



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/
 - 2 —, 'Food, Culture and Religion', 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/
 - 4 Essortment, 'Holiday Ethnic Food Traditions from around The World', www.essortment.com/holiday-ethnic-food-traditions-around-world-65203.html/
 - 5 Food and Culture Resources, www.food-links.com/
 - 6 Australia's Culture Portal, 'Australian Food and Drink', 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 [archived web page]

Better Health Channel, 'Food and Celebrations',

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

Essortment, 'Holiday Ethnic Food Traditions from around the World', 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

Food and Culture Resources, 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*



Name: _____

Student Activity Sheet H16.1
Activity 1: Celebratory foods

Episode16 | 1858: Ben
Clip: Cranberry sauce

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?

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.

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.



Name: _____

- 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
 - 2 SBS, 'Gold!' www.sbs.com.au/gold
 - 3 State Library of Victoria, 'Golden Victoria', 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
 - 5 Sovereign Hill, 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

SBS, 'Gold!', www.sbs.com.au/gold

Sovereign Hill, www.sovereignhill.com.au/

State Library of Victoria, 'Golden Victoria', 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

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.



Name: _____

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

d Find out how long the gold rushes lasted for.

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?

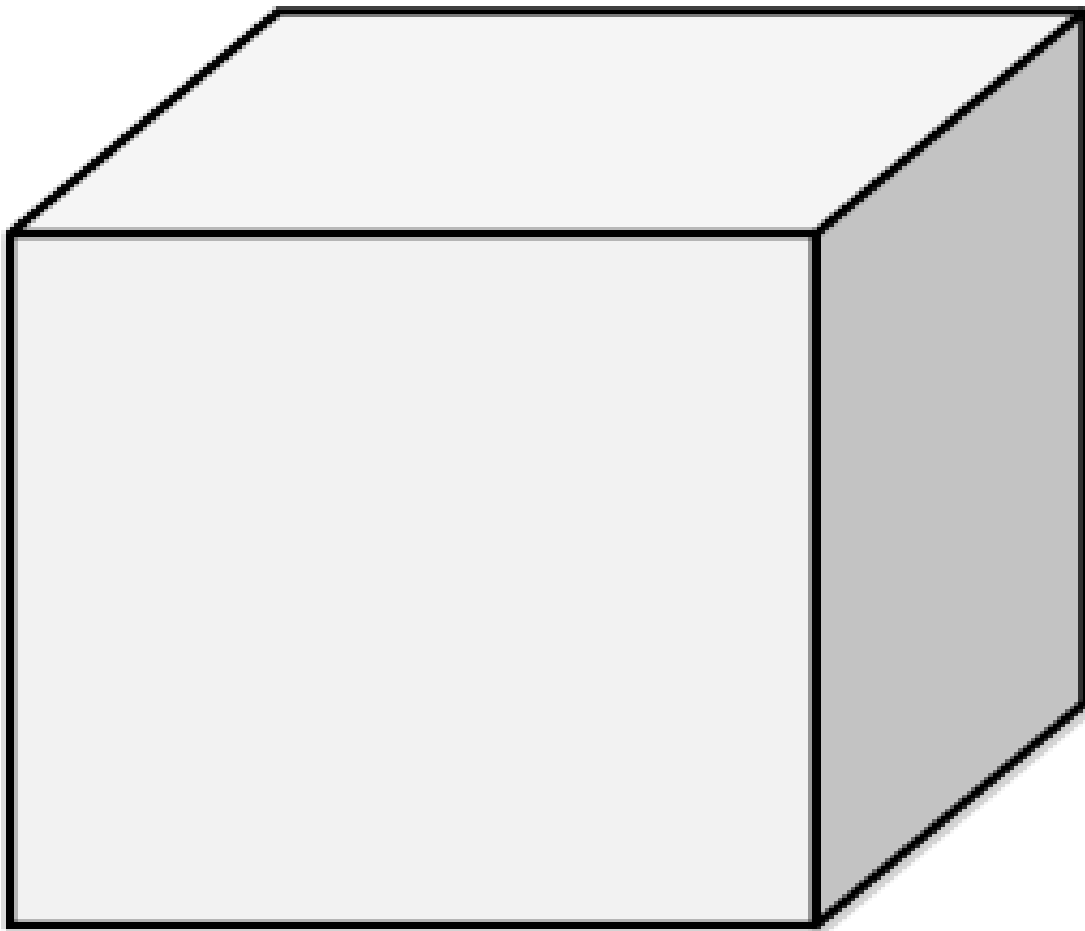
b What kind of schooling would Ben have had?



Name: _____

- 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





Name: _____

4 Write a first-person description for each of Ben's souvenirs without using the object's name. Get the class to guess the identity of each souvenir from your description.

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
 - 2 Time, 'What the World Eats Part 2',
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

Time, 'What the World Eats Part 2', www.time.com/time/photogallery/0,29307,1645016,00.html

Useful resources from Education Services Australia

R11436 *Life on the Victorian goldfields*

Regular boy

- 1** Think about the origins of the foods you eat and compare them to the foods of Ben and Leck's day. Make a list of the foods you eat in a typical week. Write next to each item the places that it is bought, grown or manufactured.

Foods	Place where bought, grown or manufactured

- 2** Research how similar foods from the mid-19th century were bought, grown or manufactured. Your teacher will direct you to websites and reference books that can assist you with your research.
- 3** Look at *My Place* storybook and how it uses maps. Create a map of where Ben and Leck live. Include the surrounding area where they go fishing and hunting for eggs.
- 4** Make a map of your own home and surrounding area. Include where your family shops for the food that you eat. Is any of the food you eat grown or manufactured in your local area? If so, include this in your map.
- 5** Discuss with your class how the two maps compare with each other.

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
 - 2 Victorian Nursery 19th Century Children, 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

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



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.

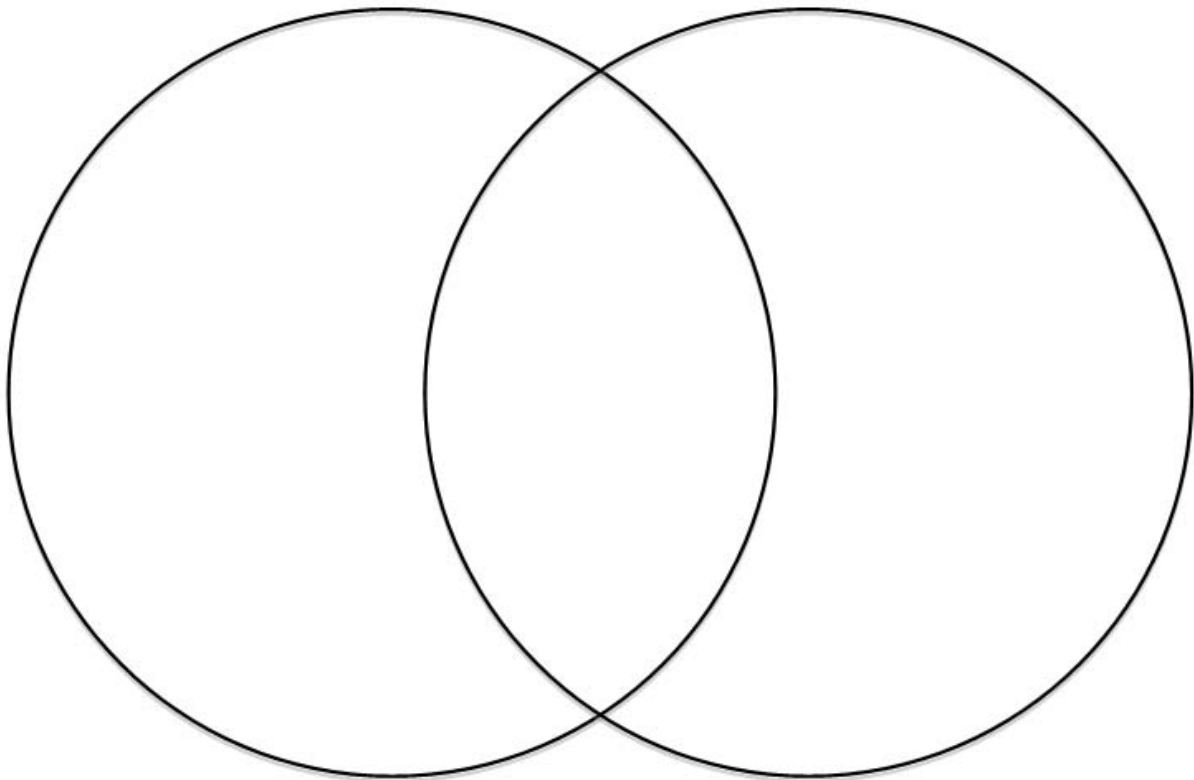
3 Create a comparison list of how children earn money today. What is different about some of the jobs? What is similar?



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'.

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
 - 2 Edison Tech Centre, 'The History of Electric Lighting', 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. 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

The Institute of Engineering and Technology, 'Domestic Lighting',
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*



Name: _____

Student Activity Sheet H16.5
Activity 5: Lights

Episode16 | 1858: Ben
Clip: Working together

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?

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

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?

b How bright are candles compared to modern electric lights?

c What different types of lighting have existed in Australia?

d When did lighting technology change?

e How might lighting change in the future?

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.



- 4 Create a 24-hour log listing activities you might undertake in a typical day and answer the following questions:

The 24-hour log of activities	
Time	Activity



Name: _____

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

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

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
 - 2 National Maritime Museum, 'Astronomy and Time', www.nmm.ac.uk/explore/astronomy-and-time
 - 3 St Edmundsbury Borough Council, 'The Beginnings', 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 clock 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

National Maritime Museum, 'Astronomy and Time',

www.nmm.ac.uk/explore/astronomy-and-time

St Edmundsbury Borough Council, 'The Beginnings',

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	



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.



How a pendulum clock works:

- 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

EPISODE 16 | 1858: BEN

Unit focus: English

Year levels: 3–6

EPISODE CLIP: CRANBERRY SAUCE

ACTIVITY 1: GIVING THANKS

Subthemes: Celebrations; Character; Customs and traditions; Language and scripting

Discover

- After watching the clip, **Cranberry sauce**, ask students to work in groups to list the main events in this part of the story. Ask them to think about what happened, why and to whom. Invite each group to share their responses. Discuss responses as a class, listing key information for further reference.
- Encourage students to make connections between their own experiences and those of the characters and events represented in the clip. Ask students the following questions:
 - 1 Who has moved from one home to a new home? How did you feel about the move?
 - 2 Who has changed schools? What were your feelings associated with changes to your life?
 - 3 How does moving from place to place affect your life?
 - 4 How might Ben feel about having lived in so many different places? Why do you think this? Support your ideas with examples from personal experience and things you see and hear in the clip.
- Have students consider and discuss the historical and social contexts in the clip in order to clarify and interrogate their ideas. Highlight the effects of the gold rush on different groups of people in the years around 1858. It may help to consider the use of language in this clip, for example, the use of the words 'sir' and 'boy' in the interaction between the man in the garden and Ben. Ask students what might be indicated through the use of these words? Why might the man say, 'We don't give a lot of thanks around here?' Do you think it is rude when Ben responds, 'If you don't mind me saying so, that is your misfortune'. Ask students to explain and justify their opinions.

Reflect

- As a class, construct a story ladder by listing each key event from the clip, one above the other.
- Ben mentions having lived in a number of places. Use maps to locate each place that Ben mentions. Calculate the distances involved in moving between these places and consider the reasons why Ben's family may have moved from one goldfield after another, for example, to seek their fortune. What do you see and hear in the clip that tells you how Ben feels about living in so many places?



- Have your students list the different camera techniques used to convey information about feelings, for example, framing, shot size and camera angle, by examining key scenes in the clip. Ask students the following questions:
 - 1 What do you think the man who walks into the house with the woman carrying the baby might be angry about? What do you see that makes you think this?
 - 2 What messages do you think the filmmaker wishes to convey by showing Ben on the other side of a closed door?
 - 3 How does Ben feel after the man refuses to sell him a turkey? How do you know? What does his body language tell you?
 - 4 How does the filmmaker tell the audience about the boy's feelings? For example, why do you think the filmmaker included the shot of Ben scuffing his shoes?
- Following the discussion, have each student replay the clip in order to respond to the above questions using **Student Activity Sheet E16.1: Giving thanks**.
- As a class, discuss and list things we should give thanks for each day. Have each student select one or two items and create handmade thank-you cards to post to the people who should be thanked.

Download

- Student Activity Sheet E16.1: Giving thanks



Giving thanks

1 After viewing the clip, **Cranberry sauce**, answer the following questions.

- a Examine the use of the words 'sir' and 'boy' in the interaction between the man in the garden and Ben. What is indicated through the use of these words?

- b Why does the man say, 'We don't give a lot of thanks around here'? Do you think it is rude when Ben responds, 'If you don't mind me saying so, that is your misfortune'? Explain and justify their opinions.

2 Review the clip, **Cranberry sauce**, to help you think about how camera techniques (for example, framing, shot size, and camera angle) help to give you information.

- a Examine each scene carefully, write up what you see and explain the effect on the audience.



Scene	What do you see? What is in the frame? What type of shot is used (eg wide, medium or close-up)? What camera angle is used?	What is the effect on the audience?
An angry man and a woman carrying a baby walk into the house.		
The door is shut with Ben on the outside.		
Ben walks away after the man refuses to sell him a turkey.		



Name: _____

- 3 List five things we should give thanks for each day. Select one or two items and create handmade thank-you cards to post to the people who should be thanked.

Dear	(Address)
	(Date)
	Yours truly,

EPISODE CLIP: CRANBERRY SAUCE

ACTIVITY 2: TURKEY FOR THANKSGIVING

Subthemes: Beliefs; Character; Customs and traditions

Discover

- Play the clip, **Cranberry sauce**, to the class and discuss what happened, why and to whom with a focus on finding out about the social, cultural and historical context of the characters and the action. Once students are familiar with the clip, have them engage in a Think-Pair-Share activity. To begin, individual students should use **Student Activity Sheet E16:2 Turkey for Thanksgiving** to examine each main character and record a summary of their characteristics including physical appearance, age, gender, the language the character uses, the manner in which they speak and any work they engage in. Then have students compare and review responses in pairs, and finally have each pair share with another pair.
- As a class, share ideas recorded on the **Student Activity Sheet E16:2, Turkey for Thanksgiving** focusing attention on *how* the filmmaker conveys details or information about the social, cultural and historical context surrounding the characters in the year 1858. For example, through use of costume as well as other film conventions such as the action characters are engaged in, dialogue, and placement of characters in relation to one another. Consider for example the information that Ben has lived in tents, the use of the words and phrases 'sir' and 'boy', 'out of the way', and 'go away', and the order in which the angry man and the woman carrying the baby walk into the house, particularly the way the woman is at first obscured from view.
- Discuss with the class why there is confusion about what the man means, when Ben answers the question, 'Boy, where are you from?' Initially Ben says he's from down the road, and then in response to further questioning indicates that he has lived in San Francisco, Castlemaine, Ballarat, Bendigo – 'wherever there was gold'. Ask students to suggest how the many moves might affect Ben's idea of where he is from and his sense of belonging. Have them also consider how the man knew Ben was not a local. To help them, point out that Thanksgiving was an unusual celebration in Australia in 1858.

Reflect

- Ask the class to research information about the customs, traditions and beliefs of Thanksgiving and share what they know, based on prior knowledge and things they learn. Have them explain the combined meanings of the two base words comprising the word, 'thanks' and 'giving'. Record ideas on a chart and display it in the classroom. The following websites may be useful:
 - 1 Thanksgiving Activities for Kids and Teachers, <http://www.kiddyhouse.com/Thanksgiving/>
 - 2 Thanks Much, History of Thanksgiving, <http://www.thanksmuch.com/thanksgiving/history-of-thanksgiving.html>
- Ben explains that he has lived in 14 different houses, including tents. Have students focus on Ben's comment about the goldfields. Discuss the impact of moving from place to place seeking to make one's fortune on the goldfields. Ask students why Ben might be so keen to maintain the traditions of celebrating Thanksgiving with a turkey for dinner?



- Discuss why Ben says, 'I hope you like cranberry sauce' to the turkey, and then have students use **Student Activity Sheet 16.2 Turkey for Thanksgiving** to write a short, but persuasive letter from the turkey to Ben, explaining why it is not a good idea to have turkey for Thanksgiving dinner!
- As a class activity, plan a Thanksgiving lunch. Divide the class into teams and ask each team to either prepare the invitations to lunch, the menu, the decorations, a brochure about the celebration, and thank-you cards for those who participated. At lunch, everyone who participated must make an announcement saying what they are thankful for.

Download

- Student Activity Sheet E16.2: Turkey for Thanksgiving

Aligned resources

History, Thanksgiving, <http://www.history.com/topics/thanksgiving>

Thanksgiving Activities for Kids and Teachers, <http://www.kiddyhouse.com/Thanksgiving>

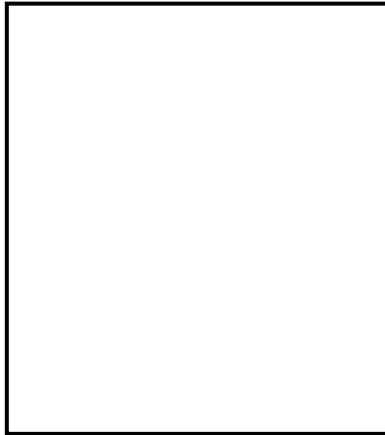
Thanks Much, History of Thanksgiving, <http://www.thanksmuch.com/thanksgiving/history-of-thanksgiving.html>

Scholastic, The First Thanksgiving, http://www.scholastic.com/scholastic_thanksgiving/



Turkey for Thanksgiving

1 Use interesting words to describe a main character from *My Place* Episode 16.



Character's name: _____

Age: _____ Gender: _____

Physical appearance _____

Character's name: _____

Costume:

Action (something the character does):

How is the character placed in relation to other characters (for example, behind another character, outside a door)?

Dialogue (something the character says):

What is the manner of the language? (For example, type of vocabulary, tone, accent, any accompanying gestures, body language, facial expressions)

Is the character working? If so, what is she or he doing?



- 2 Explain how the filmmaker conveys details or information about the social, cultural and historical contexts for the year 1858 in this episode. For example, what do the costumes, props, language, and the characters' manners tell you about the kind of society, culture and time in history in which Ben lived (1858)?

Social	Cultural	Historical

- 3 What is Thanksgiving Day?

- 4 Why is Ben so keen to maintain the traditions of celebrating Thanksgiving Day with a turkey for dinner?



Name: _____

- 5 Write a short, but persuasive letter from the turkey to Ben, explaining why it is not a good idea to have turkey for Thanksgiving dinner!

	(Address)
	(Date)
Dear Ben	

	Yours truly,

EPISODE CLIP: EGGS FOR TUPPENCE

ACTIVITY 3: CHARACTER RELATIONSHIPS

Subthemes: Character; Currency; Relationships

Discover

- As a class, watch the clip, **Eggs for tuppence**, and list each of the characters that are included in this part of the story.
- Create a word wall filled with words and phrases from the clip that are not often heard today. For example, Joss House, tuppence, threepence, shilling and plover.
- As a class, examine the first part of the clip carefully and ask students to describe what each person seated at or near the table is doing. For example, Ben is counting his money, his mother is sewing and his father is asleep in a chair. Describe the house as well, noticing in particular any examples of simple or complex technology, such as the candle for light, a lantern, iron frypans and pottery containers. Encourage use of rich descriptive vocabulary, for example, *carefully* counting his money; *rustic* table and chairs. Add these phrases to the word wall.
- Discuss what the audience learns about the currency used in 1858 by watching this clip. Ask students to note down all the information they can about money, and any messages the clip conveys about it, such as how precious it is. Look closely for clues in the dialogue and action, such as Ben hiding his money from his father. Have students research the currency of the 1850s using the internet and reference books in the library. They could name the coins used in the scene, and find out their value today using currency converters on the internet.

Reflect

- Ask students to think about and to suggest how the lives of these people might be similar to or different from their own lives. The following questions can help to guide the discussion:
 - 1 Why might the family have a candle burning?
 - 2 Do you think the family is wealthy? Use evidence from the clip to explain your ideas.
 - 3 What might be some reasons why the father is sleeping?
 - 4 What type of money is Ben counting? What does it tell you about when the film is set?
 - 5 Why do you think Ben might be working to earn money?
 - 6 Why do you think young children are not allowed to work today?
 - 7 Why do you think Ben's mother might have warned Ben not to let his father see his money?
- Have each student use **Student Activity Sheet E16.3 Character relationships** to write three sentences describing relationships in the clip. Students might explore various relationships, for example, between Ben and his father, Ben and his mother, Ben's parents, Ben and Leck, the children and their customers. Ask each student to read their sentences to the class, providing an example from the clip to support the ideas contained in their sentences.



- Place the students in groups of three. Ask each group to select three characters from the clip, and then have them improvise a short role-play that demonstrates the chores they think each character would do. Have students focus on the roles of different genders, and on the relationships between the characters.

Download

- Student Activity Sheet E16.3: Character relationships



Character relationships

- 1 Create a word wall filled with words and phrases from the clip that are not often heard today. Some examples are Joss House, tuppence, threepence, shilling and plover.

- 2 Research the currency of the 1850s using the internet or reference books from the library. Name the coins used in the scene, and find out their value today using a currency converter to help you.

Currency of the 1850s Australia	Value in today's currency



Name: _____

- 3 Write three sentences to describe the relationships seen in the clip. For example, describe the relationship between Ben and his father, Ben and his mother, Ben's parents, Ben and Leck, or between the children and their customers.

Sentences to describe relationships	This is shown in the clip when ...

EPISODE CLIP: EGGS FOR TUPPENCE

ACTIVITY 4: IT'S NOT FAIR

Subthemes: Currency; Multiculturalism; Social order and education

Discover

- Introduce students to the concept of social class. Have them research and discuss factors that contributed to the divisions of society during the 1850s, looking at the backgrounds of the people who flocked to the goldfields: Europeans, Americans, Chinese, South Americans, etc. Play the clip, **Eggs for tuppence**, and examine how language and gestures help identify the divisions in social class between the characters. As a class, devise a pyramid of social divisions that would have been prevalent in the 1850s on the goldfields. List the different nationalities and place them within the divisions of the triangle. Discuss how these social divisions would have come about and/or been made.
- As a class, discuss the concept of 'stereotypes'. Provide examples for students to consider, for example, witches and ogres in fairytales are generally considered evil or 'bad', while princes and princesses are kind and 'good'. Explain that stereotypes are generalisations that often offer a judgement on the character and actions of a person that is not always a fair or accurate depiction of them. Ask students to list characteristics of a 'good' stereotype and characteristics of a 'bad' stereotype.
- Discuss with students reasons why stereotypes are used in books and films, explaining how they can quickly convey an idea to an audience. Point out that authors and filmmakers can use stereotypes to lead people to form a positive or a negative impression about a person or a group. Play the clip asking each student to use **Student Activity Sheet E16.3 It's not fair** to identify stereotypes that are evident, and associated generalisations, for example, Ben's mother is sewing, depicting the role of women at this time and the traditional clothing worn by Leck identifies him as Chinese.
- Ben has trouble selling his eggs because many people are loyal to Leck. Conduct a class vote to find out how many students think it was wrong for Ben to try to take away Leck's business. Invite each student to put on an imaginary pair of Leck's shoes to help them consider how Leck might have felt when he had to compete with Ben to earn money. Have students share thoughts and feelings about Ben's actions, then ask each student to create and display a mind map exploring other ways Ben might earn money, rather than impacting on Leck's business.

Reflect

- Following Ben's comment that the cat was lucky to get out alive, Ben's father chastises him, telling him not to talk like that. He says, 'This world will never be a decent place until all *men* learn to get along like brothers' Discuss what Ben's father's words imply about his point of view in relation to racism. Contrast this with what his words reveal about the place of women in society at this time.



- Leck is a significant character in this episode providing an opportunity to discuss reasons why Chinese people came to Australia at different times. Discuss reasons why Leck's family might have come to live in Australia? Ask students to conduct research on the internet or using reference books in the library to find out when and why Chinese people came to Australia. Students could develop a timeline of Chinese migration to Australia. The timeline should include dates, images and reasons for Chinese people coming to Australia.

Download

- Student Activity Sheet E16.4: Stereotypes



It's not fair

- 1 List characteristics of a 'good' stereotype and characteristics of a 'bad' stereotype.

'Good' stereotype	'Bad' stereotype

- 2 Identify stereotypes and the associated generalisations evident in the clip.

Identify the stereotype	What is the generalisation related to this stereotype?
Ben's mother is sewing.	Women do chores in the home.



- 3 How did Leck feel when he had to compete with Ben to earn money? Create a mind map exploring other ways Ben might earn money, rather than impacting on Leck's business.

Ben's
business

- 4 Conduct research on the internet or using reference books from the library to find out when and why Chinese people came to Australia. Develop a timeline of Chinese migration to Australia. The timeline should include dates, images and reasons for Chinese people coming to Australia.

EPISODE CLIP: WORKING TOGETHER

ACTIVITY 5: IT'S NON-VERBAL LANGUAGE

Subthemes: Inventions and electronic media; Language and scripting; Relationships

Discover

- Turn off the volume and play the clip, **Working together**, to the class. This will allow students to study non-verbal language. Ask students to focus on how each character's thoughts and feelings are conveyed visually as a narrative device, rather than through words alone as they would be in a written text, and have them respond to the questions on **Student Activity Sheet E16.5 It's non-verbal language**. As a class, discuss how the filmmaker captures non-verbal language, including facial expression, gesture, stance and movement. Also ask students to note how set design, colour and light contribute to the mood and atmosphere to help create meanings.
- View the clip again, this time *with* sound. Ask students to compare their original interpretations with what they now hear and see. Ask students to complete the **Student Activity Sheet E16.5 It's non-verbal language** recording the things that surprised them when they viewed the clip with sound.
- As a class, discuss the relationship between the boys, Ben and Leck: what they are working on, the type of clock they are fixing, the reasons why the boys are working together, and how the boys feel when the clock works. Ask them to justify their ideas by referring to the clip. Ask students to focus on what the conversation between the two boys tells the audience? Ask them to consider: What does Leck think about Ben at this point? Ask students to use evidence from the clip to substantiate their views.

Reflect

- Sundials, water clocks, sand-glasses and candles have been used throughout history to tell the time. Challenge students to work in small groups to create a timeline from 1790-2010 that includes information about different ways to record time and when mechanical clocks began to be used, including the clock shown in the clip.
- Ask students to find examples of clocks throughout history and the names of the people who invented them.
- The following websites may be useful:
 - 1 Clock and Calendar History, <http://inventors.about.com/od/cstartinventions/a/clock.htm>
 - 2 NIST, A Walk Through Time, <http://www.nist.gov/pml/general/time/index.cfm>
- Have students look at poems and/or nursery rhymes that refer to a clock or a clock's mechanism.
- Useful websites include:
 - 1 DLTK-Teach, Hickory Dickory Dock, <http://www.dltk-teach.com/rhymes/hickory/index.htm>
 - 2 Poem Hunter, A Clock Stopped by Emily Dickinson, <http://www.poemhunter.com/poem/a-clock-stopped/>
- Have students draw the clock they have in their house and write a short poem about it.



Download

- Student Activity Sheet E16.5: It's non-verbal language

Aligned resources

Clock and Calendar History, <http://inventors.about.com/od/cstartinventions/a/clock.htm>

DLTK-Teach, Hickory Dickory Dock, <http://www.dltk-teach.com/rhymes/hickory/index.htm>

History Timeline, The Major Events in Clock Making History, <http://www.which-clocks.com/history.html>

NIST, A Walk Through Time, <http://www.nist.gov/pml/general/time/index.cfm>

Poem Hunter, A Clock Stopped by Emily Dickinson, <http://www.poemhunter.com/poem/a-clock-stopped/>



It's non-verbal language

- 1 Watch the clip, **Working together**, without sound, looking carefully at the non-verbal language of the boys. Summarise what you think each boy is thinking and feeling, and support your ideas with evidence from the clip.

What do you think each character is thinking and feeling?	How does the filmmaker use the camera and non-verbal language (eg facial expression, gesture, stance and movement) to give you this idea?
Ben	
Leck	

- 2 How does the filmmaker use set design, colour and light to contribute to the mood and atmosphere? How does this help to create meanings for the audience?

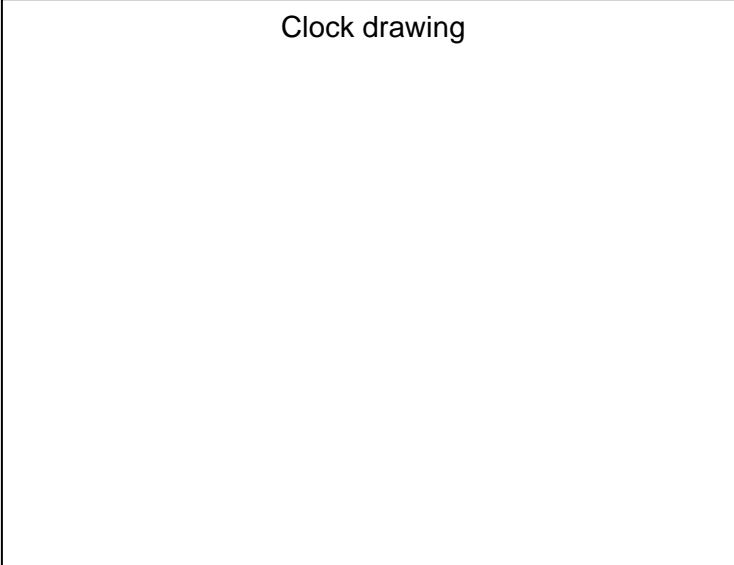
- 3 View the clip again, this time with sound. Compare your original interpretations with what you now understand. What things surprised you?



Name: _____

- 4 Create a timeline from 1790 to 2010 showing the history of recording time. Your timeline should include information about different ways to record time and when mechanical clocks began to be used, including the clock shown in the clip. Include examples of clocks throughout history and the names of the people who invented them.
- 5 Draw a clock that you have in your house. Write a short poem about it.

Clock drawing



EPISODE CLIP: WORKING TOGETHER

ACTIVITY 6: PRACTICAL FASHIONS

Subthemes: Fashion; Gender and stereotypes

Discover

- As a class, view the clip, **Working together**, and examine the clothes/costumes worn by the characters. Ask students to describe what each character is wearing and to discuss why they are dressed this way. Place students in groups of three or four and ask them to evaluate the suitability of the garments worn by each character. Ask them to focus particularly on those worn by the boys, for the task they are engaged in, and by the girls for outdoor play. Ask them to compare the designs of the outfits with clothing worn by children in Australia today.
- Discuss with students some reasons why fashions change. Make a list of these for the students' reference.
- During this process, ask each group to complete the **Student Activity Sheet E16.6 Practical fashions** to record students' contributions related to:
 - 1 What we Know
 - 2 What we Want to know
 - 3 What we Learned
 - 4 How we Learned it.

Reflect

- Ask students to research the fashion styles of the 1850s using the internet to get ideas to help them design a costume for one of the characters in the clip. They can use **Student Activity Sheet E16.6 Practical fashions** to draft their design for the character's new set of clothes. Students should label the clothing they design to show how the new clothing will suit the character's personality and be more practical for the day-to-day activities of life in the 1850s. Have students present their designs to the class, giving examples from the film to explain how the design suits the character.
- The following websites may be useful:
 - 1 Australian History Research, Victorian Fashions, <http://www.australianhistoryresearch.info/victorian-fashions/>
 - 2 Primefacts, Life on the Goldfields: living there, http://www.dpi.nsw.gov.au/_data/assets/pdf_file/0009/109917/life-on-the-goldfields-living-there.pdf

Download

- Student Activity Sheet: E16.6: Practical fashions



Aligned resources

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

Primefacts, Life on the Goldfields: living there,

http://www.dpi.nsw.gov.au/_data/assets/pdf_file/0009/109917/life-on-the-goldfields-living-there.pdf

Practical fashions

- 1 Examine the outfits worn by Ben, Leck, the girls and the men. Compare them with clothes worn today.

KWLH chart			
What I Know	What I Want to know	What I Learned	How I learned it

- 2 Do some research on the fashion styles of the 1850s. Draft your own design for a new set of clothes for one of the characters in the clip. Label the clothing to show how the new outfit will suit the character's personality and be more practical for the day-to-day activities of life in the 1850s. The following website may be useful:

a Primefacts, Life on the Goldfields: living there,

http://www.dpi.nsw.gov.au/data/assets/pdf_file/0009/109917/life-on-the-goldfields-living-there.pdf