



# EPISODE 11: 1908: EVELYN

## 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 ...

Reproduced with permission of the Australian Curriculum, Assessment and Reporting Authority (ACARA) from *Shape of the Australian Curriculum: English*, 2009, p. 6, [http://www.acara.edu.au/news\\_media/publications.html](http://www.acara.edu.au/news_media/publications.html). Further information, including any updates, is available at <http://www.acara.edu.au>

## EPISODE CLIP: GAMES FROM INDIA

### ACTIVITY 1: INDIA AND LITERATURE

Subthemes: Art, music and literature; Historical events

#### Discover

- As a class, discuss why Evelyn could be so obsessed with jungle animals and hunting. Ask students which country Evelyn was imagining she was in. Invite them to think about what might have influenced Evelyn, living in the early 19th century, to be interested in and knowledgeable about India. How do they think children accessed information and entertainment in the time before television, cinema and radio? Discuss the importance of children's books for entertainment and developing the imagination.
- Explain that one very popular author at the time was British colonial author and poet Rudyard Kipling who wrote *The Jungle Book* (1894), *Kim* (1901) and other adventure stories set in India. Read examples of some of his stories and poems to the class and discuss their meaning and relevance to children in this era in Australia.

#### Reflect

- Use the school or local library and the internet to research Kipling and have students present a brief report explaining who he was and why he was such an influential writer. In 1907 Kipling became the first English language recipient of the Nobel Prize for Literature, which helps explain his popularity in Evelyn's era. Ask students to find out why Kipling wrote about India. Why do they think stories about India were so popular with young children in the British Empire at that time?
- Another children's book, popular at the time, that begins in India was *The Secret Garden* by Frances Hodgson Burnett. Have students read this book, or read it to the class. The story was written and set in a similar period to this episode and will assist students to discover more about life for children at this time. What is the link to India in this story? Look at how India is represented by the author and then later by the filmmaker in the 1993 film adaptation of the novel.
- Have students use the library and the internet to find out what other children's books were popular in Australia at this time.

#### Download

- Student Activity Sheet E11.1: Children's books in the early 1900s

### ACTIVITY 2: BENGAL TIGERS AND INDIAN ELEPHANTS

Subthemes: Art, music and literature; Character

#### Discover

- As a class, discuss the information Miss Müller gives Evelyn about tigers. What does she say? Do students think tigers can reverse down trees? Have students consider the way Miss Müller gives this information. Do they believe her? Ask students to work in pairs to complete the following sentence on the worksheet, supporting their opinion with evidence from the text.



'We think the filmmaker wants Evelyn and the audience to see Miss Müller as a (reliable/unreliable) ... source of information because ...'

- Encourage students to consider the way Miss Müller is dressed, her demeanour and the prop she is holding (a book). Ask them to discuss and compare responses.
- As a class, discuss the importance of using reliable, authoritative sources when undertaking research. Then set groups the task of researching the question of whether or not tigers are able to reverse down trees.

### Reflect

- Discuss 'Tiger or scaredy-cat?' from the Odd Spot in the Melbourne newspaper, *The Age*, 24 September 2009. A tiger in a Bristol zoo had climbed to the top of his new five-metre-high platform and couldn't climb down. The zoo keeper thinks the tiger will come down when he is hungry, but can he climb down from the platform? Who is right? The zoo keeper who installed the platform or Miss Müller who says tigers can climb up trees but they can't climb down. Can tigers jump down from a height of five metres? You can access the Odd Spot from *The Age* website, <http://www.theage.com.au/world/oddspot/odd-spot-20090924-g2v9.html>
- Ask students to consider the concept of 'spoof' stories. Have them research other spoof stories that have been published in the newspaper or on the internet. A spoof, or parody, must contain elements of reality mixed with the unbelievable. Ask them to create a parody story of their own and identify a day in the year when it is customary to tell such stories.

### Download

- Student Activity Sheet E11.2: Tiger tales and other strange stories

## ACTIVITY 3: DRESSING FOR PLAY

### Subthemes: Fashion; Relationships

#### Discover

- As a class examine the clothes worn by the characters Evelyn, Edward and Freddie. Ask students to describe what each is wearing and to discuss why they are wearing these outfits for play. Evaluate the suitability of these garments for playing in and compare them to clothes students wear today. Examine the reasons why fashions change.
- During this process complete a class KWLH chart to record evidence of:
  - 1 What we Know
  - 2 What we Want to know
  - 3 What we Learned
  - 4 How we learned it.

#### Reflect

- Locate images of Evelyn, Edward and Freddie in the 'Stills gallery' and download them. Ask the students to paste each one onto a separate sheet of paper. Underneath each image students are to write a description of the character's clothing, as if they were fashion reporters for a newspaper. Ask students to design a new outfit for each character. To begin this task, students should research the fashion styles worn by children of this era. Students should explain how their designs suit the personality of each character.



### **Download**

- Student Activity Sheet: E11.3: Fashion designer

## **EPISODE CLIP: MR WONG'S EMPORIUM**

### **ACTIVITY 4: THE 'NO. 5' ASSORTMENT**

#### **Subtheme: Customs and traditions**

- Evelyn and her family are excited by the prospect of being the owners of the Mr Wong's 'No. 5' assortment of fireworks. It is the best available and is expensive.

#### **Discover**

- View the clip and observe the box construction and the designs on the outside. Also look at the designs of the fireworks. As a class work out how many fireworks are in the box. What varieties are included? What type of effects would each firework produce when lit? Consider what instructions would be needed to inform people of the dangers involved and the safe procedures for lighting the fireworks. Ask the class to estimate the cost of the box and its contents.

#### **Reflect**

- Ask students to design their own box of fireworks based on Mr Wong's 'No. 5' assortment. They need to design the box itself; a label and instructions for the outside; and include images to decorate the outside of the box. They could also design two or three fireworks that are to be placed in the box. Each should have a different design drawn around it to denote the type of firework it is.

### **Download**

- Student Activity Sheet: E11.4: My box of fireworks

## **ACTIVITY 5: NON-VERBAL COMMUNICATION**

#### **Subtheme: Relationships**

#### **Discover**

- As a class view carefully, without sound, the scene where Evelyn tries to pay for the box of fireworks. Examine how the filmmaker uses visual clues to tell the audience what is happening.
- Focus students' attention on the actors' body language and gestures; the use of camera shots and camera angles; and the way link shots connect ideas and establish relationships between the characters. Why does Evelyn rearrange the coins? What does Mr Wong think she is doing? How do we know?

#### **Reflect**

- Give students a blank storyboard and have them note each of the camera shots used in the exchange between Evelyn and Mr Wong.
- Watch the scene from where Mr Wong puts the box onto the counter up until where the children turn to leave the shop. As a class, discuss the information recorded in the storyboards and create



a class list of camera shots used. Replay the scene to allow students to focus again on the types of shots used and how they influence the viewer.

### **Download**

- Student Activity Sheet E11.5: Inside Mr Wong's Emporium

## **ACTIVITY 6: MAKING MEANING**

### **Subtheme: Relationships**

#### **Discover**

- Have students work in pairs to script a dramatic silent exchange between two characters, using body language and gesture to convey the story. Ask them to consider carefully how they will draw audience attention to the important events and interactions in the scene. Have students present their silent scene to the class. Encourage students to give specific and constructive feedback to each other about the effectiveness of their scenes.

#### **Reflect**

- Ask students to use a storyboard template to create a wordless comic strip version of the same scene, this time including specific camera shots that will draw attention to the important moments in the exchange. They must decide which character or objects they will show in close-up and why. How will the action between the characters convey the intended message to the audience? The completed storyboards can be made into a class book to share for a viewing activity.

### **Download**

- Student Activity Sheet E11.6: Camera shots

## **EPISODE CLIP: CHORES AND PUNISHMENT**

### **ACTIVITY 7: AVOIDING PUNISHMENT**

#### **Subthemes: Chores, business and employment**

#### **Discover**

- Ask the class to describe what is happening in this scene. A filmmaker uses various techniques to convey information about characters. What techniques are used in this scene to tell the audience about Evelyn and Edward?

#### **Reflect**

- Ask students to complete the chart on the Student Activity Sheet E11.7, and then consider how the events in this sequence help the scene to unfold.
- Ask the students to list all the chores Evelyn and Edward are expected to perform, then write a list of chores they themselves do at home. Compare the lists and ask students to evaluate which ones are more difficult. Ask them to tick which chores they get rewarded or paid for.



### **Download**

- Student Activity Sheet E11.7: Working to avoid punishment

## **ACTIVITY 8: CREATING DRAMATIC TENSION**

### **Subtheme: Character**

#### **Discover**

- Filmmakers, like writers, often use 'imagery' to create dramatic tension in a scene. Have students identify possible tension-building devices in this scene and discuss how they are used. For example, the clock is used to show that time is passing quickly. Using the clock as an example, ask students the following questions:
  - 1 What do clocks symbolise?
  - 2 How has the filmmaker used the clock in this scene?
  - 3 What is the purpose of the ticking sound?
  - 4 How does it make the audience feel?
  - 5 What does the use of the clock add to the scene?

#### **Reflect**

- Examine the character of Edward and have students answer the following:
  - 1 What is the role of Edward in this scene?
  - 2 What does he say?
  - 3 What does he do?
  - 4 What sounds can we hear?
  - 5 Why has the filmmaker included the strap in this scene?
  - 6 What does it symbolise?
  - 7 What does the strap indicate to Evelyn?
  - 8 What is the purpose of Edward hitting the strap on the table?
  - 9 How does this add tension to the story?
- Following the discussion ask students to summarise the discussion by answering the questions on Student Activity Sheet E11.8.

### **Download**

- Student Activity Sheet E11.8: Filmmakers' use of imagery

## **ACTIVITY 9: PUNISHMENT**

### **Subthemes: Chores, business and employment; Culture; Relationships**

#### **Discover**

- Evelyn is pressured to complete her chores while Edward taunts her with the prospect of punishment by her father. As a class discuss what punishment is anticipated in this scene. Also consider what would have been usual punishments for girls and boys of this era and how they compare to punishments handed out by parents today.



### **Reflect**

- Ask students to take a position on one side of a debate. The topic for the debate is: 'Punishment is the most effective form of communication for parents in dealing with their children today'. Each student should include three effective points for or against the topic, giving examples to support their position.

### **Download**

- Student Activity Sheet E11.9: A debate about punishment

## **EPISODE CLIP: CRACKER NIGHT**

### **ACTIVITY 10: A HAPPY ENDING**

Subthemes: Celebrations; Relationships

#### **Discover**

- Divide the class into small groups and ask them to discuss Evelyn's demeanour in this clip. Compare this with the way Evelyn was portrayed by the filmmaker in the earlier clips, particularly in 'Chores and punishment'. She has changed considerably.
- Ask students to record what they think has caused this change. Encourage them to look carefully at the evidence in the clip to work out how her problem might have been solved. For example, ask these questions:
  - 1 Who is the other important character in this clip?
  - 2 Who does the filmmaker keep drawing our attention to?
  - 3 Why might Miss Müller be of interest in the story at this point?
  - 4 Who is she connected to?
  - 5 Look at the editing of shots between Miss Müller and Evelyn. What effect does this have?
  - 6 What is the filmmaker trying to tell the audience here?

#### **Reflect**

- The faces of those at cracker night (especially the children) express awe, wonder, excitement and anticipation. Ask students how they would feel if they attended a cracker night or cracker night. Ask students to create song lyrics about a cracker night celebration, to be sung to the music of 'Waltzing Matilda'.

#### **Download**

- Student Activity Sheet E11.10: Problem solved!

### **ACTIVITY 11: MAKING NEWS**

Subthemes: Celebrations; Character; Customs and traditions

#### **Discover**

- Ask students to write a newspaper report describing the atmosphere of the cracker night celebrations and including an interview with Evelyn or Edward. Students should 'ask' the



characters to describe the highlight of the night for them. Include some quotes from the character to conclude the story.

### **Reflect**

- Draw a picture of the cracker night to include with the article.
- Ask students to design an advertisement for Mr Wong's store and his fireworks, to be included as part of the newspaper page. The advertisement needs to have a slogan, an image and some details of the products.

### **Download**

- Student Activity Sheet E11.11: Newspaper report

## **ACTIVITY 12: CRACKER NIGHT**

**Subthemes: Celebrations; Customs and traditions**

### **Discover**

- Until the late 1970s the ritual called Guy Fawkes Night, was celebrated each year on 5 November in backyards and vacant blocks of land all over Australia. Children could buy fireworks at variety stores, and old tree branches and dry wood would be gathered to build the bonfire. At the event an effigy built from hay, straw and hessian bags, called a guy, might be put on the bonfire and set alight. Have students research the Gunpowder Plot and find out who Guy Fawkes was.

### **Reflect**

- Some cultures still practise letting off fireworks to celebrate certain events. Ask students to find out about some of these celebrations. Collect images of fireworks from your research and use them to create a photomontage.

### **Download**

- Student Activity Sheet E11.12: Celebrating with fireworks

## **Aligned resources**

Baillie, Allan, Tanner, Jane (ill.) 1988, *Drac and the Gremlin*, Penguin, Ringwood.

Birmingham, John 1977, *Come away from the water Shirley*, Red Fox, London.

Burnett, Frances Hodgson 2007, *The Secret Garden*, Oxford University Press, Oxford.

Kipling, Rudyard 2007, *The Jungle Book* Oxford University Press, Oxford.

Kipling, Rudyard 1981, *Kim*, Macmillan, London.

*The Age*, 'Odd Spot', 24 September 2009, <http://www.theage.com.au/world/oddspot/odd-spot-20090924-g2v9.html>

### **Useful resource from The Le@rning Federation**

L888 Sonic Space: home





### Children's books in the early 1900s

- 1 Present a brief report explaining who Rudyard Kipling was and why he was such an influential writer at this time. Find out why Kipling wrote about India and give reasons why you think stories about India were so popular with young children in the British Empire.

Rudyard Kipling	
Book titles	What is the book about?
_____ _____ _____	_____ _____ _____
Poems	What is the poem about?
_____ _____ _____	_____ _____ _____

- 2 Find out what other children's books were popular in Australia in the early 1900s.

Author	Title
_____ _____ _____	_____ _____ _____



## **Tiger tales and other strange stories**

- 1 What does Miss Müller tell Evelyn about tigers? Do you think this is true?

---

---

- 2 Work with a partner to complete the sentence below. Support your opinion with evidence from the clip. Consider the way Miss Müller is dressed, her demeanour and the prop she is holding.

We think the filmmaker wants Evelyn and the audience to see Miss Müller as (a reliable / an unreliable) \_\_\_\_\_ source of information because ...

---

---

---

---

---

- 3 A 'spoon' story must contain elements of reality mixed with the unbelievable. Find spoon stories that have been published in a newspaper or on the internet. Create a spoon story of your own and identify the day in the year when you might expect to hear or tell such a tale.

---

---

---

---

---

## Fashion designer

- 1** Examine the fashions worn by the characters Evelyn, Edward and Freddie and compare these with clothes children wear today. Make some notes in the table below for use in a class discussion about the topic.

<b>KWLH chart</b>			
<b>What I Know</b>	<b>What I Want to know</b>	<b>What I Learned</b>	<b>How I learned it</b>

- 2** Paste images of Evelyn, Edward and Freddie from the 'Stills gallery' onto a separate sheet of paper. Underneath each image write a description of the character's clothes as if you were a fashion reporter for a newspaper.
- 3** Design a new set of clothes for each character. You should first research the fashion styles of the era to get some ideas. Explain how your new clothes will suit the personality of each character.

<b>Evelyn</b>	<b>Edward</b>	<b>Freddie</b>



Name: \_\_\_\_\_

Student Activity Sheet E11.4  
Activity 4: The 'No.5' assortment

Episode 11: 1908: Evelyn  
Clip: Mr Wong's Emporium

## **My box of fireworks**

Evelyn and her family are excited by the prospect of being the owners of the Mr Wong's 'No. 5' assortment of fireworks. It is the best available and costs a great deal.

Design your own box of fireworks. Your design will include the box itself, a label and instructions for the outside of the box. Add images to decorate the box. Design two or three fireworks that you would put in the box. The fireworks should have different decorations drawn around them to show what kind of display you would see in the sky once they have been lit. Use the space below to plan your designs.



## **Inside Mr Wong's Emporium**

- 1 Watch 'Mr Wong's Emporium' without sound and make a note of the main events. Summarise what you think is happening in the scene, supporting your ideas with evidence from the clip.

---

---

---

---

---

---

---

---

---

---

- 2 View the clip again, this time with sound. Compare your original interpretations with what you now understand. How close was your summary to the actual story?

---

---

---

---

---

---

---

---

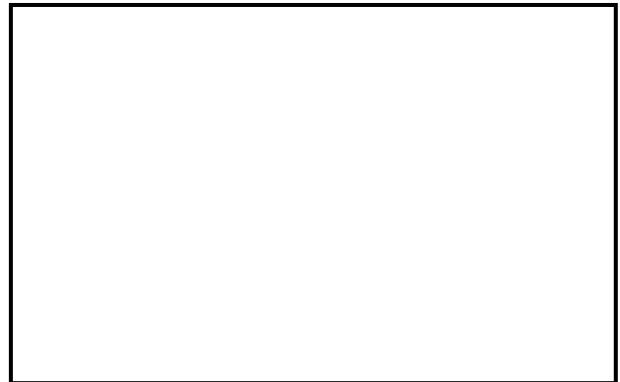
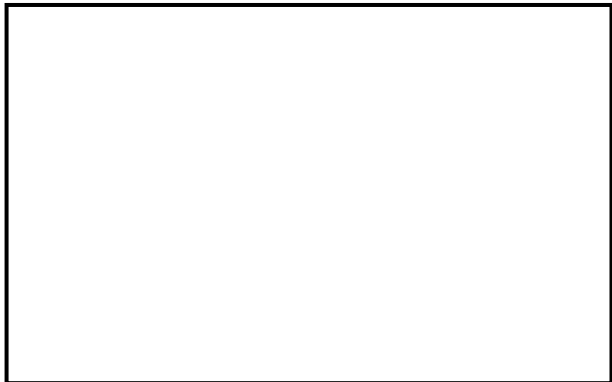
---

---



### Camera shots

Watch the scene from where Mr Wong puts the box on the counter up until the part where the children turn to leave the shop. Use the storyboard to note each of the camera shots used in the exchange between Evelyn and Mr Wong.



## Working to avoid punishment

- 1 Describe what is happening in this scene. What is the filmmaker trying to tell the audience about Evelyn and Edward? Complete the chart below.

Who	What they do	Why they do it	Film techniques used
Evelyn			
Evelyn			
Evelyn			
Edward			
Edward			
Edward			

- 2 List all the chores Evelyn and Edward are expected to perform and then write a list of chores that you do at home. Compare the lists and evaluate which ones are more difficult. Indicate the chores you get rewarded or paid for.

Evelyn's and Edward's chores	Your chores	Degree of difficulty 1–10 (1 is the hardest)	Rewarded or paid? (yes or no)



## **Filmmakers' use of imagery**

**1** Filmmakers, like writers, often use 'imagery' to create dramatic tension in a story. One example is the use of the clock. After the class discussion answer the following questions:

**a** How has the filmmaker used the clock in this scene? What do clocks symbolise?

---

---

---

---

---

**b** What is the purpose of the ticking sound? What might this add to this scene?

---

---

---

---

---

**2** Answer the following questions about Edward's role in this scene.

**a** What does Edward say and do? What can we hear?

---

**b** Why has the filmmaker included the strap? What does it symbolise? What does it indicate to Evelyn?

---

**c** Edward cracks the strap loudly. How does this add tension to the scene?

---





## **A debate about punishment**

There is to be a class debate on the question: 'Punishment is the most effective form of communication for parents in dealing with their children today.'

- 1** Choose a side in the debate and write three effective points to support your position.

---

---

---

---

---

---

---

---

- 2** Add any other points you think your team should include in their arguments. Include any further suggestions you have as to how your team should approach the topic.

---

---

---

---

---

---

---

---

---

---



## **Problem solved!**

- 1** What has happened to Evelyn? How do you think her problem has been solved?

---

---

---

- 2** Record your responses to the following questions:

**a** Who is the other important character, beside Evelyn, that the filmmaker keeps drawing our attention to?

---

**b** Why might Miss Müller be of interest at this point? Who is she connected to?

---

**c** Look at the editing of shots moving between Miss Müller and Evelyn. What effect does this have? What is the filmmaker trying to tell the audience?

---

- 3** Using the music of 'Waltzing Matilda', create lyrics for a song to celebrate cracker night.

---

---

---

---

---

---

---

---



## Newspaper report

- 1 Write a newspaper report describing the atmosphere of the cracker night celebrations. Include an interview with Evelyn or Edward. Ask the characters to explain the highlight of the night for them. Include some quotes from the character to conclude the story.
- 2 Draw a picture of cracker night to include with the article.
- 3 Include an advertisement for Mr Wong's store and his firecrackers as part of the newspaper page. This advertisement needs to have a slogan, an image and some details of the products.

### Article

---

---

---

---

---

### Image

### Advertisement for Mr Wong's Emporium



## **Celebrating with fireworks**

- 1** Research the history of the Gunpowder Plot. Who was Guy Fawkes?

---

---

---

---

---

---

---

---

- 2** Some communities still practice letting off fireworks to celebrate certain occasions. Find out about some of these events, when they are held, and what they celebrate. Collect images of fireworks from your research and create a photomontage.