

## EPISODE 6: 1958: MICHAELIS

### 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.

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## **EPISODE CLIP: GREEK SCHOOL**

### **ACTIVITY 1: ANCESTRY**

#### **Subthemes: Multiculturalism**

Since 1945, about 6.9 million people have come to Australia as new settlers. Their contribution to Australian society, culture and prosperity has been an important factor in shaping the nation. After the Second World War, more than 160,000 Greek people came to Australia, working first in factories or farms as unskilled or semi-skilled labour. The Greek population in Melbourne constitutes one of the largest Greek settlements in the world. Refer to the Origins website, 'Immigrant Communities in Victoria' for further information at <http://museumvictoria.com.au/origins/history.aspx?pid=23>

#### **Discover**

- Ask students to discuss their family's immigration history, if they were immigrants to Australia. Ask them to interview their parents, grandparents and perhaps great grandparents to find out how their family came to Australia. They could investigate the website Ancestry.com.au, <http://www.ancestry.com.au> for ideas and information on key elements, such as how to create a family tree or locate immigration history information.

#### **Reflect**

- Students create a family tree using the free ancestral chart on Ancestry.com.au at <http://www.ancestry.com>
- This family tree can become part of a series of immigration history projects called 'My family story'. The project could be created online as a stand-alone activity or as part of the 'My family story' project.

#### **Download**

- Student Activity Sheet H6.1: My family story

### **ACTIVITY 2: HERITAGE**

#### **Subthemes: Customs and traditions; Multiculturalism**

Michaelis is depicted as a typical Greek child in the late 1950s. Throughout the episode he battles with his identity. Is he Australian, or is he Greek? Many immigrant families wanted their children to learn traditional customs and language, and to uphold their social and religious beliefs. Sometimes this is difficult in a new environment with different values and perspectives.

#### **Discover**

- Being teased for being different was part of life for immigrants in Australia. Language barriers, cultural differences and family values sometimes clashed. In this clip, we see the cultural divide in Australia in the 1950s. Ask the class to discuss how Michaelis might feel during the milk bar scene. Ask the students to identify their different cultural backgrounds and make a list of each of these cultures.

### Reflect

- Ask students to form groups of four to six, and research the cultural identity of one of the cultures from the class list. They can create a webpage with a cultural profile and include information about the food, music, religious festivals, celebrations and language of that culture. As an extension, the students could connect online with school students from their selected country and talk with them about what it is like to live in that country today.
- Alternatively, ask students to create a short audio or film advertisement advising Australian residents about what new migrants need to make resettlement in Australia easier. It should identify the differences in cultural perspectives, advise on making new migrants feel welcome and explain what is meant by a 'fair go' in Australia.

### Download

- Student Activity Worksheet H6.2: Cultural profile

## ACTIVITY 3: WARRIORS AND HEROES

### Subthemes: Beliefs; Historical events; Multiculturalism

Michaelis attends Greek School to learn the Greek language of his heritage, but he would rather be watching *The Adventures of Robin Hood* on television. During class his teacher offers him a holy card of Saint Michael, the saint of warriors.

### Discover:

- As a class, find out information about Saint Michael; who he was, when he lived, what famous deeds he is noted for, his importance today and who admires him. Additionally, research Robin Hood in the same way and compare the two men. Have a class vote to see which hero students believe displayed more heroic characteristics.

### Reflect

- Ask students to define what they mean by the term 'hero' or 'heroine'. Ask them to name some heroes or heroines they identify with. List these as well as the eras they lived in.
- Research the following questions:
  - 1 When did they live?
  - 2 Where did they live?
  - 3 What are they famous for?
  - 4 What is their importance and to whom?
- Ask students to research the story of one hero or heroine to share with the class.

### Download

- Student Activity Sheet H6.3: What makes a hero?

## EPISODE CLIP: A GREEK GARDEN

### ACTIVITY 4: AN AUSSIE OASIS

Subthemes: Art, music and literature; Culture; Customs and traditions

Michaelis's father proudly shows off his backyard with homegrown fruits and vegetables. During this era it was a vital way to survive in a new environment where some of the ingredients used in traditional meals were not available, or were difficult to find.

#### Discover

- Ask students to consider the importance of the family garden in episode six. Encourage students to brainstorm ideas on the importance of a self-sufficient garden.
- Create a PMI chart with the class on self-sufficient gardening:
  - 1 P= Plus: What are the positives in having a self-sufficient home garden?
  - 2 M= Minus: What are the negatives associated with this type of garden?
  - 3 I= Interesting: What are the interesting elements of a self-sufficient garden?
- For more inspiration, search for information on self-sufficient gardens. You could also watch some episodes of *Costa's Garden Odyssey* that have been screened on SBS television.

#### Reflect

- Ask students to research recipes from Greece. Each student should find one recipe for an entrée or starter, one for a main meal and one for a dessert. Once they have the recipes together they can combine them all to make their class recipe book. As a class, celebrate Greek Independence Day (25 March) by having students cook Greek food and bring it to school to share.
- Alternatively, students are encouraged to ask family members about their own traditional recipes. They could investigate the ingredients to see what food groups each represents and complete a chart of these. Students can source images of the food, ingredients and recipes for the chart. Once they have at least two recipes each, they can combine them all to make their own recipe book. Students can choose one recipe from their mini-cookbook and make the meal with a family member at home. Foods can be brought into school and celebrated as part of a multicultural food day.
- Some useful recipe websites include:
  - 1 Taste.com.au, <http://www.taste.com.au/recipes/collections/greek+recipes>
  - 2 Dairy Australia, <http://www.dairyaustralia.com.au/recipes>
  - 3 The Heart Foundation, <http://www.heartfoundation.org.au/recipes>
  - 4 Jamie Oliver, <http://www.jamieoliver.com>

#### Download

- Student Activity Sheet H6.4: The family cookbook



## **ACTIVITY 5: GARDENING**

**Subthemes: Chores, business and employment; Culture; Customs and traditions**

Michaelis and his father are in their backyard gardening when his mother comes to the garden to admire their work. It was an expectation for children of this era to work as their parents directed. Gardening was just one chore that Michaelis would be expected to complete.

### **Discover**

- As a class, discuss the type of chores Michaelis would be expected to complete around the house. List these and compare them to the chores of other characters in other episodes, such as Victoria, Rowley, Evelyn, Bertie, Bridie and Colum. Ask students to consider how Michaelis would be expected to behave as a child in a Greek family. Compare these expectations to students' lives today.

### **Reflect**

- Ask students to write a diary entry for a day in the life of Michaelis and explain how they believe he feels about the events in his life. Share these stories with the rest of the class.

### **Download**

- Student Activity Sheet H6.5: Weekly chores

## **EPISODE CLIP: THE CHRISTENING**

### **ACTIVITY 6: FAMILY TREE**

**Subthemes: Celebrations; Customs and traditions; Multiculturalism**

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

### **Discover**

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

### **Reflect**

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

### **Download**

- Student Activity Sheet H6.6: Events calendar

## **ACTIVITY 7: CELEBRATIONS**

Subthemes: Celebrations; Customs and traditions; Multiculturalism

### **Discover**

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

### **Reflect**

- Ask students to choose one traditional family event that is celebrated. Ask them to write a report on how the event is organised and why it is celebrated within their family. They can include historical facts, food recipes, photos and anything that best depicts this family celebration. Students then share their reports with the class.

### **Download**

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

## **ACTIVITY 8: PAYING A PENNY**

Subthemes: Culture: Currency

The boys next door who bullied Michaelis repay him a penny for his lost ice block.

### **Discover**

- As a class, discuss the value of the penny in 1958 and the value of one cent today. Look at what can be purchased in the 1950s, and what is the cost of the equivalent commodity today. Make a comparative list of essential commodities that would be purchased each week by a family, such as bread, milk, butter, cheese, meat, Vegemite, jam and soap.

### **Reflect**

- Ask students to find a promotional flyer from a local supermarket advertising this week's grocery specials. These promotions are usually placed in their letterboxes, or they can find them online.
- Use the brochures and online websites as a guide to lay out a catalogue. Ask students to design a catalogue for 1958 using images and prices that would be available at that time.
- Alternatively, they could create a price list for the milk bar that Michaelis visits.

### **Download**

- Student Activity Sheet H6.8: Yesteryear and now



## Aligned resources

The Age, 'How CPI shopping list has changed', <http://www.theage.com.au/news/national/how-cpi-shopping-list-has-changed/2008/04/23/1208743040371.html>

Ancestry.com.au, <http://www.ancestry.com>

Australian Government Department of Immigration and Citizenship (DIAC) for background information on Australian immigration and related issues, <http://www.immi.gov.au/media/fact-sheets>

Dairy Australia, <http://www.dairyaustralia.com.au/recipes>

The Heart Foundation, <http://www.heartfoundation.org.au/recipes>

Immigration Museum, Origin, 'History of immigration from Greece', <http://museumvictoria.com.au/origins/history.aspx?pid=23>

——'Journeys to Australia', [http://museumvictoria.com.au/journeys/1940\\_60s.asp](http://museumvictoria.com.au/journeys/1940_60s.asp)

Jamie Oliver, <http://www.jamieoliver.com>

SBS television, <http://www.sbs.com.au>

Stephanie Alexander, <http://www.stephaniealexander.com.au>

Taste.com.au, <http://www.taste.com.au/recipes/collections/greek+recipes>



## **My family story**

- 1** Create an online pictorial or biographical history about your family. If your family has immigrated to Australia recently, or in the past, trace their path, or paths, and recount their stories. The project could be created as an online document for others within your school community to access. This can be done on the main school website or the internal school server so that other students can share your story.
  - The project can be created using computer applications, or other program applications. Audio, video, still images and text materials can be uploaded or attached to the project.
  
- 2** Use the focus questions below to help you shape your project.
  - a** If your heritage is from outside Australia, answer the questions below:
    - Where is your family from?
    - When and how did they come to Australia?
    - What part, or parts, of Australia did your family first come to?
    - If your family were immigrants, when did they arrive?
    - Why did they immigrate to Australia?
  
  - b** If your heritage is Indigenous, answer the questions below:
    - Where is your family from?
    - Have they always lived in that area?
    - Do you have connections to other places?
  
- 3** You could include some of these items in your project:
  - a** family's Indigenous history or immigration timeline
  - b** family tree using the Ancestry.com.au website at <http://www.ancestry.com>
  - c** anecdotal records and stories.
  - d** photos, illustrations or descriptions
  - e** maps of your family's travels
  - f** personal recounts from family members.



## Cultural profile

- 1 List the different cultural backgrounds of students in your classroom.


- 2 Choose one of the cultures from the list above and create a Cultural Profile. Investigate the elements of the culture listed below and present this information on a poster or a webpage.

- a religion
- b festivals
- c dance
- d costumes
- e food
- f music
- g flags
- h language.

Find information about the culture in books from your local library, or the Internet. You can also interview people from your classroom to find out more about this culture.



## What makes a hero?

1 Define what we mean by the term 'hero' or 'heroine'.

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2 Name some heroes or heroines with whom you identify.

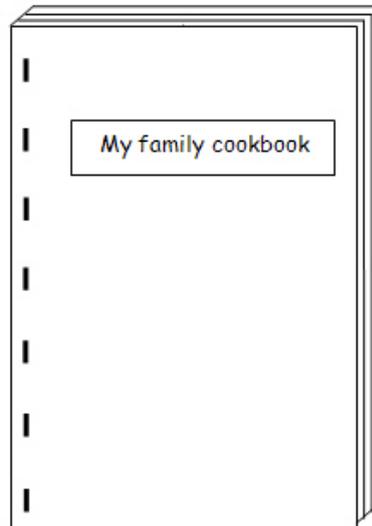
Name	When did they live?	Where did they live?	What are they famous for?	Who are they important to?

3 Select one hero or heroine and research their story to share with the class.



## The family cookbook

- 1 Create a mini-cookbook with recipes from your own family. Ask family members about traditional recipes that are cooked and baked at home. Think about all of the wonderful meals you have shared with your family during times of celebration. These are the recipes your family will know and love to share. You can also add recipes where all of the ingredients have come from the home garden.
- 2 Add pictures, photos and tips from your parents, grandparents and other family members.
- 3 Research recipes from Greece and find one recipe for an entrée or starter, one for a main meal and one for a dessert. Once you have the recipes together you can combine them all to make a class recipe book. Some useful recipe websites:
  - a Taste.com.au, <http://www.taste.com.au/recipes/collections/greek+recipes>
  - b Dairy Australia, <http://www.dairyaustralia.com.au/recipes>
  - c The Heart Foundation, <http://www.heartfoundation.org.au/recipes>
  - d Jamie Oliver, <http://www.jamieoliver.com>



- 4 Choose one recipe from the mini-cookbook and make the meal with a family member at home. Foods can be brought into school and celebrated as part of a multicultural food day, or for Greek Independence Day on 25 March.







## Events calendar

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

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

**Event date**

Event description



## Family celebrations and events

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

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

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

**Title:**

**Report:**

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## Yesteryear and now

The boys next door who bullied Michaelis repay him a penny for his lost ice block.

- 1 Look at what can be bought in the 1950s and what the cost of an equivalent item is today. Make a comparative list of essential commodities that would be purchased each week by a family, such as bread, milk, butter, cheese, meat, Vegemite, jam and soap.

Commodity	1958	2010

- 2 Design a catalogue for 1958 using images and prices from that era. Find a promotional flyer from a local supermarket advertising this week's grocery specials. These brochures are placed in the letter box, or you can find them on the internet. Use the brochure as a guide for the layout of your 1958 catalogue.
- 3 Produce a price list and illustrate what would be sold at the milk bar that Michaelis visits in this episode. This article from *The Age* online is a good source of information about how household shopping lists have changed over time:

The Age, 'How CPI shopping list has changed',  
<http://www.theage.com.au/news/national/how-cpi-shopping-list-has-changed/2008/04/23/1208743040371.html>