



## EPISODE 13: 1888: VICTORIA

### 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:

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

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## **EPISODE CLIP: CHILDREN'S GAMES**

### **ACTIVITY 1: GAMES AND RULES**

Subthemes: Art, music and literature; Chores, business and employment

#### **Discover**

- In this clip we find Victoria, Wesley and May playing a favourite children's game, blind man's bluff (or buff). Some children's games have been played for centuries. Swings were played on from 1600 BC and jacks or 'knucklebones' date back to Ancient Greece. Both blind man's bluff and chasey date back 2,000 years. 'Oranges and lemons' was a political parody in medieval England.
- To explore further, go to:
  - 1 Chest of Books, 'How Children's Games Originate', <http://chestofbooks.com/food/household/Woman-Encyclopaedia-2/How-Children-s-Games-Originate.html>
  - 2 Kids Spot, 'Blind Man's Bluff', <http://www.kidspot.com.au/kids-activities/Blind-Mans-Bluff+3823.htm>
  - 3 Wikipedia, 'Blind man's bluff (game)', [http://en.wikipedia.org/wiki/Blind\\_man's\\_bluff\\_\(game\)](http://en.wikipedia.org/wiki/Blind_man's_bluff_(game))
  - 4 Wikipedia, 'Oranges and lemons', [http://en.wikipedia.org/wiki/Oranges\\_and\\_Lemons](http://en.wikipedia.org/wiki/Oranges_and_Lemons)

#### **Reflect**

- Brainstorm the names of games that children play today. List these on a chart. Ask students to nominate if the game is historical/ traditional, or developed in recent times and explain why they think so. Have students select two of these games and ask them to write what they think are the rules of the games. The list of games could include: red rover, marbles, hopscotch, blind man's bluff, skipping, leapfrog, tiddlywinks. Games can also be categorised as physical, board, card or electronic.
- Once the students have written down the rules of their selected games, pair them up to compare with others who selected the same game. Ask them to share and negotiate the correct and accepted rules of the games. Students may then realise that each person can have a different idea about the process and outcome for winning the game.
- Individually, or in pairs, students should design and construct their own game. They will need to think about the title, rules, process, equipment and goal. They could use Student Activity Sheet E13.1 to guide their thinking. Once they have designed the game, they can invite other members of the class to play it.

#### **Download**

- Student Activity Sheet E13.1: Playing the game

## **ACTIVITY 2: CLASS STRUCTURES**

Subthemes: Relationships; Social order and education

### **Discover**

- In the clip, Wesley accuses Victoria of being intimidated by Alexandra Owen. The appearance of Alexandra causes the group to stop and address her and eventually give in to her request for the marble. Alexandra speaks to the group from a position of dominance and power.
- Read the part of the *My Place* script that documents the meeting of Victoria and her siblings with Alexandra Owen and her sister, Emma. Ask students to take note of how Alexandra speaks. Ask them to identify what she says to indicate that she is on a higher social status than Victoria. She is what would be commonly termed 'gentry'. Ask students to research why class distinctions were so accepted in this era in Australian history. What were the characteristics of being classified as gentry in Australian society? Ask them to think about Australian society today and ask if they feel there is still this class distinction.

### **Reflect**

- Individually, or in pairs, ask students to imagine that they are a real estate agent commissioned to sell Alexandra Owen's house. They are to design an advertisement for the local newspaper that would entice people to buy the property. The layout should include text and images. They can then design a second advertisement for the sale of Victoria's house. Ask students to consider how different the two advertisements would be.

### **Download**

- Student Activity Sheet E13.2: Social status

## **ACTIVITY 3: RELATIONSHIPS WITH THE LAND**

Subtheme: Indigenous perspectives

### **Discover**

- This episode does not develop the story of the Indigenous girl. Why? What role does she play in this story? Why does the filmmaker show only a glimpse of the girl and not allow her to speak? What message does that convey? How does this role or reference relate to the original picture storybook, *My Place*, by Nadia Wheatley and Donna Rawlins?



### Reflect

- Compare the different perspectives of the land between Alexandra in the clip and Barangaroo in the picture book. In the clip, Alexandra says:

ALEXANDRA OWEN

Well I live over there. In the big house.

She gestures grandly behind her.

ALEXANDRA OWEN

It's completely finished because we Owens have always lived here. So that means this is our land and our tree and you don't belong here. And that –

She points at the marble in Victoria's hand.

ALEXANDRA OWEN

Belongs to me.

From the third draft of the script for Episode 13: 1888: Victoria

At the end of the picture book, Barangaroo says:

My grandmother says, 'We've always belonged to this place.'

'But for how long?' I ask. 'And how far?'

My grandmother says, 'Forever and ever.'

From *My Place* by Nadia Wheatley and Donna Rawlins

- Reflect on Barangaroo's perspective of always belonging to this place. What does that mean? Compare how Alexandra describes her place.

### Download

- Student Activity Sheet E13.3: This is my place

## EPISODE CLIP: VICTORIA'S FAMILY SUPPER

### ACTIVITY 4: FORESHADOWING

Subthemes: Customs and traditions; Language and scripting

#### Discover

- As a class, view the clip and pause it after Victoria's father says, 'I'm the luckiest man alive to have a daughter like you.'

- Ask students to think about the most important pieces of information given by the filmmaker in this clip so far. Have students predict what might happen next, and give reasons based on clues or information from the text: 'I think X is going to happen because Y.'
- Have students look up 'foreshadowing' in the dictionary. What does it mean? As a class, discuss this literary device and how writers and filmmakers use foreshadowing to suggest and tune readers into events that have yet to occur.

### **Reflect**

- Ask students to think of examples of foreshadowing in a variety of texts: television shows, novels, picture storybooks. The opening scene of a television show often foreshadows what is to come, with hints given in many different ways. Look again at what students have highlighted in their predictions and how they have supported them with evidence from the text.
- Remember that two key elements in the story of Victoria are superstitions and the money problems of Victoria's father. Ask students to discuss the purpose of this foreshadowed information and have them answer the questions on Student Activity Sheet: E13.3.
- Have students write an outline of what they think will happen next in the story. This should include these foreshadowed elements.

### **Download**

- Student Activity Sheet E13.4: Predictions

## **ACTIVITY 5: FAMILY**

### **Subthemes: Gender roles and stereotypes; Relationships**

#### **Discover**

- For this activity, turn off the volume for the clip and have students view the dinner table scene from the beginning. This will provide the opportunity to study non-verbal language. Focus on the characters' thoughts and feelings and how they are conveyed visually as a narrative device, rather than through words alone as they would be in a written text. As a class, discuss how a filmmaker might do this by using the camera and non-verbal language, including facial expression, gesture, stance and movement.

#### **Reflect**

- Discuss with the class the relationships between characters in a story and how important these relationships are in setting the scene and telling the story. Have students think of some fictional families and discuss the relationships between key characters.
- Ask students to closely observe the relationships between the characters, looking at the way this scene has been shot and the body language used.
- Review the dinner scene in the clip. List all characters present at the table: mother, father, Wesley, Victoria and May. Students should use the Student Activity Sheet: E13.4 to identify the main relationships between the key characters in this scene and give reasons why they think so.

#### **Download**

- Student Activity Sheet E13.5: Meaning without words

## **ACTIVITY 6: SCRIPTING A SCENE**

Subthemes: Art, music and literature; Language and scripting

### **Discover**

- Have students select a favourite character from another television series, film or book. Ask them to write a 30-second movie script about a dinner at this fictional character's home, or at their own home with the fictional character as a dinner guest.
- Make sure that students think about this scene and address questions such as: Who will be there? What will they look like? What is the setting? Who is the central character? How will the characters react to each other? What will they talk about?

### **Reflect**

- Divide the class into smaller groups and have them perform their play to the class. Remind them to consider body language, acting, voice, intonation and how constructed dialogue conveys meaning.

### **Download**

- Student Activity Sheet E13.6: Guess who's coming to dinner?

## **EPISODE CLIP: THE HORSE AND CARRIAGE**

### **ACTIVITY 7: MISS MÜLLER**

Subthemes: Character; Gender roles and stereotypes

### **Discover**

- This is the first time Victoria sees Miss Müller. Ask students to describe the character of Miss Müller.
  - 1 What does the filmmaker want us to think about her? Look at how she is presented.
  - 2 What shots are used?
  - 3 How does the use of long shots socially position this character to the audience?
  - 4 Why does the filmmaker choose to keep her at a distance in this story?

### **Reflect**

- As a class, discuss how Miss Müller is dressed, in particular the colour she is wearing. Ask students to answer the following questions:
  - 1 What is the symbolism of her black clothing?
  - 2 What message does the black clothing give to the audience and to Victoria?
  - 3 Why does the filmmaker want Victoria to think Miss Müller is a witch?
  - 4 What do you think Miss Müller's role might be in this story?

### **Download**

- Student Activity Sheet E13.7: The woman in black

## ACTIVITY 8: PUNS

Subthemes: Language and scripting

### Discover

- The Irish tradesman makes a pun about Miss Müller being 'bewitching' when Victoria asks if she is a witch. A pun is a play on words. Discuss puns and have the students research well-known puns such as 'fuelling flames', 'greasing wheels' and 'under the pump'. Some useful websites are:
  - 1 Wikipedia, 'Pun', <http://en.wikipedia.org/wiki/Pun>
  - 2 Worsley School, 'Puns', <http://www.worsleyschool.net/socialarts/puns/pun.html>

### Reflect

- Encourage students to find examples of puns, or jokes based on puns. You could look at the television series *Round the Twist*, Episode 9: Series 2: Ice Maiden, where Bronson's ice sculpture begins to melt and Pete says 'I think your horse has got the runs.' You can purchase this series from Australian Children's Television Foundation (ACTF): Learning Centre, 'Round the Twist' [http://www.actf.com.au/learning\\_centre/title\\_pages/rtt\\_tp.php](http://www.actf.com.au/learning_centre/title_pages/rtt_tp.php)
- Students should add unfamiliar words and phrases from the episode to their language journal and find out the meaning and origin of the words.

### Download

- Student Activity Sheet E13.8: Pun intended

## EPISODE CLIP: TREASURED OBJECTS

### ACTIVITY 9: NARRATIVE LINKS

Subthemes: Customs and traditions; Entertainment and games

### Discover

- Have students view the clip and, as a class, discuss what the children are doing in the clip and why they are doing it. Giving up their objects would be difficult for each child. In Victorian times, children had very few possessions. Compare the number of toys and belongings students have today and those that Victoria's family had. Ask students to consider how difficult they would find giving up special objects.
- Explore how this scene has been edited, cutting back and forth between the children collecting the objects from different places and the children sitting in their bedroom, planning what to do. This technique gives a good overview of much of the children's home and world.

### Reflect

- Ask students to list the places that the children go to, both inside and outside the house, to hide the objects.



- The children in the clip hide mysterious treasured objects in their house. Have students pretend to be one of the children and, as that character, write a letter to someone in the future describing this day in their life in 1888. Refer to Student Activity Sheet E13.9.

### **Download**

- Student Activity Sheet E13.9: Hidden treasures

## **ACTIVITY 10: COLOUR SYMBOLISM**

### **Subtheme: Character**

#### **Discover**

- The way people dress and the colours they wear can evoke different meanings for different cultures. Miss Müller is a mysterious figure who dresses in black. Ask students to consider why this might be so. Does her dress signify the importance or solemnity of her role? Ask students to identify the other characters in the episode and consider each character's dress and what this signifies about them.
- Ask students to discover information about how colours may reflect a person's occupation, status, gender and beliefs in at least three different cultures. You could give the example of the colour purple indicating royalty for the ancient Romans, or show how contemporary western society uses blue to signify boys and pink to signify girls.
- Discuss with the class the importance of using colour to denote status and meaning, and what the filmmaker may be suggesting by the colour and choice of costume for each character. Note that the characters in the episode are also framed differently to establish their importance to the story.

#### **Reflect**

- Ask students to examine how the filmmaker treats each character. Ask them to make a list of characters and describe how they are dressed, the predominant colour of the costume, the style and the status being portrayed. They can then select their favourite character and design a costume for them that gives a completely different impression to the one given by the filmmaker.

### **Download**

- Student Activity Sheet E13.10: Clothes make the man

## **ACTIVITY 11: OBJECT SYMBOLISM**

### **Subtheme: Beliefs**

#### **Discover**

- View the whole episode and observe what objects the children hide in the house and garden. Ask students to list who hides each object, why they chose that object and what value they place on it. Discuss why the children feel they need good luck.
- As a class, list objects that could relate to creating a magic spell to ward off misfortune. Name some cultural superstitions and the objects that represent them, such as black cats for bad fortune, blue birds for happiness, or red and green for luck in Chinese culture.



### Reflect

- Luck and good fortune are represented by different symbols, or objects, in different cultures. Have students name the symbol or object associated with luck in various cultures.

### Download

- Student Activity Sheet E13.11: Good luck to you

## ACTIVITY 12: WHAT HAPPENS NEXT?

### Subtheme: Language and scripting

#### Discover

- This episode has an unresolved ending as the viewer isn't shown if the children's father is able to keep the house he built. In the next episode a new family has moved into the house.

#### Reflect

- Discuss with students possible endings to Victoria's story. What might happen next to her family? Ask students to write a short story or film script, which is set two years into the future, in 1890. What has happened to Victoria's family? Where might they be now?

#### Download

- Student Activity Sheet E13.12: Into the future

## Aligned resources

Lindsay, Joan 2010, *Picnic at Hanging Rock*, Penguin, Camberwell, Victoria.

Montgomery, Lucy M 2003, *Anne of Green Gables*, Penguin, Camberwell, Victoria.

Park, Ruth 1982, *Playing Beatie Bow*, Puffin Books, Ringwood, Victoria.

Wheatley, Nadia, Rawlins, Donna 2008, *My Place*, Walker Books, Newtown, New South Wales.

Australian Children's Television Foundation (ACTF) Learning Centre, 'Round the Twist',

[http://www.actf.com.au/learning\\_centre/title\\_pages/rtt\\_tp.php](http://www.actf.com.au/learning_centre/title_pages/rtt_tp.php)

— 'Live Action Teaching Kit', [http://www.actf.com.au/learning\\_centre/title\\_pages/lia\\_tp.php](http://www.actf.com.au/learning_centre/title_pages/lia_tp.php)

Australian Screen, 'Picnic at Hanging Rock', <http://aso.gov.au/titles/features/picnic-hanging-rock>

Australian Television Information Archive, 'Round the Twist: Episode Guide',

<http://www.australian television.net/rtt/series1.html>

Chest of Books, 'How Children's Games Originate', <http://chestofbooks.com/food/household/Woman-Encyclopaedia-2/How-Children-s-Games-Originate.html>



Google Videos, 'Episode 1: Series 1: Round the Twist: Skeleton',  
[http://video.google.com.au/videosearch?sourceid=navclient&rlz=1T4ADBS\\_enAU318AU319&q=Episode+1+Series+1,+Round+the+Twist,+Skeleton+on+the+Dunny&um=1&ie=UTF-8&ei=qxXS9GzHc2IkAXBzYHwBA&sa=X&oi=video\\_result\\_group&ct=title&resnum=4&ved=0CBYQqwQwAw#](http://video.google.com.au/videosearch?sourceid=navclient&rlz=1T4ADBS_enAU318AU319&q=Episode+1+Series+1,+Round+the+Twist,+Skeleton+on+the+Dunny&um=1&ie=UTF-8&ei=qxXS9GzHc2IkAXBzYHwBA&sa=X&oi=video_result_group&ct=title&resnum=4&ved=0CBYQqwQwAw#)  
—— 'Picnic at Hanging Rock',  
[http://video.google.com.au/videosearch?sourceid=navclient&rlz=1T4ADBS\\_enAU318AU319&q=Picnic+at+Hanging+Rock&um=1&ie=UTF-8&ei=WapXS82pMtCGkAXv0tH6BA&sa=X&oi=video\\_result\\_group&ct=title&resnum=5&ved=0CCkQqwQwBA#](http://video.google.com.au/videosearch?sourceid=navclient&rlz=1T4ADBS_enAU318AU319&q=Picnic+at+Hanging+Rock&um=1&ie=UTF-8&ei=WapXS82pMtCGkAXv0tH6BA&sa=X&oi=video_result_group&ct=title&resnum=5&ved=0CCkQqwQwBA#)  
—— 'Playing Beatie Bow',  
[http://video.google.com.au/videosearch?sourceid=navclient&rlz=1T4ADBS\\_enAU318AU319&q=playing+beatie+bow&um=1&ie=UTF-8&ei=86tXS\\_6H8qGkAWR3KH1BA&sa=X&oi=video\\_result\\_group&ct=title&resnum=11&ved=0CCsQqwQwCg#](http://video.google.com.au/videosearch?sourceid=navclient&rlz=1T4ADBS_enAU318AU319&q=playing+beatie+bow&um=1&ie=UTF-8&ei=86tXS_6H8qGkAWR3KH1BA&sa=X&oi=video_result_group&ct=title&resnum=11&ved=0CCsQqwQwCg#)  
Kids Spot, 'Blind Man's Bluff', <http://www.kidspot.com.au/kids-activities/Blind-Mans-Bluff+3823.htm/>  
Picnic at Hanging Rock, <http://www.hangingrock.info/picnic/weir/weir.html>  
The Literature Network, 'Lucy Maud Montgomery', [http://www.online-literature.com/lucy\\_montgomery/](http://www.online-literature.com/lucy_montgomery/)  
Wikipedia, 'Blind man's bluff (game)', [http://en.wikipedia.org/wiki/Blind\\_man's\\_bluff\\_\(game\)](http://en.wikipedia.org/wiki/Blind_man's_bluff_(game))  
—— 'Oranges and lemons', [http://en.wikipedia.org/wiki/Oranges\\_and\\_Lemons](http://en.wikipedia.org/wiki/Oranges_and_Lemons)  
—— 'Playing Beattie Bow', [http://en.wikipedia.org/wiki/Playing\\_Beatie\\_Bow](http://en.wikipedia.org/wiki/Playing_Beatie_Bow)  
—— 'Pun', <http://en.wikipedia.org/wiki/Pun>  
Worsley School, 'Puns', <http://www.worsleyschool.net/socialarts/puns/pun.html>

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

L2844 Lights, camera, action: camera



## Playing the game

1 Select two games and use the table below to describe them.

	Name of game one	Name of game two
Origins of the game		
Number of players		
Where you play the game		
Equipment you play with		
Goal of the game		
Procedure in playing the game		
Rules of the game		

2 Design and construct your own game using the table below for guidance.

Name	
Number of players	
Where you play the game	
Equipment you play with	
Goal of the game	
Procedure in playing the game	
Rules of the game	



## Social status

- 1 Read the script below and note how Alexandra speaks. Highlight words and phrases that she uses to indicate she is of a higher social status than Victoria.

ALEXANDRA OWEN

That's mine.

Victoria and her siblings look up to see a little girl on a grey horse: ALEXANDRA OWEN, 9. She is light but imperious – thoroughly imposing in tone, carriage, and demeanour. Wesley and May retreat behind their elder sister, shy.

VICTORIA

Hello. I'm Victoria. This is Wesley and May. We've just moved into the house next to the Müllers.

She points at it, just over the way. Alexandra offers no comment, so Victoria crashes on.

VICTORIA

Our father's a builder. He built the Müllers' house too and he's going to build two more. Our house isn't finished yet but nearly. There's not much more to go but Father's got lots of men working for him so it should be finished very soon. We're the very first people to live there.

Alexandra neatly dismounts.

ALEXANDRA OWEN

Well I live over there. In the big house.

She gestures grandly behind her.

ALEXANDRA OWEN

It's completely finished because we Owens have always lived here. So that means this is our land and our tree and you don't belong here. And that –

She points at the marble in Victoria's hand.

ALEXANDRA OWEN

Belongs to me.

Utterly intimidated, Victoria hands it over as a second horse approaches. Upon it, Alexandra's no-nonsense sister, EMMA, 11.

From the third draft of the script for Episode 13: 1888: Victoria



- 2 Imagine that you are a real estate agent commissioned to sell Alexandra Owens' house. Design an advertisement for the local newspaper that would entice people to buy the property. Complete the layout with text and images. Design another advertisement for the sale of Victoria's house. Consider how different the two advertisements would be.

Alexandra's house	Victoria's house



## **This is my place**

1 This episode does not develop the story of the Indigenous girl.

a What could be the reason for this?

\_\_\_\_\_

b What role has the filmmaker given her in this story?

\_\_\_\_\_

c Why doesn't the filmmaker let her speak?

\_\_\_\_\_

d How does the presence of the Indigenous girl relate to the original picture book story, *My Place*, by Nadia Wheatley and Donna Rawlins?

\_\_\_\_\_

2 Read this extract from the script:

ALEXANDRA OWEN

Well I live over there. In the big house.

She gestures grandly behind her.

ALEXANDRA OWEN

It's completely finished because we Owens  
have always lived here. So that means this is  
our land and our tree and you don't belong here.  
And that –

She points at the marble in Victoria's hand.

ALEXANDRA OWEN

Belongs to me.

From the script for Episode 13: 1888: Victoria



- 3 How does Alexandra's view compare with the words of the Aboriginal character, Barangaroo, who appears at the end of the picture book, *My Place*, by Nadia Wheatley and Donna Rawlins. Barangaroo says:

My grandmother says, 'We've always belonged to this place.'

'But for how long?' I ask. 'And how far?'

My grandmother says, 'For ever and ever.'

From *My Place* by Nadia Wheatley and Donna Rawlins

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- 4 Reflect on Barangaroo's viewpoint of always belonging to this place. What does that mean? Compare this viewpoint with how Alexandra speaks about her place.

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## Predictions

- 1 As a class, you will view the clip and pause it after Victoria's father says, 'I'm the luckiest man alive to have a daughter like you.' Predict what might happen next, and give reasons based on clues or information from the text.

I think \_\_\_\_\_ is going to happen  
because

- 2 Look up the term 'foreshadowing' in the dictionary. What does it mean?

\_\_\_\_\_

- 3 Two key elements in the first part of the clip are the superstitions about a dead cat and witches, and the knowledge that Victoria's father is facing problems.

a Who is this information for? (Is it Victoria or the viewer?)

\_\_\_\_\_

b Why is this important?

\_\_\_\_\_

c What is this signaling to the viewer about the coming story?

\_\_\_\_\_

- 4 Write an outline of what you think will happen next in the story. This should include foreshadowed elements.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Meaning without words

Before completing the activities below, view the clip with the volume turned off so that you can concentrate on non-verbal language.

- 1 In the dinner scene these characters are present at the table: mother, father, Wesley, Victoria and May. Use the table below to identify the relationships between these key characters and give reasons. Note the purpose is to recognise how these relationships have been constructed visually.

Names	Relationship between characters from what you observe	Evidence to support this (camera shots, acting)
Victoria and Wesley	Wesley is annoying Victoria. They are fighting but not wanting to get caught.	Shot of him kicking her under the table. Shots between the two of them
Victoria and her father		
Mother and father		

- 2 Consider what might be happening in this scene and predict an outline of what might be happening between the different characters, and what they might be saying.

Key character names	What might they be saying?
Victoria and Wesley	
Victoria and her father	
Mother and father	

- a Who speaks the most?

\_\_\_\_\_

- b What do you think Victoria's mother might be talking about?\_





## The woman in black

1 Complete the table below to outline the character of Miss Müller in this clip.

What does the filmmaker want us to think about her? Look at how she is presented.	
What shots are used?	
How does the use of these long shots socially position this character to the audience?	
Why does the filmmaker choose to keep her at a distance in this story?	

2 Consider how Miss Müller is dressed, particularly the colour she is wearing. Answer the following questions:

a What is the symbolism of the black clothing here?

\_\_\_\_\_

b What message does the black clothing give to the audience and to Victoria?

\_\_\_\_\_

c Why does the filmmaker want Victoria to think Miss Müller is a witch?

\_\_\_\_\_

d What do you think Miss Müller's role might be in this story?

\_\_\_\_\_



## **Pun intended**

- 1 Look up the definition of 'pun'.

\_\_\_\_\_

- 2 Find examples of puns, or jokes based on puns.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3 Invent two puns of your own.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 4 Add unfamiliar words and phrases that you hear in this episode to your journal and find out the meaning and origin of them.



## Hidden treasures

- 1 List the places the children go to, both inside and outside the house, to hide the objects.

Inside	Outside

- 2 Pretend to be one of the children and, as that character, write a letter to someone in the future describing this day in your life in 1888. Don't forget to describe where you live, the street, the countryside, the town and what happens.

Use the template on the next page.





## **Clothes make the man**

- 1 Miss Müller is a mysterious figure who dresses in black. Make a list of other characters and describe how they are dressed, the main colour of their clothes and what their clothes portray about them.

<b>Character</b>	<b>Clothes and meaning</b>

- 2 Choose your favourite character from the clip and design a costume for them that gives a completely different impression to the one given by the filmmaker.

- 3 What does this new costume mean?

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## Good luck to you

- 1 View the whole episode and observe what objects the children hid in the house and garden. List which child hides each object, why they chose that object and what value they place on it.

Character	Object and value	Hiding place	Why

- 2 List some objects you own that could be used to create a magic spell to ward off misfortune. Name some cultural superstitions and the objects that represent them. Ask your parents or friends to assist you here.

Object	Superstition

- 3 Luck and good fortune is represented in different cultures by different symbols or objects. Name the symbol or object associated with luck in these countries.

<b>Australia</b>	
<b>Japan</b>	
<b>China</b>	
<b>Russia</b>	
<b>Egypt</b>	

