



## EPISODE 7: 1948: JEN

### English: teaching strategies

Unit focus: English

Year level: Years 3–6

#### The Australian curriculum: English

The national English curriculum is based on three interrelated strands:

**Language:** Knowing about the English language ...

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

**Literacy:** Growing a repertoire of English usage ...

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## **EPISODE CLIP: THE PICTURES**

### **ACTIVITY 1: THE NEWSREEL**

**Subthemes: Entertainment and games; Inventions and electronic media**

#### **Discover**

- This clip commences with an old movie newsreel. Ask students to record what they remember about the information in the film reel. What was the most significant information given? Was it the birth of Princess Elizabeth's first child, Prince Charles?
- Discuss the ways information is relayed to the audience in this newsreel. Examine the images, text on the screen and the voice-over. Have students think about why they know this news story is about the birth of Prince Charles. What's missing here? Ask students to think about the reasons why there are no photos of the baby prince on this newsreel. Ask students to think about what this newsreel would look like if it were made today. What information would today's audience expect to see and hear?
- Discuss the purpose of the newsreel. Why is it important? Discuss the media technology available at this time in history without TV. How did people acquire their information?

#### **Reflect**

- Ask students to review the main features of the newsreel as a text type and to think of a current news topic of interest. They should plan a short newsreel to share using an electronic media device, adding photos and a voice-over, before presenting it to the class.

#### **Download**

- Student Activity Sheet E7.1: Old-fashioned newsreel

### **ACTIVITY 2: HEROES**

**Subthemes: Beliefs; Relationships**

#### **Discover**

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

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

### Reflect

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

### Download

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

## ACTIVITY 3: PRINCES AND PRINCESSES

Subthemes: Entertainment and games; Inventions and electronic media; Relationships

### Discover

- Discuss the purpose of a film cinema poster. As a class activity, look closely at the 1948 poster in the clip and note its characteristics. Ask students:
- Who is featured? (You will need to refer back to the film clip for more information. It shows Princess Elizabeth and her husband, Prince Phillip.)
- Describe how they think Jen and her friends see Princess Elizabeth and Prince Phillip, giving evidence from the text.
- Have students consider the following questions:
  - 1 Why do you think Jen and her friends felt like they did about the royal couple?
  - 2 Why would Australian girls in 1948 think Prince Philip was a hero?
  - 3 Why do you think people looked up to royalty so much at this time?
  - 4 Do you think Australians today feel the same way about British royalty?
- Discuss the role of Prince William and Prince Harry as some of the youngest members of the British royal family today and whether these princes are viewed as heroes or celebrities like Princess Elizabeth in 1948?

### Reflect

- Have students look for examples of contemporary film posters and compare them with the 1948 version. What are the similarities and differences?
- Compare the film poster examples and identify the main text features of the film poster genre. Ask students to create individual film posters for a fictional film version of their favourite book. They



will need to consider questions such as: What style of film is it? How will that influence the poster design? Who is the star? What is the tag line or slogan?

### Download

- Student Activity Sheet E7.3: Being royal and famous

## EPISODE CLIP: THE HOLDEN

### ACTIVITY 4: THE FIRST HOLDEN

Subthemes: Relationships; Transport

#### Discover

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

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

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

#### Reflect

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

### Download

- Student Activity Sheet E7.4: Looking at interactions

## ACTIVITY 5: RELATIONSHIPS AND FEELINGS

### Subtheme: Relationships

#### Discover

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

#### Reflect

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

#### Download

- Student Activity Sheet E7.5: Relationships

## ACTIVITY 6: THE WIRELESS

### Subthemes: Entertainment and games; Inventions and electronic media

#### Discover

- As a class, discuss the role and importance of the radio, or wireless as it was then called. Why is it included in the clip? What information does it add to the story?
- Discuss the radio play included in this clip. Make a list of information about the type of play and the topic. For example, the program is called: *When a girl marries – dedicated to those who are in love*. Discuss what the purpose of this play could be, its intended audience, and its contribution to the story. Why did the filmmaker use this play and not something else like the horse racing or the news?
- Introduce the term 'juxtaposition' to the class and ask students to find a definition for the word. Examine how the filmmaker juxtaposed the radio play with Jen's mother, Kath, and her relationship with Wal. What extra information does it add to the story?
- Introduce or revisit the concept of foreshadowing in filmmaking and narrative writing and think about the name and subject of the radio play in this context. What is it flagging to the viewer and to Jen? For more detailed information about foreshadowing, see Activity 4: Foreshadowing in Episode 13: 1888: Victoria (English).



### **Reflect**

- Have students design a radio play and voice-over to juxtapose a different scenario in this scene, which foreshadows a different outcome from Jen's perspective. Ask students to consider what they think Jen would like to happen?

### **Download**

- Student Activity Sheet E7.6: Juxtapositions

## **EPISODE CLIP: COURTING**

### **ACTIVITY 7: EXPLORING FEELINGS AND RELATIONSHIPS**

#### **Subtheme: Relationships**

#### **Discover**

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

#### **Reflect**

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

#### **Download**

- Student Activity Sheet E7.7: Internal conflicts

## **ACTIVITY 8: '10 OUT OF 10'**

#### **Subtheme: Relationships**

#### **Discover**

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



### **Reflect**

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

## **ACTIVITY 9: THE ENGAGEMENT**

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

#### **Discover**

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

#### **Reflect**

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

#### **Download**

- Student Activity Sheet E7.8: Extending families



## Old-fashioned newsreel

- 1 Is there something missing in the newsreel footage that is covered in the story?

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- 2 What would this newsreel look like if it was made today? What information would today's audiences expect to see and hear?

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- 3 What was the purpose of the newsreel?

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- 4 By what other methods did people acquire their information in the 1940s?

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### What makes a hero?

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

Hero	Reason

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

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

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

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\_\_\_\_\_

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

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## Being royal and famous

- 1 What is the purpose of a film cinema poster?  
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- 2 Examine the film poster that Jen and her friends stole. Who is featured?  
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- 3 Describe how Jen and her friends might see Princess Elizabeth and Prince Philip, and provide evidence from the text to show why you think this.  
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- 4 Why do you think Jen and her friends took the poster?  
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- 5 Why would Australian girls in 1948 think Prince Philip was a hero?  
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- 6 Why do you think people looked up to royalty in the 1940s?  
\_\_\_\_\_
- 7 Do you think Australians still admire British royalty?  
\_\_\_\_\_
- 8 Find two examples of contemporary film posters and compare them with the 1948 version. List the similarities and the differences. Identify the main text features of the film poster genre.  
\_\_\_\_\_
- 9 Create a film poster for a fictional film version of one of your favourite books. Consider the style of film and answer the following questions.
  - a How does style influence the design of the poster?  
\_\_\_\_\_
  - b Who is the star, and how will they be depicted on the poster?  
\_\_\_\_\_
  - c What is the tag line or slogan?  
\_\_\_\_\_



### Looking at interactions

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

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

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



## Relationships

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

Dear Diary,

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## **Juxtapositions**

- 1 What is the purpose of the radio play in the story?

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- 2 Define the term 'juxtaposition'.

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- 3 Define the term 'foreshadowing'.

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- 4 Consider the name and subject of the radio play. What is it saying to the viewer and perhaps also to Jen? For more detailed information about foreshadowing, go to Activity 6, Episode 13: 1888: Victoria, clip 2 'Luck and dinner'.

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- 5 Design a radio play title and voice-over to present a different juxtaposition in this scene, and foreshadow a different outcome from Jen's perspective. Consider what you think Jen would like to happen instead?

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**Internal conflicts**

**1** View the clip and respond to the following questions:

**a** Why did Jen lie?

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**b** What does this tell the viewer about Jen's feelings?

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**c** Why do you think Jen feels so strongly about Wal's presence in her life?

\_\_\_\_\_

**2** Put yourself in Jen's position. Write a letter as Jen, to a friend, explaining how you feel about the engagement of your mother to Wal and why you feel this way. Swap letters with a partner and write a letter back to Jen, as the friend, giving her advice and suggesting reasons why her mother's relationship with Wal could be a good thing.

Dear

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## Extending families

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

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

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

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

\_\_\_\_\_

- b What is the significance of the ring?

\_\_\_\_\_

- c What information is portrayed to the viewer and Jen?

\_\_\_\_\_

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

\_\_\_\_\_

- 3 Work in pairs to design two wedding invitations:

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

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