

## EPISODE 9: 1928: BRIDIE

### History: teaching strategies

Unit focus: 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
- The national English curriculum is based on three interrelated strands:

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## **EPISODE CLIP: CHILDREN'S CHORES**

### **ACTIVITY 1: CHORES**

#### **Subthemes: Chores, business and employment; Relationships**

In 1923 the government of Stanley Bruce created the 'Men, Money and Markets' policy. Its aim was to find new markets for Australian products and to use immigration as a way to increase the number of workers in Australia. This policy benefited the agricultural sector, but conditions and wages for urban workers deteriorated between 1920 and 1929, leading to workers' strikes.

With many Australian men fighting in First World War (1914–18), women filled the jobs left vacant in an effort to support the war effort. The movement into the workforce changed the role of women and by the 1920s it had become more acceptable for both men and women to work.

In 1928, the life of many children in Australia was one of hard work and responsibility to family. This episode portrays the difficulties commonly encountered by many Australian families, with a father and mother who both need to work and children who have to tend to the home and look after their younger siblings.

#### **Discover**

- Watch the clip 'Children's chores' and discuss the types of chores the girls do. Make a list of the chores that Bridie and her sister are responsible for. Make another list of the types of chores children do today. Introduce the concept that technology is the factor that makes the jobs around the home different today. One example is the use of washing machines and dishwashers in today's homes. Additionally, ask students to compare the chores of Bridie and her sister Kath to those completed by other children in previous and subsequent episodes.

#### **Reflect**

- Use Student Activity Sheet H9.1 to record the lists of chores for both eras. Ask students to research information on the tools or technology used to carry out each chore. An example could be a broom used for sweeping, or the vacuum cleaner used for cleaning today. The contrast of activities and machines or tools used can be shared. Questions for discussion during share time could include:
  - 1 Are chores today similar or different to those in the clip?
  - 2 How do tools or machines help with household chores?
- As a class, discuss the topic: 'Are chores easier today compared to 1928?'
- Ask students to write a paragraph about why chores are easier to carry out in today's society and then share their points of view with the class.

#### **Download**

- Student Activity Sheet H9.1: Chores then and now



## **ACTIVITY 2: WORK**

**Subthemes: Chores, business and employment; Entertainment and games; Social order and education**

Times were tough in 1928. The economy was on the brink of depression, and soon Australia would see job losses and a housing crisis. Children were given a lot of responsibility and in many cases had little or no time for play. Episode 9 highlights the quest of the children to escape their daily routine in order to have some fun.

### **Discover**

- 'Historyface' and blog: Using the 'historyface' template students are asked to create a profile for a child in 1928, and add a blog attachment. The blog may include a diary entry, or a list of complaints relating to tough times and chores. Students are encouraged to become the voice of their child character of 1928.

### **Download**

- Student Activity Sheet H9.2: A child in 1928

## **ACTIVITY 3: HERITAGE**

**Subthemes: Multiculturalism; Social order and education**

Bridie's mother is Irish. In the early 1900s, the Irish constituted a large proportion of immigrants to Australia. Most Irish immigrants came to the colonies on assisted passage after escaping the crippling effects of the 1840s Irish Potato Famine. Find out more about the legacy of the Irish in Australia at:

- 1 Museum Victoria: Origins, 'History of immigration from Ireland', <http://museumvictoria.com.au/origins/history.aspx?pid=30>
- 2 Racism. No Way, <http://www.racismnoway.com.au/classroom/factsheets/57.html>

### **Discover**

- Discuss the countries of origin of students' families. Collect data on the different cultures represented in the class and record this as a graph.

### **Reflect**

- Ask students to interview a senior member of their family and ask them questions about their own parents and grandparents. Students then document and chart a genealogical tree of their ancestors as far back as they can research.

### **Download**

- Student Activity Sheet H9.3: Your family tree

## **EPISODE CLIP: THE FUNERAL**

### **ACTIVITY 4: MOURNING**

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

The death of a friend or family member is a difficult issue to deal with at any age. It must be especially hard when the tragedy is caused by an avoidable accident. Bridie and her sister blame themselves for the death of their friend Lorna and find it difficult to cope with the grief. The funeral is an important event in helping the characters to deal with their loss and sense of guilt.

#### **Discover**

Funerals are a way of bringing family and friends together to celebrate the life of a loved one who has passed away. Discuss the emotions of the friends and family members at Lorna's funeral.

#### **Reflect**

If deemed appropriate by the teacher, students could research the rituals and ceremonial traditions associated with funerals and burials in different cultures. Students choose from a list of countries/cultures nominated by the class. These could reflect the heritage of students in the class. Students present their research as a web page or chart.

#### **Download**

Student Activity Sheet H9.4: Funeral ceremonies

### **ACTIVITY 5: THE HEARSE**

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

This clip shows a very simple horse-and-cart hearse used to carry Lorna's coffin from her house to the cemetery. In 1928 working-class people could not afford to have a motorised vehicle. View the different historical examples of hearses used in Australia.

- 1 Way to Go – History of the Hearse, [http://www.postcards.sa.com.au/features/history\\_hearse.html](http://www.postcards.sa.com.au/features/history_hearse.html)
- 2 Classic and Vintage Funeral Coaches, <http://www.funeralcoaches.com.au/history-of-australian-hearses.html>

#### **Reflect**

If deemed appropriate by the teacher view the clip, 'The funeral', again and have the class discuss the questions below. Use the template from the Student Activity Sheet H9.5 to help students focus on the correct elements when watching the clip.

- 1 What style of coffin is Lorna interred in?
- 2 What material is the coffin made from?
- 3 Why are flowers placed on the top?
- 4 Who marches in the funeral procession?



- 5 What order are they in and why?
- 6 What is the significance of the 'Irish wake', occurring after the burial?
- 7 Why do people dress in black?

### **Download**

- Student Activity Sheet H9.5: Lorna's funeral

### **Aligned resources**

Classic and Vintage Funeral Coaches, <http://www.funeralcoaches.com.au/history-of-australian-hearses.html>

Museum Victoria, Biggest Family Album, <http://museumvictoria.com.au/bfa>

— Journeys to Australia, <http://museumvictoria.com.au/journeys>

— Origins, 'History of immigration from Ireland',

<http://museumvictoria.com.au/origins/history.aspx?pid=30>

Racism.no way, <http://www.racismnoway.com.au/classroom/factsheets/57.html>

Way to Go – History of the Hearse, [http://www.postcards.sa.com.au/features/history\\_hearse.html](http://www.postcards.sa.com.au/features/history_hearse.html)



Name: \_\_\_\_\_

Student Activity Sheet H9.1  
Activity 1: Chores

Episode 9: 1928: Bridie  
Clip: Children's chores

### Chores then and now

- 1 Make a list of the children's chores, as seen in the clip, and a list of chores you do around the home. Use the table below to record your list. Also note the tools and technology used to assist with each chore.

| Chores in 1928 | Tools/technology used | Chores today | Tools/technology used |
|----------------|-----------------------|--------------|-----------------------|
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|                |                       |              |                       |
|                |                       |              |                       |
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- 2 Informal discussion: 'Are chores easier today compared to 1928?' Write a paragraph stating the reasons why chores are easier today and share this with the class.

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Name: \_\_\_\_\_

Student Activity Sheet H9.2  
Activity 2: Work

Episode 9: 1928: Bridie  
Clip: Children's chores

## A child in 1928

historyface

Username: \_\_\_\_\_

Status: \_\_\_\_\_

| Profile information |
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| Groups and causes |
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| Family information  |  |  |  |  |
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Name: \_\_\_\_\_

Student Activity Sheet H9.2  
Activity 2: Work

Episode 9: 1928: Bridie  
Clip: Children's chores

## **Your blog**

Write a recount-style diary entry in the form of a blog. You are writing from the point of view of a child in 1928. You must include a recollection of the events and your thoughts and feelings during a day in your life.

### **A blog**

A blog is an informal piece of writing and a place where you can express thoughts and feelings freely. You can write very honestly and openly about your day as a child in 1928. Check out some blogs on your local news website.

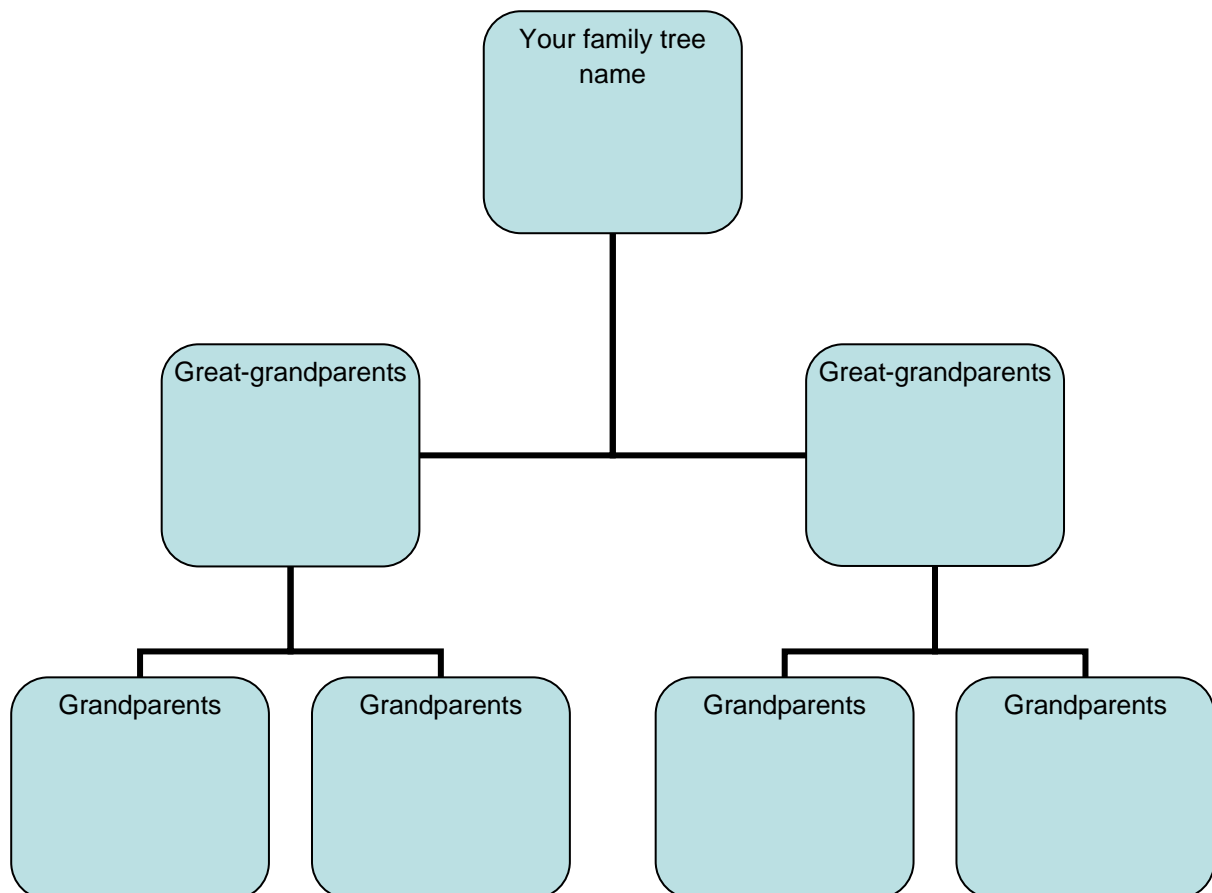
### **Blog tips**

Be honest and speak your mind about a topic or event from the day. Write as if you are a child in 1928. Write about chores, parents and your general opinion of it all.



## Your family tree

- 1 Use the template below as a model to create a family tree. Create the family tree in a digital format or redraw the diagram onto a poster.
- 2 Add the names of your family members, beginning with the oldest known relatives at the top and continuing with other family members in each box below.
- 3 You can also add photographs to your family tree by inserting a picture from a digital file or by printing and pasting them onto the poster.
- 4 Ask an older family member to help you with your family tree. This is an ideal way to find out the names of those relatives you have never met!





## **Funeral ceremonies**

- 1 Different cultures have their own customs and ceremonies to farewell those who have passed away. From the list created in your classroom, choose one culture and investigate their funeral customs and ceremonies.
  
- 2 Make a small poster, or online document, and include the following elements in your research presentation:
  - a country of origin
  - b religious beliefs
  - c customs for funerals
  - d beliefs about the afterlife
  - e other facts.
  
- 3 Present your information to the class.  
Draft your ideas here.

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### **Lorna's funeral**

Watch the clip 'The funeral' and make notes on the following questions.

1 What is the style of coffin Lorna is interred in?

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2 What material is the coffin made from?

\_\_\_\_\_

3 Why are flowers placed on the top?

\_\_\_\_\_

4 Who marches in the funeral procession?

\_\_\_\_\_

\_\_\_\_\_

5 What order are they in, and why?

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\_\_\_\_\_

6 What is the significance of the 'Irish wake' occurring after the burial?

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\_\_\_\_\_

7 Why do people dress in black?

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\_\_\_\_\_