



## **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



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?

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

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

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4 What benefits would this have for them?

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

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

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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.

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- 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.'

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

Student Activity Sheet E12.7  
Activity 7: Being literate

Episode 12: 1898: Rowley  
Clip: Founding the ALP

### Reading and writing

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.

Write a letter to the 1898 editor of the Melbourne newspaper, *The Age*, advocating universal education. In the letter you should state the reasons why you believe everyone deserves the right to be taught to read and write. You may cite examples of stories from the *My Place* series to support your argument.

(Name) \_\_\_\_\_

(Address) \_\_\_\_\_

(Date) \_\_\_\_\_

To the editor,

My name is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Yours sincerely,



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?

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b Is Rowley a hero? Why or why not?

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

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

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

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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 E12.9  
Activity 9: What's the problem?

Episode 12: 1898: Rowley  
Clip: Workers' rights

### Rowley's diary

- 1 Identify the focus of this clip. Create a chart listing the issues you believe are highlighted and provide evidence from the clip describing them. Share the issues that you found with the class in order to design a class chart.

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- 2 Pretend to be Rowley and write a diary entry summarising your day as seen in this clip. Try to empathise with Rowley and explain his feelings. Respond to the following questions in your diary entry:

- a What was the main thing that happened to you today?
- b How do you feel about what you found out?
- c Why is this day so important to you?

Dear Diary,
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____



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.

\_\_\_\_\_

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\_\_\_\_\_

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, page 1 of 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, page 2 of 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