



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.



Download

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

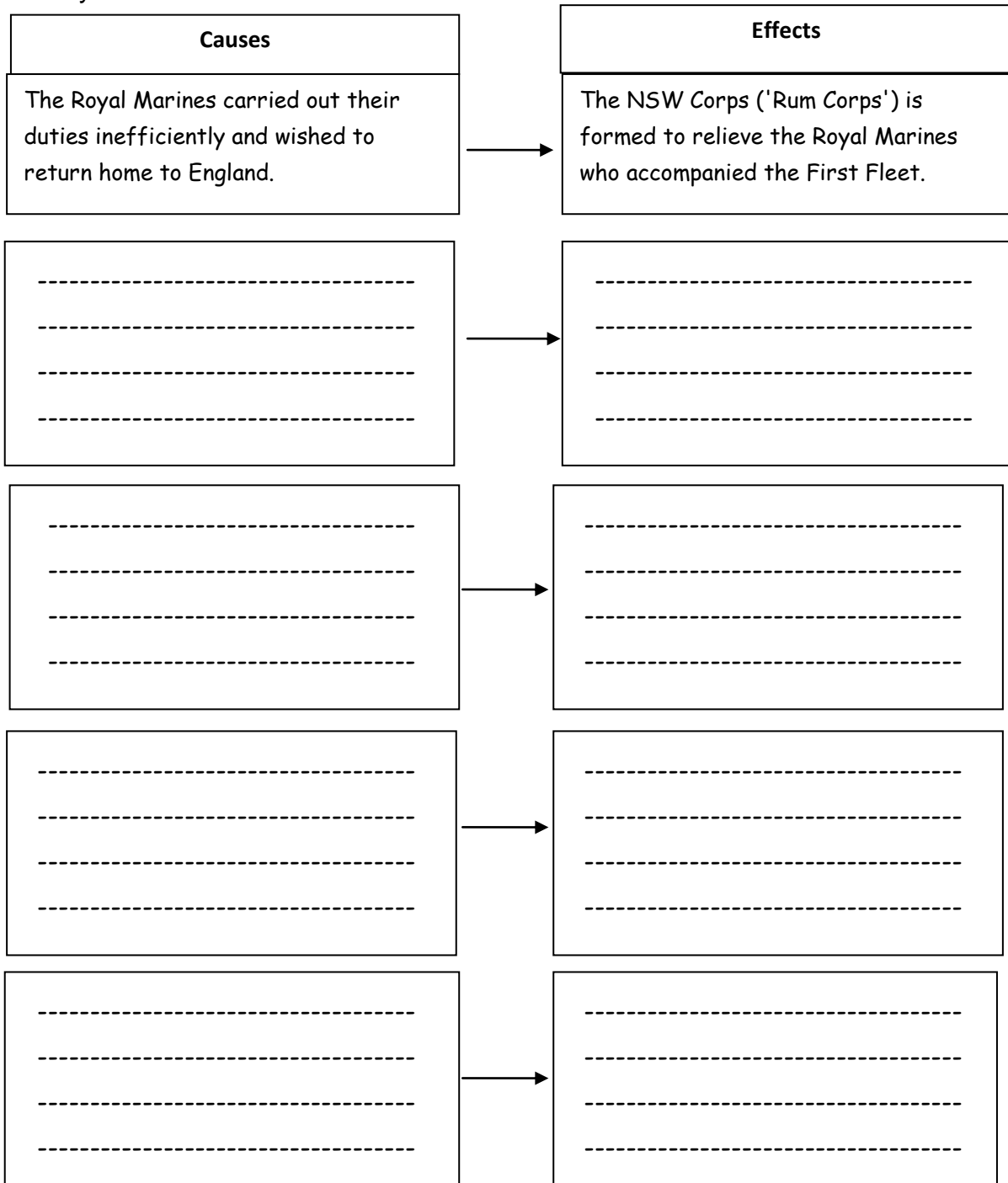
Wikipedia, 'New South Wales Corps', en.wikipedia.org/wiki/New_South_Wales_Corps

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.

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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

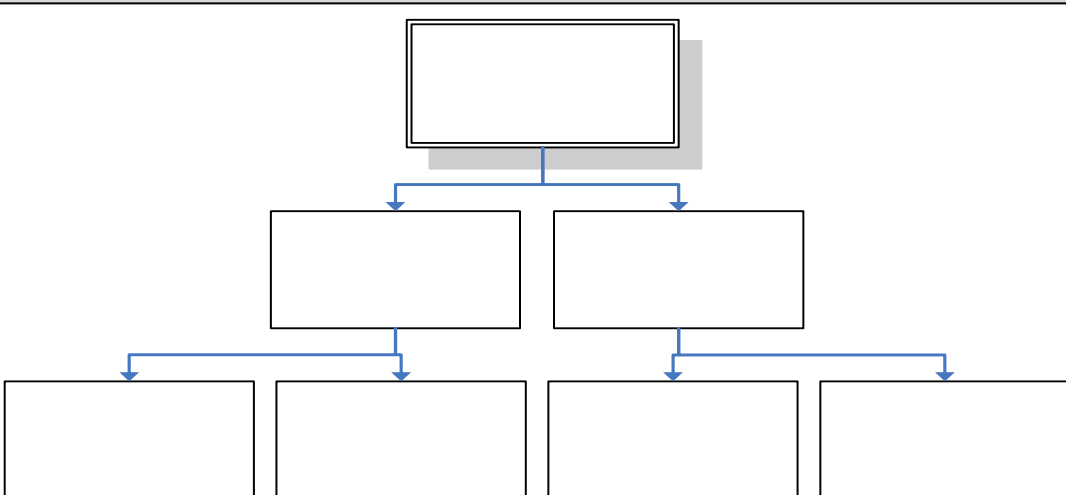
Name: _____

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.

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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.

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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**.

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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.

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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.
