

## EPISODE 5: 1968: SOFIA

### History: teaching strategies

Unit focus: Australian History

Year level: Years 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: SPEAKING THE LANGUAGE**

### **ACTIVITY 1: MULTICULTURALISM**

#### **Subtheme: Multiculturalism**

'Australianisation' is often used to describe the way an immigrant assimilates into the Australian way of life. Many immigrants find it difficult to assimilate because the language, values and way of life are very different to what they are used to.

#### **Discover**

- Use the website 'Making Multicultural Australia' at <http://www.multiculturalaustralia.edu.au> to start a discussion on what multiculturalism means in Australia today.

#### **Reflect**

- Ask students to complete a Y chart on the topic 'Multiculturalism in Australia today'.
- The focus questions for the Y chart are:
  - 1 What does multiculturalism look like?
  - 2 What does multiculturalism sound like?
  - 3 What does multiculturalism feel like?
- Ask students to compare and contrast by completing the Y chart activity, using the clip to prompt their responses. They can compare the differences in perspective on multiculturalism between Australia in 1968 and Australia today.

#### **Download**

- Student Activity Sheet H5.1: Multiculturalism: Y chart

### **ACTIVITY 2: LANGUAGE BARRIERS**

#### **Subthemes: Language and scripting; Multiculturalism; Social order and education**

According to the 2006 Australian Government census, the Greek community is the seventh largest ethnic group in Australia. The Greek language is the fourth most common language in Australia (after English, Chinese and Italian). Many students study another language in school or outside school hours. Some students study a language that is the native tongue of their parents.

#### **Discover**

- Ask students if they speak a language other than English at home or if they have relatives that speak another language. List these languages. Ask students if they were the first generation in their family born in Australia. If so, they would be classified as 'first generation'. If not, what generation are they?

### Reflect

- Ask students to create a data chart on languages other than English spoken at home. The chart can be completed electronically or as a poster for display.
- Ask students to survey other students within the school to gather information about the languages spoken. Create a chart of information gathered about the whole school cohort.
- Ask students to determine which cultures form the make-up of the school.

### Download

- Student Activity Sheet H5.2: Languages other than English

## ACTIVITY 3: WHY IS IT SO?

### Subtheme: Historical events; Inventions and electronic media

#### Discover

- At the beginning of the clip, Sofia and her friend are watching Julius Sumner Miller's television science show, *Why is it so?* This was a popular children's show in 1968. View some of the episodes of this show on the ABC website at <http://www.abc.net.au/science/features/whysisitso>
- Ask students to do internet research on scientific and technological advances made in the 1960s. A useful website to start with is Novelguide, 'The 1960s: Science and Technology: Overview', [http://www.novelguide.com/a/discover/adec\\_0001\\_0007\\_0/adec\\_0001\\_0007\\_0\\_02478.html](http://www.novelguide.com/a/discover/adec_0001_0007_0/adec_0001_0007_0_02478.html)
- List students' findings in chronological order or on a timeline.

#### Reflect

- Each student should elect to research one scientific or technological event. Ask students to address the following questions in their report:
  - 1 What was the invention or event?
  - 2 When did it happen?
  - 3 Who was involved?
  - 4 Why was it important to the world?
  - 5 What awards did it win?
  - 6 What aspect of this invention is relevant today?
- Students should also source images to highlight the key aspects of the report.

### Download

- Student Activity Sheet H5.3: Discovery

## ACTIVITY 4: THE CULTURAL DIVIDE

### Subthemes: Language and scripting; Multiculturalism

When Janice meets Sofia's mother and grandmother, she needs Sofia to translate the conversation. Sofia deliberately tells each party the wrong translation.

### Discover

- Ask students to suggest common words and phrases that they would speak almost every day. For example, words and phrases such as:
  - 1 Hello
  - 2 Goodbye
  - 3 How much?
  - 4 Thank you
  - 5 Very good
  - 6 Where do you live?
  - 7 What is your name?
  - 8 How old are you?
  - 9 Where do you go to school?
  - 10 Can I eat that food?
- Ask the class to research what the translation of these words and phrases would be in Greek and two other languages. Compare the words and the sounds.

### Reflect

- Ask students to design a postcard that Sofia would send to Janice from Greece. On one side should be an image of a famous site in Greece, and on the other side a greeting in both Greek and English.

### Download

- Student Activity Sheet H5.4: Postcard from Greece

## EPISODE CLIP: CONSCRIPTION

### ACTIVITY 5: THE BIRTHDAY BALLOT

#### Subthemes: Australians at war; Historical events

The *National Service Act 1964* required 20-year-old men to serve for two years in regular army units. From 1965, they served overseas. The men were chosen by ballot according to their birthdays. Birthdates were placed on small balls and put in a barrel. The balls were individually selected and birthdates were called out.

### Discover

- Ask students to discuss the impact of a conscription ballot on people today. Brainstorm students' opinions on the issue of conscription and collate their ideas on a poster or electronic whiteboard.
- For background, visit 'Australia and the Vietnam War', <http://vietnam-war.commemoration.gov.au>

## Reflect

- Using Edward de Bono's Six Thinking Hats, the students respond to the statement, 'Countries use conscription to help grow their armed forces and be ready for war.' See the Edward de Bono website, <http://www.edwdebono.com> for information on using the Six Thinking Hats.
- Using the Six Thinking Hats, split the class into the following groups:
  - 1 Questions (white)**  
Use only the information available. What are the facts?
  - 2 Emotions (red)**  
Provide a gut reaction or statements of emotional feeling (but not any justification).
  - 3 Bad points judgement (black)**  
Apply logic to identifying flaws or barriers; seek mismatch.
  - 4 Good points (yellow)**  
Apply logic to identify benefits; seek harmony.
  - 5 Creativity (green)**  
Provide statements of provocation and investigation. See where a thought goes.
  - 6 Thinking (blue)**  
Think about thinking.
- Ask each group to respond with a series of points supporting their allocated 'thinking hat' description and then share their views with the class.

## Download

- Student Activity Sheet H5.5: Thinking about conscription

## ACTIVITY 6: A SOLDIER'S LIFE

### Subthemes: Australians at War; Culture

Many Australians were opposed to involvement in the Vietnam War and even more objected to the use of conscripts. The first conscript to die in Vietnam was Errol Noack from South Australia. Groups such as the Campaign for Peace in Vietnam vigorously rejected conscription, with thousands joining the protest marches. Many young men refused to register for the draft.

## Discover

- Ask students to discuss the impact that conscription had on young men and their families in the 1960s. Have them interview family members who were involved in the Vietnam War or who remember the political atmosphere of the era. Use the websites below to find information:
  - 1** Australia and the Vietnam War, <http://vietnam-war.commemoration.gov.au>
  - 2** Digger History, <http://www.diggerhistory.info>
  - 3** Returned and Services League, <http://www.rsl.org.au>
- Students can research the conditions set out by law for those who claimed to be conscientious objectors. What happened to objectors and how were they treated by society in the 1960s? Ask students to create a mind map of the information they have collected.



### Reflect

- Ask students to locate a picture of Michaelis as a soldier in uniform from the *My Place* 'Stills gallery'. The picture will be used in a storyboard they will create to document a soldier's journey to the Vietnam War.
- Instruct students to write a short story about Michaelis's life as a soldier. They can write it as a journal entry or a creative piece, based on Michaelis's journey to Vietnam. Ask students to research the following key points before beginning the storyboard:
  - 1 How were soldiers deployed to Vietnam?
  - 2 How long did they have to spend in Vietnam?
  - 3 What types of duties were carried out by soldiers in Vietnam?
  - 4 What uniform regulations did they need to abide by?
  - 5 What were conditions like in Vietnam?
  - 6 Where in Vietnam did they serve? Show on a map.
  - 7 Who was decorated with a Victoria Cross during the Vietnam War?
- Each of these statements can be unpacked in a class discussion prior to drafting the storyboard.

### Download

- Student Activity Sheet H5.6: A soldier's journey

## ACTIVITY 7: THE SWINGING '60S

### Subthemes: Art, music and literature; Culture; Entertainment and games

Michaelis asks Sofia to look after his record collection. She is the only one who is allowed to touch it and play his music.

### Discover

- Instruct students to research what records are, what they are played on and what forms they take. Ask them to find images of record players from the 1960s and create a chart of the technology available for records during this era.

### Reflect

- Ask students to:
  - 1 research the type of music played in Australia during the 1960s
  - 2 list the popular bands, singers and musicians
  - 3 find out which ones were the most successful in the Top 40 charts.
- In their research, they should find examples of record covers.
- Ask students to make a list of 12 popular songs from the 1960s for a compilation album. They can design the cover for the album and complete a mock-up to display in the classroom.

### Download

- Student Activity Sheet H5.7: What's a record?

## **EPISODE CLIP: THE GOODBYE**

### **ACTIVITY 8: LEAVING HOME**

#### **Subtheme: Relationships**

Saying goodbye to a loved one who is going to war is never easy. In this clip we see the family fearful for Michaelis as he leaves for his national training.

#### **Discover**

- Ask students to watch the clip carefully and name all the people Michaelis has to say goodbye to before he leaves. Make a list on the board before beginning the lotus-diagram activity below.

#### **Reflect**

- A lotus diagram is a graphic organiser based on developing higher-order thinking when observing a scene from a movie. The lotus diagram in Student Activity Sheet H5.8 provides students with scope to tease out ideas on what they observe.
- The lotus diagram used in this activity asks students to observe the characters in the clip and how they react to Michaelis leaving for war. It allows students to delve deeper into each character's thoughts, feelings and motivations.

#### **Download**

- Student Activity Sheet H5.8: A lotus diagram

### **ACTIVITY 9: WAR POSTERS**

#### **Subthemes: Art, music and literature; Australians at War; Inventions and electronic media**

Australia's involvement in the Vietnam War secured its allegiance to the United States and showed the world that it could be an independent and strong defensive nation. In comparison to the First and Second World Wars, Australia's involvement in the Vietnam War did not have widespread support, and Australian troops were withdrawn by 1972.

#### **Discover**

- Propaganda posters are wonderful examples of how governments encouraged people to support the war effort. Posters were also used by other groups to protest against the horrors of war.
- Ask students to research the websites listed below and discuss the differences between war poster designs from the First and Second World Wars and the Vietnam War.
  - 1 Australia and the Vietnam War, <http://vietnam-war.commemoration.gov.au>
  - 2 Anzac Day, <http://www.anzacday.org.au>
  - 3 World War Pictures, <http://www.world-war-pictures.com>
  - 4 National Archives of Australia, <http://www.naa.gov.au>
  - 5 First World War, <http://www.firstworldwar.com>



- Ask students to research the war posters produced by Vietnamese artists during the 'American War'. Ask them to evaluate the different messages from each side that the posters portray.

### **Reflect**

- Ask students to design and construct a poster commemorating all of the wars that Australians have fought in. This design could highlight propaganda for or against war.

### **Download**

- Student Activity Sheet H5.9: Propaganda posters

## **ACTIVITY 10: SYMBOLS OF PEACE**

### **Subthemes: Art, music and literature; Australians at War**

Janice reminds Michaelis to take the peace-symbol badge off his slouch hat before he arrives at the military base.

### **Discover**

- Ask students to find other symbols of peace recognised around the world.

### **Reflect**

- Ask students to write a letter of protest to the local newspaper on behalf of Michaelis's family, asking for the war in Vietnam to be stopped and the troops sent home. In the letter, students should outline their concerns about the validity of the war and its cost to the Australian people. Have students sign the letter with a symbol of peace.
- Alternatively, ask students to write a poem or song lyrics protesting the war in Vietnam.
- They should share their work with the class.

### **Download**

- Student Activity Sheet H5.10: I protest!

## **Aligned resources**

ABC, 'Why is it so?', <http://www.abc.net.au/science/features/whyisitso>

Anzac Day, <http://www.anzacday.org.au>

Australia and the Vietnam War, <http://vietnam-war.commemoration.gov.au>

Digger History, <http://www.diggerhistory.info>

Edward de Bono, <http://www.edwdebono.com>

First World War, <http://www.firstworldwar.com>

Making Multicultural Australia, <http://www.multiculturalaustralia.edu.au>

Museum Victoria,

— 'Journeys to Australia: 1940s–1960s', [http://museumvictoria.com.au/journeys/1940\\_60s.asp](http://museumvictoria.com.au/journeys/1940_60s.asp)

— 'Origins', <http://museumvictoria.com.au/origins>

National Archives of Australia, <http://www.naa.gov.au>

Novelguide, 'The 1960s: Science and Technology: Overview',

[http://www.novelguide.com/a/discover/adec\\_0001\\_0007\\_0/adec\\_0001\\_0007\\_0\\_02478.html](http://www.novelguide.com/a/discover/adec_0001_0007_0/adec_0001_0007_0_02478.html)

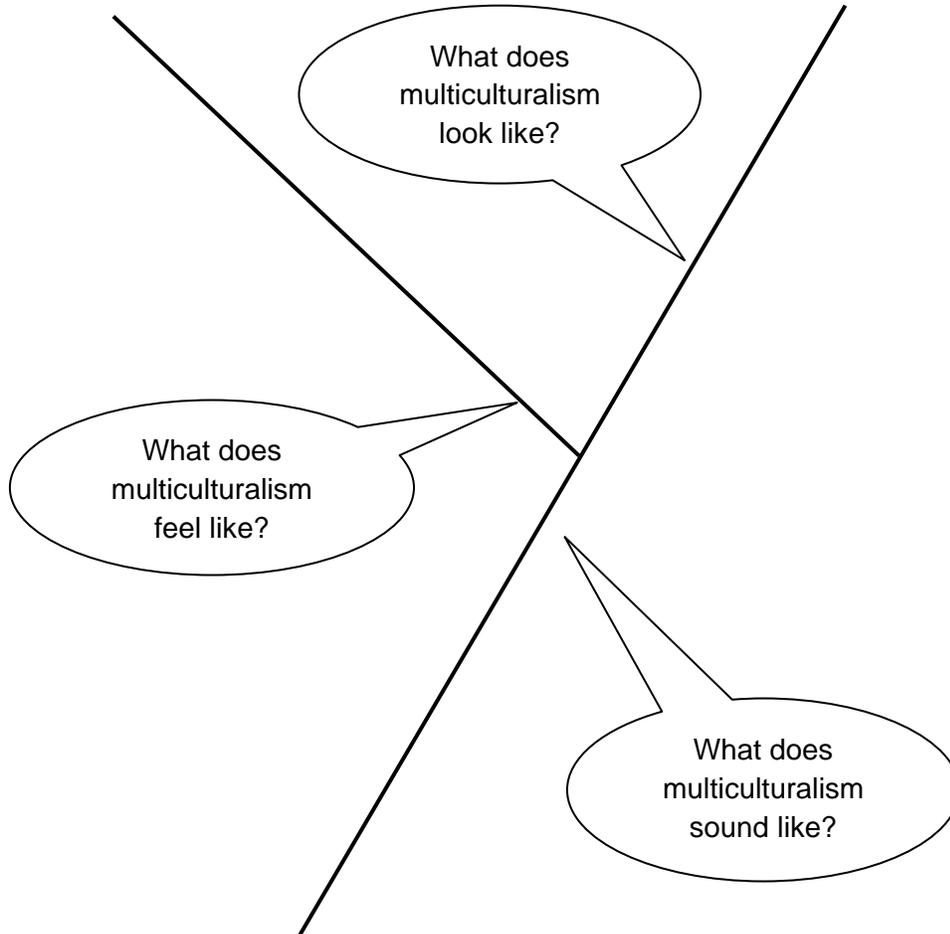
Returned and Services League, <http://www.rsl.org.au>

World War Pictures, <http://www.world-war-pictures.com>



## Multiculturalism: Y chart

- 1 Think about multiculturalism within your school and community when responding to the questions on the Y chart.



- 2 Compare the differences in perspective on multiculturalism between Australia in 1968 and Australia today.

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## Languages other than English

Investigate which languages other than English (LOTE) are spoken by your classmates. Do their parents also speak languages other than English at home?

Collect the data on the chart and then add your information to a data chart or graph.

Data chart: classmates				
Student's name	Generation Australian	LOTE spoken	LOTE spoken by parent 1	LOTE spoken by parent 2
Data chart: school mates				
Student's name	Generation Australian	LOTE spoken	LOTE spoken by parent 1	LOTE spoken by parent 2



## Discovery

- 1 Fill out the chart with a chronology of scientific and technological discoveries during the 1960s.

Year	What	Where	Who
1969	Occupied space flight in Apollo 13 for the first walk on the Moon	USA	Neil Armstrong, Buzz Aldrin, Michael Collins

- 2 Research one scientific or technological event. Complete a report and include images. Then answer the following:

a What was the invention or event?

\_\_\_\_\_

b When did it happen?

\_\_\_\_\_

c Who was involved?

\_\_\_\_\_

d Why was it important to the world?

\_\_\_\_\_

e What awards did it win?

\_\_\_\_\_

f What aspect of this invention is relevant today?

\_\_\_\_\_



### Postcard from Greece

1 Find the translation for these words and phrases in Greek and two other languages.

Phrases/words	Greek translation	..... translation	..... translation
Hello			
Goodbye			
How much?			
Thank you			
Very good			
Where do you live?			
What is your name?			
How old are you?			
Where do you go to school?			
Can I eat that food?			

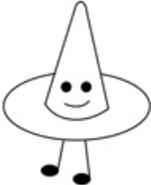
2 Design a postcard that Sofia would send to Janice from Greece. On one side illustrate a famous site in Greece and on the other write the greeting in both Greek and English.



## Thinking about conscription

Use Edward de Bono's Six Thinking Hats to respond to the following statement:  
Countries use conscription to help grow their armed forces and be ready for war.

1 Fill the box below with ideas and opinions from your group discussion.

Thinking hat	Ideas and opinions
	

**a Questions (white)**

Use only the information available. What are the facts?

**b Emotions (red)**

Provide a gut reaction or statements of emotional feeling (but not any justification).

**c Bad points judgement (black)**

Apply logic to identifying flaws or barriers; seek mismatch.

**d Good points (yellow)**

Apply logic to identify benefits; seek harmony.

**e Creativity (green)**

Provide statements of provocation and investigation.  
See where a thought goes.

**f Thinking (blue)**

Think about thinking.

2 Report back to the class and share your views.



## **A soldier's journey**

- 1** Locate a picture of Michaelis as a soldier in uniform from the *My Place* 'Stills gallery'. The picture will be used as part of a storyboard.
- 2** Your story will be about Michaelis going to the Vietnam War as a soldier. It can be written as a journal entry or a creative piece.
- 3** Research the following key points before beginning the storyboard:
  - a** How were soldiers deployed to Vietnam?
  - b** How long did they have to spend in Vietnam?
  - c** What types of duties were carried out by soldiers in Vietnam?
  - d** What uniform regulations did they need to abide by?
  - e** What were the conditions like in Vietnam?
  - f** Where in Vietnam did they serve? Show on a map.
  - g** Who was decorated with a Victoria Cross during the Vietnam War?
- 4** Draft your text and create a brief outline of the pictures and diagrams you will use to help tell your story. Have this checked by your teacher before moving on to your final storyboard.



Student Activity Sheet H5.6  
Activity 6: A soldier's life

Episode 5: 1968: Sofia  
Clip: Conscription

Below is a template of a storyboard and an example of how to begin.

<p>My name is Michaelis and I am getting ready to say goodbye to my family. I will leave for the Vietnam War in two days.</p>		



## What's a record?

1 Before he leaves for the Vietnam War, Michaelis asks Sofia to look after his record collection while he is away.

a What is a record?

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b What do you play it on?

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c What different sizes and forms do records have?

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2 Find images of record players from the 1960s and create a chart of the technology available at the time.

3 Research the type of music played in Australia during the 1960s and list the popular bands, singers and musicians. Find out which ones were the most successful in the Top 40 charts. Find examples of record album covers.

'60s bands	'60s singers	'60s musicians



Name: \_\_\_\_\_

Student Activity Sheet H5.7  
Activity 7: The swinging '60s

Episode 5: 1968: Sofia  
Clip: Conscription

**4** Make a compilation album of 12 popular songs from the 1960s. Design a cover for the album.

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	
<b>12</b>	



### A lotus diagram

Observe the characters in the clip and how they react to Michaelis leaving for war. Assign each character a number in the lotus diagram and then use the boxes around the character to add words that describe them and their actions during the farewell scene.

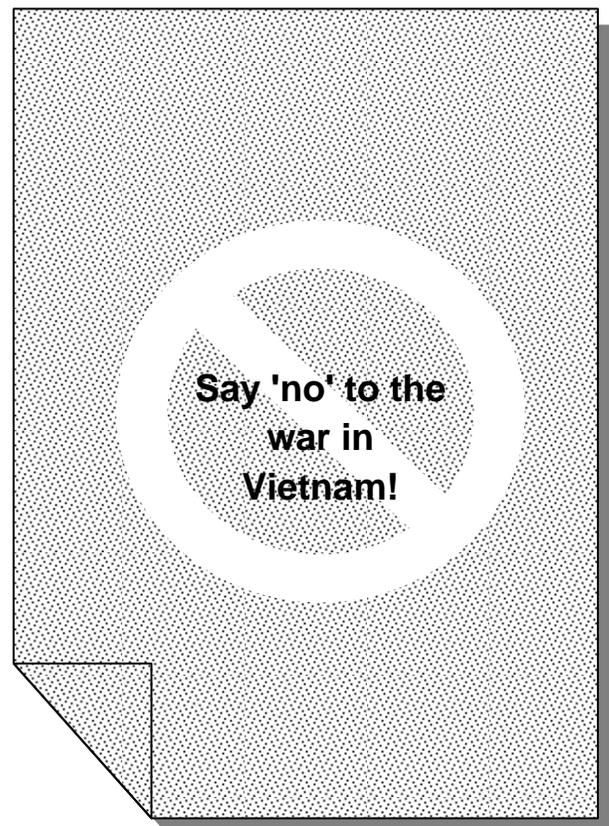
	Character 8			Character 1			Character 2	
			Character 8	Character 1	Character 2			
	Character 7		Character 7	Michaelis	Character 3		Character 3	
			Character 6	Character 5	Character 4			
	Character 6			Character 5			Character 4	



## Propaganda posters

Design and construct a poster commemorating all the wars that Australians have fought in. This design could highlight propaganda for or against war. Following the examples below, the poster could either:

- 1 Promote joining the war effort.
- 2 Reflect anti-war sentiment.





## I protest!

- 1 Find symbols of peace that are recognised around the world. List them and find images for them.

Symbols of peace	Images

- 2 Compose a poem or song lyrics protesting the war in Vietnam.

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Alternatively, write a letter of protest to the local newspaper on behalf of Michaelis's family, asking for the war in Vietnam to be stopped and the troops to be sent home. In the letter, outline your concerns about the validity of the war and its cost to the Australian people. Sign the letter with your favourite symbol of peace.

