



EPISODE 21 | 1808: SARAH

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: SARAH'S LIFE

ACTIVITY 1: CHILD LABOUR

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

Discover

- Prior to watching this episode and the clip, research historical and social background information about the practice of child labour in Australia in the early 19th century. Ask students to find out what laws have been put in place to protect children. Find examples from literature that describe the use of child labour in this era. Some examples are *Oliver Twist*, *David Copperfield* and *Great Expectations* by Charles Dickens, *For the term of his natural life* by Marcus Clark and the television series of Albert Facey's *A Fortunate Life*. As a class, ask students to suggest some reasons why Australia decided to end child labour.
- After watching the clip, **Sarah's life**, put students into pairs and ask them to list all the different chores that Sarah does in the clip. Ask them to make a second list of chores they do around the home and compare the two lists. Refer students to **Student Activity Sheet: E21.1: Child labour**.
- Ask students to focus on the appearance of the character Sarah. Point out to them that she is dirty, unkempt, has tucked her hair under a bonnet, doesn't have any proper shoes and has only one set of clothes, which are falling apart. Compare how Sarah is dressed with the way Mrs Owen and Alice dress. Ask students to describe their physical appearance and account for the differences. Students are to record their observations on **Student Activity Sheet: E21.1: Child labour**.

Reflect

- Ask students are to imagine they are Sarah and then write a diary entry for her first week at the Owens' farm. They should include in their diary entry the events leading up to her arrival and state the reason why she bit Mrs McCarthy.

Download

Student Activity Sheet E21.1: Child labour



Aligned resources

Clarke, Marcus 2008, *For the term of his natural life*, New Holland Publishers, Chatswood, NSW.

Dickens, Charles 1999, *David Copperfield*, Claremont Classics, Ringwood, Vic.

Dickens, Charles 1999, *Oliver Twist*, Claremont Classics, Ringwood, Vic.

Dickens, Charles 1999, *Great expectations*, Claremont classics, Ringwood, Vic.

A fortunate life 2008 (DVD), Marcus Cole, Henry Safran (directors), Umbrella Entertainment, Australia (available from ABC shop).



Child labour

- 1 In the table below, list all the chores that Sarah does at the Owens' farm and compare them with the chores that you do at home.

Sarah's chores	My chores

- 2 Create a Venn diagram that shows how your chores and Sarah's are similar and different.

Comparison of chores



EPISODE CLIP: SARAH'S LIFE

ACTIVITY 2: LANGUAGE AND POWER

Subthemes: Language and scripting; Relationships; Social order and education

Discover

- Introduce students to the concept of 'powerful language', that is, words and expressions that people in positions of power use in order to command respect and create a sense of authority. Focus on the use of the imperative verb.
- As a class, brainstorm a series of commands and imperatives, for example: 'Sit down', 'Copy this out', 'Be quiet' and 'Don't talk'.
- Draw students' attention to the beginning of the clip when Mrs Owen first addresses Sarah. Ask students the following questions:
 - 1 How is Sarah expected to address Mrs Owen? How is this different from Episode 20 when the grown-up Sarah addresses Mrs Owen?
 - 2 According to Mrs Owen, what is the first thing that Sarah 'needs to learn'?
 - 3 At the end of the clip, what does Alice tell Sarah to do?
 - 4 How does the language used by Mrs Owen and Alice show that they are in charge of Sarah?

Reflect

- Persuasive texts

Ask students to write two short speeches in which they ask someone for assistance to complete a task. In the first they should use an assertive and authoritative voice to make their appeal. In the second they should ask politely for help. Ask students to highlight the words in each that make each request more or less assertive.
- In pairs, ask students to role-play both situations and decide which form of speech is the most effective in terms of persuading people to help.

Download

Student Activity Sheet E21.2: Language and power



Name: _____

Student Activity Sheet E21.2
Activity 2: Language and power

Episode 21: 1808: Sarah
Clip: Sarah's life

Language and power

1 After watching the clip **Sarah's life** in which Mrs Owen first meets Sarah, answer the following questions:

a How does Mrs Owen want Sarah to address her?

b In Episode 20 how does the older Sarah address Mrs Owen?

c According to Mrs Owen, what is the first thing that Sarah 'needs to learn'?

d At the end of the clip, what does Alice tell Sarah to do?

e How does the language used by Mrs Owen and Alice show that they are in charge of Sarah?

2 Write two short speeches in which you ask someone for help to complete a task. In the first speech, use an assertive and authoritative voice in your appeal. In the second, politely ask for help. Highlight the different persuasive words in each speech.

EPISODE CLIP: A FEMALE GAOL

ACTIVITY 3: POINTS OF VIEW

Subthemes: Indigenous perspectives; Relationships, Social order and education

Discover

- Prior to watching the clip, talk with the students about their prior knowledge of the colonisation of Australia and its impact on Indigenous people. Refer to **My Place for Teachers**, 'Decade timeline', for details. For older students, refer to clips from Beck Cole and Rachel Perkins's television series; *The First Australians*, or read John Marsden's illustrated children's book about colonisation *The Rabbits*. A range of educational websites on the subject can be found at Primary School, <http://www.primaryschool.com.au/>
- As a class, watch the clip **A female gaol** and take particular note of the scene when Sarah meets an Aboriginal family.
- Ask students to complete the questions on **Student Activity Sheet E21.3: Points of view**.

Reflect

- Ask the students to consider the different points of view in the scene where Sarah meets an Aboriginal family. What kinds of thoughts and feelings might different people have?
 - 1 What might members of the Aboriginal family be thinking about and feeling during the encounter when they first see Sarah and Mrs Owen and when Mrs Owen fires a gun in the air?
 - 2 How would they have felt if they had heard Mrs Owen say: 'This is not their place'?
 - 3 What could Mrs Owen be thinking and feeling?
 - 4 Why does she fire a gun in the air?
 - 5 Why does she beat Sarah afterwards?
 - 6 Sarah smiles at the family. What might she be thinking and feeling?
 - 7 Sarah seems to be silently communicating with Sam. What message do you think they are conveying to each other?

Download

Student Activity Sheet E21.3: Points of view

Aligned resources

Marsden, John, Tan, Shaun (ill) 1998, *The Rabbits*, Lothian books, Port Melbourne, Vic.
First Australians 2008 (DVD), Rachel Perkins (director), Special Broadcasting Service Corporation, Sydney (available from ABC shop).
Primary School, <http://www.primaryschool.com.au/>



Points of view

Think about the different points of view in the scene where Sarah meets the Aboriginal family.

1 What might members of the Aboriginal family be thinking about and feeling during the encounter:

a when they first see Sarah and Mrs Owen?

b when Mrs Owen fires a gun in the air?

2 How would they have felt if they had heard Mrs Owen say: 'This is not their place'?

3 What could Mrs Owen be thinking and feeling?

a Why does she fire a gun in the air?



Name: _____

b Why does she beat Sarah afterwards?

4 Sarah smiles at the family. What might she be thinking and feeling?

5 Sarah seems to be silently communicating with Sam. What message do you think they are conveying to each other?

EPISODE CLIP: A FEMALE GAOL

ACTIVITY 4: CRIME AND PUNISHMENT

Subthemes: Character; Culture; Social order and education

Discover

- In the clip **Crime and punishment** Sarah is physically punished by Mrs Owen. Discuss the concept of 'punishment' and consider what would be acceptable punishments for children's wrongdoing. Direct the discussion away from physical punishment to dealing with denial and withdrawal of privileges. You could view clips from Jonathan Dawson's film version of *Ginger Meggs* and John Duigan's film *Flirting* to see examples of physical punishment. Teachers should always view content prior to showing the class so it can be reviewed for age appropriateness.
- In this clip, Alice threatens to have Sarah sent to a children's prison if she doesn't do what Alice wants. Ask students to research Australian laws relating to corporal punishment and the detention of children. Some useful information can be found at: End all corporal punishment of children, 'Global progress', Australia, <http://www.endcorporalpunishment.org/pages/progress/reports/australia.html>.
- Using this research, students are to imagine that they have been transported in time to 1808 and have been convicted of making contact with local Indigenous people. They are to imagine themselves in court and are to write and role-play their defence speech.

Reflect

- Ask the students to consider the character of Alice, Sarah or Mrs Owen. They are to imagine their character has been transported in time from 1818 to the present day. Conduct a freeze-frame exercise in which the teacher walks around the class and taps the shoulder of each student in turn. When they are tapped, they introduce their character and explain how they feel about the topic of punishment for children.

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Student Activity Sheet E21.4: Crime and punishment

Aligned resources

Flirting 1991 (DVD), John Duigan (director), MGM.

Ginger Meggs 1982 (DVD), Jonathan Dawson (director), John Sexton Productions, Sydney.

End all corporal punishment of children, 'Global progress', Australia,

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

EPISODE CLIP: SEASHELLS

ACTIVITY 5: METAPHORS

Subthemes: Character; Language and scripting; Social order and education

Discover

- Introduce students to the language of metaphors and similes. Find examples of metaphors from literature, music, drama and poetry. Some useful websites are:
 - 1 Buzzle.com, 'Metaphor Examples for Kids', <http://www.buzzle.com/articles/metaphor-examples-for-kids.html>
 - 2 Said What?, 'Metaphors', <http://www.saidwhat.co.uk/spoon/metaphors.php/>
 - 3 Said What?, 'Similes', <http://www.saidwhat.co.uk/spoon/similes.php>
- Ask students to write three similes and three metaphors.
- Introduce students to the idea that Alice feels like she is imprisoned by her medical condition. As a class, count the number of times Alice is filmed looking out through windows or a doorway, but is unable to leave. Do this for the whole episode. Ask students how they think this would make them feel if they were in Alice's position.
- In the clip **A female gaol** Alice claims to know of a 'children's gaol in Sydney town'. She threatens to send Sarah there if she doesn't take her outside. View the scene by the creek in which Alice says that the prison is 'dark and cold and you have to stay inside all day'. Ask students how she would know this and to consider if she may in fact be talking about her own life. Ask the students how this would make them feel about Alice.
- Have students develop character profiles for Sarah and Alice. Make sure each profile lists the character's physical characteristics, likes and dislikes. Describe their life so far and include any information from the *My Place* storybook about the character.

Reflect

- Ask students to consider the lives of the two characters, Sarah and Alice. Ask them to write a poem about each. Students could consider writing their poem as either a ballad, haiku, blank or simple verse. They should use at least one metaphor to describe how they feel about each of the characters. Share the poems with the rest of the class.
- Research Australian poets from this era and read some of their poems. AB Paterson and Henry Lawson are good for examples. Students could model their own poem on one of the poems from their research.

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Student Activity Sheet E21.5: Metaphors



Aligned resources

Wheatley, Nadia, Rawlins, Donna (ill.), *My Place* 2008, Walker books Australia, Newtown, NSW
Buzzle.com, 'Metaphor Examples for Kids', <http://www.buzzle.com/articles/metaphor-examples-for-kids.html>

Said What?, 'Metaphors', <http://www.saidwhat.co.uk/spoon/metaphors.php/>

Said What?, 'Similes', <http://www.saidwhat.co.uk/spoon/similes.php>



Metaphors

1 A figure of speech is a characteristic of writing and language. There are many different figures of speech that feature in conversations, scripts, stories, poetry and songs.

a Simile: a simile is a comparison which states that one thing is similar to another.

Example: She has hair as golden as the sun.

Write three similes using the words, 'like' or 'as'.

b Metaphor: a metaphor is a comparison which implies or suggests one thing is another.

Example: She has hair of gold (her hair is not really made of gold, but it helps the reader imagine what it looks like).

Write three metaphors.



Name: _____

2 Develop a character profile for Sarah and Alice. Make sure each profile lists the character's physical characteristics, likes and dislikes. Describe their life so far and include any information from the *My Place* storybook about the character.



Name:

Age:

Family background:

Physical appearance:

Likes:

Dislikes:

EPISODE CLIP: SEASHELLS

ACTIVITY 6: FRIENDSHIP

Subthemes: Character; Gender roles and stereotypes; Relationships

Discover

- As a class, discuss how in the clip **Seashells** we begin to see a change in the relationship between Sarah and Alice. Download the episode script, available on **My Place for Teachers**, 'Behind the scenes'. Watch this scene closely and ask students to highlight the dialogue that shows how Alice is treating Sarah. Note in particular how Sarah is ordered to do things for Mrs Owen and Alice as if she is their servant. Ask students to write down what it is that Sarah says that changes the balance of power in their relationship. Ask students to consider why this change takes place.
- As a class, view all of Episode 21. Focus students' attention on the fact that climbing the tree together cements the friendship between Sarah and Alice. Ask students to storyboard an extra scene for the episode to portray how Sarah and Alice become friends, focusing on the reasons both girls have for changing their attitudes to each other. Have students complete **Student Activity Sheet: E21.6 Friendship**.

Reflect

- Group students into pairs and ask them to re-enact the conversation between Sarah and Mrs Owen at Alice's funeral. Focus attention on the part when Sarah tells Mrs Owen of Alice's favourite things and her enjoyment of life.
- Ask students to write a eulogy for Sarah to deliver at Alice's funeral. Make sure they know to concentrate on the positive aspects of their relationship. They will need to reinterpret the negative parts of their relationship to see them in a more positive light.

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Student Activity Sheet E21.6: Friendship

Friendship

- 1** When Sarah and Alice climb the tree together their friendship is strengthened. Storyboard an extra scene in which the reason why Sarah and Alice become friends becomes clearer. Your storyboard should include setting and actions, and dialogue between the two characters which reveals why both girls change their attitude to each other.

Setting: _____ Action: _____ _____ Dialogue: _____ _____ _____	Setting: _____ Action: _____ _____ Dialogue: _____ _____ _____	Setting: _____ Action: _____ _____ Dialogue: _____ _____ _____
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