

## EPISODE 18 | 1838: DAVEY

Unit focus: English

Year level: Years 3–6

### EPISODE CLIP: HORSEWHIPPING

#### ACTIVITY 1: STABLEHANDS AND STATUS

Subthemes: Character; Entertainment and games; Social order and education

##### Discover

- Have students share their ideas about the roles of each character in the clip. In each case, ask students to provide examples from the clip to support their ideas. Watch *My Place* Episode 18 | 1838: Davey in its entirety and then ask students the following questions:
  - 1 Who are the characters cracking the whip? Are they related? How do you know?
  - 2 Why are they cracking the whip?
  - 3 Why don't Davey and George initially take part in the whip-cracking?
  - 4 What is the role of each character in this clip? Why do you think this?
- Replay the clip, **Horsewhipping**, and ask students to notice the filmmaking techniques used in the production of the episode. Ask students to consider:
  - 1 How does the filmmaker use stereotypes to convey ideas, for example, what does the clothing tell you about each character?
  - 2 How do the characters interact with each other? What devices and expressions are used to relay information about their roles, relationships and status in relation to one another?
  - 3 Why do you think there are no women involved in the whip-cracking?
- Review the responses provided by students and ask them to share any new information they discover about the main character Davey, the groom, Mr Owen, the landowner, George, the stablehand, and the other characters, Mr Owen's son and grandsons. As a class, list the events that happen in this clip.
- Ask the students to complete **Student Activity Sheet E18.1: Stablehands and status** to identify the people shown in the clip (and episode). Have them comment upon each character's role by drawing upon what they see and hear in the clip, for example, clothes they are wearing, their actions, and any relevant dialogue.

##### Reflect

- Encourage students to imagine what the Owen farm would have been like. Ask them to create a birds-eye view map. They will need to think about various farm buildings including housing, stables, sheds along with yards, paddocks, water supply, trees and other vegetation. As a class, refer to ABC3, 'My Place', <http://www.abc.net.au/abc3/myplace/> (as a reference to what buildings were on the farm).
- In pairs, have students create a schedule for a day on this farm, and then share ideas with the class about how work on this farm would be different from a farm today.



*My Place*  
FOR TEACHERS

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### **Download**

Student Activity Sheet E18.1: Stablehands and status

### **Aligned resources**

ABC3, 'My Place', <http://www.abc.net.au/abc3/myplace/>

### **Useful resources from Education Services Australia**

L8144 *Writing narratives: characters*

R1321 *Making hay using horses*

R1895 *Making hay using tractors*

### Stablehands and status

Describe Davey:

Describe Harold:

Describe Rupert:

How are the three boys alike?

How is Harold different from Davey?

How is Rupert different from Davey?

## EPISODE CLIP: HORSEWHIPPING

### ACTIVITY 2: DUCHESS

Subthemes: Chores, business and employment; Culture; Transport

#### Discover

- After viewing the clip **Horsewhipping**, ask students the following questions:
  - 1 What type of farm do you think this might be?
  - 2 What work might the horses be expected to do?
  - 3 Davey is referred to as a stablehand. What do you think his work might entail?
  - 4 What does George do on the farm?
  - 5 How old is the horse named Duchess? Why is Duchess being sold?
  - 6 What does Mr Owen mean when he says 'a farm is a business'?
  - 7 What is the purpose of a whip? Is it cruel to use a whip on a horse? Why or why not?
- Have students find out more information about farming in Australia in the late 1830s. Suggest they find out what type of people owned large properties; what type of farms existed; the work required on a farm; the technology used; and how animals were used and treated on a farm.

Play the clip again and have students focus on the discussion about what was to happen to Duchess. Ask students to form small groups and discuss the question:

  - 1 How did each of the characters involved feel about Duchess and what was to happen to her?
  - 2 Have students cite evidence from the clip to support their opinions.
- As a class, discuss:
  - 1 What is the meaning of the phrase 'long in the tooth'?
  - 2 What is a tannery?
  - 3 Did Duchess have a 'good life'? Why or why not?
  - 4 What does it mean to be humane to animals?
  - 5 What does Mr Owen mean when he says that Duchess will perform 'one more great service' to the farm?
  - 6 How are older horses treated in Australia today?
  - 7 Do we treat some animals differently from other animals? Have the class think of some examples of different animals and how they are treated differently by society.
- Ask students to complete **Student Activity Sheet E18.2: Duchess**, to list alternative solutions to sending Duchess to the tannery.

#### Reflect

- Davey is very close to the horse Duchess. His pleas to save her from the tannery fall on deaf ears. Ask students to form small groups of five. They are to write a petition to either 'Save' Duchess or to 'Put-her-down humanely'. In order to write their petition, they need to develop a rationale for their cause and this may require researching how other 'causes' are advocated. For example, 'Save the Whales' and 'Save the Bilby' campaigns are examples of such causes. Alternatively, the case for 'putting her down humanely' will also need research on why older workhorses or other working animals are humanely allowed to die.



- Student groups could design posters, websites, blogs and podcasts or vodcasts to raise awareness for their cause.

### **Download**

Student Activity Sheet E18.2: Duchess

## **Aligned resources**

State Library of NSW, Discover Collections, 'Australian agricultural and rural life',  
[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/agriculture/index.html](http://www.sl.nsw.gov.au/discover_collections/history_nation/agriculture/index.html)

### **Useful resources from Education Services Australia**

R10822 *Horse power in rural Australia*



## Duchess

1 . List some alternative solutions to sending Duchess to the tannery.

**Alternative solution (1)**

**Alternative solution (2)**

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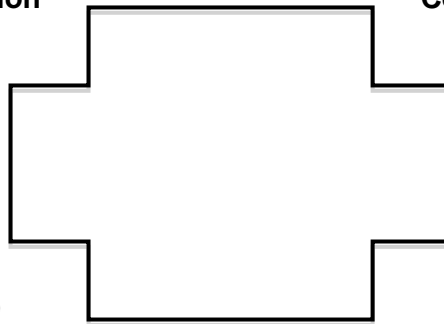
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**Consequences of this solution**

**Consequences of this solution**



**Alternative solution (3)**

**Alternative solution (4)**

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**Consequences of this solution**

**Consequences of this solution**

2 Which is the best solution? Why?

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## EPISODE CLIP: THE BUSHRANGER

### ACTIVITY 3: WILD COLONIAL BOYS

Subthemes: Art, music and literature; Historical events; Language and scripting

#### Discover

- Have students form groups of three and provide each student with **Student Activity Sheet E18.3: Wild colonial boys**. Play the clip to the class and ask each student in the group to take notes about a different aspect of the clip. Key aspects include:
  - a the bushranger and the troopers
  - b the teasing of Davey by John and Rupert
  - c the conversation between Davey and Alice.
- When completing **Student Activity Sheet E18.3: Wild colonial boys**, have students focus on the use of rich descriptive vocabulary and accurate representation of what is seen and heard for the part of the clip being examined. Ask students to list some of the descriptive words and phrases such as 'whip-master', 'bag of bones', and 'bushranger', and find their meaning. Share students' responses and create a class word wall.
- Have students investigate Australian bushrangers from this era. Refer to the **My Place for Teachers**, 'Decade Timeline' (1830s) for basic information. Using **Student Activity Sheet E18.3: Wild colonial boys**, have students create a describing wheel listing information on one of the bushrangers (male or female) from the era, their key dates and escapades. The following websites may be useful:
  - 1 ABC3, *My Place*, Davey (Episode 18), [www.abc3/myplace/](http://www.abc3/myplace/) (Contains a game for students to play to allot notorious Australian bushrangers to their corresponding era)
  - 2 Australian Bushrangers, [http://www.nedkellysworld.com.au/bushrangers/bushrangers\\_index.htm](http://www.nedkellysworld.com.au/bushrangers/bushrangers_index.htm)
- During the 1830s, a bushranger was also referred to as a 'wild colonial boy'. The reference was adapted from the lyrics of an Irish ballad. Find the lyrics of the original Irish version of 'Wild Colonial Boy' and examine these in reference to the clip, **The bushranger**. Ask students to analyse the similarities of how the bushranger is portrayed, particularly the sentiment expressed by Davey and the reasons why he helped the bushranger in the episode.

Find the song, *The Wild Colonial Boy*, particularly the Australian versions, and compare the differences from the original to the Australian version, which was published much later.

The following websites may be useful:

  - 1 The National Centre for History Education, 'The Wild Colonial Boy Turning Legend into History', <http://hyperhistory.org/index.php?option=displaypage&Itemid=674&op=page>
  - 2 The Wild Colonial Boy, <http://www.imagesaustralia.com/thewildcolonialboy.htm>



## Reflect

- Organise a class debate focusing on the pros and cons of aspiring to be a bushranger.
- Ask students to imagine they have travelled back in time and have become a bushranger (male or female). Ask them to decide which Australian bushranger they would like to be, and to explain their choice. Have them write a short ballad or imaginative narrative that explores one or more aspects of a bushranger's life:
  - a early life and why they became a bushranger
  - b bushranging exploits
  - c where they roamed and why
  - d their final days

## Download

Student Activity Sheet Student Activity Sheet E18.3: Wild colonial boys

## Aligned resources

Australian Bushrangers, [http://www.nedkellysworld.com.au/bushrangers/bushrangers\\_index.htm](http://www.nedkellysworld.com.au/bushrangers/bushrangers_index.htm)

The National Centre for History Education, 'The Wild Colonial Boy Turning Legend into History', <http://hyperhistory.org/index.php?option=displaypage&Itemid=674&op=page>

The Wild Colonial Boy, <http://www.imagesaustralia.com/thewildcolonialboy.htm>

ABC3, *My Place*, Davey (Episode 18), [www.abc3/myplace/](http://www.abc3/myplace/)

## Useful resources from Education Services Australia

L363 *Patrick Brennan: the legend of Ned Kelly*

R11332 *Bushrangers*

R10175 *Ned Kelly – hero or villain? – Teacher idea*

R10789 *Ned Kelly*



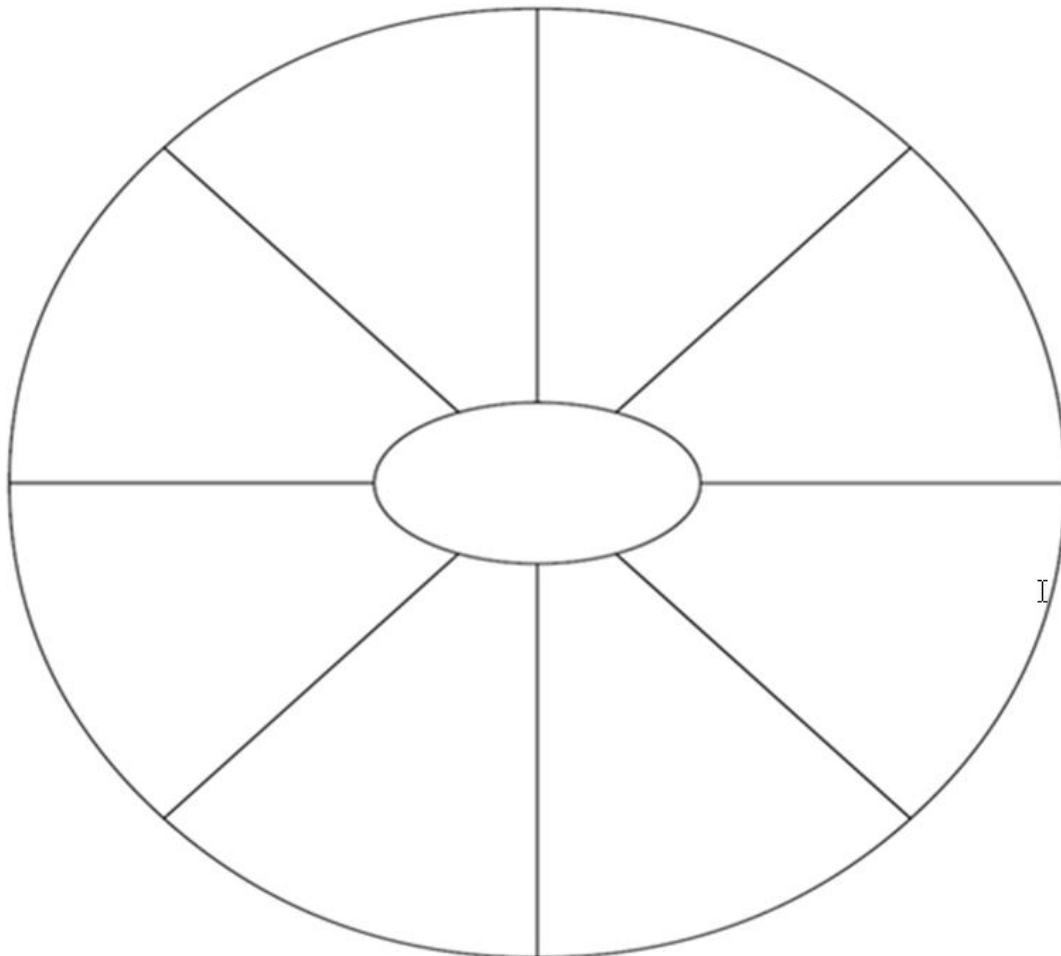


## Wild colonial boys

- 1 What descriptive words and phrases are used by the characters in the clip, **The bushranger**? List examples and provide their meaning.

Word or phrase	Meaning

- 2 Investigate one Australian bushranger from this era. On the describing wheel below, list the information that you find about them including key dates and their escapades. Put the name of the person in the centre.





## EPISODE CLIP: THE BUSHRANGER

### ACTIVITY 4: TEASING

Subthemes: Culture; Gender roles and stereotypes; Social order and education

#### Discover

- As a class, view the clip **The bushranger**. Ask students to look for information about roles and relationships and class distinctions between characters. Look at the clothing of the characters, the way they each speak to one another and the actions and expressions they use to address each other. Ask students to work in pairs and list what they have observed about people's roles, class, and attitudes towards the bushranger and troopers.
- Examine the teasing scene involving Davey, Rupert and Harold. Ask students to consider reasons why the boys may have been teasing Davey, the power relationships between the three boys, and the likely consequences the boys may face as a result of engaging in bullying behaviour. Have students provide evidence from the clip to support their opinions.
- View the clip again and ask students to consider how accurate the boys' descriptions are about what will happen to Duchess when she is taken to the tannery. Ask them to explain why they think this, in light of Alice's response to Davey's questions.

#### Reflect

- Ask students to write three reports of the scene where Davey helps the bushranger escape. The reports must cover three different viewpoints including:
  - 1 from the position of Davey or Alice
  - 2 from the position of the bushranger or the troopers
  - 3 from the position of a newspaper reporter who observed the scene.
- Each report needs to use the voice of the person to describe what happened at the time of the incident. When writing the reports, ask students to consider the roles of each character, their social class and education, the attitudes to the other people in the scene and use of the appropriate language and expressions for the era.
- Alternatively, students could complete a similar exercise on the scene where Harold and Rupert tease Davey. Ask students to write three reports of the scene from the following viewpoints:
  - 1 from the position of Davey or Alice
  - 2 from the position of Harold or Rupert
  - 3 from the position of a newspaper reporter who observed the scene.

#### Download

Student Activity Sheet E18.4: Teasing

#### Useful resources from Education Services Australia

L363 *Patrick Brennan: the legend of Ned Kelly*

R11332 *Bushrangers*

R10789 *Ned Kelly*



## Teasing

- 1 Consider three reasons why Harold and Rupert are teasing Davey. Think about the power relationships between the three boys, and the likely consequences the boys' may face as a result of their bullying behaviour. Find evidence in the clip to support your opinions.

**Reason 1**

**Reason 2**

**Reason 3**

**Consequences for the reason above**



- 2** Select a scene from the clip; either the bushranger scene or the teasing scene. Write three reports on your selected scene which show three *different* viewpoints, Choose from the options below.

For the bushranger scene:

- a** from the position of Davey or Alice
- b** from the position of the bushranger or the troopers
- c** from the position of a newspaper reporter who observed the scene.

For the teasing scene:

- a** from the position of Davey or Alice
- b** from the position of Harold or Rupert
- c** from the position of a newspaper reporter who observed the scene.

- 3** Make sure your report uses the voice of the person to describe what happened at the time of the incident. When writing the reports, consider the roles of each character, their social class and education, the attitudes to the other people in the scene and use of appropriate language and expression for the era.

**Viewpoint 1**

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**Viewpoint 2**

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**Viewpoint 3**

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## EPISODE CLIP: THE SHOOTING

### ACTIVITY 5: THE THIEF

Subthemes: Gender roles and stereotypes; Language and scripting; Transport

#### Discover

- Play the soundtrack of this clip, without the vision. Ask each student to use **Student Activity Sheet E18.5: The thief** to list sounds they can hear. Have them form groups of three to share and compare what they have listed. As a class, discuss what students think has taken place in this clip.
- Have each student use the storyboard, also found on **Student Activity Sheet E18.5: The thief**, to draw four scenes they think will accompany the clip's soundtrack.  
Replay the clip, this time with both sound and images. Encourage students to share anything that surprised them about what happens in the clip. View the entire episode and talk about how the scene fits into the whole story.
- Create a story ladder for the clip, by listing each key event from the clip as a sentence, one above the other. To help clarify the events in the clip, ask students the following questions:
  - 1 Where do you think Davey is going and why?
  - 2 Which horse is Davey riding? Who owns the horse?
  - 3 Does Davey's 'gun' actually shoot Mr Owen? Why did Davey initially believe this?
  - 4 Who actually shoots Mr Owen? Why did he get shot?
  - 5 Who is the 'thief' in this scene?
- Remind the class that the clip is an imaginary story that has been created by the screenwriter and filmmakers. Discuss and identify the techniques used by the filmmakers to create tension, in order to hold the interest of the audience. Point out aspects such as interesting and authentic looking settings, engaging action and dialogue, sound, and carefully selected costumes and props.

#### Reflect

- Discuss reasons why stereotypes are used in books and films, explaining how they can quickly convey an idea to an audience. Point out that screenwriters, authors and filmmakers use stereotypes to lead people to form a positive or a negative impression about a person or a group. For example, this is a very short clip and yet the filmmaker has been able to use stereotypes to convey very quickly to the audience the idea that some of the characters are bushrangers. Ask the class to use **Student Activity Sheet E18.5: The thief** to draw and label items of costume and props to show how a filmmaker can create the idea that a character is a bushranger.
- Ask students to rewrite the ending of the scene. Have them imagine that the bushranger doesn't shoot Mr Owen. What do they think would happen next?

#### Download

Student Activity Sheet E18.5: The thief

#### Useful resources from Education Services Australia

L8144 *Writing narratives: characters*



## The thief

- 1 Listen to the soundtrack of the clip. Listen carefully and list the sounds that you can hear.

List three things you think you will see in the clip.	Why do you think you will see these things? Give examples from the soundtrack to support your ideas.
1	
2	
3	

- 2 Draw four scenes you think will accompany the soundtrack of this clip.




**3** Create a story ladder for the clip, by listing each key event from the clip as a sentence one above the other.

**1**

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**2**

\_\_\_\_\_

**3**

\_\_\_\_\_

**4**

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**5**

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**6**

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**4** Imagine that the bushranger doesn't shoot Mr Owen. What do you think would happen next in this scene? Rewrite the ending of the scene.

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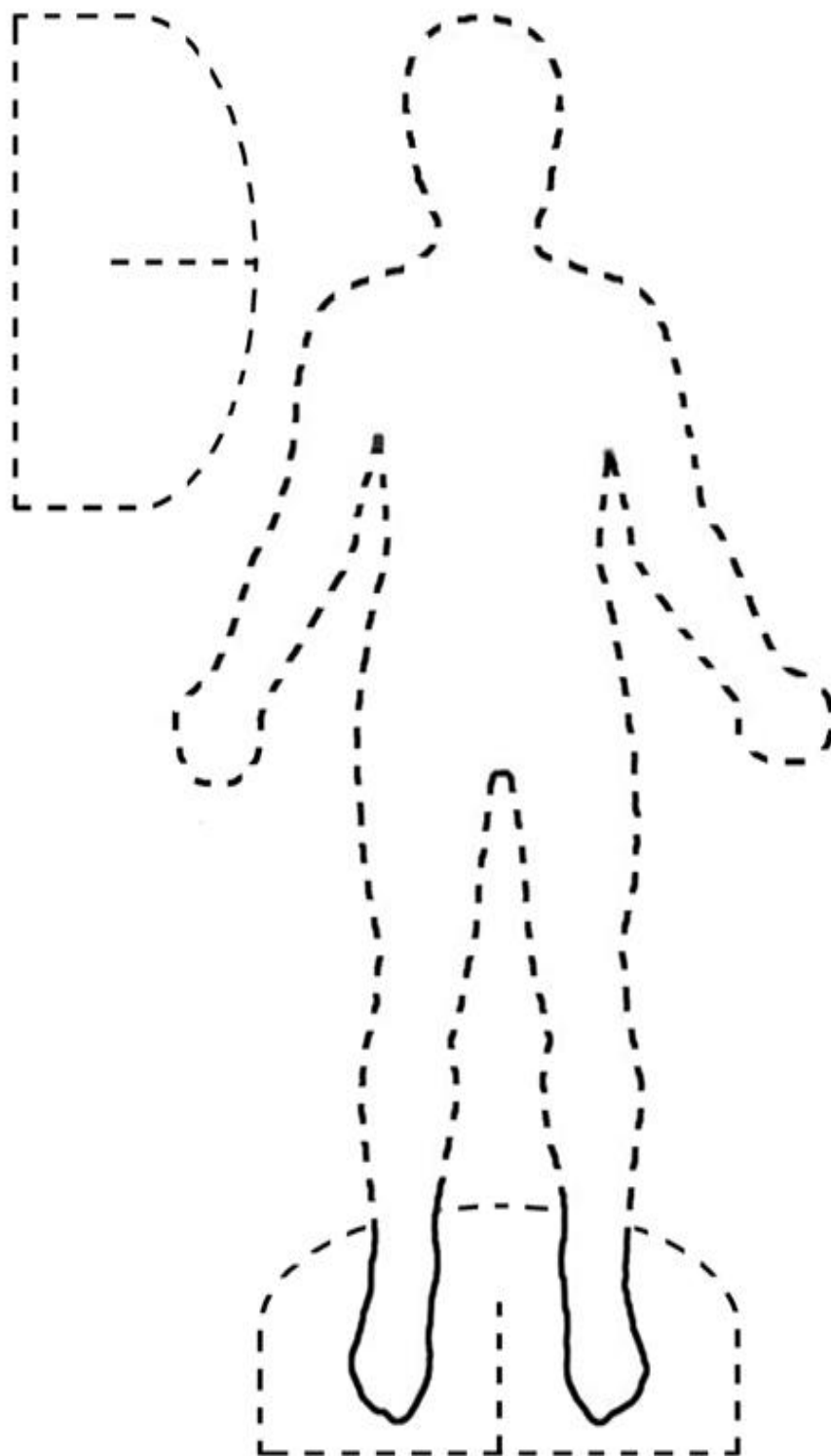
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- 5 Dress the bushranger. Add clothing and props to this outline to create a bushranger character. Label the key elements that have helped you to create a bushranger character.



## EPISODE CLIP: THE SHOOTING

### ACTIVITY 6: JUSTICE

Subthemes: Character; Culture; Relationships

#### Discover

- As a class, list the main events in this part of the story. Ask students to think about what happened, why and to whom. Have them share their responses and discuss them, listing the main ideas and key characters involved, for further reference. Ask students the following questions:
  - 1 Who are the people in this clip?
  - 2 What is each person doing?
  - 3 Who are the 'goodies' and 'baddies' in this clip? How do you know?
  - 4 Davey says he has got to get away. Do you think he is playing a game or is he running away with the horse? Why do you think this?
  - 5 What laws do you think have been broken and who has broken them in this clip?
  - 6 What different feelings does Davey experience in the scene?
- View the clip **The bushranger** as a class. Ask students what they feel the clip is showing about the relationship between Davey and the bushranger. Ask students the following questions:
  - 1 How does Davey see the bushranger in this clip?
  - 2 Why do Davey and Alice direct the soldiers, who are chasing the bushranger, in a different direction?
  - 3 How do Australians typically view bushrangers? As heroes or as villains?
- Replay the clip **The shooting** to the class and compare the two clips and what they show about Davey's and Alice's attitude to bushrangers. Ask students to consider if Davey still feels the same way about the bushranger at the end of this clip? Do you think he feels responsible for the actions of the bushranger he earlier helped save from the troopers?

#### Reflect

- Have students work with a partner to conduct a hot seat role-play, where each student takes turns to be in the hot seat, firstly as the bushranger who shot the man, and then as Davey. Have students take turns to question each character about their everyday life and their beliefs about what took place in the clip. Students should answer questions from the point of view of the character, and respond in character using appropriate gestures, body language, facial expressions, vocabulary, tone and accents.

or

- As a class, dramatise a series of courtroom scenes where the bushranger is charged with horse stealing and murder. A case is put against him and his defence lawyer argues his point of view. Include a scene in the jury room where the jury discusses the case and decides whether to convict the bushranger or not.

or

- Hold a class debate on the following topic: 'Should children be allowed to play games that involve fighting?' Ask students to consider and answer the following questions:
  - 1 Do you or have you ever played with toy guns, toy soldiers, or even computer games that simulate fighting?
  - 2 What is the appeal of these types of games and toys?
  - 3 Do these games and toys have any relationship to the idea of the bushranger as an Australian hero?
- Have students use **Student Activity Sheet E18.6: Justice** to write a paragraph stating their opinions about the debate topic.

### Download

Student Activity Sheet E18.6: Justice

### Useful resources from Education Services Australia

L363 *Patrick Brennan: the legend of Ned Kelly*

R11332 *Bushrangers*

R11513 *Ned Kelly - hero or villain?*



## Justice

- 1 Watch the clip again to help you think about how camera techniques (for example, framing, shot size, and camera angle) help to give you information. Examine each scene carefully, write about what you see, and explain the effect on the audience.

Scene	<ul style="list-style-type: none"><li>• What do you see?</li><li>• What is in the frame?</li><li>• What type of shot is used (eg wide, medium or close-up)?</li><li>• What camera angle is used?</li></ul>	What is the effect on the audience?

