

EPISODE 15: 1868 MINNA

Unit focus: History

Year levels: 3–6

EPISODE CLIP: THE LEGEND OF BLOODY MARY

ACTIVITY 1: OLD MONEY

Subthemes: Currency; Customs and traditions

In this clip, Adelaide's brother offers Minna some money for a dare. During the 19th century and part of the 20th century, Australia used an imperial system of currency based on the British system.

Discover

- Discuss with students the concept of using a currency and why we use money. What were the origins of money and what was used prior to a standardised currency?
- Ask students what currency is used in Australia today? Have them bring examples to school and take rubbings of the coins. They could investigate how currency is minted in Australia and how it is distributed into the community.
- View the Virtual tour in the Currency Museum section of the Reserve Bank website at http://www.rba.gov.au/Museum/VirtualTour/hifi/02_befor_feder_intro.html
- Ask students to find out what currency was used in Minna's time (1860s). Have them compare how these denominations are different from those used today.

Reflect

- Ask students to research and illustrate Australian coins that were available in the 1860s. They should find information about the significance of the designs used on the coinage (consider both the front and back of each coin) and what each design represented. Students could create their own coinage based on designs of important items from past and present Australia. They could pour plaster into bottle tops and then draw their designs as a relief impression. Students would then paint the coins when dry.
- Have students research newspaper advertisements from the 1860s and gather information about what a grocery item such as a loaf of bread would cost to buy in 1860s.
- Create an imaginary shop where the students can use their coins to purchase items. Students could calculate the total cost of a list of grocery items.

Download

- Student Activity Sheet H15.1: Old money

Aligned resources

Museum of Australian Currency Notes, Virtual Tour, '1788–1900 Before Federation',
http://www.rba.gov.au/Museum/VirtualTour/hifi/02_befor_feder_intro.html



Old money

1 Research the history of money in Australia and then answer the following questions.

a What type of currency do we use today in Australia today?

b What type of currency was used in the 1860s?

c Compare the different denominations used in the 1860s with those used today.

2 Research the coins used in the 1860s in Australia.

a Draw or find images of three different coins from the 1860s.

b Describe what items were used on the front and back of each coin.

c What did these items represent?

d What would be the equivalent value of the three coins in today's currency?



Name: _____

- 3 Design and construct your own set of coinage. Make three coins with different sizes and values.
- 4 Research the cost of grocery items from the 1860s. Share this information with the class. Make an imaginary shopping list and work out the total cost.

Grocery item	Cost
Total:	



EPISODE CLIP: THE LEGEND OF BLOODY MARY

ACTIVITY 2: FASHION AND SOCIAL CLASS

Subthemes: Social order and Education; Fashion

In this clip, Minna plays with the children of a wealthy landowner. The type of clothes each child is wearing reflects the many differences in gender and social class of the 1860s.

Discover

- Ask students to discuss how the clothes worn by different characters indicate their social status.
- Ask them to identify how the difference between the particular fabrics, hairstyles and clothing reflect the level of wealth and social position of each individual.
- The following websites may be useful:
 - 1 The Victorian Web, 'Victorian Social History: An Overview', <http://www.victorianweb.org/history/sochistov.html>
 - 2 Victorian Era England, 'Late Victorian Fashion: Women, Men, Girls, Boys', <http://www.victorian-era.org/late-victorian-fashion-women-men-girls-boys.html>

Reflect

- Ask students to find examples of fashion and clothing from the Victorian era and make a sketchbook of different styles and clothing pieces. For example, students might find information or pictures of a corset, breeches, petticoat or wig. Students could illustrate their sketchbook with images or draw pictures of the clothing items they found. Students could also write a passage explaining why this piece of clothing was worn and by whom.

Download

- Student Activity Sheet H15.2 Fashion and social class

Aligned resources

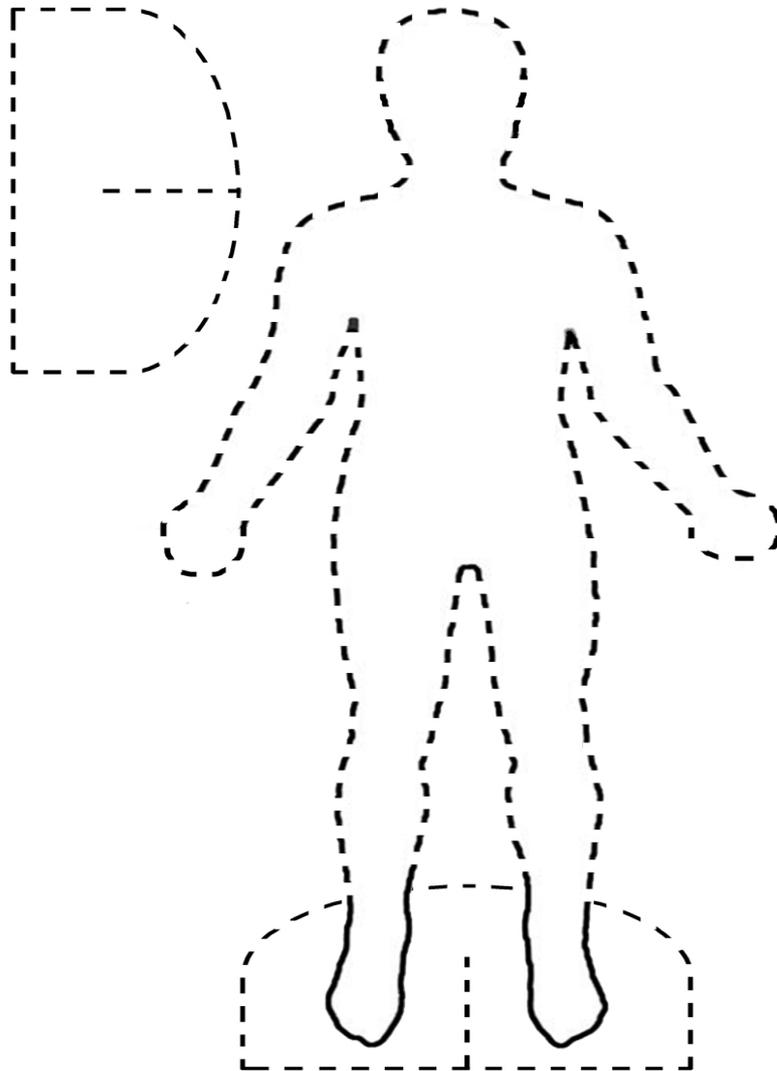
Victorian Era England, 'Late Victorian Fashion: Women, Men, Girls, Boys', <http://www.victorian-era.org/late-victorian-fashion-women-men-girls-boys.html>

The Victorian Web, 'Social History: An Overview', <http://www.victorianweb.org/history/sochistov.html>



Fashion and social class

- 1 Explain how the fabrics, hairstyles and colours of fashion reflect different levels of wealth and social status in the clip.
- 2 Find four examples of clothing items worn in the Victorian era and make a sketchbook of the different items, for example a corset, breeches, petticoat or wig.
- 3 Explain the reason why each item of clothing was worn and by whom.
- 4 Dress the doll in the fashions that you would find Minna wearing.





EPISODE CLIP: THE CHINESE HOUSE

ACTIVITY 3: A NEW HOME IN AUSTRALIA

Subthemes: Culture; Customs and traditions

Mr Wong says that his parents migrated to Australia. In the clip, he continues to honour some of the Chinese traditions and beliefs they passed on to him such as paying respect to his ancestors by making food offerings.

Reflect

- Ask students to share some of their family or cultural traditions with the class. Identify and list the different countries of origin of the students in the class. Discuss with students how the different ethnic groups represent the multicultural nature of Australia.
- Make a class poster that includes symbols and words from everyone's family and cultural traditions.

Discover

- In the clip, Mr Wong talks about bringing his promised wife to Australia. As a class, read Shaun Tan's book *The Arrival*. In the book, the main character has a lot of new experiences. He tries unfamiliar food, meets new people and encounters animals that he has never seen before. What other experiences does he have?
- What new experiences might Mr Wong's wife have when she comes to Australia? Discuss some of the experiences that people might have when they make their home in a new country.

Download

- Student Activity Sheet H15.3: A new home in Australia

Aligned resources

Tan, Shaun, 2006, *The Arrival*, Lothian, Melbourne.

Answers.com, 'Immigration history of Australia', http://www.answers.com/topic/history-of-immigration-to-australia#Mentioned_In

Aussie Educator, 'Settlers and Immigration',

<http://www.aussieeducator.org.au/tertiary/subjects/history/australian/immigration.html>

Chinese-Australian Historical Images in Australia, <http://www.chia.chinesemuseum.com.au/>

Culture Victoria, 'Chinese Families', <http://www.cv.vic.gov.au/stories/chinese-australian-families/>

Museum Victoria, 'History of Immigration from China',

<http://museumvictoria.com.au/origins/history.aspx?pid=9&cat=NONE&cid=0>

—, 'Immigration to Victoria – a Timeline', <http://museumvictoria.com.au/discoverycentre/websites-mini/immigration-timeline/>

National Archives of Australia, 'Documenting a Democracy', <http://www.foundingdocs.gov.au/>

National Museum of Australia, 'Harvest of Endurance: a History of the Chinese in Australia, 1788–1988', <http://www.nma.gov.au/collections-search/display?irn=52879>

Picture Australia, 'Chinese-Australia Heritage Trail', <http://pictureaustralia.org/trail/chinese-australian+heritage+trail>



Water from the Wells, 'Chinese Market Gardens in NSW 1850–2010',
<http://www.migrationheritage.nsw.gov.au/exhibition/waterfromthewells/>

Useful resources from Education Services Australia

M008710 *The Arrival*



EPISODE CLIP: THE CHINESE HOUSE

ACTIVITY 4: THE MAGIC LANTERN

Subthemes: Customs and traditions; Inventions and electronic media

In this clip, Mr Wong shows Minna and Adelaide slide images of his family back in China. This type of technology would have been relatively rare in the 1860s.

Discover

- Ask the students to discuss and list some new technologies and explain the positive and negative impact that these technologies have on people's lives. Ask students to consider what it is like to experience a new form of technology for the first time. Students could interview their parents or grandparents about their experiences of new technologies such as television, the internet and mobile phones. They could make notes or record the interview.
- Ask students to research how photography has changed since Minna's time (1860s). Include a discussion on how a camera works, how the technology has changed and how images are developed.
- Students could also explain how a family photograph was created in Minna's time and compare it to how a photograph is produced today.
- The following websites may be useful:
 - 1 About Magic Lanterns, http://www.artgallery.sa.gov.au/noye/Lantern/Lan_main.htm
 - 2 ABC3 – My Place website, www.abc.net.au/abc3/myplace

Reflect

- Create a visual family tree slideshow using PowerPoint, Kahootz 3 or Photo Story. Illustrate each family member using personal photos, drawings or other representative imagery. Trace back as many generations as possible. If students are unable to find an image of one of their relatives, they could use a substitute such as a picture of the town their ancestor came from, or the flag or symbol of their country of origin.
- Visit the ABC3 – My Place website to see an example of a genealogical tree.

Download

- Student Activity Sheet H15.4: The magic lantern

Aligned resources

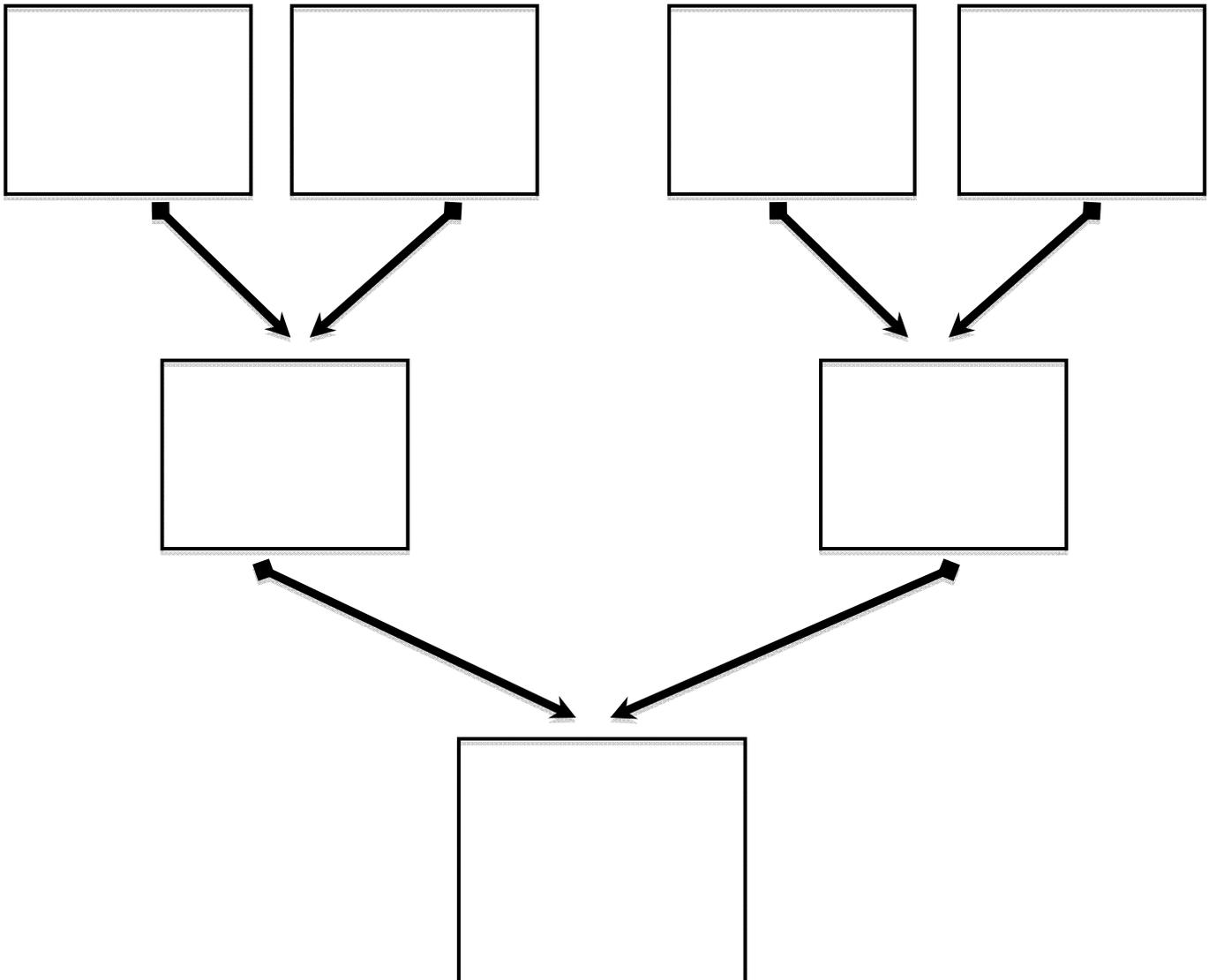
About Magic Lanterns, http://www.artgallery.sa.gov.au/noye/Lantern/Lan_main.htm

ABC3 – My Place, www.abc.net.au/abc3/myplace



The magic lantern

- 1 Research how photography has changed since Minna's time (1860s). Include information about the changing operations of cameras and how images were developed.
- 2 Explain the process for taking a family photograph in the 1860s and compare it to how a photograph is produced today.
- 3 Create a visual family tree going back as many generations as possible. Use your own family photos, drawings and images sourced from the internet. Use a different image to represent each descendant.





EPISODE CLIP: NIGHT PROJECTION

ACTIVITY 5: THE LEGEND OF BLOODY MARY

Subthemes: Beliefs; Entertainment and games

Discover

- Superstitions such as the popular myth of Bloody Mary have been part of people's beliefs for many years. Ask the students to research the origins of the Bloody Mary legend.
- The following websites may be useful:
 - 1 Museum Victoria, 'Australian Children's Folklore Collection', <http://museumvictoria.com.au/discoverycentre/infosheets/australian-childrens-folklore-collection/>
 - 2 Woman's Day, 'Origins of 13 Common Superstitions', <http://www.womansday.com/Articles/Lifestyle/Family-Fun/Origins-of-13-Common-Superstitions.html>
 - 3 The Tudors, 'Bloody Mary Legend', <http://www.the-tudors.org.uk/bloody-mary-legend.htm>
 - 4 Halloween Web 2011, 'Bloody Mary Legend', http://www.halloween-website.com/bloody_mary.htm
 - 5 Scary for Kids, 'Bloody Mary Legend', <http://www.scaryforkids.com/bloody-mary-legend/>
- As a class, research the origin of other popular myths and superstitions such as breaking a mirror brings seven years bad luck, or stepping on a crack in the footpath brings misfortune. Each student could find another example of a superstition. These stories can be from the Victorian era or from other cultures.

Reflect

- In a small group, ask students to create a Kahootz 3 animation or a short stop-motion animation using plasticine or clay depicting a selected popular myth that explains the history of the superstition and its origin.
- Students can use the storyboard outline in the student activity sheet to help organise their ideas.

Download

- Student Activity Sheet H15.5: The legend of Bloody Mary

Aligned resources

Halloween Web 2011, 'Bloody Mary Legend', http://www.halloween-website.com/bloody_mary.htm

Museum Victoria, 'Australian Children's Folklore Collection',

<http://museumvictoria.com.au/discoverycentre/infosheets/australian-childrens-folklore-collection/>

Scary for Kids, 'Bloody Mary Legend', <http://www.scaryforkids.com/bloody-mary-legend/>

The Tudors, 'Bloody Mary Legend', <http://www.the-tudors.org.uk/bloody-mary-legend.htm>

http://www.halloween-website.com/bloody_mary.htm

Woman's Day, 'Origins of 13 Common Superstitions',

<http://www.womansday.com/Articles/Lifestyle/Family-Fun/Origins-of-13-Common-Superstitions.html>



The legend of Bloody Mary

- 1 Find a popular superstition or myth from the Victorian times, another time in history, or a different country. Research its history and meaning.
 - a Write a description of your favourite popular superstition or myth.
 - b Where did this popular superstition or myth originate?
 - c How did the place and time that it was created influence this superstition or myth?
 - d Create an animation using Kahootz 3 or stop-motion animation that uses plasticine depicting your superstition or myth. Storyboard your ideas first to put the events in the correct order. Use the storyboard outline to help you.



Scene 1



Scene 2



Scene 3



Scene 4

EPISODE CLIP: NIGHT PROJECTION

ACTIVITY 6: DIFFERENT GENDER ROLES

Subthemes: Entertainment and games; Gender roles and stereotypes

In this clip, Minna plays with Adelaide and her brothers. Women and girls had different social expectations placed upon them in comparison to their male counterparts. Opportunities to access education and employment were very different between the sexes.

Discover

- Generate discussion about gender roles today. What are the expectations that families and society have of males and females, particularly children?
- Ask students to research how girls and boys of Minna's time in the 1860s were expected to behave. The following website may be useful:
 - 1 The Victorian Web, 'Victorian Social History: An Overview', <http://www.victorianweb.org/history/sochistov.html>
- Compare how these expectations differ from the way young people are expected to act today.
- Conduct a 'freeze-frame' activity where students take on a character from a particular era and when the teacher walks around the room and touches their shoulder, the student talks about their life in character.

Reflect

- Students should make a list comparing the social expectations of boys and girls in Minna's era. As a class, compile a large list using each student's research.
- Using the class list as inspiration, create a 'good manners' guide for boys and girls living in 1868.

Download

- Student Activity Sheet H15.6: Different gender roles

Aligned resources

The Victorian Web, 'Victorian Social History: An Overview',
<http://www.victorianweb.org/history/sochistov.html>

EPISODE CLIP: MAKING AMENDS

ACTIVITY 7: FAMILY RULES

Subthemes: Customs and traditions; Gender roles and stereotypes; Social order and education

In this part of the episode, two girls are shown being disciplined by their fathers. Family rules have always been one of the most important ways that children have learnt moral codes of behaviour.

Discover

- Ask students to reflect on some of the rules established by their parents or guardians. Ask them to discuss if these rules changed as they have grown older and if the rules are different to those experienced by their parents or grandparents.
- Some rules such as the use of the internet, and watching television didn't exist because these technologies weren't invented in Minna's time. Family rules often reflect the time and era that they are made in.
- As a class, make a list of the rules that Minna had to follow, and a list of rules that students need to follow.
- The following website may be useful:
The Victorian Web, 'Victorian Social History: An Overview',
<http://www.victorianweb.org/history/sochistov.html>

Reflect

- Ask students to interview their parents and grandparents or other family members about the types of rules that they had to follow in their childhood.
- Using the student activity sheet, students can compare family rules from Minna's time to themselves and their parents and grandparents.
- Ask students to draw up a Bill of Rights for children to use today. The bill must outline the rules that are commonly followed by all students.

Download

- Student Activity Sheet H15.7 Family rules

Aligned resources

The Victorian Web, 'Victorian Social History: An Overview',
<http://www.victorianweb.org/history/sochistov.html>



Family rules

- 1 Research the differences between family rules for children of Minna's time (1860s) and the rules compared to what you might expect at home today.
- 2 Ask your family members (parents and grandparents) about some of the family rules that they grew up with. Add these rules to the table below.
- 3 Then list the rules from Minna's time and those for today's children in the table.

Rules from Minna's time	Rules from parents' or grandparents' time	Rules for today's children



Name: _____

- 4 Draw up a Bill of Rights outlining the rules that are followed by students at your school.

A large rectangular box containing 20 horizontal lines for writing a Bill of Rights.

EPISODE CLIP: MAKING AMENDS

ACTIVITY 8: RACIAL DISCRIMINATION

Subthemes: Multiculturalism; Social order and education

In this clip, Mr Wong and Mr Owen have a disagreement over the possession of the magic lantern. Mr Wong complains that the lantern is his rightful property and should be returned to him, while Mr Owen is reluctant to return an item that has been found on his land. Mr Wong declares that he will go to the authorities, but Mr Owen questions him as to whose word they will listen to. It is implied that in the eyes of the law, Mr Owen has more credibility.

Discover

- As a class, discuss the way social order is shown in this section of the story. Ask students to explain why Mr Wong's word might have been considered less valuable than Mr Owen's in Australia during the 19th century. Discuss with students the concept of racism.

Reflect

- Brainstorm ideas for images and words about people living in harmony together. Then ask students to create a poster promoting harmony with the theme that all people are equal.
- Alternatively, students could create a digital poster or web quest and share them with the rest of the class when completed.

Download

- Student Activity Sheet H15.8: Racial discrimination

Aligned resources

Racism No Way, 'The "White Australia" Policy',
<http://www.racismnoway.com.au/classroom/factsheets/59.html>



Racial discrimination

1 Answer the following questions:

a What does the term 'racial discrimination' mean?

b Why would Mr Wong's word have been considered less valuable than Mr Owen's in Australia during the 19th century?

c Create a poster promoting harmony with the theme that all people are equal. Sketch your ideas here.

EPISODE 15 | 1868: MINNA

Unit focus: English

Year levels: 3–6

EPISODE CLIP: THE LEGEND OF BLOODY MARY

ACTIVITY 1: SCAREDY CAT

Subthemes: Beliefs; Customs and traditions; Entertainment and games

Discover

- After watching the clip **The legend of Bloody Mary**, ask students to list the main events in this part of the story, thinking about what happened, why it happened and to whom. Have students share their responses and discuss, listing the main ideas for further reference.
- Ask students to indicate by standing on a physical 'opinion continuum' whether they think it is unfair for Minna to frighten the boys. To do this, create an imaginary line across the classroom floor, or use a piece of wool or string to create a line, and then ask students to stand along the line to show whether they agree or disagree with the statement, 'It was unfair for Minna to frighten the boys'.
- Each student can stand at any point along the line to show the strength of his or her opinion. When asked, each student must be prepared to explain the point of view indicated by their position on the line. Students can change position while listening to each other.

Reflect

- Ask the students to use **Student Activity Sheet E15.1: Scaredy cat** to help them conduct research about the legend. They could use the first two columns before they begin their research and fill in the last column after completing the research.
- As a class, research and discuss:
 - 1 What were the children doing at the start of the clip?
 - 2 Had you heard of the legend of Bloody Mary before watching this clip?
 - 3 What is a ha'penny and why was the boy holding it out?
 - 4 What do you need to do to summon Bloody Mary?
 - 5 What sort of mirror was Minna holding that was dropped and broken? Who do you think owned the mirror?
 - 6 Why do you think the boy call Minna a scaredy cat?
 - 7 Why do you think Minna decided to frighten the boys?
- Ask students to invent their own superstition and create a legend around it to justify its existence. The legend could be set in the student's own neighbourhood.

Download

- Student Activity Sheet E15.1: Scaredy cat



Scaredy cat

- 1 Use the first two columns before you begin your research.
- 2 Fill in the last column after completing your research.

What I know	What I want to know	What I learnt

- 3 Write your own superstition and the legend surrounding it.

EPISODE CLIP: THE LEGEND OF BLOODY MARY

ACTIVITY 2: SPOOKY STORIES

Subthemes: Beliefs; Entertainment and games; Fashion

Discover

- After watching the clip, ask students to outline the story it tells. What does that story suggest about the beliefs of the children?
- Replay the clip, this time directing students' attention to the way the filmmaker uses costume, props, setting, camera angles and the soundtrack (including silence) to help tell the story. Then pause the clip to ask questions such as:
 - 1 Why do you think a small, ornate hand mirror was selected as a prop for this clip?
 - 2 Why do you think the boys are wearing suits and the girls are wearing long dresses and hats?
 - 3 Why do you think the soundtrack changes from dramatic music to silence as the boy hands the mirror to Minna? What effect does this have on the viewer?
 - 4 What effect do you think the close-up shot of Minna's eye when she is under the floorboards has?
 - 5 Why might the filmmaker have included a shadowy shot looking up at the boys from beneath the floorboards?
 - 6 How does the dark shot looking past the tree trunk make you feel?
- Organise the class into five groups and ask each group to view the clip several times to closely examine one of the following elements:
 - 1 costume
 - 2 props
 - 3 setting
 - 4 camera angles
 - 5 soundtrack (including silence).
- Ask each group to record their findings on **Student Activity Sheet E15.2: Spooky stories** and then report them to the class.

Reflect

- Ask each student to find out more about the legend of Bloody Mary. Suggest aspects they might investigate such as reasons why and how Mary became an evil spirit, the number of times you need to chant her name, the possible effects of chanting her name, and when and where the tale was and is usually told. Ask them to discover if there are any similar legends.
- Challenge each student to find another spooky story and practise telling it, ready to share with the class. Seat students in a circle to share their findings about the legend of Bloody Mary and ask them to share any other spooky stories they have discovered. Encourage the students to find a mixture of stories from Australian and international sources.
- Ask each student to write a summary in their own words of the legend or story they have researched. These could be compiled into a book of spooky stories made up of contributions from the entire class.



- Alternatively, students could model an image of their spook/ghost or legend out of clay or plasticine. The model could be displayed with the story in the school library.

Download

- Student Activity Sheet E15.2: Spooky stories

Useful resources from Education Services Australia

L6185 *Super stories: The Abandoned House: verbs and adverbs*



Spooky stories

- 1 View the clip several times to closely examine **one** of the following elements:
 - a costume
 - b props
 - c setting
 - d camera angles
 - e soundtrack (including silence).

Nominate the element you are focusing on in this clip:

- 2 Identify three aspects of this element you observed in the clip:
 - a _____
 - b _____
 - c _____

- 3 Write your own legend or spooky story.

EPISODE CLIP: THE CHINESE HOUSE

ACTIVITY 3: MAGIC LANTERN

Subthemes: Beliefs; Inventions and electronic media; Multiculturalism

Discover

- After viewing the clip, lead a class discussion exploring ideas around cultural beliefs. Use questions such as:
 - 1 How do the girls know Mr Wong is praying?
 - 2 Where is he praying?
 - 3 Whom does he say he is praying to and why does he say he is praying to them?
 - 4 What customs related to food, the afterlife and praying to ancestors do you find Mr Wong practising in the clip?
- Ask class members to suggest reasons why Minna might be reading the newspaper article to Mr Wong. What is the article about and why is it relevant to Mr Wong? Why does he seem to be pleased with the content of the article?
- Play the clip again and ask students if they can see anything in the clip to indicate that Mr Wong might be able to read in a language other than English. Examples can be seen outside the door and on the walls inside the house.
- Mr Wong uses a magic lantern to show the girls images of his family. He says that the lantern uses a trick of light and shadow. Have students work in small groups to create a mind map using rich adjectives to describe the images of Mr Wong's parents and his promised wife.
- Challenge students to find out more about the magic lantern. What does it look like and how does it work? They can use **Student Activity Sheet E15.3: Magic lantern** to create a labelled drawing that explains how a magic lantern projects images onto a surface for people to view.

Reflect

- Lead a class discussion designed to encourage students to draw on past experience or prior knowledge. Ask them to describe:
 - 1 places of worship they know about or have visited
 - 2 features of the buildings used as places of worship that they are familiar with
 - 3 traditions, customs or rituals associated with each place of worship.
- Ask students to locate images of different places of worship from the internet, family photographs, magazines, books and newspapers. Ask them to list the religion or the beliefs that relate to each image. Organise students into small groups to investigate and report back to the class about one of the images they have found.

Download

- Student Activity Sheet E15.3: Magic lantern



Aligned resources

Making Multicultural Australia, www.multiculturalaustralia.edu.au/

Useful resources from Education Services Australia

R5477 *Chinese lion dance, 1937- asset 1*

R6378 *Triunial projector, c1890s*

R8171 *The Holy Triad Temple at Breakfast Creek, 1886*



Magic lantern

1 Investigate some facts about the magic lantern.

a What is it?

b When was it invented?

c What does it look like and how does it work?

2 Draw a labelled diagram that explains how a magic lantern works to project images onto a surface for people to view.

3 What are some contemporary equivalents of the magic lantern?

EPISODE CLIP: THE CHINESE HOUSE

ACTIVITY 4: ARRANGED MARRIAGE

Subthemes: Culture; Customs and traditions; Language and scripting

Discover

- After watching the clip, use a large sheet of butcher paper to create a graffiti wall that provides a rich vocabulary of illustrative words and phrases words that the students could use to describe Mr Wong's home.
- Mr Wong uses a magic lantern to show the girls images of his parents and grandmother from before he came to Australia. He also shows them an image of his 'promised wife' whom he describes as 'a peach'.
- As a class, discuss:
 - 1 Mr Wong's reference to his promised wife. Ask students what they think he might mean by the phrase 'promised wife' and why he might describe her as 'a peach'?
 - 2 What does Mr Wong see as one of the advantages of having children?

Reflect

- Ask each student to use the graffiti wall created earlier by the class to help them to write a 'For sale' notice that is designed to sell Mr Wong's home.
- In pairs ask students to complete the T-chart on **Student Activity Sheet E15.4: Arranged marriage**. They can list their ideas about the advantages of an arranged marriage – where the choice of partner is made by someone else – and the advantages of choosing your own partner.
- Ask each student to use a black-lead pencil to create an image of members of their family that resembles an image projected by a magic lantern. Have students think about the use of light and shade to create interesting portraits. Display the portraits and discuss the various ways that students have defined family through their portraits.
- Use a family-tree builder such as Family Echo, www.familyecho.com/ to create a family tree of Mr Wong's family. The Community Tree on the official ABC3 My Place website, www.abc.net.au/abc3/myplace/ may be a useful guide. Now split students into pairs and ask them to create each other's family tree by asking questions about their partner's family background.

Download

- Student Activity Sheet E15.4: Arranged marriage

Aligned resources

ABC3, 'My Place', www.abc.net.au/abc3/myplace/

Family Echo, www.familyecho.com/

Useful resources from Education Services Australia

L614 *Fiona Chiu: Chinese family tree*



Arranged marriage

Work with a partner to complete the T-chart below, listing your ideas about the advantages of an arranged marriage – where the choice of partner is made by someone else – and the advantages of choosing your own partner.

Advantages of an arranged marriage	Advantages of choosing your own partner

EPISODE CLIP: NIGHT PROJECTION

ACTIVITY 5: GAMES FROM THE PAST AND GAMES TODAY

Subthemes: Customs and traditions; Entertainment and games; Language and scripting

Discover

- Play the clip and ask students to list the main events that occur in this part of the story, thinking about what happens and to whom. Create a story ladder by listing each key event one above the other on a class chart. Beside each event indicate which characters were involved, whether each one found the practical joke funny or not, and why this might be the case.
- Encourage students to share the names of some of the games they play, whether indoors or outside. Create a large mind map of all of the games mentioned by the students. Encourage them to think of some of the traditional games their parents or grandparents may have taught them and how these differ from some of the more modern games they play today.
- Seat students in a circle and ask several of them to recount a time when they played a practical joke on someone. Have them share the prank and then discuss with some of the other students whether the person who was the butt of the joke found it as funny as the practical joker did.
- Ask students on which day of the year practical jokes are expected and encouraged. Ask them to research how April Fools' Day came about.

Reflect

- Some of the games played by children in 1868 are similar to those played today but many are different. In 1868 children often played imaginary and 'made up' games outdoors and found interesting ways to amuse themselves and enjoy each other's company. Assist students to work with a partner to use books, an online encyclopaedia or an internet search for lists of traditional and contemporary games. As a class, select three to five games and play them either as a class or in smaller groups.
- Ask each pair of students to use the **Student Activity Sheet E15.5: Games from the past and games today** to create a comparative table with traditional games on one side and contemporary games on the other. Discuss with the class the differences between traditional and modern games played by children. Ask students if they think games from the past or games played today are more fun. Ask them to justify their opinion.
- As a class, create a large-format joke book that contains jokes from the past and from today. Read the jokes to students in younger classes, ensuring they are appropriate for these students.

Download

- Student Activity Sheet E15.5: Games from the past and games today



Useful resources from Education Services Australia

R2489 *Boys playing marbles at school in 1925*

R2490 *Girls playing hopscotch at school in 1925*

R4195 *Games table, c1880*

R4408 *Gold diggings board game, c1855*



Games from the past and games today

1 List as many different games as you can in each column.

Games from the past	Games people play today
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----

2 Do you think games from the past or games played today are more fun? Why do you think this?

EPISODE CLIP: NIGHT PROJECTION

ACTIVITY 6: THE GAMES I PLAY

Subthemes: Entertainment and games; Gender roles and stereotypes

Discover

- Play the clip to the class, asking students to focus specifically on what the girls and boys are doing in this part of the story. Highlight the girls' use of imagination to play a joke on the boys. Have the students think about whether it is likely that the boys may previously have been playing jokes on the girls. What types of jokes might they have played on the girls?
- Ask students to suggest reasons it is important for children to play games. Compare these reasons to those that children play games today. Have them also think about and list the reasons children in 1868 may have had to find different ways to amuse or to entertain themselves than children do today. Ask them to imagine what they would do to entertain themselves without any modern technologies – even books would have been comparatively rare.
- Involve the class in a think-pair-share activity, a cooperative learning strategy where students begin by brainstorming ideas on their own, then interact with a partner and finally share information with another pair of students. Ask each student to think of and list as many reasons as possible that children need to play games or engage in imaginative play, and then ask students to form pairs to discuss their ideas. Finally, ask each pair to share with another pair, forming a group of four.

Reflect

- Ask students to explore the place of modern games in daily life by keeping a leisure journal for a week, using the format provided in **Student Activity Sheet E15.6: The games I play**. In groups of five, the students can find a creative way to graphically represent information from their leisure journals in order to share with the class. Ask each group to explore the part that gender plays in the leisure activities and games children play today and collate the gender differences, interpreting what they think their results show and why.
- Each group could choose one game from their journals that they think others in the class may not know how to play and create a chart with instructions explaining how to play the game. Provide time for each group to teach another group the game they have selected.

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- Student Activity Sheet E15.6: The games I play

Useful resources from Education Services Australia

L3154 *Leisure survey*



The games I play

1 Keep a leisure journal for a week.

What leisure activity or game did you engage in?	Did you play alone or with others?	Did boys, girls or both play?	Can boys and girls both play this game if they wish?
Day and date:			

2 Create a graph to illustrate your findings.

EPISODE CLIP: MAKING AMENDS

ACTIVITY 7: EXPLORING EVENTS AND FEELINGS

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

Discover

- Play the clip without the sound. Ask students to work in groups of three and watch carefully, focusing on the facial expressions and body language of each character in order to make predictions about the story being told. Ask each group to record ideas about the story in the form of a story ladder, where events are listed one above the other.
- Replay the clip without the sound. Ask each group of students to think about and discuss the feelings they think each character may be experiencing as the events unfold.
- Finally, watch the clip with the sound. Ask each group to review and amend the main events listed in their story ladder, thinking about what happened, why and to whom. Have them use the format provided in **Student Activity Sheet E15.7: Exploring events and feelings** to record their ideas.

Reflect

- Seat the class in a sharing circle, and have pairs of class members take turns to role-play a short scene from the clip, with an emphasis on portraying the feelings of each character using body language and facial expressions. Ask other students in the circle to identify the characters and the feelings each character exhibits, emphasising the use of specific vocabulary to explore and describe the feelings of the characters involved.
- As a class, discuss how each girl might feel at the moment she realises she needs to own up. Ask each student to imagine he or she was involved in causing Mr Wong's distress. Have each student write Mr Wong a short letter of apology in an attempt to make amends.

Download

- Student Activity Sheet E15.7: Exploring events and feelings

Useful resources from Education Services Australia

R7809 *Lift Off Lotis - Emotions*



Exploring events and feelings

After watching the clip without sound and then with sound, review and amend the main events listed in your story ladder, thinking about what happened, why and to whom. Use the format provided to record your ideas.

What event happens in the clip?	Who is involved?	What feelings do you think each character is experiencing?	What can you see that makes you think the character feels this way?

EPISODE CLIP: MAKING AMENDS

ACTIVITY 8: OWNING UP

Subthemes: Character; Fashion; Social order and education

Discover

- After watching the clip, ask students to describe the dress and the demeanour of each character. Consider all the characters that appear in the clip, including those who have no dialogue. What is each character doing?
- Ask the class to explain why Mr Wong's little box is so precious to him. Ask students to draw on evidence from the clip to discuss:
 - 1 What might Mr Wong mean when he says the box contains the only likeness of his family and home?
 - 2 Where is the home Mr Wong mentions?
 - 3 What is the attitude of Adelaide's father towards Mr Wong? Does he think he should return Mr Wong's property? Why or why not?
 - 4 Why do you think Mr Wong mentions the constable?
 - 5 What is the response of Adelaide's father in relation to the help Mr Wong will receive from the police? Do you think he is really wishing Mr Wong good luck? How do you know?
 - 6 Why do you think Adelaide's father seems confident the police will not help Mr Wong?
 - 7 What does Mr Wong say to Minna? What does he mean?
- As a class, compare and contrast the responses of Adelaide's and Minna's fathers. Adelaide's father is cross because Adelaide has embarrassed him; in response he sends Adelaide to her room. How does Minna's father respond to the incident? Why do you think Minna's father suggests a suitable consequence is for Minna to work for Mr Wong until she has paid her debt to him? Why do you think Adelaide's father is shocked at this suggestion?

Reflect

- Ask each student to use evidence from the clip to create a graphic representation using **Student Activity Sheet E15.8: Owning up**. Students should show what they have discovered about the social hierarchy that existed in 1868. To create a social order pyramid, students draw a large triangle with the point at the top. Inside the triangle, they arrange the names of characters to show where each one fits in the social hierarchy. Consider, for example, whether the two girls have equal status both with each other and with the boys who are mentioned. Do the two fathers have equal social standing? How do you know? Where does Mr Wong fit in the social hierarchy in relation to Adelaide's father and to Minna's father? Where do you think the police might fit in the pyramid? Where do you think the mothers of the girls might fit?
- Have students imagine they are either Minna or Adelaide. Ask them to think about how they would feel after hearing Mr Wong speak about the loss of his precious box. Discuss the feelings they would experience and the consequences they think would be most appropriate to help make amends for upsetting Mr Wong. Finally, have each student complete question 3 in **Student Activity Sheet E15.9: Owning up** by imagining they are either Adelaide or Minna. Ask them to write about what they did to upset Mr Wong, the consequences that followed and how this made them feel. Ask them to also write about why they prefer the other girl's father.



- Ask students to work individually to answer the question: If you had a special box, what would be the three most precious things it would contain? Ask each student to use a slideshow presentation to display their special box and then reveal its precious contents one by one.

Download

- Student Activity Sheet E15.8: Owning up

Useful resources from Education Services Australia

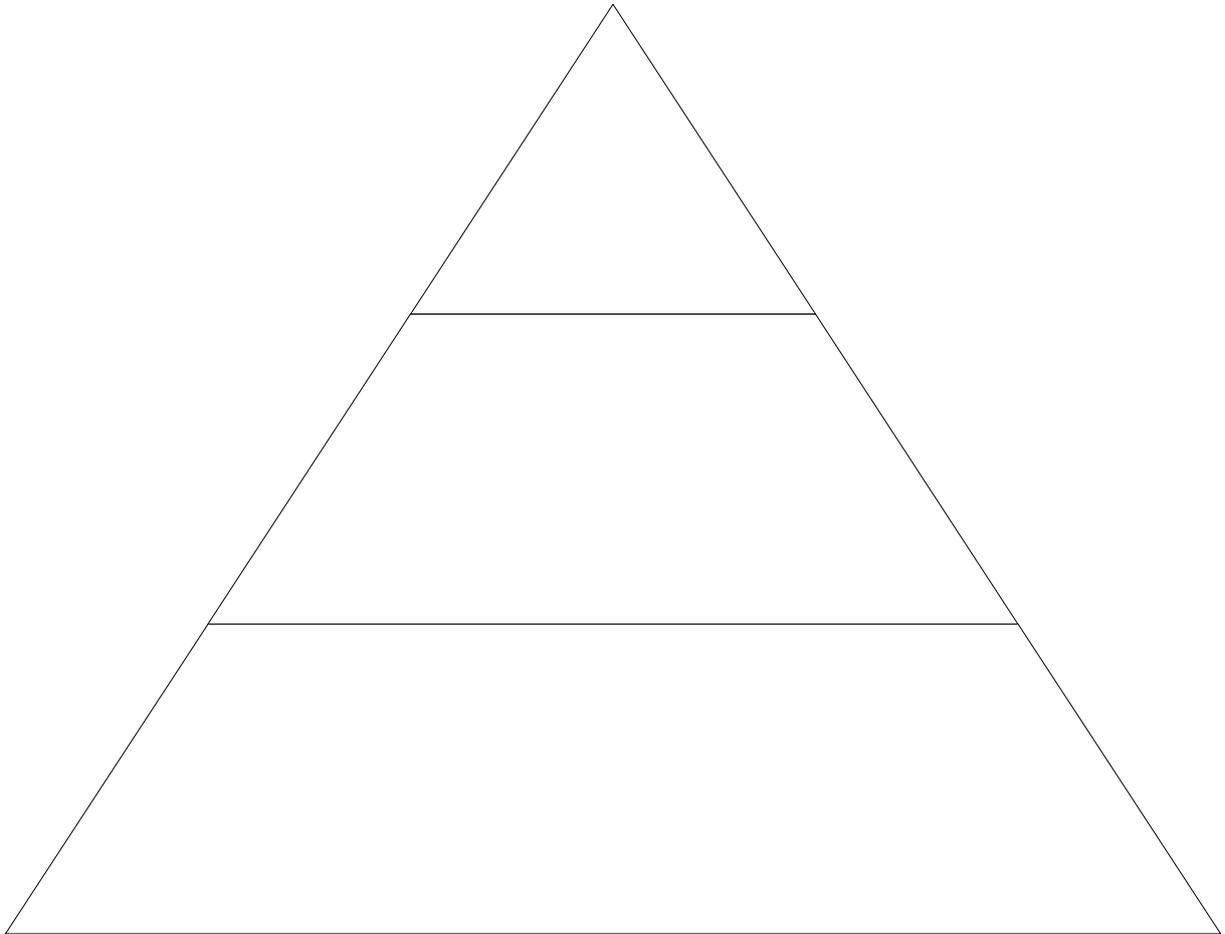
R8177 *Anti-Chinese cover on Queensland Figaro and Punch, 1888*



Owning up

- 1 Place names in the pyramid to show the relative status of people in the clip.

Social order pyramid



- 2 How do the lines inside the pyramid relate to social class?
