



# EPISODE 11: 1908: EVELYN

## History: teaching strategies

Unit focus: Australian history

Year level: Years 3–6

### The Australian curriculum: History

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

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

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

#### Historical knowledge and understanding

**Historical significance:** The principles behind the selection of what should be remembered, investigated, taught and learned ...

**Evidence:** How to find, select and interpret historical evidence ...

**Continuity and change:** Dealing with the complexity of the past. This involves the capacity to understand the sequence of events, to make connections by means of organising concepts ...

**Cause and consequence:** ... the ways that the legacy of the past shapes intentions and the unintended consequences that arise from purposeful action ...

**Historical perspectives:** The cognitive act of understanding the different social, cultural and intellectual contexts that shaped people's lives and actions in the past ...

**Historical empathy and moral judgement:** The capacity to enter into the world of the past with an informed imagination and ethical responsibility ...

**Contestation and contestability:** Dealing with alternative accounts of the past. History is a form of knowledge that shapes popular sentiment and frequently enters into public debate ...

**Problem solving:** Applying historical understanding to the investigation, analysis and resolution of problems ...

Students will develop historical skill which include:

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

Reproduced with permission of the Australian Curriculum, Assessment and Reporting Authority (ACARA) from *Shape of the Australian Curriculum: History*, 2009, pp. 6, 8, [http://www.acara.edu.au/news\\_media/publications.html](http://www.acara.edu.au/news_media/publications.html). Further information, including any updates, is available at <http://www.acara.edu.au>

## **EPISODE CLIP: GAMES FROM INDIA**

### **ACTIVITY 1: IMAGINARY GAMES**

#### **Subthemes: Entertainment and games**

In this clip, Evelyn and her brother Edward are playing an imaginary game with their friend Freddie Müller under the tree. They are pretending to be big game hunters in India. In 1908, India was a place of interest as a British colony, due to the large sources of agricultural wealth. While the Australian Federation was formed in 1901, India was still struggling to achieve independence.

Evelyn and her family were British and many of the newspapers and books of the day reported India as being exotic and adventurous. Students can discover why through research and discussion. A starting point could be presenting students with the following statement:

The British Empire, in the early decades of the twentieth century, ruled a population of approximately 400–500 million people, which covered roughly two-fifths of the world's land area.

#### **Discover**

- Ask students: Can you identify with the game Evelyn and her friends are playing? Discuss where and when imaginary games are played and what themes children use when playing them. Discuss why Evelyn uses India and hunting as her themes for the imaginary games she plays with the other children.

#### **Reflect**

- Ask students to work individually to find out the connection between the British Empire and India in 1908. They should make four fact cards with the information collected. Some focus questions to help students could include:
  - 1 What was the connection between Australia and the British Empire in 1908?
  - 2 Why was the connection between India and Britain a hot topic in 1908?
  - 3 Why are Australian children discussing British India?
- For more in-depth information, students can conduct research in the school or local library, or online. As a starting point, refer to the websites listed below:
  - 1 Tabblo, 'Historians' India (1903 & 1908)', <http://www.tabblo.com/studio/stories/view/1357839>
  - 2 British Medical Journal, 'India in 1908', <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2332116>
  - 3 Wikipedia, 'Presidencies and provinces of British India', [http://en.wikipedia.org/wiki/British\\_India](http://en.wikipedia.org/wiki/British_India)
  - 4 The fact cards can then be shared and displayed together on the wall or pin board. As a class, review the facts researched and discuss the main points.

#### **Download**

- Student Activity Sheet H11.1: Fact cards on British India

## ACTIVITY 2: REAL GAMES

Subthemes: Entertainment and games

### Discover

- Once students have completed their fact cards in Activity 1: Imaginary games, ask them to form small groups of four or five. Each group is to design and construct a board game, such as snakes and ladders, Trivial Pursuit, or Monopoly. Ask students to use the information they researched about the British in India as the basis of the questions. A correct answer will see players advance on the board.
- Additional questions could be added from their research on topics such as tigers, 19th-century Australia, children's games, or the story and characters in this episode of *My Place*.

### Download

- Student Activity Sheet H11.2: Create a board game

## ACTIVITY 3: FASHIONS FOR CHILDREN

Subthemes: Fashion; Gender roles and stereotypes

The characters in this episode wear costumes typical of fashions in 1908. Evelyn wears a modest dress of cotton or gingham with long sleeves, a full skirt and a hemline above the ankles. Edward and Freddie wear white shirts, ties, vests, shorts and work boots.

### Discover

- Ask students to compare the fashions in the clip with the fashions of children today. For more in-depth information, students can conduct research in the school or local library, or online.

As a starting point, refer to the websites listed below:

- 1 Wikipedia, '1900s in fashion', [http://en.wikipedia.org/wiki/1900s\\_in\\_fashion](http://en.wikipedia.org/wiki/1900s_in_fashion)
  - 2 Fashion-Era, 'Children's Costume History 1900 to 1910', [http://www.fashion-era.com/Childrens\\_clothes/1900\\_1910\\_girls\\_costume\\_pictures.htm](http://www.fashion-era.com/Childrens_clothes/1900_1910_girls_costume_pictures.htm)
  - 3 The Costume Gallery's Online Library, 'McCall's Magazine: May 1908', [http://www.costumegallery.com/McCalls/May\\_1908/Month.htm](http://www.costumegallery.com/McCalls/May_1908/Month.htm)
- Students should choose a character from the episode, draw them a costume, name the parts of the costume and describe why they wore this attire. Ask students to design another costume for their chosen character and explain why they have dressed them this way. They could cut out their character as a paper-doll pattern and dress the doll in the new costume using paper tabs. As an alternative, students could use card and magnets to make the designs into paper dolls that they can display on a magnetic surface.

### Download

- Student Activity Sheet H11.3: Paper-doll costumes

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

### **ACTIVITY 4: MULTICULTURAL AUSTRALIA**

**Subthemes: Multiculturalism; Politics; Social order and education**

In the early years of the twentieth century, at the time of the Federation of the colonial states and territories, many important events occurred in Australia. These include:

- the implementation of laws to improve working conditions and devise fairer wages
- the extension of the vote to non-Indigenous women
- the introduction of the White Australia policy, which restricted immigration.

The new Australian Constitution discriminated against Indigenous Australians by excluding them from the national census and preventing parliament from making laws about them.

At the time of Federation in 1901, three quarters of the population were Australian born, the majority of English, Scottish and Irish descent. The Chinese, who had represented 3.3% of the population in 1861, represented 0.8% of the population at the time of Federation.

#### **Discover**

- Students can research why and when Chinese people came to Australia. Mr Wong is a significant character in this episode and his story could be a good starting point for discussing the reasons Chinese people came to Australia at different times. Why might Mr Wong have come to live in Australia?

#### **Reflect**

- As a class, look at the laws and policies of Australia that have had an impact on Chinese Australians. How might Mr Wong have been affected by Australian laws and policies?
- Students could develop a timeline of Chinese migration to Australia. The timeline should use dates, images and reasons for coming to Australia.

#### **Download**

- Student Activity Sheet H11.4: Timeline of Chinese immigration

### **ACTIVITY 5: MR WONG**

**Subthemes: Multiculturalism**

Mr Wong's Emporium seems to be a hub for the local people. He sells everything from fireworks to paper products. He knows the local children and is friendly and cheerful. We know that Mr Wong's Emporium is quite established, as it appeared in Episode 12: 1898: Rowley.

#### **Discover**

- Students can research the Chinese community in Australia in the early 1900s. A good place to start might be National Archives of Australia, 'Chinese Australians', <http://www.naa.gov.au/whats-on/online/showcases/chinese-australians/index.aspx>



### Reflect

- Who is Mr Wong? Students can create an imaginary profile for Mr Wong using the 'historyface' template in Student Activity Sheet H11.5, with information and old photos from their research on the Chinese community in Australia in the early 1900s. Students need to include his date of birth, background information, family information, status updates and anything else of interest.
- Ask students to design a postcard that Mr Wong might have sent back to China, informing his relatives about his life in Australia. The postcard should have an image on one side and text on the other.

### Download

- Student Activity Sheet H11.5: A profile of Mr Wong

## ACTIVITY 6: CURRENCY

### Subthemes: Currency

Loose change doesn't buy much these days, and it seems to be the same for Evelyn and her companions. Loose change couldn't buy them the fireworks they wanted from Mr Wong's Emporium.

### Discover

- Coins and notes from the early 1900s were different to the coins and notes of today, and so was the amount families needed to spend on everyday items like milk and bread.
- Research the currency of the 1900s using the following websites:
  - 1 Museum of Australian Currency Notes, <http://www.rba.gov.au/Museum/Displays>
  - 2 Printing, 'A New Currency: 1900–1910', <http://printingcolor.blogspot.com/2009/09/new-currency-1900-1920.html>
- The reference book, *Australian decimal currency: an introduction for teachers* by the Australian Decimal Currency Board (1965) has some interesting information.

### Reflect

- Ask students to bring current Australian coins of each denomination to class. Photocopy or download pictures of coins from the early 1900s. Students can compare the coins they use today to the coins of the 1900s by using the table in Student Activity Sheet H11.6. They can trace or rub over the coins they have brought into class, as well as cutting and pasting the pictures of the old coins.

### Download

- Student Activity Sheet H11.6: Comparing coins

## **ACTIVITY 7: THE PRICE OF BREAD**

Subthemes: Currency; Food

### **Discover**

- What did a loaf of bread cost back then? In pairs, students research the cost of everyday essential items like bread and milk in the early 1900s, and compare it to the cost of the same items today. Ask students to conduct an online search and utilise reference books in the library.
- Students can develop a cost-comparison chart by listing the items they have researched and converting the pre-decimal amounts into decimal currency. They can use the list on the template provided in Student Activity Sheet H11.7 and add other items if they wish. On the chart, include images of actual advertisements for these commodities.

### **Download**

- Student Activity Sheet H11.7: Comparing prices

## **ACTIVITY 8: GUNPOWDER**

Subthemes: Celebrations; Inventions and electronic media

### **Discover**

- In this clip, Evelyn, Edward and Freddie try to create fireworks by obtaining gunpowder. Why does this plan fail? What are the ingredients of gunpowder; where and when was it invented, and by whom? A useful website to start your research with is Wikipedia, 'Gunpowder', <http://cunnam.sca.org.au/wiki/Gunpowder>
- As a class, discuss the benefits and risks associated with gunpowder.

### **Reflect**

- Ask students to research the origins of gunpowder and list some technological advances in its use across time. They could develop a timeline of the developments associated with gunpowder.

### **Download**

- Student Activity Sheet H11.8: Timeline on gunpowder

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

### **ACTIVITY 9: PUNISHMENT AND CRIME**

Subthemes: Culture; Customs and traditions

Does the punishment always fit the crime? Some convicts were sentenced to seven years imprisonment and transportation from Britain to the Australian colonies, for the theft of an item worth under a shilling.

Capital and corporal punishments, and the threat of prison were the main forms of crime deterrent in the early 1900s. Corporal punishment extended into the home, where children were often punished by



being strapped. In this clip, we observe the fear that Evelyn has of being punished with a strap for not being responsible with the fireworks.

### **Discover**

- Discuss with students the concept of punishment. Who is responsible for punishment in the community, in school and at home? Is the threat of punishment effective? Do they feel it is fair for Evelyn to receive the strap for not living up to her responsibilities? What punishment would she receive for her behaviour today? Ask them to consider what was appropriate punishment for a girl compared to a boy of this era. Are there differences in punishment according to gender today?

### **Reflect**

- Punishment for crimes in 1908 was vastly different to the punishment for crimes today. Ask students to list four crimes (against community, school or home) and ask them to research what punishments were typically received in 1908 and who was responsible for administering them. Compare them to punishments received today for similar crimes. Students could design a webpage based on this comparison.
- The following website could be used as a starting point:  
MacGregor State School, 'School in the Early 1900s',  
<http://www.macgregoss.eq.edu.au/federation/histschool/1901.html>

## **ACTIVITY 10: CORPORAL PUNISHMENT**

**Subthemes: Customs and traditions; Politics**

### **Discover**

As a class, research and discuss the changes made in legislation regarding corporal punishment in schools. Make a list of all of the discussion points and the opinions of everyone in the class regarding corporal punishment.

Useful websites to use as a starting point are:

- Queensland Government: Library Services, 'Corporal Punishment in Queensland State Schools',  
<http://education.qld.gov.au/library/edhistory/topics/corporal/public.html>
- Global Initiative to End All Corporal Punishment of Children, 'Global Progress: Australia',  
<http://www.endcorporalpunishment.org/pages/progress/reports/australia.html>

### **Reflect**

- Using the list of opinions from the class discussion, organise a debate where one side of the classroom is designated for students who agree with the opinion and the other side is for those who disagree. Read out each point from the list and ask students to move into the designated areas of the classroom. If a student moves from 'for' to 'against' or vice versa, they must justify their move by sharing their reasoning with the class.

### **Download**

- Student Activity Sheet H11.9: Facts about corporal punishment

## ACTIVITY 11: CHORES

**Subthemes: Chores, business and employment; Gender roles**

Education for girls was still very limited in the 1900s. It was an expectation that girls helped their mothers at home so that they would learn how to run their own household when they got married. In this clip, we see Evelyn completing two chores: polishing the silver cutlery and waxing the table.

### Discover

- What chores would children be expected to do in 1908? Students could develop two lists headed 'Chores for girls' and 'Chores for boys'. Compare the lists. What do the two lists show us about life for each gender in this era?
- A useful starting point for research is:  
State Library of South Australia, 'SA Memory: Collecting Firewood',  
<http://samemory.sa.gov.au/site/page.cfm?c=7191>
- Ask students to select a character from this episode and write a journal entry for a day in the life of the character. They should include everything that they do within one 24-hour period.

### Download

- Student Activity Sheet H11.10: Comparing chores

## EPISODE CLIP: CRACKER NIGHT

### ACTIVITY 12: FIREWORKS

**Subthemes: Customs and traditions; Historical events**

The annual celebration with a bonfire and fireworks is a significant English tradition. In Australia, the night became known as Guy Fawkes Night until it was banned in the 1970s. The British have been celebrating Guy Fawkes Night since the 1600s.

### Discover

- Research and discuss information on the celebration of Guy Fawkes' infamy. Who is Guy Fawkes and why is he celebrated?

### Reflect

- Ask students to research Guy Fawkes and the Gunpowder Plot on the Internet. They can use the information collected to create a fact poster about him and his rebellion.
- Ask students to design a life-size silhouette of Guy Fawkes. They can cut it out of card and add facts by writing them on the cut-out figure. Ask students to draw and colour around the facts with designs representing fireworks. Alternatively, ask students to create an animation or slideshow presentation. Kahootz 3 is an ideal 3-D animation software program to use here. The software is available for purchase from the Australian Children's Television Foundation (ACTF) website at <http://www.kahootz.com>

### Download



- Student Activity Sheet H11.11: All about Guy Fawkes

## ACTIVITY 13: BONFIRES

### Subthemes: Celebrations

Australians celebrated Guy Fawkes Night on 5 November each year. It symbolised Australia's links to Britain. Guy Fawkes Night is not celebrated any longer. Why not?

### Discover

- Discuss a number of special events that students and their families celebrate today that are a reflection of past customs and traditions from other countries and ethnic communities.

### Reflect

- Ask students to create a scrapbook page based on an Australian celebration such as Australia Day or Anzac Day. They are to find images, historical facts and information and present a personal recount of the event.
- Look at The Scrap Album, 'Guy Fawkes Day', <http://www.scrapalbum.com/agfp1.htm>  
Students can use the page on Guy Fawkes as a template for their own work.

### Download

- Student Activity Sheet H11.12: Celebration scrapbook

## Aligned resources

Australian Decimal Currency Board 1965, *Australian decimal currency: an introduction for teachers*, Government Printers, Sydney.

Australian Bureau of Statistics, [www.abs.gov.au](http://www.abs.gov.au)

australianscreen, 'Australian film and television chronology: the 1900s',

<http://australianscreen.com.au/chronology/1900s>

British Medical Journal, 'India in 1908', <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2332116>

Costume Gallery's Online Library, 'McCall's Magazine: May 1908',

[http://www.costumegallery.com/McCalls/May\\_1908/Month.htm](http://www.costumegallery.com/McCalls/May_1908/Month.htm)

Fashion-Era, 'Children's Costume History 1900 to 1910', [http://www.fashion-era.com/Childrens\\_clothes/1900\\_1910\\_girls\\_costume\\_pictures.htm](http://www.fashion-era.com/Childrens_clothes/1900_1910_girls_costume_pictures.htm)

Global Initiative to End All Corporal Punishment of Children, 'Global Progress: Australia',

<http://www.endcorporalpunishment.org/pages/progress/reports/australia.html>

MacGregor State School, 'School in the Early 1900s',

<http://www.macgregorss.eq.edu.au/federation/histschool/1901.html>

Melbourne Museum, 'The Melbourne Story',

<http://museumvictoria.com.au/melbournemuseum/whatson/current-exhibitions/melbournestory>

Museum of Australian Currency Notes, <http://www.rba.gov.au/Museum/Displays>

Museum Victoria, 'Australia's Federation', <http://museumvictoria.com.au/federation>

National Archives of Australia, 'Chinese Australians', <http://www.naa.gov.au/whats-on/online/showcases/chinese-australians/index.aspx>

Printing, 'A New Currency: 1900–1910', <http://printingcolor.blogspot.com/2009/09/new-currency-1900-1920.html>



Queensland Government: Library Services, 'Corporal Punishment in Queensland State Schools', <http://education.qld.gov.au/library/edhistory/topics/corporal/public.html>

Royal Exhibition Building, 'Federation', <http://museumvictoria.com.au/reb/history/federation>

Scrap Album, 'Guy Fawkes Day', <http://www.scrapalbum.com/agfp1.htm>

State Library of South Australia, 'SA Memory: Collecting Firewood', <http://samemory.sa.gov.au/site/page.cfm?c=7191>

Tabblo, 'Historians' India (1903 & 1908)', <http://www.tabblo.com/studio/stories/view/1357839>

Wikipedia, '1900s in fashion', [http://en.wikipedia.org/wiki/1900s\\_in\\_fashion](http://en.wikipedia.org/wiki/1900s_in_fashion)

——'Gunpowder', <http://cunnam.sca.org.au/wiki/Gunpowder>

——'Presidencies and provinces of British India', [http://en.wikipedia.org/wiki/British\\_India](http://en.wikipedia.org/wiki/British_India)

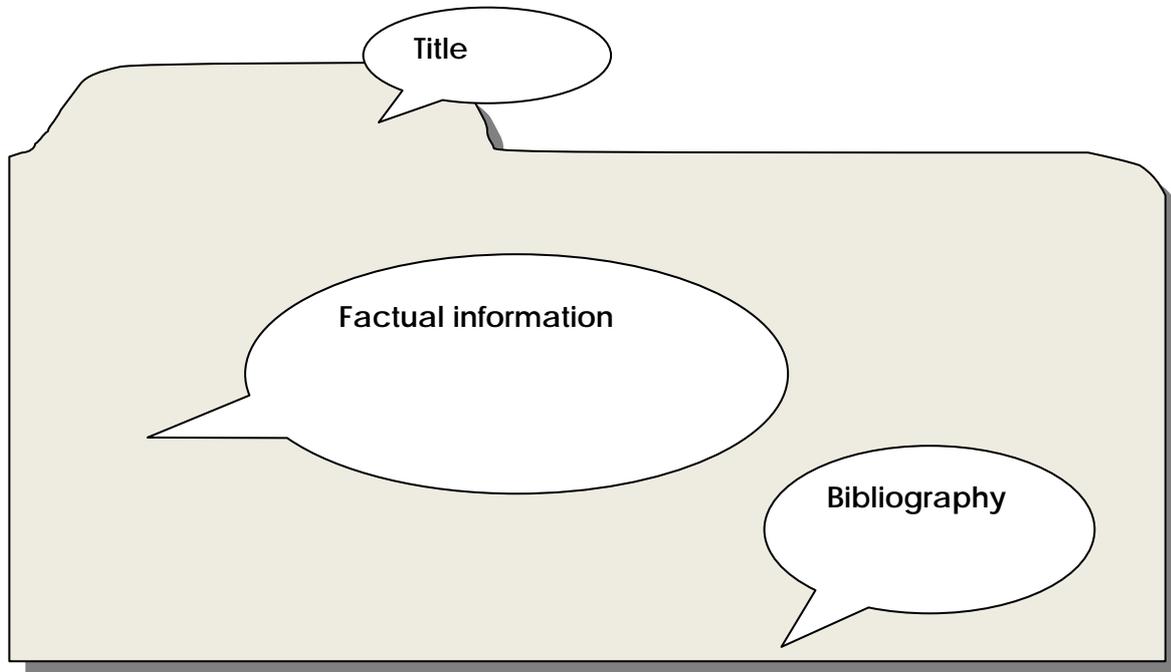


## **Fact cards on British India**

What is the connection between Great Britain and India in the early 1900s?

Find out more about the historical links between the two nations using the Internet and books from the school or local library. Find out as many interesting facts as you can and create four fact cards to share with the class.

Here is an example of a fact card.





## **Create a board game**

Create a board game based on the information you have found about Britain and India and their relationship to Australia in the early 1900s.

Outline of the board game:

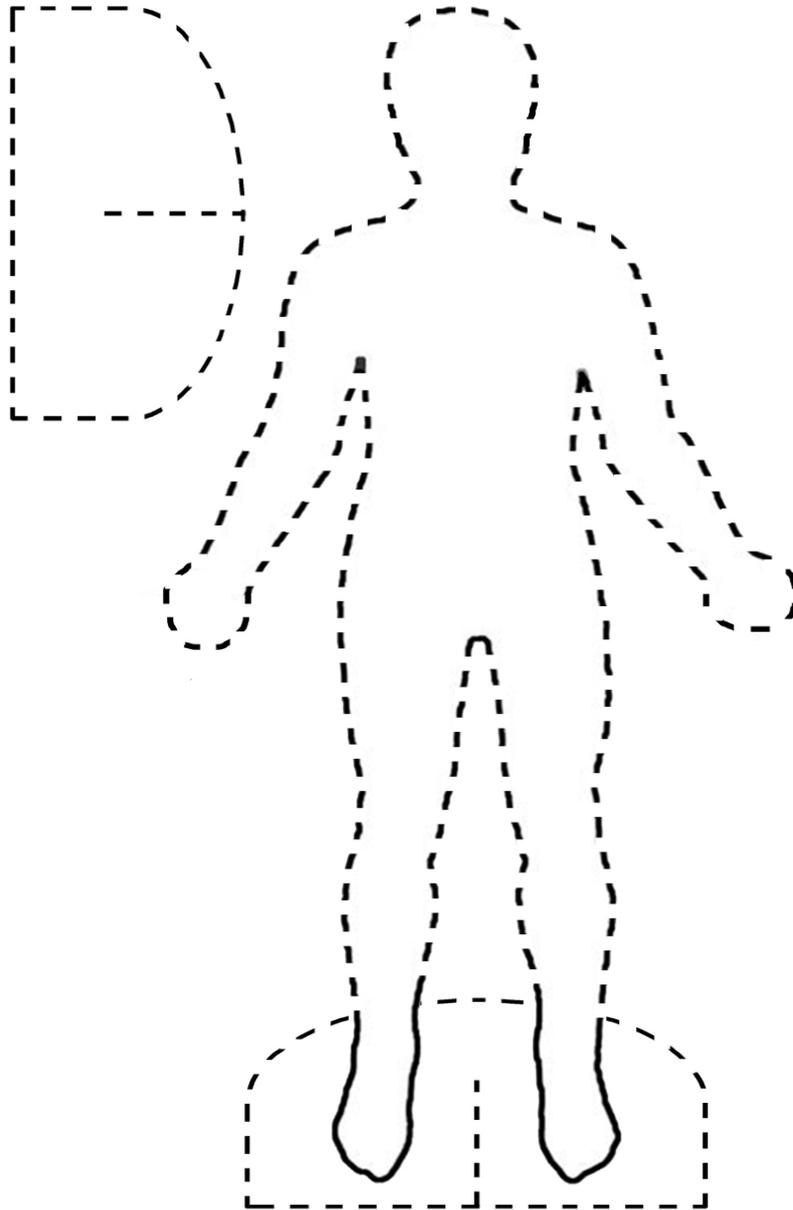
- 1** Once you have completed the fact cards in Activity 1: Fact cards on British India, form a small group of four or five students.
- 2** As a group, design and construct a board game like snakes and ladders, Trivial Pursuit or Monopoly.
- 3** Create quiz cards with questions and answers from the fact cards you created.
- 4** Additional questions could be added that relate to tigers, 19th-century Australia, children's games, or the story and characters in this episode of *My Place*.
- 5** The graphics and pieces that go with the board game should reflect the images of that era.



## Paper-doll costumes

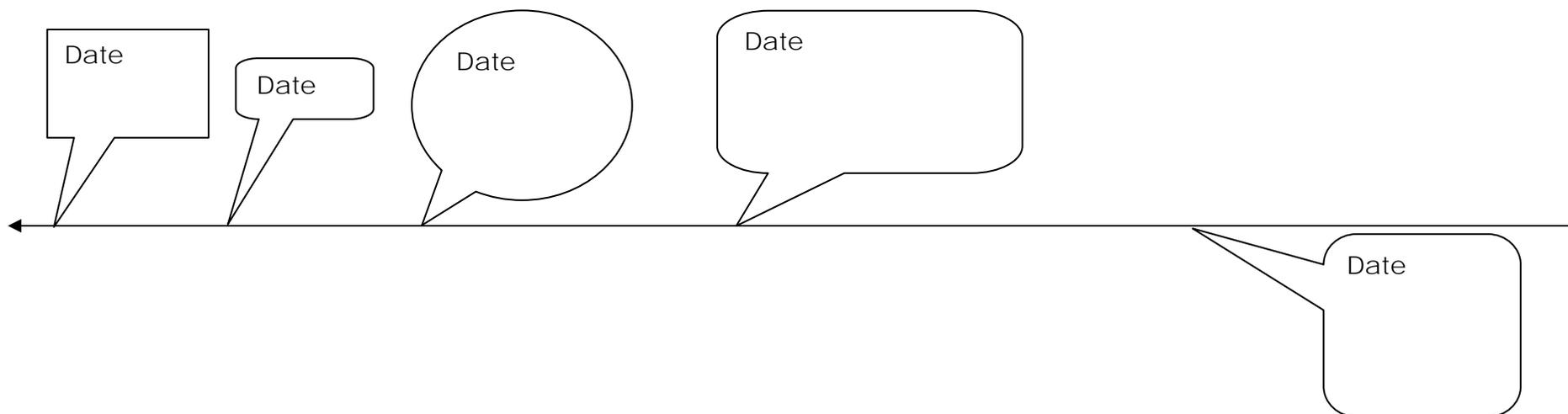
Create your own outline of a paper doll and make costumes to fit it. The paper doll and costumes can be made using cardboard or felt. You can also create paper dolls on magnetic sheets so that they stick onto a whiteboard or other magnetic surface.

- 1 Dress the doll in the fashions that you would find Evelyn and her siblings wearing.
- 2 Design your own clothes for this era and dress the dolls in these.



## Timeline of Chinese immigration

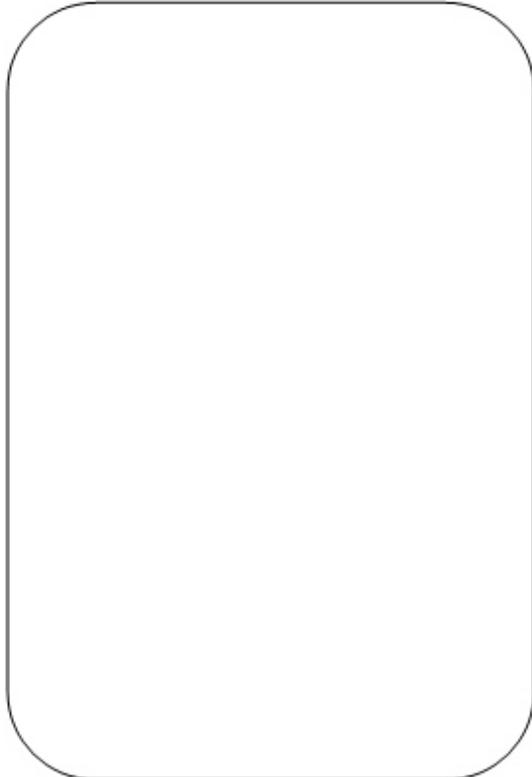
- 1 Investigate why, when and how Chinese people first came to Australia.
- 2 Record this on a timeline and add in the dates of Chinese immigration that followed.
- 3 Locate Mr Wong on the timeline.
- 4 Use the style in the timeline example below or create your own version.





### A profile of Mr Wong

historyface



Username: \_\_\_\_\_

Status: \_\_\_\_\_

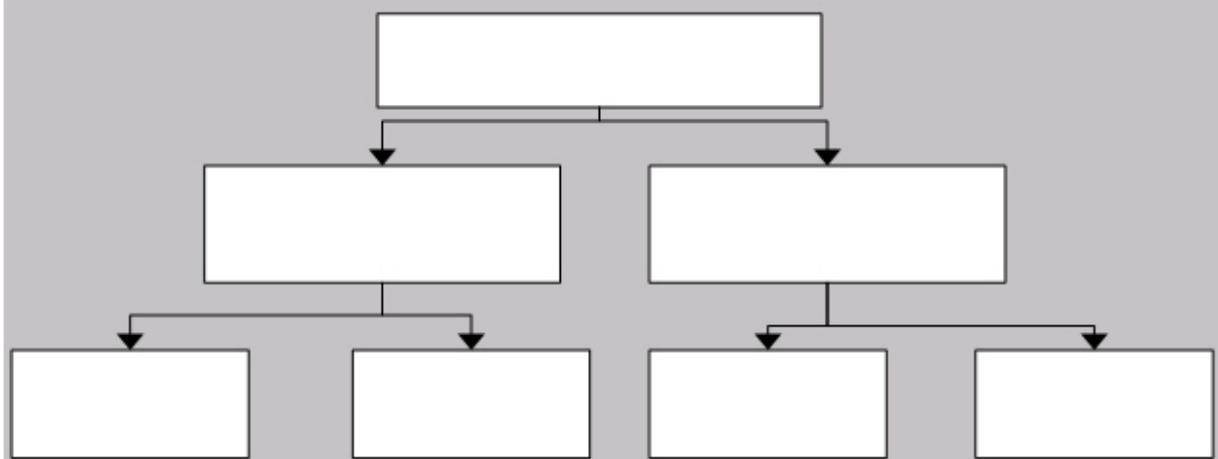
#### Profile information

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Groups and causes

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Family information





### Comparing coins

- 1 Collect a coin of each current denomination and trace or draw over it by placing it under the paper in the table below. Ensure you do both sides.
- 2 Cut and paste pictures of coins from the early 1900s, provided by your teacher, into the table below.
- 3 Now compare the coins.

Coins of 2009	Coins of the early 1900s	Similarities	Differences



### Comparing prices

Check the cost of the items below by researching online or at your school or local library.

Item	Cost in 1900	Cost in 2009
Loaf of bread		
Carton or bottle of milk		
Chocolate bar		
Bag of flour		
Packet of sugar		



## **Timeline on gunpowder**

### **Small group project**

Research and present information on the history of gunpowder and create a timeline of technological changes in the use of gunpowder. Within your group, nominate a researcher, a timeline creator and an editor.

- 1** Researcher: Locate information on the origins of gunpowder and also find out more about the technological advances in its use across time.
- 2** Timeline creator: You must either work electronically to create a timeline or create a timeline on a poster using the tips below.
- 3** Editor: You must edit the factual information and summarise it for the timeline.

The timeline must be presented in chronological order and the factual information used must be verified by the editor and also listed in the bibliography.

A useful website to start with is:

Wikipedia, 'Gunpowder', <http://cunnam.sca.org.au/wiki/Gunpowder>

Timeline tips:

- Ensure that you have worked out the beginning and end date of your timeline. Collaborate with your team to work this out.
- If working on a poster, measure out the dates on a ruled line on a landscape poster large enough for your timeline.
- If working electronically, decide as a group which program you will be using to present your information. If you are using a slideshow presentation program, you may want to include slides for each section of your timeline.



### **Facts about corporal punishment**

- 1 Research corporal punishment. Find out the facts, take notes and summarise the information you have found. Use the table below for your summarised information about corporal punishment. When you have filled in the table, complete the Plus/Minus/Interesting (PMI) chart.

<b>Facts about corporal punishment</b>	<b>Websites and resources used</b>

- 2 Fill out the PMI chart on the next page.



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

Student Activity Sheet H11.9  
Activity 10: Corporal punishment

Episode 11: 1908: Evelyn  
Clip: Chores and punishment

- Plus: positives associated with corporal punishment
- Minus: negatives associated with corporal punishment
- Interesting: different, interesting or obscure information about corporal punishment.

Plus	Minus	Interesting



### Comparing chores

- 1 Write a list of the typical chores that boys and girls in 1908 had to do on a daily basis. Watch this episode of *My Place* carefully and take notes to help you compile the list.

Chores for boys in 1908	Chores for girls in 1908

- 2 Discuss the differences in the chores with other students in your class.
- 3 Select a character from this episode of *My Place* and write a journal entry for a day in the life of the character. You can use the 'Dear Diary' template on the next page.





## All about Guy Fawkes

- 1 Working with a partner, conduct research using the Internet to find out more about Guy Fawkes and the Gunpowder Plot.
- 2 Cut and paste your facts into an electronic document or write them into the template below. Your facts will then be added to a class poster about Guy Fawkes.

Facts about Guy Fawkes	Pictures and diagrams	Other interesting facts



## **Celebration scrapbook**

Design your own scrapbook page, either electronically or on paper, based on an Australian celebration. You may choose to make a scrapbook on Australia Day, ANZAC Day or a local celebration in your state or territory.

- 1 Research facts about the celebration, find pictures or take your own!
- 2 Use the website below to gather ideas about scrapbook design and what you can make:  
The Scrap Album, 'Guy Fawkes Day', <http://www.scrapalbum.com/agfp1.htm>
- 3 Design your template and think about borders, headings, symbols and emblems to help create a theme for your scrapbook.
- 4 Think about a colour scheme and even the possibility of moving images and animation.
- 5 Sketch your ideas below.



# EPISODE 11: 1908: EVELYN

## English: teaching strategies

Unit focus: English

Year level: Years 3–6

### The Australian curriculum: English

The national English curriculum is based on three interrelated strands:

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

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

## **EPISODE CLIP: GAMES FROM INDIA**

### **ACTIVITY 1: INDIA AND LITERATURE**

Subthemes: Art, music and literature; Historical events

#### **Discover**

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

#### **Reflect**

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

#### **Download**

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

### **ACTIVITY 2: BENGAL TIGERS AND INDIAN ELEPHANTS**

Subthemes: Art, music and literature; Character

#### **Discover**

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



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

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

### Reflect

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

### Download

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

## ACTIVITY 3: DRESSING FOR PLAY

### Subthemes: Fashion; Relationships

#### Discover

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

#### Reflect

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



### **Download**

- Student Activity Sheet: E11.3: Fashion designer

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

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

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

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

#### **Discover**

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

#### **Reflect**

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

### **Download**

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

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

#### **Subtheme: Relationships**

#### **Discover**

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

#### **Reflect**

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



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

### **Download**

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

## **ACTIVITY 6: MAKING MEANING**

### **Subtheme: Relationships**

#### **Discover**

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

#### **Reflect**

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

### **Download**

- Student Activity Sheet E11.6: Camera shots

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

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

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

#### **Discover**

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

#### **Reflect**

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

### Download

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

## ACTIVITY 8: CREATING DRAMATIC TENSION

### Subtheme: Character

#### Discover

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

#### Reflect

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

### Download

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

## ACTIVITY 9: PUNISHMENT

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

#### Discover

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



### **Reflect**

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

### **Download**

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

## **EPISODE CLIP: CRACKER NIGHT**

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

Subthemes: Celebrations; Relationships

#### **Discover**

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

#### **Reflect**

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

#### **Download**

- Student Activity Sheet E11.10: Problem solved!

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

Subthemes: Celebrations; Character; Customs and traditions

#### **Discover**

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



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

### **Reflect**

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

### **Download**

- Student Activity Sheet E11.11: Newspaper report

## **ACTIVITY 12: CRACKER NIGHT**

**Subthemes: Celebrations; Customs and traditions**

### **Discover**

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

### **Reflect**

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

### **Download**

- Student Activity Sheet E11.12: Celebrating with fireworks

## **Aligned resources**

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

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

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

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

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

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

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

L888 Sonic Space: home



## Children's books in the early 1900s

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

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

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

Author	Title
_____ _____ _____	_____ _____ _____



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

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

---

---

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

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

---

---

---

---

---

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

---

---

---

---

---

## Fashion designer

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

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

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

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



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

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

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

## **My box of fireworks**

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

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



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

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

---

---

---

---

---

---

---

---

---

---

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

---

---

---

---

---

---

---

---

---

---



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

Student Activity Sheet E11.6  
Activity 6: Making meaning

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

### Camera shots

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


### Working to avoid punishment

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

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

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

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



## **Filmmakers' use of imagery**

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

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

---

---

---

---

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

---

---

---

---

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

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

---

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

---

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

---



## **A debate about punishment**

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

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

---

---

---

---

---

---

---

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

---

---

---

---

---

---

---

---

---

---



## **Problem solved!**

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

---

---

---

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

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

---

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

---

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

---

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

---

---

---

---

---

---

---

---



## Newspaper report

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

### Article

---

---

---

---

---

### Image

### Advertisement for Mr Wong's Emporium



## **Celebrating with fireworks**

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

---

---

---

---

---

---

---

---

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