

EPISODE 1: 2008: LAURA

Unit focus: History

Year level: Years 3–6

ACTIVITY 2: REMEMBERING

Subthemes: Culture; Indigenous perspectives; Politics

In this clip, Laura looks at the faces of family and friends watching the apology at the local community centre and observes their reactions. The expressions on the faces of people in the clip demonstrate strong feelings about it. These facial expressions and gestures are emotional signposts.

Discover

- Ask students to brainstorm ideas on how both Laura and Aunty Bev are affected by the apology. Student responses can be mapped out on a class poster.

Reflection

- Ask students to write what they believe are the thoughts of Laura or Aunty Bev about the apology.
- Construct a hot seat role-play where students take on the role of significant people in the apology. For example, it could be Kevin Rudd, or an Indigenous person in parliament. Students stay in role and answer questions from the class about how they perceived the significance of the apology.

Download

- Student Activity Sheet H1.2: Investigating loss

ACTIVITY 3: GOVERNMENT POLICY

Subthemes: Culture; Indigenous perspectives; Politics

The removal of Aboriginal and Torres Strait Islander children from their parents was the accepted practice of state and federal governments. In 1997, the *Bringing them home* report focused on the practices of government from 1910–1970. On 13 February 2008, Prime Minister Kevin Rudd apologised for the pain caused by decades of state-sponsored mistreatment of Indigenous Australians and the continuing impact on Australian society.

Discover

- Ask students to research government policies that had a negative impact on Indigenous people. This information can be merged into a timeline to plot significant events affecting Indigenous rights in Australia.
- As a class discuss the significance of events leading up to the apology.
- Ask students to research stories and statements in newspapers and magazines from Indigenous people following the apology. Refer to the teachers' notes, activities and worksheets on the website below.



- 1 Australian Human Rights Commission, <http://www.hreoc.gov.au>
- 2 —'Bringing them home, education module',
<http://www.humanrights.gov.au/education/bth/index.html>
- 3 —'Bringing them home Community Guide 2007',
http://www.humanrights.gov.au/education/bth/community_guide/index.html

Reflect

- Share the stories with the class. They can be presented as short essays, or pictorial stories.

Download

- Student Activity Sheet H1.3: Government practice

EPISODE 11: 1908: EVELYN

Unit focus: History

Year level: Years 3–6

EPISODE CLIP: MR WONG'S EMPORIUM

ACTIVITY 4: MULTICULTURAL AUSTRALIA

Subthemes: Multiculturalism; Politics; Social order and education

In the early years of the twentieth century, at the time of the Federation of the colonial states and territories, many important events occurred in Australia. These include:

- the implementation of laws to improve working conditions and devise fairer wages
- the extension of the vote to non-Indigenous women
- the introduction of the White Australia policy, which restricted immigration.

The new Australian Constitution discriminated against Indigenous Australians by excluding them from the national census and preventing parliament from making laws about them.

At the time of Federation in 1901, three quarters of the population were Australian born, the majority of English, Scottish and Irish descent. The Chinese, who had represented 3.3% of the population in 1861, represented 0.8% of the population at the time of Federation.

Discover

- Students can research why and when Chinese people came to Australia. Mr Wong is a significant character in this episode and his story could be a good starting point for discussing the reasons Chinese people came to Australia at different times. Why might Mr Wong have come to live in Australia?

Reflect

- As a class, look at the laws and policies of Australia that have had an impact on Chinese Australians. How might Mr Wong have been affected by Australian laws and policies?



- Students could develop a timeline of Chinese migration to Australia. The timeline should use dates, images and reasons for coming to Australia.

Download

- Student Activity Sheet H11.4: Timeline of Chinese immigration

EPISODE CLIP: CHORES AND PUNISHMENT

ACTIVITY 10: CORPORAL PUNISHMENT

Subthemes: Customs and traditions; Politics

Discover

As a class, research and discuss the changes made in legislation regarding corporal punishment in schools. Make a list of all of the discussion points and the opinions of everyone in the class regarding corporal punishment.

Useful websites to use as a starting point are:

- Queensland Government: Library Services, 'Corporal Punishment in Queensland State Schools', <http://education.qld.gov.au/library/edhistory/topics/corporal/public.html>
- Global Initiative to End All Corporal Punishment of Children, 'Global Progress: Australia', <http://www.endcorporalpunishment.org/pages/progress/reports/australia.html>

Reflect

- Using the list of opinions from the class discussion, organise a debate where one side of the classroom is designated for students who agree with the opinion and the other side is for those who disagree. Read out each point from the list and ask students to move into the designated areas of the classroom. If a student moves from 'for' to 'against' or vice versa, they must justify their move by sharing their reasoning with the class.

Download

- Student Activity Sheet H11.9: Facts about corporal punishment

EPISODE CLIP: CHORES AND PUNISHMENT

ACTIVITY 10: CORPORAL PUNISHMENT

Subthemes: Customs and traditions; Politics

Discover

As a class, research and discuss the changes made in legislation regarding corporal punishment in schools. Make a list of all of the discussion points and the opinions of everyone in the class regarding corporal punishment.

Useful websites to use as a starting point are:



- Queensland Government: Library Services, 'Corporal Punishment in Queensland State Schools', <http://education.qld.gov.au/library/edhistory/topics/corporal/public.html>
- Global Initiative to End All Corporal Punishment of Children, 'Global Progress: Australia', <http://www.endcorporalpunishment.org/pages/progress/reports/australia.html>

Reflect

- Using the list of opinions from the class discussion, organise a debate where one side of the classroom is designated for students who agree with the opinion and the other side is for those who disagree. Read out each point from the list and ask students to move into the designated areas of the classroom. If a student moves from 'for' to 'against' or vice versa, they must justify their move by sharing their reasoning with the class.

Download

- Student Activity Sheet H11.9: Facts about corporal punishment

EPISODE 12: 1898: ROWLEY

Unit focus: History

Year level: Year 3–6

EPISODE CLIP: FOUNDING THE ALP

ACTIVITY 6: PARTY POLITICS

Subtheme: Politics

The Australian Labor Party (ALP) is Australia's oldest political party, having celebrated its centenary in 1991. It is one of a small group of genuine political labor parties around the world which affiliate trade unions, incorporating them into the structure of the party. From its inception, the ALP has been a party for the working class, supporting the rights of Australian workers.

Discover and reflect

- Students should research and respond to the following questions:
 - 1 What is a political party?
 - 2 What do political parties aim to do?
 - 3 Who were the original founders of the ALP?
 - 4 How many ALP prime ministers have been elected in Australia?
 - 5 Who is the leader of the ALP today?
 - 6 Use the websites below to find information about the ALP:
 - 7 The Australian Labor Party, <http://www.alp.org.au/labor-history>
 - 8 Labor History, <http://www.laborhistory.org.au/home.html>
- Students could create an A5 election flyer to elect the first ALP Prime Minister in 1904, JC Watson.

Download

- Student Activity Sheet H12.4: What is the ALP?

ACTIVITY 7: THE ALP

Subthemes: Politics; Social order and education

Discover

- As a class discuss the question: Why was the Australian Labor Party (ALP) formed and who were the founders trying to help?

Reflect

- Hot seat role-play is a strategy where students research and analyse a character from the episode. Through their observations they find out who the person is, their importance to the story and what differentiates them from other characters. Once students understand the character, they can pretend to be them and answer questions from other members of the class while remaining in character.
- Students choose a character from the episode. In small groups, students can develop a storyline for their character, creating a drama in which the character interacts with other characters based on a given scenario.
- Each scenario listed below relates to the hard times experienced by workers in the 1890s.
 - 1 Brickworks employee gets ill and faces his boss about the situation. He gathers others who are ill to support his case.
 - 2 Local publican hosts secret meetings for the unemployed brickworks employees at the back of his pub.
 - 3 Unemployed workers have a meeting to discuss the problems they face. Some of them agree that they should join the ALP and others feel scared.
 - 4 Bosses and company owners talk about not paying out money to ill workers. They are faced with having to deal with locals getting together for secret ALP meetings.

Download

- Student Activity Sheet H12.5: Hot seat role-play



EPISODE CLIP: WORKERS' RIGHTS

ACTIVITY 8: FAMILY VALUES

Subthemes: Politics; Social order and education

A woman's role in the late 1800s was restricted. It was expected that she maintain the home and family while the husband/father went out to work. However, in many poor families the woman had to work to earn money, especially when men lost their jobs.

Discover

- Research and discuss women's roles in History. Ask students to utilise the following websites to locate stories and pictures of women of the era:
 - 1 National Library of Australia, 'Picture Australia: Picture Trails: Society', <http://www.pictureaustralia.org/trails/society.html>
 - 2 ABC, 'Australian Suffragettes', <http://www.abc.net.au/ola/citizen/women/women-home-vote.htm>

Reflect

- Students can create an imaginary 'historyface' profile (based on something similar to a Facebook page) for a female suffragette from the 1800s. Information can include a profile picture, status update, education, family background, likes and dislikes and groups she may be linked with. Student Activity Sheet H12.6 contains a 'historyface' template that can be used for this activity. Make sure that students answer the questions:
 - 1 Who is she?
 - 2 What groups and causes does she stand for?
 - 3 What is her status?

Download

- Student Activity Sheet H12.6: Suffragette profile



Investigating loss

In the clip, Laura looks at the faces of family and friends watching 'the apology' at the local community centre and observes their reactions. The expressions on the faces of people in the clip show strong feelings about the apology. These facial expressions and their body gestures are emotional signposts.

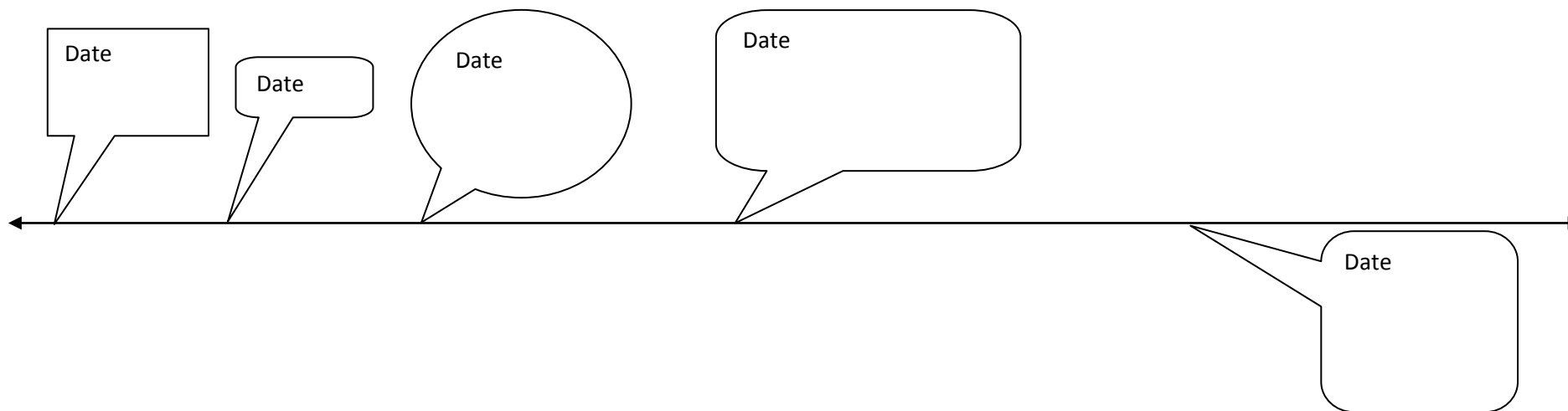
- 1 Choose Laura or Aunty Bev and write your thoughts about what you believe the character is feeling during the apology speech.

- 2 Select a character who was involved in the apology. It could Prime Minister Kevin Rudd, or an Indigenous person in parliament. Imagine you are this character for a hot seat role-play and write down your views about the event so you can answer questions from the class in character. Use the space below to prepare notes:

- 3 After watching the clip and parts of the apology, write a diary entry and explain how you feel.

Timeline of Chinese immigration

- 1 Investigate why, when and how Chinese people first came to Australia.
- 2 Record this on a timeline and add in the dates of Chinese immigration that followed.
- 3 Locate Mr Wong on the timeline.
- 4 Use the style in the timeline example below or create your own version.





Facts about corporal punishment

- 1 Research corporal punishment. Find out the facts, take notes and summarise the information you have found. Use the table below for your summarised information about corporal punishment. When you have filled in the table, complete the Plus/Minus/Interesting (PMI) chart.

Facts about corporal punishment	Websites and resources used

- 2 Fill out the PMI chart on the next page.



Name: _____

Student Activity Sheet H11.9, page 2 of 2
Activity 10: Corporal punishment

Episode 11: 1908: Evelyn
Clip: Chores and punishment

- Plus: positives associated with corporal punishment
- Minus: negatives associated with corporal punishment
- Interesting: different, interesting or obscure information about corporal punishment.

Plus	Minus	Interesting
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



What is the ALP?

Research the formation of the Australian Labor Party (ALP) and then respond to the following questions.

1 What is a political party?

2 What do political parties aim to do?

3 Who were the original founders of the ALP?

4 How many ALP Prime Ministers have been elected in Australia?

5 Who is the leader of the ALP today?



Hot seat role-play

- 1 Below you will find scenarios adapted from scenes in this episode. Choose one of the scenarios and identify with one of the characters. You will need to understand who your character is and why he or she is in that situation.
- 2 You will then be asked to answer questions about your character and your situation in the scenario. Have fun in the hot seat!
 - a **Scenario 1**
Brickworks employee gets ill and faces his boss about the situation. He gathers others who are ill to support his case.
 - b **Scenario 2**
Local publican hosts secret meetings for the unemployed brickworks employees at the back of his pub.
 - c **Scenario 3**
Unemployed workers have a meeting to discuss the problems they face. Some of them agree that they should join the ALP and others feel scared.
 - d **Scenario 4**
Bosses and company owners talk about not paying out money to ill workers. They are faced with having to deal with locals getting together for secret ALP meetings.
- 3 Prepare some notes about your character below.



Suffragette profile

historyface

Username: _____

Status: _____

Profile information

Groups and causes

Family information

```

graph TD
    A[ ] --> B[ ]
    A --> C[ ]
    B --> D[ ]
    B --> E[ ]
    C --> F[ ]
    C --> G[ ]

```