

EPISODE 8: 1938: COLUM

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 that 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: THE DOLE INSPECTOR

ACTIVITY 1: HARD TIMES

Subthemes: Chores, business and employment; Historical events; Social order and education

Discover

- What did the Great Depression really mean in Australia? Refer to the 'Decade timeline' for descriptions of the 1930s. Read about the effects of the Great Depression on families and individuals.
- The dole inspector is portrayed as a much feared character, and the community work together to defy the inspector so they can sell market produce grown in their backyard to make money to survive.

Reflect

- Students view the clip, 'The dole inspector' and create a class poster, or mind map, of characteristics and facts that visually represent a community experiencing unemployment and economic hardship. Use examples of clothing, food, housing and communities.
- Students research the beginnings of the economic crisis that became the Great Depression in 1930s Australia. Information gathered should include the following key research items:
 - 1 jobs
 - 2 unemployment
 - 3 housing
 - 4 the dole
 - 5 recollections of experiences.
- As an added experience, research groups can view excerpts from the documentary series, *The Bridge* (55 mins), which is the first episode of the three-part series entitled 'Constructing Australia'. The film is available at Screen Australia, <http://www.screenaustralia.gov.au/learning/constructingaustralia>
- Other helpful websites include:
 - 1 Seniors.com.au, <http://www.seniors.gov.au>
 - 2 Australian History.org, 'Australian History: The Great Depression', <http://www.australianhistory.org/great-depression.php>
 - 3 Screen Australia Digital Learning, <http://dl.screenaustralia.gov.au>
- Students, working in small groups, can present the information they find as a front page story for a newspaper on the topic 'Tips for surviving the Great Depression'. The information can be set out with major headlines, diagrams, old footage pictures gathered from various websites and articles relating to the Great Depression in Australia.

Download

- Student Activity Sheet H8.1: The Great Depression

ACTIVITY 2: INDIVIDUAL STRENGTH

Subthemes: Chores, business and employment; Historical events; Social order and education

Many inspirational stories came out of Australia during the Great Depression. In times of hardship, communities came together to help each other. This support and charity is depicted in Episode 8 of *My Place*, with Colum, his family and friends.

Discover

- Research and examine some inspirational stories of the Great Depression. Discuss why optimism is so important in times of hardship, and encourage students to make the connections to their own community.

Reflect

- Students watch the following clips from the Screen Australia Digital Learning website and take notes about what they see and hear, so they are ready for discussion on the inspirational stories.
 - 1 *The Prime Minister's National Treasures*, 'James Scullin and the GCMG', <http://dl.screenaustralia.gov.au/module/1095>
 - 2 *The Bridge*, 'The Bridge Workers', <http://dl.screenaustralia.gov.au/module/873>
 - 3 'Australia Today – Men of Tomorrow', <http://australianscreen.com.au/titles/australia-today-men-tomorrow/clip1>
- Students share their thoughts on the clips and draw comparisons on their own community experiences. Tough economic times also affect the lives of students today. Use Student Activity Sheet H8.2 to encourage students to brainstorm their thoughts on how people cope with tough times, both past and present.

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- Student Activity Sheet H8.2: Coping with hard times

ACTIVITY 3: SUSSO

Subthemes: Chores, business and employment; Historical events; Social order and education

Discover

- Many people were homeless and relied on relief schemes and food tickets to keep themselves alive. Farmers struggled, unable to pay back loans. Soup kitchens and 'tent cities' sprung up in many cities and towns
- A form of unemployment benefits was introduced known as the 'susso', which was an abbreviation for sustenance, but its recipients felt a sense of undeserved shame. Long dole queues were found across the land. Many families who lost their homes moved to tent city towns, such as Happy Valley in the council of Waverley in New South Wales. The Unemployment Relief Works Program built valuable roads, pools and buildings giving hundreds of people employment and a sense of self-worth
- Ask students to discuss the question: Should government unemployment benefits still exist?



Reflect

- Students conduct a debate: 'For or against the dole.'
- The students are divided into groups of five and given a 'for' or 'against' tag. Ask them to work in their teams to research information on the current unemployment benefits scheme and investigate points for or against it. There may be two teams for it and two teams against it. Each team should be given the opportunity to debate in a formal or informal debate setting.

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- Student Activity Sheet H8.3: Unemployment relief

EPISODE CLIP: *THE SHADOW*

ACTIVITY4: RADIO

Subthemes: Chores, business and employment; Entertainment and games; Inventions and electronic media

The 1930s were the golden age of radio. Radio had been a nationwide phenomenon during the 1920s, when it broadcast music such as jazz, but its most important role was presenting current affairs. During the 1930s, radio was a source of entertainment, communications and relief from everyday troubles and hardship. However, owning a radio attracted a licence fee and few people could afford this luxury during the Great Depression.

Discover

- As a class, discuss the historical significance of news broadcasting via radio. Students could investigate what significant broadcasts were made in the 1930s. They could also look at how broadcasts were produced and by whom. The following websites will help prompt discussion:
 - 1 Modernity, Intimacy and Early Australian Commercial Radio, 'Talking and Listening in the Age of Modernity: Essays on the history of sound', Bridget Griffen-Foley, http://epress.anu.edu.au/tal/mobile_devices/ch10.html
 - 2 Australian Broadcasting Commission, <http://www.abc.net.au>
 - 3 ———*History of the ABC: 1930s*, <http://www.abc.net.au/corp/history/75years/timeline/1930s.pdf>

Reflect

- Radio plays were popular entertainment in Australia in the 1930s. *The Shadow* was a serial based on a comic book by the same name, and it is a great example of a radio play that appealed to a younger generation of listeners.
- Ask students to participate in a question and answer activity about *The Shadow* radio play.
 - 1 How does the story come to life on radio? What elements have the radio producers used to recreate the stories and hold the listeners interest?
 - 2 Other than dialogue, what sounds did you notice in the clip *The Shadow*?
 - 3 How do you think these sounds have been created?
 - 4 Why do you think radio plays were so popular with people before television came to Australia in 1956? Are radio plays still being broadcast today and if so, where?
 - 5 What other types of radio programs were available to listeners in 1938, other than radio play serials?



- As a follow-up activity, ask a senior family member about the radio programs they remember? Which did they like and when did they listen to them?

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- Student Activity Sheet H8.4: *The Shadow*: questions and answers

ACTIVITY 5: A RADIO PLAY

Subthemes: Art, literature and music; Chores, business and employment; Entertainment and games

Develop

- *The Shadow* began as a narrative character in an American radio show, *Detective Story Hour*, in 1930. By 1931 *The Shadow* had been published as a comic magazine, and it survived for almost two decades. The character was given its own radio show in 1937, and throughout 1938, a young radio personality called Orson Welles played the lead role. Read about the history of *The Shadow* at 'Orson Welles' The Shadow', <http://www.downunderdvd.com/TheShadow.html>

Reflect

- Ask students to create a short episode of a radio play serial with roles for at least four people. They will need to source a script with roles for these people. Other students may like to be sound technicians and recorders. Ask the students to bring in comic books about super heroes to spark their imagination. They may create their own short script, or use one they have found.
- Ask students to follow the steps below:
 - 1 Select a known script, or write your own short script.
 - 2 Storyboard the action and calculate the time the script will take to present; about five to ten minutes is sufficient.
 - 3 Decide on theme music and work out what sound effects are needed to help tell the story and draw the attention of the viewer.
 - 4 Practise your lines as a group and time your sound effects to the action.
 - 5 Use a digital program to record the radio play, or use the microphone application on the desktop computer. You may also use a tape recorder.
 - 6 Share the radio serials with the whole class.

Download

- Student Activity Sheet H8.5: Write your own radio play

ACTIVITY 6: CURRENCY

Subthemes: Currency

Colum and Thommo are calculating the amount of money they need to save Thommo's family from eviction. The currency during this time is pounds, shillings and pence. The value of each denomination was based on imperial measure, which was a unit of 12.

- Due to counterfeit concerns in the late 1920s, a new series of notes and coins were issued in 1932. This new series was dubbed the 'Ash series' after John Ash the Australian note printer.



Discover

- In this clip, Colum deals with coins rather than notes. Ask students to research what coins were used in the 1930s. Students can research the denominations of currency during this era and illustrate them on a chart.

Reflect

- Ask students to work with a partner to find diagrams, or photos, of the coins used in the 1930s. On an A3-sized poster, students compare the coins used in 1930 against the coins used today. Coins of today can be traced or rubbed with a pencil with paper over the top of them. Encourage students to investigate what types of emblems or illustrations were used on the old coins and compare them to the emblems used today.

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- Student Activity Sheet H8.6: Coins of all ages

CLIP 3: PUNTING

ACTIVITY 7: THE MELBOURNE CUP

Subthemes: Culture; Entertainment and games; Historical events

The Melbourne Cup is steeped in history and has been an important part of the Australian horse racing since the late 1800s. The Melbourne Cup began in 1861, when the Victorian Turf Club wanted to put on a 'good handicap' race to rival that of the Victorian Jockey Club. That good handicap race ended up becoming one of the greatest handicap 3200-metre races in the world. The race 'stops a nation' and is generally celebrated with a public holiday in Victoria.

Colum and his friend collect bets from the neighbourhood on the Melbourne Cup and give them to the local store owner. This type of betting was illegal at the time, as it is today, and the boys ran the risk of being caught and prosecuted by the police.

Discover

- Ask students to investigate information about the Melbourne Cup using a variety of websites and books. Have students list as many facts they can find about the history, people and special events relevant to the Melbourne Cup. They could visit the following websites:
 - 1 Australian Government Culture Portal, 'Melbourne Cup', <http://www.cultureandrecreation.gov.au/articles/melbournecup>
 - 2 Melbourne Cup 150, 'Melbourne Cup Carnival 2010', <http://www.melbournecup.com>
 - 3 Victorian Racing Club, 'About the Melbourne Cup', <http://www.vrc.net.au/melbourne-cup-carnival/melbourne-cup-statistics.asp>

Reflect

- Ask students to provide one fact each from the evidence they collected as a class. Each fact should be presented on a separate horse template.

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- Student Activity Sheet H8.7 Horses



- The horse templates could be pinned up on the walls of the classroom. Alternatively, students can create a fact booklet, either online or as a chart.

ACTIVITY 8: WINNERS AND LOSERS

Subthemes: Culture; Entertainment and games; Historical events

Discover

- As a class, find out the winning horses and, if possible, the names of the trainers and jockeys of each Melbourne Cup winner. While they are researching, have students find out some interesting stories about selected cup winners, such as Phar Lap and Rainlover, and the horse that won the 1938 Melbourne Cup named Catalogue. Ask students to evaluate how many mares, women owners, trainers and women jockeys have been successful at winning the cup. Also find out what prize money was offered and how it has increased over time. The students could create bar charts and graphs of specific information to represent different percentages and compare statistics.

Reflect

- Ask students to design their own Melbourne Cup winner and prepare a brochure about the horse. They will need to name it, list its lineage, and write about the jockey, trainer and owner. They could design and draw the colours the jockey would wear in the race.
- Once all students have designed their horse and jockey, conduct a race to see who wins. The race could be conducted as a quiz about the Melbourne Cup, or a race around the school oval where the students are dressed as the jockeys.

Download

- Student Activity Sheet H8.8: Horse brochure

ACTIVITY 9: AUSSIE ICON

Subthemes: Culture; Entertainment and games;

The Melbourne Cup is an iconic event in Australian history and culture.

Discover

- Ask students to respond to the following question; What is an icon? Have them devise a list of Australian icons and organise them into common categories, such as language, sport, food and customs. Think about why these concepts are considered iconic in Australia.

Reflect

- Divide the class into teams of six students. Each team selects an icon to sell to an international audience. They are to devise an advertisement for television about the selected icon and produce it for broadcast to the class. This can be an actual re-enactment of a filmed advertisement.
- Refer to websites below for assistance.
 - 1 Australian Children's Television Foundation (ACTF) for information on the 'Live Action Teaching Kit', http://www.actf.com.au/learning_centre/title_pages/lia_tp.php
 - 2 Screen Australia, 'DIY DOCO', <http://www.screenaustralia.gov.au/learning/diydoco>



Useful resources from The Le@rning Federation

L2844 Lights, camera, action: camera
L2845 Lights, camera, action: editing
L2846 Lights, camera, action: lighting
L2847 Lights, camera, action: sound

Download

- Student Activity Sheet H8.9: Identifying icons

Aligned resources

Australian Broadcasting Commission, <http://www.abc.net.au>
—History of the ABC, www.abc.net.au/corp/history/75years/timeline/1930s.pdf
Australian Children's Television Foundation (ACTF) for information on the 'Live Action Teaching Kit', http://www.actf.com.au/learning_centre/title_pages/lia_tp.php
Australian History.org: <http://www.australianhistory.org/great-depression.php>
Australian Government Culture Portal, 'Melbourne Cup', <http://www.cultureandrecreation.gov.au/articles/melbournecup>
australianscreen, <http://aso.gov.au>
—'Australia Today – Men of Tomorrow 1939', <http://australianscreen.com.au/titles/australia-today-men-tomorrow/clip1>
—*The Bridge*, 'The Bridge Workers', <http://dl.screenaustralia.gov.au/module/873>
—*The Prime Minister's National Treasures* 'James Scullin and the GCMG', <http://dl.screenaustralia.gov.au/module/1095>
'Orson Welles' *The Shadow*, *The Shadow*, <http://www.downunderdvd.com/TheShadow.html>
Modernity, Intimacy and Early Australian Commercial Radio 'Talking and Listening in the Age of Modernity: Essays on the history of sound', Bridget Griffen-Foley, <http://epress.anu.edu.au>
Screen Australia Digital Learning: <http://dl.screenaustralia.gov.au>
Seniors.com.au: <http://www.seniors.gov.au>
The Melbourne Cup: <http://www.melbournecup.com>
Victorian Racing Corporation: <http://www.vrc.net.au/melbourne-cup-carnival/melbourne-cup-statistics.asp>

Useful resources from The Le@rning Federation

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L2845 Lights, camera, action: editing
L2846 Lights, camera, action: lighting
L2847 Lights, camera, action: sound



The Great Depression

1 The Great Depression was a worldwide economic crisis that affected Australians in many ways. Research the factors that shaped this economic crisis in Australia in the 1930s (who, what, where, when, how). The information you gather on the Great Depression should include the following key areas:

- a** unemployment and low wages
- b** 'susso' and charity
- c** housing crisis and the homeless
- d** key figures and personal recounts of experiences

Some helpful websites include:

- seniors.com.au, <http://www.seniors.gov.au>
- Australian History.org, <http://www.australianhistory.org/great-depression.php>
- Screen Australia Digital Learning, <http://dl.screenaustralia.gov.au>

2 Present your research as a newspaper article written by a journalist either: interviewing a homeless person and reporting their personal story, or as a documentary on the Great Depression. The information can be set out with major headlines, diagrams, original images gathered from various websites and articles relating to the Great Depression in Australia.

- a** You can create an online or paper version of your newspaper story. Use your local or state newspaper websites as a guide to formatting your own newspaper page.
- b** Develop some layout ideas below.



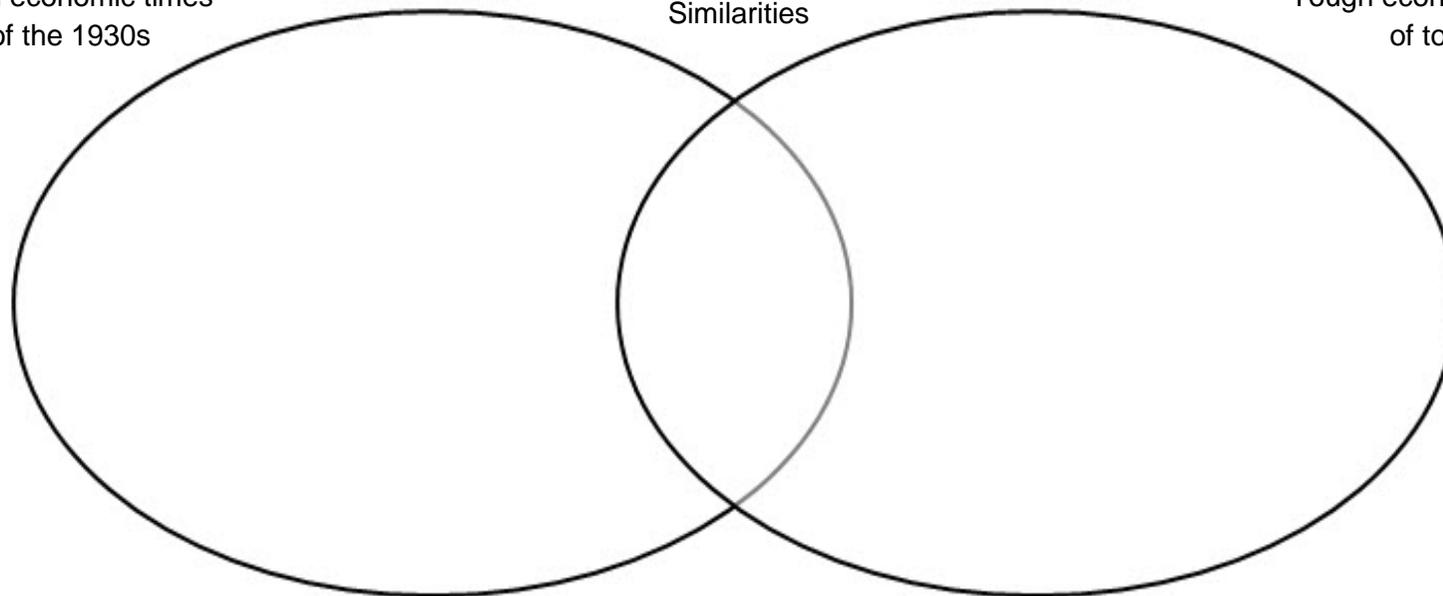
Coping with hard times

- 1 View the clips and excerpts from the three Screen Australia Digital Learning websites: The Prime Minister's national treasures, *The Bridge*, and Men of Tomorrow.
- 2 Take notes about how the people depicted in the clips cope with hard times.
- 3 Complete the Venn diagram below by listing the ways people survived tough times in the 1930s, and then list some ways people in need cope today.

Tough economic times
of the 1930s

Similarities

Tough economic times
of today





The Shadow: questions and answers

Radio plays were popular entertainment in Australia in the 1930s. *The Shadow* was a serial that appealed to a younger generation of listeners as it was based on a comic book series by the same name. Watch the clip and then answer the following questions about *The Shadow* radio play.

- 1 How does the story of *The Shadow* come to life on radio? What elements have the radio producers used to recreate the stories and maintain the listeners' interest?

- 2 Other than dialogue, what sounds did you notice in the clip?

- 3 How do you think these sounds were created?

- 4 Why do you think radio plays were so popular with people before television came to Australia in 1956? Are radio plays still being broadcast today and if so, where?

- 5 What other types of radio programs were available for listeners in 1938?

- 6 Ask a senior family member about their radio listening experiences when they were growing up. What programs can they remember? Which did they like and when did they listen to them?

Write your own radio play

In small groups of four to six students, you will create a short episode for a radio play serial based on a comic book story. Alternatively, select a well-known script. You will need to source a script with roles for at least four people within a group. The others may like to be sound technicians and recorders. Bring in comic books about super heroes to spark imaginations, then either create a short script, or use an existing one.

Once a script is ready, the group must decide who will play each character, and also choose a narrator.

1 Where to start:

- a Select a known script or write your own a short script.
- b Storyboard the action and calculate the time the script will take to present; about five to ten minutes is sufficient.
- c Decide on theme music and work out what sound effects are needed to help tell the story and draw the attention of the audience. Practise your lines as a group and time your sound effects to the action.
- d Record the radio play using a digital recorder, online program, or by using the microphone application on the desktop computer.
- e Share the radio serials with the class.

2 Write some ideas below.

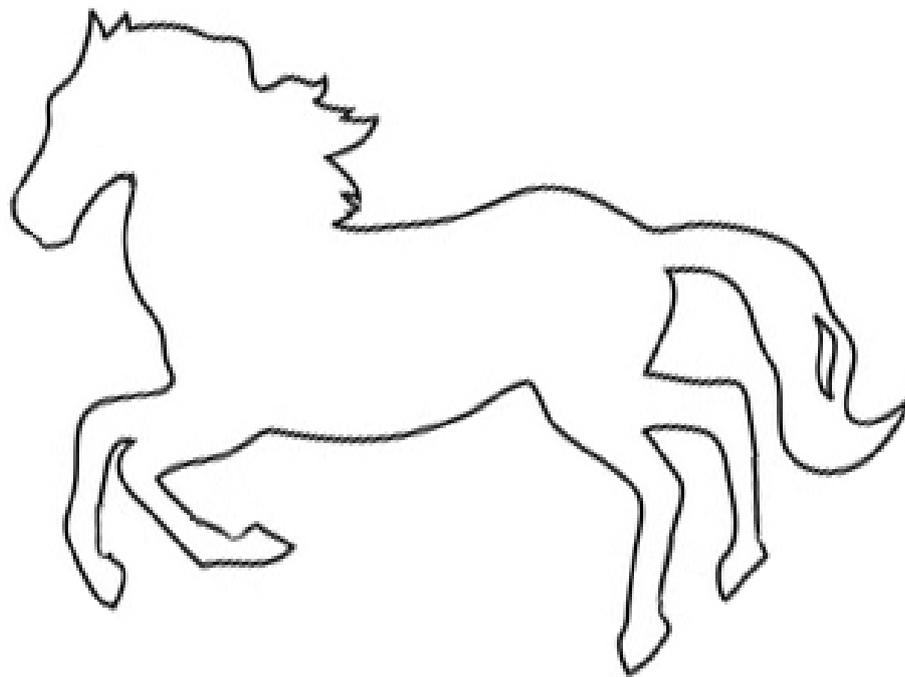
Coins of all ages

- 1 Collect Australian decimal coins of each denomination: 1 cent, 2 cent, 5 cent, 10 cent, 20 cent and 50 cent coins. Trace or rub over the coin by placing it under the paper on the sections in the table below. Ensure you do both sides.
- 2 Cut and paste pictures of coins from the 1930s (provided by your teacher) on the sections in the table below.
- 3 Now compare the similarities and differences of each coin.

Today: 1 cent	1930: 1 halfpenny
Today: 2 cents	1930: threepence
Today: 5 cents	1930: sixpence
Today: 10 cents	1930: 1 shilling
Today: 20 cents	1930 florin
Today: 50 cents	What was equivalent to 50 cents in 1938?

Horses

- 1 Investigate information about the Melbourne Cup using a variety of websites and books. List as many facts you can find about the history, people and special events relevant to the Melbourne Cup. You could visit the following websites:
 - Australian Government Culture Portal, 'Melbourne Cup',
<http://www.cultureandrecreation.gov.au/articles/melbournecup>
 - Melbourne Cup 150, 'Melbourne Cup Carnival 2010',
<http://www.melbournecup.com>
 - Victorian Racing Club, 'About the Melbourne Cup',
<http://www.vrc.net.au/melbourne-cup-carnival/melbourne-cup-statistics.asp>
- 2 Present your facts on a series of horse templates, like the one below.





Horse brochure

Imagine you are the owner of a horse that has won the Melbourne Cup and design a brochure about the horse. List its name, nature, characteristics, including height and stature, its owner and their history with horses and success in racing, its trainer and their success and expertise.

- 1 Include information about the colours the horse races in and what symbolism is attached to these 'silks'. Also include information about the jockey.
- 2 Draft some ideas in the space below.

Front:

Back:

Identifying icons

1 Answer the following questions:

a What is an icon?

b Devise a list of Australian icons and organise them into the categories below.

Historical	Custom	Sport	Food	People

c Why are these icons revered in Australia?

2 Select one icon from the list and work in a small group to devise an advertisement for selling the icon to an overseas audience. This can be an actual enactment of filmed advertisement. Refer to the websites and resources below:

- a Australian Children's Television Foundation website for the Learning Centre's 'Live Action Kit', http://www.actf.com.au/learning_centre/title_pages/lia_tp.php
- b Screen Australia Digital Learning, 'DIY Doco', <http://www.screenaustralia.gov.au/learning/diydoco>
- c L2844 Lights, camera, action: camera
- d L2845 Lights, camera, action: editing
- e L2846: Lights, camera, action: lighting
- f L2847 Lights, camera, action: sound



EPISODE 8: 1938: COLUM

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 DOLE INSPECTOR

ACTIVITY 1: HARDSHIP

Subthemes: Culture; Historical events; Social order and education

Discover

- Following a screening of the clip, ask the class to list the main events which occur in this story, identifying the key characters and the story focus.
- Use the following questions as prompts for further class or group discussion:
 - 1 What are the main difficulties for Colum's family and for his friends?
 - 2 What is the meaning of the term 'dole'?
 - 3 Why do you think Colum's family are on the dole?
 - 4 Why are these families raising chickens and growing vegetables in their backyards? What benefits would this have for them?
 - 5 What would happen to people on the dole if they were caught raising 'chooks'? Why?
 - 6 Do you think it is fair to stop a family's dole payments for doing this?

Reflect

- Ask students to find out what resources are available for unemployed people and families today, for example, Centrelink and unemployment benefits. Compare this with the situation of Colum's family in 1938. Ask students to write a report outlining which system they think is fairer and the reasons why.
- Discuss ways in which students might be able to help save money or contribute to the household if things were tough for their family. Brainstorm a class list of ideas. Have students write a letter to their family outlining what contributions they could make to help the family in a time of economic need.

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- Student Activity Sheet E8.1: Tough times

ACTIVITY 2: FAMILY

Subthemes: Chores, business and employment; Social order and education

Discover

- Ask students to think about Colum and his family and then write a description of the family using three rich adjectives to create a word picture. Share and compare these descriptions and have students give reasons why they have described the family in this way. Encourage them to use evidence from the clip to support their opinion. Discuss the ways the filmmaker communicates important information about the family and their friends to the audience. Look closely at costumes, actions and the setting.



- Discuss how Colum's family works together in this time of hardship, identifying specific examples in the clip. Introduce the old saying that 'blood is thicker than water' and discuss what this might mean, and what it means in this context.

Reflect

- Students work in small groups to build up a richer picture of the family and their situation from all the information collected. Students can write a short story about what happened to Colum and his family before this situation, and how hardship has brought them together.

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- Student Activity Sheet E8.2: Sticking together

ACTIVITY 3: DOLE INSPECTOR'S COMING

Subthemes: Chores, business and employment; Social order and education

Discover

- As a class, discuss the role of the dole inspector. Ask students to focus on this character very carefully, taking notes and collecting as much information about him as possible from what is shown and heard in the clip. Look at how he dresses, how he acts and how he speaks. Have students compare notes and then individually write a detailed description of the dole inspector from the information they have collected.
- As a class, briefly discuss these responses and have students give reasons why they think the dole inspector is doing this job. Part of the discussion may focus on the fact that his job may be all that stands between the dole inspector and being unemployed and on the dole, like Colum's family.

Reflect

- Ask students to create a webpage for the dole inspector. Ask them to imagine that he is alive today and needs a Facebook page to connect with other dole inspectors across the country. Alternatively, design an advertisement asking people to apply for the job of a dole inspector.

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- Student Activity Sheet E8.3: What a job!

ACTIVITY 4: RHYMING SLANG

Subtheme: Language and scripting

Discover

- The Australian language is notorious for using rhyming slang to evoke a more colourful and humorous connection to the meaning of a word or phrase. As an example, Colum's family call the dole inspector, Mr Geraghty, 'Mr Blake' which is a play on words for 'Joe Blake' or 'snake'. Discuss why Colum's family would imply he was a 'snake'.



- Discuss the tradition of rhyming slang, one that is still embedded in Australian culture, and ask students to find out more about it. Where did rhyming slang originate? Ask students to find other phrases such as 'China plate' (mate), 'meat pies' (eyes).

Reflect

- Ask students to find at least five different examples of rhyming slang that they can contribute to a class list. Identify key features of rhyming slang to create a guide for making up new rhyming slang. Ask students to use this as a model to write their own rhyming slang for a selection of terms commonly used today. Ask students to develop two new rhyming slang expressions and illustrate them with words and pictures.

Download

- Student Activity Sheet E8.4: Talking in code

EPISODE CLIP: THE SHADOW

ACTIVITY 5: WORKING FOR A LIVING

Subthemes: Chores, business and employment; Language and scripting; Relationships

Discover

- Discuss with the class the situation in the clip where Colum and Thommo earn some extra cash working for the shopkeeper Mr O'Sullivan. Discuss the work of Mr O'Sullivan (the shopkeeper and SP bookmaker) and what students think is involved in his work and his attitude towards it. Discuss the fact that SP bookies were illegal and consider what this might mean for the involvement of the two boys.
- Have students create a list of the tasks the boys had to do. Have students consider the reasons why they think Colum and Thommo were doing this job. What might have been the risks? Discuss why they were willing to take such risks.
- Revisit the clip where the two boys run down the lane on their return from collecting bets and bump into the policeman. Ask students to identify and discuss the possible ramifications for the boys from this encounter. What the boys are doing is illegal and they are truanting from school.
- Students work in small groups to devise ideas for ways in which children can earn money today that are safe and legal.

Reflect

- Ask students to think about how they would feel if they were in this situation and were caught by the policeman. Have students draw this scene as a three-frame comic strip. They should draw the boys, using facial expressions and action, with thought captions to show their feelings as the situation unfolds, for example, 'Oh no, this can't be happening? Will he tell mum?'

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- Student Activity Sheet E8.5: Not strictly legal

ACTIVITY 6: MONEY FOR JAM

Subthemes: Currency; Language and scripting; Relationships

Discover

- Discuss what the audience learns about the currency used in 1938 through watching this clip. Ask students to note all the information they can about money, and what messages the clip conveys about it. Look closely for clues in the dialogue and action. Have students name the coins and the slang used for money, for example, what does 'a couple of bob' mean? Ask students to find out what a bob is worth today.
- Invite students to interview older people, for example grandparents, to see what they can find out about money before decimal currency. Have students research pre-decimal money to find out why the names 'shilling', 'bob', 'sixpence' and so on were used.

Reflect

- Encourage students to find examples of old currency to bring to class and compare with today's coins. Have students research the comparative value of the old currency and today's money. They should list the prices of everyday items (for example, milk, a newspaper, lollies, a loaf of bread) today and in 1938.
- Ask students to create two newspaper advertisements for a basic commodity. The first advertisement should be designed to be published in 1938 and the second design should be for a newspaper publication today.

Download

- Student Activity Sheet E8.6: A couple of bob

ACTIVITY 7: RADIO

Subthemes: Chores, business and employment; Entertainment and games; Inventions and electronic media

Discover

- As a class, discuss the role of the radio in this clip. Ask students what they think the radio symbolises. Why is the radio in Miss Miller's window? The positioning of the radio is evidence of the circumstances of the listeners in the street, including Colum and his family. What does this tell the audience about Miss Miller? She is obviously wealthier than her neighbours but she is also thoughtful and generous because she is sharing her radio with them.
- As a class, discuss the availability of radios at this time and their accessibility to the general public.

Reflect

- Ask students to undertake library and internet research on the history of radio technology and how it impacted on family and community life in the 1930s. They should present this information as an oral report to the class.

Download

- Student Activity Sheet E8.7: Radio times

ACTIVITY 8: COMIC BOOKS

Subthemes: Art, music and literature; Entertainment and games

Discover

- The boys were seen reading the comic book *The Shadow*. As a class, discuss why comics may have been so popular at this time. Have students find out more about other comics which were popular in Australia in the 1930s. Students can also find out which comics from today were around in the 1930s.
- Discuss the role of this comic book in the story. Have students discuss:
 - 1 What does this contribute to the story?
 - 2 How is Colum affected by the notion of a being a hero and helping his friend who is in need?

Reflect

- Ask students to create the front cover for a comic book about a new hero whose goal is to help his or her friends in need. This process includes naming the hero, thinking of talents and super powers, designing an appropriate costume, and creating a slogan such as Superman's 'Faster than a speeding bullet ...'
- For further work on super heroes and comic book characters, see activities for Legacy of the Silver Shadow at http://www.actf.com.au/learning_centre/title_pages/lss_tp.php

EPISODE CLIP: PUNTING

ACTIVITY 9: THE MELBOURNE CUP

Subthemes: Historical events; Language and scripting

Discover

- As a class, discuss the way this episode is set at the time of the running of the 1938 Melbourne Cup. Brainstorm what the class knows about the Melbourne Cup and discuss why it is called 'The race that stops a nation'. List all the facts and ideas that come forward.
- As a class, revisit the list and divide it into either 'for' (positive) or 'against' (negative): what is good about the Melbourne Cup and what is bad about it?

Reflect

- Ask students to select a side in the debate and develop their argument for or against. Once the students have completed a 1–2 minute persuasive text, organise a class debate/s on the topics 'Horse racing should be banned' or 'The Melbourne Cup is harmless fun'.

Download

- Student Activity Sheet E8.8: The great debate

ACTIVITY 10: WRITING A NEWSPAPER REPORT

Subtheme: Customs and traditions

Discover

- Ask students to bring some examples of horse racing reports from the sports section of a newspaper. Deconstruct the texts with the class, looking at the structure of this text type or genre, the style of writing and the sort of information included.
- Source an old newspaper report about the Melbourne Cup, either online or from the library, which includes descriptions of the horses and of the fashions. Deconstruct this text with the class and use the information to create an outline of the features of this text type. Use this model to create a jointly constructed newspaper report of a mythical horse race.

Reflect

- Ask students to write their own newspaper report on the 1938 Melbourne Cup, using information from old newspaper reports, books or online. They should include the names of the horses, the jockey's colours, the owners, events on the day and of course, fashion. What were women and men wearing?

Download

- Student Activity Sheet E8.9: It's a winner!

ACTIVITY 11: SAYINGS AND PUNISHMENT

Subthemes: Customs and traditions; Language and scripting

Discover

- As a class, look at some of the colloquial expression or 'sayings' used in this clip, for example, a 'grandfather of a hiding'. Read the script for Episode 8: 1938: Colum to find other examples. Discuss the meaning of these.

Reflect

- Ask students to discuss the concept of 'corporal' punishment. What is the origin of this term and what is involved in corporal punishment? Ask students to jot down other terms that mean the same as 'a hiding'. As a class, evaluate if 'a grandfather of a hiding' is better or worse than another sort of hiding. Ask students, 'Do you think people still view corporal punishment today as they did in 1938? Why or why not?'



- Another saying used is 'Not a word to your mother.' Ask students to discuss the context in which this is used and what it means. Have students think of sayings of a similar nature, such as 'Mum's the word.', 'Keep it under your hat.', 'Don't tell a living soul.' and 'Sit on it.'
- Ask students to create an ongoing 'sayings' file where they list the phrases with their meanings. Students could read through the *My Place* scripts to find examples more quickly.

Download

- Student Activity Sheet E8.10: Ways of saying

Aligned resources

Australian Children's Television Foundation, 'Legacy of the Silver Shadow',

http://www.actf.com.au/learning_centre/title_pages/lss_tp.php

Australian Children's Television Foundation, 'Live Action: Lighting and Sound',

http://www.actf.com.au/learning_centre/school_resources/teaching_kits/lia/units/lia_tk_light_snd.htm

Australian Screen, 'It's Ruth, 1994: Lux Radio Theatre', <http://australianscreen.com.au/titles/its-ruth/clip2>



Tough times

1 What are the main difficulties for Colum's family and for his friends?

2 Why do you think Colum's family is on the dole?

3 Why are these families raising chickens and growing vegetables in their backyards?

4 What benefits would this have for them?

5 What would happen to people on the dole if they were caught raising 'chooks'? Why?

6 Do you think it is fair to stop a family's dole payments for doing this?



What a job!

- 1 What is the role of the dole inspector? Identify aspects of what he does, who he is and what he looks like.

- 2 Select either of these activities:

- a Create a webpage for the dole inspector. Imagine that he is alive today and needs a Facebook or MySpace page to connect with other dole inspectors across the country.
- b Design an advertisement asking people to apply for the job of dole inspector.



Talking in code

- 1 Rhyming slang is embedded in Australian culture. Where did it originate?

- 2 Find five examples of rhyming slang.

Rhyming slang	Meaning
China plate	mate
meat pies	eyes

- 3 Develop two new rhyming slang expressions and illustrate them in words and pictures.

Rhyming slang	Meaning



Not strictly legal

- 1 Create a list of the tasks that Colum and Thommo had to complete for the shopkeeper Mr O'Sullivan.

- 2 Why were Colum and Thommo doing this job? What were the risks?

- 3 What ways can children earn money today that are safe and legal?

- 4 Draw the scene with the policeman as a three-frame comic strip using facial expressions and action. Add thought captions to show the boy's feelings as the situation unfolds, for example, 'Oh no, this can't be happening? Will he tell mum?'

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A couple of bob

- 1 Find out as much information you can about pre-decimal money and the names of coins and notes. Identify any slang terms, for example, 'a couple of bob' which means 'a few shillings'.

Imperial currency	Slang terms	Decimal value
halfpenny		
penny		
shilling		
guinea		
pound		
sovereign		

- 2 Equate the value of everyday items in 1938 to the price of these commodities today.

Commodity	1938 prices	Today's prices
bread		
butter		
newspapers		
lollies		
milk		
Soap		

- 3 Create two newspaper advertisements for the same basic commodity. The first advertisement should be designed to be published in 1938 and the second design should be for a newspaper publication today.

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Ways of saying

1 What is the meaning of 'corporal' punishment? What is the origin of this term?

2 Do you think people still view corporal punishment today as they did in 1938? Why or why not?

3 Find other sayings and what they mean. Look at *My Place* scripts or note down expressions you have heard.

Sayings	Meanings
grandfather of a hiding	
Not a word to your mother.	
Don't tell a living soul.	
Mum's the word.	
Keep it under your hat.	