



EPISODE 4: 1978: MIKE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE CARD COLLECTION

ACTIVITY 5: PLAYLISTS

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- Ask students to think about Sofia playing a favourite record in her room with her friend and relate it to the activity called 'Record Collection' in the clip 'Conscription' ten years earlier in 1968. There Sofia was ten years old and asked to look after Michaelis's precious record collection of LPs (Long Playing records).

Reflect

- Ask students to find out more information about records and the format of singles and EPs in the 1960s and 1970s. Ask students to draw up a list of the ways music is played in the twenty-first century. Students can then compile a list of popular artists and songs of the era and create a 1970s playlist to share with the class.
- From the list, ask students to select a group that is unknown to them and research information on the group. Ask students to design a record cover for an album by the group. It could be an album that was produced, or an imaginary one. The album cover should list eight and ten songs the group were known for.

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- Student Activity Sheet E4.5: Create a musical playlist from the 1970s.



EPISODE 5: 1968: SOFIA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: SPEAKING THE LANGUAGE

ACTIVITY 2: LOUNGE ROOM TELEVISION

Subthemes: Customs and traditions; Inventions and electronic media

Discover

- As a class, discuss the role of the television set in this clip. Ask students to respond to the question, 'What information can you learn about television at this time from what you can see?' An example answer would be that the set is black and white and has a small screen.
- Ask students to compare the role of the television set in this clip with the role of the set in the clip 'Greek School' from Episode 6. They should respond to the following questions:
 - 1 What is different about the way television is portrayed in these two scenes, ten years apart? What has happened?
 - 2 Does Sofia feel the same way about television as her brother Michaelis does in the earlier story? Compare the differences. (Sofia has a television in her lounge room, Michaelis has to watch a neighbour's set through binoculars.)
 - 3 What does the television in the lounge room say about Sofia's family now, compared with how it was for Michaelis?
 - 4 What has changed? (televisions are cheaper and more readily available, and Michaelis and Sofia's parents probably have more money to spend on a set than they did ten years previously.)
- As a class, discuss the television show *Why is it so?* hosted by Professor Julius Sumner Miller, which Sofia is watching. Have students brainstorm what style of show it is from what they can see and hear in the clip.

Reflect

- Ask students to research this show further on the internet and present their findings to the class. They could also research what other Australian television shows were popular in the 1960s. *Skippy: the bush kangaroo*, for example, went to air for the first time in 1966 Ask students to compare *Why is it so?* with *The Adventures of Robin Hood*, which Sofia's brother Michaelis was watching ten years earlier. Ask students if they think *The Adventures of Robin Hood* was an Australian television show?
- Discuss:
 - 1 where *The Adventures of Robin Hood* originated
 - 2 the nature of television production and how expensive it is
 - 3 the development in Australian television production in the ten years between 1958 and 1968.
- Ask students to interview their grandparents and older relatives to find out what television shows they watched in the 1960s and why. List the information brought back by students, looking for similarities and common themes. Identify which shows are listed the most? Discuss why.



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- Student Activity Sheet E5.2: Television evolves

EPISODE 6: 1958: MICHAELIS

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: GREEK SCHOOL

ACTIVITY 2: TELEVISION

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- Michaelis catches snippets of the popular TV series *The Adventures of Robin Hood* using binoculars. Discuss why watching television is important for Michaelis. Ask students: What does this tell us about Michaelis as a character? What does it tell us about his family?
- Have students discuss Michaelis's ingenuity in finding ways to watch the TV program. Ask them what they would have done in his place. Ask students to write a short story describing what their life would be like without a television. They should include how this would be a benefit or a problem for them.

Reflect

- Ask the class what they feel the role of television is in our society today. How important do they think it is? What other forms of entertainment do people use? Ask students to write a report describing what they think is the future of television. What will television be like in ten years' time?

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- Student Activity Sheet E6.1: Life without television

ACTIVITY 3: ROBIN HOOD

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- Michaelis loves watching the TV show *The Adventures of Robin Hood*. Discuss the TV show with the class and list the key characteristics that can be identified from the snippets seen on screen.
- Discuss the origin of the legend of Robin Hood. There have been many adaptations of the story. Students can research these on the internet, compiling a list of all the versions they find. If possible, view a sample of the many clips from film, animation and TV shows available online and compare them. Have students rate the different versions, from the ones they like best to those they like least, and explain their choices.



- Survey the class and create a list of all the TV shows that students like to watch. Create a graph showing the most to the least popular. Introduce the term 'action drama' to describe shows like *The Adventures of Robin Hood*. Students could identify other programs that fit into this category.
- Brainstorm what students like about their favourite action drama TV shows. Discuss this information as a class and then have students work in small groups to classify and group the information into key categories. When students report back to the class, combine similar ideas to create a formula for the elements that are 'must haves' in children's television action dramas.

Reflect

- Ask students to write a descriptive, detailed review of their favourite action drama TV show, drawing on information gathered in the previous activities.

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- Student Activity Sheet E6.2: Robin Hood and TV drama

EPISODE 7: 1948: JEN

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE PICTURES

ACTIVITY 1: THE NEWSREEL

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- This clip commences with an old movie newsreel. Ask students to record what they remember about the information in the film reel. What was the most significant information given? Was it the birth of Princess Elizabeth's first child, Prince Charles?
- Discuss the ways information is relayed to the audience in this newsreel. Examine the images, text on the screen and the voice-over. Have students think about why they know this news story is about the birth of Prince Charles. What's missing here? Ask students to think about the reasons why there are no photos of the baby prince on this newsreel. Ask students to think about what this newsreel would look like if it were made today. What information would today's audience expect to see and hear?
- Discuss the purpose of the newsreel. Why is it important? Discuss the media technology available at this time in history without TV. How did people acquire their information?

Reflect

- Ask students to review the main features of the newsreel as a text type and to think of a current news topic of interest. They should plan a short newsreel to share using an electronic media device, adding photos and a voice-over, before presenting it to the class.



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- Student Activity Sheet E7.1: Old-fashioned newsreel

ACTIVITY 3: PRINCES AND PRINCESSES

Subthemes: Entertainment and games; Inventions and electronic media; Relationships

Discover

- Discuss the purpose of a film cinema poster. As a class activity, look closely at the 1948 poster in the clip and note its characteristics. Ask students:
- Who is featured? (You will need to refer back to the film clip for more information. It shows Princess Elizabeth and her husband, Prince Phillip.)
- Describe how they think Jen and her friends see Princess Elizabeth and Prince Phillip, giving evidence from the text.
- Have students consider the following questions:
 - 1 Why do you think Jen and her friends felt like they did about the royal couple?
 - 2 Why would Australian girls in 1948 think Prince Philip was a hero?
 - 3 Why do you think people looked up to royalty so much at this time?
 - 4 Do you think Australians today feel the same way about British royalty?
- Discuss the role of Prince William and Prince Harry as some of the youngest members of the British royal family today and whether these princes are viewed as heroes or celebrities like Princess Elizabeth in 1948?

Reflect

- Have students look for examples of contemporary film posters and compare them with the 1948 version. What are the similarities and differences?
- Compare the film poster examples and identify the main text features of the film poster genre. Ask students to create individual film posters for a fictional film version of their favourite book. They will need to consider questions such as: What style of film is it? How will that influence the poster design? Who is the star? What is the tag line or slogan?

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- Student Activity Sheet E7.3: Being royal and famous

EPISODE CLIP: THE HOLDEN

ACTIVITY 6: THE WIRELESS

Subthemes: Entertainment and games; Inventions and electronic media

Discover

- As a class, discuss the role and importance of the radio, or wireless as it was then called. Why is it included in the clip? What information does it add to the story?



- Discuss the radio play included in this clip. Make a list of information about the type of play and the topic. For example, the program is called: *When a girl marries – dedicated to those who are in love*. Discuss what the purpose of this play could be, its intended audience, and its contribution to the story. Why did the filmmaker use this play and not something else like the horse racing or the news?
- Introduce the term 'juxtaposition' to the class and ask students to find a definition for the word. Examine how the filmmaker juxtaposed the radio play with Jen's mother, Kath, and her relationship with Wal. What extra information does it add to the story?
- Introduce or revisit the concept of foreshadowing in filmmaking and narrative writing and think about the name and subject of the radio play in this context. What is it flagging to the viewer and to Jen? For more detailed information about foreshadowing, see Activity 4: Foreshadowing in Episode 13: 1888: Victoria (English).

Reflect

- Have students design a radio play and voice-over to juxtapose a different scenario in this scene, which foreshadows a different outcome from Jen's perspective. Ask students to consider what they think Jen would like to happen?

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- Student Activity Sheet E7.6: Juxtapositions

EPISODE 8: 1938: COLUM

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE SHADOW

ACTIVITY 7: RADIO

Subthemes: Chores, business and employment; Entertainment and games; Inventions and electronic media

Discover

- As a class, discuss the role of the radio in this clip. Ask students what they think the radio symbolises. Why is the radio in Miss Miller's window? The positioning of the radio is evidence of the circumstances of the listeners in the street, including Colum and his family. What does this tell the audience about Miss Miller? She is obviously wealthier than her neighbours but she is also thoughtful and generous because she is sharing her radio with them.
- As a class, discuss the availability of radios at this time and their accessibility to the general public.



Reflect

- Ask students to undertake library and internet research on the history of radio technology and how it impacted on family and community life in the 1930s. They should present this information as an oral report to the class.

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- Student Activity Sheet E8.7: Radio times

EPISODE 10: 1918: BERTIE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: IMPACT OF WAR

ACTIVITY 5: THE TELEGRAM

Subthemes: Inventions and electronic media; Language and scripting

Bertie and Sid rush back to Bertie's house when they hear the bell on the postman's bicycle bell as he delivers a war telegram to Bertie's sister Evelyn. She is devastated by the news of Freddie's death (her friend, neighbour and Miss Miller's nephew). It comes after the family had already received the traumatic news of the death of their father in the war.

Discover

- After viewing the clip, ask students to describe what is happening in this scene, using evidence from the text to support their explanations. What clues have been given previously that will help the viewer to understand what is happening here? Focus on the opening scene with the telegram boy and discuss what this signals to the viewer. Have students think about how this makes them feel. Ask them to look carefully to find out what the filmmaker is drawing viewers' attention to in this scene, how this is achieved and the possible reasons why.
- It may be necessary to give students some background about telegrams and their critical role in communication in times before it was common for people to have telephones in their homes. It is important to highlight the significance of a telegram received during wartime. Viewers must appreciate this if the scene is to have the intended impact. There may be some students whose grandparents have kept telegrams from the past, for example, wedding telegrams. Look at the format of a telegram. The message was conveyed in as few words as possible, with words such as articles omitted.
- Discuss why telegrams were abbreviated, and find out the cost of sending a telegram. Discuss how telegrams are similar to SMS text messages. What other text formats have replaced the telegram?



Reflect

- Ask students to use the worksheet to analyse the impact of this clip. List the sounds heard in one column and the vision in the other, and note what they consider to be significant. The audio of the bicycle bell comes first, a piercing noise which precedes the image, immediately focusing attention on the bicycle and the boy. Other factors colouring the tone of this scene are the demeanour of the boy on bicycle and the symbolism of the uniform, both designed to create particular meaning for the viewer.
- Have students look closely at the way this opening scene is edited, with the montage of shots cutting back and forth between Bertie and Sid, and others. Ask students:
 - 5 What is the purpose of this? What is the filmmaker trying to make you feel?
 - 6 How does it make you feel?
 - 7 How does the filmmaker use this technique to help tell the story?

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- Student Activity Sheet E10.5: Delivering news

EPISODE 12: 1898: ROWLEY

Unit focus: English

Year level : Years 3–6

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.

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- Student Activity Sheet E12.4: Storyboard

EPISODE 2: 1998: MOHAMMED

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: THE BALL OF THE CENTURY

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.

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- Student Activity Sheet H2.7: Technology through time



EPISODE 4: 1978: MIKE

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: PERFORMANCE CARS

ACTIVITY 1: MUSCLE CARS

Subthemes: Inventions and electronic media; Transport

'XB', '351-GT', '250ci', 'six-cylinder' ... what do these things mean? To a car enthusiast, it all makes sense. The 'muscle cars' of the 1960s and 1970s were flamboyant racing machines, attracting a large community of enthusiasts.

Discover

- Ask students to research iconic cars from the 1970s. Make a list of these cars and create a database. The database can be presented as a poster or as an electronic version that all students have access to. Use the following websites as a guide. Encourage students to complete additional research:
 - 1 Motore, <http://www.motore.com.au>
 - 2 Falcon GT Club of Australia, <http://www.falcongtclub.org>
 - 3 Old Holden.Com, <http://holdenpaedia.oldholden.com>

Reflect

- Ask students to create a web page for a car sales company that sells Australian muscle cars from the 1970s. The web page can be set up as a classifieds page similar to those in an online newspaper or trading site. The layout must include the following components:
 - 1 a company logo designed by students
 - 2 background information on iconic cars from the '60s and '70s (all cars must be Australian)
 - 3 a list of five cars for sale in the classifieds section, including their descriptions and prices
 - 4 images, diagrams and information on the history of each car.
- Ask students to complete the activity electronically or on paper, and then to participate in a sharing and viewing session.

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- Student Activity Sheet H4.1: Selling your muscle car online



ACTIVITY 2: ENVIRONMENTAL IMPACT

Subthemes: Inventions and electronic media; Transport

Cars have had a dramatic impact on our natural environment. Air quality is compromised, greenhouse gases are emitted, and there is evidence of the overuse of natural resources and noise pollution. Muscle cars are regarded as not being environmentally friendly.

Discover

- Ask students to compare and contrast cars of the 1970s with the cars of today. They can use the table in Student Activity Sheet H4.2 or create a table of their own. Have students compare the following features in the table:
 - 1 structure
 - 2 materials
 - 3 components.
- Discuss the materials used to make cars in the past and today. What are the various engine capacities of the cars and what amount of natural resources are used? Focus the discussion on the effects these cars have on the environment.

Reflect

- Ask students to design and create the perfect muscle car. The design should take into consideration the environmental needs and responsibilities of today. The modern muscle car can be presented electronically or as a poster. Kahootz 3 is an ideal 3-D animation software program to use. The software is available for purchase from the Australian Children's Television Foundation (ACTF) website at <http://www.kahootz.com>
- Ask students to create their modern muscle car in 3-D using materials available in the classroom.

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- Student Activity Sheet H4.2: The 'green' machine

ACTIVITY 3: MEN AND MACHINES

Subthemes: Inventions and electronic media; Transport

This clip shows how some men and boys are obsessed by cars, particularly performance cars. The passion for cars presents a language of its own.

Discover

- List the cars that are referred to in this clip. View the script of Episode 4: 1978: Mike to identify the cars. Included in the references should be:
 - 1 Holden Kingswood HQ
 - 2 Holden Monaro GTS
 - 3 Ford Cobra
 - 4 1971 Ford XY GT-HO



5 LJ Torana GTR XU-1

Reflect

- Assign a car to each group and ask students to research their car and find images of it. Organise a Grand Prix quiz where the students identify 10 key facts. Share this information in class. The questions and answers should be written on cards.
- The cards from all groups are then pooled in a question bank. Ask the students random questions from the bank. Anyone can answer the questions. Points should be given for correct answers and deducted for wrong answers. The group with the most points are the Grand Prix winners and are awarded a prize.

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- Student Activity Sheet H4.3: Name that car

EPISODE 5: 1968: SOFIA

Unit focus: History

Year level: Years 3–6

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

EPISODE 7: 1948: JEN

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: THE PICTURES

ACTIVITY 1: TALKIES

Subthemes: Australians at war; Entertainment and games; Inventions and electronic media

Discover

- During the Second World War, Australians went to the cinema for recreation, information on world events and, for some, an escape from the realities of life during wartime. Newsreels depicted the British royal family, Hollywood stars and war heroes, and significant events. The Australian Government used the cinema to promote propaganda about the war.
- Cinesound was the most successful Australian studio during this era. It produced a number of Australian feature films, including a series of films based on Steele Rudd's 'Dad and Dave' characters, as well as newsreels and documentary films. In 1943, Cinesound's documentary *Kokoda Front Line!* won Australia's first Academy Award.
- As a class, discuss the favourite types of films available in Australian cinemas in the 1940s. This discussion should highlight the fact that the majority of films screened at this time were imported from Britain or the USA.
 - 1 Students could research the names of the most popular films of this era to make a class list. They should try to find films from different categories: drama, comedy, documentary, etc. Divide the list into three columns to identify if they were produced in Australia, the United States or Britain.
 - 2 The class should also list famous actors associated with each film.
 - 3 You could refer to the following link at australianscreen, 'Australian film and television chronology – The 1940s', <http://australianscreen.com.au/chronology/1940s>

Reflect

- Following their research of films screened during 1948, ask students to create a movie guide for a local cinema from the time. They could make a pamphlet with the movie programme and a short description of each film to be shown. The guide could also include images from some of the movie posters of that era.



- As a comparative activity, students could look at movie guides available today in the local newspaper. They could assess the differences between their 1948 cinema guide and a cinema guide today.
- Refer to Screen Australia Digital Learning for further resources for this activity, <http://www.screenaustralia.gov.au/learning>

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- Student Activity Sheet H7.1: Create a 1948 movie guide

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:
 - 4 australianscreen, <http://aso.gov.au>
 - 5 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

EPISODE CLIP: *THE SHADOW*

ACTIVITY4: RADIO

Subthemes: Chores, business and employment; Entertainment and games; Inventions and electronic media

The 1930s were the golden age of radio. Radio had been a nationwide phenomenon during the 1920s, when it broadcast music such as jazz, but its most important role was presenting current affairs. During the 1930s, radio was a source of entertainment, communications and relief from everyday troubles and hardship. However, owning a radio attracted a licence fee and few people could afford this luxury during the Great Depression.

Discover

- As a class, discuss the historical significance of news broadcasting via radio. Students could investigate what significant broadcasts were made in the 1930s. They could also look at how broadcasts were produced and by whom. The following websites will help prompt discussion:
 - 1 Modernity, Intimacy and Early Australian Commercial Radio, 'Talking and Listening in the Age of Modernity: Essays on the history of sound', Bridget Griffen-Foley, http://epress.anu.edu.au/tal/mobile_devices/ch10.html
 - 2 Australian Broadcasting Commission, <http://www.abc.net.au>
 - 3 —History of the ABC: 1930s, <http://www.abc.net.au/corp/history/75years/timeline/1930s.pdf>

Reflect

- Radio plays were popular entertainment in Australia in the 1930s. *The Shadow* was a serial based on a comic book by the same name, and it is a great example of a radio play that appealed to a younger generation of listeners.
- Ask students to participate in a question and answer activity about *The Shadow* radio play.
 - 1 How does the story come to life on radio? What elements have the radio producers used to recreate the stories and hold the listeners interest?
 - 2 Other than dialogue, what sounds did you notice in the clip *The Shadow*?
 - 3 How do you think these sounds have been created?
 - 4 Why do you think radio plays were so popular with people before television came to Australia in 1956? Are radio plays still being broadcast today and if so, where?
 - 5 What other types of radio programs were available to listeners in 1938, other than radio play serials?
- As a follow-up activity, ask a senior family member about the radio programs they remember? Which did they like and when did they listen to them?



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Student Activity Sheet H8.4: *The Shadow*: questions and answers

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.

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- Student Activity Sheet H11.8: Timeline on gunpowder

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 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 E4.5
Activity 5: Playlists

Episode 4: 1978: Mike
Clip: The card collection

Create a musical playlist from the 1970s

Discover more about popular music from the 1970s. Locate music websites and books with information on music of the era. Make a list of at least ten songs from varied artists. Create your own 1970s playlist in the table.

Song title	Artist	Genre
1		
2		
3		
4		
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8		
9		
10		



Name: _____

Student Activity Sheet E5.2
Activity 2: Lounge room television

Episode 5: 1968: Sofia
Clip: Speaking the language

Television evolves

1 Compare the role of the television in this clip with the role of the television in the clip 'Greek School' from Episode 6. Respond to the following questions:

a What is different about the way television is portrayed between these two scenes, ten years apart? What has happened?

b Does Sofia feel the same way about television as her brother Michaelis does in the earlier story? (Sofia has a television in her lounge room, Michaelis had to watch a neighbours' television through binoculars.)

c What does the television in the lounge room say about Sofia's family now in comparison to what it was like for Michaelis?

d What has changed?

2 List four other Australian television shows that were popular in the 1960s:

3 Compare *Why is it so?* with *The Adventures of Robin Hood*, which was watched by Sofia's brother Michaelis in 1958. Find out:

a where this television show originated

b how television shows are produced and how expensive production is

c how Australian television production developed between 1958 and 1968.

4 Interview your grandparents and older relatives to find out what television shows they watched in the 1960s and why.



Name: _____

Student Activity Sheet E6.1
Activity 2: Television

Episode 6: 1958: Michaelis
Clip: Greek school

Life without television

- 1 Write a short story describing what your life would be like without a TV. Include reasons why this would be a positive or a negative experience for you.

- 2 What is the role of television in our society today? How important is it? What other forms of entertainment are popular today? How will television have changed in ten years' time?



Name: _____

Student Activity Sheet E6.2
Activity 3: Robin Hood

Episode 6: 1958: Michaelis
Clip: Greek school

Robin Hood and TV drama

- 1 Compile a list of print and broadcast versions of *The Adventures of Robin Hood*. Find clips online from films, animations and TV shows and compare them. Rate them on a scale between one and ten and explain why you rated them this way.

Robin Hood TV shows	Rating 1–10 (1 is the best)	Reasons why you gave this rating

- 2 Create a list of the TV shows you like to watch. Identify the 'action drama' TV shows on your list. What do you like about your favourite action drama TV shows?

Favourite TV shows	Action drama (yes or no)	Reasons why you like the TV show

- 3 Write a descriptive detailed review of your favourite action drama TV show, drawing on information collected in questions 1 and 2.



Name: _____

Student Activity Sheet E7.1
Activity 1: The newsreel

Episode 7: 1948: Jen
Clip: The pictures

Old-fashioned newsreel

1 Is there something missing in the newsreel footage that is covered in the story?

2 What would this newsreel look like if it was made today? What information would today's audiences expect to see and hear?

3 What was the purpose of the newsreel?

4 By what other methods did people acquire their information in the 1940s?



Name: _____

Student Activity Sheet E7.3
Activity 3: Princes and princesses

Episode 7: 1948: Jen
Clip: The pictures

Being royal and famous

- 1 What is the purpose of a film cinema poster?

- 2 Examine the film poster that Jen and her friends stole. Who is featured?

- 3 Describe how Jen and her friends might see Princess Elizabeth and Prince Philip, and provide evidence from the text to show why you think this.

- 4 Why do you think Jen and her friends took the poster?

- 5 Why would Australian girls in 1948 think Prince Philip was a hero?

- 6 Why do you think people looked up to royalty in the 1940s?

- 7 Do you think Australians still admire British royalty?

- 8 Find two examples of contemporary film posters and compare them with the 1948 version. List the similarities and the differences. Identify the main text features of the film poster genre.

- 9 Create a film poster for a fictional film version of one of your favourite books. Consider the style of film and answer the following questions.
 - a How does style influence the design of the poster?

 - b Who is the star, and how will they be depicted on the poster?

 - c What is the tag line or slogan?



Name: _____

Student Activity Sheet E7.6
Activity 6: The wireless

Episode 7: 1948: Jen
Clip: The Holden

Juxtapositions

1 What is the purpose of the radio play in the story?

2 Define the term 'juxtaposition'.

3 Define the term 'foreshadowing'.

4 Consider the name and subject of the radio play. What is it saying to the viewer and perhaps also to Jen? For more detailed information about foreshadowing, go to Activity 6, Episode 13: 1888: Victoria, clip 2 'Luck and dinner'.

5 Design a radio play title and voice-over to present a different juxtaposition in this scene, and foreshadow a different outcome from Jen's perspective. Consider what you think Jen would like to happen instead?



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Name: _____

Student Activity Sheet E8.7
Activity 7: Radio

Episode 8: 1938: Colum
Clip: The Shadow

Radio times

Collect information about the history of radio technology and how it impacted on family and community life in the 1930s. Conduct your research using the library and the internet. Present the information as an oral report to the class.



Name: _____

Student Activity Sheet E10.5
Activity 5: The telegram

Episode 10: 1918: Bertie
Clip: Impact of war

Delivering news

- 1 Describe what you think this scene is about, using evidence from the text to support your ideas. What clues have been given earlier that helped you understand what is happening?
-

- 2 Examine how the filmmaker has drawn attention to the action and events of this scene and try to understand why. Telegrams were an essential form of communication before it was common for people to have telephones in their homes. A telegram received during wartime usually conveyed bad news. Ask your parents or grandparents if they have an example of a telegram and examine its format.

- a Why do you think the telegrams were abbreviated like this? What was the cost of sending a telegram?
-

- b What text formats have replaced the telegram today?
-

- 3 After viewing the scene, list the sounds and the vision used in the table below. In the 'Purpose' column note what you see as significant in this scene.

Action	Sound	Vision	Purpose
Bicycle bell ringing	Piercing sound		Get attention, signal a bicycle is coming and clear the way.

- 4 Look closely at the way this opening scene is edited, with the montage of shots cutting back and forth between Bertie, Sid and others. With the class, discuss the following questions:

- a What is the purpose of this? What is the filmmaker trying to make you feel?
b How does it make you feel?
c Discuss how the filmmaker uses this technique to help tell the story.



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 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
Household appliances	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Outdoor devices	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Pictures			



Name: _____

Student Activity Sheet H4.1
Activity 1: Muscle cars

Episode 4: 1978: Mike
Clip: Performance cars

Selling your muscle car online

Create a web page for a car company that sells Australian muscle cars from the 1970s. The webpage can be set up as a classifieds page similar to those in an online newspaper or trading site.

- 1** The layout must include the following elements:
 - a** a company logo designed by you
 - b** background information on iconic Australian cars from the era ('60s and '70s)
 - c** a list of five cars for sale in the classifieds section, including their descriptions and the sale prices
 - d** images, diagrams and information on the history of each car.

- 2** Draft your ideas here:



Name: _____

Student Activity Sheet H4.2
Activity 2: Environmental impact

Episode 4: 1978: Mike
Clip: Performance cars

The 'green' machine

- 1 Compare and contrast two cars of the 1970s with two cars of today. Create a comparative table with the following features:

Car list	Structure	Materials	Components
1970s cars			
1			
2			
Today's cars			
1			
2			

- 2 Design the perfect muscle car. The design should take into consideration the environmental needs and responsibilities of today. The modern muscle car can be created using a computer or as a poster. Plan, draw, design and outline the car's environmentally friendly attributes.
- a Research car production methods that reduce impact on the environment. Some examples might be recycled, double-glazed glass windows or recycled rubber on tyres.
 - b Ensure that your facts are correct and make a note of the websites you use for this activity.



Name: _____

Student Activity Sheet H4.3
Activity 3: Men and machines

Episode 4: 1978: Mike
Clip: Performance cars

Name that car

- 1 List eight cars from the clip and find an image of each. View the script of Episode 4: 1978: Mike, to help identify the cars.

Name of car	Image or description of car
1 Holden Kingswood HQ	
2	
3	
4	
5	
6	
7	
8	

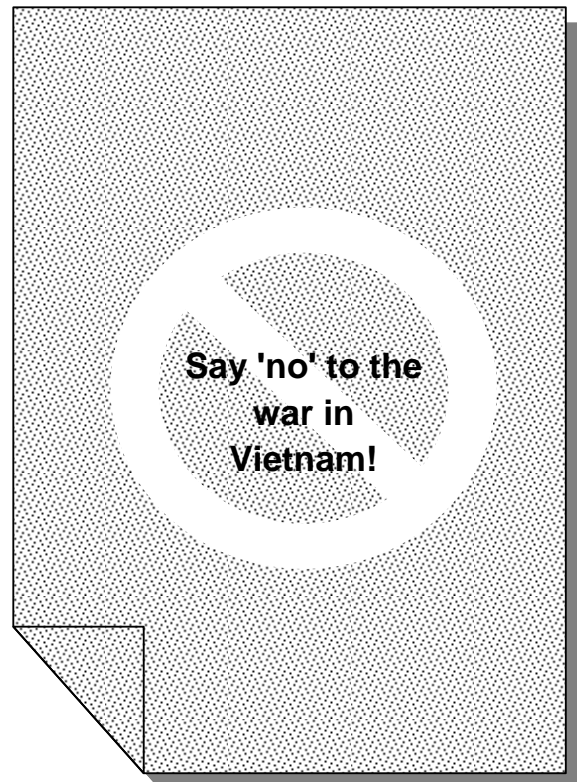
- 2 Select one of the cars listed above and find 10 key facts about it. Write each of the 10 facts on separate cards. Pool the facts with the rest of the class in a question bank and participate in the Grand Prix quiz to win a prize.

Name of car
1
2
3
4
5
6
7
8
9
10

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:

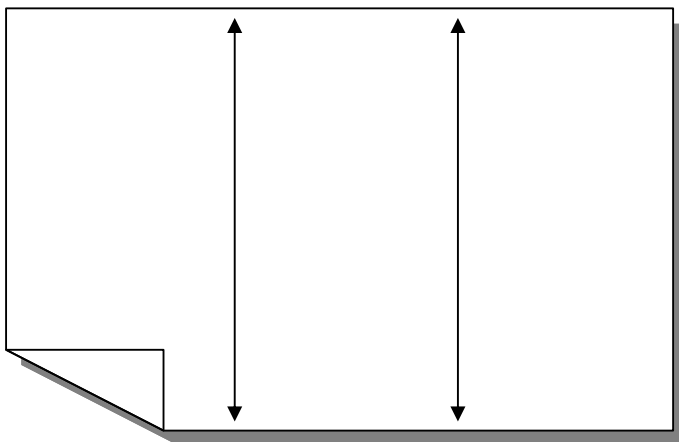
- 1 Promote joining the war effort.
- 2 Reflect anti-war sentiment.



Create a 1948 movie guide

- 1 Follow the instructions below to create a pamphlet-style movie guide for Australian cinemagoers in 1948.
 - a Research some popular movies from 1948.
 - b Select at least four movies that could be showing in the theatre your guide is for. They should be for different audiences: for example, two adult films and two children's films.
 - c Design the layout of the guide using images, text and headings for each of the six sides. Use a font and graphic style that reflects the 1940s.
 - d Moviegoers in the 1940s could watch two films in a session, so pair up movies for each session that have a similar theme and are aimed at the same audience.
 - e Make sure you include the location of the theatre, the price, session times, a brief summary of the movie, the names of the actors, the movie length and any special features it has. Also include a review to tell people why they should see each movie.

- 2 To make the guide, fold an A3 card into thirds.



Divide the card into thirds. Fold the left side and right side over the centre to create a front cover.

For ideas on layout, you can look at pamphlets and movie guides from your local area.



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 H8.4
Activity 4: Radio

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

The Shadow: questions and answers

Radio plays were popular entertainment in Australia in the 1930s. *The Shadow* was a serial that appealed to a younger generation of listeners as it was based on a comic book series by the same name. Watch the clip and then answer the following questions about *The Shadow* radio play.

- 1 How does the story of *The Shadow* come to life on radio? What elements have the radio producers used to recreate the stories and maintain the listeners' interest?

- 2 Other than dialogue, what sounds did you notice in the clip?

- 3 How do you think these sounds were created?

- 4 Why do you think radio plays were so popular with people before television came to Australia in 1956? Are radio plays still being broadcast today and if so, where?

- 5 What other types of radio programs were available for listeners in 1938?

- 6 Ask a senior family member about their radio listening experiences when they were growing up. What programs can they remember? Which did they like and when did they listen to them?



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.



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.