

EPISODE 22 | 1798: SAM

Unit focus: History

Year levels: 3–6

EPISODE CLIP: FARM LAD

ACTIVITY 1: THE RUM CORPS

Subthemes: Historical events; Politics

Discover

- As Mr Owen realises, the two soldiers who deliver Sam to the farm in *My Place* Episode 22 | 1798: Sam have been indulging in some 'rum', the term used to refer to all spirits in the early days of the colony. The New South Wales Corps was a regiment formed in England in 1789 to relieve the Royal Marines, who had accompanied the First Fleet to Australia. Their wages were sometimes paid in rum, resulting in social and economic problems and explaining how they came to be known as the 'Rum Corps'. The soldiers of the Rum Corps became a powerful group in the early days of the colony, controlling trade and profiting from land grants and even challenging the supreme power of governors. Governors Hunter and King both clashed with the Rum Corps, as did Bligh, who was deposed by the Corps in the Rum Rebellion on 26 January, 1808. Eventually the Corps was sent back to London on the orders of Governor Macquarie.
- In small groups, ask students to research the Rum Corps and the reasons it became so powerful within the New South Wales colony. Students should draw a timeline of the events leading up to the Rum Rebellion, taking care to note any clashes between the Corps and the governors of New South Wales. Students can conduct research in the school or local library or online. As a starting point, refer to the resources listed below:
 - 1 State Library of New South Wales and Historic Houses Trust, '1808: Bligh's Sydney Rebellion – Exhibition Guide', www.sl.nsw.gov.au/events/exhibitions/2008/politicspower/docs/bligh_guide.pdf
 - 2 Wikipedia, 'New South Wales Corps', en.wikipedia.org/wiki/New_South_Wales_Corps
- Initiate a class discussion on the factors influencing the Rum Rebellion. Ask students to draw a cause-effect map of the events leading up to the Rum Rebellion.

Reflect

- Ask students to investigate one of the leading protagonists of the Rum Rebellion: Governor Bligh, John Macarthur, Major Francis Grose, Major George Johnston, D'Arcy Wentworth, Samuel Marsden, William Paterson, among others.
- Conduct a 'Role-play Hot Seat' where each student pretends they are the protagonist. In turn, they are seated in a chair in front of their peers, who ask them questions about their part in the Rum Rebellion. The Hot Seat student should stay in character and answer the questions as they feel the protagonist would.



Elly Place
FOR TEACHERS

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Student Activity Sheet H22.1: The Rum Corps

Aligned resources

State Library of New South Wales and Historic Houses Trust, '1808: Bligh's Sydney Rebellion – Exhibition Guide', www.sl.nsw.gov.au/events/exhibitions/2008/politicpower/docs/bligh_guide.pdf

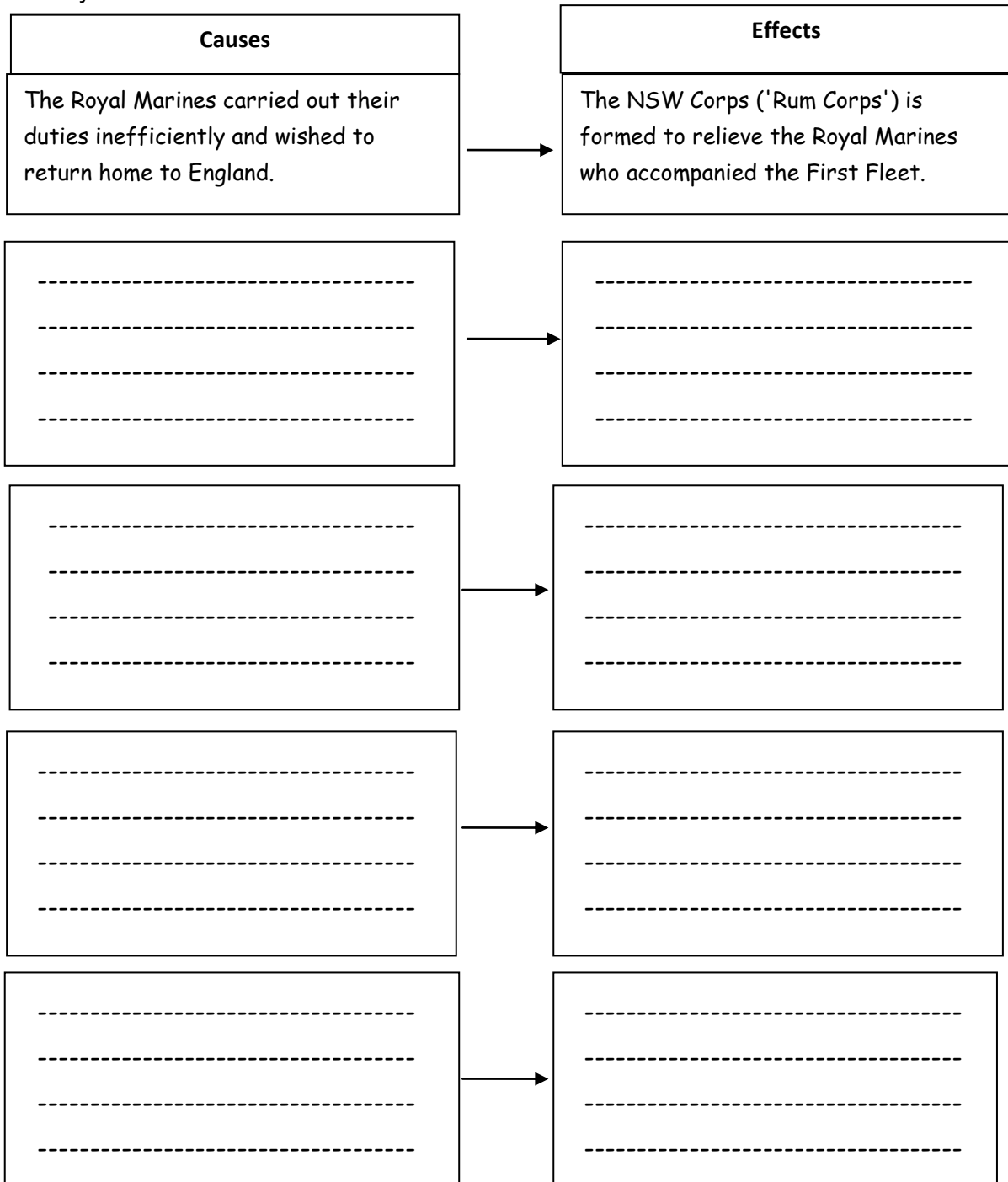
Wikipedia, 'New South Wales Corps', en.wikipedia.org/wiki/New_South_Wales_Corps

Useful resources from Education Services Australia

R3762 *Letter by William Paterson, 1807*

The Rum Corps

- 1 Fill in the cause-effect map below, explaining the events and other factors which led up to the Rum Rebellion. Enter the effects in the 'Effects' boxes (eg 'controlled trade') – you can add extra boxes if needed. Then enter the causes in the 'Causes' boxes. Link the related boxes with arrows. The first one has been done for you.



EPISODE CLIP: FARM LAD

ACTIVITY 2: CRIME AND PUNISHMENT

Subthemes: Historical events; Politics

Discover

- In this clip, Sam offers Mr Owen his version of the reason for his transportation.
- Ask students to research the various reasons convicts were sent to Australia. Many online sites offer registers of transported convicts, including records which document their crimes. For a good starting point, teachers can refer to the following websites:
 - 1 Data Australia, 'British convict transportation registers', data.gov.au/dataset/british-convict-transportation-registers/
 - 2 State Records Authority of New South Wales, 'Indexes to convict records', www.records.nsw.gov.au/state-archives/indexes-online/indexes-to-convict-records/indexes-to-convict-records/?searchterm=Indexes%20to%20Convict%20Records
 - 3 The proceedings of the Old Bailey, www.oldbaileyonline.org
- As a class, discuss the major reasons for transportation. Ask students to individually write a small newspaper article that protests against transportation to the colony. Ask students to read and share these with the class.

Reflect

- Have students create an imaginary profile for a transported convict using the Historyface template (historyface.wikispaces.com/) in **Student Activity Sheet H22.2**, using information from their research on transported convicts. Students need to include a date of birth, background information, family information, status updates and anything else of interest about the convict.

Download

Student Activity Sheet H22.2: Crime and punishment

Aligned resources

Data Australia, 'British convict transportation registers', data.gov.au/dataset/british-convict-transportation-registers/

State Records Authority of New South Wales, 'Indexes to convict records', www.records.nsw.gov.au/state-archives/indexes-online/indexes-to-convict-records/indexes-to-convict-records/?searchterm=Indexes%20to%20Convict%20Records

The proceedings of the Old Bailey, www.oldbaileyonline.org

Useful resources from Education Services Australia

L359 *Samuel Cooper: putting the rabble to work*

R4172 *Sketch of convict Ikey Solomon*

R5803 *First Fleet convict love token, 1786-87*

R10815 *Convicts in Tasmania*

R11437 *'Bound for Botany Bay' – transportation of convicts to New South Wales*

Crime and punishment

- 1 Create a profile of a transported convict using the profile pic below. Include a date of birth, background information, family information and anything else of interest about the convict.

Profile pic

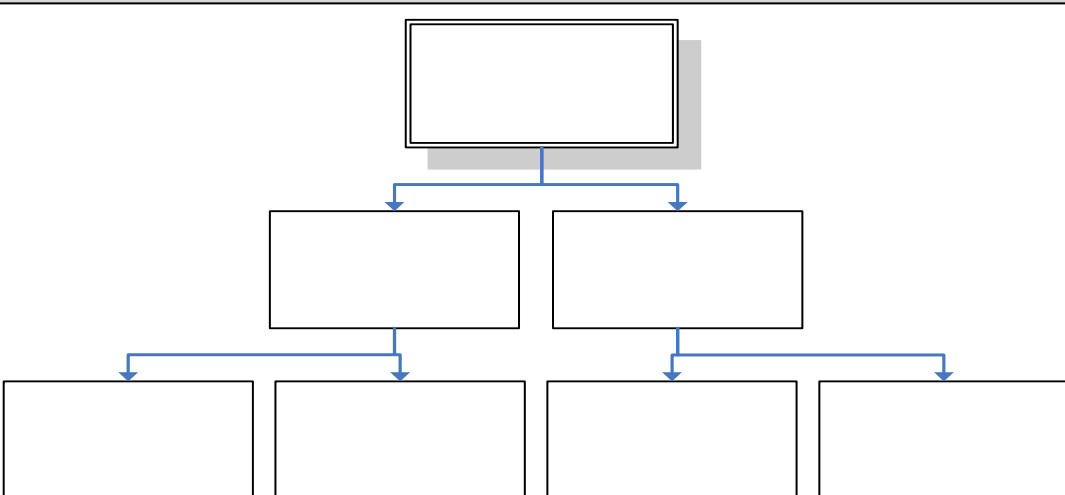
Name: _____

Status: _____

Profile information:

Likes and dislikes:

Family information



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graph TD
    A[ ] --> B[ ]
    A --> C[ ]
    B --> D[ ]
    B --> E[ ]
    C --> F[ ]
    C --> G[ ]
    
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EPISODE CLIP: MILKING TIME

ACTIVITY 3: DAMPER

Subthemes: Customs and traditions; Food; Inventions and electronic media

Discover

- Damper, a simple bread made from flour and water and cooked on a heated hearthstone or in hot ashes, became a daily staple in the diet of the colonists. Damper (or 'Australian bush bread') has come to be an emblem of the Australian bush heritage.
- Indigenous peoples have ground seeds and grains over many centuries to produce breads and what we now know as damper. When new foods such as wheat flour were introduced, these were also adapted into Indigenous diets and lifestyles. Talk to local Indigenous families about stories and traditions about food that have been passed down through family and how these have changed over time.
- The following website may be useful. Consider a range of units on the website and talk to local Indigenous people about whether damper was in fact used (or is still used) in your local area and the different ways it is prepared (eg fried as johnny cakes, baked on coals or in camp ovens).
 - 1 NSW Board of Studies, 'Aboriginal technology: Bushfood', http://k6.boardofstudies.nsw.edu.au/linkages/IntegratedUnits/aboriginal/tech_learn02.html
- Yeast was not available in the early days of colonisation and so, for the first half-century of colonisation, most rural workers survived on a diet based on the ration which earned the name 'Ten, ten, two and a quarter', being 10 pounds of flour, 10 pounds of meat, 2 pounds of sugar and a quarter-pound of tea. In *My Place* Episode 22 | 1798: Sam, the convict boy Sam, who has been left by Mr Owen to survive on the farm with only milk from the goat and some flour, makes himself damper to fill his belly.
- Ask students to research the history of damper. As a class, discuss the problems of securing food supplies which faced the early colonists. List these problems on the board and prioritise them from most important to least important for survival.

Reflect

- Ask students to find a traditional recipe that has been passed down within their own family or another family. If necessary, get them to do some research and talk to family members. This could be a tradition for a particular time of the year (eg Christmas, Eid or birthdays) or another cultural tradition. They should write the recipe out so that someone unfamiliar with the food could prepare it and illustrate the ingredients and/or process.
- If possible, have students make the recipe and bring it in to share with the class group. Create a class recipe book with the recipes and include the stories about them: where they come from, who passes them on, why they are used, when they are made and eaten and so on.
- Have students identify a list of other Australian foods, including Indigenous bushfoods.

Download

Student Activity Sheet H22.3: Damper



Aligned resources

Clarkson, J, 'The story of damper, www.leadedgejournal.com.au/le71_Online/le71_r_w/Le71%20-%20Janet.pdf

NSW Board of Studies, 'Aboriginal technology: Bushfood',
http://k6.boardofstudies.nsw.edu.au/linkages/IntegratedUnits/aboriginal/tech_learn02.html



Damper

A pamphlet circulating in England in the mid-19th century described a method of making damper:

A stiff dough is made of flour, water and salt, kneaded till the arms ache, and the mass has acquired the consistency of stiff clay. It is then made into a cake, two or three inches thick, and from twelve to eighteen broad. The wood ashes are partially raked from the hot hearth, and the cake being laid on it, is heaped over with the remaining ashes, and thus baked. When done, and wiped with a cloth, the outside looks dirty, if it is not so. In the bush, where brewers' yeast cannot be procured, this indurated [hardened] dough is the usual bread.

- 1 Find a traditional recipe for making damper. Try to find this directly from a family member or another person, instead of researching on the internet.

Damper recipe

Ingredients:

- 1
- 2
- 3
- 4

Method:

Step 1.

Step 2.

Step 3.

EPISODE CLIP: MILKING TIME

ACTIVITY 4: HOME SWEET HOME

Subthemes: Customs and traditions; Historical events; Inventions and electronic media

Discover

- In *My Place* Episode 22 | 1798: Sam, young Sam is left to repair the bark roof of Mr Owen's hut. While Indigenous Australians designed a wide variety of shelters to suit the seasons and the organisation of their families and the lifestyles of different groups, and which were made with many different materials and technologies, the colonists relied on the abundant supply of timber to construct simple homes in their own style. These homes ranged from simple bough shelters with only a roof and no walls, to single-room bark huts and wattle-and-daub huts made by plastering clay over walls made of woven twigs.
- Ask students to research the construction techniques used to build the homes of the early colonists, for example, wattle-and-daub construction. A good starting point is Romsey Australia, 'Early settlers' homes and bush huts in Australia', home.iprimus.com.au/foo7/houses.html#4.
- Discuss the building materials available to the early colonists.
- Ask students to find images of early bush huts and to look closely at the building materials that were used. Label the images for the materials and construction techniques used.

Reflect

- As a class, view *My Place* Episode 22 | 1798: Sam. Ask students to draw the facade of Mr Owen's hut and a plan of the interior. Ask them to note the building materials used to construct Mr Owen's hut and label these on their drawing and plan.
- Ask students to consider what materials they could use to create a model of Mr Owen's hut. Think about what naturally occurring materials might be available within the school grounds. Ask students to gather these materials. In small groups, students are to make a model of Mr Owen's hut.

Download

Student Activity Sheet H22.4: Home sweet home

Aligned resources

Australian Academy of Technological Sciences and Engineering, 'Technology in Australia 1788–1988, First settlement technology', www.austehc.unimelb.edu.au/tia/331.html
Romsey Australia, 'Early settlers' homes and bush huts in Australia', home.iprimus.com.au/foo7/houses.html#4

Useful resources from Education Services Australia

L6363 *This house: settling in South Hobart*

R4382 *'Hut door', 1850s*



Home sweet home

- 1 After watching *My Place* Episode 22 | 1798: Sam, draw the front of Mr Owen's hut and a plan of the interior in the space below. While you are watching the episode, take particular note of the materials used to construct the building and label these on your drawing and plan.

Front view and interior plan of Mr Owen's hut

EPISODE CLIP: ORANGES AND LEMONS

ACTIVITY 5: NURSERY RHYMES

Subthemes: Art, music and literature; Beliefs; Culture

Discover

- The origins of many nursery rhymes are associated with historical events, although more than one plausible explanation is often given for the circumstances of composition of any individual nursery rhyme. 'Oranges and lemons' has been a popular nursery rhyme among many generations of children. Sung to a tune which is reminiscent of the ringing of bells, the rhyme refers to the bells of churches in the neighbourhoods of London. A range of explanations have been offered for the origins and meaning of the rhyme, the more macabre suggesting that it alludes to public executions, others advancing that it describes the marital problems of King Henry VIII. The way that the lyrics of nursery rhymes change over the centuries is a good illustration of the mutable nature of oral traditions, and the variety of explanations advanced for any individual rhyme demonstrates the problems facing historians when accounting for the past.
- Ask students to find the lyrics of the short and long versions of the nursery rhyme 'Oranges and lemons'. As a class, discuss why more than one version of the rhyme exists.
- Ask students to research the origins and meaning of the nursery rhyme 'Oranges and lemons'. A good starting point is the account provided in Opie and Opie *The Oxford Dictionary of Nursery Rhymes* (see below). You may also like to try 'Nursery rhymes - origins, lyrics & history!', <http://www.rhymes.org.uk/index.htm>.

Reflect

- In small groups, ask students to choose a nursery rhyme that they remember from their early childhood. Ask them to write down the lyrics they remember and to find if other versions of the rhyme also exist. They should list these versions if they do.
- Ask students to research the origins and meaning of the nursery rhyme they have chosen. They should complete the table provided in **Student Activity Sheet H22.5**.

Download

Student Activity Sheet H22.5: Nursery rhymes

Aligned resources

'Nursery rhymes – origins, lyrics & history!', www.rhymes.org.uk/index.htm

Opie, I. and Opie, P. 1997, *The Oxford Dictionary of Nursery Rhymes*, Oxford University Press, Oxford.

Useful resources from Education Services Australia

R826 *Six traditional nursery rhymes*



2 Research the origins of your nursery rhyme and fill in the table.

Who is the nursery rhyme about?

What is the nursery rhyme really about?

When was the nursery rhyme composed?

Why was the nursery rhyme composed?

Where did the nursery rhyme come from?

How does the nursery rhyme reflect historical events?

EPISODE CLIP: ORANGE AND LEMONS

ACTIVITY 6: INDIGENOUS PERSPECTIVES

Subthemes: Chores, business and employment; Indigenous perspectives

Discover

- Indigenous peoples' lives are intricately connected with the land. It has long been the basis of their languages, cultures, economies and social organisations. Find out about the local custodians and language groups of the land that your school occupies. Make contact with local Indigenous people: those from traditional owner groups, as well as other groups who now live in the area. Be aware that many Indigenous Australians have been displaced and dispossessed of their land and this can be a sensitive issue, so approach the topic with understanding and respect. You may need to do your own research first. Make contact with local Indigenous staff in your school, district or region (most jurisdictions in each state and territory have Indigenous positions to support this work).
- The story of the colonisation of Australia is often told from a European perspective. The Europeans brought with them new methods of subsistence, establishing permanent settlements using introduced materials, tilling the land and bringing with them strange, new animals that were not permitted to be hunted, but devastated the land and much of the local food and water. Introduced species of both animals and plants have had long-lasting consequences on the Australian environment and on Indigenous peoples' lives over time. As a class, discuss some of the impacts these technologies and methods of farming have had on the Australian environment and the continuing impact this has on Indigenous peoples' lives over time.
- Ask the class to investigate local plants and research their many uses, including as food sources, medicines, goods, materials, artwork, ceremonial uses and technologies. Discuss how an intricate knowledge of the local environment and the seasons was (and still is) important. Indigenous peoples continue to have strong connections with the land and intricate understandings about their environment and its seasons. Research these knowledges and talk to Indigenous people you know. Develop some oral histories from your local area about the country, places and people and its history.

Reflect

- Have students imagine that they are the Aboriginal boy in this clip, watching Sam as he completes his chores. Write an account of what work and chores that Sam completes in a day. Additionally, write an account of the day in the life of an Indigenous boy who helps Sam. This account should be based on the students' research on traditional Indigenous life, reflective of the time (late 18th century).
- Both accounts should include drawings/images of uniquely Australian flora and fauna that the boys encounter in a day.

Download

Student Activity Sheet H22.6: Indigenous perspectives



Aligned resources

Macquarie University, 'Bush medicine', research with Yaegl people of NSW, www.science.mq.edu.au/the_faculty/news_and_events/news/bush_medicine

Music Outback Foundation, 'Bush Medicine', music video clip of Indigenous elders and kids from Laramba community, youtube.com/watch?v=zF8gTYCzNPU

Queensland Museum, 'Medicines', www.southbank.qm.qld.gov.au/Events+and+Exhibitions/Exhibitions/Permanent/Dandiiri+Maiwar/Living+and+working+the+land/Medicines

Soul Food Cafe, 'The digtree', www.outbackonline.net/digtree/dig_activity9.htm

South Australia Museum, 'Ngurunderi: an Aboriginal Dreaming', for plant use including medicines, samuseum.sa.gov.au/online/gallery/ngurunderi/ng3htm.htm

University of Sydney, 'Our Indigenous garden', an Internet webquest on Indigenous use of plants with many links, <http://science.uniserve.edu.au/school/quests/nativeplants.html>

Useful resources from Education Services Australia

L1202 *Saibai Island canoe*

L1954 *Mystery object: Torres Strait Islands*

R4024 *Indigenous Australians defending their land, c1817*

R7246 *My survival as an Aboriginal, 1978: Lessons on survival*

R7248 *My survival as an Aboriginal, 1978: Zigzag*



Indigenous perspectives

- 1 Write a list of the local Indigenous plants Sam would have found in your local area and research how they were (and are still) used by Indigenous peoples.

- 2 Make a list of some introduced plants/animals and practices and the effects they have on Indigenous peoples' lives over time.



Name: _____

3 Sam's day: Write about the things you see and do in a typical day. You can include drawings or images.

4 Indigenous boy's day: Write about the things you see and do in a typical day. You can include drawings or images.

EPISODE 22 | 1798: SAM

Unit focus: English

Year levels: 3–6

EPISODE CLIP: FARM LAD

ACTIVITY 1: POVERTY AND PUNISHMENT

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

Discover

- Prior to watching this episode, have students explore the conditions of life for poor children in London in the 1790s. Read extracts from literature which provide examples of children in poverty in London. Some suggestions are Charles Dickens's books (for example, *Oliver Twist*, *David Copperfield* and *Great Expectations*), and the beginning of Charles Kingsley's *The Water Babies*. Although these texts are set in the 19th century (as opposed to the 18th), conditions had not improved for poverty-stricken children at that time. Focus students' attention on the poverty and lack of help for those in need.
- As a class, view *My Place* Episode 22 | 1798: Sam, and ask students why they think Sam found it necessary to steal a coat when he lived in England. Students should complete a character profile on Sam, describing his physical characteristics and how he got to the farm.
- Watch the clip **Farm lad** and ask students to:
 - 1 list examples of Sam's reactions to Mr Owens' instructions that show Sam is not a farm boy
 - 2 say why they think Sam lies to Mr Owen about being from a farm
 - 3 say why they think Mr Owen says that Katie, the goat, is 'worth more' to him than 'ten of Sam'.
- Refer to the questions on **Student Activity Sheet E22.1 Poverty and punishment**.
- Sam is left with many responsibilities while Mr Owen is away. Ask students to list the chores Sam has to perform. Ask them to compare this to what responsibilities they have today and compare with other children in their class.

Reflect

- Ask students to imagine they are Sam and to write a letter home to a friend about his first three days of life as Mr Owen's farm lad
- Organise the class into two teams. They are to debate the question 'Work and responsibility builds character in children'. Each member of the team is to come up with at least one reason or fact for their team, positive or negative. Host the debate for another class to view and vote on which team was the most effective in arguing for their side.

Download

Student Activity Sheet E22.1: Poverty and punishment



Poverty and punishment

- 1 Write down examples of Sam's reactions and behaviours that show he is not a real farm lad.

- 2 List the farm chores that Sam is asked to do. Place a tick or cross next to each if you feel Sam already knows how to do them.

Farm chores	✓ / ✗

EPISODE CLIP: FARM LAD

ACTIVITY 2: EUPHEMISMS

Subthemes: Customs and traditions; Language and scripting; Social order and education

Discover

- Discuss with students the use of negative and persuasive words and language. For example, if we call a cat a 'fierce beast' it makes us think that the cat is dangerous and unpleasant. However if we use the words 'cute and fluffy like a kitten', we think the complete opposite. In this clip Mr Owen addresses Sam as 'boy' or 'lad' in order to reinforce his authority over him. Ask the students to consider how else Mr Owen feels he is superior. List these ideas. Also ask students to list other words or phrases Mr Owen uses to show his superiority and position of power over Sam.
- When Sam attempts to defend the fact that he stole a coat, he says 'some would call it long-term borrowing'. This is a euphemism. Explain the purpose of euphemism and ask students to create four euphemisms of their own. Students could research these on the internet or write them themselves.
- Draw students' attention to the unique language and colloquialisms that Mr Owen uses to insult people. Focus on the section in the clip when he tells the soldiers to leave before he '*cracks [their] heads like rocks*' and the part where he says to Sam that if he fails to look after the goat, he will '*dig [his] tripe out for it*'. Ask students to list the colloquialisms used in the episode or the three clips within this resource and then comment on their meaning. Ask students to create three new (but not offensive) colloquialisms that could be used as insults or as positive comments. You may find the following resources useful:
 - 1 Hill, WF & Ottchen, CJ, 1995, *Shakespeare's insults: educating your wit*, Three Rivers Press, New York
 - 2 Pete Levin, 'Ye Olde Shakesporean Insult Kit', www.petelevin.com/shakespeare.htm
 - 3 Insults.net, 'Shakesporean Insults', www.insults.net/html/shakespeare

Reflect

- In this clip, Sam makes up a very descriptive term to hide the fact that he does not know what a mattock is. He calls it a 'long-handled hook-nosed row digger'. Ask students to create new words for everyday objects in which they must use at least three adjectives. They can use objects in the classroom, such as desk, chair bag, or pencil case for example, and like Sam they are to give them detailed names which explain their purpose.
- Ask students to write the script for another conversation between Sam and Mr Owen, in which they should insert some colloquial terms spoken by both parties. Include for each speaker two insults, and have three common nouns replaced with highly descriptive made-up nouns and adjectives.

Download

Student Activity Sheet E22.2: Euphemisms



Aligned resources

Hill, WF & Ottchen, CJ, 1995, *Shakespeare's insults: educating your wit*, Three Rivers Press, New York.

Insults.net, 'Shakespearean Insults', www.insults.net/html/shakespeare

Pete Levin, 'Ye Olde Shakesperean Insult Kit', www.petelevin.com/shakespeare.htm



Euphemisms

- 1 List some words or phrases that Mr Owen uses to show his superiority and position of power over Sam:

- 2 A euphemism is a word or expression that makes something sound not as bad or upsetting as it really is. Make a list of all the euphemisms used in the clip.

- 3 Create euphemisms for the following statements:

a I ate all the leftovers in the fridge.

b I cried the whole night.

c I was really sick with the flu.

d I stole your pet rock.

EPISODE CLIP: MILKING TIME

ACTIVITY 3: LIVING CONDITIONS

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

Discover

- As a class view the clip **Milking time** and ask students to discuss Sam's living conditions. Point out that his 'bed' is a pile of straw on a dirt floor, his 'room' is an open barn and that he only has one set of clothes.
- When Sam climbs through the hole in the roof, he gets to see inside Mr Owen's house for the first time, which is very different from the barn that Sam sleeps in. Ask students to focus their attention on the far superior living conditions that Mr Owen has in his house. Students could answer the following questions:
 - 1 How do Sam's bedding and living conditions compare with Mr Owen's?
 - 2 What did Sam say that shows he is impressed with Mr Owen's bedding?
 - 3 What is Mr Owen's bedding made from?
 - 4 Describe the contents of Mr Owen's house. (Look at the view when the camera pans around the interior of the house.)
 - 5 Explain Sam's reaction to seeing himself in the mirror. Why would he react like this?
- Refer students to **Student Activity Sheet E22.3 Living conditions**.
- Have students write a paragraph describing Sam's living conditions and comparing them with those of Mr Owen. The description should be from Sam's point of view.

Reflect

- Ask students to imagine their dream house. Have them create a real estate flyer which outlines all the features that their dream house contains. The flyer should contain two or three drawings or images of the rooms of the house, as well as a floor plan. The flyer should use descriptive and persuasive language to encourage someone to buy the house. Students can consult real estate websites to obtain a template for the flyer.

Download

Student Activity Sheet E22.3: Living conditions



Name: _____

Student Activity Sheet E22.3
Activity 3: Living conditions

Episode 22 | 1798: Sam
Clip: Milking time

Living conditions

- 1 Describe the bedding and living conditions of Mr Owen's house compared with Sam's barn:

	Mr Owen's	Sam's
Bed		
Floor		
Walls		
Door		
Roof		

- 2 What did Sam say that shows he is impressed with Mr Owen's bedding?

- 3 What is Mr Owen's bedding made from?

- 4 Describe the contents of Mr Owen's house. (Look at the view when the camera pans around the interior of Mr Owen's house.)



Name: _____

5 Explain Sam's reaction to seeing himself in the mirror. Why would he react like this?

6 Imagine your dream house. Create a real estate flyer which outlines all the features that your dream house contains. Use persuasive and descriptive language to convince someone to buy the house.

Images and floor plan:

EPISODE CLIP: MILKING TIME

ACTIVITY 4: FOOD FOR THOUGHT

Subthemes: Food; Relationships; Social class and education

Discover

- In the clip **Milking time**, Mr Owen says Sam's diet for the week will consist of 'goat's milk and flour'. Ask students to discuss if this diet would be considered healthy and balanced eating today. Ask them to identify what food groups are missing from Sam's diet.
- The following websites may be useful:
 - 1 Better Health Channel, 'Healthy Eating for Kids', www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Healthy_eating_for_kids?open
 - 2 Healthy Eating Club, 'The Australian Guide to Healthy Eating', healthyeatingclub.com/info/articles/food-guides/aust-guide-he.htm
- Have students compare Sam's diet to their own. Use a Venn diagram to compare the similarities and differences.
- Ask students what they think Sam should be eating and what his limited diet may do to his health. Students can research the effects of Sam's diet and write a short article in which they either promote healthy eating, or show the links between a vitamin-poor diet and such conditions as scurvy.

Reflect

- As a class, look at recipe books and draw the students' attention to the particular style of writing used for the listing of ingredients and measurements. The instructions are always in the imperative tense. Explain that recipes are a specific text type that uses a particular kind of technical writing.
- Ask students to find a recipe for damper. They are to write instructions for making it, keeping in mind the limited technology and availability of ingredients in 1798. Use the correct recipe-writing style. A fun idea would be for students to create, prepare and cook their own damper so that they can develop their own set of measurements and instructions.

Download

Student Activity Sheet E22.4: Food for thought

Aligned resources

Better Health Channel, 'Healthy Eating for Kids',
www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Healthy_eating_for_kids?open
Healthy Eating Club, 'The Australian Guide to Healthy Eating',
healthyeatingclub.com/info/articles/food-guides/aust-guide-he.htm



Food for thought

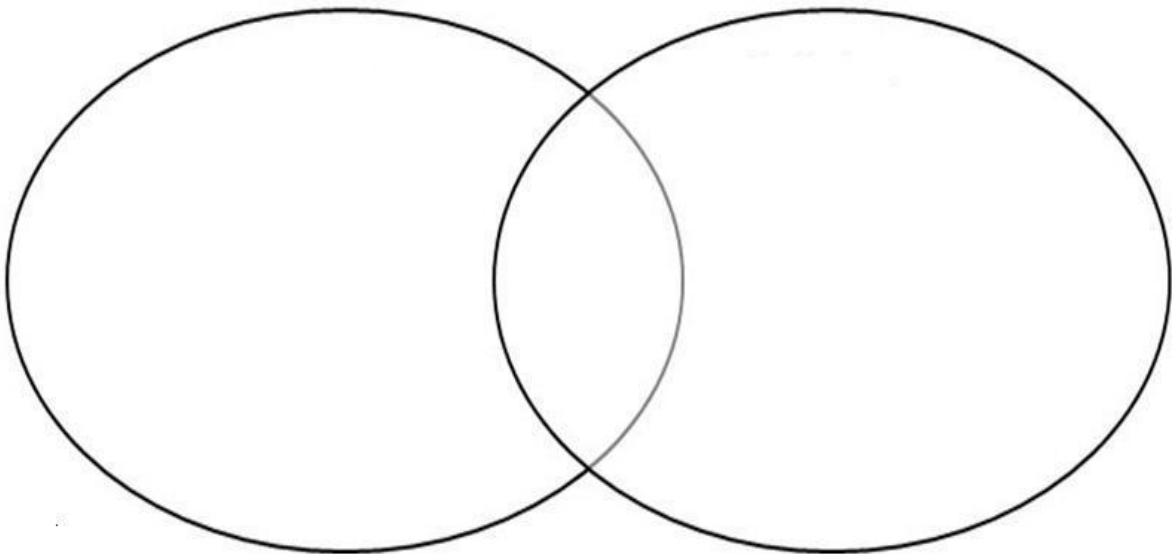
- 1 What are the main food groups necessary for a good balanced diet? Identify which food groups are missing from Sam's diet by putting a tick or cross against each one.

Main food groups	✓ / ✗

- 2 Compare Sam's diet to your own. Use a Venn diagram to compare the similarities and differences.

Sam's diet

My diet





Name: _____

- 3 Research the effects of Sam's unbalanced diet on his health. Write a short article promoting healthy eating, or write about the links between a vitamin-poor diet and such conditions as scurvy.

- 4 Imagine it is 1798. Write a recipe for damper, taking into account the limited technology and availability of ingredients of the time. Make sure you use the correct recipe-writing style.

Ingredients:

Instructions:

Enjoy!

EPISODE CLIP: ORANGES AND LEMONS

ACTIVITY 5: CHILDREN'S NURSERY RHYMES

Subthemes: Art, music and literature; Customs and traditions; Language and scripting

Discover

- 'Oranges and Lemons' is an English nursery rhyme and singing game which refers to the bells of several churches all within or in close proximity to the City of London. Explain that Sam's knowledge of the song shows his connection to his home country; England, and his status in particular as a Londoner (not a farm lad).
- Students can listen to the whole song at the following website:
Museum of Childhood, 'Oranges and Lemons',
www.vam.ac.uk/moc/childrens_lives/nursery_rhymes/oranges_&_lemons/
- Refer students to **Student Activity Sheet E22.5 Children's nursery rhymes** and ask students to read the lyrics of the song. Ask them to find the various places mentioned on a map of central London. Sam is from London. Read Sam's story in the book *My Place* and focus on the part when he says that when he climbs the big tree he pretends he can 'see all the way to Shoreditch', where the rest of his family live. Ask students to find Shoreditch on the map.
- 'Oranges and Lemons' can be played as a game. Ask the students to form pairs and sing the song. As they do so they are to walk through an arch made by two of the players (made by having the players face each other, raise their arms over their head, and clasp their partners' hands). The challenge comes during the final lines:
Here comes a candle to light you to bed.
Here comes a chopper to chop off your head.
Chop, chop, chop, the last one's dead!
- On the word 'dead', the children forming the arch drop their arms to catch the pair of children currently passing through, who are then 'out' and must form another arch next to the existing one. In this way, the series of arches becomes a steadily lengthening tunnel through which each set of two players have to run faster and faster to escape in time.
- Discuss with students how the song works as a communication device between Sam and the Aboriginal boy. The music to the song is non-verbally communicated. The Aboriginal boy would have learned the common nursery rhyme from contact with other settlers. Ask students to suggest other situations in which music can act as a 'common language'.

Reflect

- Ask students to write a short poem or song lyrics about 'their place'. It could be sung to the tune of Oranges and Lemons and should mention street names, significant buildings or natural features that are evident in 'their place' and show their sense of belonging.

Download

Student Activity Sheet E 22.5: Children's nursery rhymes



Aligned resources

Wheatley, Nadia, Rawlins, Donna (ill.) 2008, *My Place*, Walker Books Australia Pty Ltd, Sydney.

Museum of Childhood, 'Oranges and Lemons'

www.vam.ac.uk/moc/childrens_lives/nursery_rhymes/oranges_&_lemons/

Useful resources from Education Services Australia

R826 *Six traditional nursery rhymes*



Name: _____

Student Activity Sheet E22.5
Activity 5: Children's nursery rhymes

Episode 22 | 1798: Sam
Clip: Oranges and lemons

Children's nursery rhymes

1 Read and sing the lyrics of the nursery rhyme 'Oranges and Lemons'.

Oranges and lemons,
Say the bells of St. Clement's.

You owe me five farthings,
Say the bells of St. Martin's.

When will you pay me?
Say the bells of Old Bailey.

When I grow rich,
Say the bells of Shoreditch.

When will that be?
Say the bells of Stepney.

I do not know,
Says the great bell of Bow.

Here comes a candle to light you to bed,
And here comes a chopper to chop off your head!

2 Locate a map of central London, and find and label the following churches that feature in the nursery rhyme:

St Clement Danes	St Leonard's (in Shoreditch)
St Martin-in-the-Fields	St Dunstan's (in Stepney)
The Central Criminal Court (known as the Old Bailey)	St Mary-le-Bow

3 Read Sam's story in the book, *My Place*. Sam comes from Shoreditch, and when he climbs the fig tree he pretends he can 'see all the way to Shoreditch', where his family live. On the same map find and label Shoreditch.

EPISODE CLIP: ORANGE AND LEMONS

ACTIVITY 6: FEELING FRIGHTENED

Subthemes: Indigenous Perspectives; Language and scripting; Relationships

- Note: this activity requires students to view the whole of Episode 22 | 1798 (not just the third clip Oranges and lemons). The DVDs of the series may be purchased from the Australian Children's Television Foundation (www.actf.com.au/catalog/item/200) or the ABC Shop.

Discover

- As a class, view Episode 22 | 1798, and focus on how Sam is taught to be afraid of Indigenous people. Focus on Mr Owen's comment in the first clip **Farm lad**, that 'behind every stand of trees, there are eyes that have no love'. Ask students to list ways in which the filmmaker attempts to make Sam and the audience feel frightened of Indigenous people. Refer students to **Student Activity Sheet E22.6 Feeling frightened**.
- Explore other ways Indigenous peoples are represented in books, in pictures or illustrations, in the media, in films, etc. Look at a range of texts from past and present and compare these by asking some of the questions below:
 - 1 Do all groups express their point of view or is only one viewpoint given?
 - 2 Are readers made aware of the positive roles played by Indigenous people through history and today?
 - 3 Do photographs come with captions that include the name of the person or group saying where they are from?
 - 4 Are all people represented in the storyline, the text or the illustrations?
 - 5 Are people portrayed as being in control of their own lives and able to resolve challenges?
 - 6 Is the diversity of Indigenous cultures referred to?
 - 7 Are specific Aboriginal languages and cultures referred to, or is there an implicit assumption that there is one 'Aboriginal culture'?
- Please note: many texts prior to the 1980s may use stereotypical images and language to present an often negative view of Indigenous people or position them as problematic. Be sure to examine the texts carefully using the questions above to guide you.
- Find an article in the newspaper about Indigenous people and identify the positive and the negative language used to describe Indigenous groups or individuals. Ask the questions above and discuss how Indigenous people are represented in the media today.
- Focus students' attention on the fact that although Sam used to be frightened of the Aboriginal boy, that fear has been replaced by friendship and respect. Ask students to describe:
 - What happened to Sam to cause him to change his attitude
 - What visual evidence there is that shows Sam and the Aboriginal boy are friends at the end of the episode?
- If this episode has been viewed by students, point out that in Episode 21 | 1808, the older Sam is still friends with an Aboriginal man. Note Sam's comment in that episode that there 'were no problems at all' with Indigenous people.

- How is tension built in the clip where Sam is looking for the lost goat in the bush? What technical and framing devices are used by the filmmaker to create Sam's anxiety and frustration about finding the goat?

Reflect

- Divide the class into pairs. In each pair, one person takes the role of Sam and one the role of the Indigenous boy. The pairs can role-play a conversation between Sam and his new friend in which they discuss their thoughts and feelings about each other, their lifestyles, their daily duties, their roles and responsibilities, their daily diet, and so on.
- Explore the documentary *Reel Injun*, about the representation of American Indians (Native Americans) in film through the history of cinema in America:
 - 1 Reel Injun: on the trail of the Hollywood Indian, www.reelinjunthemovie.com/site/
 - 2 YouTube, 'Reel Injun Promo', www.youtube.com/watch?v=HqVmqK5Nbuk
- Consider how Australian Indigenous people have been represented in films over time and how that is changing today.

The following websites may be useful:

- 1 Australia.gov.au, 'About Australia: Indigenous film', <http://australia.gov.au/about-australia/australian-story/indigenous-film>
 - 2 Australian Screen, 'Indigenous Australia' <http://aso.gov.au/education/indigenous/>
- In small groups, choose one of the films mentioned in the websites above, or choose another Australian film from your library or research online. Watch the film, a promo or a clip from the resource and reflect on how Indigenous people are represented in the film using the questions below as a guide:
 - 1 Do all groups get to express their point of view or is only one viewpoint given?
 - 2 Do members of the group have a range of emotions and behaviour or do they all act the same?
 - 3 Are Aboriginal people shown taking part in the society in a variety of ways, or are they presented only in particular or limiting roles e.g. hunting, fishing?
 - 4 Are people represented with a range of skills, or are they restricted, e.g. Indigenous people are good at sport or art.
 - 5 Are viewers made aware of the positive roles played by Indigenous people through history and today or is there a focus on the negative?
 - 6 Do the images include the name of the person or group, including where they are from?
 - 7 Are all people represented in the storyline? Do we get to know them as people?
 - 8 Are the Aboriginal people portrayed as being in control of their own lives and able to resolve their own challenges?
 - 9 Is the diversity of Indigenous cultures referred to or acknowledged?
 - 10 Are specific Aboriginal languages and cultures referred to?
 - Share your reflections with the class and discuss.

Download

Student Activity Sheet E22.6: Feeling frightened



Aligned resources

My Place 2 2011, DVD, Australian Children's Television Foundation, Sydney.

Australia.gov.au, 'About Australia: Indigenous film', <http://australia.gov.au/about-australia/australian-story/indigenous-film>

Australian Screen, 'Indigenous Australia', <http://aso.gov.au/education/indigenous/>

Reel Injun: On the Trail of the Hollywood Indian, <http://www.reelinjunthemovie.com/site/>

YouTube, 'Reel Injun Promo', <http://www.youtube.com/watch?v=HqVmqK5Nbuk>

Useful resources from Education Services Australia

R11658 *Embedding Indigenous perspectives across the curriculum*



Feeling frightened

1 Watch Episode 22 | 1798 and answer the following questions:

a Who does one of the soldiers think is to blame for trying to choke his partner?

b What is their response?

c What is the first comment that Mr Owen makes about Indigenous people?

d What is he worried they will do?

e When Mr Owen is warning Sam that '*behind every stand of trees, eyes that have no love,*' what else do you hear on the sound track?

f Why do you think the filmmaker used this sound? How does it make you feel?

g The camera cuts to a point of view shot from an unknown viewer in the surrounding bush, looking at Sam. Whose point of view could this be?

h How does it make you feel about the hidden person?



- 2 Watch the scene in which Sam attempts to hoe the ground. Take note of the soundtrack, camera work and Sam's dialogue. All these film techniques work to show us that Sam is frightened of Aboriginal people, but is trying not to show it.

What does Sam say?	How does this let the audience know he is afraid?
Describe the music on the sound track.	How does the music make us feel?
Are there any shots that are taken from the point of view of someone in the bush?	How does this make the audience feel about Sam's safety?
What noise scares Sam?	Did that noise scare you?
Are there any shots taken from Sam's point of view?	Who is he looking for?

3 Consider some of the ways the film could have represented Indigenous people differently.

a How might different music choices, different camera shots and different discussions in the film change our feelings towards the Aboriginal boy in the clip?

b Research some other films showing Indigenous people. Use the questions below to reflect on the ways Indigenous people are showed on film.

- Do all groups get to express their point of view or is only one viewpoint given?
- Do members of the group have a range of emotions and behaviour or do they all act the same?
- Are Aboriginal people shown taking part in the society in a variety of ways, or are they presented only in particular or limiting roles such as hunting and fishing?
- Are people represented with a range of skills, or are they restricted (eg Indigenous people are good at sport or art).
- Are viewers made aware of the positive roles played by Indigenous people through history and today or is there a focus on the negative?
- Do the images include the name of the person or group, including where they are from?
- Are all people represented in the storyline? Do we get to know them as people?
- Are the Aboriginal people portrayed as being in control of their own lives and able to resolve their own challenges?
- Is the diversity of Indigenous cultures referred to or acknowledged? Are specific Aboriginal languages and cultures referred to? Are the Aboriginal people portrayed as being in control of their own lives and able to resolve their own challenges?