

EPISODE 2: 1998: MOHAMMED

Unit focus: English

Year level: Years 3–6

ACTIVITY 3: MICHAELIS

Subthemes: Character; Language and scripting

Discover

- Focus students' attention on the character Michaelis. Discuss his role in this clip, what sort of person he appears to be and how they know this. Read the script from this clip, looking closely at the exchange between Mohammed's father, Omar, and Michaelis as they move the furniture into the house.
- Ask students what Omar means when he says 'Wogs play soccer'. Discuss the term 'wog' and what it means in this context. Why does Michaelis argue that 'wogs' play cricket? What do students think this tells the audience about attitudes in Australia? Discuss the term 'multiculturalism' and have students find and write down the dictionary definition.
- Explain that the character Michaelis provides a strong narrative link across multiple episodes of the television series *My Place*, connecting many decades in the house. To follow the story of Michaelis, screen and discuss the following: Episode 6: 1958: Michaelis; Episode 5: 1968: Sofia; 'The Tippy' from Episode 4: 1978: Mike; and 'Food and chores' from Episode 3: 1988: Lily.

Reflect

- Have students write a brief report on multiculturalism in Australia, based on the life of Michaelis. Focus on contributions made by immigrants in the areas of language, food, sport and culture.

Download

- Student Activity Sheet E2.3: Multiculturalism



EPISODE 5: 1968: SOFIA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: SPEAKING THE LANGUAGE

ACTIVITY 3: YAYA

Subtheme: Character

Discover

- Look at the composition of the family in this clip: Sofia, her brother Michaelis, their mother, Christina and grandmother, Yaya. Brainstorm the concept of family and look at a variety of ways it could be defined. Survey the class to find out if any children have grandparents or members of their extended family living with them. Discuss the advantages and disadvantages for Sofia of having an extended family.
- Discuss the words used to name grandmother and grandfather in different languages, for example, in Greek it is 'baba' for grandfather and 'yaya' for grandmother. Create a wall chart showing the different words and the language they come from. Have students research this further across other languages to extend the list.

Reflect

- Grandparents play an important part in the stories of *My Place*. These characters support the family and guide the children in their actions, providing comfort and advice. Ask students to compare the role of grandmother in each of the *My Place* episodes. They should develop a character profile for each grandparent across all episodes where this character appears.
- In small groups, have students work collaboratively to plan and run a 'Grandparents and special elders' day at school or for their class. Students plan the program including a menu and activities for their guests. Ask students to write a letter to their grandmother or a special older friend or relative, inviting them to this celebration.
- Following this event, students can write a report for the school newsletter or the local paper, describing when the event took place, reasons for it and some of the highlights, and including captioned photographs.

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- Student Activity Sheet E5.3: Character profile



EPISODE 6: 1958: MICHAELIS

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: GREEK SCHOOL

ACTIVITY 1: YOU'RE A GREEK BOY

Subthemes: Character; Customs and traditions; Social order and education

Discover

- Michaelis has to go to Greek school. View the clip and discuss this scene, focusing on how Michaelis feels about being made to go. Ask students to explain how they know that Michaelis doesn't want to be there, for example, body language, dialogue and interaction between characters. Discuss the reasons why Michaelis is made to go to Greek school. Find out if any students in the class attend a language school outside regular school hours. If so, ask them to describe their school, what they learn and what they enjoy about it.
- Michaelis has his mind on other things while he is at Greek school. He misses important dates in Greek history and information about the Patriarch. His teacher berates him for his inattention. Discuss the purpose of this scene with the class. What does it tell the audience about Greek school? Relate this discussion back to the reasons put forward in the previous discussion about why Michaelis is forced to go to Greek school.
- Michaelis's Greek teacher Kyrios Josephides tells him, 'Michaelis, if you are good, your life will be good to you in return.' Discuss this advice with the class and have students write a description of what they think it means. As a class, create a list of useful advice on how to live your life.

Reflect

- Explain that many groups of people who have migrated to another country deem the preservation of their language, culture and traditions to be important. To help maintain cultural traditions, they may plan for children to attend special classes during weekends. Have students write an argument for or against this practice, or hold a class discussion on the issue.

EPISODE CLIP: THE CHRISTENING

ACTIVITY 6: THE 'WOG'

Subthemes: Art, music and literature; Character; Language and scripting

Discover

- Discuss what Janice means when she tells Michaelis, 'I don't think you're a wog.' Do students think this is a compliment or an insult? Discuss the term 'wog' with the class, what it means and how people feel about it. Discuss reasons why this term and other derogatory names are



sometimes given to people of other cultural backgrounds. Ask students what they think about this practice.

- Discuss how Michaelis might respond to being called a 'wog'. In small groups, have students produce a poem describing Michaelis's feelings about this term and about Janice telling him she thinks he isn't a 'wog'. The form could be a cinquain, haiku or ballad; it could be rhyming or free form.
- Read students some extracts from the book *They're a Weird Mob* by Nino Culotta. In the story, an Italian immigrant who has recently arrived in Australia tells what it is like trying to make sense of the Australian way of life. Explain to students that Nino Culotta is actually the pseudonym of the author John O'Grady. This novel and the subsequent film were very popular. The story outlines the problems Nino has as he struggles to understand the English spoken by the Australian working class of the 1950s and 1960s. View and discuss the three clips from the 1996 film found on the australianscreen website, <http://australianscreen.com.au/titles/theyre-weird-mob>

Reflect

- Ask students to design a poster that could be used to welcome immigrants to Australia. Alternatively, design and construct a booklet of advice for people who have recently arrived in Australia.

Download

- Student Activity Sheet E6.3: Immigrants

EPISODE 10: 1918: BERTIE

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: ON 'TICK'

ACTIVITY 1: MR WATSON

Subtheme: Character

Discover

- Briefly discuss the characters introduced in this clip and ask students to deconstruct the character of Mr Watson. Have them read the third draft of the script for this scene and consider: Who is he? What work does he do? How does he dress? What do you think of him? How does he treat Bertie? Discuss their answers. Have students read the script again carefully before writing a character profile of Mr Watson, based on the script.
- If it is not mentioned in the students' responses, draw attention to the exchange at the end of the script extract where Mr Watson is said to 'soften' as he offers the book to Bertie for a 'ha'penny'. As a class, discuss the meaning of the word 'soften' and what it means in this context. Discuss whether this influences the way the audience feels about Mr Watson. Why do you think the filmmaker included this exchange?



- Screen the clip version of the same scene. Long before he refuses him credit, Mr Watson tries to sell Bertie the magician's book. Ask students to note the differences between this version and the script version. Discuss whether the changes would affect the way the audience responds to this character. Does the clip version make Mr Watson more, or less, likeable?

Reflect

- Ask students why they think the filmmaker may have changed the emphasis in the final version of this scene, removing the 'softening' of Mr Watson. Discuss why the filmmaker might want to make Mr Watson a more unlikeable character. Why might this be important to the story?

Download

- Student Activity Sheet E10.1: Understanding Mr Watson

ACTIVITY 2: THE UNLIKEABLE CHARACTER

Subthemes: Character; Language and scripting

Discover

- As a class, brainstorm a list of unlikeable characters (villains) in literature and films. Some examples are Malfoy in the Harry Potter series or the Ice Queen in *The Lion, the Witch and the Wardrobe*. For each character, give examples of ways in which the filmmaker or author makes the audience dislike the character. As a class, discuss the reasons these characters were created in this way. What is their purpose in the story? What devices have been used to portray these characters as 'unlikeable'?

Reflect

- Have students take the unlikeable character Mr Watson and rewrite this scene, making him a nicer person. Focus their attention on the dialogue and directions for acting needed to convey this message to the audience. Have students present their reworking of the scene to the class.
- Compare the different versions produced by students and discuss the techniques used to change the audience response to Mr Watson.

Download

- Student Activity Sheet E10.2: Making characters likeable or unlikeable

EPISODE CLIP: ARMISTICE

ACTIVITY 7: THE LUCKY ONE

Subtheme: Character

Discover

- As a class discuss Eddie's belief that he is one of the 'lucky' ones. Look at the list of reasons he gives. Have students say if they agree with him. After they have watched this clip, ask students to describe Eddie's personality. They should use evidence from the clip to support any observations.



- Suggest to the class that Eddie is a positive thinker and discuss students' responses to that statement. Have them think about people they know who think positively and always seem to look on the 'bright side'.

Reflect

- In small groups, create a list of pros and cons about being a positive thinker. Share and discuss the lists with the rest of the class. Students can research the benefits of positive thinking in building resilience and interview someone they know who is a positive thinker to get tips on how to do it. Create a hot seat role-play where students pretend to be a character from the episode. They are asked questions by the class about their life, likes, dislikes, attitude to work and their aspirations for the future.
- Have students think forward ten years and write a description of how Eddie's life has turned out. What do they think will happen to him and do they think he will do well in life?

Download

- Student Activity Sheet E10.7: Eddie

ACTIVITY 9: CONSEQUENCES OF WAR

Subthemes: Australians at war; Character

The activities and worksheet relate to the complete episode instead of an individual clip.

Discover

- List the main characters in the episode and discuss how they are each directly affected by the war. For example:
 - 1 Mother: her husband was killed in the war; her son is an injured soldier; she is working as a nurse
 - 2 Bertie: father was killed in the war; his brother is injured
 - 3 Sid: lost his eye in the war
 - 4 Evelyn: her father and her friend Freddie Miller are killed; her brother is injured; she is working as a nurse
 - 5 Miss Miller: her brother and her nephew were killed in the war
 - 6 Eddie: lost his leg in the war; his father was killed.
- Arrange a visit to the local war memorial to enhance understanding and to encourage further investigation and discussion on this topic.

Reflect

- Have students write a report describing the impact of the war on this small neighbourhood, relating the stories of some of the characters and considering how they might feel about all that has happened to them. Conclude with a statement giving their own opinion of the impact of war.

Download

- Student Activity Sheet E10.8: The effects of war



EPISODE 11: 1908: EVELYN

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: GAMES FROM INDIA

ACTIVITY 2: BENGAL TIGERS AND INDIAN ELEPHANTS

Subthemes: Art, music and literature; Character

Discover

- As a class, discuss the information Miss Müller gives Evelyn about tigers. What does she say? Do students think tigers can reverse down trees? Have students consider the way Miss Müller gives this information. Do they believe her? Ask students to work in pairs to complete the following sentence on the worksheet, supporting their opinion with evidence from the text.

'We think the filmmaker wants Evelyn and the audience to see Miss Müller as a (reliable/unreliable) ... source of information because ...'

- Encourage students to consider the way Miss Müller is dressed, her demeanour and the prop she is holding (a book). Ask them to discuss and compare responses.
- As a class, discuss the importance of using reliable, authoritative sources when undertaking research. Then set groups the task of researching the question of whether or not tigers are able to reverse down trees.

Reflect

- Discuss 'Tiger or scaredy-cat?' from the Odd Spot in the Melbourne newspaper, *The Age*, 24 September 2009. A tiger in a Bristol zoo had climbed to the top of his new five-metre-high platform and couldn't climb down. The zoo keeper thinks the tiger will come down when he is hungry, but can he climb down from the platform? Who is right? The zoo keeper who installed the platform or Miss Müller who says tigers can climb up trees but they can't climb down. Can tigers jump down from a height of five metres? You can access the Odd Spot from *The Age* website, <http://www.theage.com.au/world/oddspot/odd-spot-20090924-g2v9.html>
- Ask students to consider the concept of 'spooft' stories. Have them research other spoof stories that have been published in the newspaper or on the internet. A spoof, or parody, must contain elements of reality mixed with the unbelievable. Ask them to create a parody story of their own and identify a day in the year when it is customary to tell such stories.

Download

- Student Activity Sheet E11.2: Tiger tales and other strange stories

EPISODE CLIP: CHORES AND PUNISHMENT

ACTIVITY 8: CREATING DRAMATIC TENSION

Subtheme: Character

Discover

- Filmmakers, like writers, often use 'imagery' to create dramatic tension in a scene. Have students identify possible tension-building devices in this scene and discuss how they are used. For example, the clock is used to show that time is passing quickly. Using the clock as an example, ask students the following questions:
 - 1 What do clocks symbolise?
 - 2 How has the filmmaker used the clock in this scene?
 - 3 What is the purpose of the ticking sound?
 - 4 How does it make the audience feel?
 - 5 What does the use of the clock add to the scene?

Reflect

- Examine the character of Edward and have students answer the following:
 - 1 What is the role of Edward in this scene?
 - 2 What does he say?
 - 3 What does he do?
 - 4 What sounds can we hear?
 - 5 Why has the filmmaker included the strap in this scene?
 - 6 What does it symbolise?
 - 7 What does the strap indicate to Evelyn?
 - 8 What is the purpose of Edward hitting the strap on the table?
 - 9 How does this add tension to the story?
- Following the discussion ask students to summarise the discussion by answering the questions on Student Activity Sheet E11.8.

Download

- Student Activity Sheet E11.8: Filmmakers' use of imagery

EPISODE CLIP: CRACKER NIGHT

ACTIVITY 11: MAKING NEWS

Subthemes: Celebrations; Character; Customs and traditions

Discover

- Ask students to write a newspaper report describing the atmosphere of the cracker night celebrations and including an interview with Evelyn or Edward. Students should 'ask' the



characters to describe the highlight of the night for them. Include some quotes from the character to conclude the story.

Reflect

- Draw a picture of the cracker night to include with the article.
- Ask students to design an advertisement for Mr Wong's store and his fireworks, to be included as part of the newspaper page. The advertisement needs to have a slogan, an image and some details of the products.

Download

- Student Activity Sheet E11.11: Newspaper report

EPISODE 12: 1898: ROWLEY

Unit focus: English

Year level : Years 3–6

EPISODE CLIP: FOUNDING THE ALP

ACTIVITY 8: HERO OR BREADWINNER?

Subthemes: Character; Social order and education

Discover

- As a class, discuss what Rowley's mother might have meant when she told him, 'Heroes don't put food on the table.'
- Ask students to think about this and what it may mean for the way the story is being told so far? Have students answer these questions:
 - 1 What constitutes a hero?
 - 2 Was Rowley a hero? Why or why not?
 - 3 Why do some people think that Rowley's father is a hero?
 - 4 Do you think he is a hero? Why or why not?
- Ask students to explain why they think Rowley's mother is so angry with her husband. Have students think about and look for clues in the clip that might explain how she is providing for her family now that her husband has gone.

Reflect

- Write a dialogue between Rowley's mother and the brickworks' manager, describing the effects of the absence of her husband on her family during the past few years. Have the manager take the point of view that he is not responsible for their problems.
- Students could also research what support would be available for a single parent supporting their family today and compare these support systems with what was available in 1898. Have students think about why these conditions may have changed over the past 100 years.



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- Student Activity Sheet E12.8: Supporting the family

EPISODE 13: 1888: VICTORIA

Unit focus: English

Year level: Years 3–6

EPISODE CLIP: THE HORSE AND CARRIAGE

ACTIVITY 7: MISS MÜLLER

Subthemes: Character; Gender roles and stereotypes

Discover

- This is the first time Victoria sees Miss Müller. Ask students to describe the character of Miss Müller.
 - 5 What does the filmmaker want us to think about her? Look at how she is presented.
 - 6 What shots are used?
 - 7 How does the use of long shots socially position this character to the audience?
 - 8 Why does the filmmaker choose to keep her at a distance in this story?

Reflect

- As a class, discuss how Miss Müller is dressed, in particular the colour she is wearing. Ask students to answer the following questions:
 - 1 What is the symbolism of her black clothing?
 - 2 What message does the black clothing give to the audience and to Victoria?
 - 3 Why does the filmmaker want Victoria to think Miss Müller is a witch?
 - 4 What do you think Miss Müller's role might be in this story?

Download

- Student Activity Sheet E13.7: The woman in black

EPISODE CLIP: TREASURED OBJECTS

ACTIVITY 10: COLOUR SYMBOLISM

Subtheme: Character

Discover

- The way people dress and the colours they wear can evoke different meanings for different cultures. Miss Müller is a mysterious figure who dresses in black. Ask students to consider why this might be so. Does her dress signify the importance or solemnity of her role? Ask students to



identify the other characters in the episode and consider each character's dress and what this signifies about them.

- Ask students to discover information about how colours may reflect a person's occupation, status, gender and beliefs in at least three different cultures. You could give the example of the colour purple indicating royalty for the ancient Romans, or show how contemporary western society uses blue to signify boys and pink to signify girls.
- Discuss with the class the importance of using colour to denote status and meaning, and what the filmmaker may be suggesting by the colour and choice of costume for each character. Note that the characters in the episode are also framed differently to establish their importance to the story.

Reflect

- Ask students to examine how the filmmaker treats each character. Ask them to make a list of characters and describe how they are dressed, the predominant colour of the costume, the style and the status being portrayed. They can then select their favourite character and design a costume for them that gives a completely different impression to the one given by the filmmaker.

Download

- Student Activity Sheet E13.10: Clothes make the man



Name: _____

Student Activity Sheet E2.3
Activity 3: Michaelis

Episode 2: 1998: Mohammed
Clip: Discrimination

Multiculturalism

1 Read the script from the episode, looking closely at the exchange between Mohammed's father, Omar, and Michaelis as they move furniture into the house.

a What does Omar mean when he says 'Wogs play soccer'?

b What is meant by the term 'wog'?

c Why does Michaelis argue that 'wogs' play cricket?

d What do you think this scene tells us about Australian attitudes?

e What does the term 'multiculturalism' mean?

2 Write a brief report about multiculturalism in Australia based on the life of Michaelis. Focus on the areas of language, food, sport and culture.



Name: _____

Student Activity Sheet E5.3
Activity 3: Yaya

Episode 5: 1968: Sofia
Clip: Speaking the language

Character profile

Look at the composition of the family in this clip: Sofia, her brother Michaelis, their mother Christina and grandmother Yaya. They can all speak two languages: Greek and English. Some members can speak one language better than the other.

- 1 In this clip, 'Baba' is the word for a Greek grandfather and 'Yaya' is the word for a Greek grandmother. Create a list of words from different languages that represent members of the family.

Words	Greek			
Mother				
Father				
Grandmother	Yaya			
Grandfather	Baba			
Sister				
Brother				

- 2 Compare the role of grandmother in each of the *My Place* episodes. Develop a character profile for each grandparent across all episodes where a grandmother character appears. A template for the character profile is on a separate page.



Name: _____

Student Activity Sheet E6.3
Activity 6: The 'wog'

Episode 6: 1958: Michaelis
Clip: The christening

Immigrants

- 1 Why do people sometimes use derogatory terms when referring to immigrants or to people from different cultural backgrounds? What do you think about this?

- 2 Write a poem describing Michaelis's feelings when Janice tells him she thinks he isn't a 'wog'. It could be a cinquain, haiku or ballad; rhyming or free form.

- 3 Design a poster that could be used to welcome immigrants to Australia. Or design and produce a booklet of advice for people who have recently arrived in Australia.



Name: _____

Student Activity Sheet E10.1: page 1 of 3
Activity 1: Mr Watson

Episode 10: 1918: Bertie
Clip: On 'tick'

Understanding Mr Watson

1 Construct a character profile of Mr Watson.

a Who he is?

b What work does he do?

c How does he dress?

d How does he treat Bertie?

e What do you think of him?

2 Read the script (below) and complete the following:

I think the filmmaker wants us to see Mr Watson as a _____ person because of the way he is presented in this script. For example:

I think Mr Watson is a likeable/unlikeable character because

3 Why do you think the filmmaker wanted to make Mr Watson a more unlikeable character? Why might this be important to the story?



Name: _____

Student Activity Sheet E10.1: page 2 of 3
Activity 1: Mr Watson

Episode 10: 1918: Bertie
Clip: On 'tick'

Interior. The shop – The Watson's house. Morning

Edna stares at him uncertainly.

EDNA

You're a looney.

She gathers up Charles and retreats out the back.

Alone at last, BERT picks up a faded booklet, *The Young Magician's Handbook*. From the moment he opens it he is mesmerised: black-and-white pen illustrations show a man with oiled hair in a dinner suit performing such feats as sawing a lady in half and making playing cards disappear.

MR WATSON

Would you like to buy that?

Mr Watson has appeared behind the counter ... as if by magic. He's slightly exotic and vaguely sinister in his dark dressing gown and smoking cap. Bertie hurriedly puts the book on the counter.

BERT

Oh, no, thanks, Mr Watson. I – I got some money ...

MR WATSON

We're closed today, Bertie.

BERT

I know, but ... um – Eddie, my brother's coming home on Monday; his ship is early, so ... I got to get his present.

MR WATSON

Ah.

BERT digs out his handful of coins. Mr Watson sorts them on the counter.

MR WATSON

Nine shillings ... and sixpence. (Producing a ledger from under the counter) I'm afraid that might not –

BERT

Mr Watson, could I ... ? Could we put the rest on tick?

MR WATSON

On tick?



Name: _____

Student Activity Sheet E10.1: page 3 of 3
Activity 1: Mr Watson

Episode 10: 1918: Bertie
Clip: On 'tick'

BERT

There's nine and six there, Mr Watson. I got ten shillings down already so ... that's only one and six to go.

MR WATSON

Bertie, I'm afraid –

BERT

It's only one and six, Mr Watson! It's in a good cause. I'd pay it off, I swear.

MR WATSON

That's as may be, but I can only advance credit to a responsible adult.

BERT

But I give you almost a pound already, Mr Watson. It's a coming-home present for a digger!

MR WATSON

I know that, Bertie, but those are the rules. I'm sorry.

Bert stares at him miserably. Mr Watson **softens**. He slides *The Young Magician's Handbook* towards him.

MR WATSON

Tell you what: this is missing a few pages, so ... why don't I let you have it for a ha'penny, eh?

He looks at Bert encouragingly. Bert looks down and shakes his head

BERT

Thanks, Mr Watson. Could you put that all down for me, anyway?

Bert heads out.

MR WATSON

I will, Bert. I'm sorry I can't help you.

From the third draft of the script for Episode 10: 1918: Bertie



Name: _____

Student Activity Sheet E10.2
Activity 2: The unlikeable character

Episode 10: 1918: Bertie
Clip: On 'tick'

Making characters likeable or unlikeable

- 1 List some unlikeable characters (villains) in books and films and give examples of ways in which the filmmaker or author makes the audience respond to them in this way.

Unlikeable book/film characters	Methods used to make audience dislike character

- 2 Look at the character of Mr Watson and rewrite this clip in order to make him a nicer character. Focus your attention on the dialogue and directions for acting to convey this message to the audience. Present your new version of the scene to the class.



Name: _____

Student Activity Sheet E10.7
Activity 7: The lucky one

Episode 10: 1918: Bertie
Clip: Armistice

Eddie

- 1 Describe Eddie's personality, using evidence from the clip to support your observations.

- 2 Create a list of pros and cons for being a positive thinker. Share and discuss these responses with the rest of the class.

Advantages	Disadvantages

- 3 Think forward ten years and write a description of how Eddie's life has turned out. Do you think he will do well in life?



Name: _____

Student Activity Sheet E10.8
Activity 9: Consequences of war

Episode 10: 1918: Bertie

The effects of war

- 1 Consider the main characters in this episode and discuss how they are each directly affected by the war.

Characters	Effects of the war
Mother	
Bertie	
Evelyn	
Miss Miller	
Eddie	
Sid	

- 2 Write a report describing the impact of the war on this small neighbourhood, telling the stories of some of the characters and including how they might feel about what has happened to them. Conclude with a statement giving your opinion on the consequences of war.



Name: _____

Student Activity Sheet E11.2
Activity 2: Bengal tigers and Indian elephants

Episode 11: 1908: Evelyn
Clip: Games from India

Tiger tales and other strange stories

- 1 What does Miss Müller tell Evelyn about tigers? Do you think this is true?

- 2 Work with a partner to complete the sentence below. Support your opinion with evidence from the clip. Consider the way Miss Müller is dressed, her demeanour and the prop she is holding.

We think the filmmaker wants Evelyn and the audience to see Miss Müller as (a reliable / an unreliable) _____ source of information because ...

- 3 A 'spoof' story must contain elements of reality mixed with the unbelievable. Find spoof stories that have been published in a newspaper or on the internet. Create a spoof story of your own and identify the day in the year when you might expect to hear or tell such a tale.



Name: _____

Student Activity Sheet E11.8
Activity 8: Creating dramatic tension

Episode 11: 1908: Evelyn
Clip: Chores and punishment

Filmmakers' use of imagery

1 Filmmakers, like writers, often use 'imagery' to create dramatic tension in a story. One example is the use of the clock. After the class discussion answer the following questions:

a How has the filmmaker used the clock in this scene? What do clocks symbolise?

b What is the purpose of the ticking sound? What might this add to this scene?

2 Answer the following questions about Edward's role in this scene.

a What does Edward say and do? What can we hear?

b Why has the filmmaker included the strap? What does it symbolise? What does it indicate to Evelyn?

c Edward cracks the strap loudly. How does this add tension to the scene?



Name: _____

Student Activity Sheet E11.11
Activity 11: Making news

Episode 11: 1908: Evelyn
Clip: Cracker night

Newspaper report

- 1 Write a newspaper report describing the atmosphere of the cracker night celebrations. Include an interview with Evelyn or Edward. Ask the characters to explain the highlight of the night for them. Include some quotes from the character to conclude the story.
- 2 Draw a picture of cracker night to include with the article.
- 3 Include an advertisement for Mr Wong's store and his firecrackers as part of the newspaper page. This advertisement needs to have a slogan, an image and some details of the products.

Article

Image

Advertisement for Mr Wong's Emporium



Name: _____

Student Activity Sheet E12.8
Activity 8: Hero or breadwinner?

Episode 12: 1898: Rowley
Clip: Founding the ALP

Supporting the family

1 After viewing the clip 'Founding the ALP', respond to the following questions:

a What constitutes a hero?

b Is Rowley a hero? Why or why not?

d Why do some people think Rowley's father is a hero?

e Do you think he is a hero? Why or why not?

f Why do you think Rowley's mother is so angry with her husband?

2 Write a dialogue between Rowley's mother and the brickworks' manager, describing the effects of the absence of her husband on her family during the past few years. Have the manager take the point of view that he is not responsible for their problems.

3 Research the support that is available for a single parent supporting their family today and compare these support systems with what was available in 1898. Explain why these conditions may have changed over the past 100 years.



Name: _____

Student Activity Sheet E13.7
Activity 7: Miss Müller

Episode 13: 1888: Victoria
Clip: The horse and carriage

The woman in black

1 Complete the table below to outline the character of Miss Müller in this clip.

What does the filmmaker want us to think about her? Look at how she is presented.	
What shots are used?	
How does the use of these long shots socially position this character to the audience?	
Why does the filmmaker choose to keep her at a distance in this story?	

2 Consider how Miss Müller is dressed, particularly the colour she is wearing. Answer the following questions:

a What is the symbolism of the black clothing here?

b What message does the black clothing give to the audience and to Victoria?

c Why does the filmmaker want Victoria to think Miss Müller is a witch?

d What do you think Miss Müller's role might be in this story?



Name: _____

Student Activity Sheet E13.10
Activity 10: Colour symbolism

Episode 13: 1888: Victoria
Clip: Treasured objects

Clothes make the man

- 1 Miss Müller is a mysterious figure who dresses in black. Make a list of other characters and describe how they are dressed, the main colour of their clothes and what their clothes portray about them.

Character	Clothes and meaning

- 2 Choose your favourite character from the clip and design a costume for them that gives a completely different impression to the one given by the filmmaker.

- 3 What does this new costume mean?
