



EPISODE 13: 1888: VICTORIA

Unit focus: History

Year level: Years 3–6

History: teaching strategies

The Australian curriculum: History

The national history curriculum will be based on the interrelationship between historical knowledge, understanding and skills.

The history curriculum across Years 3–6 ask students to address four focus questions:

- 1 What do we know about the past?
- 2 How did Australians live in the past?
- 3 How did people live in other places?
- 4 How has the past influenced the present?

Historical knowledge and understanding

- **Historical significance:** The principles behind the selection of what should be remembered, investigated, taught and learned ...
- **Evidence:** How to find, select and interpret historical evidence ...
- **Continuity and change:** Dealing with the complexity of the past. This involves the capacity to understand the sequence of events, to make connections by means of organising concepts ...
- **Cause and consequence:** ... the ways that the legacy of the past shapes intentions and the unintended consequences that arise from purposeful action ...
- **Historical perspectives:** The cognitive act of understanding the different social, cultural and intellectual contexts that shaped people's lives and actions in the past ...
- **Historical empathy and moral judgement:** The capacity to enter into the the world of the past with an informed imagination and ethical responsibility ...
- **Contestation and contestability:** Dealing with alternative accounts of the past. History is a form of knowledge that shapes popular sentiment and frequently enters into public debate ...
- **Problem solving:** Applying historical understanding to the investigation, analysis and resolution of problems ...

Students will develop historical skills which include:

- using common historical terms for describing time and sequencing events and developments in chronological order
- asking questions, finding relevant answers, and constructing informed responses
- developing a basic understanding of how evidence can be used to provide historical explanations
- developing appropriate techniques of organisation and communication.

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EPISODE CLIP: CHILDREN'S GAMES

ACTIVITY 1: COMPARING GAMES

Subthemes: Chores; business and employment; Entertainment and games

In 1888, games played by children were different to those played today. Toys were handcrafted and many were homemade. Families that relied on a meagre income didn't spend on lavish toys. Children played many imaginary and 'made up' games outdoors.

Victoria and her siblings enjoy playing together under the Moreton Bay fig tree. Although their resources are limited, they invent games and enjoy each other's company.

Discover

- Encourage students to recall games they play in the schoolyard and games they play indoors. Create a mindmap of games. Use an online encyclopedia, or search the internet, for a list of traditional games before you commence.
 - 1 What are the traditional games children play in the clip?
 - 2 What are some traditional games your parents or grandparents have taught you?
 - 3 Discuss and list other traditional games. Use the list you created to generate ideas.

Reflect

- Create a comparative table with traditional games on one side and contemporary games on the other. Discuss with the class the differences between traditional and modern games played by children.

Download

- Student Activity Sheet H13.1: Comparing games

Useful resources from The Le@rning Federation

R2489 Boys playing marbles at school in 1925
R2490 Girls playing hopscotch at school in 1925
R4195 Games table, c1880
R4408 Gold diggings board game, c1855

ACTIVITY 2: TRADITIONAL GAMES

Subtheme: Entertainment and games

The concept that traditional games have a place in history and in our daily lives can be explored through a series of questions. Ask students to research the origins and rules of three traditional games.

Discover

- Open questions: Ask students to research and respond to the following questions:
 - 1 Can you find out who invented these three traditional games?
 - 2 How inclusive are the games you researched?
 - 3 When and where can these games be played?



- 4 Why do these games stand the test of time?
- 5 Each group can share and compare their answers.

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- Student Activity Sheet H13.2: Looking at traditional games

ACTIVITY 3: CONTEMPORARY GAMES

Subtheme: Entertainment and games

The concept that modern games have a place in our daily lives can be explored through open-ended questions to help generate answers from students in groups.

Discover

- Open questions: Ask students to research the origins and rules of at least three contemporary games.
 - 1 Why were contemporary games invented?
 - 2 How inclusive are these games?
 - 3 When and where can these games be played?
 - 4 Will these games stand the test of time?
 - 5 Each group can share and compare their answers.

Reflect

- Compare and contrast answers from the open-ended questions on traditional and contemporary games. List the characteristics of both traditional and contemporary games using a Venn diagram. These can be about traditional, commonalities and modern games.

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- Student Activity Sheet H13.3: Contemporary games
- Student Activity Sheet H13.4: Finding things in common

EPISODE CLIP: VICTORIA'S FAMILY SUPPER

ACTIVITY 4: THE 'IT GIRLS'

Subthemes: Fashion; Gender roles and stereotypes

Character profiling can highlight the historical significance of a person's attire. Costumes, work attire and everyday clothing are the pictorial benchmark of an era.

Focus discussion on the characteristics of the Owen girls and the members of Victoria's family. Also note some of the other characters in the episode, for example, Miss Müller. The pop culture idea of an 'It girl' can help students understand why the focus on clothes is important in determining historical status.

Discover

- What makes an It girl in 1888?



Reflect

- Ask students to create character profiles using names, birthdates, descriptions and clothing from 1888. Websites to use include:
 - 1 Picture Australia, <http://pictureaustralia.org/trail/fashion+trail>
 - 2 Eureka Council, <http://www.eurekacouncil.com.au/Australian-Culture/australian-fashion.htm>
 - 3 Victorians Fashion Australia, <http://www.ulladulla.info/fhc/vicfashions.htm>
 - 4 Collections Australia: <http://www.collectionsaustralia.net/collections>
- Students create a character profile using different software programs.

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- Student Activity Sheet H13.5: Historical character profile

Useful resources from The Le@rning Federation

R6515 Woman's shoe by Joseph Box, c1890

R6517 Barrette boot by Joseph Box, 1896

ACTIVITY 5: MANNERS AND MANORS

Subtheme: Social order and education

The Owen family and Victoria's family appear to live the same life, but what may lie within vastly different. Their houses and family dynamics are different. Discuss these differences and come up with a Social Status Ladder depicting the social expectations of people living in 1888.

Discover

- Who is at the top of the social status ladder in 1888, and who is at the bottom? Provide reasons why this was the case. Once you have created a social status list, ask students to list the expectations of children for each of the rungs on the social status ladder, including manners, dress code, education and chores. See Sovereign Hill Education, <http://sheducationcom.ascetinteractive.biz/?id=teachers>

Reflect

- Create a Social Status Pyramid. This is a visual representation that students use to depict the social divide in Australia in 1888 based on information from your discussion.

Download

- Student Activity Sheet H13.6: Social pyramids

ACTIVITY 6: FOOD FOR THOUGHT

Subthemes: Food; Social order and education

Self-sufficiency is depicted in the story of Victoria's family through the freehold they maintain in their backyard. What they grew and nurtured is what they ate.



Discover

- 'What is in their garden and what is in your garden?' A comparative look at the type of food available in 1888 and in present times. Discuss the contents of Victoria's family garden. Using an A3 sheet of paper divided into four parts labelled:
 - 1 Garden
 - 2 Store bought
 - 3 Livestock
 - 4 Other.
- Ask students to write the type of food grown, commodities available for purchase, livestock kept in residential areas and other items necessary for life in 1888.
- Make a similar poster to depict where and how students obtain their food today.

Reflect

- 'What are the obvious differences in food origins and food consumption between the two eras?'

Download

- Student Activity Sheet H13.7: Where does food come from?

ACTIVITY 7: WORKING WOMEN

Subthemes: Chores, business and employment; Gender roles

Discover

- What was the common view of women going to work in the 1880s? Research what employment women undertook in 1888. Compare the types of employment to the careers of women today.

Reflect

- View the clip and ask students to listen to the attitude of Victoria's mother to Miss Müller working. Ask them to create two journal entries: one for a day in the life of Miss Müller and one for a day in the life of Victoria's mother.
- Students compare these to a day in the life of their own mother or female relative.

Download

- Student Activity Sheet H13.8: Women's roles in 1888

Useful resources from The Learning Federation

L370 Dorothy Griffin: great Australian women

R3901 Suffragette pioneer Mary Lee, c1895

L9817 The women's story

R10504 Women' suffrage in Australia



EPISODE CLIP: THE HORSE AND CARRIAGE

ACTIVITY 8: THE HORSE BEFORE THE CARRIAGE

Subtheme: Transport

The horse-drawn carriage was used as early as the 1600s in Europe. It was a basic cart on wheels, which made for a very uncomfortable ride. By the 1700s, carriages were made with better suspension, interiors and shelters. Those who couldn't afford a coach walked. In the late 1800s in Australia, coaches varied from very basic to very comfortable, depending on what a family could afford.

The horse-drawn carriage is the main mode of transport depicted in Episode 13: Victoria: 1888.

Discover

- Students research the development of the horse-drawn carriage as a transport vehicle and create a digital photo story (biopic). Students can use a software program to complete this task.
- Some helpful websites include:
 - 1 Powerhouse Museum,
http://www.powerhousemuseum.com/collection/database/search_tags.php?tag=horse+drawn+carriage
 - 2 A brief history of the automobile,
http://www.uniquecarsandparts.com.au/heritage_automobile.htm
 - 3 Department of Transport Victoria,
<http://www.transport.vic.gov.au/doi/internet/transport.nsf/allDocs/RWPE06934B7A6094C844A256AFD001C4975?OpenDocument>

Useful resources from The Learning Federation

L675 The Cobb & Co coach
R2824 A Cobb and Co coach, c1909
R3380 Cobb and Co coach on the Sydney road, 1850s
R3591 Mail coach, 1884–1917

ACTIVITY 9: HORSES FOR COURSES

Subtheme: Transport

Discover

- The horse and carriage industry is still operating in Australia. Complete an Internet search and help students locate where carriages are being used. Utilise some of these examples to help students create a mini-compendium.
- Students work in small groups to create a mini-compendium: 'Ten modern uses for the horse and carriage.'

Reflect

- Students are encouraged to think about the 'real life' utilisation of a horse-drawn carriage in today's society. Students are prompted to be innovative in designing the modern day version of this mode of transport.



Download

- Student Activity Sheet H13.9: A horse or a carriage?

ACTIVITY 10: COBB & CO

Subtheme: Transport

Discover

- The horse and carriage industry in Australia was exemplified by Cobb & Co. Complete an internet search and help students find information about the foundation of this company and its impact on transport and exploration in the 19th century.

Reflect

- Students work in small groups to create a newspaper advertisement for Cobb & Co that could have been published in 1888. Make sure students consider effective layout of information, text and image. They should also design the advertisement for readers of the time.
- Alternatively, the students could design an advertisement for the use of Cobb & Co coaches in today's society.

Download

- Student Activity Sheet H13.10: Can I sell you a carriage ride?

EPISODE CLIP: TREASURED OBJECTS

ACTIVITY 11: TIME CAPSULE

Subtheme: Customs and traditions

Invite students to make a list of all of the items Victoria and her siblings gathered together and list where they hid them.

Discover

- Why are these objects important to this time? As a class discuss what each object says about the belief or superstitions in 1888. Find out where this belief in hiding objects for luck may have originated?

Reflect

- Students take photos of eight items they would place in their own time capsule. They create a box to hold the pictures and add a letter explaining why these objects were chosen.

Download

- Student Activity Sheet H13.11 List all the hidden items



ACTIVITY 12: AN INDIGENOUS HISTORY

Subthemes: Beliefs; Indigenous perspectives

Victoria sees an Indigenous girl dressed in white. She is present at the tree and beside the creek with her mother or grandmother. The significance of her being there is unexplained in the episode.

Discover

- Indigenous Australians are important in the historical puzzle. Research Australian Indigenous history and find accounts that document what was happening at this time. Discuss with students what life was like for Indigenous children and how their lives may have differed from Victoria's childhood.

Reflect

- Ask students to give voice to the Indigenous girl and write a diary entry on how she viewed Victoria and her siblings that day at the creek.

Download

- Student Activity Sheet H13.12: Diary entry

Useful resources from The Learning Federation

L5205 Making a difference: Barak

R6645 The dawn of art, 1880s

R9158 Lousy Little Sixpence, 1982: Like one big family

R11298 Wurundjeri people and the settlers of Port Phillip and beyond

Aligned resources

A brief history of the automobile, 'Unique cars and parts',

http://www.uniquecarsandparts.com.au/heritage_automobile.htm

Collections Australia Network, 'Australian cultural collections online',

<http://www.collectionsaustralia.net/collections>

Department of Transport Victoria, 'History of trams trains and buses',

<http://www.transport.vic.gov.au/doi/internet/transport.nsf/allDocs/RWPE06934B7A6094C844A256AFD001C4975?OpenDocument>

Eureka Council, 'Australian fashion', <http://www.eurekacouncil.com.au/Australian-Culture/australian-fashion.htm>

Museum Victoria, 'Royal Exhibition Building', <http://museumvictoria.com.au/reb/history/site-of-two-world-fairs>

— 'The Biggest Family Album in Australia', <http://museumvictoria.com.au/bfa>

National Library of Australia, 'Picture Australia', <http://pictureaustralia.org/trail/fashion+trail>

Powerhouse Museum, 'Horse drawn carriage'

http://www.powerhousemuseum.com/collection/database/search_tags.php?tag=horse+drawn+carriage

Sovereign Hill, 'Sovereign Hill Education', <http://sheducationcom.ascetinteractive.biz/?id=teachers>

Victorians Fashion Australia, 'Australian history', <http://www.ulladulla.info/fhc/vicfashions.htm>

Wikipedia, 'List of traditional children's games',

http://en.wikipedia.org/wiki/List_of_traditional_children's_games



Useful resources from The Le@rning Federation

L370 Dorothy Griffin: great Australian women

L675 The Cobb & Co coach

L5205 Making a difference: Barak

L9817 The women's story

R2489 Boys playing marbles at school in 1925

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R3591 Mail coach, 1884–1917

R3901 Suffragette pioneer Mary Lee, c1895

R4195 Games table, c1880

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R4408 Gold diggings board game, c1855

R4408 Gold diggings board game, c1855

R6645 The dawn of art, 1880s

R9158 Lousy Little Sixpence, 1982: Like one big family

R10504 Women' suffrage in Australia

R11298 Wurundjeri people and the settlers of Port Phillip and beyond



Looking at traditional games

- 1 Choose three games from the list created on Student Activity Sheet H13.1 to answer the following questions relating to the topic traditional games.

Questions	Game 1	Game 2	Game 3
Can you find out who invented these traditional games?	Cat's Cradle	Rock Paper Scissors	Simon Says
Why do these still games exist?			
How inclusive are these games?			
When and where can these games be played?			
Why have these games stood the test of time			

- 2 Share and compare your answers with other students.



Contemporary games

- 1 Choose three games from the list created on Student Activity Sheet H13.1 to answer the following questions relating to contemporary games.

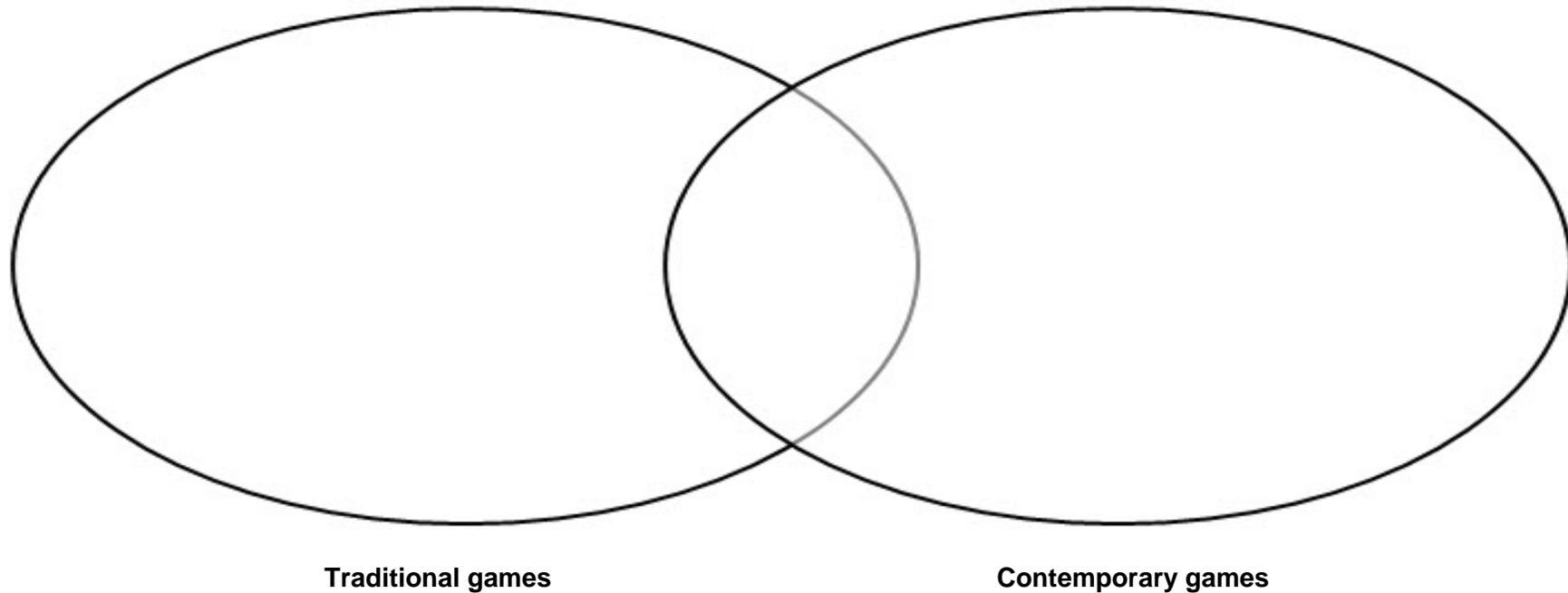
Questions	Game 1	Game 2	Game 3
Why were contemporary games invented?			
How inclusive are these games?			
When and where can these games be played?			
Why do these games stand the test of time			

- 2 Share and compare your answers with other students.



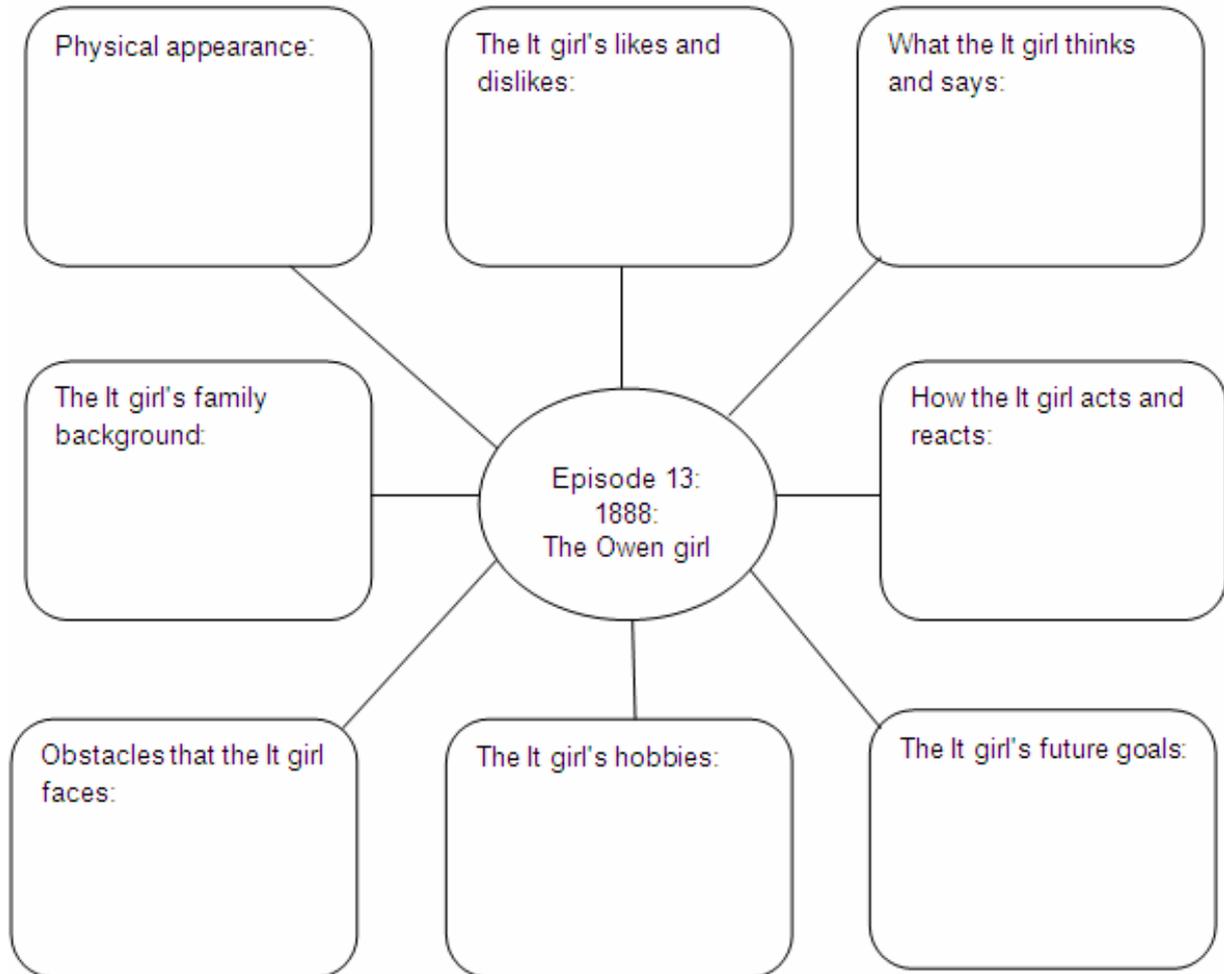
Finding things in common

- 1 Write the features of traditional games and contemporary games in the appropriate shapes.
- 2 List the features common to traditional and contemporary games in the space where the shapes overlap.





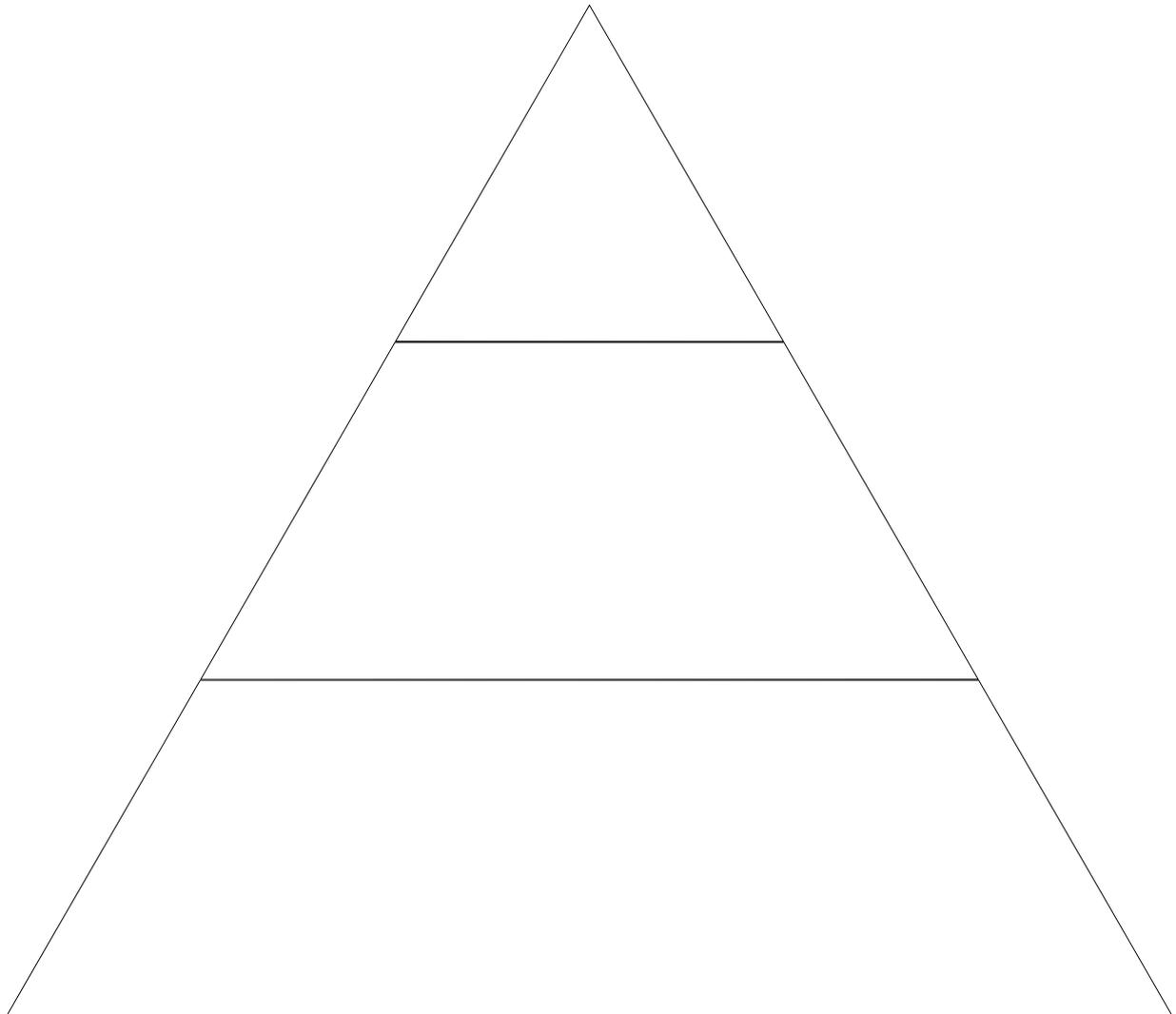
Historical character profile





Social pyramids

Social status pyramid of Australia in 1888: Fill in the pyramid with information and pictures of the types of people you feel would relate to a particular social class.





Where does food come from?

What are the commonalities and differences between food origins of 1888 and 2010?

Food origins	Commonalities: 1888–2010	Differences: 1888–2010
Garden		
Store bought		
Livestock		
Other commodities		



Women's roles in 1888

Journal entries: A day in the life of ...

- 1 Write reflective journal entries from the point of view of Miss Müller and Victoria's mother in Episode 13. They are two very different characters. Think about their lifestyles and make reference to events that occur in their daily lives.

Victoria's mother

Miss Müller

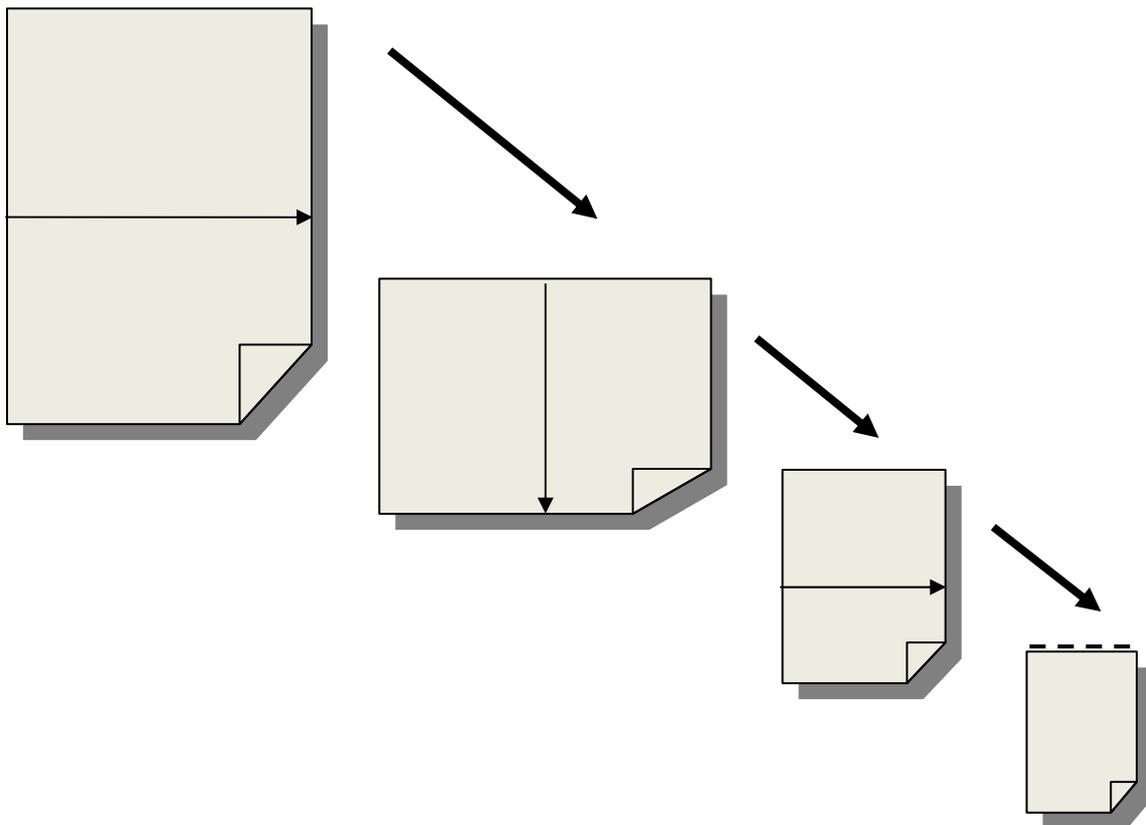


A horse or a carriage?

Create a mini-compendium and include ten modern uses for the horse and carriage. Each page of your mini-booklet must include a diagram and information about the use of a horse and carriage in modern times.

Make the booklet using the following instructions:

- 1 Fold an A3 sheet of plain paper in half
- 2 Fold it in half again to make quarters
- 3 Do one last fold in half to make eighths.
- 4 Cut along the fold lines at the top of the booklet and staple the spine.





Name: _____

Student Activity Sheet H13.10
Activity 10: Cobb & Co

Episode 13: 1888: Victoria
Clip 3: The horse and carriage

Can I sell you a carriage ride?

Create an advertisement for Cobb & Co Coaches in 1888. Look at newspaper advertisements of the late 1800s as a guide. Your advertisement must reflect the era of late 1800s, and be Australian in style, text and layout.



List all the hidden items

Make a list of the items hidden by Victoria and her siblings. Make a note of why you think each item was chosen to be hidden.

Hidden object	Why I think this object was chosen



Diary entry

The Indigenous girl sat on the banks of the river and watched Victoria and her siblings intently. She wondered what they were up to. In a diary entry she puts her thoughts down on paper. Pretend you are the Indigenous girl writing a reflection on how you got to the riverbank and what you witnessed.

Dear Diary,
