



EPISODE 14 | 1878: HENRY

Unit focus: History

Year levels: 3–6

EPISODE CLIP: HENRY'S LIFE

ACTIVITY 1: SCHOOL

Subthemes: Multiculturalism; Relationships; Social order and education

Henry is expelled for blowing up his school after miscalculating the strength of one of his inventions. His school, typical of public education of the times, is portrayed as a small one-room building with only one teacher. While Henry attends school, his Chinese friend, Franklin, works for his father and does not receive a formal education.

Discover

- Ask students what they think going to school was like in the 1870s. When discussing schools during this time in Australia, ask students the following questions:
 - 1 Who would have attended school and who was excluded?
 - 2 What were schools like, how were they built?
 - 3 How many rooms would a typical school in Henry's era have?
 - 4 How many students were in a typical class?
 - 5 What were their ages?
 - 6 What types of subjects did they learn?
 - 7 What materials did they use to write with?
 - 8 What was the typical routine for a school day and school year?
- The following websites may be useful:
 - 1 Sovereign Hill Education, '1850s School Life, Research Notes for Primary Schools', <http://sheducationcom.ascetinteractive.biz/uploads/SovHill%20Schoollife%20notes%20ps1.pdf>
 - 2 Scholastic, 'The Olden Days', <http://teacher.scholastic.com/lessonrepro/lessonplans/oldendays.htm#school>
- Using a Venn diagram, ask students to compare and contrast a school of 1878 with their own school.

Reflect

- Introduce students to the digital museum box tool on the Museum Box website at <http://museumbox.e2bn.org/>. The tool assists students to collect images, data and facts to help them create their reflection. Students can collect information on an event, person or historical period by placing items in a virtual box. You can display anything from a text file to a movie.
- Ask students to collect data on early education in Australia. Have students create a web page, Word document or slideshow presentation using the title *Schools: then and now*. Students can use images and graphs that they find in their research to visually illustrate the differences.



- Students could use the questions and answers from their research to write quiz questions for a game in which the class is divided into two teams. The teams are scored on how many questions each team answers correctly.

Download

Student Activity Sheet H14.1: School

Aligned resources

Aussie Educator, 'History of Australian education',

www.aussieeducator.org.au/education/other/history.html

IFHAA Australian schools, 'The Evolution of Education in Australia',

www.historyaustralia.org.au/ifhaa/schools/evelutio.htm

Museum Box, <http://museumbox.e2bn.org/>

Pioneer Settlement Museum Swan Hill, www.pioneersettlement.com.au/

Scholastic, 'The Olden Days',

<http://teacher.scholastic.com/lessonrepro/lessonplans/oldendays.htm#school>

Sovereign Hill Education, History program, 'Catholic Education in Ballarat',

http://sheductioncom.ascetinteractive.biz/?id=historyresources#Cath_Ed

Sovereign Hill Education, '1850s School Life, Research Notes for Primary Schools',

<http://sheductioncom.ascetinteractive.biz/uploads//SovHill%20SchoolLife%20notes%20ps1.pdf>



School

1 In this clip Henry and his classmates run away from the burning remains of the school after one of his inventions doesn't go to plan.

a What things do you notice about Henry's school?

b How does it compare to your school?

2 Research what schools were like in Henry's time (1870s) and answer the questions.

a How many rooms would a typical school in Henry's era have?

b Where would you find similar schools today?

c How many students were in a typical class?

d What were the ages of the students attending school?



Name: _____

e What subjects did they learn?

f What materials did they write with?

g Who was excluded from going to school?

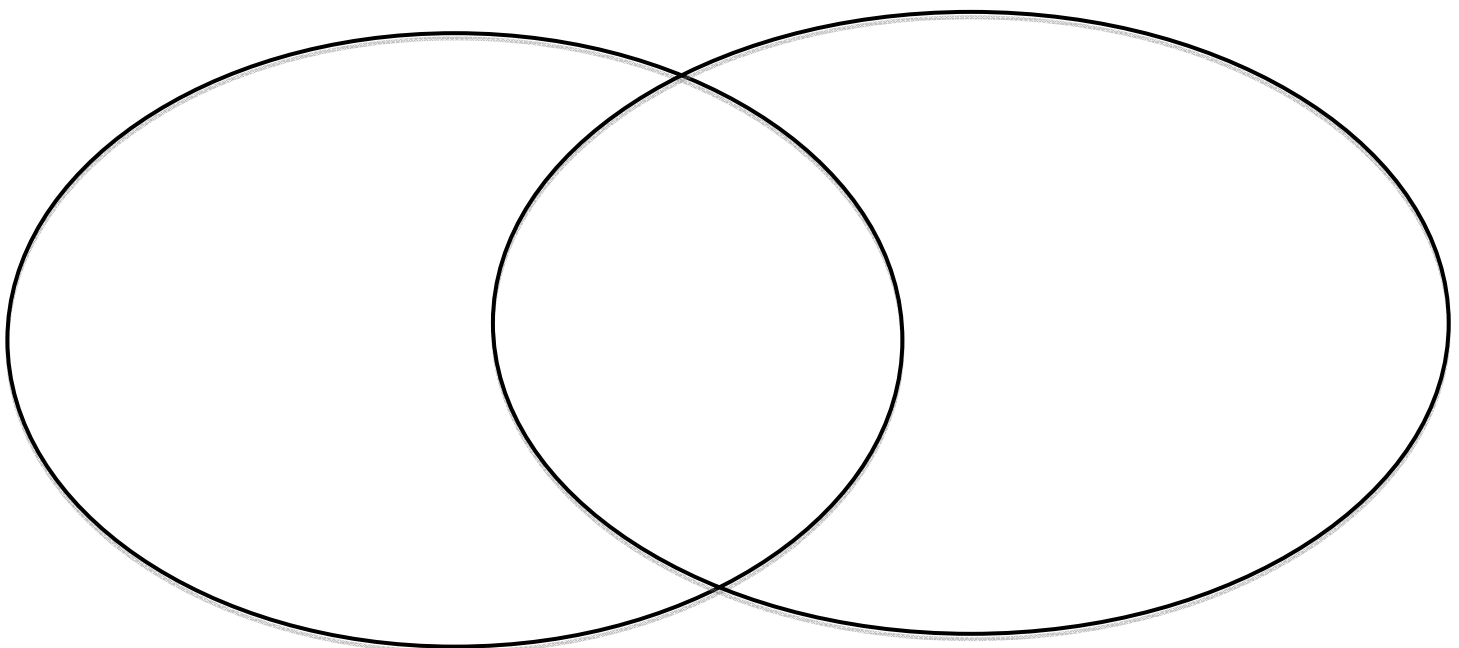
3 Collect data on early education in Australia to design and create a web page, Word document or slideshow presentation using the title **Schools: then and now**. Use images and graphs that you find in your research to illustrate the differences.

4 Use your answers to questions 1 and 2 to complete the Venn diagram **Schools: then and now**.

Schools: then and now

**Schools in Henry's time
(1870s)**

Schools today



EPISODE CLIP: HENRY'S LIFE

ACTIVITY 2: CHILDREN AT WORK

Subthemes: Multiculturalism; Relationships; Social order and education

Many children worked in the 1870s and this clip shows both Henry and Franklin working for their respective families. In the late 19th century, laws about when and how long children could work were very different to today. In this clip, the children are shown counting out repetitive tasks, showing the menial nature of some types of manual work that children were expected to perform.

Discover

- As a class, discuss the type of work that Henry does in the clip. Ask the students to think about the physical nature of his work. Ask students the following questions:
 - 1 How many times does Henry repeat the same task in his work?
 - 2 Why did children need to help their parents?
- Ask students to research different types of work performed by children in Henry's time. The following websites are a good starting point for teacher research and could be used by upper-primary students.
 - 1 Australian Human Rights Commission, 'Children's Rights', www.hreoc.gov.au/human_rights/children/index.html
 - 2 Scholastic, 'History of Child Labour', www2.scholastic.com/browse/article.jsp?id=5428
 - 3 The Victorian Web, 'Child Labor', www.victorianweb.org/history/hist8.html
- Ask students to compare the type of work children did in the early days of Australia to the work they are expected to do today. Make a list of 'chores' that children did and still do in a two-column table, one column headed 'Past' and the other 'Present'.
- After students have researched the types of work undertaken by children in the 19th century, read a passage that describes the conditions of child labour from *Great Expectations* by Charles Dickens, to the class. You may find similar passages in other Dickens's novels. Most of his works are available for free download from the University of Adelaide website, eBooks@Adelaide, <http://ebooks.adelaide.edu.au/>

Reflect

- Ask students to consider, if they were a child in the 19th century, what their day or week would entail. Ask them to write a diary entry for a day in the life of a child worker from Henry's era. Ask them to reflect on how it might feel to work long hours, and ask them to describe their tasks.
- Alternatively, older students might write a letter to the newspaper outlining the rights of children and argue 'for' or 'against' child labour.

Download

Student Activity Sheet H14.2: Children at work



Aligned resources

Australian Human Rights Commission, 'Children's Rights',
www.hreoc.gov.au/human_rights/children/index.html

eBooks@Adelaide, <http://ebooks.adelaide.edu.au/>

Scholastic, 'History of Child Labour', www2.scholastic.com/browse/article.jsp?id=5428

The Victorian Web, 'Child Labor', www.victorianweb.org/history/hist8.html



Name: _____

Student Activity Sheet H14.2
Activity 2: Children at work

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

Children at work

Research the different types of work undertaken by children during Henry's time. Look at the internet and reference books from the library to help you with your research. Answer the following questions:

1 What type of physical labour did this work involve?

2 Was this type of work repetitive? Is so, how was it repetitive?

3 Do children still perform this type of work today? Why is this so?

4 Why were children needed to help their parents with their work during the 19th century?



- 5 Write a diary entry for 'a day in the life of' a child worker from Henry's time. Imagine how you would feel if you had to work long hours. Describe your tasks.

The form is a large, stylized outline of a diary page. It has a curved top and a rainbow-like arch at the bottom. The page is divided into sections for writing a diary entry. The top section is labeled "Dear Diary," and is followed by ten horizontal lines for writing. Below the lines is a small rectangular box, likely for a date. The right side of the page is a vertical line representing the spine of the diary.

EPISODE CLIP: THE DOUGH MACHINE

ACTIVITY 3: INVENTIONS THAT CHANGED AUSTRALIA

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

The late 19th century saw significant changes in the way basic items such as food and clothing were manufactured. Successful new inventions helped save time and increased productivity, allowing many more items to be made and sold. These changes expanded economic growth and had a major influence on how people lived.

Discover

- Ask students to consider how technology and technological inventions have changed people's lives and the manner in which we work. Ask students to research and find examples of Australian inventions, for example, the Coolgardie safe or the stump-jump plough. In a small group, have students develop a timeline and list the inventions in time order along the timeline.
- As a class, discuss how inventing new machines needs new ideas and creative thinking. Inventors usually set themselves a problem that they try to resolve through design and new ideas, testing them, producing the most successful items and marketing them to the general public. Some inventions don't always work or are too ahead of their time.
- Ask students to individually research one famous Australian inventor. Make sure they answer the questions:
 - 1 How did the inventor make their discovery?
 - 2 Did they experience many setbacks in the invention process?
 - 3 What did they produce, when, where, and how?
 - 4 What impact did the invention have on how people lived and worked in the era of the invention?
 - 5 What other inventions did they produce?
- The following website may be useful:
Power House Museum, Australia Innovates, www.powerhousemuseum.com/australia_innovates/

Reflect

- Once students have completed their research work, have students create a vodcast or prepare an oral presentation with them acting in the role of the inventor. Students should explain the history behind their invention, and why it changed the world. Students should include pictures, diagrams and models to aid their presentation.
- Provide students with **Student Activity Sheet H14.3 Inventions that changed Australia** for them to create a first-person dialogue introducing their inventor.

Download

Student Activity Sheet H14.3: Inventions that changed Australia

Aligned resources

Power House Museum, Australia Innovates, www.powerhousemuseum.com/australia_innovates/



Inventions that changed Australia

1 Research a famous Australian inventor and answer the following questions:

a Who is the inventor and when did they live?

b What did they produce? When did they make their invention and where?

c How did the inventor make their discovery?

d What, if any, setbacks did they experience in the invention process?

e What impact did the invention have on how a person lived and worked around the time that the item was invented?

f What other inventions did they produce?



Name: _____

- 2** Create a vodcast or prepare an oral presentation as an Australian inventor. Pretend you are the inventor being interviewed by the local paper about your invention. Draft a script introducing your invention and explain how it will change the world.

EPISODE CLIP: THE DOUGH MACHINE

ACTIVITY 4: STAPLE FOODS

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

Bread is a staple food or a basic item that most people consume every day. In this activity, students investigate how the production, manufacture and distribution of staple food items such as bread, milk and fruit have changed since Henry's time.

Discover

- As a class, ask students to think about the food they eat. They should list up to ten items of food that they usually eat. Ask students to consider:
 - 1 How has the food been made?
 - 2 What types of machines are used to grow, manufacture and transport this food?
 - 3 How has food production changed since Henry's time?
- Ask the students to research one basic food item that they eat regularly. The research should investigate the following questions:
 - 1 How has the amount of time spent making these items changed over time?
 - 2 How have the number and quality of these items changed over time?
- Refer to the following websites for more information:
 - 1 History of the Bread Industry in Australia, www.gograins.com.au/grainsnutrition/ie/ie16_1.html
 - 2 The Story Behind a Loaf of Bread, www.botham.co.uk/bread/index.htm

Reflect

- Ask students to create a concept map with an image of the staple food in the centre, for example potato, wheat, milk or meat. Using the image, they are to explore how the food has been grown, harvested, sorted, refined, manufactured, packaged, transported, distributed to shops, sold and stored at home. They could either find images of the different stages and processes or draw them on the chart. Additionally, they should look at how the same food was treated in Henry's time, that is, in the 1870s.
- As a class, display and share the students' charts. Discuss the comparison between the way the food item has been produced in the past and the way the food item is produced today.

Download

Student Activity Sheet H14.4: Staple foods

Aligned resources

History of the Bread Industry in Australia, www.gograins.com.au/grainsnutrition/ie/ie16_1.html

The Story Behind a Loaf of Bread, www.botham.co.uk/bread/index.htm



Staple foods

Research a basic food item that you enjoy eating. You could choose an item such as bread, potatoes, milk or meat. Answer the following questions in the space provided.

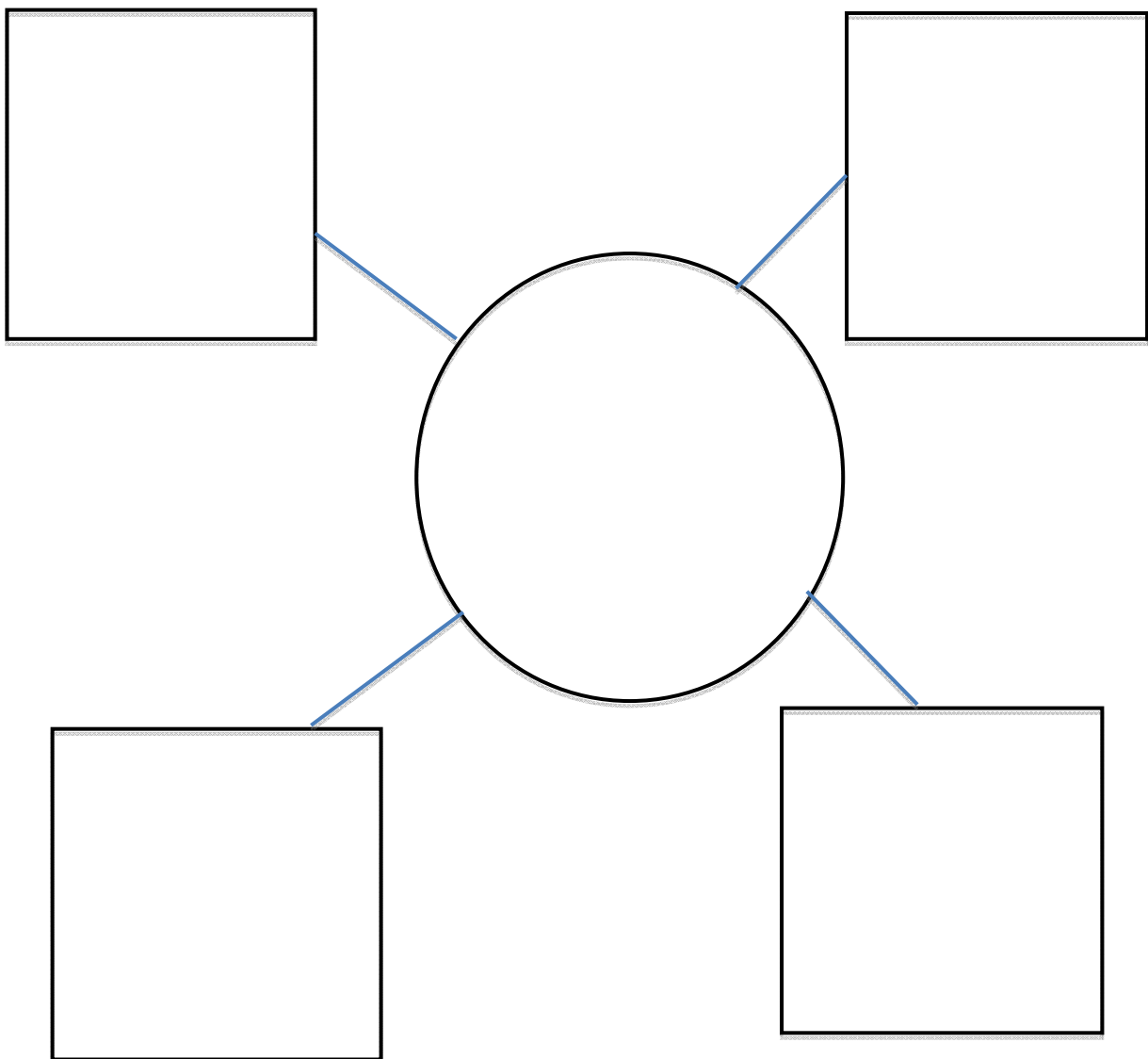
- 1 What types of machines have been used to grow the food item, manufacture it and transport this food to your house?

- 2 How has the production and manufacturing of the item changed since Henry's era?

- 3 How has the amount of time spent producing and manufacturing this item changed over time?

- 4 How have the number and quality of this item changed over time?

- 5 Create a concept map. Use the sample concept map as a starting point. Put an image of a staple food in the centre, for example, potatoes, bread, milk or meat. Find out how the food is grown, harvested, sorted, refined, manufactured, packaged, transported, distributed to shops, sold and stored at home. Find images of the different stages of production and processes, or draw them on the chart. Additionally, look at how the same food was produced in the 1870s. Then compare the two charts.



EPISODE CLIP: THE PENNY-FARTHING

ACTIVITY 5: TRANSPORT

Subthemes: Inventions and electronic media; Transport

New modes of transport were being invented towards the end of the 19th century. These inventions changed how people travelled and the time it took to get from place to place.

Discover

- As a class, ask students to think about the types of transport they use to get to school. Initiate a discussion in which students consider the origins of these modes of transport and how their introduction changed people's lives and the way they worked.
- Divide the class into small groups and ask them to research the penny-farthing. Make sure they find out who invented it, when and where. They could also research the type of transport that preceded the penny-farthing and what replaced it.
- Ask students to consider Henry's modification to the seat of the penny-farthing. Ask them to list what modifications were made and to think of one other modification they would make to the penny-farthing. Students could draw the modification and explain why they made it.
- The following websites may be useful:
 - 1 Museum Victoria, Transport Collection timeline, <http://museumvictoria.com.au/collections/>
 - 2 Thomas, R and Sydenham, S, *Road Transport: A Timeline* [online], (2005), <http://www.kidcyber.com.au/topics/roadtrans.html>

Reflect

- Ask the students to individually research a historical vehicle used for transport, using the internet and library resources. The research information could be presented as a poster or brochure about the vehicle. Ask students to include a picture of their chosen vehicle and list some important facts and statistics. They should find out:
 - 1 Who invented it and in what year?
 - 2 What was it made of? What did it look like?
 - 3 How fast did it move? What type of fuel did it use?
 - 4 How many people could use it? Was it for public or private use?
 - 5 What impact did it have on the way people lived and worked at the time of its invention?
- In small groups, ask students to create a timeline of transport in Australia. They may wish to use the TimeRime website, <http://timerime.com/>. This website tool provides a template for students to create an online timeline, which allows for the inclusion of graphics and multimedia elements.
- Alternatively, the students could share and compare their research items and develop a graph or ladder listing the researched vehicles from slowest to fastest. These speeds should equate to different types of historical transport. Students could present their graph or ladder to the whole class.



Download

Student Activity Sheet H14.5: Transport

Aligned resources

Museum Victoria, Transport Collection timeline, <http://museumvictoria.com.au/collections/>

_____, Victorian Railways, <http://museumvictoria.com.au/railways/>

National Museum of Australia, 'Ranken Coach',
www.nma.gov.au/interactives/makingtracks/ranken/theCoach.htm

Sovereign Hill Education, 'Transport of the 1850s',
<http://sheducationcom.ascetinteractive.biz/uploads/SovHill%20transport%20notes%20ss1.pdf>

Thomas, R and Sydenham, S, *Road Transport: A Timeline* [online], (2005),
<http://www.kidcyber.com.au/topics/roadtrans.html>

Useful resources from Education Services Australia

L675 *The Cobb & Co coach*

L679 *The Enterprise: paddle steamer on the Murray*



Transport

Research the penny-farthing bicycle. Then answer the following questions.

- 1 Who invented it, when and where?

- 2 What type of transport was used before the penny-farthing was invented and what came after it?

- 3 Think about the changes Henry made to the seat of the penny-farthing. What modification did Henry make to the penny-farthing?

- 4 Think of one other modification you would make to the penny-farthing and make a sketch in the space below. Explain why you made this modification.



Name: _____

5 Research a historical transport vehicle, using the internet and library resources. Create a poster or brochure using your research on the vehicle. Include a picture of your chosen vehicle and list some important facts and statistics. Find out:

a Who invented it and in what year?

b What was it made of? What did it look like?

c How fast did it move? What type of fuel did it use?

d How many people could use it? Was it for public or private use?

e What impact did it have on the way people lived and worked at the time of its invention?

EPISODE CLIP: THE PENNY-FARTHING

ACTIVITY 6: THE BLACKSMITH

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

Manufacturing in the mid-19th century was hands-on and relatively small in scale. Being a blacksmith meant working with hot iron and using equipment such as tongs, anvil, bellows and iron hammers. It is a very physically demanding profession.

Discover

- Ask students if they know what a blacksmith is and what work they may do? In pairs, ask them to research the work of the blacksmith. Find out if blacksmithing is still a viable occupation today. Some useful websites include:
 - 1 Picture Australia, www.pictureaustralia.org/apps/pictureaustralia?term1=blacksmith+tools&Submit=search&action=PAsearch&attribute1=any+field&mode=search
 - 2 NSW HSC Online, 'Blacksmith', http://www.hsc.csu.edu.au/metals_engineering/careers/2341/Blacksmith.htm
 - 3 Wise Geek, 'What does a Blacksmith do?', www.wisegeek.com/what-does-a-blacksmith-do.htm
- Ask students to evaluate if the work of the blacksmith was an important job in Henry's time. Ask students why they think blacksmiths are rarely used today.
- Ask students to find a poem or story about a blacksmith that they can share with the class. For example, 'The village blacksmith' by Henry Wadsworth Longfellow at <http://www.readbookonline.net/readOnLine/1218/>

Reflect

- Ask students to watch the clip, **The blacksmith**, and draw up a plan of a blacksmith workshop showing where all the tools and equipment are kept.
- Select one of the objects that the blacksmith makes and draw up a diagram of how it is made. Some examples you could use are: a horseshoe, whip, bridle or saddle. This diagram should include different types of tools and some examples of the processes the blacksmith uses to make the object. Each stage of production should be accompanied with a brief explanation of the process.

Download

Student Activity Sheet H14.6: The blacksmith

Aligned resources

Picture Australia (search for 'blacksmith tools'), www.pictureaustralia.org/apps/pictureaustralia?term1=blacksmith+tools&Submit=search&action=PAsearch&attribute1=any+field&mode=search

NSW HSC Online, 'Blacksmith', www.hsc.csu.edu.au/metals_engineering/careers/2341/Blacksmith.htm

Wise Geek, 'What does a Blacksmith do?', www.wisegeek.com/what-does-a-blacksmith-do.htm



The blacksmith

Find out what a blacksmith does and then answer the following questions:

1 Why were blacksmiths important in Henry's time?

2 Are blacksmiths still working today? Where could you find a blacksmith today?

3 Draw a diagram of the blacksmith workshop shown in the clip.



Name: _____

- 4 Select one of the objects the blacksmith makes and draw a diagram of how it is made. Include the different types of tools and some examples of the processes the blacksmith uses to make the object. Provide an explanation of what happens at each stage.

EPISODE CLIP: THE CHINESE DRAGON

ACTIVITY 7: NEW YEAR'S DAY TRADITIONS

Subthemes: Celebrations; Customs and traditions; Multiculturalism

Chinese migrants brought their own culture and traditions to Australia during the 19th century. One important ceremony was, and still is, the celebration of the Chinese New Year.

Discover

- Different cultures celebrate the new year in different ways. Ask students how their family celebrates New Year's Day. Look at the different cultural composition of the class and concentrate on the traditions that the children are familiar with first.
- In pairs, ask students to select another culture and investigate how and when the new year is celebrated in that culture. Ask students the following questions:
 - 1 When do they celebrate the change of year?
 - 2 Do they have special foods to celebrate?
 - 3 What other activities are involved in celebrating the new year?
- The following websites may be useful:
 - 1 Chinese New Year, http://education2.uvic.ca/Faculty/mroth/438/CHINA/chinese_new_year.html
 - 2 Wikipedia, 'New Year', http://en.wikipedia.org/wiki/New_Year
- Ask students to investigate why the dates for Chinese New Year are always changing.
- As an extension activity, students could research the calendars used by the ancient cultures of Egypt, China and South America.

Reflect

- Divide the class into small groups and allocate a country to each group. Students are to research how each country celebrates the new year. They can present their findings to the class as a slideshow presentation or an interactive presentation.

Download

Student Activity Sheet H14.7: New Year's Day traditions

Aligned resources

Chinese New Year, http://education2.uvic.ca/Faculty/mroth/438/CHINA/chinese_new_year.html

Wikipedia, 'New Year', http://en.wikipedia.org/wiki/New_Year



New Year's Day traditions

1 In pairs, choose a culture other than your own and answer the following questions:

a When do they celebrate the change of year?

b Do they use special foods to celebrate the new year?

c What other activities are involved in celebrating the new year?

2 Investigate why the dates for Chinese New Year are always changing.

3 Prepare a presentation illustrating the new year celebrations of the culture you have been researching. Then present your research to your class as a slideshow presentation or a poster.

EPISODE CLIP: THE CHINESE DRAGON

ACTIVITY 8: CHINESE NEW YEAR

Subthemes: Celebrations; Customs and traditions; Multiculturalism

Cultural symbols are powerful ways people come together and share their identity. In traditional Chinese culture, dragons are used to frighten away evil spirits in the New Year celebrations.

Discover

- As a class, view the clip, **The Chinese dragon**, and discuss the importance of the dragon in Chinese festivals. Discuss the idea of symbolism and how symbols are used to share traditional meaning.
- Ask students to consider what the dragon represents in this clip. Discuss the dragon as a symbol of positive hope triumphing over fears for the future.
- Ask students to research and list the 12 Chinese New Year animals from the Chinese calendar. Ask students to develop a profile of their family members, particularly the year they were born and which Chinese New Year animal they were born under.
- The following websites may be useful:
 - 1 Asia Education Foundation, Asia-related literary texts to support the Australian Curriculum for English, year 2, www.asiaeducation.edu.au/verve/resources/Y2eltTITLEsb221110.pdf#xml=http://search.curriculum.edu.au/taxis/search/pdfhi.txt?query=Chinese+New+Year&pr=www.aef.edu.au&prox=page&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&sufs=0&order=r&cq=&id=4d8087b37b
 - 2 —, Now more than ever we live in one world, Key curriculum areas: Visual Arts, www.asiaeducation.edu.au/for_school_leaders/school_change/project_resources/now_more_than_ever_we_live_in_one_world/nmteb_key_curriculum_areas_visualarts2.html
 - 3 Chinese Museum, www.chinesemuseum.com.au/

Reflect

- Each student cuts out and decorates a section of the dragon using the template in **Student Activity Sheet H14.8: Chinese New Year**. Students illustrate each section with words and pictures of their hopes and issues they think are important for the future. Every student creates a link in the dragon. When complete, the dragon will stretch around a classroom or along a corridor. Groups of students can be selected to make the dragon's head and tail.

Download

Student Activity Sheet H14.8: Chinese New Year



Aligned resources

Asia Education Foundation, Asia-related literary texts to support the Australian Curriculum for English, year 2,

www.asiaeducation.edu.au/verve/_resources/Y2eltTITLEsb221110.pdf#xml=http://search.curriculum.edu.au/tehis/search/pdfhi.txt?query=Chinese+New+Year&pr=www.aef.edu.au&prox=page&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&sufs=0&order=r&cq=&id=4d8087b37b

—, Now more than ever we live in one world, Key curriculum areas: Visual Arts,

www.asiaeducation.edu.au/for_school_leaders/school_change/project_resources/now_more_than_ever_we_live_in_one_world/nmteb_key_curriculum_areas_visualarts2.html

Chinese Museum, www.chinesemuseum.com.au/



Name: _____

Student Activity Sheet E14.8
Activity 8: Chinese New Year

Episode 14 | 1878: Henry
Clip: The Chinese dragon

Chinese New Year

1 Research, list and illustrate the 12 animals used in the Chinese calendar. Find out the characteristics of each animal. Develop a profile of your family members and list the year they were born and what Chinese New Year animal they were born under.

Chinese New Year animal	1	2	3	4
Characteristics				
Chinese New Year animal	5	6	7	8
Characteristics				
Chinese New Year animal	9	10	11	12
Characteristics				



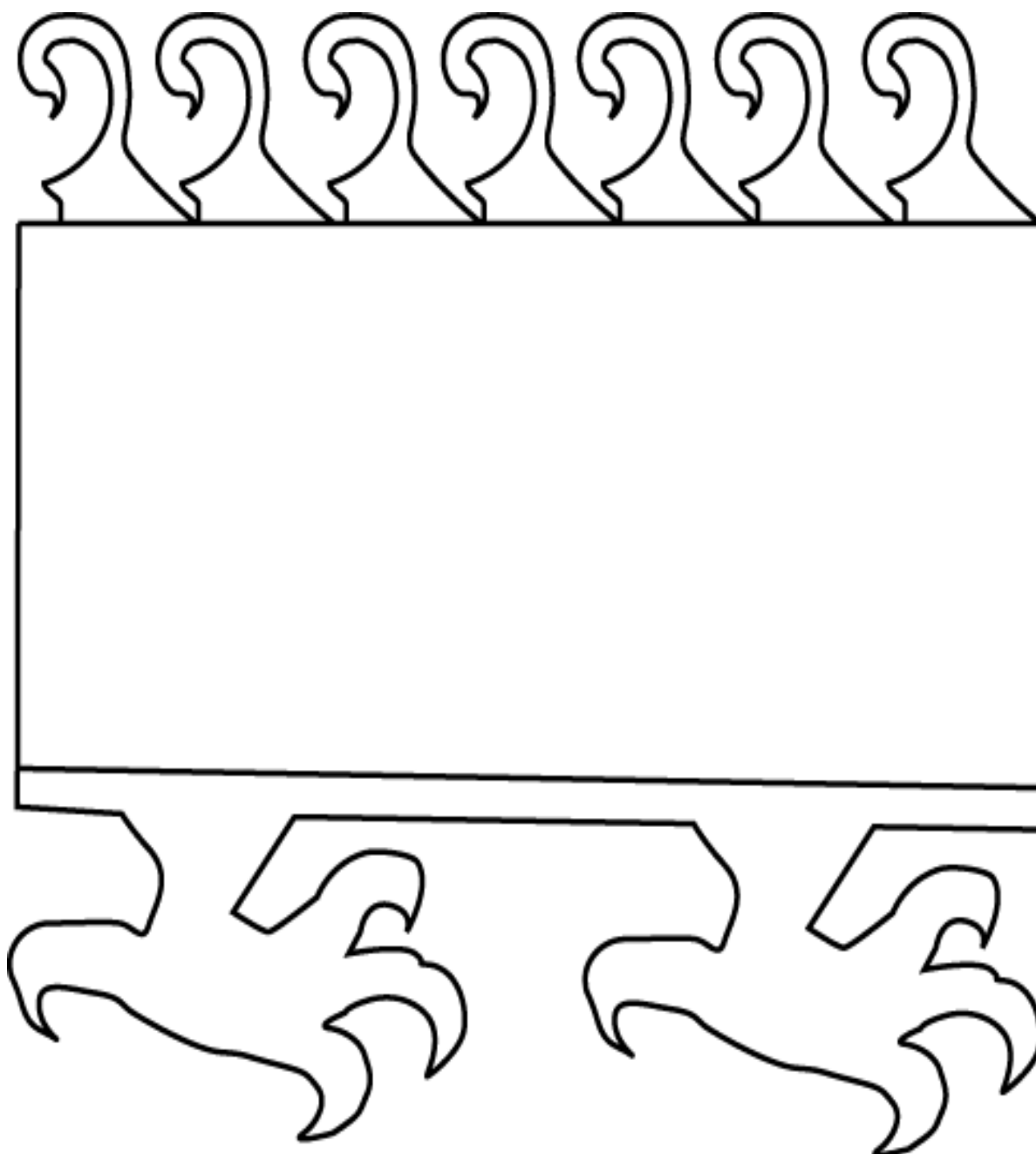
Name: _____

Family member	Year of birth	Chinese New Year animal	Characteristics



Name: _____

- 2 Cut out and decorate a section of the class dragon. Illustrate it with words and pictures of your hopes and issues that you think will be important in the future. Then your teacher will join the pieces together so the dragon can stretch around your classroom or along the corridor.



EPISODE 14 | 1878: HENRY

Unit focus: English

Year levels: 3–6

EPISODE CLIP: HENRY'S LIFE

ACTIVITY 1: FRANKLIN AND FRIENDS

Subthemes: Character; Entertainment and games; Relationships

Discover

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

Reflect

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



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

Download

Student Activity Sheet E14.1: Franklin and friends



Franklin and friends

1 Record information about three characters seen in this clip.

Character's name	Character's actions	Character's relationships

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

EPISODE CLIP: HENRY'S LIFE

ACTIVITY 2: HENRY'S EXPULSION

Subthemes: Character; Relationships; Social order and education

Discover

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

Reflect

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

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Student Activity Sheet E14.2: Henry's expulsion



Henry's expulsion

1 Why is Henry expelled from school?

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

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

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

EPISODE CLIP: THE DOUGH MACHINE

ACTIVITY 3: TECHNOLOGY IN 1878 AND TODAY

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

Discover

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

Reflect

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

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



Technology in 1878 and today

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

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

EPISODE CLIP: THE DOUGH MACHINE

ACTIVITY 4: AVOIDING INVENTION PROBLEMS

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

Discover

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

Reflect

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

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Student Activity Sheet E14.4: Avoiding invention problems



Avoiding invention problems

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

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

3 Why did this problem occur?

4 How could the problem have been avoided?

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

EPISODE CLIP: THE PENNY-FARTHING

ACTIVITY 5: CYCLING SKILLS

Subthemes: Inventions and electronic media; Transport

Discover

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

Reflect

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

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Student Activity Sheet E14.5: Cycling skills



Cycling skills

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

Bicycle riding skills	Penny-farthing riding skills

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

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

EPISODE CLIP: THE PENNY-FARTHING

ACTIVITY 6: ANOTHER BUSINESS IDEA

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

Discover

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

Reflect

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

Download

Student Activity Sheet E14.6: Another business idea



Name: _____

Student Activity Sheet E14.6
Activity 6: Another business idea

Episode 14 | 1878: Henry
Clip: The penny-farthing

Another business idea

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

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



Name: _____

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

EPISODE CLIP: THE CHINESE DRAGON

ACTIVITY 7: SIGHTS AND SOUNDS

Subthemes: Celebrations; Culture; Customs and traditions

Discover

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

Reflect

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

Download

Student Activity Sheet E14.7: Sights and sounds



Name: _____

Student Activity Sheet E14.7
Activity 7: Sights and sounds

Episode 14 | 1878: Henry
Clip: The Chinese dragon

Sights and sounds

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

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

2 Whose voices can you hear?

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



Name: _____

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

EPISODE CLIP: THE CHINESE DRAGON

ACTIVITY 8: CELEBRATING CHINESE NEW YEAR

Subthemes: Celebrations; Customs and traditions; Multiculturalism

Discover

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

Reflect

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

Download

Student Activity Sheet E14.8 Celebrating Chinese New Year



Aligned resources

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

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

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

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

Celebrating Chinese New Year

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

