

# Epic Flight Anniversary

## Focus Questions

- Briefly summarise the BTN *Epic Flight Anniversary* story.
- What did the Wright Brothers invent?
- Planes were not used during the First World War. True or false?
- What does it mean when a pilot is called an 'ace'?
- Complete the following sentence. Prime Minister Billy Hughes offered £10,000 for the first Australian airmen to fly from \_\_\_\_\_ to \_\_\_\_\_ in 30 days.
- Describe the plane that Ross and Keith Smith flew in the challenge.
- How many crew members did they have with them on the flight?
  - None
  - 2
  - 6
- What were some of the challenges during the flight?
- How many days did it take the Smith brothers to complete the journey?
- What was surprising about the BTN story?

## Activity

### Class Discussion

After watching the *Epic Flight Anniversary* story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?
- How did this story make you FEEL?
- What was SURPRISING about this story?

### Personal Response

Students will write a personal response to the *Epic Flight Anniversary* story.

Ask students to finish one or more of the following incomplete sentences:

- The Epic flight was an important event because...
- It was interesting to learn...
- It was surprising to learn that...
- These are five words that I would use to describe the Epic Flight...
- It is an important event to remember because...

## Key Learning

Students will learn more about the Epic Flight; the lives of Ross and Keith Smith and the journey from England to Australia.

## Curriculum

### HASS – Year 4

Pose questions to investigate people, events, places and issues.

### HASS – Year 5 & 6

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions.

### HASS – Year 7

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.

Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts.

## Activity

### Create a biography

Students will research and write a biography on either Sir Ross or Sir Keith Smith. Before students begin to construct their biographies, hold a class discussion to find out what they already know about biographical writing. Discuss what type of information is included in a biography and what they tell us about a person. The [Civics and Citizenship website](#) has some examples of biographies for students to look at.

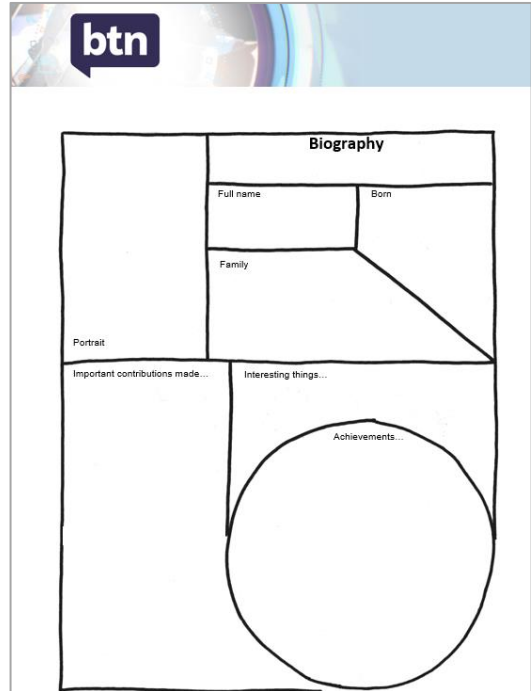
Using the biography organiser template at the end of this activity, students will find and record information about Ross or Keith Smith.

Some possible areas of research include:

- Where was Ross or Keith Smith from? Locate using Google Maps
- When was he born? Describe his family life growing up.
- What are some of his achievements? Choose one to explore in more detail.
- What were some of the challenges he faced?
- How has he made an impact on people's lives?
- What do you admire about him?
- Sketch a portrait of Ross or Keith Smith. Explore and experiment with different techniques and media to produce a portrait.

Further investigation

- Imagine you could sit down and talk to Ross or Keith Smith. What questions would you ask him about his life and achievements?



The image shows a biography organiser template. At the top left is the 'btn' logo. The template is a large rectangle divided into several sections. On the left side, there is a vertical box labeled 'Portrait'. To its right, the main area is titled 'Biography' and is further divided into 'Full name' and 'Born' at the top, and 'Family' below. Below the 'Portrait' box, there are two horizontal sections: 'Important contributions made...' and 'Interesting things...'. At the bottom right, there is a large circular area labeled 'Achievements...'. The entire template is enclosed in a thin black border.

## Activity

### Journal writing

Students will imagine they are either Sir Ross or Sir Keith Smith before they set off on the flight from London to Darwin. Students will write a journal describing their feelings before the expedition. They will need to think about language and the era in which they are writing.

- Explain why you wanted to be the first person to fly from London to Darwin.
- How do you feel?
- What are some of the challenges or dangers?
- What do you hope the flight will achieve?

Students will reflect on their learning during this activity and respond to the following questions.

- How did you feel about this activity?
- How do primary sources (for example photos, letters, diaries and official documents) help you understand what might have happened at a place in time?

## Activity

### Inquiry

Students will be exploring the Epic Flight in more detail. They can develop their own key questions to investigate or respond to one or more of the questions below. Students can complete the following KWLH organiser to explore their knowledge and consider what they would like to know and learn.

<b><i>What do I <u>k</u>now?</i></b>	<b><i>What do I <u>w</u>ant to know?</i></b>	<b><i>What have I <u>l</u>earnt?</i></b>	<b><i><u>H</u>ow will I find out?</i></b>

Discuss the story as a class and ask students to pose questions about the Epic Flight and Sir Ross and Keith Smith and their achievements. Students will develop an appropriate question to guide an inquiry about the Epic Flight (below are some example key questions).

- What inspired the Smith brothers to fly from London to Darwin?
- Explore the journey in more detail and create a timeline of significant moments in the Epic Flight. Use the timeline template at the end of this activity to record the information.
- How has the Epic Flight inspired others?
- How has flight changed in the past 100 years?

Students will collect and record information from a wide variety of primary and secondary sources and present the information they find in an interesting way.

- Primary sources – Through using primary sources, that is a document like a diary, photograph or a physical object, that was written or created at a particular time, we can gain an understanding of what might have happened at a place in time.
- Secondary sources – Secondary sources are documents written after an event has occurred, providing “second-hand” accounts of that event, person, or topic. Unlike primary sources, which provide first-hand accounts, secondary sources offer different perspectives, analysis, and conclusions of those accounts.

Students can present the information in one of the following ways:

- [Prezi](#) presentation
- An infographic using [Canva](#)
- Stop motion animation
- Short film

Students can present their research in an interesting way. Below are examples of students work:

#### [The Great Air Race - Stop motion animation](#)



#### [A Flight to Remember - Short Film](#)



## Activity

### Visual literacy

Below are images of the Epic Flight. Students look at the image and then respond to the following questions:

- What do you see in this image? Describe the setting and who is in the image.
- What do you think is happening?
- If there are people in the image who do you think they are? How do you think they might be feeling?
- What question/s would you like to ask the people in the image?
- Create a caption for each image.



[Link to image](#)



[Link to image](#)



[Link to image](#)



[Link to image](#)

## Useful Websites

The Vickers Vimy -The History Trust of SA

<https://epicflightcentenary.com.au/the-vickers-vimy/>

Epic Flight Centenary: Timeline – History Trust of SA

<https://epicflightcentenary.com.au/timeline/>

Significant Aviator Profiles - South Australian Aviation Museum

<http://www.saam.org.au/wp-content/uploads/2015/02/SAAM-Profiles-ROSS-SMITH-and-the-Vimy-Crew.pdf>

The Great Air Race – Northern Territory Library

<https://ntl.nt.gov.au/story/great-air-race>

Portrait	<b>Biography</b>	
	Full name	Born
	Family	
Important contributions made...	Interesting things...	
	Achievements...	



Create a timeline showing significant moments in the Epic Flight. List an interesting fact for each significant event listed on your timeline.

Date	Significant event