

EPISODE 12: 1898: ROWLEY

English: teaching strategies

Unit focus: English

Year level : Years 3–6

The Australian curriculum: English

The national English curriculum is based on three interrelated strands:

- **Language:** Knowing about the English language ...
- **Literature:** Understanding, appreciating, responding to, analysing and creating literature ...
- **Literacy:** growing a repertoire of English usage ...

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EPISODE CLIP: 1,000 GOOD DEEDS

ACTIVITY 1: ESTABLISHING TIME AND PLACE

Subtheme: Language and scripting

Discover

- Before viewing the clip, explain to students that this is the opening scene of the episode. As a class, discuss the purpose of the opening scene in a film text, or the opening chapter or paragraphs in a novel or short story. What does the storyteller as filmmaker, or author, usually do at the beginning of their story?
- Make a list of key elements that students see as important in setting the scene at the beginning of a story. They could include character introductions, location, time, and objects of significance to the story. Encourage students to give examples from familiar texts where possible.

Reflect

- Brainstorm a class list of ways a filmmaker might provide information to the viewer, including camera, dialogue, acting, costumes, lighting, props and location. Explain to students that the activity focus is not on the characters and the overall story, but on how the filmmaker has created the time of day, era or historical period, and the setting or place for the story.

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- Student Activity Sheet E12.1: The opening scene

ACTIVITY 2: EDUCATING BOYS

Subtheme: Culture; Social order and education

Discover

- Rowley and Tom Müller are watching the college students practise marching with wooden rifles. They discuss the amount of money it costs to send boys to a college school and what they get for their money, for example, cricket equipment.
- As a class discuss the difference in education systems in 1898 and today. What opportunities for education existed then? Were there advantages in attending a private school? Who attended these schools? View the clip and discuss the type of education available to Rowley and Tom. Also research how girls of that era were educated and what subjects they were taught.



Reflect

- Ask students to research statistics on children's education in 1898 and compare this data to today's statistics. They should examine the number of children educated, and their age, gender and school level reached, among other facts. Findings can be presented as a number of graphs comparing data. Students could interpret these graphs in a report on 'The state of schooling today compared with 1898'.

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- Student Activity Sheet E12.2: The state of education

ACTIVITY 3: PRACTISING FOR WAR

Subthemes: Australians at war; Historical events

Discover

- In this clip, the college students are marching to practice for real wars. At this time the British Empire was involved in numerous conflicts around the world, particularly in Africa, the South Pacific and South America.
- At the start of the Boer War (1899–1902), the Australian colonies offered troops as part of the British Empire contingent. Of the 16,000 Australians who served in the Boer War, 282 died in action or from wounds sustained in battle, 286 died from disease and another 38 died of accidents or other unknown causes. Six Australians received the Victoria Cross in South Africa and many others were decorated.
- A good source of information is the Australian War Memorial website, <http://www.awm.gov.au/atwar/boer.asp>

Reflect

- Look at the reasons for the Boer War and, as a class, discuss why Australians still believed they were more British than Australian at the time. Research some of the known identities, such as Breaker Morant and Captain Howse, who fought in this war.
- Ask students to write a short biography for a known or unknown soldier who fought in the Boer War. The story of this soldier should start from the practice march of the college students on the day that Rowley spied on them.

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- Student Activity Sheet E12.3: War heroes



EPISODE CLIP: EARLY PHOTOGRAPHY

ACTIVITY 4: PICTURING THE STORY

Subthemes: Art, music and literature; Historical events; Inventions and electronic media

Discover

- As a class, search for early photographs, paintings or prints of this era and select 12–20 that are significant. The images could include people, buildings, machines, landscape, interiors or pets. Each picture has a story to tell. Call on individual students to explain to the class what they feel the picture is about.
- Use these websites for reference:
 - 1 Google Images,
<http://images.google.com.au/images?hl=en&source=hp&q=1890s+fashion&gbv=2&aq=0&oq=1890s/>
 - 2 Library of Congress, 'Around the World in the 1890s',
<http://memory.loc.gov/ammem/wtc/wtchome.html>
 - 3 Picture Australia,
<http://www.pictureaustralia.org/apps/pictureaustralia?term1=1890s&Submit=search&action=PASearch&attribute1=any+field&mode=search>

Reflect

- Students are asked to select six images from the class collection, or from their own research. They are to assume a connection between them and arrange them as a storyboard of six frames. When they have completed the arrangement, they can write their story as a text, which sits below each frame, as in a story book. These can be displayed electronically, or as hard copy.

Download

- Student Activity Sheet E12.4: Storyboard

ACTIVITY 5: GOOD DEEDS

Subtheme: Chores, business and employment

Discover

- As a class, define what the meanings of 'good deeds' and 'bad deeds' are. Make a list of good and bad deeds on a chart. Discuss with students why they feel that good deeds are actually best for people to do and receive. Examine why Rowley believes that by doing 1,000 good deeds his father will return to the family. Is this a superstition? What are some other superstitions students know of?

Reflect

- Ask students to prepare a 'Journal of good deeds' where they list 100 good deeds that they could do for others. It should not take longer than a month to complete all the deeds. During the course of the month the students should document their experiences in their journal. When they complete each good deed they should have the person they did it for, or another adult or older child, sign against it in their journal. At the end of the month, the class can compare and evaluate their experiences and the kinds of good deeds that were done.

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- Student Activity Sheet E12.5: A journal of good deeds

EPISODE CLIP: FOUNDING THE ALP

ACTIVITY 6: THE AUSTRALIAN LABOR PARTY (ALP)

Subtheme: Culture; Currency; Politics

Discover

- Ask students to reflect on what they found out about the formation of the Australian Labor Party (ALP) from viewing the clip. They should respond to the following questions:
 - What historical information was presented?
 - How did the filmmaker present this information to the audience?
- Ask students to reflect on what they saw and heard in the clip, particularly the way the characters interact, and discuss pertinent issues.

Reflect

- As a class, discuss what point of view (POV) the clip presents regarding the actions of the ALP to support workers' rights.
- Ask students to pretend they are either a worker or an employer in 1898. Have them design and create a half-page flyer that advocates for or against workers' rights. They should use text and images to explain their POV. The episode stills could be useful for this activity.

Download

- Student Activity Sheet E12.6: A point of view

ACTIVITY 7: BEING LITERATE

Subthemes: Gender roles and stereotypes; Social order and education

Discover

- In this clip, Rowley is surprised to learn from his mother that his father could neither read nor write. Ask students to discuss the implications for Rowley's family of his father's illiteracy? What does literacy enable one to do?

Reflect

- In Australia at this time, universal education was becoming a reality for working-class children. It was a time when there was a call for public education. Ask students to write a letter to the editor of an 1898 newspaper, advocating universal education. In the letter, they should state the reasons why they believe everyone deserves the right to be taught to read and write. They may cite examples of stories from the *My Place* series to support their argument.

Download

- Student Activity Sheet E12.7: Reading and writing

ACTIVITY 8: HERO OR BREADWINNER?

Subthemes: Character; Social order and education

Discover

- As a class, discuss what Rowley's mother might have meant when she told him, 'Heroes don't put food on the table.'
- Ask students to think about this and what it may mean for the way the story is being told so far? Have students answer these questions:
 - 1 What constitutes a hero?
 - 2 Was Rowley a hero? Why or why not?
 - 3 Why do some people think that Rowley's father is a hero?
 - 4 Do you think he is a hero? Why or why not?
- Ask students to explain why they think Rowley's mother is so angry with her husband. Have students think about and look for clues in the clip that might explain how she is providing for her family now that her husband has gone.

Reflect

- Write a dialogue between Rowley's mother and the brickworks' manager, describing the effects of the absence of her husband on her family during the past few years. Have the manager take the point of view that he is not responsible for their problems.
- Students could also research what support would be available for a single parent supporting their family today and compare these support systems with what was available in 1898. Have students think about why these conditions may have changed over the past 100 years.

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- Student Activity Sheet E12.8: Supporting the family

EPISODE CLIP: WORKERS' RIGHTS

ACTIVITY 9: WHAT'S THE PROBLEM?

Subthemes: Relationships; Social order and education

Discover

- Ask students to identify the focus of this clip. Have them identify what they think the main issues are. Create a class chart listing the identified issues and the evidence from the clip that describes them.

Reflect

- Have students pretend to be Rowley and write a diary entry summarising his day as seen in this clip. What was the main thing that happened to him and how do you think he feels about what he found out? Why is this day so important to him? Encourage students to empathise with Rowley and explain his feelings.

Download

- Student Activity Sheet E12.9: Rowley's diary

ACTIVITY 10: WORKERS' HEALTH

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

Discover

- As a class, discuss the health problems for workers at the brickworks. What is happening to them? How do we know this is happening? Have students view the clip again and look for specific information. Some examples include the man coughing in the opening shot and Rowley's conversation with his mother.
- Ask students to find out:
 - What did Rowley's father do for a living?
 - What happened to Rowley's father as a result of this work?
 - What eventually happened to him and what impact did it have on his life?
 - What does this mean for his family?

Reflect

- Have students reflect on what measures could be taken to fix the situation for Rowley's dad. Students could take part in a debate where they present arguments for and against the case for workers' entitlement. Issues for debate could include sick leave, holiday leave and workers' compensation for work-related illnesses (such as respiratory illness due to the brick dust from the brickworks). Ask students to research more contemporary examples where workers' rights have been ignored.

- Ask students to design a poster depicting the danger of working in a mine. Discuss the characteristics of a good poster. As a modelled class activity, analyse examples of different posters, identifying the generic structure and key features of an effective poster. How are the slogan, subheading, images and body text used to communicate their intended message?

Download

- Student Activity Sheet E12.10: Rights and wrongs

ACTIVITY 11: LETTER TO THE EDITOR

Subtheme: Chores, business and employment

Discover

- Ask students to view the clip and list all the information provided about the issues of workers' health and unsafe working practice at the 1898 brickworks. The information is given in a variety of ways, so they need to listen and watch carefully. Ask them to list each issue they find and discuss them as a class.
- Introduce students to the TLF digital resource L336 'Letters to the Editor, 2009: community disagrees'. This could be used as an example and support to writing their own letter to the editor.

Reflect

- Have students choose a character from the clip and write a letter to the newspaper as that person, using the formal written English of 1898. They should argue for the brickworks to introduce sick leave and safety measures to ensure that their workers remain healthy. Prior to students writing their own letter, create a class example as a modelled text. Focus attention on the format of the letter: salutation and introduction, body of text, conclusion and sign-off.

Download

- Student Activity Sheet E12.11: Rights and conditions of workers

Useful resources from The Le@rning Federation

- L336 Letters to the editor: community disagrees

Aligned resources

Graham, Bob 2004, *Rose meets Mr Wintergarten*, Walker Books, Newtown.

Tan, Shaun 2006, *The Arrival*, Lothian, South Melbourne. Though set in a different time, this book illustrates the anxieties and hardships that humankind shares.

Wild, Margaret, Spudvilas, Anne (ill.) 2008, *Woolvs in the Sitee*, Penguin Australia, Camberwell.

Australian Children's Television Foundation, 'Live Action: Lighting and Sound',
http://www.actf.com.au/learning_centre/school_resources/teaching_kits/lia/units/lia_tk_light_snd.htm

Australian Screen, 'I Can Jump Puddles (1981)', <http://aso.gov.au/titles/tv/i-can-jump-puddles>

—Australian Screen, 'Poor Man's Orange (1987)', <http://aso.gov.au/titles/tv/poor-mans-orange>

Australian War Memorial, <http://www.awm.gov.au/atwar/boer.asp>



Google Images,

<http://images.google.com.au/images?hl=en&source=hp&q=1890s+fashion&gbv=2&aq=0&oq=1890s>

Library of Congress, 'Around the World in the 1890s',

<http://memory.loc.gov/ammem/wtc/wtchome.html>

Penguin Books Australia, 'Puffin Notes: Woolvs in the Sitee',

<http://www.penguin.com.au/PUFFIN/NOTES/pdf/067004167X.pdf/>

——— Penguin Books Australia, 'Woolvs in the Sitee',

<http://www.penguin.com.au/lookinside/spotlight.cfm?SBN=9780143502562>

Picture Australia,

<http://www.pictureaustralia.org/apps/pictureaustralia?term1=1890s&Submit=search&action=PASearch&attribute1=any+field&mode=search/>

Shaun Tan, 'Picture Books', <http://www.shauntan.net/books.html>

Useful resources from The Le@rning Federation

L336 Letters to the editor: community disagrees

L8202 Picture story: history



Name: _____

Student Activity Sheet E12.1.1
Activity 1: Establishing time and place

Episode 12: 1898: Rowley
Clip: 1,000 good deeds

The opening scene

- 1 What does the storyteller as filmmaker, or author, usually do at the beginning of their story?

- 2 List the key elements to setting the scene at the beginning of a story, for example, introducing characters, location, time, and objects.

- 3 List five ways a filmmaker might provide information to the viewer.



Name: _____

Student Activity Sheet E12.2
Activity 2: Educating boys

Episode 12: 1898: Rowley
Clip: 1,000 good deeds

The state of education

- 1 Conduct some research of statistical data on children's education in 1898 and compare it with today's statistics. You should examine the number of children educated, and their age, gender and school level reached, among other facts. Government websites may assist your collection of data.
- 2 Present your findings about education as a number of graphs comparing data.

- 3 Interpret these graphs in a report on 'The state of schooling today compared with 1898.'



War heroes

In this clip '1,000 good deeds', the college students are marching to practice for real wars. At this time the British Empire was involved in numerous conflicts around the world, particularly in Africa, the South Pacific and South America.

At the start of the Boer War (1899–1902), the Australian colonies offered troops as part of the British Empire contingent. Of the 16,000 Australians who served in the Boer War, 282 died in action or from wounds sustained in battle, 286 died from disease and another 38 died of accident or other unknown causes. Six Australians received the Victoria Cross in South Africa and many others were decorated.

A good source of information is the Australian War Memorial website,
<http://www.awm.gov.au/atwar/boer.asp>

- ## 1 Who was Breaker Morant?

Who was Captain Howse?

- 3** Write a short biography for a known or unknown soldier who fought in the Boer War. The story of this soldier should start from the practice march of the college students on the day that Rowley spied on them.



Name: _____

Student Activity Sheet E12.4
Activity 4: Picturing the story

Episode 12: 1898: Rowley
Clip: Early photography

Storyboard

- 1 Search for early photographs, paintings or prints of this era. The images could include people, buildings, machines, landscape, interiors or pets.
- 2 Select six images from the class collection or from your own research. Assume there is a connection between them and arrange them as a storyboard of six frames. When you have completed the arrangement, write a story that links them. It should be a text that sits below each frame, as in a storybook. Your work can also be presented electronically.



A journal of good deeds

- 1** Define the meanings of 'good deeds' and 'bad deeds'. Name five of each.

Good deeds	Bad deeds
1	1
2	2
3	3
4	4
5	5

- 2** Prepare a 'Journal of good deeds' where you list 100 good deeds that you could do for others.

My journal of good deeds



Name: _____

Student Activity Sheet E12.6
Activity 6: The Australian Labor Party (ALP)

Episode 12: 1898: Rowley
Clip: Founding the ALP

A point of view

1 After watching the clip 'Founding the ALP', respond to the following questions:

- a** What historical information was presented?

- b** How did the filmmaker present this information to the audience?

2 What point of view was presented to the audience about the formation of the Australian Labor Party (ALP) and workers' rights?

3 Pretend that you are either a worker or an employer in 1898. Design and create a half-page flyer that advocates for or against workers' rights. You should use text and images to explain your point of view.



Name: _____

Student Activity Sheet E12.7
Activity 7: Being literate

Episode 12: 1898: Rowley
Clip: Founding the ALP

Reading and writing

In Australia at this time, universal education was becoming a reality for working-class children. It was a time when there was a call for public education.

Write a letter to the 1898 editor of the Melbourne newspaper, *The Age*, advocating universal education. In the letter you should state the reasons why you believe everyone deserves the right to be taught to read and write. You may cite examples of stories from the *My Place* series to support your argument.

(Name)

(Address)

(Date)

To the editor,

My name is _____

Yours sincerely,



Name: _____

Student Activity Sheet E12.8
Activity 8: Hero or breadwinner?

Episode 12: 1898: Rowley
Clip: Founding the ALP

Supporting the family

- 1** After viewing the clip 'Founding the ALP', respond to the following questions:

a What constitutes a hero?

b Is Rowley a hero? Why or why not?

c Why do some people think Rowley's father is a hero?

d Do you think he is a hero? Why or why not?

e Why do you think Rowley's mother is so angry with her husband?

- 2** Write a dialogue between Rowley's mother and the brickworks' manager, describing the effects of the absence of her husband on her family during the past few years. Have the manager take the point of view that he is not responsible for their problems.
- 3** Research the support that is available for a single parent supporting their family today and compare these support systems with what was available in 1898. Explain why these conditions may have changed over the past 100 years.



Name: _____

Student Activity Sheet E12.9
Activity 9: What's the problem?

Episode 12: 1898: Rowley
Clip: Workers' rights

Rowley's diary

- 1 Identify the focus of this clip. Create a chart listing the issues you believe are highlighted and provide evidence from the clip describing them. Share the issues that you found with the class in order to design a class chart.

- 2 Pretend to be Rowley and write a diary entry summarising your day as seen in this clip. Try to empathise with Rowley and explain his feelings. Respond to the following questions in your diary entry:

- a What was the main thing that happened to you today?
- b How do you feel about what you found out?
- c Why is this day so important to you?

Dear Diary,



Name: _____

Student Activity Sheet E12.10
Activity 10: Workers' health Activity

Episode 12: 1898: Rowley
Clip: Workers' rights

Rights and wrongs

- 1 While viewing the clip 'Workers' rights', look for specific information about the rights of workers in this era and respond to these questions:

 - a What did Rowley's father do for a living?

 - b What happened to Rowley's father as a result of this work?

 - c What eventually happened to him and what impact did it have on his life?

 - d What does this mean for his family?

- 2 Write an argument for a debate about workers' entitlements, either for or against. Issues could include sick leave, holiday leave and workers' compensation for work-related illnesses (such as respiratory illness due to the brick dust from the brickworks). To illustrate your point, use contemporary examples where workers' rights have been ignored.

- 3 Design a poster depicting the danger of working in a mine. Look at different examples of good poster design as a guide and include a slogan, sub-heading, image and body text to communicate your intended message.



Name: _____

Student Activity Sheet E12.11
Activity 11: Letter to the editor

Episode 12: 1898: Rowley
Clip: Workers' rights

Rights and conditions of workers

- 1 View the clip 'Workers' rights' and list all the information provided about the issues of workers' health and unsafe working practice at the 1898 brickworks.

- 2 Choose a character from the episode and write a letter to a newspaper as that person, using the formal written English of 1898. In the letter, argue for the brickworks to introduce sick leave and safety measures to ensure that their workers remain healthy. Focus your attention on the format of the letter and include a suitable salutation, introduction, body of text, conclusion and sign-off.

(Name)
(Address)
(Date)
To the editor,
My name is _____

Yours sincerely,