



# EPISODE 1: 2008: LAURA

Unit focus: English

Year level: Years 3–6

## EPISODE CLIP: THE APOLOGY

### ACTIVITY 2: SORRY

Subthemes: Historical events; Indigenous perspectives

#### Discover

- Introduce the concept of Stolen Generations to the class and discuss what this means. As a class, discuss why it is important to understand what happened and how it makes sense of Aunty Bev's story.
  - 1 Ask students to write down who they think the key characters are in this clip and why they think so.
  - 2 Share responses and discuss the techniques used by the filmmaker to focus audience attention on two characters: Laura and Aunty Bev.
  - 3 Discuss ways in which the camera is used throughout this clip to draw attention to people and their feelings as the events unfold. Start with the scene in the kitchen when Laura and her family are preparing to go to watch the apology speech.
  - 4 View the clip again and focus on Aunty Bev. Have students note what she does, how they think she is feeling and why. Highlight the moment when she is sitting quietly and Laura's mother asks her if she is all right.
  - 5 Discuss the reason why the filmmaker does this. It could, for instance, be intended to focus audience attention to Aunty Bev, foreshadowing that she will be a character of interest in the story.

#### Reflect

- Look at how the filmmaker uses Laura to draw attention to the way people are feeling in the room and also to focus on how Laura herself is feeling.
- Ask students to imagine the feelings of the older people in the room during the speech and how Laura might be feeling. Think about why they would be feeling the way they do.
- Two characters are the focus in this clip: Laura and Aunty Bev. Have students write a description of the event from their differing points of view: Laura's as she struggles to understand what is going on and Aunty Bev's as she deals with her feelings on this day. Students may wish to use a 'sunshine wheel' to explain their points.

#### Download

- Student Activity Sheet E1.2: Character profiles



## **EPISODE 3: 1988: LILY**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: THE BICENTENARY**

#### **ACTIVITY 5: BOTANY BAY**

Subthemes: Historical events; Language and scripting

##### **Discover**

- Ask students to imagine what Australia was like in 1788. Have students visualise and then brainstorm what Aboriginal people may have experienced when the First Fleet sailed into Botany Bay. Ask students to research different points of view on the First Fleet.
- Read and look closely at the picture book, *The Rabbits*, by John Marsden and Shaun Tan (1998). Discuss this portrayal in comparison with the version enacted by Lily's classmates.
- Refer to:
  - 1 Video clip 3 from australianscreen, 'My Survival as an Aboriginal' (1978), <http://aso.gov.au/titles/documentaries/my-survival-aboriginal/clip3>
  - 2 Video clips from SBS, 'First Australians', <http://www.sbs.com.au/firstaustralians>
  - 3 R6798 Painting of the First Fleet in Sydney Cove, 1938
  - 4 R6799 'Founding of Australia', 1937

##### **Reflect**

- Ask students to imagine the arrival of the First Fleet as seen from the shore by an Aboriginal person at the time. Ask students to create a storyboard depicting what they imagine Australia would have been like in 1788, in particular focusing on the arrival of the First Fleet from an Aboriginal person's perspective. Students must label and caption researched information to present these storyboards to the class.

##### **Download**

- Student Activity Sheet E3.5: Imagine 1788

##### **Useful resources from The Le@rning Federation**

R6798 Painting of the First Fleet in Sydney Cove, 1938

R6799 Founding of Australia, 1937

## **ACTIVITY 6: POINTS OF VIEW**

Subthemes: Art, music and literature; Historical events

### **Discover**

- After viewing this clip, encourage students find out more about the celebrations and protests around the 1988 Bicentenary in Australia.
- Explain to students that there are many versions of historical events, each portraying a different point of view. Refer to R11296 'Day of Mourning protest', a collection of teacher resources about Indigenous protests on the 150th anniversary of the arrival of the First Fleet. Refer also to R11020 'Aboriginal protest in Hobart against the Bicentennial celebrations, 1988', a photograph of this event.
- Ask students to compare and contrast different points of view on the Bicentenary.

### **Reflect**

- Ask students to create a painting or drawing representing what they have learned about the bicentenary celebrations and the First Fleet.
- Ask them to put together a presentation about celebrating something important to them and their families, or a personal account of a festival that has some cultural significance.

### **Download**

- Student Activity Sheet E3.6: Bicentennial celebrations

### **Useful resources from The Le@rning Federation**

R11020 Aboriginal protest in Hobart against the Bicentennial celebrations, 1988

R11296 Day of Mourning protest

## **EPISODE CLIP: FIRST DAY**

## **ACTIVITY 7: ARRIVING IN A NEW COUNTRY**

Subthemes: Art, music and literature; Historical events

### **Discover**

- Show students the picture book, *The Arrival*, by Shaun Tan (2006). What can they learn from the book about the experiences of someone migrating to a new country? How might the book relate to Phoung's experiences in the clips?

### **Reflect**

- Ask students to design their own picture book made up of three panels. The story should be based on the title *The Arrival*. It should portray a newly arrived immigrant to Australia and the first three things they will see, or want to see. Students should be reminded to develop a short text and then position their images to maximise their visual impact. They should consider how the



audience will look and read the images. Make sure they use three different angles of perspective to frame each part of the story.

### **Download**

- Student Activity Sheet E3.7: An arrival story

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

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: CONSCRIPTION**

#### **ACTIVITY 4: WHY DO YOU HAVE TO GO TO WAR?**

Subthemes: Australians at war; Historical events

#### **Discover**

- If possible, screen this clip without mentioning the context of the Vietnam War. Following the screening have students write down what they think this clip was about. What are the main points of the story? How do they know? Students report their 'reading' of the clip to the class, giving examples from the text to back up their ideas.
- If it hasn't come up in the discussion, introduce the Vietnam War and brainstorm what students know about it. List what they know and look for gaps in the students' knowledge. Create a class list of questions about what the students need or want to know about the war. Refer students to 'Australia in the 1960s' in the 'Decade timeline' for more information.
- As a class, look at a map of Vietnam in relation to Australia. Talk about the size of the country, the distance from Australia, its people and customs. Discuss the reasons why Australian soldiers were sent to Vietnam and why Australia was involved in this war.

#### **Reflect**

- Revisit the questions in the list developed previously. In small groups, have each student take responsibility for finding out about one of the knowledge gaps established in the 'Discover' activity. Using the jigsaw method, one student from each group works with students from the other groups on the same question to research their topic and to collect and share their information before reporting back to the home group as the expert.
- Each home group compiles the expert information brought back and prepares a report for the class.



## **ACTIVITY 5: THE BALLOT**

Subthemes: Australians at war; Historical events

### **Discover**

- Focus attention on the scene where Michaelis tells Sofia why he has to go to war. He says that his birth date came up on the television ballot. As a class, discuss what this means and what Michaelis says are the consequences if he doesn't enlist. Also, ask the class to find out what dates were drawn out from the ballot and how many ballots were held?
- As a class, introduce the term 'conscription' and discuss what it means. Look back in History to see when, where and why it was introduced. Refer to 'Australia in the 1960s' in the 'Decade timeline'. Survey the class to ascertain if students feel this method of selection was fair. Ask students to find out what exemptions were given to avoid conscription. Ask students to imagine that they are 20 years of age. Hold a class ballot of 15 birth dates to see who would be conscripted.
- Discuss the concept of conscientious objection. Ask students to list reasons why they feel that to be an objector was fair. Research History about what happened to objectors during the Vietnam War.

### **Reflect**

- Ask students to find out who the Australian prime minister was in 1968 and write a fictional letter to him. They should explain their feelings about conscription, why they think it was a fair or unfair system and their reasons. Additionally, they could design a protest poster as a conscientious objector.

### **Download**

- Student Activity Sheet E5.4: A lucky draw

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

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: A GREEK GARDEN**

## **ACTIVITY 5: LINKS TO THE OLD COUNTRY**

Subthemes: Chores, business and employment; Historical events; Multiculturalism

### **Discover**

- The opening shot in the clip includes a record player playing Greek music in the background. This clip highlights some of the ways in which Michaelis's parents are preserving links with the country of their birth. The clips 'Greek school' and 'A Greek garden' demonstrate two ways family members connect with their old way of life. Discuss this issue with the class.



- Ask students to find examples of Greek culture in this clip, including Michaelis's parents speaking Greek. Have students share their ideas, discuss what they have observed and consider why they think the family continues these practices.
- If there are students in the class or in the school who have recently arrived from another country, ask them to share some of their memories and traditions from their home country. Some suggestions could include music, food, sport and family traditions.
- Have students reflect on, and write a description of, the Australian traditions they would take with them if they were to emigrate to another country.

### **Reflect**

- Michaelis helps the family in a number of ways. Discuss what is expected of him and the chores he has to do. Have students consider the statement: 'Childhood is for playing and children should not have to do chores.' Ask them to write their arguments 'for' or 'against' this statement in the form of a persuasive text.

## **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

## **EPISODE CLIP: PUNTING**

### **ACTIVITY 9: THE MELBOURNE CUP**

Subthemes: Historical events; Language and scripting

#### **Discover**

- As a class, discuss the way this episode is set at the time of the running of the 1938 Melbourne Cup. Brainstorm what the class knows about the Melbourne Cup and discuss why it is called 'The race that stops a nation'. List all the facts and ideas that come forward.
- As a class, revisit the list and divide it into either 'for' (positive) or 'against' (negative): what is good about the Melbourne Cup and what is bad about it?

#### **Reflect**

- Ask students to select a side in the debate and develop their argument for or against. Once the students have completed a 1–2 minute persuasive text, organise a class debate/s on the topics 'Horse racing should be banned' or 'The Melbourne Cup is harmless fun'.

#### **Download**

- Student Activity Sheet E8.8: The great debate

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

Unit focus: English

Year level : Years 3–6

## **EPISODE CLIP: GAMES FROM INDIA**

### **ACTIVITY 1: INDIA AND LITERATURE**

Subthemes: Art, music and literature; Historical events

#### **Discover**

- As a class, discuss why Evelyn could be so obsessed with jungle animals and hunting. Ask students which country Evelyn was imagining she was in. Invite them to think about what might have influenced Evelyn, living in the early 19th century, to be interested in and knowledgeable about India. How do they think children accessed information and entertainment in the time before



television, cinema and radio? Discuss the importance of children's books for entertainment and developing the imagination.

- Explain that one very popular author at the time was British colonial author and poet Rudyard Kipling who wrote *The Jungle Book* (1894), *Kim* (1901) and other adventure stories set in India. Read examples of some of his stories and poems to the class and discuss their meaning and relevance to children in this era in Australia.

### Reflect

- Use the school or local library and the internet to research Kipling and have students present a brief report explaining who he was and why he was such an influential writer. In 1907 Kipling became the first English language recipient of the Nobel Prize for Literature, which helps explain his popularity in Evelyn's era. Ask students to find out why Kipling wrote about India. Why do they think stories about India were so popular with young children in the British Empire at that time?
- Another children's book, popular at the time, that begins in India was *The Secret Garden* by Frances Hodgson Burnett. Have students read this book, or read it to the class. The story was written and set in a similar period to this episode and will assist students to discover more about life for children at this time. What is the link to India in this story? Look at how India is represented by the author and then later by the filmmaker in the 1993 film adaptation of the novel.
- Have students use the library and the internet to find out what other children's books were popular in Australia at this time.

### Download

- Student Activity Sheet E11.1: Children's books in the early 1900s

## EPISODE 12: 1898: ROWLEY

Unit focus: English

Year level : Years 3–6

### EPISODE CLIP: 1,000 GOOD DEEDS

### ACTIVITY 3: PRACTISING FOR WAR

Subthemes: Australians at war; Historical events

#### Discover

- In this clip, the college students are marching to practice for real wars. At this time the British Empire was involved in numerous conflicts around the world, particularly in Africa, the South Pacific and South America.
- At the start of the Boer War (1899–1902), the Australian colonies offered troops as part of the British Empire contingent. Of the 16,000 Australians who served in the Boer War, 282 died in action or from wounds sustained in battle, 286 died from disease and another 38 died of accidents or other unknown causes. Six Australians received the Victoria Cross in South Africa and many others were decorated.



- A good source of information is the Australian War Memorial website, <http://www.awm.gov.au/atwar/boer.asp>

### Reflect

- Look at the reasons for the Boer War and, as a class, discuss why Australians still believed they were more British than Australian at the time. Research some of the known identities, such as Breaker Morant and Captain Howse, who fought in this war.
- Ask students to write a short biography for a known or unknown soldier who fought in the Boer War. The story of this soldier should start from the practice march of the college students on the day that Rowley spied on them.

### Download

- Student Activity Sheet E12.3: War heroes

## EPISODE CLIP: EARLY PHOTOGRAPHY

### ACTIVITY 4: PICTURING THE STORY

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

#### Discover

- As a class, search for early photographs, paintings or prints of this era and select 12–20 that are significant. The images could include people, buildings, machines, landscape, interiors or pets. Each picture has a story to tell. Call on individual students to explain to the class what they feel the picture is about.
- Use these websites for reference:
  - 7 Google Images, <http://images.google.com.au/images?hl=en&source=hp&q=1890s+fashion&gbv=2&aq=0&oq=1890s/>
  - 8 Library of Congress, 'Around the World in the 1890s', <http://memory.loc.gov/ammem/wtc/wtchome.html>
  - 9 Picture Australia, [http://www.pictureaustralia.org/apps/pictureaustralia?term1=1890s&Submit=search&action=PA\\_Search&attribute1=any+field&mode=search](http://www.pictureaustralia.org/apps/pictureaustralia?term1=1890s&Submit=search&action=PA_Search&attribute1=any+field&mode=search)

#### Reflect

- Students are asked to select six images from the class collection, or from their own research. They are to assume a connection between them and arrange them as a storyboard of six frames. When they have completed the arrangement, they can write their story as a text, which sits below each frame, as in a story book. These can be displayed electronically, or as hard copy.

#### Download

- Student Activity Sheet E12.4: Storyboard



# EPISODE 1: 2008: LAURA

Unit focus: History

Year level: Years 3–6

## EPISODE CLIP: THE APOLOGY

### ACTIVITY 1: THE STOLEN GENERATIONS

Subthemes: Culture; Historical events; Indigenous perspectives

#### Discover

- Ask students to discuss the following questions:
  - 1 What are the Stolen Generations?
  - 2 Why is the apology significant in History?
- Refer to *Follow the Rabbit-Proof Fence* by Doris Pilkington Garimara. Students can also view the clip from the feature film at australianscreen, 'Rabbit-Proof Fence (2002)', <http://aso.gov.au/titles/features/rabbit-proof-fence/clip1>  
(Please note that the clip from *Rabbit-Proof Fence* is rated PG (parental guidance) and permission should be gained from parents and the school principal before viewing. It is recommended that teachers view all film content before introducing it to students to ensure that it is appropriate for the class.)
- As a class, review the following websites and the information contained within them about the Stolen Generations:
  - 1 Australian Human Rights Commission, <http://www.hreoc.gov.au>
  - 2 —'Bringing them home: The "Stolen Children" report (1997)' [http://www.hreoc.gov.au/social\\_justice/bth\\_report/index.html](http://www.hreoc.gov.au/social_justice/bth_report/index.html)
  - 3 —'Bringing them home education module' <http://www.hreoc.gov.au/education/bth/index.html>
  - 4 ReconciliACTION Network, <http://reconciliation.org.au>
- If possible, invite a local Indigenous Elder to the school to talk about reconciliation.
- Ask students to create a graphic organisational chart (a KWL Chart) about the Stolen Generations. A KWL Chart enables students to classify information based on prior knowledge. It will help students to organise information as they gather it and disseminate the data at the end of their research. The three basic areas of classification are:
  - 1 What I Know
  - 2 What I Want to know
  - 3 What I Learned.

#### Reflect

- Ask students to research personal accounts of Indigenous people who are part of the Stolen Generations. Collect their stories in an anthology to be displayed and read on National Sorry Day.
- Visit the National Sorry Day Committee on the website below:  
<http://www.nsd.org.au>



### Download

- Student Activity sheet H1.1: Indigenous issues

## ACTIVITY 4: SYMBOLISM

Subthemes: Culture; Historical events; Indigenous perspectives

### Discover

- In the clip, the Aboriginal flag plays a major role, but people also have beads, necklaces, ribbons and arm bands displaying the colours of red, yellow and black. Many Aboriginal people identify with these colours. Research the designer of the flag, Harold Thomas, and collect information on his background.

### Reflect

- As a class, research and discuss the symbolic significance of the colour and shape on the Aboriginal Flag. Ask students to find out where the flag originated and what the design means. Refer to the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), <http://www.aiatsis.gov.au/fastfacts/AboriginalFlag.html>
- As an extension activity, students could also investigate the meaning and significance of the Torres Strait Islander flag.

### Download

- Student Activity Sheet H1.4: Symbols of unity

## EPISODE 2: 1998: MOHAMMED

Unit focus: History

Year level: Years 3–6

## EPISODE CLIP: DISCRIMINATION

### ACTIVITY 1: CRICKET

Subthemes: Culture; Entertainment and games; Historical events

The history of the game of cricket is not clear-cut. Some believe it originated as a children's game in Medieval times. There are references to an early game played in pastures in Kent, England, where short grass made it possible to bowl or roll a ball of rags or wool at a wicket-gate target. A 'bat' was formed from a shepherd's crook, or staff.

### Discover

- Ask students to research the possible origins of cricket. They should develop ten fact cards that answer the following questions:
  - 1 Where and when was the first recorded cricket match?
  - 2 Who was involved in playing this early game?



- 3 How was the game played?
- 4 What were the rules?
- 5 How did the game develop after this time?
- 6 When and by whom were the first 'Laws of Cricket' established?
- 7 When and where was the first international game of cricket played?
- 8 Where is cricket played today?
- 9 Who are the most noted players today?
- 10 Describe the differences in the way women and men play the game.

### Reflect

- Ask students to create a KWL chart about the history of cricket. A KWL chart is a graphic organiser that enables students to classify information. It will help them to organise material as it is gathered during their research. The three basic areas of classification in the chart are:
  - 1 What I Know
  - 2 What I Want to know
  - 3 What I Learned
- The following websites are a useful resource for this activity:
  - 1 Cricket Australia, <http://cricket.com.au>
  - 2 Melbourne Cricket Ground, [www.mcg.org.au](http://www.mcg.org.au)

### Download

- Student Activity Sheet H2.1: KWL chart: history of cricket

## ACTIVITY 2: AUSTRALIAN CRICKET

### Subthemes: Culture; Entertainment and games; Historical events

The sport of cricket is embedded in Australian culture owing to our British heritage. In this episode Mohammed is infatuated by cricket, but his father isn't keen on it. He believes it's not a game for 'wogs', that it is the preserve of 'Australians'.

An interesting event in Australian cricketing history is that 14 Indigenous players toured England in 1868 to showcase their skills. The team performed well on the long tour, playing 47 games of which they won 14 and drew 19. This was the first organised group of Australian cricketers to travel overseas.

### Discover

- Ask students to consider how the game of cricket became so popular and widespread in Australia, where many believe that Australian cricket is the best in the world. Have students develop a questionnaire about the popularity of cricket, which they can then put to other students, teachers and parents. Ask them to collate the results and prepare a report on popular opinion in their community about cricket in Australia.
- Divide the class into small groups, assign them an era in History, eg 1851–1910 or 1911–1939, and ask them to research the contribution of Indigenous cricketers during this period. Each group could produce a poster with images of the cricketers and information about their achievements.

### **Reflect**

- Ask students to research an aspect of Australian cricket. For example, they might write a report about their favourite team, player or coach. This information can be presented in a digital slideshow format or as a poster. Alternatively, ask the students to create an advertisement for publicising the wonders of Australian cricket to the rest of the world. The advertisement could be for a magazine or for television.

### **Download**

- Student Activity Sheet H2.2: Indigenous Australian cricketers

## **EPISODE CLIP: THE BALL OF THE CENTURY**

### **ACTIVITY 6: WARNIE**

#### **Subthemes: Culture; Entertainment and games; Historical events**

There are many great moments in Australia's sporting history, but few as memorable as Shane Warne's performance in the 1993 Ashes series. Many believed he was the best leg-spin bowler in the world and his performances resulted in a resurgence in the popularity of cricket.

Ask students to find and view videos of the 1993 Ashes tour online, using links found at 'Google videos'.

### **Discover**

- Ask students to collect information about the cricketing achievements of Shane Warne. Record this information on date/event fact cards and use them to develop a timeline of 'Warnie's' career in cricket.
- Ask students to find out about the 'Magnus effect' in spin bowling, and practise trying to achieve it. Look at 'Why a Cricket Ball Swings' on The Creek, <http://www.wccc.org.au/xtracover/whyballswings.htm>

### **Reflect**

- Ask students to create a diorama about Shane Warne. Use images, models of cricket gear, and written facts to make a tribute to this famous cricketer. Have students develop a chant that they would have used if they were present at a game in the 1993 Ashes series.
- Ask students to select an Australian sporting legend from a different sport. Students can create a short biography of the sportsperson and present their research as poster with images and text. Combine the posters in a 'Hall of fame' to be displayed in the classroom.

### **Download**

- Student Activity Sheet H2.6: 'Hall of fame' poster



## **ACTIVITY 7: VCR**

### **Subthemes: Inventions and electronic media; Historical events**

In this clip we see Mohammed and his grandmother reliving the game at Old Trafford during the 1993 Ashes series. They have watched the game many times before. Recording great sporting moments from movies and television shows became possible with the invention of the VCR, or a video cassette recorder. It was a revolutionary device at the time.

#### **Discover**

- Ask students to investigate the development of electronic technology that captures moving image and sound. For example, students could look at the evolution of technology that captures images from the camera to be stored on film video cassettes, DVDs, compact discs or other digital files. Use a timeline to plot significant developments so that students can assess the rate of change in more recent times. Discuss how technology impacts on the way we live. Ask students to consider the environmental effects of technological advances.

#### **Reflect**

- Ask students to investigate technologies that were available to households in 1898, 1948 and 1998. They are to compare how available technology would have affected the lives of children in each of these years. Ensure students include the invention of the VCR in their research. The information can be presented electronically or on a poster.

#### **Download**

- Student Activity Sheet H2.7: Technology through time

## **EPISODE 3: 1988: LILY**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: THE BICENTENARY**

## **ACTIVITY 5: THE RE-ENACTMENT OF THE FIRST FLEET**

Subthemes: Historical events

#### **Discover**

- Watch a short film, 'Australia Post – 200 Years (1988)', at [australianscreen](http://australianscreen.com.au/titles/sponsored-films/australia-post-200-years), <http://aso.gov.au/titles/sponsored-films/australia-post-200-years> (Notes written by curator Adrienne Parr describing the re-enactment of the First Fleet on 26 January 1988 appear in Student Activity Sheet H3.5.)
- Ask students to refer to the following websites:



- 1 National Museum of Australia, 'Australian Bicentennial Authority collection', <http://www.nma.gov.au/collections-search/results?search=adv&ref=coll&collname=Australian+Bicentennial+Authority+collection>
- 2 National Archives of Australia: Virtual Reading Room, 'Aboriginal protest in Hobart against the Bicentennial celebrations', <http://vrroom.naa.gov.au/print/?ID=24748>

### Reflect

- Ask students to write a brief essay on the significance of the First Fleet re-enactment and whether it was a true celebration of History. To prepare for this, they should research and evaluate significant facts about the First Fleet:
  - 1 Who led the First Fleet and when?
  - 2 Where did the fleet sail from and where did it land?
  - 3 How long did it take to get here?
  - 4 Who arrived on the First Fleet?
  - 5 How did the fleet know where to come?
  - 6 Which ships arrived and what type of ships were they?
  - 7 What did the fleet bring?
  - 8 What did they do after they landed?
  - 9 Who met them after they landed?

### Download

- Student Activity Sheet H3.5: First Fleet re-enactment essay

## ACTIVITY 6: THE CONVICTS

### Subthemes: Historical events; Social order and education

In this clip, Lily makes up a story about how the convicts were treated when they arrived in Australia. Her story, though false, highlights the terrible conditions for convicts who landed at Port Jackson.

### Discover

- Ask students to research what life was like for convicts and then develop a fact sheet, answering the questions:
  - 1 Who were the convicts?
  - 2 Why were they transported?
  - 3 What type of crimes had they committed?
  - 4 Who were some notable people on the First Fleet?
  - 5 How were the convicts treated?
  - 6 Which Indigenous groups were encountered in the early years of the colony?
  - 7 What was the relationship like between Indigenous Australians and the new settlers?



### Reflect

- Ask students to locate some personal stories of the time. They could use these insights to write a diary entry for a day in the life of a convict, soldier or administrator from the First Fleet.

### Download

- Student Activity Sheet H3.6: Convict fact sheet

## EPISODE 5: 1968: SOFIA

Unit focus: History

Year level: Years 3–6

### EPISODE CLIP: SPEAKING THE LANGUAGE

#### 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/whyisitso>
- 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



## 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



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

Unit focus: History

Year level: Years 3–6

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

### **ACTIVITY 3: WARRIORS AND HEROES**

**Subthemes: Beliefs; Historical events; Multiculturalism**

Michaelis attends Greek School to learn the Greek language of his heritage, but he would rather be watching *The Adventures of Robin Hood* on television. During class his teacher offers him a holy card of Saint Michael, the saint of warriors.

#### **Discover:**

- As a class, find out information about Saint Michael; who he was, when he lived, what famous deeds he is noted for, his importance today and who admires him. Additionally, research Robin Hood in the same way and compare the two men. Have a class vote to see which hero students believe displayed more heroic characteristics.

#### **Reflect**

- Ask students to define what they mean by the term 'hero' or 'heroine'. Ask them to name some heroes or heroines they identify with. List these as well as the eras they lived in.
- Research the following questions:
  - 1 When did they live?
  - 2 Where did they live?
  - 3 What are they famous for?
  - 4 What is their importance and to whom?
- Ask students to research the story of one hero or heroine to share with the class.

#### **Download**

- Student Activity Sheet H6.3: What makes a hero?

## EPISODE 7: 1948: JEN

Unit focus: History

Year level: Years 3–6

### EPISODE CLIP: HOLDENS

#### ACTIVITY 4: THE FX

Subthemes: Culture; Historical events; Transport

##### Discover

- Australia in 1948 was ready for a new beginning. The war was over and families and communities were getting back on their feet. Industry was prospering and the car production industry expanded. It was an Australian dream to not only own your own home, but to drive your own car.
- On 29 November 1948, Ben Chifley (Australian prime minister 1945–49) unveiled the first Holden, the 48-215, which became affectionately known as 'the FX'.
- When Wal comes to pick up Jen's mum in his shiny new Holden FX, even Jen can't hide her enthusiasm. After the Second World War, owning a car meant 'I can afford this luxury as I have a job, a steady income and security'.
- Ask students to use the internet to research and construct a basic timeline of the production of Holden cars, listing the name, model number (for example, 48-215) and year of production. They could collect images of these cars to illustrate the changes in design.
- Have students discuss the changes that have occurred in the look, design and safety and performance features of the Holden car in Australia.
  - 1 Classic Holden Cars, <http://www.classicholdencars.com>
  - 2 The Menzies era, 'Cars – Postwar', [http://www.menziesera.com/cars/holden\\_fj.htm](http://www.menziesera.com/cars/holden_fj.htm)
- Ask the class if anyone has a family member who collects model cars (particularly Holdens). If so, this person could be invited to come to class and talk about historical cars.

##### Reflect

- Divide the class into groups and allocate each a specific decade, ranging from 1948 to 2008. Students choose a memorable or popular car of that decade, research its history and create a model from clay, papier mâché or modelling clay for display in a diorama. The diorama should include a picture of the car alongside the model, with a fact card and notes about its history.

##### Download

- Student Activity Sheet H7.4: A model car

## **ACTIVITY 5: CAR PRODUCTION**

**Subthemes: Chores, business and employment; Historical events; Transport**

### **Discover**

- The first Holden car, the 48-215 (FX), cost £733 (including tax), which represented 94 weeks of wages for the average worker at the time. Despite this, demand for the car was high. Some 18,000 people paid a deposit for the car before they had even seen it. When the FJ Holden was released in 1953, the economy was significantly stronger and the car's price was £1,074 (including tax), representing 68 weeks of wages for the average worker.
- As a class, discuss car production today. Ask students if they think it is less or more expensive to manufacture and sell cars today. On a chart or the blackboard, list possible reasons for changes in the cost of manufacturing a car.

### **Reflect**

- Ask students to compare and contrast the cost of selected cars available in 1948 to similar types of cars in 2009. The students could evaluate which car was the most economical then and now.
- Using the library and online resources, guide the students in researching the average weekly wage in Australia today compared to the average weekly wage of a purchaser in 1948.
- Divide the class into groups and ask each group to create a chart or graph for a different decade since 1948 representing the cost of cars in that decade with a comparative bar showing the corresponding average annual wage.
- Students could look at the number of hours it took to produce a car in each decade and the number of people employed in car manufacturing at the time. They could also compare the methods of production used in different eras. They could use an electronic spreadsheet to complete this exercise. Students could use the library and online resources to help gather the necessary information.
- Each group should present their findings to the class.

### **Download**

- Student Activity Sheet H7.5: Comparison chart

## **EPISODE CLIP: COURTING**

### **ACTIVITY 7: THE BABY BOOM**

**Subthemes: Culture; Historical events**

### **Discover**

- The Second World War spurred considerable change to family life in Australia. Many men were killed in the war, leaving families without a father, women without a husband and many young girls without the prospect of marriage. However, when those men who did return got married, Australia's birth rates soared. More than four million Australians were born between 1946 and 1961. This generation was termed the 'Baby Boomers'.



### **Reflect**

- Divide students into groups to research Australian birth rates and marriage rates from 1800 to 2000. Allocate a specific era to each group. Ask them to speculate why these rates peak and fall at various times in history and to list their reasons.
- As a class, create a mind map with students' comments and reasoning on the topic. Guide each group to find statistics for their era to share with the class using the library and online resources. Have students fill in the information on Student Activity Sheet H7.7.
- After each group has shared their information with the class, they could collate all the information and create a graph or chart to show the changes in Australian birth and marriage rates over the decades.

### **Download**

- Student Activity Sheet H7.7: Charting birth and marriage rates

## **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

### **CLIP 3: PUNTING**

#### **ACTIVITY 7: THE MELBOURNE CUP**

**Subthemes: Culture; Entertainment and games; Historical events**

The Melbourne Cup is steeped in history and has been an important part of the Australian horse racing since the late 1800s. The Melbourne Cup began in 1861, when the Victorian Turf Club wanted to put on a 'good handicap' race to rival that of the Victorian Jockey Club. That good handicap race ended up becoming one of the greatest handicap 3200-metre races in the world. The race 'stops a nation' and is generally celebrated with a public holiday in Victoria.

Colum and his friend collect bets from the neighbourhood on the Melbourne Cup and give them to the local store owner. This type of betting was illegal at the time, as it is today, and the boys ran the risk of being caught and prosecuted by the police.

#### **Discover**

- Ask students to investigate information about the Melbourne Cup using a variety of websites and books. Have students list as many facts they can find about the history, people and special events relevant to the Melbourne Cup. They could visit the following websites:



- 1 Australian Government Culture Portal, 'Melbourne Cup', <http://www.cultureandrecreation.gov.au/articles/melbournecup>
- 2 Melbourne Cup 150, 'Melbourne Cup Carnival 2010', <http://www.melbournecup.com>
- 3 Victorian Racing Club, 'About the Melbourne Cup', <http://www.vrc.net.au/melbourne-cup-carnival/melbourne-cup-statistics.asp>

### **Reflect**

- Ask students to provide one fact each from the evidence they collected as a class. Each fact should be presented on a separate horse template.

### **Download**

- Student Activity Sheet H8.7 Horses
- The horse templates could be pinned up on the walls of the classroom. Alternatively, students can create a fact booklet, either online or as a chart.

## **ACTIVITY 8: WINNERS AND LOSERS**

**Subthemes: Culture; Entertainment and games; Historical events**

### **Discover**

- As a class, find out the winning horses and, if possible, the names of the trainers and jockeys of each Melbourne Cup winner. While they are researching, have students find out some interesting stories about selected cup winners, such as Phar Lap and Rainlover, and the horse that won the 1938 Melbourne Cup named Catalogue. Ask students to evaluate how many mares, women owners, trainers and women jockeys have been successful at winning the cup. Also find out what prize money was offered and how it has increased over time. The students could create bar charts and graphs of specific information to represent different percentages and compare statistics.

### **Reflect**

- Ask students to design their own Melbourne Cup winner and prepare a brochure about the horse. They will need to name it, list its lineage, and write about the jockey, trainer and owner. They could design and draw the colours the jockey would wear in the race.
- Once all students have designed their horse and jockey, conduct a race to see who wins. The race could be conducted as a quiz about the Melbourne Cup, or a race around the school oval where the students are dressed as the jockeys.

### **Download**

- Student Activity Sheet H8.8: Horse brochure



## **EPISODE 10: 1918: BERTIE**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: ON 'TICK'**

#### **ACTIVITY 1: FIRST WORLD WAR**

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

For Australia, the First World War remains the most costly conflict in terms of casualties and deaths. In 1914 the population of Australia was much smaller than that of Great Britain or European countries such as France and Germany. Of the 416,809 men who enlisted to fight 60,000 were killed and 156,000 were wounded, gassed, or taken prisoner. Discuss these statistics with students and discover more about Australia's commitment to the war effort by visiting the Australian War Memorial, <http://www.awm.gov.au>

#### **Discover**

- The impact and legacy of the First World War (1914–18): facts check. Students can work in pairs or small groups to find out more about why Australians fought in the war and the extent of their participation. They will need to research and note down at least ten related statistics and represent these facts visually in a chart or graph. The charts and graphs could include statistics on the following:
  - 1 the countries who were the 'allies' and those who were the 'enemy'
  - 2 ages of Australian servicemen sent to war
  - 3 number and percentage of 'conscripted' compared to 'enlisted' servicemen
  - 4 servicemen who returned as amputees compared to those with other injuries
  - 5 number and percentage of Australian combat deaths compared to other countries involved in the conflict
  - 6 number of medals awarded to soldiers for bravery, and the different types of medals given
  - 7 names and accomplishments of First World War Victoria Cross recipients
  - 8 number of women who served as nurses or in other roles
  - 9 approximate number of Indigenous servicemen.
- Students choose one statistic they have collected from researching the items above and convert it into a separate graph or chart. Each student in the class should have a different item. These charts are then bound together to make a statistical record book of Australia during the First World War.

#### **Download**

- Student Activity Sheet H10.1: First World War statistics

## **EPISODE CLIP: ARMISTICE**

### **ACTIVITY 6: ARMISTICE DAY**

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

The end of the First World War brought much joy and sorrow to many Australian families. Few were untouched by the war and many had experienced the loss of a loved one, or the homecoming of returned servicemen or servicewomen with serious injuries. In this episode Bertie feels the bitterness of the loss of his father and his neighbour Freddie, and happiness at the return of his injured brother.

#### **Discover**

- Find out more about the First World War Armistice Day by visiting the following web sites:
  - 1 Australian War Memorial, <http://www.awm.gov.au>
  - 2 Museum of Australian Currency Notes, [http://www.rba.gov.au/CurrencyNotes/NotesInCirculation/bio\\_sir\\_john\\_monash.html](http://www.rba.gov.au/CurrencyNotes/NotesInCirculation/bio_sir_john_monash.html)
  - 3 Screen Australia: Digital Learning, <http://dl.screenaustralia.gov.au/module/1576>
  - 4 Download the clip titled 'Monash – The Forgotten Anzac', for students to watch. Students should take notes on dates and facts.
  - 5 Screen Australia, <http://www.filmaust.com.au/monash> (This is aimed at secondary and tertiary users.)

#### **Reflect**

- Students construct an oral First World War timeline spanning the era from the beginning of the war through to Armistice Day. Students research one of the following topics in small groups:
  - 1 Find a story about what happened on Armistice Day.
  - 2 Who was involved in making Armistice a reality? Where and when did this happen?
  - 3 How was the news of the Armistice made known in Australia?
  - 4 What did the Australian population do to celebrate Armistice?
- Information gathered should be presented as fact sheets with point-form information and pictures. Information should be read out by each group in chronological order and recorded. The result will be an oral factual timeline.

#### **Download**

- Student Activity Sheet H10.6: Create an oral timeline

### **ACTIVITY 7: ANZAC DAY**

**Subthemes: Australians at war; Celebrations; Historical events**

'It's a long way to Tipperary' was a famous celebratory song from the First World War and is the background audio for this episode. This song was one of many propaganda and sentimental songs used to encourage soldiers to do their duty, remember home and families and commemorate achievements. Anzac Day became a special event for commemorating the campaigns of not only the First World War, but for all wars Australians have been involved in.



### Discover

- Find out more about Anzac Day and how it has shaped the Australian nation.
  - 1 What do the letters 'A', 'N', 'Z', 'A' and 'C' stand for?
  - 2 What is the importance of the Gallipoli campaign?
  - 3 What is the symbol of Anzac Day?
  - 4 When does Anzac Day occur?
  - 5 What happens on Anzac Day?
  - 6 Why is Anzac Day so important for Australians?
- Use the following websites as a guide to class discussions:
  - 1 Australian War Museum, <http://www.awm.gov.au>
  - 2 ANZAC DAY, <http://www.anzacday.org.au>

### Reflect

- Students create a commemorative booklet about the Anzac campaign. The booklet should include the following:
  - 1 introduction, including brief historical facts, timeline, and diagrams of the campaign
  - 2 images and annotations
  - 3 statistics about injuries and the loss of life
  - 4 how the event is commemorated of the event in Anzac Day marches and celebrations
  - 5 symbols of the campaign
  - 6 personal story or recount about a family member who was involved, or the retelling of a researched soldier's bravery
  - 7 personal response to the importance of remembering the Anzacs.
- Each pair of students could prepare a booklet as a school resource to celebrate Anzac Day. The booklet could be published or be in digital form.

### Download

- Student Activity Sheet H10.7: Anzac Day: a commemorative booklet

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

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: CRACKER NIGHT**

#### **ACTIVITY 12: FIREWORKS**

**Subthemes: Customs and traditions; Historical events**

The annual celebration with a bonfire and fireworks is a significant English tradition. In Australia, the night became known as Guy Fawkes Night until it was banned in the 1970s. The British have been celebrating Guy Fawkes Night since the 1600s.



### Discover

- Research and discuss information on the celebration of Guy Fawkes' infamy. Who is Guy Fawkes and why is he celebrated?

### Reflect

- Ask students to research Guy Fawkes and the Gunpowder Plot on the Internet. They can use the information collected to create a fact poster about him and his rebellion.
- Ask students to design a life-size silhouette of Guy Fawkes. They can cut it out of card and add facts by writing them on the cut-out figure. Ask students to draw and colour around the facts with designs representing fireworks. Alternatively, ask students to create an animation or slideshow presentation. 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>

### Download

Student Activity Sheet H11.11: All about Guy Fawkes

## EPISODE12: 1898: ROWLEY

Unit focus: History

Year level: Year 3–6

### EPISODE CLIP: EARLY PHOTOGRAPHY

#### ACTIVITY 5: THE EARLY CAMERA

Subthemes: Historical events; Inventions and electronic media

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

### Discover

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

### Reflect

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



### **Download**

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



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

Student Activity Sheet E1.2  
Activity 2: Sorry

Episode 1: 2008: Laura  
Clip: The apology

## Character profiles

1 After viewing the clip 'The apology', answer the following questions:

a Who are the key characters in this clip?

\_\_\_\_\_

b How does the show focus your attention on Laura and her Auntie Bev?

\_\_\_\_\_

c How is the camera used in this clip to draw attention to people and their feelings as the events unfold? Start with the scene in the kitchen when Laura and her family are preparing to go to watch the apology speech.

\_\_\_\_\_

d What do you think Auntie Bev is thinking about when she is sitting quietly and Laura's mother asks her if she is all right?

\_\_\_\_\_

e How do you think the older people in the room are feeling? How is Laura feeling? Why are they feeling this way?

\_\_\_\_\_

\_\_\_\_\_

2 The two main characters in this clip are Laura and Auntie Bev. Write a description of the event from Laura's point of view as she struggles to understand what is going on. Then write a description from Auntie Bev's perspective explaining how she is feeling on this day and why.

a From Laura's perspective:

\_\_\_\_\_

\_\_\_\_\_

b From Auntie Bev's perspective:

\_\_\_\_\_

\_\_\_\_\_



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

Student Activity Sheet E3.5  
Activity 5: Botany Bay

Episode 3: 1988:Lily  
Clip: The Bicentenary

## Imagine 1788

Imagine what Australia was like in 1788. Visualise what Aboriginal people may have experienced when the First Fleet sailed into Botany Bay. Research different points of view of the First Fleet. Refer to:

- Video clip 3 from australianscreen, 'My Survival as an Aboriginal' (1978), <http://aso.gov.au/titles/documentaries/my-survival-aboriginal/clip3/>
- Video clips from SBS, 'First Australians', <http://www.sbs.com.au/firstaustralians>
- R6798 Painting of the First Fleet in Sydney Cove, 1938
- R6799 'Founding of Australia', 1937

Imagine you are seeing the arrival of the First Fleet from an Aboriginal person's point of view. Create a storyboard depicting what you imagine Australia would have been like in 1788, in particular focusing on the arrival of the First Fleet.




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

Student Activity Sheet E3.6  
Activity 6: Points of view

Episode 3: 1988: Lily  
Clip: The Bicentenary

### **Bicentennial celebrations**

- 1 Use the internet, the library, family and friends to find out about the 1988 Bicentennial celebrations in Australia. Note the information that you find.

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- 2 In a painting or drawing, represent what you have learned about the Bicentennial celebrations and the First Fleet.

- 3 Put together a presentation about celebrating something important to you and your family, or a personal account of a festival that has some cultural significance.

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## **An arrival story**

Design a picture book made up of three panels. The story is based on the title 'The Arrival'. It should portray a newly arrived immigrant to Australia and the first three things they will see or want to see.

- Develop a short text and then position your images to maximise the visual impact.
- Consider how the audience will look and read the images.
- Use a different angle of perspective to frame each part of the story.

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

Student Activity Sheet H5.4  
Activity 4: The ballot

Episode 5: 1968: Sofia  
Clip: Conscription

### A lucky draw

1 What is meant by the term 'conscription'? When was it an issue for Australia?

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2 What is a conscientious objector? Find the names of noted Australian conscientious objectors and record when they lived and what happened to them.

---

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3 Write a fictional letter to the Australian prime minister at the time of the Vietnam War (John Gorton or William McMahon). Explain your feelings about conscription, why you think it was a fair or unfair system and your reasons.

Dear Prime Minister,

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---

---

Yours sincerely,



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 E11.1  
Activity 1: India and literature

Episode 11: 1908: Evelyn  
Clip: Games from India

### Children's books in the early 1900s

- 1 Present a brief report explaining who Rudyard Kipling was and why he was such an influential writer at this time. Find out why Kipling wrote about India and give reasons why you think stories about India were so popular with young children in the British Empire.

Rudyard Kipling	
Book titles	What is the book about?
_____ _____ _____	_____ _____ _____
Poems	What is the poem about?
_____ _____ _____	_____ _____ _____

- 2 Find out what other children's books were popular in Australia in the early 1900s.

Author	Title
_____ _____ _____	_____ _____ _____



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

Student Activity Sheet E12.3  
Activity 3: Practising for war

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

## War heroes

In this clip '1,000 good deeds', the college students are marching to practice for real wars. At this time the British Empire was involved in numerous conflicts around the world, particularly in Africa, the South Pacific and South America.

At the start of the Boer War (1899–1902), the Australian colonies offered troops as part of the British Empire contingent. Of the 16,000 Australians who served in the Boer War, 282 died in action or from wounds sustained in battle, 286 died from disease and another 38 died of accident or other unknown causes. Six Australians received the Victoria Cross in South Africa and many others were decorated.

A good source of information is the Australian War Memorial website,  
<http://www.awm.gov.au/atwar/boer.asp>

1 Who was Breaker Morant?

\_\_\_\_\_

2 Who was Captain Howse?

\_\_\_\_\_

3 Write a short biography for a known or unknown soldier who fought in the Boer War. The story of this soldier should start from the practice march of the college students on the day that Rowley spied on them.

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

Student Activity Sheet E12.4  
Activity 4: Picturing the story

Episode 12: 1898: Rowley  
Clip: Early photography

## Storyboard

- 1 Search for early photographs, paintings or prints of this era. The images could include people, buildings, machines, landscape, interiors or pets.
- 2 Select six images from the class collection or from your own research. Assume there is a connection between them and arrange them as a storyboard of six frames. When you have completed the arrangement, write a story that links them. It should be a text that sits below each frame, as in a storybook. Your work can also be presented electronically.




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

Student Activity Sheet: H1.1  
Activity 1: The Stolen Generations

Episode 1: 2008: Laura  
Clip: The apology

## Indigenous issues

1 Create a KWL Chart on the topic: 'The Stolen Generations'.

What I Know	What I Want to know	What I Learned

2 Research a story that has been reported in the media about the impact of government policies on Indigenous people in Australia between 1910 and 1970. This can be about an individual or group of Indigenous Australians.

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

Student Activity Sheet: H1.4  
Activity 4: Symbolism

Episode 1: 2008: Laura  
Clip: The apology

## Symbols of unity

In the clip, as well as the flag, people have beads, necklaces, ribbons and arm bands in red, yellow and black colours. Many Aboriginal people identify with these colours. Explore the significance and meaning as intended by Harold Thomas, who designed the flag.

- 1 Research the symbolism of the Aboriginal flag and the Torres Strait Islander flags.

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- 2 In the clip, people have ribbons, arm bands, badges and jewellery to symbolise unity. Design your own piece of memorabilia that symbolises your support for the apology.





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

Student Activity Sheet H2.2  
Activity 2: Australian cricket

Episode 2: 1998: Mohammed  
Clip: Discrimination

### Indigenous Australian cricketers

- 1 Choose an era in History and research the contribution of Indigenous cricketers within that era. Here are some time frames to choose from: 1788–1850, 1851–1910, 1911–39, or 1940–2009.
- 2 Present the information on a poster, with images of the cricketers and information about their achievements.
- 3 Keep track of the resources you use by recording them in the table below.

Author/website	Resource title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Year	Contribution
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



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

Student Activity Sheet H2.6  
Activity 6: Warnie

Episode 2: 1998: Mohammed  
Clip: The ball of the century

### **'Hall of fame' poster**

- 1 Select an Australian sporting legend and create a short biography of your sportsperson. Present your research as a poster with images and text. When your poster is complete it will become a part of a class 'Hall of fame' of Australian sports stars.
- 2 Use the space below to plan your poster.



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

Student Activity Sheet H2.7  
Activity 7: VCR

Episode 2: 1998: Mohammed  
Clip: The ball of the century

## Technology through time

- 1 Investigate the types of technology that were available to households in 1898, 1948 and 1998. You will need to compare these and consider what life was like for a child in each of these years and how technology affected their everyday life.
- 2 Make sure you include the invention of the VCR in your research. The information can be presented electronically or on a poster. Use the template below to collate your research notes and pictures.

	Technology in 1898	Technology in 1948	Technology in 1998
<b>Household appliances</b>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<b>Outdoor devices</b>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<b>Pictures</b>			





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

Student Activity Sheet H3.5  
Activity 5: The re-enactment of the First Fleet

Episode 3: 1988: Lily  
Clip: The Bicentenary

Use the following focus questions to research and evaluate significant facts about the First Fleet:

1 Who led the First Fleet and when?

\_\_\_\_\_

2 Where did the fleet sail from and where did it land?

\_\_\_\_\_

3 How long did it take to get here?

\_\_\_\_\_

4 Who arrived on the First Fleet?

\_\_\_\_\_

5 How did the fleet know where to come?

\_\_\_\_\_

6 Which ships arrived and what type of ships were they?

\_\_\_\_\_

\_\_\_\_\_

7 What did the fleet bring?

\_\_\_\_\_

8 What did they do after they landed?

\_\_\_\_\_

9 Who met them after they landed?

\_\_\_\_\_



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

Student Activity Sheet H3.6  
Activity 6: The convicts

Episode 3: 1988: Lily  
Clip: The Bicentenary

### Convict fact sheet

- 1 Research what life was like for the convicts when they first arrived in Australia. Locate information using a variety of resources including the internet and your local library.
  
- 2 Use the focus questions below to help you create the fact sheet. Draft your findings below before you create your fact sheet.
  - a Who were the convicts?
  - b Why were they transported to Australia?
  - c What types of crimes had they committed?
  - d Who were some notable people on the First Fleet?
  - e How were the convicts treated?
  - f Which Indigenous groups did they encounter in the early years of the colony?
  - g What was the relationship like between the Indigenous peoples and the new arrivals to Australia?

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- 3 Locate some personal stories of the time.



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

Student Activity Sheet H5.3  
Activity 3: Why is it so?

Episode 5: 1968: Sofia  
Clip: Speaking the language

## 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?

\_\_\_\_\_

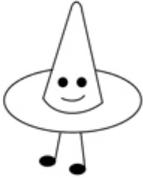
f What aspect of this invention is relevant today?

\_\_\_\_\_

## 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.



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

Student Activity Sheet H6.3  
Activity 3: Warriors and heroes

Episode 6: 1958: Michaelis  
Clip: Greek school

### What makes a hero?

1 Define what we mean by the term 'hero' or 'heroine'.

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2 Name some heroes or heroines with whom you identify.

Name	When did they live?	Where did they live?	What are they famous for?	Who are they important to?

3 Select one hero or heroine and research their story to share with the class.



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

Student Activity Sheet H7.4  
Activity 4: The FX

Episode 7: 1948: Jen  
Clip: Holdens

### A model car

- 1 Choose a popular Holden car from the decade you have been given.
- 2 Find or download images of the model you have chosen and draw your own sketches as a draft for your 3D model. Make sure you draw the left and right sides as well as the back and front of the car to get an idea of its three-dimensional design.
- 3 Plan your model car using the table below. Your car can be made out of any materials available, for example, modelling clay or papier mâché.

Decade of Holden car	Name and model number	Downloaded images	Sketches and notes



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

Student Activity Sheet H7.5  
Activity 5: Car production

Episode 7: 1948: Jen  
Clip: Holdens

### Comparison chart

- 1 Research and fill in the information in the table below. You can add any other car models you want to compare. Then use the information gathered to create a comparison chart.

Car	Cost in 1948	% of wage	Cost today	% of wage
Holden sedan				
Holden station wagon				
Holden utility				

### Car profiles

	1940s	1950s	1960s	1970s	1980s	1990s	2000s
Car style							
Car features							
Safety features							
Materials							
Cost							
Colours							
Method of production							
Time taken to produce							



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

Student Activity Sheet H7.7  
Activity 7: The baby boom

Episode 7: 1948: Jen  
Clip: Courting

### Charting birth and marriage rates

- 1 Record the rate of births and marriages for the era in History your group has been given. Then add the rates found by the rest of the class and compare the differences. Explain the reason for any changes.

Decade	Births	Marriages	Reason for change
2000s			
1990s			
1980s			
1970s			
1960s			
1950s			
1940s			
1930s			
1920s			
1910s			
1900s			
1890s			
1880s			
1870s			
1860s			
1850s			
1840s			
1830s			
1820s			
1810s			
1800s			

- 2 Find out two other useful pieces of historical information about your group's era and share this with your class.

- 3 Other relevant information from this era:



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.

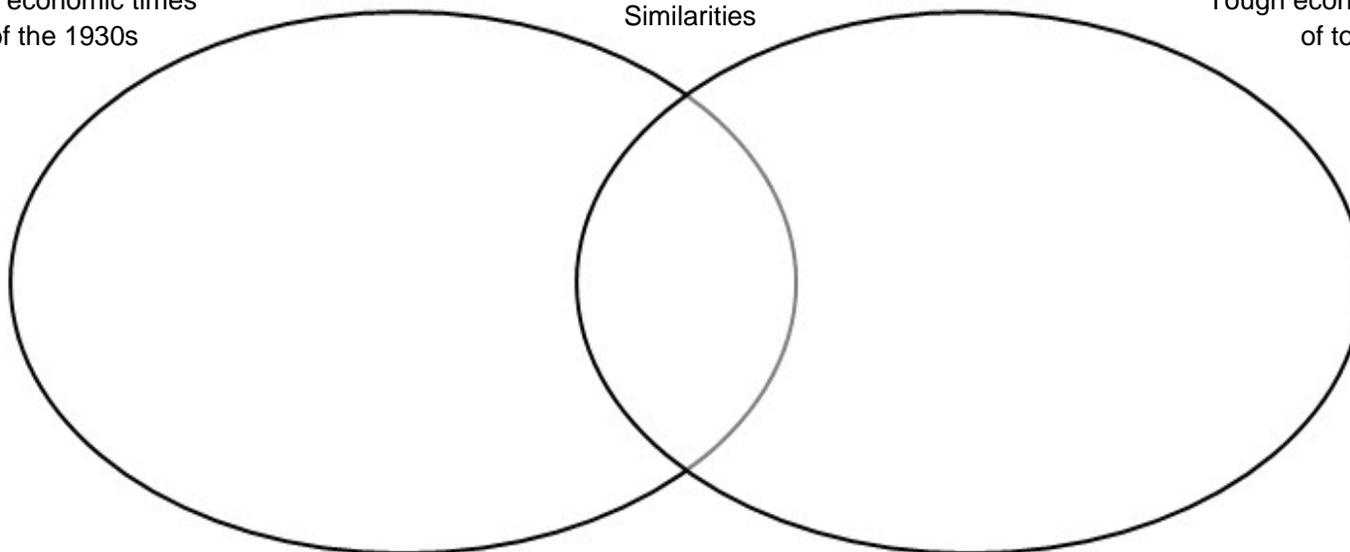
### Coping with hard times

- 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

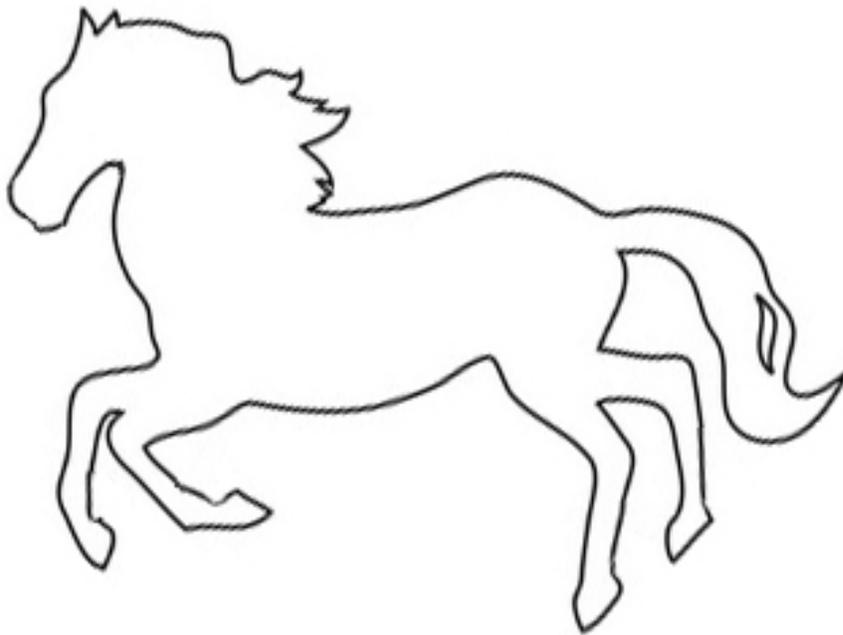






## Horses

- 3 Investigate information about the Melbourne Cup using a variety of websites and books. List as many facts you can find about the history, people and special events relevant to the Melbourne Cup. You could visit the following websites:
- Australian Government Culture Portal, 'Melbourne Cup',  
<http://www.cultureandrecreation.gov.au/articles/melbournecup>
  - Melbourne Cup 150, 'Melbourne Cup Carnival 2010',  
<http://www.melbournecup.com>
  - Victorian Racing Club, 'About the Melbourne Cup',  
<http://www.vrc.net.au/melbourne-cup-carnival/melbourne-cup-statistics.asp>
- 4 Present your facts on a series of horse templates, like the one below.





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

Student Activity Sheet H8.8  
Activity 8: Winners and losers

Episode 8: 1938: Colum  
Clip: Punting

## Horse brochure

Imagine you are the owner of a horse that has won the Melbourne Cup and design a brochure about the horse. List its name, nature, characteristics, including height and stature, its owner and their history with horses and success in racing, its trainer and their success and expertise.

- 1 Include information about the colours the horse races in and what symbolism is attached to these 'silks'. Also include information about the jockey.
- 2 Draft some ideas in the space below.

Front:

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Back:

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

Student Activity Sheet H10.1  
Activity 1: First World War

Episode 10: 1918: Bertie  
Clip: On 'tick'

## First World War statistics

- 1 Work in pairs or small groups to find out more about Australia's involvement in the First World War. You will need to research and note down at least ten statistics based on Australia's participation in the war. You will visually represent these facts to make a chart or graph. The charts and graphs can relate to:

Items for investigation	Statistics
The countries who were the 'allies' and those who were the 'enemy'	
Ages of Australian servicemen sent to war	
Number and percentage of 'conscripted' compared to 'enlisted' servicemen	
Servicemen who returned as amputees compared to those with other injuries	
Number and percentage of Australian combat deaths compared to other countries involved in the war	
Number of medals awarded to soldiers for bravery and the different types of medals given	
The names and accomplishments of First World War Victoria Cross recipients	
Number of women who served as nurses or in other roles	
Approximate number of Indigenous servicemen	

- 2 Choose one statistic to convert into a graph or chart. The charts will then be bound together as a statistical record book of Australia during the First World War.



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

Student Activity Sheet H10.6  
Activity 6: Armistice Day

Episode 10: 1918: Bertie  
Clip: Armistice

### **Create an oral timeline**

- 1** Research and present information on the First World War as an oral timeline. Work in small groups and choose one of the following topics to research.
  - a** Find a story about what happened on Armistice Day.
  - b** Who was involved, in making Armistice a reality? Where and when did this happen?
  - c** How was the news of the Armistice made known in Australia?
  - d** What did the Australian population do to celebrate Armistice?
  - e** The information gathered should be presented as a fact sheet with summarised information and pictures. Use the template below as a guide.
  
- 2** Information should be read out by each group in chronological order with the presentation recorded using a device such as a laptop with microphone or video camera. Use the sample template below as a guide.

First World War: Armistice Day

Facts:  Dates:	Pictures:	Other information:
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Name: \_\_\_\_\_

Student Activity Sheet H10.7  
Activity 7: Anzac Day

Episode 10: 1918: Bertie  
Clip: Armistice

## **Anzac Day: a commemorative booklet**

- 1** Working with a partner, create a commemorative booklet about the Anzac campaign. The booklet should include the following:
  - a** an introduction including brief historical facts, a timeline and diagrams of the campaign
  - b** images and annotations
  - c** statistics about the loss of life and injuries
  - d** information on the commemoration of the event through Anzac Day march and celebration information
  - e** symbols of the campaign
  - f** a personal story in the form of a recount about a member of the family who was involved, or the retelling of a researched soldier's bravery
  - g** a personal response to the importance of remembering the Anzacs.
  
- 2** This completed booklet could be used as a school resource to celebrate Anzac Day. It can be published in print, or be created as a digital booklet.



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

Student Activity Sheet H11.11  
Activity 12: Fireworks

Episode 11: 1908: Evelyn  
Clip: Cracker night

## All about Guy Fawkes

- 1 Working with a partner, conduct research using the Internet to find out more about Guy Fawkes and the Gunpowder Plot.
- 2 Cut and paste your facts into an electronic document or write them into the template below. Your facts will then be added to a class poster about Guy Fawkes.

Facts about Guy Fawkes	Pictures and diagrams	Other interesting facts



## **A decade in camera history**

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

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

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

### **Tip**

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

Try to find pictures or information relating to those changes.

### **Tip**

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