

EPISODE 7: 1948: JEN

History: teaching strategies

Unit focus: Australian History

Year level: Years 3–6

The Australian curriculum: History

The national history curriculum will be based on the interrelationship between historical knowledge, understanding and skills.

The history curriculum across Years 3–6 will be developed around four focus questions:

- 1 What do we know about the past?
- 2 How did Australians live in the past?
- 3 How did people live in other places?
- 4 How has the past influenced the present?

Historical knowledge and understanding

- **Historical significance:** The principles behind the selection of what should be remembered, investigated, taught and learned ...
- **Evidence:** How to find, select and interpret historical evidence ...
- **Continuity and change:** Dealing with the complexity of the past. This involves the capacity to understand the sequence of events, to make connections by means of organising concepts ...
- **Cause and consequence:** ... the ways that the legacy of the past shapes intentions and the unintended consequences that arise from purposeful action ...
- **Historical perspectives:** The cognitive act of understanding the different social, cultural and intellectual contexts that shaped people's lives and actions in the past ...
- **Historical empathy and moral judgement:** The capacity to enter into the world of the past with an informed imagination and ethical responsibility ...
- **Contestation and contestability:** Dealing with alternative accounts of the past. History is a form of knowledge that shapes popular sentiment and frequently enters into public debate ...
- **Problem solving:** Applying historical understanding to the investigation, analysis and resolution of problems ...

Students will develop historical skills, which include:

- using common historical terms for describing time and sequencing events and developments in chronological order
- asking questions, finding relevant answers and constructing informed responses
- developing a basic understanding of how evidence can be used to provide historical explanations
- developing appropriate techniques of organisation and communication.

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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>

Download

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

ACTIVITY 2: THE MOVIE POSTER

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

Discover

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

Reflect

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

Download

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

ACTIVITY 3: AUSTRALIAN FILM HISTORY

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

Discover

- Charles Chauvel's 1940 movie *Forty Thousand Horsemen* was Australian cinema's first worldwide success story. In the following decades, many other Australian movies would also gain international success.
- Ask students to create a list of the most successful Australian movies, particularly ones that achieved international popularity. As a class, discuss how Australia is presented in some selected movies: for example, *Australia* (2008), *Man from Snowy River* (1982), *Crocodile Dundee* (1986) and *Finding Nemo* (2003).
- As students research movies of the past, make comparisons to moviemaking in Australia today. Select four well-known movies with 'Australiana' themes to use as examples in the class discussion and ask students to discuss why they think these themes are so apparent in Australian productions. Refer to the australianscreen website for clips such as *Crocodile Dundee*: australianscreen, <http://aso.gov.au/titles/features/crocodile-dundee>

Reflect

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

Download

- Student Activity Sheet H7.3: Australian film timeline

EPISODE CLIP: HOLDENS

ACTIVITY 4: THE FX

Subthemes: Culture; Historical events; Transport

Discover

- Australia in 1948 was ready for a new beginning. The war was over and families and communities were getting back on their feet. Industry was prospering and the car production industry expanded. It was an Australian dream to not only own your own home, but to drive your own car.
- On 29 November 1948, Ben Chifley (Australian prime minister 1945–49) unveiled the first Holden, the 48-215, which became affectionately known as 'the FX'.
- When Wal comes to pick up Jen's mum in his shiny new Holden FX, even Jen can't hide her enthusiasm. After the Second World War, owning a car meant 'I can afford this luxury as I have a job, a steady income and security'.
- Ask students to use the internet to research and construct a basic timeline of the production of Holden cars, listing the name, model number (for example, 48-215) and year of production. They could collect images of these cars to illustrate the changes in design.
- Have students discuss the changes that have occurred in the look, design and safety and performance features of the Holden car in Australia.
 - 1 Classic Holden Cars, <http://www.classicholdencars.com>
 - 2 The Menzies era, 'Cars – Postwar', http://www.menziesera.com/cars/holden_fj.htm
- Ask the class if anyone has a family member who collects model cars (particularly Holdens). If so, this person could be invited to come to class and talk about historical cars.

Reflect

- Divide the class into groups and allocate each a specific decade, ranging from 1948 to 2008. Students choose a memorable or popular car of that decade, research its history and create a model from clay, papier mâché or modelling clay for display in a diorama. The diorama should include a picture of the car alongside the model, with a fact card and notes about its history.

Download

- Student Activity Sheet H7.4: A model car



ACTIVITY 5: CAR PRODUCTION

Subthemes: Chores, business and employment; Historical events; Transport

Discover

- The first Holden car, the 48-215 (FX), cost £733 (including tax), which represented 94 weeks of wages for the average worker at the time. Despite this, demand for the car was high. Some 18,000 people paid a deposit for the car before they had even seen it. When the FJ Holden was released in 1953, the economy was significantly stronger and the car's price was £1,074 (including tax), representing 68 weeks of wages for the average worker.
- As a class, discuss car production today. Ask students if they think it is less or more expensive to manufacture and sell cars today. On a chart or the blackboard, list possible reasons for changes in the cost of manufacturing a car.

Reflect

- Ask students to compare and contrast the cost of selected cars available in 1948 to similar types of cars in 2009. The students could evaluate which car was the most economical then and now.
- Using the library and online resources, guide the students in researching the average weekly wage in Australia today compared to the average weekly wage of a purchaser in 1948.
- Divide the class into groups and ask each group to create a chart or graph for a different decade since 1948 representing the cost of cars in that decade with a comparative bar showing the corresponding average annual wage.
- Students could look at the number of hours it took to produce a car in each decade and the number of people employed in car manufacturing at the time. They could also compare the methods of production used in different eras. They could use an electronic spreadsheet to complete this exercise. Students could use the library and online resources to help gather the necessary information.
- Each group should present their findings to the class.

Download

- Student Activity Sheet H7.5: Comparison chart

EPISODE CLIP: COURTING

ACTIVITY 6: MARRIAGE ETIQUETTE

Subthemes: Customs and traditions; Relationships

Discover

- In the 1940s, courting followed a set of unwritten rules for both young men and women. There was an acceptable time during which the couple held hands, kissed and then got engaged. Following these societal conventions kept your reputation intact.

- Ask the class to research the topic 'courting etiquette' or dating advice that was available in the 1940s. They should find out what conventions were followed in the 1940s and evaluate if these expectations have changed today and how. For example, the man would open the door for the lady, and the man would be expected to pay for dinner while on a 'date'. The lady would be expected to be demure, quiet and attentive.
- They could also find out more about the radio drama *When a girl marries* that was popular in the 1940s. Some sources to help with researching the topic are:
 - 1 Screen Australia Digital Learning, 'Programs with Staying Power', <http://dl.screenaustralia.gov.au/module/290>
 - 2 National Film and Sound Archive, 'Australian Radio Series 1930s to 1970s', http://www.nfsa.gov.au/docs/collectionguide_australianradioseries1930-1970.pdf
 - 3 Australian Old Time Radio, <http://www.australianotr.com.au/Valebud.asp>

Reflect

- Students could find images of famous people getting married in the 1940s: for example, royalty, movie stars and sportspeople. These can be used to document 1940s wedding fashions and produce a wedding album.

Download

- Student Activity Sheet H7.6: Radio show on courting today

ACTIVITY 7: THE BABY BOOM

Subthemes: Culture; Historical events

Discover

- The Second World War spurred considerable change to family life in Australia. Many men were killed in the war, leaving families without a father, women without a husband and many young girls without the prospect of marriage. However, when those men who did return got married, Australia's birth rates soared. More than four million Australians were born between 1946 and 1961. This generation was termed the 'Baby Boomers'.

Reflect

- Divide students into groups to research Australian birth rates and marriage rates from 1800 to 2000. Allocate a specific era to each group. Ask them to speculate why these rates peak and fall at various times in history and to list their reasons.
- As a class, create a mind map with students' comments and reasoning on the topic. Guide each group to find statistics for their era to share with the class using the library and online resources. Have students fill in the information on Student Activity Sheet H7.7.
- After each group has shared their information with the class, they could collate all the information and create a graph or chart to show the changes in Australian birth and marriage rates over the decades.

Download

- Student Activity Sheet H7.7: Charting birth and marriage rates

ACTIVITY 8: CHANGES

Subthemes: Gender roles and stereotypes; Relationships

Discover

- Jen has experienced many changes in her family. She lost her war-hero father, is living with her extended family and is getting a new stepfather. Her mother also experiences considerable changes; she is now a young widow with a child to support, relies on her family for help, and has to share her house. Following the war, it was common for young war widows to remarry.

Reflect

- As a class, discuss the changing roles of women in post-war Australia and the effects this had on society. Students could investigate women's roles in the 1940s compared with the roles of women today. They should look at women's responsibilities in the home, at work and in the community. Then the class can create a Venn diagram to visually represent this comparison.

Download

- Student Activity Sheet H7.8: Comparing women's roles

ACTIVITY 9: A MARRIAGE PROPOSAL

Subthemes: Culture; Customs and traditions

Discover

- Wal approaches Jen's grandfather to ask for permission to marry Jen's mother. We see Wal leaving the house and acknowledging the older man. Jen guesses what is happening.
- As a class, discuss why it was important for Wal to approach Jen's grandfather for permission to marry. Ask students to consider if this custom is still common today and why or why not. Discuss where and when the custom may have developed.

Reflect

- Ask students to select communities with different cultural backgrounds in Australia or in other countries and research their marriage customs. Each student or group should make a poster about their research and present it to the class.

Download

- Student Activity Sheet H7.9: Marriage customs

Aligned resources

Australian Old Time Radio, <http://www.australianotr.com.au/Valebud.asp>

australianscreen, 'Australian film and television chronology': The 1940s,

<http://australianscreen.com.au/chronology/1940s>

australianscreen, 'Crocodile Dundee', <http://aso.gov.au/titles/features/crocodile-dundee>

australianscreen, 'The Man from Snowy River', <http://aso.gov.au/titles/features/man-snowy-river>

Australia's Culture Portal, <http://www.acn.net.au>



Classic Holden Cars, <http://www.classicholdencars.com>

The Menzies era, 'Cars – Postwar', http://www.menziesera.com/cars/holden_fj.htm

Museum Victoria, 'Biggest Family Album', <http://museumvictoria.com.au/bfa>

National Film and Sound Archive, 'Australian Radio Series 1930s to 1970s',

http://www.nfsa.gov.au/docs/collectionguide_australianradioseries1930-1970.pdf

The Powerhouse Museum, 'Cars and culture: our driving passions',

<http://www.powerhousemuseum.com/previous/cars&culture.asp>

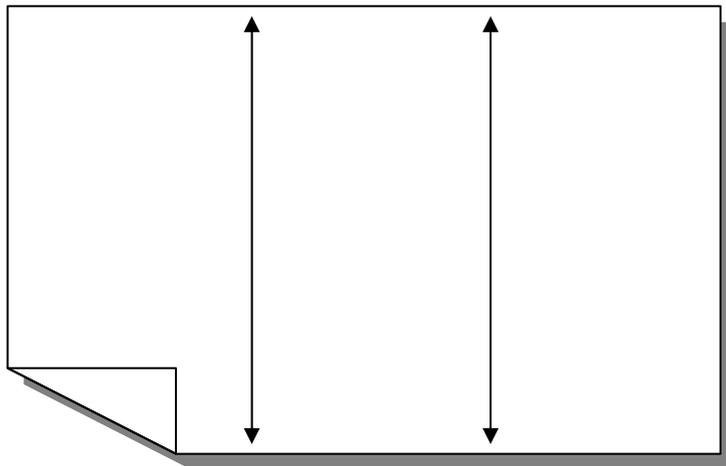
Screen Australia Digital Learning, 'Programs with Staying Power',

<http://dl.screenaustralia.gov.au/module/290>



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.



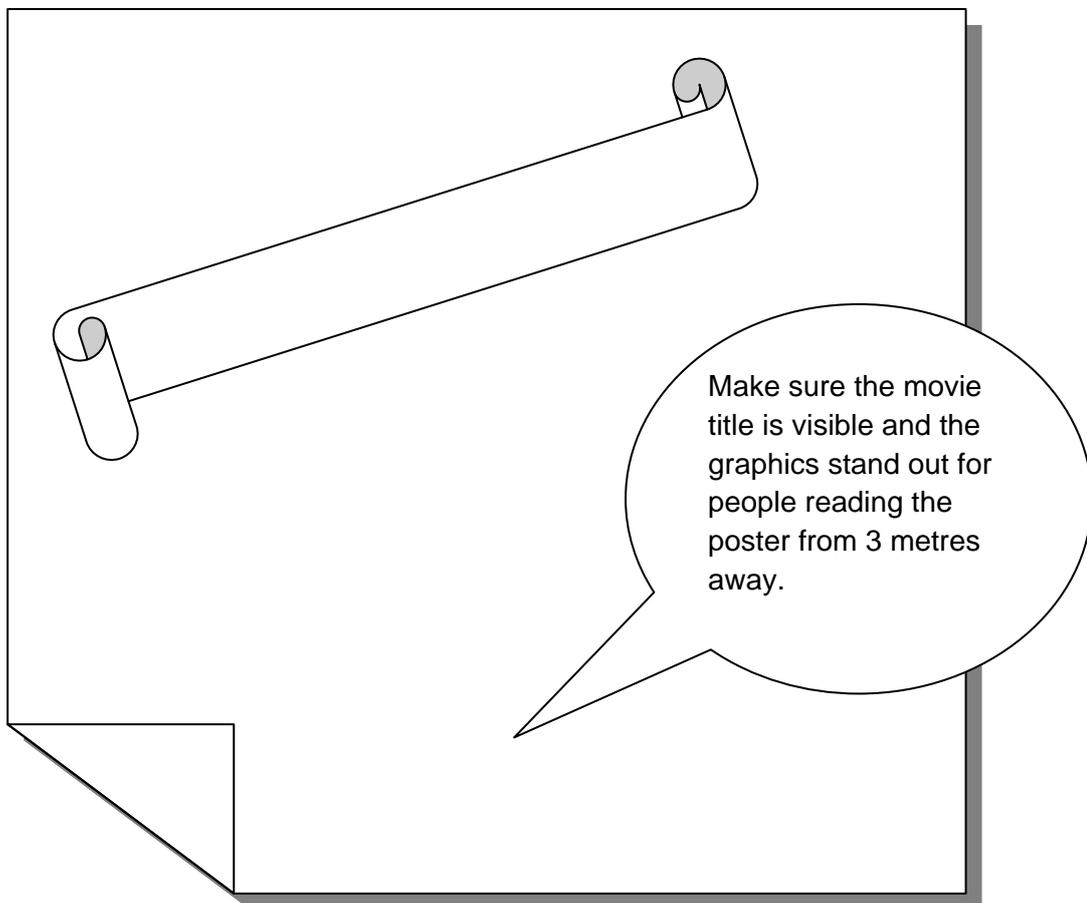
Divide the card into thirds. Fold the left side and right side over the centre to create a front cover.

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



Make a 1940s movie poster

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





Australian film timeline

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

The golden era of Australian cinema 1930–59



Australian cinema of 1960–79



Contemporary Australian cinema 1980–2010





A model car

- 1 Choose a popular Holden car from the decade you have been given.
- 2 Find or download images of the model you have chosen and draw your own sketches as a draft for your 3D model. Make sure you draw the left and right sides as well as the back and front of the car to get an idea of its three-dimensional design.
- 3 Plan your model car using the table below. Your car can be made out of any materials available, for example, modelling clay or papier mâché.

Decade of Holden car	Name and model number	Downloaded images	Sketches and notes



Comparison chart

- 1 Research and fill in the information in the table below. You can add any other car models you want to compare. Then use the information gathered to create a comparison chart.

Car	Cost in 1948	% of wage	Cost today	% of wage
Holden sedan				
Holden station wagon				
Holden utility				

Car profiles

	1940s	1950s	1960s	1970s	1980s	1990s	2000s
Car style							
Car features							
Safety features							
Materials							
Cost							
Colours							
Method of production							
Time taken to produce							



Radio show on courting today

- 1 The information below (taken from the National Film and Sound Archive) is about the 1940s radio drama *When a girl marries*. After finding out about the drama, think about how the view on courting then compares with courting today.

When a girl marries

Series: 81523

Summary: The romantic heart-warming story of Joan Field and her friends and their adventures in love and marriage.

...

Label: AWA Radiola

Episode duration: 15 mins

Episodes produced: 3,290

Broadcast details: 1946 –1965; Monday to Thursday on 2CH and 2KO at 7.15pm.

Notes: Originally an American serial, created in 1939. AWA bought the scripts during the Second World War, and adapted them for Australian audiences.

NFSA Holdings: Eps 1-3290

From the National Film and Sound Archive

- 2 Find images of famous people getting married in the 1940s, for example, royalty, movie stars and sportspeople. These images can be used to document wedding fashions of the 1940s and produce a wedding album.

Draft some ideas here:



Charting birth and marriage rates

- 1 Record the rate of births and marriages for the era in Australian history your group has been given. Then add the rates found by the rest of the class and compare the differences. Explain the reason for any changes.

Decade	Births	Marriages	Reason for change
2000s			
1990s			
1980s			
1970s			
1960s			
1950s			
1940s			
1930s			
1920s			
1910s			
1900s			
1890s			
1880s			
1870s			
1860s			
1850s			
1840s			
1830s			
1820s			
1810s			
1800s			

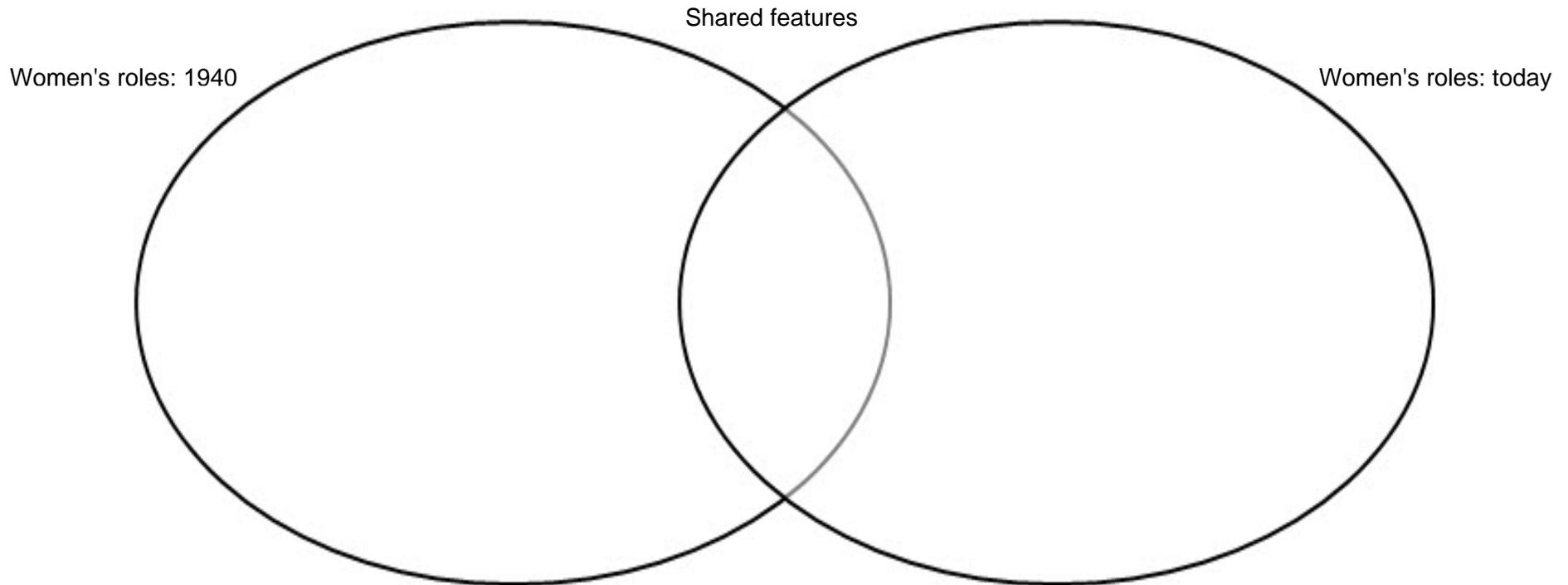
- 2 Find out two other useful pieces of historical information about your group's era and share this with your class.

- 3 Other relevant information from this era:



Comparing women's roles

Compare women's responsibilities in the home, at work and in the community in the 1940s and today. Use the Venn diagram to visually represent the different and shared features.





EPISODE 7: 1948: JEN

English: teaching strategies

Unit focus: English

Year level: Years 3–6

The Australian curriculum: English

The national English curriculum is based on three interrelated strands:

Language: Knowing about the English language ...

Literature: Understanding, appreciating, responding to, analysing and creating literature ...

Literacy: Growing a repertoire of English usage ...

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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 2: HEROES

Subthemes: Beliefs; Relationships

Discover

- Jen and her friends spend a lot of time discussing heroes, and they are quite clear about who they think is a hero. As a class, identify the people the girls see as heroes. Do students agree or disagree with the girls' thinking? Ask them to explain why or why not.
- Discuss the complexities of Jen's situation further with the class, using the following questions as discussion prompts:
 - 1 Why do you think Jen is comparing her father to Prince Phillip and American movie stars?
 - 2 How do her feelings tie in with heroes?
- Discuss the concept of heroes by using a Y-Chart to list the qualities students feel are important in heroes. Ask students to reflect on people seen as heroes in our community today.

- Ask students to look through newspapers and magazines for ideas about heroes and compile a list of candidates. Students could then write the reasons they consider their selections to be heroes. Once this list is complete, have students review it and compare it to the choices of heroes made by Jen and her friends in the clip. Discuss the idea of celebrities as heroes, and ask students to consider whether people become confused about the difference between celebrities and heroes.

Reflect

- Have students work individually, or in pairs, to develop a definition of a hero and then provide their criteria. Ask them to list heroes who match the criteria. For example, Lance Armstrong could be classified as determined and Jane McGrath as courageous.
- Part of the girls' discussion revolves around whether heroes need to be nice or handsome. Ask students to respond to the following questions:
 - 1 Do you think a hero has to be a good or nice person?
 - 2 Do you think being handsome is better than good or nice?

Download

- Student Activity Sheet E7.2: What makes a hero?

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 4: THE FIRST HOLDEN

Subthemes: Relationships; Transport

Discover

- As a class, discuss the role of the Holden car in this clip using the guiding questions below.
 - 1 What is the viewers' attention drawn to?
 - 2 What do viewers notice? Why?
 - 3 Do you think the car is important in this clip?
 - 4 Why or why not?
 - 5 How does the filmmaker ensure it is the salient object in the scene?
 - 6 What do you think the car symbolises?
- Discuss what information the car provides to the audience about its owner, the character Wal. Ask students to consider what the car informs the audience about Wal? Discuss the cost of cars and their rarity in these years when times were very tough for many people including Jen's family. Explain that Wal must be well off to have one of these new cars so quickly).
- Focus attention on what information about the car itself is shown in the clip, and then look at what other background information might help. Share and discuss the following extract from the *My Place* production notes below.

29 November, 1948: Ben Chifley unveils the first Holden, the 48-215 or FX Holden. It came in only four colours: Convoy Grey, Seine Blue, Gawler Cream or Black. Production rate was 10 [cars] a week. Cost, in dollars, was \$1,466, ie 94 times the average weekly wage of \$15.60.

- Ask students research this early Holden car in the library and online to find out more information.

Reflect

- Ask students to work in small groups to design an advertising program for this car. They need to identify the car's best features to promote it. Explore the range of different advertisements, including print and radio, before setting students on the following tasks to apply their information.
- Ask students to design and create a print advertisement for the FX Holden using text and images to sell its features.
- Additionally, students can design and make a radio advertisement to sell the features of the car using sound only. What will the voice-over say? What sound effects will be important?

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- Student Activity Sheet E7.4: Looking at interactions

ACTIVITY 5: RELATIONSHIPS AND FEELINGS

Subtheme: Relationships

Discover

- Focus student's attention on the relationships between the key characters in this scene where Jen meets Wal for the first time. Who is Wal and how does the filmmaker introduce him to the story? Review the clip and ask students to pay close attention to the first interaction between Jen and Wal. Here, Wal tells Jen that the time is 'A freckle past a hair.' Discuss the meaning of this saying with students. Have they heard it before? What does it mean? Discuss what this exchange tells the audience about Wal? What does Jen think about Wal at this point? Ask students to explain how they know this and ask them to use evidence from the clip to substantiate their views.
- Follow this up by examining how Jen's feelings about Wal change once she realises her mother is going out with him? List the clues the filmmaker gives, such as her pouting face and body language.

Reflect

- Have students take on the character of Jen and write a diary entry to explain her feelings about her mother and what she thinks of her mother's relationship with Wal.

Download

- Student Activity Sheet E7.5: Relationships

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 CLIP: COURTING

ACTIVITY 7: EXPLORING FEELINGS AND RELATIONSHIPS

Subtheme: Relationships

Discover

- Discuss the way Jen feels about Wal in this clip and look for reasons. For example, why does Jen tell her friend that Wal is her mother's cousin and he'd recently been in a lunatic asylum? Discuss the term 'lunatic asylum' and what this means. Further discussion questions could include the questions below.
- Why did Jen misrepresent Wal?
- What does this scene tell the viewer about Jen's feelings?
- Why does Jen have such strong feelings about Wal's presence in her life?

Reflect

- Ask students to place themselves in Jen's position and write a letter to a friend explaining how they feel. Students can then swap letters with a partner and write a letter back to that Jen as the friend, giving Jen some advice and reasons why her mother's relationship with Wal might be a good thing.

Download

- Student Activity Sheet E7.7: Internal conflicts

ACTIVITY 8: '10 OUT OF 10'

Subtheme: Relationships

Discover

- 'Lawrence Olivier is an eight, his nose is too pointy.' Revisit the start of the clip when Jen and her friends rate film stars out of ten. Ask students to consider:
- What type of rubric are they using?
- How do they compare and rate Wal when he pulls up in his car?
- Discuss whether the girls' evaluations are fair or inappropriate. Ask the class what they think makes a great movie star and use a concept map to list all the characteristics of a movie star.



Reflect

- Students should use a concept map to create a visual representation of their ideas about what constitutes '10 out of 10' for a favourite movie star. As students complete this task, invite them to publish their work on a placemat graphic organiser as a celebration of student work.

ACTIVITY 9: THE ENGAGEMENT

Subthemes: Relationships; Customs and traditions

Discover

- As a class, discuss the relationships between the main characters in this clip, Jen and her mother Kath; Jen and Wal; and Wal and Kath. Have students use Student Activity Sheet: E7.8 to describe each of these relationships.
- View the scene again where Jen comes home to find her mother and Wal behind closed doors. Ask students to consider what they are talking about in private, and what is the significance of the ring. What information does this provide to the viewer and Jen?
- As a class, discuss the concept of marriage in Western culture. What does it mean? Discuss and list the rituals of marriage in a family like Jen's. Explore the feelings Jen may have experienced with the news of her mother's impending marriage. What is meant by Wal being 'a good catch?'

Reflect

- Have students work in pairs to design two wedding invitations. First, they should design a traditional invitation from Kath and Wal inviting friends and family to their wedding, and then one from Jen discouraging people from coming to the wedding.

Download

- Student Activity Sheet E7.8: Extending families



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?



What makes a hero?

- 1 Who could be considered a hero in the Australian community today? Look through newspapers and magazines for ideas and make a list of 'heroes', then add reasons why you consider them to be heroes.

Hero	Reason

- 2 Read the following questions and write your answers in the space provided.

a Is there a difference between a celebrity and a hero?

b Should a hero be a good and nice person? Why or why not?

c Is being handsome better than good and nice? Why or why not?



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?



Looking at interactions

- 1 Watch the clip and describe the relationship between the characters below. Cite evidence to support your conclusion:

Characters	Relationship	Observations
Jen and Kath		
Jen and Wal		
Wal and Kath		

- 2 Draw a diagram that shows the inter-relationships between the three characters, Jen, Kath and Wal.



Relationships

1 Who is Wal and how does the filmmaker introduce him to the story?

2 What does 'A freckle past a hair' mean? Have you heard this before?

3 What does Wal saying 'A freckle past a hair' tell the audience about him?

4 What does Jen think about Wal when he says this?

5 Jen's feeling about Wal changes as she realises her mother is going out with him. List all the clues the filmmaker gives, such as her pouting face.

6 Write a diary entry as the character of Jen, explaining her feelings about her relationship with her mother and what she thinks of her mother's friend Wal.

Dear Diary, _____ _____ _____ _____ _____ _____ _____
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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?



Extending families

- 1 What are the relationships between the main characters in this clip: Jen and her mother Kath, Jen and Wal, and Wal and Kath?

Character	Describe the relationship
Jen and Kath	
Jen and Wal	
Wal and Kath	

- 2 Jen comes home to find her mother and Wal behind a closed door.

a What do you think they are talking about behind the closed door?

b What is the significance of the ring?

c What information is portrayed to the viewer and Jen?

d What is meant by Wal being 'a good catch'?

- 3 Work in pairs to design two wedding invitations:

a a traditional wedding invitation from Kath and Wal inviting friends and family to their wedding

b a second invitation from Jen discouraging people from coming to the wedding.