



## **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.

##### **Download**

- 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.



## Download

- 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?

#### Download

- 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.

### **Download**

- 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.



### **Download**

- 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?

### **Download**

- 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?

### **Download**

- 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.

### Download

- 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:
  - 1 What is the purpose of this? What is the filmmaker trying to make you feel?
  - 2 How does it make you feel?
  - 3 How does the filmmaker use this technique to help tell the story?

## Download

- 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.

### **Download**

- Student Activity Sheet E12.4: Storyboard



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.

<b>Song title</b>	<b>Artist</b>	<b>Genre</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		



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.

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- 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?

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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.

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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?

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

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3 What was the purpose of the newsreel?

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

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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?

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2 Define the term 'juxtaposition'.

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3 Define the term 'foreshadowing'.

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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'.

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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 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?

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- 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?

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- b What text formats have replaced the telegram today?

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- 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.
