



## **EPISODE 4: 1978: MIKE**

Unit focus: English

Year level: Years 3–6

### **EPISODE CLIP: PERFORMANCE CARS**

#### **ACTIVITY 1: CARS**

Subthemes: Language and scripting; Transport

The muscle cars of the 1960s and 1970s were flamboyant racing machines that attracted a large number of enthusiasts.

##### **Discover**

- In Episode 4, the young character Mike is very interested in cars 'with muscle'.
- Ask students to define what cars could be classed as muscle cars. Ask them to listen to the cars named in the first clip and compile a class list. For example MG; Kingswood; and 1971 Ford XB 351-GT may be included in the list. What does it all mean? To a car enthusiast, it all makes sense.
- As a class, discuss the information given in the clip as well as what students understand from the dialogue about the cars. Ask students to write their own definition of muscle cars and share this with the class.

##### **Reflect**

- Ask students to investigate the one of the muscle cars of the 1960s and 1970s, then write a persuasive editorial piece (with words and images) that includes the following elements:
  - 1 Why would they like to own this car?
  - 2 What are the main features of the car?
  - 3 What makes this car special?
- Students can present their editorial electronically using a publishing program, or on a small poster to share with the class.

##### **Download**

- Student Activity Sheet E4.1: Cars with muscle

#### **ACTIVITY 2: 'REV HEAD'**

Subthemes: Language and scripting; Transport

- There is specific vocabulary and many terms associated with muscle cars. Some of these are mentioned throughout the clip and the episode. These terms include carburettor; air filter; 'GT stripe'; 'She's ready to go!' and 'non-rev head'.



### Discover

- Brainstorm a class list of car-related terms. Ask each student to select ten words of interest, to find out their meaning and, if relevant, locate an image of the car part or car.

### Reflect

- Ask students to create a mini-dictionary of muscle car terms from the list. The mini-dictionary must include pictures and meanings relating to the term, or word. If possible develop this information into a website, and upload it to the school server.
- Start a blog to communicate with other students who may also be interested in muscle cars.

### Download

- Student Activity Sheet E4.2: Mini-dictionary of muscle car terms

## EPISODE 7: 1948: JEN

Unit focus: English

Year level: Years 3–6

### 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

## **EPISODE 4: 1978: MIKE**

Unit focus: History

Year level: Years 3–6

### **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.

### **Download**

- 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.

### Download

- Student Activity Sheet H4.3: Name that car

## EPISODE 7: 1948: JEN

Unit focus: Australian History

Year level: Years 3–6

### EPISODE CLIP: HOLDENS

#### ACTIVITY 4: THE FX

Subthemes: Culture; Historical events; Transport

### Discover

- Australia in 1948 was ready for a new beginning. The war was over and families and communities were getting back on their feet. Industry was prospering and the car production industry expanded. It was an Australian dream to not only own your own home, but to drive your own car.
- On 29 November 1948, Ben Chifley (Australian prime minister 1945–49) unveiled the first Holden, the 48-215, which became affectionately known as 'the FX'.
- When Wal comes to pick up Jen's mum in his shiny new Holden FX, even Jen can't hide her enthusiasm. After the Second World War, owning a car meant 'I can afford this luxury as I have a job, a steady income and security'.



- Ask students to use the internet to research and construct a basic timeline of the production of Holden cars, listing the name, model number (for example, 48-215) and year of production. They could collect images of these cars to illustrate the changes in design.
- Have students discuss the changes that have occurred in the look, design and safety and performance features of the Holden car in Australia.
  - 1 Classic Holden Cars, <http://www.classicholdencars.com>
  - 2 The Menzies era, 'Cars – Postwar', [http://www.menziesera.com/cars/holden\\_fj.htm](http://www.menziesera.com/cars/holden_fj.htm)
- Ask the class if anyone has a family member who collects model cars (particularly Holdens). If so, this person could be invited to come to class and talk about historical cars.

### Reflect

- Divide the class into groups and allocate each a specific decade, ranging from 1948 to 2008. Students choose a memorable or popular car of that decade, research its history and create a model from clay, papier mâché or modelling clay for display in a diorama. The diorama should include a picture of the car alongside the model, with a fact card and notes about its history.

### Download

- Student Activity Sheet H7.4: A model car

## ACTIVITY 5: CAR PRODUCTION

Subthemes: Chores, business and employment; Historical events; Transport

### Discover

- The first Holden car, the 48-215 (FX), cost £733 (including tax), which represented 94 weeks of wages for the average worker at the time. Despite this, demand for the car was high. Some 18,000 people paid a deposit for the car before they had even seen it. When the FJ Holden was released in 1953, the economy was significantly stronger and the car's price was £1,074 (including tax), representing 68 weeks of wages for the average worker.
- As a class, discuss car production today. Ask students if they think it is less or more expensive to manufacture and sell cars today. On a chart or the blackboard, list possible reasons for changes in the cost of manufacturing a car.

### Reflect

- Ask students to compare and contrast the cost of selected cars available in 1948 to similar types of cars in 2009. The students could evaluate which car was the most economical then and now.
- Using the library and online resources, guide the students in researching the average weekly wage in Australia today compared to the average weekly wage of a purchaser in 1948.
- Divide the class into groups and ask each group to create a chart or graph for a different decade since 1948 representing the cost of cars in that decade with a comparative bar showing the corresponding average annual wage.



- Students could look at the number of hours it took to produce a car in each decade and the number of people employed in car manufacturing at the time. They could also compare the methods of production used in different eras. They could use an electronic spreadsheet to complete this exercise. Students could use the library and online resources to help gather the necessary information.
- Each group should present their findings to the class.

### **Download**

- Student Activity Sheet H7.5: Comparison chart

## **EPISODE 13: 1888: VICTORIA**

Unit focus: History

Year level: Years 3–6

### **EPISODE CLIP: THE HORSE AND CARRIAGE**

#### **ACTIVITY 8: THE HORSE BEFORE THE CARRIAGE**

##### **Subtheme: Transport**

The horse-drawn carriage was used as early as the 1600s in Europe. It was a basic cart on wheels, which made for a very uncomfortable ride. By the 1700s, carriages were made with better suspension, interiors and shelters. Those who couldn't afford a coach walked. In the late 1800s in Australia, coaches varied from very basic to very comfortable, depending on what a family could afford.

The horse-drawn carriage is the main mode of transport depicted in Episode 13: Victoria: 1888.

##### **Discover**

- Students research the development of the horse-drawn carriage as a transport vehicle and create a digital photo story (biopic). Students can use a software program to complete this task.
- Some helpful websites include:
  - 1 Powerhouse Museum,  
[http://www.powerhousemuseum.com/collection/database/search\\_tags.php?tag=horse+drawn+carriage](http://www.powerhousemuseum.com/collection/database/search_tags.php?tag=horse+drawn+carriage)
  - 2 A brief history of the automobile,  
[http://www.uniquecarsandparts.com.au/heritage\\_automobile.htm](http://www.uniquecarsandparts.com.au/heritage_automobile.htm)
  - 3 Department of Transport Victoria,  
<http://www.transport.vic.gov.au/doi/internet/transport.nsf/allDocs/RWPE06934B7A6094C844A256AFD001C4975?OpenDocument>

## **ACTIVITY 9: HORSES FOR COURSES**

### **Subtheme: Transport**

#### **Discover**

- The horse and carriage industry is still operating in Australia. Complete an Internet search and help students locate where carriages are being used. Utilise some of these examples to help students create a mini-compendium.
- Students work in small groups to create a mini-compendium: 'Ten modern uses for the horse and carriage.'

#### **Reflect**

- Students are encouraged to think about the 'real life' utilisation of a horse-drawn carriage in today's society. Students are prompted to be innovative in designing the modern day version of this mode of transport.

#### **Download**

- Student Activity Sheet H13.9: A horse or a carriage?

## **ACTIVITY 10: COBB & Co**

### **Subtheme: Transport**

#### **Discover**

- The horse and carriage industry in Australia was exemplified by Cobb & Co. Complete an internet search and help students find information about the foundation of this company and its impact on transport and exploration in the 19th century.

#### **Reflect**

- Students work in small groups to create a newspaper advertisement for Cobb & Co that could have been published in 1888. Make sure students consider effective layout of information, text and image. They should also design the advertisement for readers of the time.
- Alternatively, the students could design an advertisement for the use of Cobb & Co coaches in today's society.

#### **Download**

- Student Activity Sheet H13.10: Can I sell you a carriage ride?



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

Student Activity Sheet E4.1  
Activity 1: Cars

Episode 4: 1978: Mike  
Clip: Performance cars

## Cars with muscle

The muscle cars of the 1960s and 1970s were flamboyant racing machines that attracted a large community of enthusiasts.

1 What is meant by the term 'muscle car'?

\_\_\_\_\_

2 Compile a list of muscle car names such as MG; Kingswood; and 1971 Ford XB 351-GT.

\_\_\_\_\_

3 Investigate the muscle cars of this era and write a persuasive editorial piece (with words and images) including the following elements:

- a Why would you like to own one of these cars?
- b What are their main features?
- c What makes these cars special?

Present your editorial using a publishing program, or on a small poster to share with the class.



### **Mini-dictionary of muscle car terms**

Using words and terms from the list compiled during your classroom discussion create a mini-dictionary of muscle car terms from the list. The mini-dictionary must include pictures and meanings relating to the term, or word. Below is a template for one page of your mini- dictionary.

Word
Meaning



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

Student Activity Sheet E7.4  
Activity 4: The first Holden

Episode 7: 1948: Jen  
Clip: The Holden

### 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.



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

Student Activity Sheet H4.1  
Activity 1: Muscle cars

Episode 4: 1978: Mike  
Clip: Performance cars

## **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:



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

Student Activity Sheet H4.2  
Activity 2: Environmental impact

Episode 4: 1978: Mike  
Clip: Performance cars

## 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
<b>1970s cars</b>			
1			
2			
<b>Today's cars</b>			
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: \_\_\_\_\_

Student Activity Sheet H4.3  
Activity 3: Men and machines

Episode 4: 1978: Mike  
Clip: Performance cars

### 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



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

Student Activity Sheet H7.4  
Activity 4: The FX

Episode 7: 1948: Jen  
Clip: Holdens

### **A model car**

- 1 Choose a popular Holden car from the decade you have been given.
- 2 Find or download images of the model you have chosen and draw your own sketches as a draft for your 3D model. Make sure you draw the left and right sides as well as the back and front of the car to get an idea of its three-dimensional design.
- 3 Plan your model car using the table below. Your car can be made out of any materials available, for example, modelling clay or papier mâché.

<b>Decade of Holden car</b>	<b>Name and model number</b>	<b>Downloaded images</b>	<b>Sketches and notes</b>



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

Student Activity Sheet H7.5  
Activity 5: Car production

Episode 7: 1948: Jen  
Clip: Holdens

### Comparison chart

- 1 Research and fill in the information in the table below. You can add any other car models you want to compare. Then use the information gathered to create a comparison chart.

Car	Cost in 1948	% of wage	Cost today	% of wage
Holden sedan				
Holden station wagon				
Holden utility				

### Car profiles

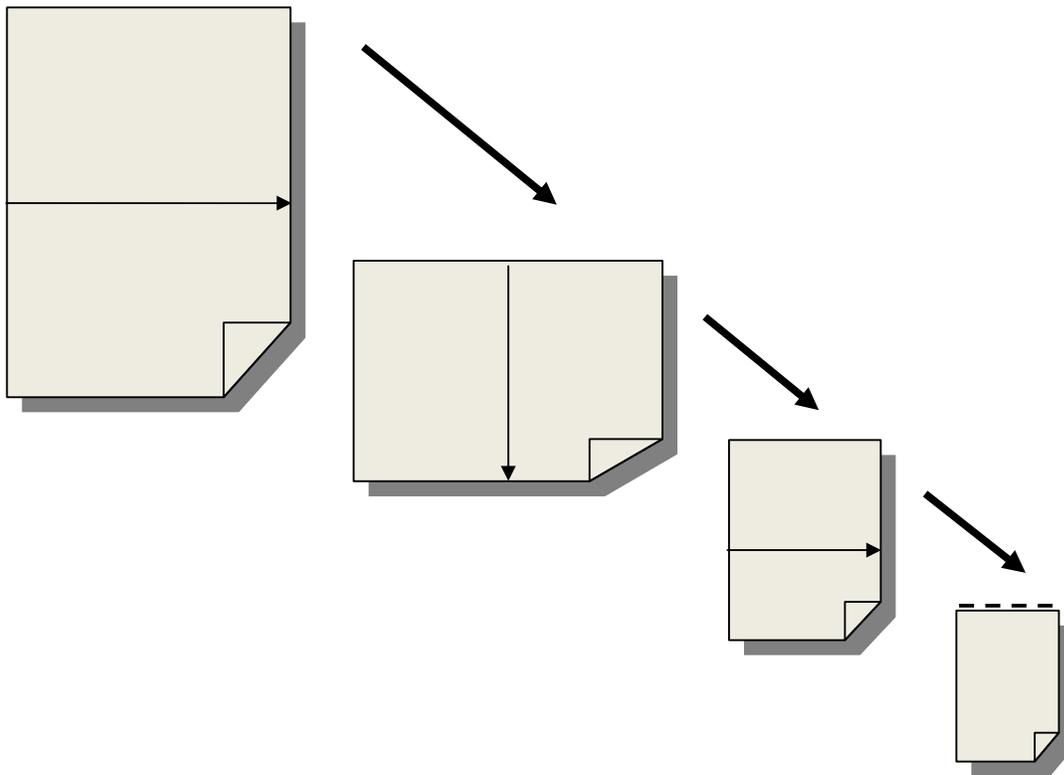
	1940s	1950s	1960s	1970s	1980s	1990s	2000s
Car style							
Car features							
Safety features							
Materials							
Cost							
Colours							
Method of production							
Time taken to produce							

## A horse or a carriage?

Create a mini-compendium and include ten modern uses for the horse and carriage. Each page of your mini-booklet must include a diagram and information about the use of a horse and carriage in modern times.

Make the booklet using the following instructions:

- 1 Fold an A3 sheet of plain paper in half.
- 2 Fold it in half again to make quarters.
- 3 Do one last fold in half to make eighths.
- 4 Cut along the fold lines at the top of the booklet and staple the spine.





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

Student Activity Sheet H13.10  
Activity 10: Cobb & Co

Episode 13: 1888: Victoria  
Clip 3: The horse and carriage

### **Can I sell you a carriage ride?**

Create an advertisement for Cobb & Co Coaches in 1888. Look at newspaper advertisements of the late 1800s as a guide. Your advertisement must reflect the era of late 1800s, and be Australian in style, text and layout.