

EPISODE 4: 1978: MIKE

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, which 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: PERFORMANCE CARS

ACTIVITY 1: MUSCLE CARS

Subthemes: Inventions and electronic media; Transport

'XB', '351-GT', '250ci', 'six-cylinder' ... what do these things mean? To a car enthusiast, it all makes sense. The 'muscle cars' of the 1960s and 1970s were flamboyant racing machines, attracting a large community of enthusiasts.

Discover

- Ask students to research iconic cars from the 1970s. Make a list of these cars and create a database. The database can be presented as a poster or as an electronic version that all students have access to. Use the following websites as a guide. Encourage students to complete additional research:
 - 1 Motore, <http://www.motore.com.au>
 - 2 Falcon GT Club of Australia, <http://www.falcongtclub.org>
 - 3 Old Holden.Com, <http://holdenpaedia.oldholden.com>

Reflect

- Ask students to create a web page for a car sales company that sells Australian muscle cars from the 1970s. The web page can be set up as a classifieds page similar to those in an online newspaper or trading site. The layout must include the following components:
 - 1 a company logo designed by students
 - 2 background information on iconic cars from the '60s and '70s (all cars must be Australian)
 - 3 a list of five cars for sale in the classifieds section, including their descriptions and prices
 - 4 images, diagrams and information on the history of each car.
- Ask students to complete the activity electronically or on paper, and then to participate in a sharing and viewing session.

Download

- Student Activity Sheet H4.1: Selling your muscle car online

ACTIVITY 2: ENVIRONMENTAL IMPACT

Subthemes: Inventions and electronic media; Transport

Cars have had a dramatic impact on our natural environment. Air quality is compromised, greenhouse gases are emitted, and there is evidence of the overuse of natural resources and noise pollution. Muscle cars are regarded as not being environmentally friendly.

Discover

- Ask students to compare and contrast cars of the 1970s with the cars of today. They can use the table in Student Activity Sheet H4.2 or create a table of their own. Have students compare the following features in the table:
 - 1 structure
 - 2 materials
 - 3 components.
- Discuss the materials used to make cars in the past and today. What are the various engine capacities of the cars and what amount of natural resources are used? Focus the discussion on the effects these cars have on the environment.

Reflect

- Ask students to design and create the perfect muscle car. The design should take into consideration the environmental needs and responsibilities of today. The modern muscle car can be presented electronically or as a poster. Kahootz 3 is an ideal 3-D animation software program to use. The software is available for purchase from the Australian Children's Television Foundation (ACTF) website at <http://www.kahootz.com>
- Ask students to create their modern muscle car in 3-D using materials available in the classroom.

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- Student Activity Sheet H4.2: The 'green' machine

ACTIVITY 3: MEN AND MACHINES

Subthemes: Inventions and electronic media; Transport

This clip shows how some men and boys are obsessed by cars, particularly performance cars. The passion for cars presents a language of its own.

Discover

- List the cars that are referred to in this clip. View the script of Episode 4: 1978: Mike to identify the cars. Included in the references should be:
 - 1 Holden Kingswood HQ
 - 2 Holden Monaro GTS
 - 3 Ford Cobra
 - 4 1971 Ford XY GT-HO
 - 5 LJ Torana GTR XU-1

Reflect

- Assign a car to each group and ask students to research their car and find images of it. Organise a Grand Prix quiz where the students identify 10 key facts. Share this information in class. The questions and answers should be written on cards.



- The cards from all groups are then pooled in a question bank. Ask the students random questions from the bank. Anyone can answer the questions. Points should be given for correct answers and deducted for wrong answers. The group with the most points are the Grand Prix winners and are awarded a prize.

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- Student Activity Sheet H4.3: Name that car

EPISODE CLIP: THE CARD COLLECTION

ACTIVITY 4: MIGRANT RIGHTS

Subthemes: Gender roles; Multiculturalism

The 1970s saw a groundswell of political activism in Australia on many fronts: the peace movement, environmental protection, feminism and workers' rights. The Galbally *Review of Post-Arrival Programs and Services for Migrants* opened the door to the idea of migrants' rights, a concept that paved the way for multiculturalism.

To learn about the struggle of migrant women during this era, go to eMelbourne: the city past and present, 'Migrant women and feminism', <http://www.emelbourne.net.au/biogs/EM02141b.htm>

Discover

- In this clip, the role of the women in Mike's family is clearly defined. Ask students to analyse the women in Mike's family, their roles and the differences in their roles.

Reflect

- Ask students to complete the 'historyface' template for the women in Mike's family: his grandmother (Yaya), mother (Janice) and aunt (Sofia). The students can share their findings with the rest of the class.

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- Student Activity Sheet H4.4: Mike's family profiles

ACTIVITY 5: CHANGES

Subthemes: Gender roles; Multiculturalism

Fashions of the 1970s extended the look established in the 1960s with the mini-skirt. Fashions for women became more daring and colourful, as 'mod', 'surfie', 'hippy' and 'disco' styles became fashionable. Fashions for men became more casual, pairing jeans with sandals, and flairs with platform shoes.

Discover

- Discuss the topic, 'How does fashion highlight the changing tastes in culture, attitudes and behaviour of each era?' and make a list of how fashion creates a 'point of view' in history.

- Use the following websites as stimulus:
 - 1 Macgregor State School, <http://www.macgregoss.eq.edu.au/aussie.htm>
 - 2 Vintage Now, <http://www.vintage-now-clothing.com>
 - 3 Rusty Zipper, <http://www.rustyzipper.com>
 - 4 Google Images, <http://images.google.com.au>
- Ask students to talk with their parents about fashion in the 1970s. They could bring some photos or original outfits belonging to their parents and share these with the class.

Reflect

- Ask students to use the body template in Student Activity Sheet H4.5 to create three different 1970s outfits using paper and fabric. A photo of the student's face can be added to the template to personalise it. Upload the images to the school website as an album of 1970s fashion.

Download

- Student Activity Sheet H4.5: Fashion of the 1970s

ACTIVITY 6: WHEATY FLAKES CARDS

Subthemes: Customs and traditions; Entertainment and games

Card collecting and trading has been a favourite pastime of many Australian children for decades. Collecting cards that are rare is the key to a good collection.

Discover

- Ask students to discuss the following questions and create a mind map of ideas:
 - 1 What types of cards are collected and traded?
 - 2 Are card collections valuable? If so, which are the most valuable collections?
 - 3 Where did card collecting originate and when?
 - 4 What changes have impacted on card collecting and trading in the past 50 years?

Reflect

- Ask students to discuss their card collections. Have them write a report on why they collect these type of cards, how they purchase or trade them, what type of cards they need to complete the collection, and which cards are most valuable to them and why.
- Ask students to design their own card that would fit into the collection. The card must have an image and text. It must have a registration number that fits with the number order of the collection.
- Alternatively, ask students to create a series of five cards depicting something of interest to them. The cards should include a picture of the item on the front and information on the back. Students could give a short presentation on why their cards are the most exclusive and sought after by other collectors.

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- Student Activity Sheet H4.6: Card collecting

EPISODE CLIP: THE 'TIPPY'

ACTIVITY 7: POST-TRAUMATIC STRESS

Subtheme: Australians at war

In Episode 4: 1978: Mike, the 'Tippy' and Mike's father are Vietnam veterans. Michaelis explains to Mike that the Tippy keeps to himself because of his experiences in the war. Many Vietnam veterans endured emotional, physical or psychological trauma during and after the war.

Discuss

- Ask students to explore the reasons why Australia became involved in the Vietnam War. As a class, create a poster fact sheet divided into two columns. The first column, titled 'Pre-war', will list the reasons why Australia became involved. The second column, titled 'Post-war', is for reasons why Australia withdrew troops from Vietnam.
- Create a timeline highlighting Australia's involvement in the war and the main events, dates and people involved.
- Ask students to find out from family members what they thought of Australia's involvement in the war and how they related to the returned soldiers. Students could interview these family members and record their memories as a social history with images or film clips.

Reflect

- Ask students to write an article for the local newspaper based on an interview with a Vietnam veteran, a protest organiser or an ALP politician elected when Whitlam was prime minister. The interview should outline the interviewee's thoughts and actions regarding the Vietnam War and the need to support veterans afterwards.

Download

- Student Activity Sheet H4.7: The Vietnam War

ACTIVITY 8: THE RSL

Subtheme: Australians at war

Discover

- Invite students to listen to a guest speaker from the Returned and Services League (RSL). The RSL is a valuable community resource that supports returned service people. Contact the local RSL to find out if there are members willing to speak to the class about their experiences.
- Alternatively, students may have a family member who would be willing to come to the classroom to speak.
- The following websites may be useful:
 - 1 Returned Services League, <http://www.rsl.org.au>
 - 2 Anzac Day, 'Vietnam', <http://www.anzacday.org.au/history/vietnam/overview.html>



- Ask students to view the film clip from Screen Australia Digital Learning, 'Australian soldiers on patrol in Vietnam', <http://dl.screenaustralia.gov.au/module/322>

Reflect

- Ask students to create a Y chart to describe the experiences of the soldiers who were fighting in Vietnam. Ask students to imagine the role of the soldier and write their responses in the Y chart using the three points below.
 - 1 What does it look like?
 - 2 What does it feel like?
 - 3 What does it sound like?
- Have students share their responses with the class.

Download

- Student Activity Sheet H4.8: Y chart: soldiers at war in Vietnam

ACTIVITY 9: OLD AND NEW

Subtheme: Australians at war

Discover

- Ask students to source a map of Vietnam and enlarge it twice so the detail of the country is evident on both maps. On the map, they should mark the key cities in Vietnam and the division of the country into North Vietnam and South Vietnam at the time of the war. Have students research the battles that Australians were involved in and pinpoint these places on the map. From their research they should write a short paragraph about each battle and add this to the map.
- Ask students to find out which Australian soldiers were decorated for bravery during the Vietnam War, find images of them and write a paragraph on their exploits. Add this information to the map. Build information about Australia's participation by adding it to the map or a timeline.

Reflect

- On the second map, ask students to present information about Vietnam today. Emphasise that the information should reflect modern Vietnam, its industries, exports, government, education policies, culture and so forth. Ask students to find images that are associated with growth and prosperity, people and culture, cities and rural communities. They should also find out about Australia's relations with Vietnam today through business, education and aid. Ask them to reflect on the legacy of the Vietnam War.

Aligned resources

Anzac Day, 'Vietnam', <http://www.anzacday.org.au/history/vietnam/overview.html>

eMelbourne: the city past and present, 'Migrant women and feminism',

<http://www.emelbourne.net.au/biogs/EM02141b.htm>

Falcon GT Club of Australia, <http://www.falcongtclub.org>

Fordspec, <http://www.fordspec.com.au>

Google Images, <http://images.google.com.au>



Macgregor State School, 'Children's work, Being Australian',

<http://www.macgregoss.eq.edu.au/aussie.htm>

Motore, <http://www.motore.com.au>

Muscle Car Garage, <http://www.musclegarage.com>

Museum Victoria, 'Journeys to Australia, 1940s–60s: a journey for many'

http://museumvictoria.com.au/journeys/1940_60s.asp

—'Origins', <http://museumvictoria.com.au/origins>

Old Holden.Com, <http://holdenpaedia.oldholden.com>

Returned Services League, <http://www.rsl.org.au>

Rusty Zipper, <http://www.rustyzipper.com>

Screen Australia Digital Learning, 'Australian soldiers on patrol in Vietnam',

<http://dl.screenaustralia.gov.au/module/322>

Vintage Now, <http://www.vintage-now-clothing.co>



Selling your muscle car online

Create a web page for a car company that sells Australian muscle cars from the 1970s. The webpage can be set up as a classifieds page similar to those in an online newspaper or trading site.

- 1** The layout must include the following elements:
 - a** a company logo designed by you
 - b** background information on iconic Australian cars from the era ('60s and '70s)
 - c** a list of five cars for sale in the classifieds section, including their descriptions and the sale prices
 - d** images, diagrams and information on the history of each car.

- 2** Draft your ideas here:



The 'green' machine

- 1 Compare and contrast two cars of the 1970s with two cars of today. Create a comparative table with the following features:

Car list	Structure	Materials	Components
1970s cars			
1			
2			
Today's cars			
1			
2			

- 2 Design the perfect muscle car. The design should take into consideration the environmental needs and responsibilities of today. The modern muscle car can be created using a computer or as a poster. Plan, draw, design and outline the car's environmentally friendly attributes.
- a Research car production methods that reduce impact on the environment. Some examples might be recycled, double-glazed glass windows or recycled rubber on tyres.
 - b Ensure that your facts are correct and make a note of the websites you use for this activity.



Name that car

- 1 List eight cars from the clip and find an image of each. View the script of Episode 4: 1978: Mike, to help identify the cars.

Name of car	Image or description of car
1 Holden Kingswood HQ	
2	
3	
4	
5	
6	
7	
8	

- 2 Select one of the cars listed above and find 10 key facts about it. Write each of the 10 facts on separate cards. Pool the facts with the rest of the class in a question bank and participate in the Grand Prix quiz to win a prize.

Name of car
1
2
3
4
5
6
7
8
9
10



Mike's family profiles

Complete this 'historyface' for the women in Mike's family: his grandmother (Yaya), mother (Janice) and aunt (Sofia).

historyface

Username: _____
 Status: _____

Profile information

Groups and causes

Family information

```

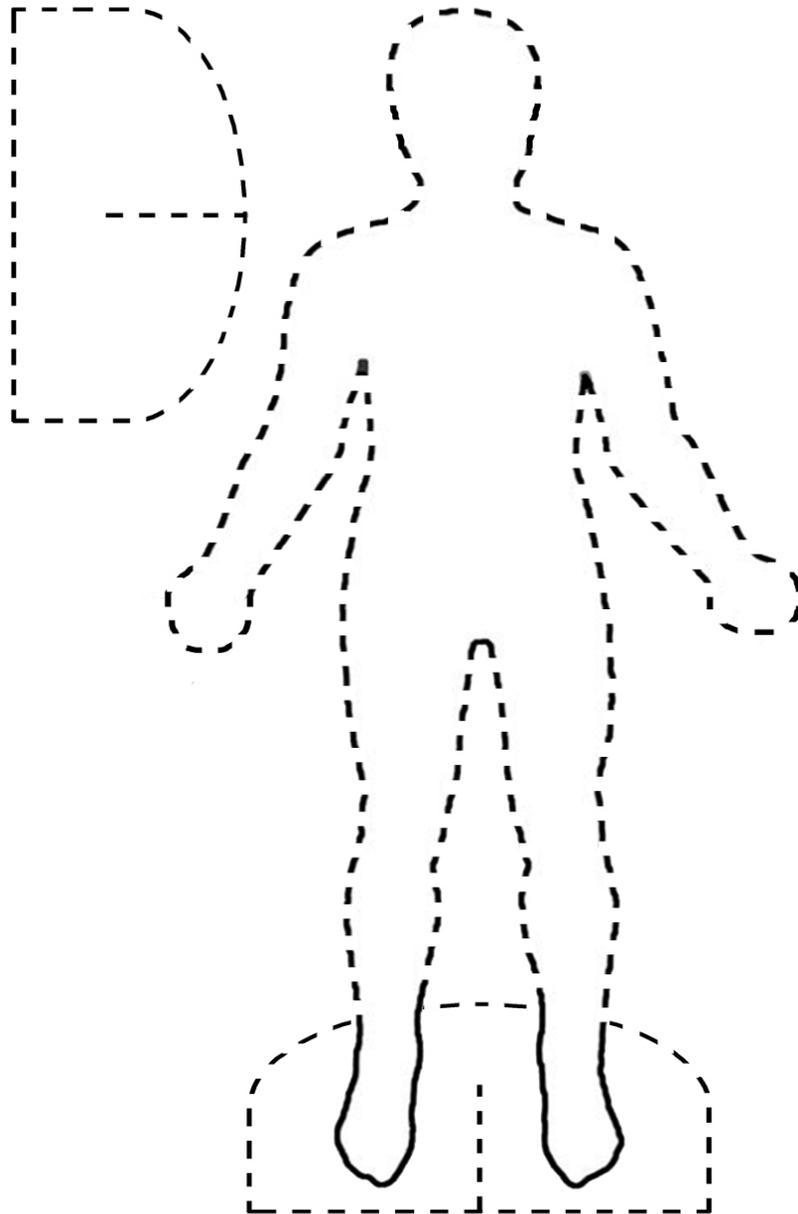
graph TD
    A[ ] --> B[ ]
    A --> C[ ]
    B --> D[ ]
    B --> E[ ]
    C --> F[ ]
    C --> G[ ]
          
```



Fashion of the 1970s

Use the template below to create three different outfits inspired by the 1970s. Use paper and fabric to create your items of clothing. Make sure you add tabs to the clothes so you can attach them to the template. The result will be a paper doll with three different outfits.

The outfits must be made to fit the size of the template. You can paste a photo of your face and add it to the template.





Card collecting

Card collecting and trading has been a favourite pastime of many Australian children for decades. Collecting cards that are rare is the key to a good collection.

1 Respond to these questions and, with the class, create a mind map of ideas.

a What types of cards are collected and traded?

b Are card collections valuable? If so, which are the most valuable collections?

c Where did card collecting originate and when?

d What changes have affected card collecting and trading in the last 50 years?

2 Discuss card collecting with the class and write a report about your own or another student's collection. In your report, answer the questions:

a Why do you collect these types of cards?

b How do you purchase or trade them?

c What types of cards are needed to complete the collection?

d Which cards are the most valuable and why?

3 Choose one of the following activities:

a Design your own card that would fit into a collection. The card must have an image and text. It must have a registration number that fits with the number order of the collection.

b Create a series of five cards that reflects one of your interests. There should be a picture on the front of each and some information on the back. Give a short presentation on why your cards are the most exclusive and sought after by other collectors.



The Vietnam War

- 1 Create a poster fact sheet divided into two columns. In the 'Pre-war' column, list the reasons why Australia became involved in the Vietnam War. In the 'Post-war' column, list the reasons why Australia withdrew troops from Vietnam.

Pre-war: reasons to be involved	Post-war: reasons to withdraw
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- 2 Write an article for the local newspaper based on an interview with a Vietnam veteran, a protest organiser or an Australian Labor Party politician elected when Whitlam was prime minister. The article should outline the interviewee's thoughts and actions regarding the Vietnam War and its veterans.

You may present your information in the following ways:

- a a blog
- b a slideshow presentation with sound and images
- c a journal entry
- d an oral presentation using your recorded voice.



Y chart: soldiers at war in Vietnam

