



EPISODE12: 1898: ROWLEY

History: teaching strategies

Unit focus: Australian history

Year level: Year 3–6

The Australian curriculum: History

The national history curriculum will be based on the interrelationship between historical knowledge, understanding and skills.

The history curriculum across Years 3–6 will be developed around four focus questions:

- 1 What do we know about the past?
- 2 How did Australians live in the past
- 3 How did people live in other places?
- 4 How has the past influenced the present?

Historical knowledge and understanding

- **Historical significance:** The principles behind the selection of what should be remembered, investigated, taught and learned ...
- **Evidence:** How to find, select and interpret historical evidence ...
- **Continuity and change:** Dealing with the complexity of the past. This involves the capacity to understand the sequence of events, to make connections by means of organising concepts ...
- **Cause and consequence:** ... the ways that the legacy of the past shapes intentions and the unintended consequences that arise from purposeful action ...
- **Historical perspectives:** The cognitive act of understanding the different social, cultural and intellectual contexts that shaped people's lives and actions in the past ...
- **Historical empathy and moral judgement:** The capacity to enter into the world of the past with an informed imagination and ethical responsibility ...
- **Contestation and contestability:** Dealing with alternative accounts of the past. History is a form of knowledge that shapes popular sentiment and frequently enters into public debate ...
- **Problem solving:** Applying historical understanding to the investigation, analysis and resolution of problems ...

Students will develop historical skills, which include:

- using common historical terms for describing time and sequencing events and developments in chronological order
- asking questions, finding relevant answers, and constructing informed responses
- developing a basic understanding of how evidence can be used to provide historical explanations
- developing appropriate techniques of organisation and communication.

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EPISODE CLIP: 1,000 GOOD DEEDS

ACTIVITY 1: SCHOOL IN THE 1800S

Subtheme: Social order and education

Many children in the 1800s lived a life of hardship, particularly if they came from a family dependent on paid jobs within the economy. Class status affected opportunities for a good education and the chance to enjoy a carefree childhood. School rooms were very different to the classrooms of today. Schooling for children like Rowley was limited to primary school.

Discover

- In pairs, students research the availability education and resources for children in the late 1800s. Students can research educational facilities, educational values and expectations, rules and regulations, uniforms, buildings, and general information about schools during that era. Did all children get a fair go?
- Use the following websites as a starting point:
 - 1 History Australia, 'The Evolution of Education in Australia', <http://www.historyaustralia.org.au/ifhaa/schools/evelutio.htm>
 - 2 "New South Wales Pioneers", Photographs by George Bell 1890–1900' at Powerhouse Museum, <http://www.powerhousemuseum.com/pdf/OPAC/246256.pdf>
(There is a photo of two children riding to school on page 9.)

Reflect

- Students can create a virtual classroom of the era, including notes and information from their research. Students could elect to design the classroom using illustrations on paper or an image-editing software program. Kahootz 3 is an ideal 3-D animation software program to use here. The software is available for purchase from the Australian Children's Television Foundation (ACTF) website at <http://www.kahootz.com>
- Visit ABC3, 'My Place', <http://www.abc.net.au/abc3/myplace> and select '1898' to see how a web designer has created a model of Rowley's bedroom and kitchen.

ACTIVITY 2: HELP WANTED

Subthemes: Chores, business and employment; Customs and traditions

Rowley is depicted as a hardworking, selfless child. His daily routine is to help others by doing good deeds. Although he is volunteering to do these chores, many of them were commonplace for children of the era.

Discover

- Discuss the chores of the late 1800s by developing a mind map. Encourage students to elaborate on some of the most common jobs seen in the clip, such as collecting horse manure and firewood. Discuss what tools Rowley may have needed to complete his chores, why his chores were necessary and what skills were required to do the chores.



- Compare Rowley's belief in good deeds bringing him luck, or something that he wants, to the previous episode where Victoria and her siblings hide objects for luck. Which method do the students believe would be most effective? Do they have superstitions or beliefs that they can share with the class?

Reflect

- Ask student to create a 'Help wanted' poster with a partner. They need to include a job or chore title and a description of it from the mind map. They must include the skills required to fulfil the job or chore using a job criteria section.

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- Student Activity Sheet H12.1: Job advertisement

EPISODE CLIP: EARLY PHOTOGRAPHY

ACTIVITY 3: 1800S PHOTOGRAPHY

Subthemes: Art, music and literature; Inventions and electronic media

Photographs tell a unique story about a time in history. They were not available in Australia until 1841 when the first daguerreotype arrived. A daguerreotype is a unique image on silver-plated copper. It is unique because it is the same plate that was in the camera and there is no negative. This photographic technique was popular until the mid 1850s.

Discover

- Students could create a photo album of pictures that depict everyday life or children. There are images available from the series in the *My Place for Teachers* 'Stills gallery' that could be used. Additionally, students could locate royalty-free images through the National Library of Australia, 'Picture Australia' website, <http://www.pictureaustralia.org> or other related websites.
- The album could be produced as a book or presentation. If a slideshow presentation program is used, each image should be linked to the website the images came from.

Reflect

- Ask students to annotate what the images represent within the theme of their album and reference the original photographer, if the name is available.

ACTIVITY 4: A PICTURE SPEAKS A THOUSAND WORDS

Subtheme: Art, music and literature

A photographic album tells the story of someone's life in pictures. In many family photo albums, words are not required: the pictures tell the story. People and places within a photograph are captured in time.

Reflect

- Students can choose one photograph from the album they created in Activity 3:1800s photography. The photograph will be explored further through reflective writing. The reflective



piece must be written through the eyes of the person or object in the photograph and must relate to the era of the photograph.

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- Student Activity Sheet H12.2: Reflective writing

ACTIVITY 5: THE EARLY CAMERA

Subthemes: Historical events; Inventions and electronic media

In this clip, Mr Merry is using an early photographic method to develop a paper photographic image. This method dates back to the 1870s when the dry plate was invented and a glass negative plate with a dried gelatine emulsion was used to print the images.

Discover

- How has the camera apparatus changed over 100 years? Students could research the camera and discover how the equipment and procedures for photography have changed over time, using the library and the Internet for pictures and descriptions. Make sure that students note who invented different prototypes, when they were invented and what impact it had on the advancement of technology in this field.

Reflect

- Give each pair of students a decade to research, spanning 1820–2010. Students should research pictures and information about the camera and photography of that decade. Their pictures and a short paragraph of information can be presented on an A4 card and then all the cards can be displayed in the classroom in chronological order. This will become a pictorial display of the evolution of the camera.

Download

- Student Activity Sheet H12.3: A decade in camera history

EPISODE CLIP: FOUNDING THE ALP

ACTIVITY 6: PARTY POLITICS

Subtheme: Politics

The Australian Labor Party (ALP) is Australia's oldest political party, having celebrated its centenary in 1991. It is one of a small group of genuine political labor parties around the world which affiliate trade unions, incorporating them into the structure of the party. From its inception, the ALP has been a party for the working class, supporting the rights of Australian workers.

Discover and reflect

- Students should research and respond to the following questions:
 - 1 What is a political party?
 - 2 What do political parties aim to do?
 - 3 Who were the original founders of the ALP?

- 4 How many ALP prime ministers have been elected in Australia?
 - 5 Who is the leader of the ALP today?
- Use the websites below to find information about the ALP:
 - 1 The Australian Labor Party, <http://www.alp.org.au/labor-history>
 - 2 Labor History, <http://www.laborhistory.org.au/home.html>
 - Students could create an A5 election flyer to elect the first ALP Prime Minister in 1904, JC Watson.

Download

- Student Activity Sheet H12.4: What is the ALP?

ACTIVITY 7: THE ALP

Subthemes: Politics; Social order and education

Discover

- As a class discuss the question: Why was the Australian Labor Party (ALP) formed and who were the founders trying to help?

Reflect

- Hot seat role-play is a strategy where students research and analyse a character from the episode. Through their observations they find out who the person is, their importance to the story and what differentiates them from other characters. Once students understand the character, they can pretend to be them and answer questions from other members of the class while remaining in character.
- Students choose a character from the episode. In small groups, students can develop a storyline for their character, creating a drama in which the character interacts with other characters based on a given scenario.
- Each scenario listed below relates to the hard times experienced by workers in the 1890s.
 - 1 Brickworks employee gets ill and faces his boss about the situation. He gathers others who are ill to support his case.
 - 2 Local publican hosts secret meetings for the unemployed brickworks employees at the back of his pub.
 - 3 Unemployed workers have a meeting to discuss the problems they face. Some of them agree that they should join the ALP and others feel scared.
 - 4 Bosses and company owners talk about not paying out money to ill workers. They are faced with having to deal with locals getting together for secret ALP meetings.

Download

- Student Activity Sheet H12.5: Hot seat role-play



EPISODE CLIP: WORKERS' RIGHTS

ACTIVITY 8: FAMILY VALUES

Subthemes: Politics; Social order and education

A woman's role in the late 1800s was restricted. It was expected that she maintain the home and family while the husband/father went out to work. However, in many poor families the woman had to work to earn money, especially when men lost their jobs.

Discover

- Research and discuss women's roles in Australian history. Ask students to utilise the following websites to locate stories and pictures of women of the era:
 - 1 National Library of Australia, 'Picture Australia: Picture Trails: Society', <http://www.pictureaustralia.org/trails/society.html>
 - 2 ABC, 'Australian Suffragettes', <http://www.abc.net.au/ola/citizen/women/women-home-vote.htm>

Reflect

- Students can create an imaginary 'historyface' profile (based on something similar to a Facebook page) for a female suffragette from the 1800s. Information can include a profile picture, status update, education, family background, likes and dislikes and groups she may be linked with. Student Activity Sheet H12.6 contains a 'historyface' template that can be used for this activity. Make sure that students answer the questions:
 - 1 Who is she?
 - 2 What groups and causes does she stand for?
 - 3 What is her status?

Download

- Student Activity Sheet H12.6: Suffragette profile

Aligned resources

ABC, 'Australian Suffragettes', <http://www.abc.net.au/ola/citizen/women/women-home-vote.htm>

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

Australian Labor Party, <http://www.alp.org.au/labor-history>

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

History Australia, 'The Evolution of Education in Australia', <http://www.historyaustralia.org.au/ifhaa/schools/evolutio.htm>

Labor History, <http://www.laborhistory.org.au/home.html>

Museum Victoria, 'Biggest Family Album', <http://museumvictoria.com.au/bfa>

— 'Victoria Railways', <http://museumvictoria.com.au/railways>

National Library of Australia, 'Picture Australia: Picture Trails: Society' <http://www.pictureaustralia.org/trails/society.html>

Powerhouse Museum, "'New South Wales Pioneers", Photographs by George Bell 1890–1900', <http://www.powerhousemuseum.com/pdf/OPAC/246256.pdf>



Job advertisement

Job title/picture	Job description

HELP WANTED

Job criteria including skills required



A decade in camera history

- 1 Research the history of the camera during one decade between 1820 and 2010. Your teacher may allocate the decade.
- 2 Create a fact card depicting the types of cameras used over the span of the decade and the technological changes that occurred.

Include the following elements in the layout of your fact card:

- a decade overview
- b title
- c chronology of technological changes
- d pictures and diagrams
- e factual information
- f bibliography of resources used.

Tip

The technological changes and advances may only occur once or twice in the decade you are studying.

Try to find pictures or information relating to those changes.

Tip

Ensure that you note down all of the websites and books you have used to obtain your facts and information.



What is the ALP?

Research the formation of the Australian Labor Party (ALP) and then respond to the following questions.

1 What is a political party?

2 What do political parties aim to do?

3 Who were the original founders of the ALP?

4 How many ALP Prime Ministers have been elected in Australia?

5 Who is the leader of the ALP today?



Hot seat role-play

- 1 Below you will find scenarios adapted from scenes in this episode. Choose one of the scenarios and identify with one of the characters. You will need to understand who your character is and why he or she is in that situation.

You will then be asked to answer questions about your character and your situation in the scenario. Have fun in the hot seat!

a Scenario 1

Brickworks employee gets ill and faces his boss about the situation. He gathers others who are ill to support his case.

b Scenario 2

Local publican hosts secret meetings for the unemployed brickworks employees at the back of his pub.

c Scenario 3

Unemployed workers have a meeting to discuss the problems they face. Some of them agree that they should join the ALP and others feel scared.

d Scenario 4

Bosses and company owners talk about not paying out money to ill workers. They are faced with having to deal with locals getting together for secret ALP meetings.

- 2 Prepare some notes about your character below.



Suffragette profile

historyface

Username: _____

Status: _____

Profile information

Groups and causes

Family information

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graph TD
    A[ ] --> B[ ]
    A --> C[ ]
    B --> D[ ]
    B --> E[ ]
    C --> F[ ]
    C --> G[ ]
  
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