



EPISODE 5: 1968: SOFIA

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: CONSCRIPTION

ACTIVITY 7: THE SWINGING '60S

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

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

Discover

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

Reflect

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

Download

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

EPISODE CLIP: THE GOODBYE

ACTIVITY 9: WAR POSTERS

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

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World Wars, Australia's involvement in the Vietnam War did not have widespread support, and Australian troops were withdrawn by 1972.

Discover

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

Reflect

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

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- Student Activity Sheet H5.9: Propaganda posters

ACTIVITY 10: SYMBOLS OF PEACE

Subthemes: Art, music and literature; Australians at War

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

Discover

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

Reflect

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

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- Student Activity Sheet H5.10: I protest!



EPISODE 6: 1958: MICHAELIS

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: A GREEK GARDEN

ACTIVITY 4: AN AUSSIE OASIS

Subthemes: Art, music and literature; Culture; Customs and traditions

Michaelis's father proudly shows off his backyard with homegrown fruits and vegetables. During this era it was a vital way to survive in a new environment where some of the ingredients used in traditional meals were not available, or were difficult to find.

Discover

- Ask students to consider the importance of the family garden in episode six. Encourage students to brainstorm ideas on the importance of a self-sufficient garden.
- Create a PMI chart with the class on self-sufficient gardening:
 - 1 P= Plus: What are the positives in having a self-sufficient home garden?
 - 2 M= Minus: What are the negatives associated with this type of garden?
 - 3 I= Interesting: What are the interesting elements of a self-sufficient garden?
- For more inspiration, search for information on self-sufficient gardens. You could also watch some episodes of *Costa's Garden Odyssey* that have been screened on SBS television.

Reflect

- Ask students to research recipes from Greece. Each student should find one recipe for an entrée or starter, one for a main meal and one for a dessert. Once they have the recipes together they can combine them all to make their class recipe book. As a class, celebrate Greek Independence Day (25 March) by having students cook Greek food and bring it to school to share.
- Alternatively, students are encouraged to ask family members about their own traditional recipes. They could investigate the ingredients to see what food groups each represents and complete a chart of these. Students can source images of the food, ingredients and recipes for the chart. Once they have at least two recipes each, they can combine them all to make their own recipe book. Students can choose one recipe from their mini-cookbook and make the meal with a family member at home. Foods can be brought into school and celebrated as part of a multicultural food day.
- Some useful recipe websites include:
 - 1 Taste.com.au, <http://www.taste.com.au/recipes/collections/greek+recipes>
 - 2 Dairy Australia, <http://www.dairyaustralia.com.au/recipes>
 - 3 The Heart Foundation, <http://www.heartfoundation.org.au/recipes>
 - 4 Jamie Oliver, <http://www.jamieoliver.com>



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- Student Activity Sheet H6.4: The family cookbook

EPISODE 7: 1948: JEN

Unit focus: History

Year level: Years 3–6

ACTIVITY 2: THE MOVIE POSTER

Subthemes: Art, music and literature; Entertainment and games; Historical events

Discover

- In this episode, Jen and her girlfriends are infatuated with the movie stars of the era, leading them to take a movie poster from the local cinema. Movie posters in the 1940s were large and glossy, depicting fabulous portraits of lead actors.
- You could obtain some sample movie posters from your local cinema or from the local library and display them in the classroom.
 - 1 As a class, brainstorm ideas about what makes a movie poster appealing. Discuss the layout, images, text, graphics and artwork style associated with movie posters.
 - 2 Discuss how effectively the posters you have displayed advertise the film. What are some of the advertising techniques used? Ask the students to evaluate how successful each poster is in advertising the movie.

Reflect

- Ask students to make a movie poster that represents a movie from the 1940s. They should consider the layout, images, text, graphics and style of artwork. After planning the design of their poster, they could use a large poster-sized A2 card to lay out their design elements. To help with ideas, provide students with samples of posters and obtain images from the 'Stills gallery' on the *My Place* for teachers website.

Download

- Student Activity Sheet H7.2: Make a 1940s movie poster

ACTIVITY 3: AUSTRALIAN FILM HISTORY

Subthemes: Art, music and literature; Entertainment and games; Inventions and electronic media

Discover

- Charles Chauvel's 1940 movie *Forty Thousand Horsemen* was Australian cinema's first worldwide success story. In the following decades, many other Australian movies would also gain international success.



- Ask students to create a list of the most successful Australian movies, particularly ones that achieved international popularity. As a class, discuss how Australia is presented in some selected movies: for example, *Australia* (2008), *Man from Snowy River* (1982), *Crocodile Dundee* (1986) and *Finding Nemo* (2003).
- As students research movies of the past, make comparisons to moviemaking in Australia today. Select four well-known movies with 'Australiana' themes to use as examples in the class discussion and ask students to discuss why they think these themes are so apparent in Australian productions. Refer to the australianscreen website for clips such as *Crocodile Dundee*: australianscreen, <http://aso.gov.au/titles/features/crocodile-dundee>

Reflect

- Ask students to research the history of Australian moviemaking to create a timeline using pictures gathered from the internet. The timeline can include as many Australian film productions from 1928 until today as students wish, but the chosen movies should include Australian themes. The following websites may be helpful:
 - 1 australianscreen, <http://aso.gov.au>
 - 2 Screen Australia Digital Learning, <http://www.screenaustralia.gov.au/learning>

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- Student Activity Sheet H7.3: Australian film timeline

EPISODE 8: 1938: COLUM

Unit focus: History

Year level: Years 3–6

ACTIVITY 5: A RADIO PLAY

Subthemes: Art, literature and music; Chores, business and employment; Entertainment and games

Develop

- *The Shadow* began as a narrative character in an American radio show, *Detective Story Hour*, in 1930. By 1931 *The Shadow* had been published as a comic magazine, and it survived for almost two decades. The character was given its own radio show in 1937, and throughout 1938, a young radio personality called Orson Welles played the lead role. Read about the history of *The Shadow* at 'Orson Welles' *The Shadow*', <http://www.downunderdvd.com/TheShadow.html>

Reflect

- Ask students to create a short episode of a radio play serial with roles for at least four people. They will need to source a script with roles for these people. Other students may like to be sound technicians and recorders. Ask the students to bring in comic books about super heroes to spark their imagination. They may create their own short script, or use one they have found.
- Ask students to follow the steps below:
 - 1 Select a known script, or write your own short script.



- 2 Storyboard the action and calculate the time the script will take to present; about five to ten minutes is sufficient.
- 3 Decide on theme music and work out what sound effects are needed to help tell the story and draw the attention of the viewer.
- 4 Practise your lines as a group and time your sound effects to the action.
- 5 Use a digital program to record the radio play, or use the microphone application on the desktop computer. You may also use a tape recorder.
- 6 Share the radio serials with the whole class.

Download

- Student Activity Sheet H8.5: Write your own radio play

EPISODE 10: 1918: BERTIE

Unit focus: Australian History

Year level: Years 3–6

ACTIVITY 8: TIPPERARY

Subthemes: Art, music and literature; Australians at war; Celebrations

Discover

- Investigate the music of the 1920s. Jazz, ragtime and Broadway musicals were popular genres of this era. The First World War stimulated the entertainment industry to produce music that celebrated success and freedom. In post-war Australia the influence of music and dance from the USA and Britain was evident and new styles captured the imagination of the young returned servicemen and servicewomen.

Reflect

- Research and explore music websites showcasing music of the early 1920s. Discuss why jazz and ragtime music became so popular and why music became important in the recovery after the First World War. Look at the dance styles of the era and describe how they had changed from the pre-war era. Information can be found at these sites:
 - 1 1920's Music, <http://www.1920-30.com/music>
 - 2 Australian Government Culture Portal: Australian dance, <http://www.cultureandrecreation.gov.au/articles/dance>
 - 3 OzJazz 50, http://users.tpg.com.au/sykespj/ozjazz/ozjazz_history.html
- Students could research the history of one or all of these topics: popular musicians and bands; popular musicians; the impact of radio on the music industry.
 - 1 How did people in 1920s listen to music?
 - 2 What type of machine was used to listen to music?
 - 3 How did people buy music?
 - 4 Where did people listen to music?

Download

- Student Activity Sheet H10.8: Music in the 1920s



EPISODE 12: 1898: ROWLEY

Unit focus: History

Year level: Year 3–6

EPISODE CLIP: EARLY PHOTOGRAPHY

ACTIVITY 3: 1800S PHOTOGRAPHY

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

Photographs tell a unique story about a time in history. They were not available in Australia until 1841 when the first daguerreotype arrived. A daguerreotype is a unique image on silver-plated copper. It is unique because it is the same plate that was in the camera and there is no negative. This photographic technique was popular until the mid 1850s.

Discover

- Students could create a photo album of pictures that depict everyday life or children. There are images available from the series in the *My Place for Teachers* 'Stills gallery' that could be used. Additionally, students could locate royalty-free images through the National Library of Australia, 'Picture Australia' website, <http://www.pictureaustralia.org> or other related websites.
- The album could be produced as a book or presentation. If a slideshow presentation program is used, each image should be linked to the website the images came from.

Reflect

- Ask students to annotate what the images represent within the theme of their album and reference the original photographer, if the name is available.

ACTIVITY 4: A PICTURE SPEAKS A THOUSAND WORDS

Subtheme: Art, music and literature

A photographic album tells the story of someone's life in pictures. In many family photo albums, words are not required: the pictures tell the story. People and places within a photograph are captured in time.

Reflect

- Students can choose one photograph from the album they created in Activity 3:1800s photography. The photograph will be explored further through reflective writing. The reflective piece must be written through the eyes of the person or object in the photograph and must relate to the era of the photograph.

Download

- Student Activity Sheet H12.2: Reflective writing



Name: _____

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

Episode 5: 1968: Sofia
Clip: Conscription

What's a record?

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

a What is a record?

b What do you play it on?

c What different sizes and forms do records have?

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

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

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



Name: _____

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

Episode 5: 1968: Sofia
Clip: Conscription

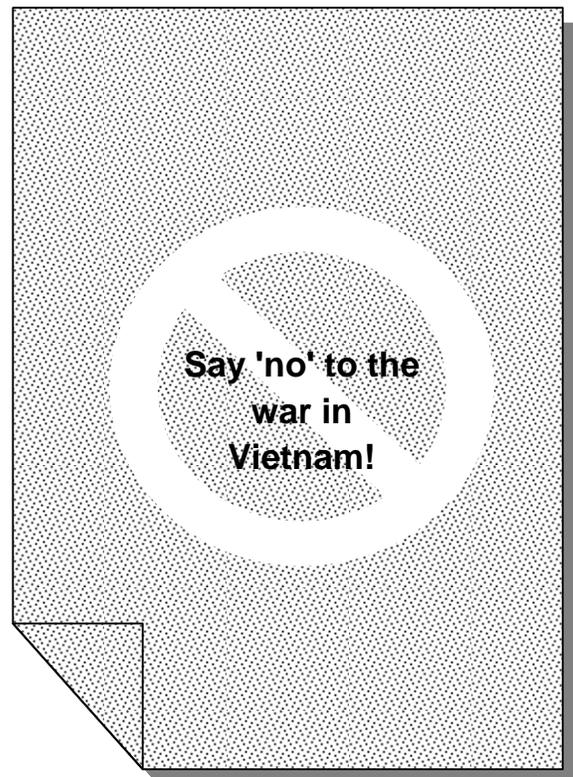
Make a compilation album of 12 popular songs from the 1960s. Design a cover for the album.

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12	

Propaganda posters

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

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





Name: _____

Student Activity Sheet H5.10
Activity 10: Symbols of peace

Episode 5: 1968: Sofia
Clip: The goodbye

I protest!

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

Symbols of peace	Images

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

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



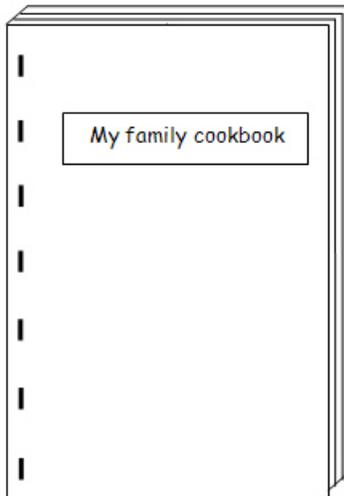
Name: _____

Student Activity Sheet H6.4
Activity 4: An Aussie oasis

Episode 6: 1958: Michaelis
Clip: A Greek garden

The family cookbook

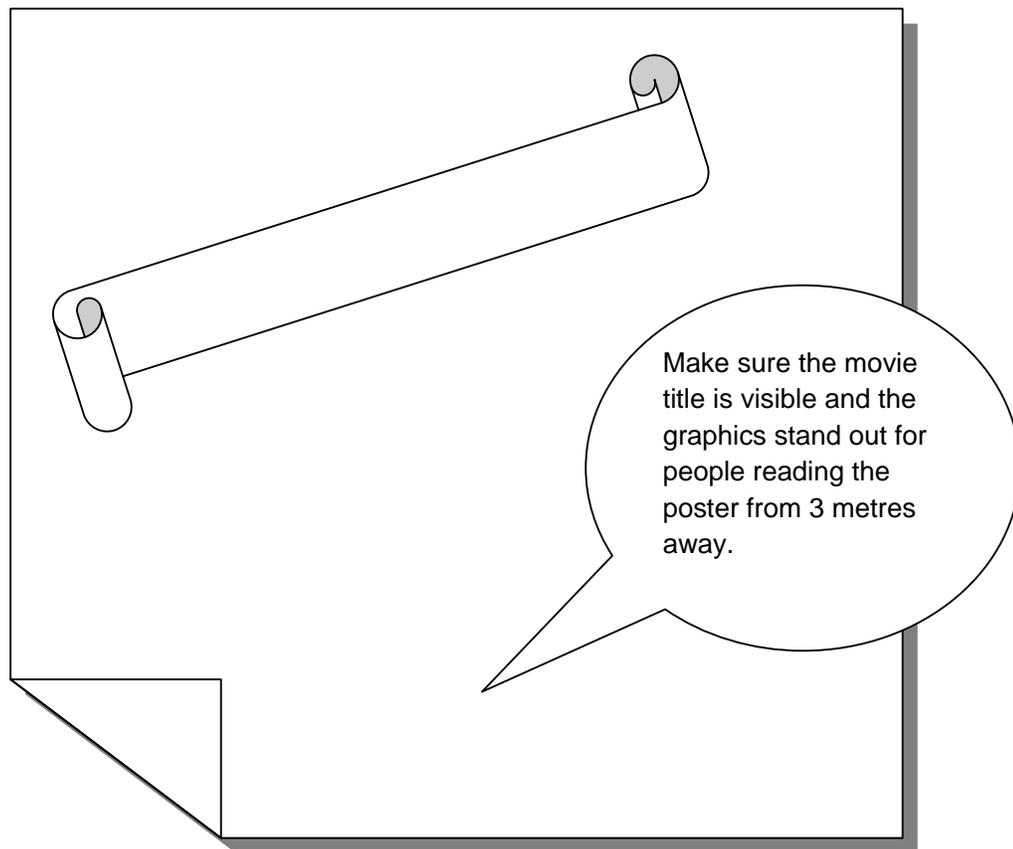
- 1 Create a mini-cookbook with recipes from your own family. Ask family members about traditional recipes that are cooked and baked at home. Think about all of the wonderful meals you have shared with your family during times of celebration. These are the recipes your family will know and love to share. You can also add recipes where all of the ingredients have come from the home garden.
- 2 Add pictures, photos and tips from your parents, grandparents and other family members.
- 3 Research recipes from Greece and find one recipe for an entrée or starter, one for a main meal and one for a dessert. Once you have the recipes together you can combine them all to make a class recipe book. Some useful recipe websites:
 - a Taste.com.au, <http://www.taste.com.au/recipes/collections/greek+recipes>
 - b Dairy Australia, <http://www.dairyaustralia.com.au/recipes>
 - c The Heart Foundation, <http://www.heartfoundation.org.au/recipes>
 - d Jamie Oliver, <http://www.jamieoliver.com>



- 4 Choose one recipe from the mini-cookbook and make the meal with a family member at home. Foods can be brought into school and celebrated as part of a multicultural food day, or for Greek Independence Day on 25 March.

Make a 1940s movie poster

- 1 Choose a movie from the list you created in Activity 1: Talkies.
- 2 Draft an outline of your poster, including all the elements you need: headings, text, images, colour, background, additional information.
- 3 Think about what you want the poster to communicate to your audience.
- 4 Design the layout of your poster. Remember to use the size and position of elements to draw attention to things you want the reader to focus on. The key idea you want to communicate should be the focus.
- 5 Make sure the movie title is prominent, with suitable colours, patterns and font style.
- 6 Include fonts and graphics suitable for the 1940s. Look at posters from that era for inspiration.





Australian film timeline

You can use the templates below to create your timelines or make your own.

The golden era of Australian cinema 1930–59



Australian cinema of 1960–79



Contemporary Australian cinema 1980–2010





Name: _____

Student Activity Sheet H8.5
Activity 5: A radio play

Episode 8: 1938: Colum
Clip: *The Shadow*

Write your own radio play

In small groups of four to six students, you will create a short episode for a radio play serial based on a comic book story. Alternatively, select a well-known script. You will need to source a script with roles for at least four people within a group. The others may like to be sound technicians and recorders. Bring in comic books about super heroes to spark imaginations, then either create a short script, or use an existing one.

Once a script is ready, the group must decide who will play each character, and also choose a narrator.

1 Where to start:

- a Select a known script or write your own a short script.
- b Storyboard the action and calculate the time the script will take to present; about five to ten minutes is sufficient.
- c Decide on theme music and work out what sound effects are needed to help tell the story and draw the attention of the audience. Practise your lines as a group and time your sound effects to the action.
- d Record the radio play using a digital recorder, online program, or by using the microphone application on the desktop computer.
- e Share the radio serials with the class.

2 Write some ideas below.



Name: _____

Student Activity Sheet H10.8
Activity 8: Tipperary

Episode 10: 1918: Bertie
Clip: Armistice

Music in the 1920s

- 1 In a small group, research the history of the music player. In the time before stereos, MP3 players and iPods what did people use in order to hear their favourite tunes?

- 2 Research the history of one or all of these topics: popular musicians and bands; popular musicians; or the impact of radio on the music industry. Find out more about the non-electric phonographs Victrola and Graphanola, which were used to play the music in the era. Present your information on a poster or as a slideshow presentation. Use the following focus questions as a guide for your research:

a How did people in the 1920s listen to music?

b What type of machine was used to listen to music?

c How did people buy music?

d Where did people listen to music?

- 3 Research and explore music websites showcasing music of the early 1920s. Find out why jazz and ragtime music became so popular and why music was important in the recovery effort after the war.

- 4 Look at the dance styles of the era and describe how they had changed from the pre-war era. Information can be found on these websites:

a 1920's Music, <http://www.1920-30.com/music>

b Australian Government Culture Portal: Australian dance,
<http://www.cultureandrecreation.gov.au/articles/dance>

c OzJazz 50, http://users.tpg.com.au/sykespj/ozjazz/ozjazz_history.html

