

EPISODE 16 | 1858: BEN

Unit focus: English

Year levels: 3–6

EPISODE CLIP: CRANBERRY SAUCE

ACTIVITY 1: GIVING THANKS

Subthemes: Celebrations; Character; Customs and traditions; Language and scripting

Discover

- After watching the clip, **Cranberry sauce**, ask students to work in groups to list the main events in this part of the story. Ask them to think about what happened, why and to whom. Invite each group to share their responses. Discuss responses as a class, listing key information for further reference.
- Encourage students to make connections between their own experiences and those of the characters and events represented in the clip. Ask students the following questions:
 - 1 Who has moved from one home to a new home? How did you feel about the move?
 - 2 Who has changed schools? What were your feelings associated with changes to your life?
 - 3 How does moving from place to place affect your life?
 - 4 How might Ben feel about having lived in so many different places? Why do you think this? Support your ideas with examples from personal experience and things you see and hear in the clip.
- Have students consider and discuss the historical and social contexts in the clip in order to clarify and interrogate their ideas. Highlight the effects of the gold rush on different groups of people in the years around 1858. It may help to consider the use of language in this clip, for example, the use of the words 'sir' and 'boy' in the interaction between the man in the garden and Ben. Ask students what might be indicated through the use of these words? Why might the man say, 'We don't give a lot of thanks around here?' Do you think it is rude when Ben responds, 'If you don't mind me saying so, that is your misfortune'. Ask students to explain and justify their opinions.

Reflect

- As a class, construct a story ladder by listing each key event from the clip, one above the other.
- Ben mentions having lived in a number of places. Use maps to locate each place that Ben mentions. Calculate the distances involved in moving between these places and consider the reasons why Ben's family may have moved from one goldfield after another, for example, to seek their fortune. What do you see and hear in the clip that tells you how Ben feels about living in so many places?



- Have your students list the different camera techniques used to convey information about feelings, for example, framing, shot size and camera angle, by examining key scenes in the clip. Ask students the following questions:
 - 1 What do you think the man who walks into the house with the woman carrying the baby might be angry about? What do you see that makes you think this?
 - 2 What messages do you think the filmmaker wishes to convey by showing Ben on the other side of a closed door?
 - 3 How does Ben feel after the man refuses to sell him a turkey? How do you know? What does his body language tell you?
 - 4 How does the filmmaker tell the audience about the boy's feelings? For example, why do you think the filmmaker included the shot of Ben scuffing his shoes?
- Following the discussion, have each student replay the clip in order to respond to the above questions using **Student Activity Sheet E16.1: Giving thanks**.
- As a class, discuss and list things we should give thanks for each day. Have each student select one or two items and create handmade thank-you cards to post to the people who should be thanked.

Download

- Student Activity Sheet E16.1: Giving thanks



Giving thanks

1 After viewing the clip, **Cranberry sauce**, answer the following questions.

- a Examine the use of the words 'sir' and 'boy' in the interaction between the man in the garden and Ben. What is indicated through the use of these words?

- b Why does the man say, 'We don't give a lot of thanks around here'? Do you think it is rude when Ben responds, 'If you don't mind me saying so, that is your misfortune'? Explain and justify their opinions.

2 Review the clip, **Cranberry sauce**, to help you think about how camera techniques (for example, framing, shot size, and camera angle) help to give you information.

- a Examine each scene carefully, write up what you see and explain the effect on the audience.



Scene	What do you see? What is in the frame? What type of shot is used (eg wide, medium or close-up)? What camera angle is used?	What is the effect on the audience?
An angry man and a woman carrying a baby walk into the house.		
The door is shut with Ben on the outside.		
Ben walks away after the man refuses to sell him a turkey.		



Name: _____

- 3 List five things we should give thanks for each day. Select one or two items and create handmade thank-you cards to post to the people who should be thanked.

Dear	(Address)
	(Date)
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
	Yours truly,

EPISODE CLIP: CRANBERRY SAUCE

ACTIVITY 2: TURKEY FOR THANKSGIVING

Subthemes: Beliefs; Character; Customs and traditions

Discover

- Play the clip, **Cranberry sauce**, to the class and discuss what happened, why and to whom with a focus on finding out about the social, cultural and historical context of the characters and the action. Once students are familiar with the clip, have them engage in a Think-Pair-Share activity. To begin, individual students should use **Student Activity Sheet E16:2 Turkey for Thanksgiving** to examine each main character and record a summary of their characteristics including physical appearance, age, gender, the language the character uses, the manner in which they speak and any work they engage in. Then have students compare and review responses in pairs, and finally have each pair share with another pair.
- As a class, share ideas recorded on the **Student Activity Sheet E16:2, Turkey for Thanksgiving** focusing attention on *how* the filmmaker conveys details or information about the social, cultural and historical context surrounding the characters in the year 1858. For example, through use of costume as well as other film conventions such as the action characters are engaged in, dialogue, and placement of characters in relation to one another. Consider for example the information that Ben has lived in tents, the use of the words and phrases 'sir' and 'boy', 'out of the way', and 'go away', and the order in which the angry man and the woman carrying the baby walk into the house, particularly the way the woman is at first obscured from view.
- Discuss with the class why there is confusion about what the man means, when Ben answers the question, 'Boy, where are you from?' Initially Ben says he's from down the road, and then in response to further questioning indicates that he has lived in San Francisco, Castlemaine, Ballarat, Bendigo – 'wherever there was gold'. Ask students to suggest how the many moves might affect Ben's idea of where he is from and his sense of belonging. Have them also consider how the man knew Ben was not a local. To help them, point out that Thanksgiving was an unusual celebration in Australia in 1858.

Reflect

- Ask the class to research information about the customs, traditions and beliefs of Thanksgiving and share what they know, based on prior knowledge and things they learn. Have them explain the combined meanings of the two base words comprising the word, 'thanks' and 'giving'. Record ideas on a chart and display it in the classroom. The following websites may be useful:
 - 1 Thanksgiving Activities for Kids and Teachers, <http://www.kiddyhouse.com/Thanksgiving/>
 - 2 Thanks Much, History of Thanksgiving, <http://www.thanksmuch.com/thanksgiving/history-of-thanksgiving.html>
- Ben explains that he has lived in 14 different houses, including tents. Have students focus on Ben's comment about the goldfields. Discuss the impact of moving from place to place seeking to make one's fortune on the goldfields. Ask students why Ben might be so keen to maintain the traditions of celebrating Thanksgiving with a turkey for dinner?



- Discuss why Ben says, 'I hope you like cranberry sauce' to the turkey, and then have students use **Student Activity Sheet 16.2 Turkey for Thanksgiving** to write a short, but persuasive letter from the turkey to Ben, explaining why it is not a good idea to have turkey for Thanksgiving dinner!
- As a class activity, plan a Thanksgiving lunch. Divide the class into teams and ask each team to either prepare the invitations to lunch, the menu, the decorations, a brochure about the celebration, and thank-you cards for those who participated. At lunch, everyone who participated must make an announcement saying what they are thankful for.

Download

- Student Activity Sheet E16.2: Turkey for Thanksgiving

Aligned resources

History, Thanksgiving, <http://www.history.com/topics/thanksgiving>

Thanksgiving Activities for Kids and Teachers, <http://www.kiddyhouse.com/Thanksgiving>

Thanks Much, History of Thanksgiving, <http://www.thanksmuch.com/thanksgiving/history-of-thanksgiving.html>

Scholastic, The First Thanksgiving, http://www.scholastic.com/scholastic_thanksgiving/



Turkey for Thanksgiving

1 Use interesting words to describe a main character from *My Place* Episode 16.



Character's name: _____

Age: _____ Gender: _____

Physical appearance _____

Character's name: _____

Costume:

Action (something the character does):

How is the character placed in relation to other characters (for example, behind another character, outside a door)?

Dialogue (something the character says):

What is the manner of the language? (For example, type of vocabulary, tone, accent, any accompanying gestures, body language, facial expressions)

Is the character working? If so, what is she or he doing?



- 2 Explain how the filmmaker conveys details or information about the social, cultural and historical contexts for the year 1858 in this episode. For example, what do the costumes, props, language, and the characters' manners tell you about the kind of society, culture and time in history in which Ben lived (1858)?

Social	Cultural	Historical

- 3 What is Thanksgiving Day?

- 4 Why is Ben so keen to maintain the traditions of celebrating Thanksgiving Day with a turkey for dinner?



Name: _____

- 5 Write a short, but persuasive letter from the turkey to Ben, explaining why it is not a good idea to have turkey for Thanksgiving dinner!

	(Address)
	(Date)
Dear Ben	

	Yours truly,

EPISODE CLIP: EGGS FOR TUPPENCE

ACTIVITY 3: CHARACTER RELATIONSHIPS

Subthemes: Character; Currency; Relationships

Discover

- As a class, watch the clip, **Eggs for tuppence**, and list each of the characters that are included in this part of the story.
- Create a word wall filled with words and phrases from the clip that are not often heard today. For example, Joss House, tuppence, threepence, shilling and plover.
- As a class, examine the first part of the clip carefully and ask students to describe what each person seated at or near the table is doing. For example, Ben is counting his money, his mother is sewing and his father is asleep in a chair. Describe the house as well, noticing in particular any examples of simple or complex technology, such as the candle for light, a lantern, iron frypans and pottery containers. Encourage use of rich descriptive vocabulary, for example, *carefully* counting his money; *rustic* table and chairs. Add these phrases to the word wall.
- Discuss what the audience learns about the currency used in 1858 by watching this clip. Ask students to note down all the information they can about money, and any messages the clip conveys about it, such as how precious it is. Look closely for clues in the dialogue and action, such as Ben hiding his money from his father. Have students research the currency of the 1850s using the internet and reference books in the library. They could name the coins used in the scene, and find out their value today using currency converters on the internet.

Reflect

- Ask students to think about and to suggest how the lives of these people might be similar to or different from their own lives. The following questions can help to guide the discussion:
 - 1 Why might the family have a candle burning?
 - 2 Do you think the family is wealthy? Use evidence from the clip to explain your ideas.
 - 3 What might be some reasons why the father is sleeping?
 - 4 What type of money is Ben counting? What does it tell you about when the film is set?
 - 5 Why do you think Ben might be working to earn money?
 - 6 Why do you think young children are not allowed to work today?
 - 7 Why do you think Ben's mother might have warned Ben not to let his father see his money?
- Have each student use **Student Activity Sheet E16.3 Character relationships** to write three sentences describing relationships in the clip. Students might explore various relationships, for example, between Ben and his father, Ben and his mother, Ben's parents, Ben and Leck, the children and their customers. Ask each student to read their sentences to the class, providing an example from the clip to support the ideas contained in their sentences.



- Place the students in groups of three. Ask each group to select three characters from the clip, and then have them improvise a short role-play that demonstrates the chores they think each character would do. Have students focus on the roles of different genders, and on the relationships between the characters.

Download

- Student Activity Sheet E16.3: Character relationships



Character relationships

- 1 Create a word wall filled with words and phrases from the clip that are not often heard today. Some examples are Joss House, tuppence, threepence, shilling and plover.

- 2 Research the currency of the 1850s using the internet or reference books from the library. Name the coins used in the scene, and find out their value today using a currency converter to help you.

Currency of the 1850s Australia	Value in today's currency



Name: _____

- 3 Write three sentences to describe the relationships seen in the clip. For example, describe the relationship between Ben and his father, Ben and his mother, Ben's parents, Ben and Leck, or between the children and their customers.

Sentences to describe relationships	This is shown in the clip when ...

EPISODE CLIP: EGGS FOR TUPPENCE

ACTIVITY 4: IT'S NOT FAIR

Subthemes: Currency; Multiculturalism; Social order and education

Discover

- Introduce students to the concept of social class. Have them research and discuss factors that contributed to the divisions of society during the 1850s, looking at the backgrounds of the people who flocked to the goldfields: Europeans, Americans, Chinese, South Americans, etc. Play the clip, **Eggs for tuppence**, and examine how language and gestures help identify the divisions in social class between the characters. As a class, devise a pyramid of social divisions that would have been prevalent in the 1850s on the goldfields. List the different nationalities and place them within the divisions of the triangle. Discuss how these social divisions would have come about and/or been made.
- As a class, discuss the concept of 'stereotypes'. Provide examples for students to consider, for example, witches and ogres in fairytales are generally considered evil or 'bad', while princes and princesses are kind and 'good'. Explain that stereotypes are generalisations that often offer a judgement on the character and actions of a person that is not always a fair or accurate depiction of them. Ask students to list characteristics of a 'good' stereotype and characteristics of a 'bad' stereotype.
- Discuss with students reasons why stereotypes are used in books and films, explaining how they can quickly convey an idea to an audience. Point out that authors and filmmakers can use stereotypes to lead people to form a positive or a negative impression about a person or a group. Play the clip asking each student to use **Student Activity Sheet E16.3 It's not fair** to identify stereotypes that are evident, and associated generalisations, for example, Ben's mother is sewing, depicting the role of women at this time and the traditional clothing worn by Leck identifies him as Chinese.
- Ben has trouble selling his eggs because many people are loyal to Leck. Conduct a class vote to find out how many students think it was wrong for Ben to try to take away Leck's business. Invite each student to put on an imaginary pair of Leck's shoes to help them consider how Leck might have felt when he had to compete with Ben to earn money. Have students share thoughts and feelings about Ben's actions, then ask each student to create and display a mind map exploring other ways Ben might earn money, rather than impacting on Leck's business.

Reflect

- Following Ben's comment that the cat was lucky to get out alive, Ben's father chastises him, telling him not to talk like that. He says, 'This world will never be a decent place until all *men* learn to get along like brothers' Discuss what Ben's father's words imply about his point of view in relation to racism. Contrast this with what his words reveal about the place of women in society at this time.



- Leck is a significant character in this episode providing an opportunity to discuss reasons why Chinese people came to Australia at different times. Discuss reasons why Leck's family might have come to live in Australia? Ask students to conduct research on the internet or using reference books in the library to find out when and why Chinese people came to Australia. Students could develop a timeline of Chinese migration to Australia. The timeline should include dates, images and reasons for Chinese people coming to Australia.

Download

- Student Activity Sheet E16.4: Stereotypes



It's not fair

- 1 List characteristics of a 'good' stereotype and characteristics of a 'bad' stereotype.

'Good' stereotype	'Bad' stereotype

- 2 Identify stereotypes and the associated generalisations evident in the clip.

Identify the stereotype	What is the generalisation related to this stereotype?
Ben's mother is sewing.	Women do chores in the home.



Name: _____

- 3 How did Leck feel when he had to compete with Ben to earn money? Create a mind map exploring other ways Ben might earn money, rather than impacting on Leck's business.

Ben's
business

- 4 Conduct research on the internet or using reference books from the library to find out when and why Chinese people came to Australia. Develop a timeline of Chinese migration to Australia. The timeline should include dates, images and reasons for Chinese people coming to Australia.

EPISODE CLIP: WORKING TOGETHER

ACTIVITY 5: IT'S NON-VERBAL LANGUAGE

Subthemes: Inventions and electronic media; Language and scripting; Relationships

Discover

- Turn off the volume and play the clip, **Working together**, to the class. This will allow students to study non-verbal language. Ask students to focus on how each character's thoughts and feelings are conveyed visually as a narrative device, rather than through words alone as they would be in a written text, and have them respond to the questions on **Student Activity Sheet E16.5 It's non-verbal language**. As a class, discuss how the filmmaker captures non-verbal language, including facial expression, gesture, stance and movement. Also ask students to note how set design, colour and light contribute to the mood and atmosphere to help create meanings.
- View the clip again, this time *with* sound. Ask students to compare their original interpretations with what they now hear and see. Ask students to complete the **Student Activity Sheet E16.5 It's non-verbal language** recording the things that surprised them when they viewed the clip with sound.
- As a class, discuss the relationship between the boys, Ben and Leck: what they are working on, the type of clock they are fixing, the reasons why the boys are working together, and how the boys feel when the clock works. Ask them to justify their ideas by referring to the clip. Ask students to focus on what the conversation between the two boys tells the audience? Ask them to consider: What does Leck think about Ben at this point? Ask students to use evidence from the clip to substantiate their views.

Reflect

- Sundials, water clocks, sand-glasses and candles have been used throughout history to tell the time. Challenge students to work in small groups to create a timeline from 1790-2010 that includes information about different ways to record time and when mechanical clocks began to be used, including the clock shown in the clip.
- Ask students to find examples of clocks throughout history and the names of the people who invented them.
- The following websites may be useful:
 - 1 Clock and Calendar History, <http://inventors.about.com/od/cstartinventions/a/clock.htm>
 - 2 NIST, A Walk Through Time, <http://www.nist.gov/pml/general/time/index.cfm>
- Have students look at poems and/or nursery rhymes that refer to a clock or a clock's mechanism.
- Useful websites include:
 - 1 DLTK-Teach, Hickory Dickory Dock, <http://www.dltk-teach.com/rhymes/hickory/index.htm>
 - 2 Poem Hunter, A Clock Stopped by Emily Dickinson, <http://www.poemhunter.com/poem/a-clock-stopped/>
- Have students draw the clock they have in their house and write a short poem about it.



Download

- Student Activity Sheet E16.5: It's non-verbal language

Aligned resources

Clock and Calendar History, <http://inventors.about.com/od/cstartinventions/a/clock.htm>

DLTK-Teach, Hickory Dickory Dock, <http://www.dltk-teach.com/rhymes/hickory/index.htm>

History Timeline, The Major Events in Clock Making History, <http://www.which-clocks.com/history.html>

NIST, A Walk Through Time, <http://www.nist.gov/pml/general/time/index.cfm>

Poem Hunter, A Clock Stopped by Emily Dickinson, <http://www.poemhunter.com/poem/a-clock-stopped/>



It's non-verbal language

- 1 Watch the clip, **Working together**, without sound, looking carefully at the non-verbal language of the boys. Summarise what you think each boy is thinking and feeling, and support your ideas with evidence from the clip.

What do you think each character is thinking and feeling?	How does the filmmaker use the camera and non-verbal language (eg facial expression, gesture, stance and movement) to give you this idea?
Ben	
Leck	

- 2 How does the filmmaker use set design, colour and light to contribute to the mood and atmosphere? How does this help to create meanings for the audience?

- 3 View the clip again, this time with sound. Compare your original interpretations with what you now understand. What things surprised you?

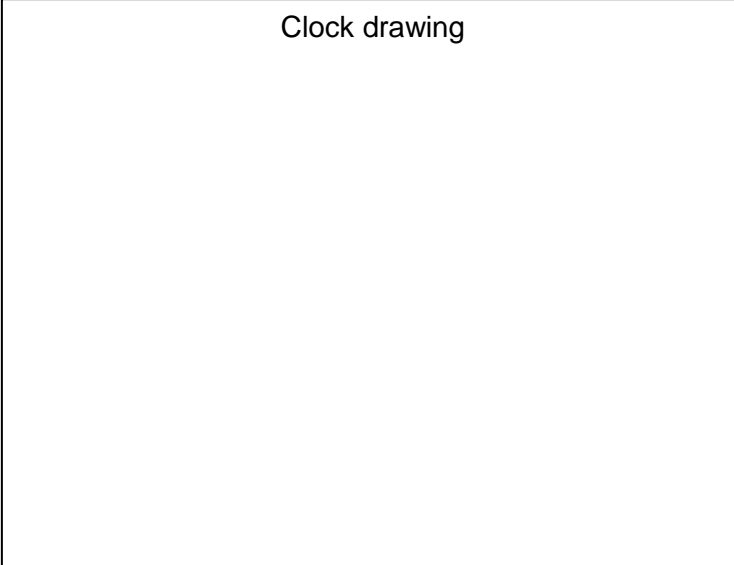


Name: _____

- 4 Create a timeline from 1790 to 2010 showing the history of recording time. Your timeline should include information about different ways to record time and when mechanical clocks began to be used, including the clock shown in the clip. Include examples of clocks throughout history and the names of the people who invented them.

- 5 Draw a clock that you have in your house. Write a short poem about it.

Clock drawing



EPISODE CLIP: WORKING TOGETHER

ACTIVITY 6: PRACTICAL FASHIONS

Subthemes: Fashion; Gender and stereotypes

Discover

- As a class, view the clip, **Working together**, and examine the clothes/costumes worn by the characters. Ask students to describe what each character is wearing and to discuss why they are dressed this way. Place students in groups of three or four and ask them to evaluate the suitability of the garments worn by each character. Ask them to focus particularly on those worn by the boys, for the task they are engaged in, and by the girls for outdoor play. Ask them to compare the designs of the outfits with clothing worn by children in Australia today.
- Discuss with students some reasons why fashions change. Make a list of these for the students' reference.
- During this process, ask each group to complete the **Student Activity Sheet E16.6 Practical fashions** to record students' contributions related to:
 - 1 What we Know
 - 2 What we Want to know
 - 3 What we Learned
 - 4 How we Learned it.

Reflect

- Ask students to research the fashion styles of the 1850s using the internet to get ideas to help them design a costume for one of the characters in the clip. They can use **Student Activity Sheet E16.6 Practical fashions** to draft their design for the character's new set of clothes. Students should label the clothing they design to show how the new clothing will suit the character's personality and be more practical for the day-to-day activities of life in the 1850s. Have students present their designs to the class, giving examples from the film to explain how the design suits the character.
- The following websites may be useful:
 - 1 Australian History Research, Victorian Fashions, <http://www.australianhistoryresearch.info/victorian-fashions/>
 - 2 Primefacts, Life on the Goldfields: living there, http://www.dpi.nsw.gov.au/_data/assets/pdf_file/0009/109917/life-on-the-goldfields-living-there.pdf

Download

- Student Activity Sheet: E16.6: Practical fashions



Aligned resources

Australian History Research,,Victorian Fashions, <http://www.australianhistoryresearch.info/victorian-fashions/>

Primefacts, Life on the Goldfields: living there,

http://www.dpi.nsw.gov.au/_data/assets/pdf_file/0009/109917/life-on-the-goldfields-living-there.pdf



Practical fashions

- 1 Examine the outfits worn by Ben, Leck, the girls and the men. Compare them with clothes worn today.

KWLH chart			
What I Know	What I Want to know	What I Learned	How I learned it

- 2 Do some research on the fashion styles of the 1850s. Draft your own design for a new set of clothes for one of the characters in the clip. Label the clothing to show how the new outfit will suit the character's personality and be more practical for the day-to-day activities of life in the 1850s. The following website may be useful:

a Primefacts, Life on the Goldfields: living there,

http://www.dpi.nsw.gov.au/data/assets/pdf_file/0009/109917/life-on-the-goldfields-living-there.pdf