

EPISODE 8: 1938: COLUM

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 that 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.

Reproduced with permission of the Australian Curriculum, Assessment and Reporting Authority (ACARA) from *Shape of the Australian Curriculum: History*, 2009, pp. 6, 8, http://www.acara.edu.au/news_media/publications.html. Further information, including any updates, is available at <http://www.acara.edu.au>



EPISODE CLIP: THE DOLE INSPECTOR

ACTIVITY 1: HARD TIMES

Subthemes: Chores, business and employment; Historical events; Social order and education

Discover

- What did the Great Depression really mean in Australia? Refer to the 'Decade timeline' for descriptions of the 1930s. Read about the effects of the Great Depression on families and individuals.
- The dole inspector is portrayed as a much feared character, and the community work together to defy the inspector so they can sell market produce grown in their backyard to make money to survive.

Reflect

- Students view the clip, 'The dole inspector' and create a class poster, or mind map, of characteristics and facts that visually represent a community experiencing unemployment and economic hardship. Use examples of clothing, food, housing and communities.
- Students research the beginnings of the economic crisis that became the Great Depression in 1930s Australia. Information gathered should include the following key research items:
 - 1 jobs
 - 2 unemployment
 - 3 housing
 - 4 the dole
 - 5 recollections of experiences.
- As an added experience, research groups can view excerpts from the documentary series, *The Bridge* (55 mins), which is the first episode of the three-part series entitled 'Constructing Australia'. The film is available at Screen Australia, <http://www.screenaustralia.gov.au/learning/constructingaustralia>
- Other helpful websites include:
 - 1 Seniors.com.au, <http://www.seniors.gov.au>
 - 2 Australian History.org, 'Australian History: The Great Depression', <http://www.australianhistory.org/great-depression.php>
 - 3 Screen Australia Digital Learning, <http://dl.screenaustralia.gov.au>
- Students, working in small groups, can present the information they find as a front page story for a newspaper on the topic 'Tips for surviving the Great Depression'. The information can be set out with major headlines, diagrams, old footage pictures gathered from various websites and articles relating to the Great Depression in Australia.

Download

- Student Activity Sheet H8.1: The Great Depression

ACTIVITY 2: INDIVIDUAL STRENGTH

Subthemes: Chores, business and employment; Historical events; Social order and education

Many inspirational stories came out of Australia during the Great Depression. In times of hardship, communities came together to help each other. This support and charity is depicted in Episode 8 of *My Place*, with Colum, his family and friends.

Discover

- Research and examine some inspirational stories of the Great Depression. Discuss why optimism is so important in times of hardship, and encourage students to make the connections to their own community.

Reflect

- Students watch the following clips from the Screen Australia Digital Learning website and take notes about what they see and hear, so they are ready for discussion on the inspirational stories.
 - 1 *The Prime Minister's National Treasures*, 'James Scullin and the GCMG', <http://dl.screenaustralia.gov.au/module/1095>
 - 2 *The Bridge*, 'The Bridge Workers', <http://dl.screenaustralia.gov.au/module/873>
 - 3 'Australia Today – Men of Tomorrow', <http://australianscreen.com.au/titles/australia-today-men-tomorrow/clip1>
- Students share their thoughts on the clips and draw comparisons on their own community experiences. Tough economic times also affect the lives of students today. Use Student Activity Sheet H8.2 to encourage students to brainstorm their thoughts on how people cope with tough times, both past and present.

Download

- Student Activity Sheet H8.2: Coping with hard times

ACTIVITY 3: SUSSO

Subthemes: Chores, business and employment; Historical events; Social order and education

Discover

- Many people were homeless and relied on relief schemes and food tickets to keep themselves alive. Farmers struggled, unable to pay back loans. Soup kitchens and 'tent cities' sprung up in many cities and towns
- A form of unemployment benefits was introduced known as the 'susso', which was an abbreviation for sustenance, but its recipients felt a sense of undeserved shame. Long dole queues were found across the land. Many families who lost their homes moved to tent city towns, such as Happy Valley in the council of Waverley in New South Wales. The Unemployment Relief Works Program built valuable roads, pools and buildings giving hundreds of people employment and a sense of self-worth
- Ask students to discuss the question: Should government unemployment benefits still exist?



Reflect

- Students conduct a debate: 'For or against the dole.'
- The students are divided into groups of five and given a 'for' or 'against' tag. Ask them to work in their teams to research information on the current unemployment benefits scheme and investigate points for or against it. There may be two teams for it and two teams against it. Each team should be given the opportunity to debate in a formal or informal debate setting.

Download

- Student Activity Sheet H8.3: Unemployment relief

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?

Download

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

ACTIVITY 5: A RADIO PLAY

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

Develop

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

Reflect

- Ask students to create a short episode of a radio play serial with roles for at least four people. They will need to source a script with roles for these people. Other students may like to be sound technicians and recorders. Ask the students to bring in comic books about super heroes to spark their imagination. They may create their own short script, or use one they have found.
- Ask students to follow the steps below:
 - 1 Select a known script, or write your own short script.
 - 2 Storyboard the action and calculate the time the script will take to present; about five to ten minutes is sufficient.
 - 3 Decide on theme music and work out what sound effects are needed to help tell the story and draw the attention of the viewer.
 - 4 Practise your lines as a group and time your sound effects to the action.
 - 5 Use a digital program to record the radio play, or use the microphone application on the desktop computer. You may also use a tape recorder.
 - 6 Share the radio serials with the whole class.

Download

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

ACTIVITY 6: CURRENCY

Subthemes: Currency

Colum and Thommo are calculating the amount of money they need to save Thommo's family from eviction. The currency during this time is pounds, shillings and pence. The value of each denomination was based on imperial measure, which was a unit of 12.

- Due to counterfeit concerns in the late 1920s, a new series of notes and coins were issued in 1932. This new series was dubbed the 'Ash series' after John Ash the Australian note printer.



Discover

- In this clip, Colum deals with coins rather than notes. Ask students to research what coins were used in the 1930s. Students can research the denominations of currency during this era and illustrate them on a chart.

Reflect

- Ask students to work with a partner to find diagrams, or photos, of the coins used in the 1930s. On an A3-sized poster, students compare the coins used in 1930 against the coins used today. Coins of today can be traced or rubbed with a pencil with paper over the top of them. Encourage students to investigate what types of emblems or illustrations were used on the old coins and compare them to the emblems used today.

Download

- Student Activity Sheet H8.6: Coins of all ages

CLIP 3: PUNTING

ACTIVITY 7: THE MELBOURNE CUP

Subthemes: Culture; Entertainment and games; Historical events

The Melbourne Cup is steeped in history and has been an important part of the Australian horse racing since the late 1800s. The Melbourne Cup began in 1861, when the Victorian Turf Club wanted to put on a 'good handicap' race to rival that of the Victorian Jockey Club. That good handicap race ended up becoming one of the greatest handicap 3200-metre races in the world. The race 'stops a nation' and is generally celebrated with a public holiday in Victoria.

Colum and his friend collect bets from the neighbourhood on the Melbourne Cup and give them to the local store owner. This type of betting was illegal at the time, as it is today, and the boys ran the risk of being caught and prosecuted by the police.

Discover

- Ask students to investigate information about the Melbourne Cup using a variety of websites and books. Have students list as many facts they can find about the history, people and special events relevant to the Melbourne Cup. They could visit the following websites:
 - 1 Australian Government Culture Portal, 'Melbourne Cup', <http://www.cultureandrecreation.gov.au/articles/melbournecup>
 - 2 Melbourne Cup 150, 'Melbourne Cup Carnival 2010', <http://www.melbournecup.com>
 - 3 Victorian Racing Club, 'About the Melbourne Cup', <http://www.vrc.net.au/melbourne-cup-carnival/melbourne-cup-statistics.asp>

Reflect

- Ask students to provide one fact each from the evidence they collected as a class. Each fact should be presented on a separate horse template.

Download

- Student Activity Sheet H8.7 Horses



- The horse templates could be pinned up on the walls of the classroom. Alternatively, students can create a fact booklet, either online or as a chart.

ACTIVITY 8: WINNERS AND LOSERS

Subthemes: Culture; Entertainment and games; Historical events

Discover

- As a class, find out the winning horses and, if possible, the names of the trainers and jockeys of each Melbourne Cup winner. While they are researching, have students find out some interesting stories about selected cup winners, such as Phar Lap and Rainlover, and the horse that won the 1938 Melbourne Cup named Catalogue. Ask students to evaluate how many mares, women owners, trainers and women jockeys have been successful at winning the cup. Also find out what prize money was offered and how it has increased over time. The students could create bar charts and graphs of specific information to represent different percentages and compare statistics.

Reflect

- Ask students to design their own Melbourne Cup winner and prepare a brochure about the horse. They will need to name it, list its lineage, and write about the jockey, trainer and owner. They could design and draw the colours the jockey would wear in the race.
- Once all students have designed their horse and jockey, conduct a race to see who wins. The race could be conducted as a quiz about the Melbourne Cup, or a race around the school oval where the students are dressed as the jockeys.

Download

- Student Activity Sheet H8.8: Horse brochure

ACTIVITY 9: AUSSIE ICON

Subthemes: Culture; Entertainment and games;

The Melbourne Cup is an iconic event in Australian history and culture.

Discover

- Ask students to respond to the following question; What is an icon? Have them devise a list of Australian icons and organise them into common categories, such as language, sport, food and customs. Think about why these concepts are considered iconic in Australia.

Reflect

- Divide the class into teams of six students. Each team selects an icon to sell to an international audience. They are to devise an advertisement for television about the selected icon and produce it for broadcast to the class. This can be an actual re-enactment of a filmed advertisement.
- Refer to websites below for assistance.
 - 1 Australian Children's Television Foundation (ACTF) for information on the 'Live Action Teaching Kit', http://www.actf.com.au/learning_centre/title_pages/lia_tp.php
 - 2 Screen Australia, 'DIY DOCO', <http://www.screenaustralia.gov.au/learning/diydoco>



Useful resources from The Le@rning Federation

L2844 Lights, camera, action: camera
L2845 Lights, camera, action: editing
L2846 Lights, camera, action: lighting
L2847 Lights, camera, action: sound

Download

- Student Activity Sheet H8.9: Identifying icons

Aligned resources

Australian Broadcasting Commission, <http://www.abc.net.au>
——History of the ABC, www.abc.net.au/corp/history/75years/timeline/1930s.pdf
Australian Children's Television Foundation (ACTF) for information on the 'Live Action Teaching Kit',
http://www.actf.com.au/learning_centre/title_pages/lia_tp.php
Australian History.org: <http://www.australianhistory.org/great-depression.php>
Australian Government Culture Portal, 'Melbourne Cup',
<http://www.cultureandrecreation.gov.au/articles/melbournecup>
australianscreen, <http://aso.gov.au>
——'Australia Today – Men of Tomorrow 1939', <http://australianscreen.com.au/titles/australia-today-men-tomorrow/clip1>
——*The Bridge*, 'The Bridge Workers', <http://dl.screenaustralia.gov.au/module/873>
——*The Prime Minister's National Treasures* 'James Scullin and the GCMG',
<http://dl.screenaustralia.gov.au/module/1095>
'Orson Welles' *The Shadow*, *The Shadow*, <http://www.downunderdvd.com/TheShadow.html>
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>
Screen Australia Digital Learning: <http://dl.screenaustralia.gov.au>
Seniors.com.au: <http://www.seniors.gov.au>
The Melbourne Cup: <http://www.melbournecup.com>
Victorian Racing Corporation: <http://www.vrc.net.au/melbourne-cup-carnival/melbourne-cup-statistics.asp>

Useful resources from The Le@rning Federation

L2844 Lights, camera, action: camera
L2845 Lights, camera, action: editing
L2846 Lights, camera, action: lighting
L2847 Lights, camera, action: sound



The Great Depression

1 The Great Depression was a worldwide economic crisis that affected Australians in many ways. Research the factors that shaped this economic crisis in Australia in the 1930s (who, what, where, when, how). The information you gather on the Great Depression should include the following key areas:

- a** unemployment and low wages
- b** 'susso' and charity
- c** housing crisis and the homeless
- d** key figures and personal recounts of experiences

Some helpful websites include:

- seniors.com.au, <http://www.seniors.gov.au>
- Australian History.org, <http://www.australianhistory.org/great-depression.php>
- Screen Australia Digital Learning, <http://dl.screenaustralia.gov.au>

2 Present your research as a newspaper article written by a journalist either: interviewing a homeless person and reporting their personal story, or as a documentary on the Great Depression. The information can be set out with major headlines, diagrams, original images gathered from various websites and articles relating to the Great Depression in Australia.

- a** You can create an online or paper version of your newspaper story. Use your local or state newspaper websites as a guide to formatting your own newspaper page.
- b** Develop some layout ideas below.



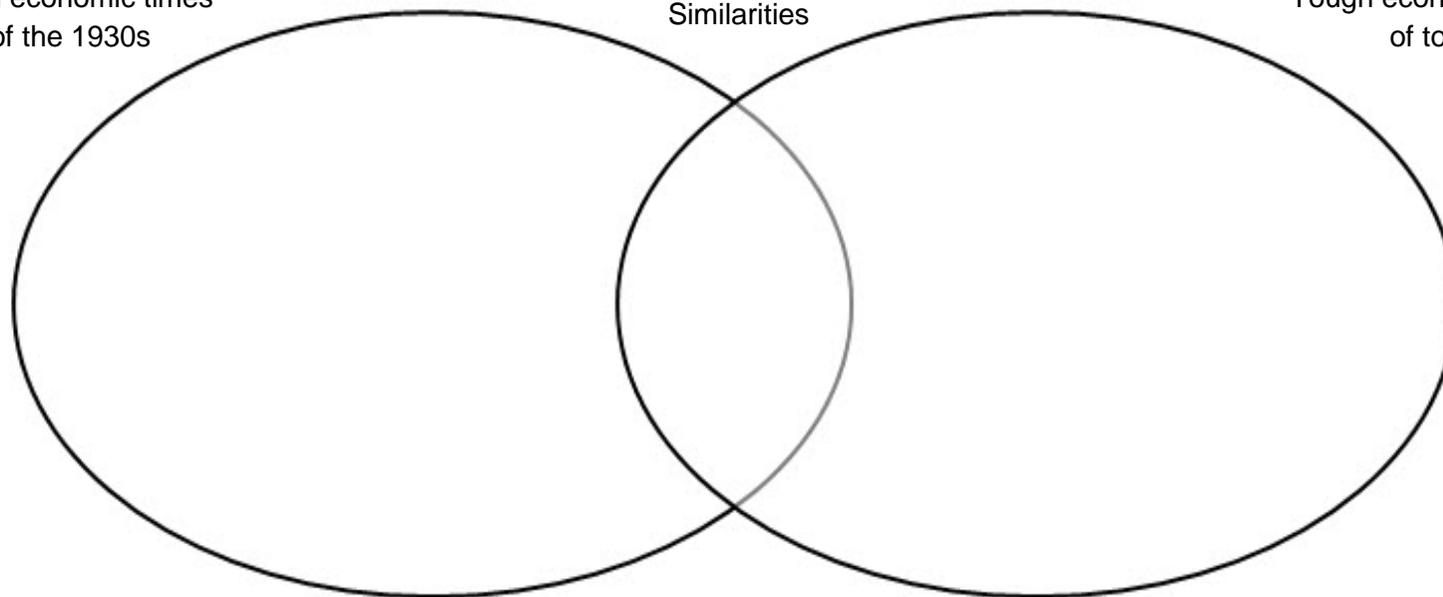
Coping with hard times

- 1 View the clips and excerpts from the three Screen Australia Digital Learning websites: The Prime Minister's national treasures, *The Bridge*, and Men of Tomorrow.
- 2 Take notes about how the people depicted in the clips cope with hard times.
- 3 Complete the Venn diagram below by listing the ways people survived tough times in the 1930s, and then list some ways people in need cope today.

Tough economic times
of the 1930s

Similarities

Tough economic times
of today





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?



Write your own radio play

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

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

1 Where to start:

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

2 Write some ideas below.



Coins of all ages

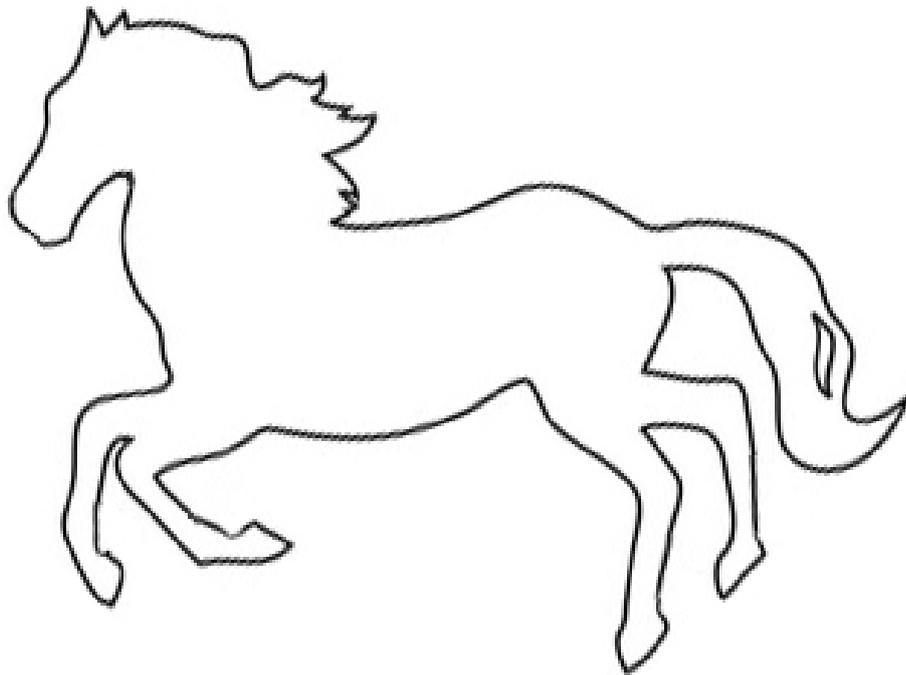
- 1 Collect Australian decimal coins of each denomination: 1 cent, 2 cent, 5 cent, 10 cent, 20 cent and 50 cent coins. Trace or rub over the coin by placing it under the paper on the sections in the table below. Ensure you do both sides.
- 2 Cut and paste pictures of coins from the 1930s (provided by your teacher) on the sections in the table below.
- 3 Now compare the similarities and differences of each coin.

Today: 1 cent	1930: 1 halfpenny
Today: 2 cents	1930: threepence
Today: 5 cents	1930: sixpence
Today: 10 cents	1930: 1 shilling
Today: 20 cents	1930 florin
Today: 50 cents	What was equivalent to 50 cents in 1938?



Horses

- 1 Investigate information about the Melbourne Cup using a variety of websites and books. List as many facts you can find about the history, people and special events relevant to the Melbourne Cup. You could visit the following websites:
 - Australian Government Culture Portal, 'Melbourne Cup',
<http://www.cultureandrecreation.gov.au/articles/melbourne-cup>
 - Melbourne Cup 150, 'Melbourne Cup Carnival 2010',
<http://www.melbourne-cup.com>
 - Victorian Racing Club, 'About the Melbourne Cup',
<http://www.vrc.net.au/melbourne-cup-carnival/melbourne-cup-statistics.asp>
- 2 Present your facts on a series of horse templates, like the one below.





Horse brochure

Imagine you are the owner of a horse that has won the Melbourne Cup and design a brochure about the horse. List its name, nature, characteristics, including height and stature, its owner and their history with horses and success in racing, its trainer and their success and expertise.

- 1 Include information about the colours the horse races in and what symbolism is attached to these 'silks'. Also include information about the jockey.
- 2 Draft some ideas in the space below.

Front:

Back:



Identifying icons

1 Answer the following questions:

a What is an icon?

b Devise a list of Australian icons and organise them into the categories below.

Historical	Custom	Sport	Food	People

c Why are these icons revered in Australia?

2 Select one icon from the list and work in a small group to devise an advertisement for selling the icon to an overseas audience. This can be an actual enactment of filmed advertisement. Refer to the websites and resources below:

a Australian Children's Television Foundation website for the Learning Centre's 'Live Action Kit', http://www.actf.com.au/learning_centre/title_pages/lia_tp.php

b Screen Australia Digital Learning, 'DIY Doco', <http://www.screenaustralia.gov.au/learning/diydoco>

c L2844 Lights, camera, action: camera

d L2845 Lights, camera, action: editing

e L2846: Lights, camera, action: lighting

f L2847 Lights, camera, action: sound