



# 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:
  - 1 Google Images, <http://images.google.com.au/images?hl=en&source=hp&q=1890s+fashion&gbv=2&aq=0&oq=1890s/>
  - 2 Library of Congress, 'Around the World in the 1890s', <http://memory.loc.gov/ammem/wtc/wtchome.html>
  - 3 Picture Australia, <http://www.pictureaustralia.org/apps/pictureaustralia?term1=1890s&Submit=search&action=PAsearch&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



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.
