



EPISODE19 | 1828: ALICE

Unit focus: History

Year level: Year 3–6

EPISODE CLIP: THIS LITTLE PIGGY

ACTIVITY 1: PIG RACE

Subthemes: Culture; Customs and traditions; Entertainment and games

Race betting and gambling were popular during the 1820s, particularly as a recreational pastime in line with a celebration, for example, Christian events and Royal holidays. In a period before mass entertainment, small, locally organised events gave many people their only break from a heavy work schedule. There were no age limits on betting, so children and adults could be equally involved.

Discover

- View the clip **This little piggy** and ask students why they think betting on a race was so important for the enjoyment of the half-day holiday and for the characters of Alice's story. To assist the students in understanding this question, have the class research daily living conditions in 1828 Australia and the events that constituted a holiday. Refer to Wikipedia, 'Religion in Australia' at http://en.wikipedia.org/wiki/Religion_in_Australia
- In pairs, students should research the history of racing in Australia. Direct students to research some of the following questions:
 - 1 What were some of the earliest organised racing events? (for example, horseracing, dog racing, foot racing, pigeon racing, rowing, sailing races)
 - 2 Who attended these races?
 - 3 Where and when were these events held?
 - 4 Who were some famous owners/trainers of race horses?

The following websites may be useful:

- 1 Melbourne Cup, Victoria Racing Club, <http://www.melbournecup.com/victoria-racing-club/about-history.asp>
- 2 National Library of Australia, 'Cooee: Australia in the 19th Century', <http://www.nla.gov.au/exhibitions/cooe/leisure.html>
- 3 Racing Victoria, <http://www.racingvictoria.net.au/australianracingmuseum/default.aspx>
- 4 State Library NSW, 'A Day at the Races', http://www.sl.nsw.gov.au/discover_collections/society_art/races/index.html



Reflect

- Divide the class into pairs. Ask each pair to produce at least ten questions about Australia in the early 1800s that could be answered with a 'true' or 'false' response. Collect all the questions to form a class question set. These questions will be used to create a 'pig race' game. Each pair of students represents one pig in the race. Make a track with enough lanes for every contesting pig. In each lane, mark out 10 squares from the start to the finish line. For every question that a pair answers correctly, their pig advances one square. The winning team is the one that reaches the finish first.

Download

- Student Activity Sheet: H19.1 Pig race

Aligned resources

Melbourne Cup, Victoria Racing Club, <http://www.melbourncup.com/victoria-racing-club/about-history.asp>

National Library of Australia, 'Cooee: Australia in the 19th Century',
<http://www.nla.gov.au/exhibitions/cooee/leisure.html>

Racing Victoria, <http://www.racingvictoria.net.au/australianracingmuseum/default.aspx>

State Library NSW, 'A Day at the Races',

http://www.sl.nsw.gov.au/discover_collections/society_art/races/index.html



Pig race

- 1** Research what life was like in the early 1800s in Australia. From your research, create ten questions about Australia in the 1820s that could be answered 'true' or 'false'. These will be used in a pig race game with the whole class.

1

2

3

4

5

6

7

8

9

10

- 2** Analyse your research and answer this question: Why was betting on a horse race so important to the characters in Alice's story?



3 Research the history of horseracing in Australia. Answer the following questions:

a What were some of the earliest organised horseracing events?

b Who attended horse races?

c Where and when were these horseracing events held?

4 Who were some of the owners/trainers of the race horses?

5 List five other types of racing that were run in Australia in the 1820s

EPISODE CLIP: THIS LITTLE PIGGY

ACTIVITY 2: WORKING CONDITIONS

Subthemes: Chores, business and employment; Culture; Gender roles and stereotypes

In this clip, Alice's father announces that the convict workers will have a half-day holiday. The convicts are on assignment to the Owen family to build their house. They need to quarry the stone in order to finish the work by Christmas. Alice's father is their supervisor. Many convicts were not skilled for their work and toiled from dawn to dusk. Working conditions in 1828 were very different from what we expect of an Australian workplace today.

Discover

- After viewing the clip **This little piggy** have a class discussion about workers' rights in Australia today and how these were different in Alice's day. Today there are strict laws governing the rights of workers that cover safety, length of hours, types of work performed, age of workers, holidays and what happens when someone has an accident or is sick.
- Ask students to create a timeline of key events for the introduction of laws relating to working conditions in Australia.
- The following websites may be useful:
 - 1 Eight Hour Day, <http://www.8hourday.org.au/>
 - 2 State Library of Victoria, 'Fight for Rights', http://www.slv.vic.gov.au/ergo/fight_for_rights
- In the 1820s, workers including children could be expected to work very long hours. To allow students to reflect on how difficult life was in this time, they should complete the **Student Activity Sheet H19.2 Working conditions** recording their own working, sleeping, eating and recreation habits.
- Using the **Student Activity Sheet H19.2 Working conditions**, ask students to answer the following questions:
 - 1 How many hours are they are at school each day?
 - 2 How many hours do they usually sleep?
 - 3 How many hours are left for eating, play, music practice, sports etc?

Reflect

- Ask students to imagine that school days have been increased to 16 hours long and include Saturdays. Have students answer the following questions:
 - 1 What would this mean for the time you had for sleep and play?
 - 2 How would you feel about having to work or go to school for 16 hours a day?
- Students should draw up a 16-hour schedule for a 10-year-old child working in the early 1800s and compare it to a child's schedule today.
- Alternatively, students can create a vodcast advertisement bringing people's attention to the poor working conditions that some people still face every day.



Download

- Student Activity Sheet H19.2: Working conditions

Aligned resources

Convict Trail, 'Assignment of Convicts', <http://www.convicttrail.org/history.php?id=a3b2c1%f%3>

Convict Trail, 'The Ticket of Leave', <http://www.convicttrail.org/history.php?id=a3b4c2%f%5>

Eight Hour Day, <http://www.8hourday.org.au/>

State Library of Victoria, 'Fight for Rights', http://www.slv.vic.gov.au/ergo/fight_for_rights



Working conditions

- 1 Complete a timeline of key events and the introduction of laws relating to working conditions in Australia. You can use the template below to base your timeline on or create your own.

Timeline of working conditions

1800

1850



1851

1900



1900

1950



1951

2000



2001

2010





- 2 Complete the following weekly activity record for your schedule. Work out:
- a How many hours you are at school each day
 - b How many hours you usually sleep
 - c How many hours are left for eating, play, music practice, sports etc

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12.00 am- 6.00 am							
6.00 am- 12.00 noon							
12.00 pm- 6.00 pm							
6.00 pm- 12.00 am							



3 Imagine that school days have been increased to 16 hours long and include Saturdays.

a What would this mean for the time you had for sleep and play?

b How would you feel about this?

c Draw up a 16-hour schedule for a 10-year-old child working in the early 1800s and compare it to a child's schedule today.

Time	1800s	Today
5.00 am		
6.00 am		
7.00 am		
8.00 am		
9.00 am		
10.00 am		
11.00 am		
12.00 noon		
1.00 pm		
2.00 pm		
3.00 pm		
4.00 pm		
5.00 pm		
6.00 pm		
7.00 pm		
8.00 pm		



Name: _____

- 4 With a partner, create a vodcast advertisement bringing people's attention to the poor working conditions that some people still face every day. Use the box below to draft your ideas.

A large rectangular box with a black border, containing 20 horizontal lines for writing.



EPISODE CLIP: THE BETS

ACTIVITY 3: BOATS

Subthemes: Culture; Historical events; Transport

Transport by boat was common in 1828 due to the period's comparative lack of roads and bridges. Boats carried not only people, but also valuable supplies and information.

Discover

- Ask students to reflect on why boats were useful in Alice's day. As a class, discuss how this might have affected where people lived and worked at the time.
- Students should research early 19th century boats and their sailing routes. On a map, ask students to mark out routes that ships used in Alice's era.
- The following websites may be useful:
 - 1 Discover Murray River, 'History of the Murray River', <http://www.murrayriver.com.au/education/history/>
 - 2 National Museum of Australia Canberra, 'Australian Paddle Steaming History', http://www.nma.gov.au/collections/ps_enterprise/paddle_steaming_history/
 - 3 Paddle Steamers of Australia, <http://www.steamboats.com/research/australia.html/>
- The following questions can be used to focus students' research:
 - 1 How important was transportation by boat in the 1820s? Why?
 - 2 Where were the key sea/river ports during the 1820s in Australia?
 - 3 Do these sea/river ports still exist today? Where?
 - 4 How has the use of boats for transport changed today in comparison to the early 1800s in Australia?
 - 5 What types of boats were used for transportation in the 1820s compared to those today?
 - 6 Are there still boats operating today that were used for transport in the 1820s?

Reflect

- Ask the students to pretend that they are the captain of a river boat or sea vessel in the 1820s. They should consider the work of the boat, the passengers or cargo that they pick up and unload, where they travel to for their work and what might happen to them along the way. Ask students to write a captain's logbook for a week on a river/sea boat.

Download

- Student Activity Sheet: H19.3 Boats

Aligned resources

Discover Murray River, 'History of the Murray River', <http://www.murrayriver.com.au/education/history/>
National Museum of Australia Canberra, 'Australian Paddle Steaming History' http://www.nma.gov.au/collections/ps_enterprise/paddle_steaming_history/
Paddle Steamers of Australia, http://www.steamboats.com/research/australia.html



Useful resources from Education Services Australia

L679 *The Enterprise: paddle steamer on the Murray*

L689 *The Enterprise: paddle steamer on the Darling*

R11373 *River highways - unit of work*

R11391 *Using 'River highways' - Teacher idea*



Boats

1 Research early 19th century river boats and sea vessels and their sailing routes. Your teacher will direct you to websites and reference books that can help you.

a Why did people need to use boats in the early 1800s?

b How did the need to use boats affect where people lived and worked in the early 1800s?

2 Using a map of Australia or a particular state or territory that you choose, mark out major sea/river routes and key ports that river boats and/or ships used in Alice's time. Explain how the way we use boats has changed since Alice's era in comparison with today.



Name: _____

- 3** Imagine that you are the captain of a river boat or sea vessel in the 1820s. Consider the work of the boat, the passengers or cargo that you pick up and unload, where you travel to for work and what might happen to you along the way.
- a** Write a captain's logbook for a week on your river/sea boat.

Captain's name: -----

Ship's name: -----

Date: -----

Date: -----

Date -----



Name: _____

Date: -----

EPISODE CLIP: THE BETS

ACTIVITY 4: CONVICT LABOUR

Subthemes: Chores, business and employment; Culture; Historical events

The early colonial settlement of Sydney was relatively small. As the colony expanded, many new buildings and other infrastructure were built. This required a labour force that was capable of strong, hard, physical labour. Many of the workers in Alice's era were either assigned convicts serving their prison term, or former convicts who had completed their sentence, for example, 'ticket-of-leave' holders. Convicts played a significant role in Australia's early colonial settlement history.

Discover

- As a class, watch *My Place* Episode 19, 1828: Alice and list all the jobs being performed by characters.
- Ask students to research the establishment of the new colonial settlement in Australia and find out what was the most essential work for convicts to do. They should also research what types of convicts were allowed to work outside the prisons.

The following websites may be useful:

- 1 Convict Trail, 'The Ticket of Leave', <http://www.convictrail.org/history.php?id=a3b4c2%f%5>
 - 2 Historic Houses Trust, 'A Day in the Life of a Convict', http://www.hht.net.au/discover/highlights/kids_fact_sheets/a_day_in_the_life_of_a_convict
 - 3 Museum Box, <http://museumbox.e2bn.org/>
- The students should use the following questions to guide their research:
 - 1 What types of work did convicts perform during this era?
 - 2 Who was allowed to work outside the prison?
 - 3 Were they paid? Why or why not?
 - 4 What was the difference between an 'assigned' convict, a 'ticket-of-leave' convict and an 'emancipated' convict?

Reflect

- Introduce students to a digital museum box tool (<http://museumbox.e2bn.org/>). The tool will help them to collect images, data and facts to aid their reflection. A digital museum box is a tool for students to collect information about an event, person or historical period by placing items into a virtual box. You can display anything from a text file to a movie.
- Ask students to create a museum box of images and information about the different types of work that convicts performed in Alice's era. Using the information and images they collect in their museum boxes, students should create a photo story based on the title *Convict labour*.
- Using the **Student Activity Sheet H19.4 Convict labour**, have students create a profile of a convict worker, including their skills, attitudes and the types of work they were engaged in.

Download

- Student Activity Sheet H19.4: Convict labour



Aligned resources

Convict Trail, 'The Ticket of Leave', <http://www.convictrail.org/history.php?id=a3b4c2%f%5>

Historic Houses Trust, 'A Day in the Life of a Convict',

http://www.hht.net.au/discover/highlights/kids_fact_sheets/a_day_in_the_life_of_a_convict

Museum Box, <http://museumbox.e2bn.org/>

Useful resources from Education Services Australia

L359 *Samuel Cooper: putting the rabble to work*

R3177 *Convicts at work, Norfolk Island, 1840s*

R3576 *'Convict tramway', 1852*

R4171 *Convict chain gang at Hobart, 1833*

R4173 *Convict pass, 1837*



Convict labour

1 Research answers to the following questions. Your teacher will provide you with reference books and web links to help your research.

a What types of work did convicts perform during this era?

b Which types of convicts were allowed to work outside the prison?

c Were convicts paid for their services? Why or why not?

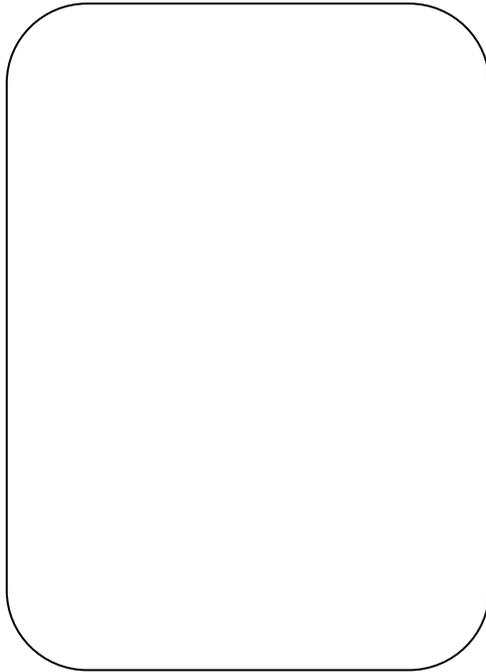
d What was the difference between an 'assigned' convict, a 'ticket-of-leave' convict, and an 'emancipated' convict?

2 Create a museum box of images and information about the different types of work that convicts performed in Alice's era, the 1820s. Using the information and images that you have collected in your museum box, create a photo story based on the title *Convict labour*.



3 Convict profile

Create a profile of a convict worker, including their skills, attitudes and the types of work they were engaged in.



Name:

Age:

Crime convicted of:

Length of sentence:

Work engaged in:

Attitude to work and authority:

Personal history:

EPISODE CLIP: PIG FORGERY

ACTIVITY 5: CRIME AND PUNISHMENT

Subthemes: Chores, business and employment; Culture; Historical events

Penalties for crime were very harsh in Alice's era. Something that might be considered a minor offence by today's standards could result in a sentence of many years of hard labour or even lead to death in 1828.

Discover

- Ask students to research convict history and the role of transportation. The **My Place for Teachers** Decade timeline contains significant information to help in the research of some facts. Students could use the following questions to aid their research:
 - 1 What was a convict?
 - 2 When did convicts come to Australia?
 - 3 Why was Australia set up as a penal colony?
 - 4 Where did convicts come from?
 - 5 What types of crimes did people commit to be sentenced to transportation?
 - 6 Once transported, where were convicts housed?
 - 7 What happened when a convict misbehaved?
 - 8 When did transportation end in Australia?
- The following websites may be useful:
 - 1 Convict Central, 'Convicts to Australia: A Guide to Researching Your Convict Ancestors', <http://www.convictcentral.com/>
 - 2 Department of the Environment, Water, Heritage and The Arts, 'Australian Convict Sites Information Sheet', <http://www.environment.gov.au/heritage/education/pubs/factsheets/australian-convict-sites.pdf>
 - 3 State Library of Queensland, 'Convict Transportation Registers Database', <http://www.slq.qld.gov.au/info/fh/convicts>

Reflect

- In small groups of four or five and using the information researched above, ask students to make a vod/podcast or small film pretending to be a convict work gang. Students should explain what crimes the convicts committed and how long their sentences are. Students should imagine themselves as convicts talking about the work they have to perform, and how it makes them feel to be forced to do this type of work. The following are further questions that students could use to stimulate their responses:
 - 1 Would their character like to escape?
 - 2 How would their character survive if they did manage to escape?
 - 3 If their character behaved well and served out their sentence, what would they do after they were freed?



- Alternatively, students could research whether convicts were involved in building roads, bridges or houses in their local area. If there was some presence of convict labour, ask students to develop a guided tour of the sites where convicts worked or lived. The guided tour should include a map, information about each of the sites and images/illustrations about who the convicts were, what they did and what eventually happened to them.

Download

- Student Activity Sheet H19.5: Crime and punishment

Aligned resources

Convict Central, 'Convicts to Australia: A Guide to Researching Your Convict Ancestors',

<http://www.convictcentral.com/>

Department of the Environment, Water, Heritage and The Arts, 'Australian Convict Sites Information

Sheet', <http://www.environment.gov.au/heritage/education/pubs/factsheets/australian-convict-sites.pdf>

Freemantle Prison, 'Characters',

<http://www.freemantleprison.com.au/History/theconvictera/characters/Pages/default.aspx>

Freemantle Prison, 'Convict Database', <http://www.freemantleprison.com.au/Pages/Convict.aspx>

Freemantle Prison, 'Convict Profile',

<http://www.freemantleprison.com.au/History/theconvictera/convictprofile/Pages/default.aspx>

Freemantle Prison, 'Educational Resources',

<http://www.freemantleprison.com.au/Education/educationalresources/Pages/default.aspx>

Historic Houses Trust, 'A Day in the Life of a Convict',

http://www.hht.net.au/discover/highlights/kids_fact_sheets/a_day_in_the_life_of_a_convict

Historic Houses Trust, 'Why were Convicts Transported to Australia?',

http://www.hht.net.au/discover/highlights/kids_fact_sheets/why_were_convicts_transported_to_australia

Port Arthur Historic Sites, 'Meet Some Locals', <http://www.portarthur.org.au/index.aspx?base=1324>

State Library NSW, 'The Convict System',

http://www.sl.nsw.gov.au/discover_collections/history_nation/justice/convict/convict.html

State Library of Queensland, 'Convict Transportation Registers Database',

<http://www.slq.qld.gov.au/info/fh/convicts>

The National Centre for History Education, 'Crime and Punishment: Convicts and Port Arthur',

<http://www.hyperhistory.org/index.php?option=displaypage&Itemid=569&op=page#tra>

Useful resources from Education Services Australia

L359 *Samuel Cooper: putting the rabble to work*

R3466 *Convict uniform, 1830-49*

R3579 *'Relics of convict discipline', c1911-15*

R10815 *Convicts in Tasmania*

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

R11593 *The First Fleet: cost of crime - unit of work*



Crime and punishment

1 Research convicts and convict life.

a What was a convict?

b When did convicts come to Australia and where did they come from?

c Why was Australia set up as a penal colony?

d Why was Australia seen as a good place to send criminals?

e What types of crimes did people commit to be sentenced to transportation?

f What happened when a convict misbehaved?

g What happened if a convict escaped and was recaptured?

h When did transportation end in Australia?



- 4 Research whether convicts were involved in building roads, bridges or houses in your local area. If there was some presence of convict labour, develop a guided tour of the sites where convicts worked and/or lived. The *Convict tour* should include a map with labels, information about each of the sites and images/illustrations about who the convicts were, what they did and what eventually happened to them.

Map of

EPISODE CLIP: PIG FORGERY

ACTIVITY 6: MONEY FOR GOODS

Subthemes: Culture; Currency; Inventions and electronic media

In this clip, a convict talks about committing the crime of forgery. Skilled forgers were often caught making illegal copies of banknotes in Alice's era. The use of money was different from today. Early Australian settlements often lacked sufficient legal currency to support the colony's fledging economy, forcing the use of alternative means of monetary exchange. From 1825, English currency became the official currency of the colonies, using the imperial system of pounds, shillings and pence. It replaced the 'holey dollar' that Governor Macquarie had used as currency.

Discover

- As a class, view the clip **Pig forgery** and discuss the concept of legal tender/money. Brainstorm alternative ways people pay for items and list some other ways that people pay for goods and services, such as bartering, the exchange of precious metals and providing goods for services.
- Students can use the following web links to research early Australian currency:
 - 1 Department of Foreign Affairs and Trade, 'About Australia: Our Currency', <http://www.dfat.gov.au/facts/currency.html/>
 - 2 Reserve Bank of Australia, Museum of Australian Currency Notes, 'About the Museum', <http://www.rba.gov.au/Museum/About/>
 - 3 Reserve Bank of Australia, Museum of Australian Currency Notes, 'Before Federation: To 1900: Currency Chaos', http://www.rba.gov.au/Museum/Displays/1788_1900_before_federation/currency_chaos.html/
 - 4 Sydenham, S and Thomas, R, *Australian Currency* [Online], (2008), <http://www.kidcyber.com.au/topics/austcurrency1.htm/>

Reflect

- As a class, have students participate in a role-play of an imaginary colonial village market. Each student has the task of procuring basic food and grocery items. Students are randomly assigned roles and allocated different amounts of money and possessions depending on their class and status. As some students will have no money, they will need to find alternative means to pay for their items.
- Each student should complete a character profile sheet using **Student Activity Sheet H19.6 Money for goods**.
- Alternatively, ask the students to research the currency of the early 1800s in Australia. The following questions will refine the focus of their research:
 - 1 What are some of the differences and similarities between colonial currencies and the type of currency we use today?
 - 2 How does the design of today's Australian banknotes stop them being counterfeited?
 - 3 What did the authorities do to make it difficult for forgers in the early 1800s in Australia?



- Ask the students to find an image or draw a colonial banknote / promissory note from the early 1800s on a large A3 sheet of paper. Students should label the image with information about the style and font of the writing, the text or information on the note, any insignias or emblems, the layout and the colouring of the notes.

Use the following web link for guidance:

Reserve Bank of Australia, Museum of Australian Currency Notes, 'Before Federation: To 1900: Currency Chaos'

http://www.rba.gov.au/Museum/Displays/1788_1900_before_federation/currency_chaos.html/

- As an extension activity, have students design their own currency for Australia today.

Download

- Student Activity Sheet: H19.6 Money for goods

Aligned resources

Australia Day Council of NSW, Student Resources, 'Australian Currency',

<http://www.australiaday.com.au/studentresources/currency.aspx/>

Department of Foreign Affairs and Trade, 'About Australia: Our Currency',

<http://www.dfat.gov.au/facts/currency.html/>

Macquarie Bank, 'Holey Dollar Story',

http://www.macquarie.com/uk/about_macquarie/holey_dollar2.htm/

Museum Victoria, Collections & Research, 'Coin - Holey Dollar',

<http://museumvictoria.com.au/collections/items/50908/coin-hole-dollar-5-shillings-new-south-wales-australia-1813/>

Reserve Bank of Australia, Museum of Australian Currency Notes, 'About the Museum',

<http://www.rba.gov.au/Museum/About/>

Reserve Bank of Australia, Museum of Australian Currency Notes, 'Before Federation: To 1900: Currency Chaos'

http://www.rba.gov.au/Museum/Displays/1788_1900_before_federation/currency_chaos.html/

Sydenham, S and Thomas, R, *Australian Currency* [Online], (2008),,

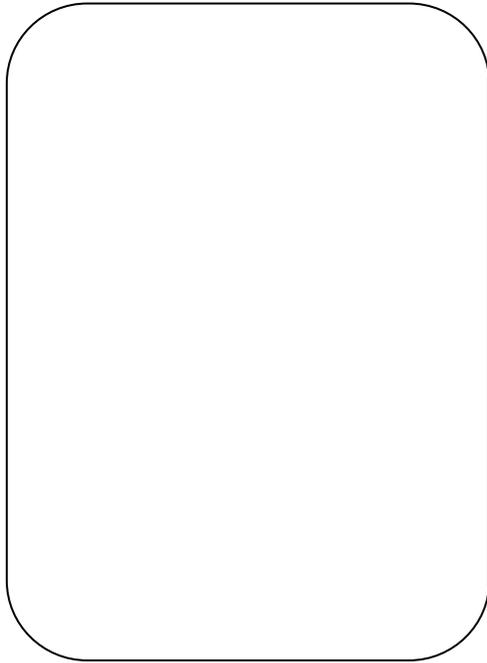
<http://www.kidcyber.com.au/topics/austcurrency1.htm/>

Useful resources from Education Services Australia

R11234 *Decimal currency advertisement, 1965*

Money for goods

1 Character profile sheet for colonial market game



Name:

.....

Age:

.....

Profession:

.....

Social status:

.....

Property and possessions:

Money:

- 2** Research the banknotes from the early 19th century.
- a** What are some of the differences and similarities between colonial currencies and the type of currency we use as money today?

- b** How does the design of today's Australian banknotes stop them being counterfeited?

- c** What did the authorities do to make it difficult for forgers in the early 1800s in Australia?

- 3** Find an image or draw a colonial banknote/promissory note from the early 1800s on a large A3 sheet of paper. Label the image with information about the style and font of the writing, the text or information on the note, any insignias or emblems, the layout and the colouring of the notes.

- a** Use the following web link for guidance:

- Reserve Bank of Australia, Museum of Australian Currency Notes, 'Before Federation: To 1900: Currency Chaos'
http://www.rba.gov.au/Museum/Displays/1788_1900_before_federation/currency_chaos.html/

- 4** Draft your ideas here:

- 5** As an extension activity, you can design your own currency for Australia today.