea with the class. Ask students whose voices they can hear and whether they think the clip is set during the day or at night.
- Have each student use the storyboard on **Student Activity Sheet E14.7: Sights and sounds** to draw four moving image scenes they think will accompany the clip's soundtrack.
- Replay the clip, this time with both sound and moving images. Encourage students to share anything that surprised them.
- Ask the class to explain what is being celebrated, to identify the people who are celebrating and to describe ways they see and hear people celebrating. Encourage them to provide examples from the clip to support their ideas, paying close attention to all the different customs and traditions that can be seen such as clapping, Chinese dragon, lanterns and music.

Reflect

- As a class, discuss the role played by Henry in this celebration. Why do you think he is involved? What have Henry and Franklin invented that is part of this Chinese New Year celebration? Is this invention a success? How do you know? What do you think the invention might symbolise?
- Assist the class to list celebrations they know about today that they have been reminded of by the clip. Accept all responses to build up a comprehensive list of celebrations from across cultural, ethnic or religious groups. Create a class chart that identifies each celebration, who celebrates it and why it is celebrated. For example:
Birthday – celebrated by people of many cultures – to mark the anniversary of a person's birth

Download

Student Activity Sheet E14.7: Sights and sounds



Sights and sounds

- 1 Play the clip without watching the images. Listen carefully to the different sounds you can hear and fill in the table below. Use the sounds to predict what you will see.

| List three things you think you will see in the clip. | Why do you think you will see these things? Give an example from the sounds you heard to support your idea. |
|---|---|
| _____ _____ _____ | _____ _____ _____ |
| _____ _____ _____ | _____ _____ _____ |
| _____ _____ _____ | _____ _____ _____ |

- 2 Whose voices can you hear?

- 3 Do you think the clip is set during the day or the night? Why do you think this?



Name: _____

- 4 Draw four moving image scenes you think will accompany the soundtrack of this clip.

| | |
|--|--|
| | |
| | |

EPISODE CLIP: THE CHINESE DRAGON

ACTIVITY 8: CELEBRATING CHINESE NEW YEAR

Subthemes: Celebrations; Customs and traditions; Multiculturalism

Discover

- After watching the clip, have students work in groups of three to list the main events, thinking about what happened, why and to whom. Have each group agree on a title they would give the clip based on the events they have listed, and then as a class discuss and record the key events in the clip.
- Display a large Y-Chart with the topic 'Chinese New Year' and the focus questions:
 - 1 What does Chinese New Year look like?
 - 2 What does Chinese New Year sound like?
 - 3 What does Chinese New Year feel like?
- Replay the clip several times, asking students to observe and listen carefully so that each student can contribute information to the class Y-chart.

Reflect

- Ask students to research the significance of Chinese New Year. Encourage them to find out who celebrates it, when it is celebrated and how it is celebrated. The websites below may assist their research.
 - 1 About Australia, 'Australian Stories: Chinese New Year', <http://australia.gov.au/about-australia/australian-story/chinese-new-year>
 - 2 About Australia, 'Australian Stories: The Changing Face of Early Australia', <http://australia.gov.au/about-australia/australian-story/changing-face-of-early-australia>
 - 3 Asia Education Foundation, <http://www.asiaeducation.edu.au/default.asp>
 - 4 Asia Society, 'The China Game', <http://asiasociety.org/node/8688>
- Invite a person from the Chinese community to speak about how Chinese New Year is observed and celebrated both in the past and today in Australian culture.
- Ask students to use **Student Activity Sheet E14.8: Celebrating Chinese New Year** to record their discoveries about Chinese New Year. A describing wheel is a graphic organiser that encourages students to describe facts and ideas relating to a topic. The wheel has a place for the topic in the centre, surrounded by spokes in which students can record facts and ideas.

Download

Student Activity Sheet E14.8 Celebrating Chinese New Year



Aligned resources

About Australia, 'Australian Stories: The Changing Face of Early Australia', <http://australia.gov.au/about-australia/australian-story/changing-face-of-early-australia>

About Australia, 'Australian Stories: Chinese New Year', <http://australia.gov.au/about-australia/australian-story/chinese-new-year>

Asia Education Foundation, <http://www.asiaeducation.edu.au/default.asp>

Asia Society, 'The China Game', <http://asiasociety.org/node/8688>



Celebrating Chinese New Year

- 1 Research and discover more about the traditions of Chinese New Year. You could use the internet and books to find information.
- 2 Write some facts and ideas about Chinese New Year between the spokes of the describing wheel below.

