Year 10 program: popular culture 1945 – present (1)

Skills:
- Identify and select different kinds of questions about the past to inform historical inquiry
- Evaluate and enhance these questions
- Identify and locate relevant sources, using ICT and other methods.

Link to Australian curriculum’s year 10 overview:
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

Inquiry question:
What is popular culture?

Lesson content focus:
The nature of popular culture in Australia.

Classroom activities:
- Discuss with the class what culture is and ask them to explain their views using examples.
- What is culture and what role does it play in a country?
- When does culture become popular? Discuss the four distinguishing criteria outlined in the 'Defining popular culture' resource. The material here is also designed to allow students to differentiate between a fad and popular culture. The emphasis should be on students recognising what constitutes popular culture. In the two examples given, students should recognise what makes popular culture (sport/football, music/rock 'n' roll) rather than who is in the photos.

Resources:
- Crazyfads.com http://www.crazyfads.com/
- Unit resources: 'The role of culture in Australia' and 'Defining popular culture'.

General capabilities:

Cross curriculum priorities:

Assessment:
- Informal – students can discuss the nature of popular culture and give specific examples.
Popular culture 1945 – present (2)

**Skills:**
- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Identify and locate relevant sources, using ICT and other methods
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

**Link to Australian curriculum’s year 10 overview:**
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

**Inquiry question:**
What was Australian popular culture around 1945?

**Lesson content focus:**
The nature of popular culture in Australia at the end of World War II, including music, film and sport.

**Classroom activities:**
- Brainstorm: what questions you could ask to gather information on what Australia would have been like at the end of World War II? Organise those questions as the first level of a mindmap based on 'Australia in 1945'. Have students fill in the next level building from these questions.
- What are possible sources of information for life in 1945? Ask students to locate their own family in 1945. Has their family kept anything from that period? Can students bring in any primary sources that will assist in describing life in 1945? How do any primary sources compare with the information contained in secondary sources?
- Research task: technology in Australia immediately after World War II – have groups research aspects such as: radio, film, transport, household appliances, sport and communication. Then report back to the class on the nature of their area in Australia after 1945.
- Use this information to create an interactive timeline that shows how developments in technology in the first half of the 20th century led to changes in the way Australians accessed popular culture. Use an interactive timeline tool such as Dipity [http://www.dipity.com/](http://www.dipity.com/). Have students research and explain one entry in detail.

**Resources:**

**General capabilities:**

**Cross curriculum priorities:**

**Assessment:**
- Informal – research task on technology.
Popular culture 1945 – present (3)

Skills:
- Process and synthesise information from a range of sources for use as evidence in an historical argument
- Evaluate the reliability and usefulness of primary and secondary sources
- Identify and analyse the perspectives of people from the past
- Identify and analyse different historical interpretations (including their own)
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced.

Link to Australian curriculum's year 10 overview:
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

Inquiry question:
How was Australian society affected by other significant global events and changes in this period?

Lesson content Focus:
Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll.

Classroom activities:
- 'What was Australia's first rock 'n' roll record?' will allow students to become historians as they work through a range of resources to investigate this question and come to a conclusion based on evidence.
- 'How did Australians react to the arrival of rock 'n' roll?' gives students the opportunity to explore competing perspectives on this question.
- 'Australian music's hidden history – exploring Indigenous music case studies' gives students the opportunity to explore the almost completely ignored contribution of indigenous Australians to our musical popular culture.
- 'The Beatles arrive' will allow students to create an exhibition to commemorate the 50th anniversary of The Beatles tour of Australia.
- 'Case study: The Easybeats' is an opportunity for students to utilise a range of digital presentation tools in arguing the case for the induction of The Easybeats into the Rock 'n' Roll Hall of Fame.

Resources:
- Unit resources: 'What was Australia's first rock 'n' roll record?', 'How did Australians react to the arrival of rock 'n' roll?', 'Australian music's hidden history – exploring Indigenous music case studies', 'The Beatles arrive' and 'Case study: The Easybeats'.

General capabilities:
- Literacy
- Critical and creative thinking.

Cross curriculum priorities:
- Aboriginal and Torres Strait Islander histories and cultures.

Assessment:
- Formal – written response (persuasive writing text) – What was Australia's first rock 'n' roll record?
### Popular culture 1945 – present (4)

#### Skills:
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin, purpose and context of primary and secondary sources
- Process and synthesise information from a range of sources for use as evidence in an historical argument
- Evaluate the reliability and usefulness of primary and secondary sources
- Identify and analyse the perspectives of people from the past.

#### Link to Australian curriculum’s year 10 overview:
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

#### Inquiry question:
How was Australian society affected by other significant global events and changes in this period?

#### Lesson content focus:
Developments in popular culture in post-war Australia and their impact on society, including the introduction of television.

#### Classroom activities:
- Contestability – should Australia have local content rules? The Menzies government decided not to require a quota of local content that had to be broadcast when television was introduced. Use the TV guides shown at TELEVISION.AU [http://televisionau.com/classic-tv-guides](http://televisionau.com/classic-tv-guides) to examine what was actually shown on Australian TV in the late 1950s and early 1960s. How can this information be used to argue for or against the argument that Australia should have local content rules to ensure television is used to support and develop Australian culture?
- Case study – *Skippy* – use Classic Australian Television: Skippy [http://www.classicaustraliantv.com/Skippy.htm](http://www.classicaustraliantv.com/Skippy.htm) as a starting point for researching the extent to which *Skippy* reflected Australian life in the 1960s. How successful was it overseas? What image of Australia did it project internationally?

#### Resources:
- Sites such as the Powerhouse Museum collection may contain images of 1950s televisions.

#### General capabilities:
- Numeracy
- Literacy.

#### Cross curriculum priorities:
- Sustainability (cultural).

#### Assessment:
- Informal – written response – To what extent did *Skippy* reflect Australian life?
# Popular culture 1945 – present (5)

**Skills:**
- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Use historical terms and concepts.

**Link to Australian curriculum’s year 10 overview:**
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

**Inquiry question:**
How was Australian society affected by other significant global events and changes in this period?

**Lesson content focus:**
The changing nature of the Australian film industry from the 1950s to the 1970s as an expression of Australian popular culture.

**Classroom activities:**

The 1970s film revival: Australian stories for Australians. Some suggestions include:
- *Walkabout* (1971)
- *Stork* (1971)
- *Picnic at Hanging Rock* (1975)
- *Sunday Too Far Away* (1975)
- *Caddie* (1976)
- *Storm Boy* (1976)
- *The Picture Show Man* (1977)
- *Newsfront* (1978)
- *Odd Angry Shot* (1979)

**Some key questions for analysis include:**
- What view of Australia is portrayed?
- Was it relevant to Australia in the 1970s?
- Is it relevant to Australia today?
- What picture of Australia would it give overseas viewers?
- Do the characters seem realistic to you?
- How did this film contribute to the development of an Australian identity?
- Most of the films mentioned can be found on the International Movie Data Base, and it is important to check the content of any film before using it in class. Many of the films from this period are rated M, which has implications for classroom use. If in doubt, check the parents advisory section of the International Movie Data Base [www.imdb.com](http://www.imdb.com) or the Australian government's Classification website [http://www.classification.gov.au/Pages/default.aspx](http://www.classification.gov.au/Pages/default.aspx).

**Resources:**
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<th>General capabilities:</th>
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<td>• Information and communication technology capability</td>
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### Popular culture 1945 – present (6)

**Skills:**
- Identify the origin, purpose and context of primary and secondary sources
- Process and synthesise information from a range of sources for use as evidence in a historical argument
- Evaluate the reliability and usefulness of primary and secondary sources
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

**Link to Australian curriculum's year 10 overview:**
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

**Inquiry question:**
How did Australian music change in this period?

**Lesson content focus:**
The changing nature of the music industry in Australia.

**Classroom activities:**
- Early influences: surf music. Surf music originated in California, but because of climate and culture it became very popular in Australia. Read the stories of two significant Australian bands here.
- Time comparison: The Beach Boys tours 1964/2012.
- Use the clips as primary source material and have the students analyse them to identify continuities and changes. Have them consider: the music; instruments used; content of songs; and the nature and reaction of the audience.
- The impact of Countdown and 2JJ/JJJ.
- Record charts as primary sources.

**Resources:**
- Unit resources: 'The role of the media in expanding the impact of rock 'n' roll' and 'Top 20 charts from Everybody’s magazine March 16, 1966 – a primary source'.

**General capabilities:**
- Critical and creative thinking.

**Cross curriculum priorities:**
- Aboriginal and Torres Strait Islander histories and cultures.

**Assessment:**
Popular culture 1945 – present (7)

Skills:
- Identify and analyse the perspectives of people from the past
- Identify and analyse different historical interpretations (including their own).

Link to Australian curriculum's year 10 overview:
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

Inquiry questions:
How was Australian society affected by other significant global events and changes in this period?

Lesson content focus:
The changing nature of the film industry in Australia during the post-war period.

Classroom activities:
- Australians stories for world audiences.
- The International Movie Data Base is an international website that not only contains a wealth of detail about films, but also allows users to review and comment on films. This allows you to use this site to access primary sources for an investigation into the impact of Australian films in the 1980s.
- Each of the following Australian films had some degree of international success. Use the International Movie Data Base [www.imdb.com](http://www.imdb.com) to not only access factual material such as sales figures and awards, but also to explore user reviews. This is the raw source material that allows you to draw some conclusions about how successful Australian films were in the 1980s, but also to comment on their cultural impact.
  - *Mad Max* (1979) (MA)
  - *Breaker Morant* (1980) (M)
  - *Gallipoli* (1981) (PG)
  - *Phar Lap* (1983) (PG)
- As a class, you may choose to watch one of these films and compare your reactions to the reviews you have accessed. What view of Australia do you think the film conveys?
  - Case study: *Crocodile Dundee* – have students consider what evidence there is to argue that *Crocodile Dundee* is the greatest Australian film of all time. Do they need more than statistics to answer that question?

Resources:

General capabilities:
- Numeracy.

Cross curriculum priorities:

Assessment:
- Informal – Classroom debate – Is *Crocodile Dundee* the greatest Australian film of all time?
Popular culture 1945 – present (8)

Skills:
- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Identify and select different kinds of questions about the past to inform historical inquiry
- Evaluate and enhance these questions
- Identify and locate relevant sources, using ICT and other methods
- Evaluate the reliability and usefulness of primary and secondary sources.

Link to Australian curriculum's year 10 overview:
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

Inquiry question:
How was Australian society affected by other significant global events and changes in this period?

Lesson content focus:
The changing nature of the television industry in Australia during the post-war period.

Classroom activities:
- Use The Samurai [http://www.home.netspeed.com.au/reguli/THE%20SAMURAI.htm](http://www.home.netspeed.com.au/reguli/THE%20SAMURAI.htm) to explore the impact of this Japanese television in Australia in the 1960s. What is the significance of Australian children adopting a Japanese hero twenty years after the end of World War II? What does this tell you about the power of popular culture?
- Students could create a digital museum exhibition based around one of the series, designed to highlight its role in Australian culture.
- Miniseries boom – research the miniseries that were made in Australia in the 1980s, and identify the aspects of Australian history and society they were covering. Miniseries became an effective way of having Australians think about their identity and consider the way the nation was changing and evolving.
- In groups, design a proposal for a miniseries that could show the changes in Australia since the 1980s. Your proposal could include the following:
  - A plot outline explaining the main period, topic and themes
  - An outline of the main characters and a comment on whether they are based on real people or are fictional
  - A comment on the costumes required
  - An indication of the location required
  - A storyboard detailing the main plot points
  - A poster that could be used to publicise the series
  - A playlist that could be used to provide the soundtrack for the series
  - A publicity kit to send to the media to attract interest in it.
- "Neighbours, the perfect blend" [http://perfectblend.net/review/](http://perfectblend.net/review/) gives a summary of each year of Neighbours since 1985. Students could be allocated a year each to review and create a folio of evidence such as photos, plot highlights and character studies. When presented chronologically they will create a fascinating study of continuity and change. This could be expanded into Home and Away, leading to a debate about how realistically these two shows have reflected life in Australia.
**Resources:**

**General capabilities:**
- Intercultural understanding
- Information and communication technology capability.

**Cross curriculum priorities:**
- Asia and Australia’s engagement with Asia.

**Assessment:**
- Informal – Continuity and change scrapbook on *Neighbours or Home and Away.*
Popular culture 1945 – present (9)

Skills:
- Identify the origin, purpose and context of primary and secondary sources
- Identify and analyse the perspectives of people from the past
- Identify and analyse different historical interpretations (including their own)
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

Link to Australian curriculum's year 10 overview:
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

Inquiry question:
How was Australian society affected by other significant global events and changes in this period?

Lesson content focus:
Australia’s contribution to international popular culture – music.

Classroom activities:
- Case studies across time: 'Case studies of The Go-Betweens and The Jezabels'.
- Document study: 'John Bywaters interview'.
- Discuss the economy of rock 'n' roll: 'The economy of rock 'n' roll'.
- Planning an overseas marketing campaign – in groups, have students create a band and develop a marketing campaign that could allow them to succeed overseas. They should name the group, develop songs, a musical style, costumes, and plan an itinerary that would give them the opportunity to succeed in the target countries. The campaign could include posters, interviews and an electronic press kit designed to attract interest.

Resources:
- 'From repression comes great art'
- Unit resources: 'Case studies of The Go-Betweens and The Jezabels', 'John Bywaters interview' and 'The economy of rock 'n' roll'.

General capabilities:
- Information and communication technology capability.

Cross curriculum priorities:

Assessment:
- Informal – Press kit for touring band.
Popular culture 1945 – present (10)

**Skills:**
- Use historical terms and concepts
- Identify and select different kinds of questions about the past to inform historical inquiry
- Evaluate and enhance these questions
- Identify and analyse different historical interpretations (including their own).

**Link to Australian curriculum’s year 10 overview:**
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

**Inquiry question:**
How was Australian society affected by other significant global events and changes in this period?

**Lesson content focus:**
Australia’s contribution to international popular culture – film and literature.

**Classroom activities:**
- Screen Australia’s Australian Content
  - How many of these films have you heard about?
  - How many of these films have you seen?
  - Discuss: what films have made a significant contribution to Australian and international culture.

  - How many of these books you have heard of
  - How many of these books you have read
  - How many of these books have been made into films or television shows.

- Many Australian books have been made into films and television miniseries. Select one of these books for further research. Create a research folio which includes:
  - The title of the book
  - The author, and brief biographical details about them
  - When the book was published
  - How popular it was (this may include sales figures, reviews or whether it was made into a film or television series)
  - A summary of what it is about
  - What it says about life in Australia, and how it has helped Australians develop a sense of identity
  - A design for a cover of the book that you think captures what it is about.
**Resources:**
- Screen Australia’s Australian Content  
- booktopiablog  

**General capabilities:**
- Numeracy.

**Cross curriculum priorities:**

**Assessment:**
- Informal – Book report.
### Popular culture 1945 – present (11)

**Skills:**
- Process and synthesise information from a range of sources for use as evidence in an historical argument
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

**Link to Australian curriculum’s year 10 overview:**
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

**Inquiry question:**
How has sport impacted on Australian society and identity?

**Lesson content focus:**
The role of sport in Australian society.

**Classroom activities:**
- Discuss the significance of sport in Australian culture. Poll the class as to who they regard as the Australian sportspersons who have made a significant contribution to Australian culture and identity.
- Sport Australia's Hall of Fame [http://www.sahof.org.au/](http://www.sahof.org.au/) gives an insight into the significant role sport has played in Australia. Any institution such as a Hall of Fame has to make selections based on criteria. List the criteria you think should be used to recognise sportspeople selected for an Australian Sporting Hall of Fame.
- At Legends of Australian Sport [http://www.sahof.org.au/hall-of-fame/legend-of-australian-sport/?page=1&filter](http://www.sahof.org.au/hall-of-fame/legend-of-australian-sport/?page=1&filter) you will see that they also recognise one Legend of Australian sport each year. How many sports and individuals have been recognised as legends? What do you think makes a successful sportsperson a legend? Do you think this list of Legends is an accurate reflection of Australia’s sporting interests and successes?
- Using a presentation tool such as Prezi [www.prezi.com](http://www.prezi.com) create a presentation to persuade the Sporting Hall of Fame to select one Australian sportsperson as the latest Legend. Your presentation should make a strong case based on your person’s achievements and impact on their chosen sport both here and internationally.

**Resources:**

**General capabilities:**
- Intercultural understanding
- Numeracy.

**Cross curriculum priorities:**
- Aboriginal and Torres Strait Islander histories and cultures,
- Asia and Australia’s engagement with Asia.

**Assessment:**
- Informal – Interpretation of poll.
# Popular culture 1945 – present (12)

**Skills:**
- Process and synthesise information from a range of sources for use as evidence in an historical argument
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

**Link to Australian curriculum's year 10 overview:**
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

**Inquiry question:**
What other cultural activities have impacted on Australia? Were they an aspect of popular culture?

**Lesson content focus:**
Continuity and change in cultural activities that have influenced the Australian way of life.

**Classroom activities:**
- There are a wide range of cultural activities that Australians not only involve themselves in, but have made contributions to on a global scale. This will give students the opportunity to explore a broader range of interests than those prescribed by the curriculum.
- Discuss the cultural activities the students participate in. Direct the discussion back to a consideration of whether these activities fulfil the criteria of popular culture.
- Select one of the following areas to explore. For each topic, there is a website to help get started. For the selected area, prepare a webpage for prospective visitors to Australia to help them understand its place in Australian life and culture.
### Resources:
- As above.

### General capabilities:
- Critical and creative thinking.

### Cross curriculum priorities:

### Assessment:
- Informal – Identifying popular culture.
Popular culture 1945 – present (13)

Skills:
- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Identify and select different kinds of questions about the past to inform historical inquiry
- Process and synthesise information from a range of sources for use as evidence in an historical argument
- Evaluate the reliability and usefulness of primary and secondary sources
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced.

Link to Australian curriculum’s year 10 overview:
- Identifies important features of the period (the impact of popular culture in shaping and reflecting the post World War II world).

Inquiry question:
How was Australian society affected by other significant global events and changes in this period?

Lesson content focus:
Continuity and change in beliefs and values that have influenced the Australian way of life.

Classroom activities:
- Oral history – interviewing older Australians about continuities and changes.
- Have students create a poster that shows the changing role of women in Australian popular culture.
- National identity – how has 'being Australian' been depicted across time? Have students collect a series of words and images from Australian popular culture since World War II that show how we have tried to show an 'Australian'. A discussion on who is usually missing from these depictions of an 'Australian' could form the basis of an organised classroom debate on how effectively and inclusively popular culture has expressed an Australian identity. A stimulus for this activity could be a compilation of 'typical' Australian faces such as David Gulpilil, Kylie Minogue, Paul Hogan, Dame Edna Everage and Anh Do. Have students rank them from 'most Australian' to 'least Australian'. The results should be discussed.
- The unit then utilises a class activity. Each member should be allocated a year from post-war Australia to design and construct a birthday card/CD/DVD of the year that reflects popular culture in that specific year. The results can be exhibited to create a visual reference point to study continuities and changes across the period studied.

Resources:
- Unit resources: 'Oral history guide' and 'Year 10 assessment task sample response and marker comments'.

General capabilities:
- Literacy
- Intercultural understanding
- Information and communication technology capability
- Ethical behaviour.

Cross curriculum priorities:

Assessment:
- Informal – Interpretation of interview
- Formal – Written task.