



## **EPISODE 6: 1958: MICHAELIS**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: GREEK SCHOOL**

#### **ACTIVITY 1: YOU'RE A GREEK BOY**

Subthemes: Character; Customs and traditions; Social order and education

##### **Discover**

- Michaelis has to go to Greek school. View the clip and discuss this scene, focusing on how Michaelis feels about being made to go. Ask students to explain how they know that Michaelis doesn't want to be there, for example, body language, dialogue and interaction between characters. Discuss the reasons why Michaelis is made to go to Greek school. Find out if any students in the class attend a language school outside regular school hours. If so, ask them to describe their school, what they learn and what they enjoy about it.
- Michaelis has his mind on other things while he is at Greek school. He misses important dates in Greek history and information about the Patriarch. His teacher berates him for his inattention. Discuss the purpose of this scene with the class. What does it tell the audience about Greek school? Relate this discussion back to the reasons put forward in the previous discussion about why Michaelis is forced to go to Greek school.
- Michaelis's Greek teacher Kyrios Josephides tells him, 'Michaelis, if you are good, your life will be good to you in return.' Discuss this advice with the class and have students write a description of what they think it means. As a class, create a list of useful advice on how to live your life.

##### **Reflect**

- Explain that many groups of people who have migrated to another country deem the preservation of their language, culture and traditions to be important. To help maintain cultural traditions, they may plan for children to attend special classes during weekends. Have students write an argument for or against this practice, or hold a class discussion on the issue.



## **EPISODE 8: 1938: COLUM**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: THE DOLE INSPECTOR**

#### **ACTIVITY 1: HARDSHIP**

Subthemes: Culture; Historical events; Social order and education

##### **Discover**

- Following a screening of the clip, ask the class to list the main events which occur in this story, identifying the key characters and the story focus.
- Use the following questions as prompts for further class or group discussion:
  - 1 What are the main difficulties for Colum's family and for his friends?
  - 2 What is the meaning of the term 'dole'?
  - 3 Why do you think Colum's family are on the dole?
  - 4 Why are these families raising chickens and growing vegetables in their backyards? What benefits would this have for them?
  - 5 What would happen to people on the dole if they were caught raising 'chooks'? Why?
  - 6 Do you think it is fair to stop a family's dole payments for doing this?

##### **Reflect**

- Ask students to find out what resources are available for unemployed people and families today, for example, Centrelink and unemployment benefits. Compare this with the situation of Colum's family in 1938. Ask students to write a report outlining which system they think is fairer and the reasons why.
- Discuss ways in which students might be able to help save money or contribute to the household if things were tough for their family. Brainstorm a class list of ideas. Have students write a letter to their family outlining what contributions they could make to help the family in a time of economic need.

##### **Download**

- Student Activity Sheet E8.1: Tough times

#### **ACTIVITY 2: FAMILY**

Subthemes: Chores, business and employment; Social order and education

##### **Discover**

- Ask students to think about Colum and his family and then write a description of the family using three rich adjectives to create a word picture. Share and compare these descriptions and have students give reasons why they have described the family in this way. Encourage them to use



evidence from the clip to support their opinion. Discuss the ways the filmmaker communicates important information about the family and their friends to the audience. Look closely at costumes, actions and the setting.

- Discuss how Colum's family works together in this time of hardship, identifying specific examples in the clip. Introduce the old saying that 'blood is thicker than water' and discuss what this might mean, and what it means in this context.

### **Reflect**

- Students work in small groups to build up a richer picture of the family and their situation from all the information collected. Students can write a short story about what happened to Colum and his family before this situation, and how hardship has brought them together.

### **Download**

- Student Activity Sheet E8.2: Sticking together

## **ACTIVITY 3: DOLE INSPECTOR'S COMING**

**Subthemes: Chores, business and employment; Social order and education**

### **Discover**

- As a class, discuss the role of the dole inspector. Ask students to focus on this character very carefully, taking notes and collecting as much information about him as possible from what is shown and heard in the clip. Look at how he dresses, how he acts and how he speaks. Have students compare notes and then individually write a detailed description of the dole inspector from the information they have collected.
- As a class, briefly discuss these responses and have students give reasons why they think the dole inspector is doing this job. Part of the discussion may focus on the fact that his job may be all that stands between the dole inspector and being unemployed and on the dole, like Colum's family.

### **Reflect**

- Ask students to create a webpage for the dole inspector. Ask them to imagine that he is alive today and needs a Facebook page to connect with other dole inspectors across the country. Alternatively, design an advertisement asking people to apply for the job of a dole inspector.

### **Download**

- Student Activity Sheet E8.3: What a job!



## **EPISODE 12: 1898: ROWLEY**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: 1,000 GOOD DEEDS**

#### **ACTIVITY 2: EDUCATING BOYS**

Subtheme: Culture; Social order and education

##### **Discover**

- Rowley and Tom Müller are watching the college students practise marching with wooden rifles. They discuss the amount of money it costs to send boys to a college school and what they get for their money, for example, cricket equipment.
- As a class discuss the difference in education systems in 1898 and today. What opportunities for education existed then? Were there advantages in attending a private school? Who attended these schools? View the clip and discuss the type of education available to Rowley and Tom. Also research how girls of that era were educated and what subjects they were taught.

##### **Reflect**

- Ask students to research statistics on children's education in 1898 and compare this data to today's statistics. They should examine the number of children educated, and their age, gender and school level reached, among other facts. Findings can be presented as a number of graphs comparing data. Students could interpret these graphs in a report on 'The state of schooling today compared with 1898'.

##### **Download**

- Student Activity Sheet E12.2: The state of education

### **EPISODE CLIP: FOUNDING THE ALP**

#### **ACTIVITY 7: BEING LITERATE**

Subthemes: Gender roles and stereotypes; Social order and education

##### **Discover**

- In this clip, Rowley is surprised to learn from his mother that his father could neither read nor write. Ask students to discuss the implications for Rowley's family of his father's illiteracy? What does literacy enable one to do?



### Reflect

- In Australia at this time, universal education was becoming a reality for working-class children. It was a time when there was a call for public education. Ask students to write a letter to the editor of an 1898 newspaper, advocating universal education. In the letter, they should state the reasons why they believe everyone deserves the right to be taught to read and write. They may cite examples of stories from the *My Place* series to support their argument.

### Download

- Student Activity Sheet E12.7: Reading and writing

## ACTIVITY 8: HERO OR BREADWINNER?

Subthemes: Character; Social order and education

### Discover

- As a class, discuss what Rowley's mother might have meant when she told him, 'Heroes don't put food on the table.'
- Ask students to think about this and what it may mean for the way the story is being told so far? Have students answer these questions:
  - 1 What constitutes a hero?
  - 2 Was Rowley a hero? Why or why not?
  - 3 Why do some people think that Rowley's father is a hero?
  - 4 Do you think he is a hero? Why or why not?
- Ask students to explain why they think Rowley's mother is so angry with her husband. Have students think about and look for clues in the clip that might explain how she is providing for her family now that her husband has gone.

### Reflect

- Write a dialogue between Rowley's mother and the brickworks' manager, describing the effects of the absence of her husband on her family during the past few years. Have the manager take the point of view that he is not responsible for their problems.
- Students could also research what support would be available for a single parent supporting their family today and compare these support systems with what was available in 1898. Have students think about why these conditions may have changed over the past 100 years.

### Download

- Student Activity Sheet E12.8: Supporting the family



## **EPISODE CLIP: WORKERS' RIGHTS**

### **ACTIVITY 9: WHAT'S THE PROBLEM?**

Subthemes: Relationships; Social order and education

#### **Discover**

- Ask students to identify the focus of this clip. Have them identify what they think the main issues are. Create a class chart listing the identified issues and the evidence from the clip that describes them.

#### **Reflect**

- Have students pretend to be Rowley and write a diary entry summarising his day as seen in this clip. What was the main thing that happened to him and how do you think he feels about what he found out? Why is this day so important to him? Encourage students to empathise with Rowley and explain his feelings.

#### **Download**

- Student Activity Sheet E12.9: Rowley's diary

### **ACTIVITY 10: WORKERS' HEALTH**

Subthemes: Chores, business and employment; Social order and education

#### **Discover**

- As a class, discuss the health problems for workers at the brickworks. What is happening to them? How do we know this is happening? Have students view the clip again and look for specific information. Some examples include the man coughing in the opening shot and Rowley's conversation with his mother.
- Ask students to find out:
  - 1 What did Rowley's father do for a living?
  - 2 What happened to Rowley's father as a result of this work?
  - 3 What eventually happened to him and what impact did it have on his life?
  - 4 What does this mean for his family?

#### **Reflect**

- Have students reflect on what measures could be taken to fix the situation for Rowley's dad. Students could take part in a debate where they present arguments for and against the case for workers' entitlement. Issues for debate could include sick leave, holiday leave and workers' compensation for work-related illnesses (such as respiratory illness due to the brick dust from the brickworks). Ask students to research more contemporary examples where workers' rights have been ignored.



- Ask students to design a poster depicting the danger of working in a mine. Discuss the characteristics of a good poster. As a modelled class activity, analyse examples of different posters, identifying the generic structure and key features of an effective poster. How are the slogan, subheading, images and body text used to communicate their intended message?

#### **Download**

- Student Activity Sheet E12.10: Rights and wrongs

## **EPISODE 13: 1888: VICTORIA**

### **ACTIVITY 2: CLASS STRUCTURES**

Subthemes: Relationships; Social order and education

#### **Discover**

- In the clip, Wesley accuses Victoria of being intimidated by Alexandra Owen. The appearance of Alexandra causes the group to stop and address her and eventually give in to her request for the marble. Alexandra speaks to the group from a position of dominance and power.
- Read the part of the *My Place* script that documents the meeting of Victoria and her siblings with Alexandra Owen and her sister, Emma. Ask students to take note of how Alexandra speaks. Ask them to identify what she says to indicate that she is on a higher social status than Victoria. She is what would be commonly termed 'gentry'. Ask students to research why class distinctions were so accepted in this era in History. What were the characteristics of being classified as gentry in Australian society? Ask them to think about Australian society today and ask if they feel there is still this class distinction.

#### **Reflect**

- Individually, or in pairs, ask students to imagine that they are a real estate agent commissioned to sell Alexandra Owen's house. They are to design an advertisement for the local newspaper that would entice people to buy the property. The layout should include text and images. They can then design a second advertisement for the sale of Victoria's house. Ask students to consider how different the two advertisements would be.

#### **Download**

- Student Activity Sheet E13.2: Social status



## **EPISODE 5: 1968: SOFIA**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: SPEAKING THE LANGUAGE**

#### **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



## EPISODE 8: 1938: COLUM

Unit focus: History

Year level: Years 3–6

### EPISODE CLIP: THE DOLE INSPECTOR

#### ACTIVITY 1: HARD TIMES

Subthemes: Chores, business and employment; Historical events; Social order and education

##### Discover

- What did the Great Depression really mean in Australia? Refer to the 'Decade timeline' for descriptions of the 1930s. Read about the effects of the Great Depression on families and individuals.
- The dole inspector is portrayed as a much feared character, and the community work together to defy the inspector so they can sell market produce grown in their backyard to make money to survive.

##### Reflect

- Students view the clip, 'The dole inspector' and create a class poster, or mind map, of characteristics and facts that visually represent a community experiencing unemployment and economic hardship. Use examples of clothing, food, housing and communities.
- Students research the beginnings of the economic crisis that became the Great Depression in 1930s Australia. Information gathered should include the following key research items:
  - 1 jobs
  - 2 unemployment
  - 3 housing
  - 4 the dole
  - 5 recollections of experiences.
- As an added experience, research groups can view excerpts from the documentary series, *The Bridge* (55 mins), which is the first episode of the three-part series entitled 'Constructing Australia'. The film is available at Screen Australia, <http://www.screenaustralia.gov.au/learning/constructingaustralia>
- Other helpful websites include:
  - 1 Seniors.com.au, <http://www.seniors.gov.au>
  - 2 History.org, 'History: The Great Depression', <http://www.australianhistory.org/great-depression.php>
  - 3 Screen Australia Digital Learning, <http://dl.screenaustralia.gov.au>



- Students, working in small groups, can present the information they find as a front page story for a newspaper on the topic 'Tips for surviving the Great Depression'. The information can be set out with major headlines, diagrams, old footage pictures gathered from various websites and articles relating to the Great Depression in Australia.

#### **Download**

- Student Activity Sheet H8.1: The Great Depression

### **ACTIVITY 2: INDIVIDUAL STRENGTH**

#### **Subthemes: Chores, business and employment; Historical events; Social order and education**

Many inspirational stories came out of Australia during the Great Depression. In times of hardship, communities came together to help each other. This support and charity is depicted in Episode 8 of *My Place*, with Colum, his family and friends.

#### **Discover**

- Research and examine some inspirational stories of the Great Depression. Discuss why optimism is so important in times of hardship, and encourage students to make the connections to their own community.

#### **Reflect**

- Students watch the following clips from the Screen Australia Digital Learning website and take notes about what they see and hear, so they are ready for discussion on the inspirational stories.
  - 1 *The Prime Minister's National Treasures*, 'James Scullin and the GCMG', <http://dl.screenaustralia.gov.au/module/1095>
  - 2 *The Bridge*, 'The Bridge Workers', <http://dl.screenaustralia.gov.au/module/873>
  - 3 'Australia Today – Men of Tomorrow', <http://australianscreen.com.au/titles/australia-today-men-tomorrow/clip1>
- Students share their thoughts on the clips and draw comparisons on their own community experiences. Tough economic times also affect the lives of students today. Use Student Activity Sheet H8.2 to encourage students to brainstorm their thoughts on how people cope with tough times, both past and present.

#### **Download**

- Student Activity Sheet H8.2: Coping with hard times

### **ACTIVITY 3: SUSSO**

#### **Subthemes: Chores, business and employment; Historical events; Social order and education**

#### **Discover**

- Many people were homeless and relied on relief schemes and food tickets to keep themselves alive. Farmers struggled, unable to pay back loans. Soup kitchens and 'tent cities' sprung up in many cities and towns.



- A form of unemployment benefits was introduced known as the 'susso', which was an abbreviation for sustenance, but its recipients felt a sense of undeserved shame. Long dole queues were found across the land. Many families who lost their homes moved to tent city towns, such as Happy Valley in the council of Waverley in New South Wales. The Unemployment Relief Works Program built valuable roads, pools and buildings giving hundreds of people employment and a sense of self-worth
- Ask students to discuss the question: Should government unemployment benefits still exist?

### **Reflect**

- Students conduct a debate: 'For or against the dole.'
- The students are divided into groups of five and given a 'for' or 'against' tag. Ask them to work in their teams to research information on the current unemployment benefits scheme and investigate points for or against it. There may be two teams for it and two teams against it. Each team should be given the opportunity to debate in a formal or informal debate setting.

### **Download**

- Student Activity Sheet H8.3: Unemployment relief

## **EPISODE 9: 1928: BRIDIE**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: CHILDREN'S CHORES**

#### **ACTIVITY 2: WORK**

**Subthemes: Chores, business and employment; Entertainment and games; Social order and education**

Times were tough in 1928. The economy was on the brink of depression, and soon Australia would see job losses and a housing crisis. Children were given a lot of responsibility and in many cases had little or no time for play. Episode 9 highlights the quest of the children to escape their daily routine in order to have some fun.

#### **Discover**

- 'Historyface' and blog: Using the 'historyface' template students are asked to create a profile for a child in 1928, and add a blog attachment. The blog may include a diary entry, or a list of complaints relating to tough times and chores. Students are encouraged to become the voice of their child character of 1928.

#### **Download**

- Student Activity Sheet H9.2: A child in 1928



## **ACTIVITY 3: HERITAGE**

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

Bridie's mother is Irish. In the early 1900s, the Irish constituted a large proportion of immigrants to Australia. Most Irish immigrants came to the colonies on assisted passage after escaping the crippling effects of the 1840s Irish Potato Famine. Find out more about the legacy of the Irish in Australia at:

- 1 Museum Victoria: Origins, 'History of immigration from Ireland', <http://museumvictoria.com.au/origins/history.aspx?pid=30>
- 2 Racism. No Way, <http://www.racismnoway.com.au/classroom/factsheets/57.html>

### **Discover**

- Discuss the countries of origin of students' families. Collect data on the different cultures represented in the class and record this as a graph.

### **Reflect**

- Ask students to interview a senior member of their family and ask them questions about their own parents and grandparents. Students then document and chart a genealogical tree of their ancestors as far back as they can research.

### **Download**

- Student Activity Sheet H9.3: Your family tree

## **EPISODE 11: 1908: EVELYN**

Unit focus: History

Year level: Years 3–6

## **EPISODE CLIP: MR WONG'S EMPORIUM**

### **ACTIVITY 4: MULTICULTURAL AUSTRALIA**

#### **Subthemes: Multiculturalism; Politics; Social order and education**

In the early years of the twentieth century, at the time of the Federation of the colonial states and territories, many important events occurred in Australia. These include:

- the implementation of laws to improve working conditions and devise fairer wages
- the extension of the vote to non-Indigenous women
- the introduction of the White Australia policy, which restricted immigration.

The new Australian Constitution discriminated against Indigenous Australians by excluding them from the national census and preventing parliament from making laws about them.

At the time of Federation in 1901, three quarters of the population were Australian born, the majority of English, Scottish and Irish descent. The Chinese, who had represented 3.3% of the population in 1861, represented 0.8% of the population at the time of Federation.



### Discover

- Students can research why and when Chinese people came to Australia. Mr Wong is a significant character in this episode and his story could be a good starting point for discussing the reasons Chinese people came to Australia at different times. Why might Mr Wong have come to live in Australia?

### Reflect

- As a class, look at the laws and policies of Australia that have had an impact on Chinese Australians. How might Mr Wong have been affected by Australian laws and policies?
- Students could develop a timeline of Chinese migration to Australia. The timeline should use dates, images and reasons for coming to Australia.

### Download

- Student Activity Sheet H11.4: Timeline of Chinese immigration

## EPISODE 12: 1898: ROWLEY

Unit focus: History

Year level: Year 3–6

### 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.

## EPISODE CLIP: FOUNDING 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 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

## **EPISODE 13: 1888: VICTORIA**

Unit focus: History

Year level: Year 3–6

### **ACTIVITY 5: MANNERS AND MANORS**

#### **Subtheme: Social order and education**

The Owen family and Victoria's family appear to live the same life, but what may lie within vastly different. Their houses and family dynamics are different. Discuss these differences and come up with a Social Status Ladder depicting the social expectations of people living in 1888.



### **Discover**

- Who is at the top of the social status ladder in 1888, and who is at the bottom? Provide reasons why this was the case. Once you have created a social status list, ask students to list the expectations of children for each of the rungs on the social status ladder, including manners, dress code, education and chores. See Sovereign Hill Education, <http://sheducationcom.ascetinteractive.biz/?id=teachers>

### **Reflect**

- Create a Social Status Pyramid. This is a visual representation that students use to depict the social divide in Australia in 1888 based on information from your discussion.

### **Download**

- Student Activity Sheet H13.6: Social pyramids

## **ACTIVITY 6: FOOD FOR THOUGHT**

### **Subthemes: Food; Social order and education**

Self-sufficiency is depicted in the story of Victoria's family through the freehold they maintain in their backyard. What they grew and nurtured is what they ate.

### **Discover**

- 'What is in their garden and what is in your garden?' A comparative look at the type of food available in 1888 and in present times. Discuss the contents of Victoria's family garden. Using an A3 sheet of paper divided into four parts labelled:
  - 1 Garden
  - 2 Store bought
  - 3 Livestock
  - 4 Other.
- Ask students to write the type of food grown, commodities available for purchase, livestock kept in residential areas and other items necessary for life in 1888.
- Make a similar poster to depict where and how students obtain their food today.

### **Reflect**

- 'What are the obvious differences in food origins and food consumption between the two eras?'

### **Download**

- Student Activity Sheet H13.7: Where does food come from



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

Student Activity Sheet E8.1  
Activity 1: Hardship

Episode 8: 1938: Colum  
Clip: The dole inspector

## **Tough times**

1 What are the main difficulties for Colum's family and for his friends?

---

---

2 Why do you think Colum's family is on the dole?

---

---

3 Why are these families raising chickens and growing vegetables in their backyards?

---

---

4 What benefits would this have for them?

---

---

5 What would happen to people on the dole if they were caught raising 'chooks'? Why?

---

---

6 Do you think it is fair to stop a family's dole payments for doing this?

---

---

---





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

Student Activity Sheet E8.3  
Activity 3: Dole inspector's coming

Episode 8: 1938: Colum  
Clip: The dole inspector

### What a job!

- 1 What is the role of the dole inspector? Identify aspects of what he does, who he is and what he looks like.

---

---

- 2 Select either of these activities:

a Create a webpage for the dole inspector. Imagine that he is alive today and needs a Facebook or MySpace page to connect with other dole inspectors across the country.

b Design an advertisement asking people to apply for the job of dole inspector.



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

Student Activity Sheet E12.2  
Activity 2: Educating boys

Episode 12: 1898: Rowley  
Clip: 1,000 good deeds

## The state of education

- 1 Conduct some research of statistical data on children's education in 1898 and compare it with today's statistics. You should examine the number of children educated, and their age, gender and school level reached, among other facts. Government websites may assist your collection of data.
- 2 Present your findings about education as a number of graphs comparing data.

- 3 Interpret these graphs in a report on 'The state of schooling today compared with 1898.'

---

---

---

---





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

Student Activity Sheet E12.8  
Activity 8: Hero or breadwinner?

Episode 12: 1898: Rowley  
Clip: Founding the ALP

## Supporting the family

1 After viewing the clip 'Founding the ALP', respond to the following questions:

a What constitutes a hero?

---

---

b Is Rowley a hero? Why or why not?

---

---

c Why do some people think Rowley's father is a hero?

---

---

d Do you think he is a hero? Why or why not?

---

---

e Why do you think Rowley's mother is so angry with her husband?

---

---

2 Write a dialogue between Rowley's mother and the brickworks' manager, describing the effects of the absence of her husband on her family during the past few years. Have the manager take the point of view that he is not responsible for their problems.

3 Research the support that is available for a single parent supporting their family today and compare these support systems with what was available in 1898. Explain why these conditions may have changed over the past 100 years.





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

Student Activity Sheet E12.10  
Activity 10: Workers' health Activity

Episode 12: 1898: Rowley  
Clip: Workers' rights

## Rights and wrongs

1 While viewing the clip 'Workers' rights', look for specific information about the rights of workers in this era and respond to these questions:

a What did Rowley's father do for a living?

\_\_\_\_\_

b What happened to Rowley's father as a result of this work?

\_\_\_\_\_

c What eventually happened to him and what impact did it have on his life?

\_\_\_\_\_

d What does this mean for his family?

\_\_\_\_\_

2 Write an argument for a debate about workers' entitlements, either for or against. Issues could include sick leave, holiday leave and workers' compensation for work-related illnesses (such as respiratory illness due to the brick dust from the brickworks). To illustrate your point, use contemporary examples where workers' rights have been ignored.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Design a poster depicting the danger of working in a mine. Look at different examples of good poster design as a guide and include a slogan, sub-heading, image and body text to communicate your intended message.



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

Student Activity Sheet E13.2  
Activity 2: Class structures

Episode 13: 1888: Victoria  
Clip: Children's games

## Social status

- 1 Read the script below and note how Alexandra speaks. Highlight words and phrases that she uses to indicate she is of a higher social status than Victoria.

ALEXANDRA OWEN

That's mine.

Victoria and her siblings look up to see a little girl on a grey horse: ALEXANDRA OWEN, 9. She is light but imperious – thoroughly imposing in tone, carriage, and demeanour. Wesley and May retreat behind their elder sister, shy.

VICTORIA

Hello. I'm Victoria. This is Wesley and May. We've just moved into the house next to the Müllers.

She points at it, just over the way. Alexandra offers no comment, so Victoria crashes on.

VICTORIA

Our father's a builder. He built the Müllers' house too and he's going to build two more. Our house isn't finished yet but nearly. There's not much more to go but Father's got lots of men working for him so it should be finished very soon. We're the very first people to live there.

Alexandra neatly dismounts.

ALEXANDRA OWEN

Well I live over there. In the big house.

She gestures grandly behind her.

ALEXANDRA OWEN

It's completely finished because we Owens have always lived here. So that means this is our land and our tree and you don't belong here. And that –

She points at the marble in Victoria's hand.

ALEXANDRA OWEN

Belongs to me.

Utterly intimidated, Victoria hands it over as a second horse approaches. Upon it, Alexandra's no-nonsense sister, EMMA, 11.

From the third draft of the script for Episode 13: 1888: Victoria



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

Student Activity Sheet E13.2  
Activity 2: Class structures

Episode 13: 1888: Victoria  
Clip: Children's games

- 2** Imagine that you are a real estate agent commissioned to sell Alexandra Owens' house. Design an advertisement for the local newspaper that would entice people to buy the property. Complete the layout with text and images. Design another advertisement for the sale of Victoria's house. Consider how different the two advertisements would be.

Alexandra's house	Victoria's house



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

Student Activity Sheet H5.2  
Activity 2: Language barriers

Episode 5: 1968: Sofia  
Clip: Speaking the language

## 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



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

Student Activity Sheet H8.1  
Activity 1: Hard times

Episode 8: 1938: Colum  
Clip: The dole inspector

## The Great Depression

**1** The Great Depression was a worldwide economic crisis that affected Australians in many ways. Research the factors that shaped this economic crisis in Australia in the 1930s (who, what, where, when, how). The information you gather on the Great Depression should include the following key areas:

- a** unemployment and low wages
- b** 'susso' and charity
- c** housing crisis and the homeless
- d** key figures and personal recounts of experiences

Some helpful websites include:

- seniors.com.au, <http://www.seniors.gov.au>
- History.org, <http://www.australianhistory.org/great-depression.php>
- Screen Australia Digital Learning, <http://dl.screenaustralia.gov.au>

**2** Present your research as a newspaper article written by a journalist either: interviewing a homeless person and reporting their personal story, or as a documentary on the Great Depression. The information can be set out with major headlines, diagrams, original images gathered from various websites and articles relating to the Great Depression in Australia.

- a** You can create an online or paper version of your newspaper story. Use your local or state newspaper websites as a guide to formatting your own newspaper page.
- b** Develop some layout ideas below.



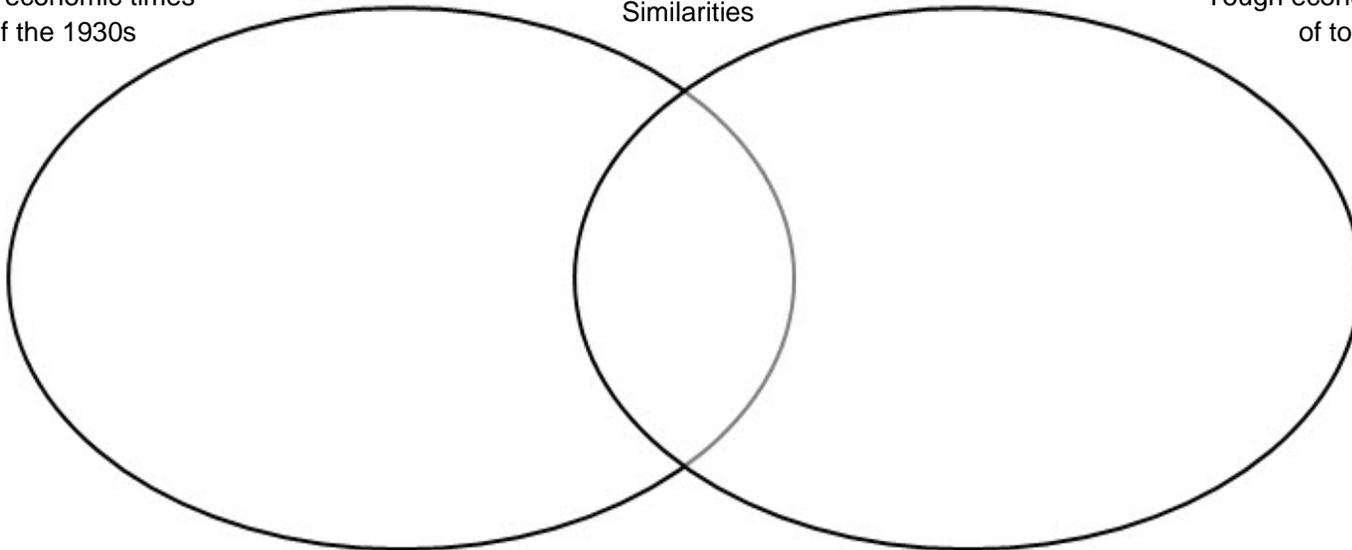
### **Coping with hard times**

- 1 View the clips and excerpts from the three Screen Australia Digital Learning websites: The Prime Minister's national treasures, *The Bridge*, and *Men of Tomorrow*.
- 2 Take notes about how the people depicted in the clips cope with hard times.
- 3 Complete the Venn diagram below by listing the ways people survived tough times in the 1930s, and then list some ways people in need cope today.

Tough economic times  
of the 1930s

Similarities

Tough economic times  
of today







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

Student Activity Sheet H9.2  
Activity 2: Work

Episode 9: 1928: Bridie  
Clip: Children's chores

### A child in 1928

historyface

Username: \_\_\_\_\_

Status: \_\_\_\_\_

Profile information

Groups and causes

Family information

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



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

Student Activity Sheet H9.2  
Activity 2: Work

Episode 9: 1928: Bridie  
Clip: Children's chores

## **Your blog**

Write a recount-style diary entry in the form of a blog. You are writing from the point of view of a child in 1928. You must include a recollection of the events and your thoughts and feelings during a day in your life.

### **A blog**

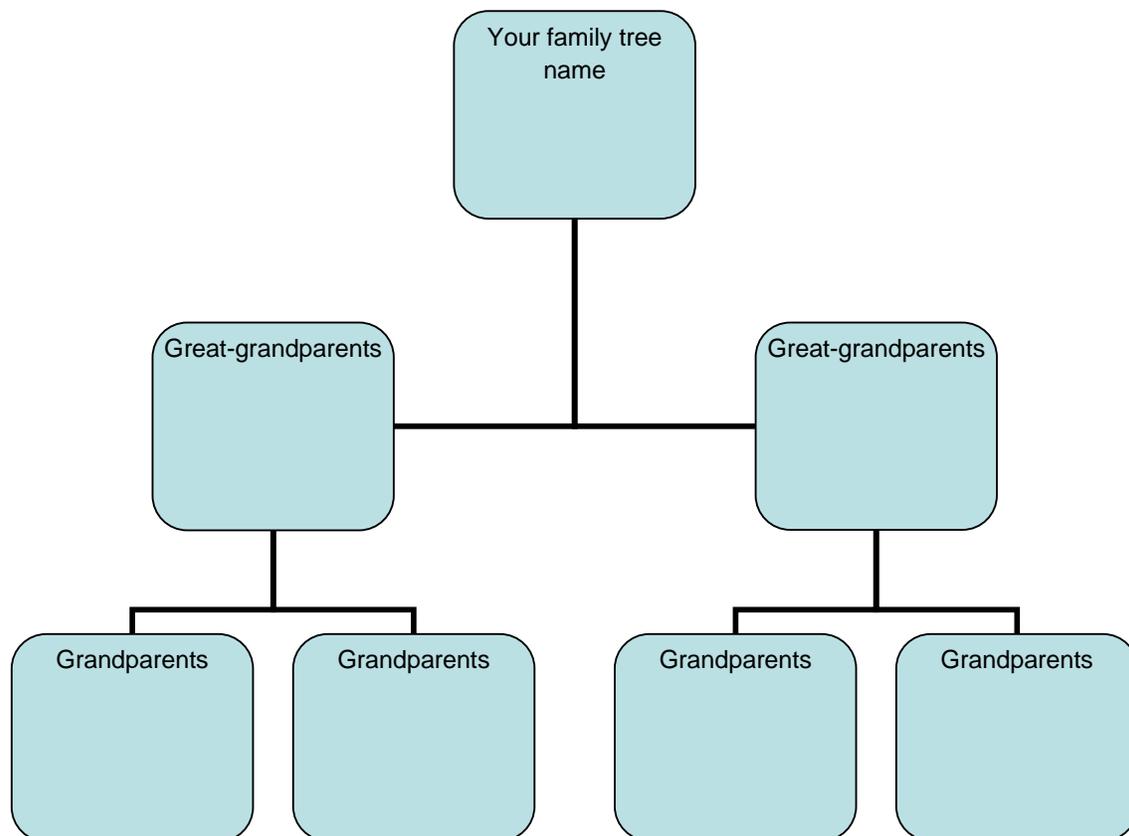
A blog is an informal piece of writing and a place where you can express thoughts and feelings freely. You can write very honestly and openly about your day as a child in 1928. Check out some blogs on your local news website.

### **Blog tips**

Be honest and speak your mind about a topic or event from the day. Write as if you are a child in 1928. Write about chores, parents and your general opinion of it all.

## Your family tree

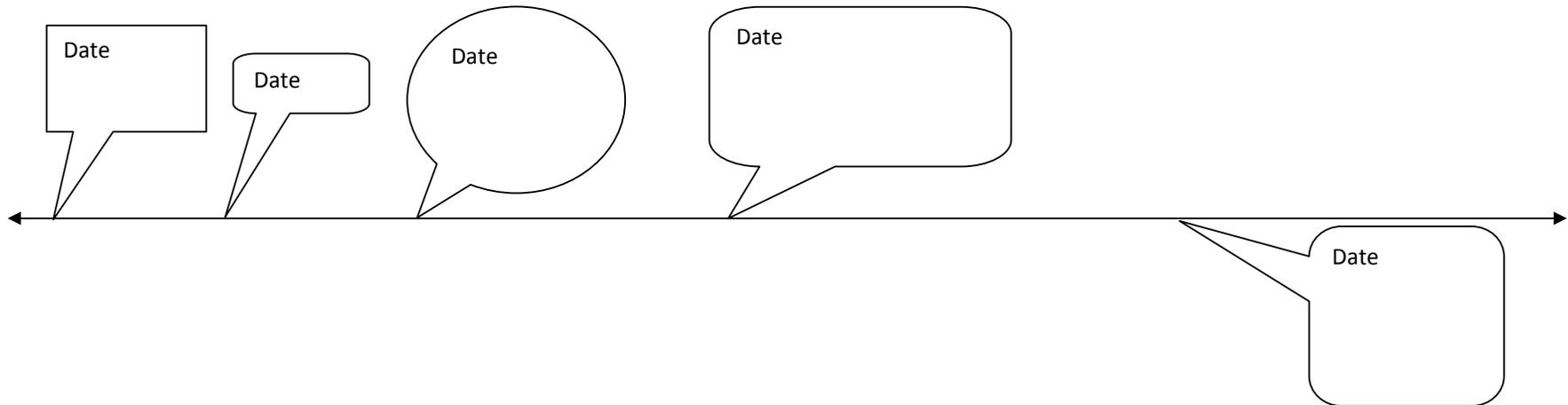
- 1 Use the template below as a model to create a family tree. Create the family tree in a digital format or redraw the diagram onto a poster.
- 2 Add the names of your family members, beginning with the oldest known relatives at the top and continuing with other family members in each box below.
- 3 You can also add photographs to your family tree by inserting a picture from a digital file or by printing and pasting them onto the poster.
- 4 Ask an older family member to help you with your family tree. This is an ideal way to find out the names of those relatives you have never met!





### **Timeline of Chinese immigration**

- 1 Investigate why, when and how Chinese people first came to Australia.
- 2 Record this on a timeline and add in the dates of Chinese immigration that followed.
- 3 Locate Mr Wong on the timeline.
- 4 Use the style in the timeline example below or create your own version.





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

Student Activity Sheet H12.5  
Activity 7: The ALP

Episode 12: 1898: Rowley  
Clip: Founding the ALP

### 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.
- 2 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.
- 3 Prepare some notes about your character below.

---

---

---

---

---

---

---

---

---

---



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

Student Activity Sheet H12.6  
Activity 8: Family values

Episode 12: 1898: Rowley  
Clip: Workers' rights

### Suffragette profile

historyface

Username: \_\_\_\_\_

Status: \_\_\_\_\_

Profile information

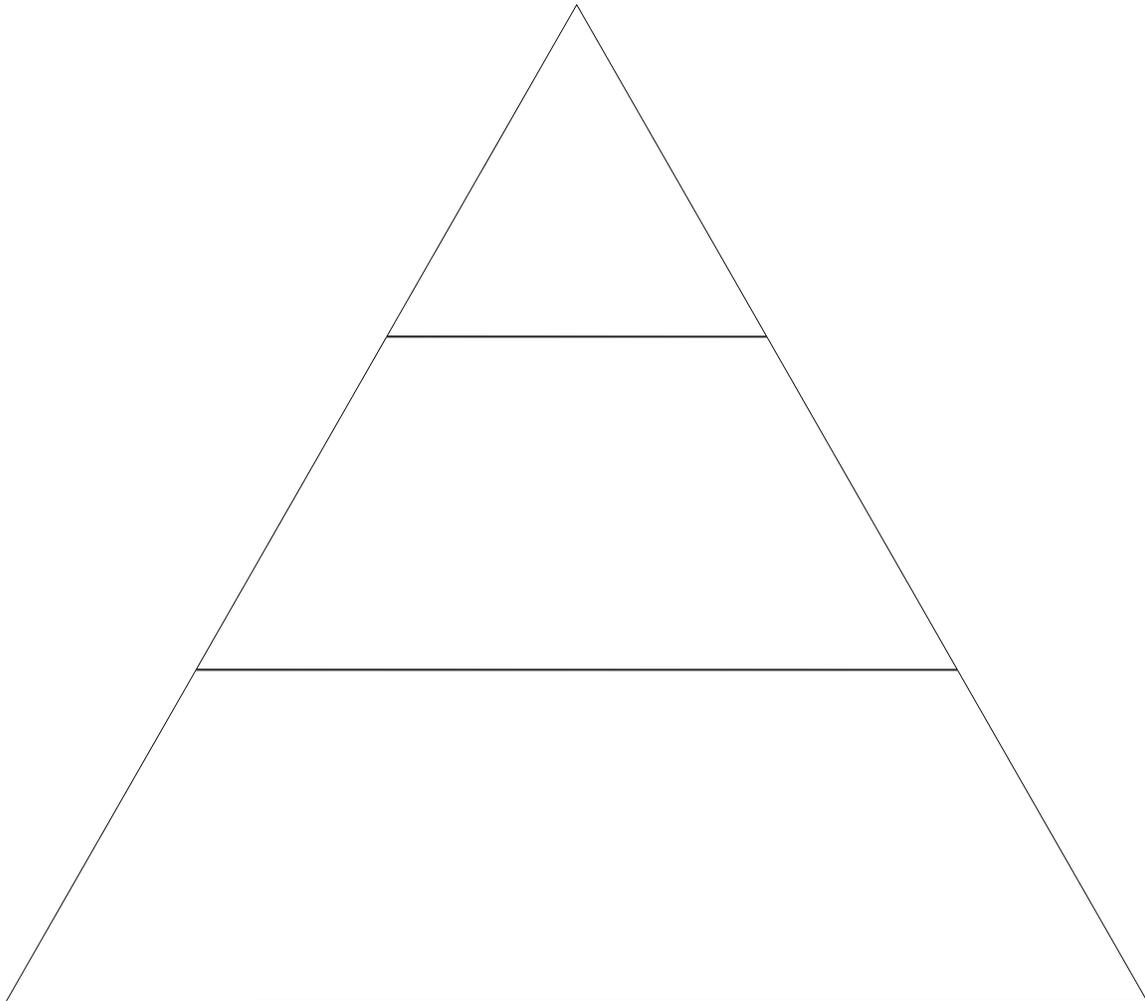
Groups and causes

Family information			
[ ]			
↓		↓	
[ ]		[ ]	
↓		↓	
[ ]	[ ]	[ ]	[ ]



### **Social pyramids**

Social status pyramid of Australia in 1888: Fill in the pyramid with information and pictures of the types of people you feel would relate to a particular social class.





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

Student Activity Sheet H13.7  
Activity 6: Food for thought

Episode 13: 1888: Victoria  
Clip 2: Victoria's family supper

### Where does food come from?

What are the commonalities and differences between food origins of 1888 and 2010?

Food origins	Commonalities: 1888–2010	Differences: 1888–2010
Garden		
Store bought		
Livestock		
Other commodities		



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

Student Activity Sheet H12.5  
Activity 7: The ALP

Episode 12: 1898: Rowley  
Clip: Founding the ALP

### 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.
- 2 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.
- 3 Prepare some notes about your character below.

---

---

---

---

---

---

---

---

---

---



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

Student Activity Sheet H12.6  
Activity 8: Family values

Episode 12: 1898: Rowley  
Clip: Workers' rights

### Suffragette profile

historyface

Username: \_\_\_\_\_  
Status: \_\_\_\_\_

Profile information

Groups and causes

Family information