



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

Unit focus: History

Year level: Years 3–6

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

#### **ACTIVITY 4: BICENTENNIAL CELEBRATIONS IN AUSTRALIA**

Subthemes: Celebrations; Culture

The Bicentennial celebrations on 26 January 1988 promised to be significant for Australians. The official logo was 'Let's celebrate', encapsulating the festive events and people's attitudes and expectations. In NSW alone, over 25,000 bicentennial events took place during the year. One of the main events was the First Fleet re-enactment, with tall ships arriving from all over the world. Many Indigenous Australians did not celebrate, and some boycotted the organised events.

#### **Discover**

- Ask students to visit the following websites:
  - 1 Screen Australian, 'Australia Daze (1988)', <http://australianscreen.com.au/titles/australia-daze/clip3>
  - 2 Koorie History Website Project, 'The Sydney Morning Herald and Representation of the 1988 Bicentennial', [http://www.kooriweb.org/foley/essays/essay\\_11.html](http://www.kooriweb.org/foley/essays/essay_11.html)
  - 3 Wikipedia, 'Australian Bicentenary', [http://en.wikipedia.org/wiki/Australian\\_Bicentenary](http://en.wikipedia.org/wiki/Australian_Bicentenary)
- Students should develop a fact sheet responding to questions about the significance of the Australian Bicentenary:
  - 1 What is a Bicentennial celebration?
  - 2 Why is it a celebration for a nation?
  - 3 Who organised the celebration?
  - 4 Why did some Indigenous Australians not celebrate this occasion?
- Ask students to research merchandise that was designed for the Bicentenary. Before and during the celebration of Australia's Bicentenary there were commemorative stamps, coins, posters and other products made to mark the occasion. School children were given special plaques and coins.

#### **Reflect**

- Ask students to find as many examples of Bicentennial merchandising as possible. They should list them and find images for them. The information can be presented as a pamphlet, either electronically or on paper.
- Ask students to design their own commemorative item for the Australian Bicentenary and include it with their research.



### Download

- Student Activity Sheet H3.4: Bicentennial information pamphlet

## EPISODE 6: 1958: MICHAELIS

Unit focus: History

Year level: Years 3–6

### EPISODE CLIP: THE CHRISTENING

#### ACTIVITY 6: FAMILY TREE

Subthemes: Celebrations; Customs and traditions; Multiculturalism

Christenings, weddings, name days, feasts, fasting, and religious holidays are just a few traditional Greek family celebrations. The celebration of Michaelis's new sister's baptism is one of the most important days in the life of a Greek Orthodox Christian.

#### Discover

- Ask students to create a list of all the events their family celebrates. They should also list if this event involves food or fasting. Have all students share their list with the class in order to make a larger and more comprehensive list.

#### Reflect

- Create a 12-month events calendar including all the traditional and important events from the families within the classroom. The calendar can be created electronically or on paper. Students create small cards with a description of the celebrations. The small cards can be attached to the corresponding dates on the calendar.

### Download

- Student Activity Sheet H6.6: Events calendar

#### ACTIVITY 7: CELEBRATIONS

Subthemes: Celebrations; Customs and traditions; Multiculturalism

#### Discover

- As a class, discuss the history of family celebrations. Ask students to respond to the following questions:
  - 1 Why do families celebrate traditional events?
  - 2 What is the importance of celebrating these events?

#### Reflect

- Ask students to choose one traditional family event that is celebrated. Ask them to write a report on how the event is organised and why it is celebrated within their family. They can include



historical facts, food recipes, photos and anything that best depicts this family celebration. Students then share their reports with the class.

### Download

- Student Activity Sheet H6.7: Family celebrations and events

## EPISODE 10: 1918: BERTIE

Unit focus: History

Year level: Years 3–6

### 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?
  - 1 What is the importance of the Gallipoli campaign?
  - 2 What is the symbol of Anzac Day?
  - 3 When does Anzac Day occur?
  - 4 What happens on Anzac Day?
  - 5 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

## 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/sykespi/ozjazz/ozjazz\\_history.html](http://users.tpg.com.au/sykespi/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 11: 1908: EVELYN**

Unit focus: History

Year level: Years 3–6

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

#### **ACTIVITY 8: GUNPOWDER**

Subthemes: Celebrations; Inventions and electronic media

##### **Discover**

- In this clip, Evelyn, Edward and Freddie try to create fireworks by obtaining gunpowder. Why does this plan fail? What are the ingredients of gunpowder; where and when was it invented, and by whom? A useful website to start your research with is Wikipedia, 'Gunpowder', <http://cunnam.sca.org.au/wiki/Gunpowder>
- As a class, discuss the benefits and risks associated with gunpowder.

##### **Reflect**

- Ask students to research the origins of gunpowder and list some technological advances in its use across time. They could develop a timeline of the developments associated with gunpowder.

##### **Download**

- Student Activity Sheet H11.8: Timeline on gunpowder

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

#### **ACTIVITY 13: BONFIRES**

Subthemes: Celebrations

Australians celebrated Guy Fawkes Night on 5 November each year. It symbolised Australia's links to Britain. Guy Fawkes Night is not celebrated any longer. Why not?

##### **Discover**

- Discuss a number of special events that students and their families celebrate today that are a reflection of past customs and traditions from other countries and ethnic communities.

##### **Reflect**

- Ask students to create a scrapbook page based on an Australian celebration such as Australia Day or Anzac Day. They are to find images, historical facts and information and present a personal recount of the event.
- Look at The Scrap Album, 'Guy Fawkes Day', <http://www.scrapalbum.com/agfp1.htm>  
Students can use the page on Guy Fawkes as a template for their own work.



### **Download**

- Student Activity Sheet H11.12: Celebration scrapbook



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

Student Activity Sheet H3.4  
Activity 4: Bicentennial celebrations in Australia

Episode 3: 1988: Lily  
Clip: The Bicentenary

### **Bicentennial information pamphlet**

- 1 Find out about some different items of merchandise designed to celebrate the Australian Bicentenary and research them. Before and during the Bicentennial celebrations there were commemorative stamps, coins, posters and other products made to mark the occasion. Find information and pictures about these items. The information can be presented as a pamphlet that you make either on a computer or on paper.
- 2 Design and draft your pamphlet below.

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

Student Activity Sheet H6.6  
Activity 6: Family tree

Episode 6: 1958: Michaelis  
Clip: The christening

## Events calendar

To create a 12-month calendar of special family events for the entire class, you need to create and describe a special family event of your own to add to the calendar.

Use the card template below to describe the event and then add it to the class calendar.

**Event date**

Event description



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

Student Activity Sheet: H6.7  
Activity 7: Celebrations

Episode 6: 1958: Michaelis  
Clip: The christening

### **Family celebrations and events**

Choose one traditional family event that you celebrate and write a report on the following.

- 1 How is the event or celebration organised?
- 2 Who organises the event or celebration?
- 3 Where is the event or celebration held?
- 4 Why is it an important event or celebration?
- 5 What are the historical facts behind the event or celebration?
- 6 What types of food recipes are used and enjoyed?
- 7 Any other interesting information to add?

You can include photos and anything else that best depicts this family celebration. This report can be completed electronically as a document, blog or webpage. You could also use the template below.

<b>Title:</b>
<b>Report:</b>
_____
_____
_____
_____
_____
_____
_____
_____



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 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/sykespi/ozjazz/ozjazz\\_history.html](http://users.tpg.com.au/sykespi/ozjazz/ozjazz_history.html)



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

Student Activity Sheet H11.8  
Activity 8: Gunpowder

Episode 11: 1908: Evelyn  
Clip: Mr Wong's Emporium

## **Timeline on gunpowder**

### **Small group project**

Research and present information on the history of gunpowder and create a timeline of technological changes in the use of gunpowder. Within your group, nominate a researcher, a timeline creator and an editor.

- 1** Researcher: Locate information on the origins of gunpowder and also find out more about the technological advances in its use across time.
- 2** Timeline creator: You must either work electronically to create a timeline or create a timeline on a poster using the tips below.
- 3** Editor: You must edit the factual information and summarise it for the timeline.

The timeline must be presented in chronological order and the factual information used must be verified by the editor and also listed in the bibliography.

A useful website to start with is:

Wikipedia, 'Gunpowder', <http://cunnam.sca.org.au/wiki/Gunpowder>

Timeline tips:

- Ensure that you have worked out the beginning and end date of your timeline. Collaborate with your team to work this out.
- If working on a poster, measure out the dates on a ruled line on a landscape poster large enough for your timeline.
- If working electronically, decide as a group which program you will be using to present your information. If you are using a slideshow presentation program, you may want to include slides for each section of your timeline.



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

Student Activity Sheet H11.12  
Activity 13: Bonfires

Episode 11: 1908: Evelyn  
Clip: Cracker night

## **Celebration scrapbook**

Design your own scrapbook page, either electronically or on paper, based on an Australian celebration. You may choose to make a scrapbook on Australia Day, ANZAC Day or a local celebration in your state or territory.

- 1 Research facts about the celebration, find pictures or take your own!
- 2 Use the website below to gather ideas about scrapbook design and what you can make:  
The Scrap Album, 'Guy Fawkes Day', <http://www.scrapalbum.com/agfp1.htm>
- 3 Design your template and think about borders, headings, symbols and emblems to help create a theme for your scrapbook.
- 4 Think about a colour scheme and even the possibility of moving images and animation.
- 5 Sketch your ideas below.