



EPISODE12: 1898: ROWLEY

History: teaching strategies

Unit focus: Australian history

Year level: Year 3–6

The Australian curriculum: History

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

The history curriculum across Years 3–6 will be developed around four focus questions:

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

Historical knowledge and understanding

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

Students will develop historical skills, which include:

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

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EPISODE CLIP: 1,000 GOOD DEEDS

ACTIVITY 1: SCHOOL IN THE 1800S

Subtheme: Social order and education

Many children in the 1800s lived a life of hardship, particularly if they came from a family dependent on paid jobs within the economy. Class status affected opportunities for a good education and the chance to enjoy a carefree childhood. School rooms were very different to the classrooms of today. Schooling for children like Rowley was limited to primary school.

Discover

- In pairs, students research the availability education and resources for children in the late 1800s. Students can research educational facilities, educational values and expectations, rules and regulations, uniforms, buildings, and general information about schools during that era. Did all children get a fair go?
- Use the following websites as a starting point:
 - 1 History Australia, 'The Evolution of Education in Australia', <http://www.historyaustralia.org.au/ifhaa/schools/evelutio.htm>
 - 2 "New South Wales Pioneers", Photographs by George Bell 1890–1900' at Powerhouse Museum, <http://www.powerhousemuseum.com/pdf/OPAC/246256.pdf> (There is a photo of two children riding to school on page 9.)

Reflect

- Students can create a virtual classroom of the era, including notes and information from their research. Students could elect to design the classroom using illustrations on paper or an image-editing software program. Kahootz 3 is an ideal 3-D animation software program to use here. The software is available for purchase from the Australian Children's Television Foundation (ACTF) website at <http://www.kahootz.com>
- Visit ABC3, 'My Place', <http://www.abc.net.au/abc3/myplace> and select '1898' to see how a web designer has created a model of Rowley's bedroom and kitchen.

ACTIVITY 2: HELP WANTED

Subthemes: Chores, business and employment; Customs and traditions

Rowley is depicted as a hardworking, selfless child. His daily routine is to help others by doing good deeds. Although he is volunteering to do these chores, many of them were commonplace for children of the era.

Discover

- Discuss the chores of the late 1800s by developing a mind map. Encourage students to elaborate on some of the most common jobs seen in the clip, such as collecting horse manure and firewood. Discuss what tools Rowley may have needed to complete his chores, why his chores were necessary and what skills were required to do the chores.



- Compare Rowley's belief in good deeds bringing him luck, or something that he wants, to the previous episode where Victoria and her siblings hide objects for luck. Which method do the students believe would be most effective? Do they have superstitions or beliefs that they can share with the class?

Reflect

- Ask student to create a 'Help wanted' poster with a partner. They need to include a job or chore title and a description of it from the mind map. They must include the skills required to fulfil the job or chore using a job criteria section.

Download

- Student Activity Sheet H12.1: Job advertisement

EPISODE CLIP: EARLY PHOTOGRAPHY

ACTIVITY 3: 1800S PHOTOGRAPHY

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

Photographs tell a unique story about a time in history. They were not available in Australia until 1841 when the first daguerreotype arrived. A daguerreotype is a unique image on silver-plated copper. It is unique because it is the same plate that was in the camera and there is no negative. This photographic technique was popular until the mid 1850s.

Discover

- Students could create a photo album of pictures that depict everyday life or children. There are images available from the series in the *My Place for Teachers* 'Stills gallery' that could be used. Additionally, students could locate royalty-free images through the National Library of Australia, 'Picture Australia' website, <http://www.pictureaustralia.org> or other related websites.
- The album could be produced as a book or presentation. If a slideshow presentation program is used, each image should be linked to the website the images came from.

Reflect

- Ask students to annotate what the images represent within the theme of their album and reference the original photographer, if the name is available.

ACTIVITY 4: A PICTURE SPEAKS A THOUSAND WORDS

Subtheme: Art, music and literature

A photographic album tells the story of someone's life in pictures. In many family photo albums, words are not required: the pictures tell the story. People and places within a photograph are captured in time.

Reflect

- Students can choose one photograph from the album they created in Activity 3:1800s photography. The photograph will be explored further through reflective writing. The reflective



piece must be written through the eyes of the person or object in the photograph and must relate to the era of the photograph.

Download

- Student Activity Sheet H12.2: Reflective writing

ACTIVITY 5: THE EARLY CAMERA

Subthemes: Historical events; Inventions and electronic media

In this clip, Mr Merry is using an early photographic method to develop a paper photographic image. This method dates back to the 1870s when the dry plate was invented and a glass negative plate with a dried gelatine emulsion was used to print the images.

Discover

- How has the camera apparatus changed over 100 years? Students could research the camera and discover how the equipment and procedures for photography have changed over time, using the library and the Internet for pictures and descriptions. Make sure that students note who invented different prototypes, when they were invented and what impact it had on the advancement of technology in this field.

Reflect

- Give each pair of students a decade to research, spanning 1820–2010. Students should research pictures and information about the camera and photography of that decade. Their pictures and a short paragraph of information can be presented on an A4 card and then all the cards can be displayed in the classroom in chronological order. This will become a pictorial display of the evolution of the camera.

Download

- Student Activity Sheet H12.3: A decade in camera history

EPISODE CLIP: FOUNDING THE ALP

ACTIVITY 6: PARTY POLITICS

Subtheme: Politics

The Australian Labor Party (ALP) is Australia's oldest political party, having celebrated its centenary in 1991. It is one of a small group of genuine political labor parties around the world which affiliate trade unions, incorporating them into the structure of the party. From its inception, the ALP has been a party for the working class, supporting the rights of Australian workers.

Discover and reflect

- Students should research and respond to the following questions:
 - 1 What is a political party?
 - 2 What do political parties aim to do?
 - 3 Who were the original founders of the ALP?

- 4 How many ALP prime ministers have been elected in Australia?
 - 5 Who is the leader of the ALP today?
- Use the websites below to find information about the ALP:
 - 1 The Australian Labor Party, <http://www.alp.org.au/labor-history>
 - 2 Labor History, <http://www.laborhistory.org.au/home.html>
 - Students could create an A5 election flyer to elect the first ALP Prime Minister in 1904, JC Watson.

Download

- Student Activity Sheet H12.4: What is the ALP?

ACTIVITY 7: THE ALP

Subthemes: Politics; Social order and education

Discover

- As a class discuss the question: Why was the Australian Labor Party (ALP) formed and who were the founders trying to help?

Reflect

- Hot seat role-play is a strategy where students research and analyse a character from the episode. Through their observations they find out who the person is, their importance to the story and what differentiates them from other characters. Once students understand the character, they can pretend to be them and answer questions from other members of the class while remaining in character.
- Students choose a character from the episode. In small groups, students can develop a storyline for their character, creating a drama in which the character interacts with other characters based on a given scenario.
- Each scenario listed below relates to the hard times experienced by workers in the 1890s.
 - 1 Brickworks employee gets ill and faces his boss about the situation. He gathers others who are ill to support his case.
 - 2 Local publican hosts secret meetings for the unemployed brickworks employees at the back of his pub.
 - 3 Unemployed workers have a meeting to discuss the problems they face. Some of them agree that they should join the ALP and others feel scared.
 - 4 Bosses and company owners talk about not paying out money to ill workers. They are faced with having to deal with locals getting together for secret ALP meetings.

Download

- Student Activity Sheet H12.5: Hot seat role-play



EPISODE CLIP: WORKERS' RIGHTS

ACTIVITY 8: FAMILY VALUES

Subthemes: Politics; Social order and education

A woman's role in the late 1800s was restricted. It was expected that she maintain the home and family while the husband/father went out to work. However, in many poor families the woman had to work to earn money, especially when men lost their jobs.

Discover

- Research and discuss women's roles in Australian history. Ask students to utilise the following websites to locate stories and pictures of women of the era:
 - 1 National Library of Australia, 'Picture Australia: Picture Trails: Society', <http://www.pictureaustralia.org/trails/society.html>
 - 2 ABC, 'Australian Suffragettes', <http://www.abc.net.au/ola/citizen/women/women-home-vote.htm>

Reflect

- Students can create an imaginary 'historyface' profile (based on something similar to a Facebook page) for a female suffragette from the 1800s. Information can include a profile picture, status update, education, family background, likes and dislikes and groups she may be linked with. Student Activity Sheet H12.6 contains a 'historyface' template that can be used for this activity. Make sure that students answer the questions:
 - 1 Who is she?
 - 2 What groups and causes does she stand for?
 - 3 What is her status?

Download

- Student Activity Sheet H12.6: Suffragette profile

Aligned resources

ABC, 'Australian Suffragettes', <http://www.abc.net.au/ola/citizen/women/women-home-vote.htm>

ABC3, 'My Place', <http://www.abc.net.au/abc3/myplace>

Australian Labor Party, <http://www.alp.org.au/labor-history>

Eight Hour Day, <http://www.8hourday.org.au>

History Australia, 'The Evolution of Education in Australia', <http://www.historyaustralia.org.au/ifhaa/schools/evolutio.htm>

Labor History, <http://www.laborhistory.org.au/home.html>

Museum Victoria, 'Biggest Family Album', <http://museumvictoria.com.au/bfa>

— 'Victoria Railways', <http://museumvictoria.com.au/railways>

National Library of Australia, 'Picture Australia: Picture Trails: Society' <http://www.pictureaustralia.org/trails/society.html>

Powerhouse Museum, "'New South Wales Pioneers', Photographs by George Bell 1890–1900', <http://www.powerhousemuseum.com/pdf/OPAC/246256.pdf>



Job advertisement

Job title/picture	Job description

HELP WANTED

Job criteria including skills required



A decade in camera history

- 1 Research the history of the camera during one decade between 1820 and 2010. Your teacher may allocate the decade.
- 2 Create a fact card depicting the types of cameras used over the span of the decade and the technological changes that occurred.

Include the following elements in the layout of your fact card:

- a decade overview
- b title
- c chronology of technological changes
- d pictures and diagrams
- e factual information
- f bibliography of resources used.

Tip

The technological changes and advances may only occur once or twice in the decade you are studying.

Try to find pictures or information relating to those changes.

Tip

Ensure that you note down all of the websites and books you have used to obtain your facts and information.



What is the ALP?

Research the formation of the Australian Labor Party (ALP) and then respond to the following questions.

1 What is a political party?

2 What do political parties aim to do?

3 Who were the original founders of the ALP?

4 How many ALP Prime Ministers have been elected in Australia?

5 Who is the leader of the ALP today?



Hot seat role-play

- 1 Below you will find scenarios adapted from scenes in this episode. Choose one of the scenarios and identify with one of the characters. You will need to understand who your character is and why he or she is in that situation.

You will then be asked to answer questions about your character and your situation in the scenario. Have fun in the hot seat!

a Scenario 1

Brickworks employee gets ill and faces his boss about the situation. He gathers others who are ill to support his case.

b Scenario 2

Local publican hosts secret meetings for the unemployed brickworks employees at the back of his pub.

c Scenario 3

Unemployed workers have a meeting to discuss the problems they face. Some of them agree that they should join the ALP and others feel scared.

d Scenario 4

Bosses and company owners talk about not paying out money to ill workers. They are faced with having to deal with locals getting together for secret ALP meetings.

- 2 Prepare some notes about your character below.



Suffragette profile

historyface

Username: _____

Status: _____

Profile information

Groups and causes

Family information

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graph TD
    A[ ] --> B[ ]
    A --> C[ ]
    B --> D[ ]
    B --> E[ ]
    C --> F[ ]
    C --> G[ ]
  
```



EPISODE 12: 1898: ROWLEY

English: teaching strategies

Unit focus: English

Year level : Years 3–6

The Australian curriculum: English

The national English curriculum is based on three interrelated strands:

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

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EPISODE CLIP: 1,000 GOOD DEEDS

ACTIVITY 1: ESTABLISHING TIME AND PLACE

Subtheme: Language and scripting

Discover

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

Reflect

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

Download

- Student Activity Sheet E12.1: The opening scene

ACTIVITY 2: EDUCATING BOYS

Subtheme: Culture; Social order and education

Discover

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

Reflect

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

Download

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

ACTIVITY 3: PRACTISING FOR WAR

Subthemes: Australians at war; Historical events

Discover

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

Reflect

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

Download

- Student Activity Sheet E12.3: War heroes

EPISODE CLIP: EARLY PHOTOGRAPHY

ACTIVITY 4: PICTURING THE STORY

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

Discover

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

Reflect

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

Download

- Student Activity Sheet E12.4: Storyboard

ACTIVITY 5: GOOD DEEDS

Subtheme: Chores, business and employment

Discover

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



Reflect

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

Download

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

EPISODE CLIP: FOUNDING THE ALP

ACTIVITY 6: THE AUSTRALIAN LABOR PARTY (ALP)

Subtheme: Culture; Currency; Politics

Discover

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

Reflect

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

Download

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

ACTIVITY 7: BEING LITERATE

Subthemes: Gender roles and stereotypes; Social order and education

Discover

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



Reflect

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

Download

- Student Activity Sheet E12.7: Reading and writing

ACTIVITY 8: HERO OR BREADWINNER?

Subthemes: Character; Social order and education

Discover

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

Reflect

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

Download

- Student Activity Sheet E12.8: Supporting the family



EPISODE CLIP: WORKERS' RIGHTS

ACTIVITY 9: WHAT'S THE PROBLEM?

Subthemes: Relationships; Social order and education

Discover

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

Reflect

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

Download

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

ACTIVITY 10: WORKERS' HEALTH

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

Discover

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

Reflect

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



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

Download

- Student Activity Sheet E12.10: Rights and wrongs

ACTIVITY 11: LETTER TO THE EDITOR

Subtheme: Chores, business and employment

Discover

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

Reflect

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

Download

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

Useful resources from The Le@rning Federation

- L336 Letters to the editor: community disagrees

Aligned resources

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

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

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

Australian Children's Television Foundation, 'Live Action: Lighting and Sound',

http://www.actf.com.au/learning_centre/school_resources/teaching_kits/lia/units/lia_tk_light_snd.htm

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

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

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



Google Images,

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

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

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

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

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

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

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

Picture Australia,

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

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

Useful resources from The Learning Federation

L336 Letters to the editor: community disagrees

L8202 Picture story: history



The opening scene

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

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

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



The state of education

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

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



Name: _____

Student Activity Sheet E12.3
Activity 3: Practising for war

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

War heroes

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

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

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

1 Who was Breaker Morant?

2 Who was Captain Howse?

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



Name: _____

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

Episode 12: 1898: Rowley
Clip: Early photography

Storyboard

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



Name: _____

Student Activity Sheet E12.5
Activity 5: Good deeds

Episode 12: 1898: Rowley
Clip: Early photography

A journal of good deeds

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

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

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

My journal of good deeds	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



A point of view

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

a What historical information was presented?

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

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

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



Reading and writing

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

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

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

Yours sincerely,	



Supporting the family

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

a What constitutes a hero?

b Is Rowley a hero? Why or why not?

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

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

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

2 Write a dialogue between Rowley's mother and the brickworks' manager, describing the effects of the absence of her husband on her family during the past few years. Have the manager take the point of view that he is not responsible for their problems.

3 Research the support that is available for a single parent supporting their family today and compare these support systems with what was available in 1898. Explain why these conditions may have changed over the past 100 years.



Rowley's diary

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

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- 2** Pretend to be Rowley and write a diary entry summarising your day as seen in this clip. Try to empathise with Rowley and explain his feelings. Respond to the following questions in your diary entry:
 - a** What was the main thing that happened to you today?
 - b** How do you feel about what you found out?
 - c** Why is this day so important to you?

<p>Dear Diary,</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Name: _____

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

Episode 12: 1898: Rowley
Clip: Workers' rights

Rights and wrongs

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

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

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

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

d What does this mean for his family?

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

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



Name: _____

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

Episode 12: 1898: Rowley
Clip: Workers' rights

Rights and conditions of workers

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

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

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

Yours sincerely,	