



## EPISODE 17 | 1848: JOHANNA

Unit focus: History

Year levels: 3–6

### EPISODE CLIP: TORMENT

#### ACTIVITY 1: PAINTED PORTRAITS

Subthemes: Art, music and literature; Social order and education

In this clip, Johanna slips into the 'big house' to look at the portrait paintings on the wall. Johanna lived in a time before photography was widely used. Portrait paintings were luxury items that only the wealthy could afford. Because they were precious, portraits were often put in elaborate frames, helping make the sitter look more important.

#### Discover

- As a class, discuss the concept of portraiture. Focus the discussion around the following questions:
  - 1 Why did people want to have their portrait painted?
  - 2 Why didn't everyone have their portrait painted?
  - 3 What are some similarities and differences between a photograph and a painting?
  - 4 Why might an artist have enhanced the way a person looked in a painting?
- Discuss with students the importance of portraiture in Johanna's time (1840s) as a way of recording the physical appearance of a person. Students could find images of families from the 1840s using the internet and library resources. To aid their research students could look at artworks on the National Portrait Gallery website at <http://www.portrait.gov.au/>
- Ask students to research the other ways a person's likeness was recorded, for example, cut-paper silhouettes, engravings, sculpture, drawings and miniature enamelled jewellery.

#### Reflect

- Find images of wealthy people from the 1840s or use the characters in this episode. Ask students to create a series of portraits of one of the characters or use an image of their family from the 1840s.
- Ask students to think about what the sitter might have worn, and the type of jewellery and personal effects they would have worn.
- Men often had groomed facial hair, while women had elaborate hairstyles. The personality and status of the sitter was also important. The clothes they wore and the background and props all conveyed what the artists thought of the sitter.
- Students should think about the frame of the portrait, which was oval, square or rectangular. They should also draw an intricate gold frame around their portraits using Australian flora and fauna as distinct motifs.
- Students should write a description of the sitter that includes their name and a short personal history.



*Melly Place*  
FOR TEACHERS

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## **Download**

Student Activity Sheet H17.1: Painted portraits

## **Aligned resources**

National Portrait Gallery, <http://www.portrait.gov.au/>



## Painted portraits

1 Why did people want to have their portraits painted?

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2 Did everyone in the 1840s have their portrait painted? If not, why not?

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3 What are the similarities and differences between a photograph and a painting?

Similarities:

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Differences:

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4 Why might an artist have improved the way a person looked in a painting?

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5 Find portraits of families from the 1840s. Use the internet and the library. Make a list of the titles, type of painting such as an oil painting or watercolour and the artist.



## **EPISODE CLIP: TORMENT**

### **ACTIVITY 2: SERVANTS**

**Subthemes: Chores, business and employment; Gender roles and stereotypes; Social order and education**

In this clip, many servants work in the Owen's large house. Servants such as Aunt Maryann worked long and difficult hours with very little free time.

#### **Discover**

- As a class, discuss why wealthy landowners such as the Owen family employed many servants. Consider issues such as who made up the servant class, where did they usually come from, what were their conditions of work, how did they move away from being a servant and what is the role of the servant in contemporary society.
- Ask the students to create a lotus diagram about servants. A lotus diagram template is provided on **Student Activity Sheet H17.2 Servants**. You may need to enlarge the template to suit your classroom situation. A lotus diagram is made up of nine squares, each divided into nine boxes. The heading 'Servants' is placed in the middle box. Ask students to write eight subheadings or ideas using 'Servants' for inspiration. Then they should write these eight subheadings in the central box of the surrounding eight squares. Students should then add eight more ideas that relate to the subheadings in each of the boxes.
- Using their lotus diagram as a tool, ask students to research the life of a house servant. Students should use the following web links to guide their research:
  - 1 Victorian Servants, [http://www.ourwardfamily.com/victorian\\_servants.htm](http://www.ourwardfamily.com/victorian_servants.htm)
  - 2 Victorian Life, 'Servants', <http://www.angelfire.com/ok/hoddies/servants.html>

#### **Reflect**

Using the information students collect in their research, ask them to create a personal recount for Aunt Maryann or another imaginary servant in the 1840s. The recount should be based on a day in the life of a servant working in a large house. Students should consider the following questions when writing their recount.

- 1 What work did servants do in a Victorian household?
- 2 Why was it necessary for wealthy landowners to have servants?
- 3 How were servants generally treated by the wealthy members of the household?
- 4 What was the status of servants during this time?
- 5 Imagine how servants felt about the work they performed.

#### **Download**

Student Activity Sheet H17.2: Servants

### **Aligned resources**

Victorian Life, 'Servants', <http://www.angelfire.com/ok/hoddies/servants.html>

Victorian Servants, [http://www.ourwardfamily.com/victorian\\_servants.htm](http://www.ourwardfamily.com/victorian_servants.htm)



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Student Activity Sheet H17.2  
Activity 2: Servants

Episode 17 | 1848: Johanna  
Clip: Torment

## Servants

1 Research the life of a house servant during the Victorian era. Use the internet and library resources provided by your teacher. Then answer the following questions.

a What work did servants perform in the household?

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b Why was it necessary for wealthy landowners to have servants?

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c How were servants generally treated by the other members of the household?

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d What was the status of servants during this time?

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**e** Did servants receive a wage? Could they take a holiday? Could they get married?

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**2** Imagine how a servant felt about the work they performed. Write a short passage about how it would feel to be a servant.

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**3** Write a personal recount by Aunt Maryann or another servant based on a day in the life of a servant working in a large house. Use the following questions to help you.

- a** What types of work do they do in the house?
- b** How does the servant feel about the work they perform?
- c** How do other members of the household treat them?
- d** What do they like and dislike most about the tasks they have to complete each day?

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- 4 You can use a lotus diagram to organise your thoughts about the topic 'Servants'. A template for a lotus diagram is provided for you below. Your teacher will explain how to complete this task.

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## **EPISODE CLIP: LOVES ME, LOVES ME NOT**

### **ACTIVITY 3: GRAVEYARDS**

#### **Subthemes:** Beliefs; Culture; Historical events

Visiting the graves of relatives was a common part of life in Johanna's time (1840s). In the mid-19th century mortality rates were much higher than today, particularly due to accidents, illness and childbirth. Graves are important sites of family history and can provide valuable historical information.

#### **Discover**

- Ask students to research examples of 19th-century family gravestones in Australia. To assist this task, arrange a visit to a historical cemetery in your area. Ask students to consider how the inscriptions found on the graves can be used to interpret history and help us to learn about how someone might have lived and died. For example, if a child's date of birth and the date of their mother's death are the same, this implies death due to complications of childbirth.
- Students could collate images and inscriptions on gravestones.
- The following websites may be helpful:
  - 1 Interment.net, 'Toowong Cemetery',  
[http://www.interment.net/data/aus/qld/brisbane/toowong/toowong\\_ag.htm](http://www.interment.net/data/aus/qld/brisbane/toowong/toowong_ag.htm)
  - 2 Websites for Genealogists, 'Cemetery Records – Australia',  
<http://www.coraweb.com.au/cemetaus.htm>
  - 3 White Hat, 'Melbourne General Cemetery',  
<http://www.whitehat.com.au/cemetery/FCemetery.html>
  - 4 City of Sydney, 'Old Sydney Burial Ground',  
<http://www.cityofsydney.nsw.gov.au/aboutsydney/historyandarchives/SydneyHistory/SocialHistory/OldSydneyBurialGround.asp>

#### **Reflect**

- Using their research as inspiration, ask students to create a fictional gravestone for Johanna's family or an imaginary 19th-century family. The gravestone would tell the story of the family through the dates and inscriptions.
  - 1 How old were the people when they died?
  - 2 Who were their relations?
  - 3 Did their death occur naturally or was it caused by accident or illness?
- Students could create a graveyard by combining gravestones made by other members of their class. Students take a tour of the class graveyard, reading the inscription on each gravestone to deduce its family history.
- Students could reflect on the reasons why unmarked graves exist in a cemetery. Ask students to research the reasons why a person might not have been given a recognised burial. Students could look at graveyards from the perspective of Australia's Indigenous and non-white populations.

#### **Download**

Student Activity Sheet H17.3: Graveyards



## Aligned resources

City of Sydney, 'Old Sydney Burial Ground',

<http://www.cityofsydney.nsw.gov.au/aboutsydney/historyandarchives/SydneyHistory/SocialHistory/OldSydneyBurialGround.asp>

Interment.net, 'Toowong Cemetery',

[http://www.interment.net/data/aus/qld/brisbane/toowong/toowong\\_ag.htm](http://www.interment.net/data/aus/qld/brisbane/toowong/toowong_ag.htm)

Websites for Genealogists, 'Cemetery Records – Australia',

<http://www.coraweb.com.au/cemetaus.htm>

White Hat, 'Melbourne General Cemetery', <http://www.whitehat.com.au/cemetery/FCemetery.html>





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Use the template for the gravestone for Johanna's family or an imaginary 19th-century family.

## **EPISODE CLIP: LOVES ME, LOVES ME NOT**

### **ACTIVITY 4: READING**

#### **Subthemes: Culture; Social order and education**

In this clip, Johanna reads aloud a letter from her uncle addressed to her grandmother, who is illiterate. In Johanna's time many people could not read or write, as they had no access to formal education.

#### **Discover**

- As a class, ask students to consider what it would be like to be a person who is unable to read or write. Ask students to research what school was like in 19th-century Australia and who went to school.
  - 1 AllExperts, 'What was education like in Australia in 1850?', <http://en.allexperts.com/q/General-History-674/Education.htm#b>
  - 2 Aussie Educator, 'History of Australian Education', <http://www.aussieeducator.org.au/education/other/history.html>
  - 3 National Archives of Australia, Documenting a Democracy, Education Act 1872 (Vic), <http://www.foundingdocs.gov.au/item.asp?sdID=25>
- Provide students with the literacy rates in various countries. Ask students which ten countries have the highest literacy rates and which ten have the lowest. As a class, ask students to discuss why literacy is high or low in these countries. Ask students to find out where Australia is ranked on the list.
- Ask students to create a Y chart about going to school in the 19th century based on the following questions:
  - 1 What did going to school look like?
  - 2 What did going to school feel like?
  - 3 What did going to school sound like?

#### **Reflect**

- Ask students to complete the fishbone graphic organiser about what types of literacies children need in the 21st century. On one side of the diagram, students list the types of literacies children needed in the 19th century. Have students provide reasons we need to be more literate today.

#### **Download**

Student Activity Sheet H17.4: Reading

### **Aligned resources**

All experts, <http://en.allexperts.com/q/General-History-674/Education.htm#b>

Aussie Educator, History of Australian Education,  
<http://www.aussieeducator.org.au/education/other/history.html>

Documenting a Democracy, Education Act in Victoria (1872),  
<http://www.foundingdocs.gov.au/item.asp?sdID=25>



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

Student Activity Sheet H17.4  
Activity 4: Reading

Episode 17 | 1848: Johanna  
Clip: Loves me, loves me not

## Reading

- 1 Research what going to school was like in 19th-century Australia. Find out who went to school, how long they stayed and how old they were when they left. Write the information as a report.
- 2 Research literacy rates in various countries. List the top ten countries with the highest literacy rates and the lowest ten countries. Suggest reasons these countries are ranked with high literacy rates and low literacy rates.

Highest literacy rates	Lowest literacy rates
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

**a** Why do some countries rank high for literacy rates?

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**b** Why do some countries rank low for literacy rates?

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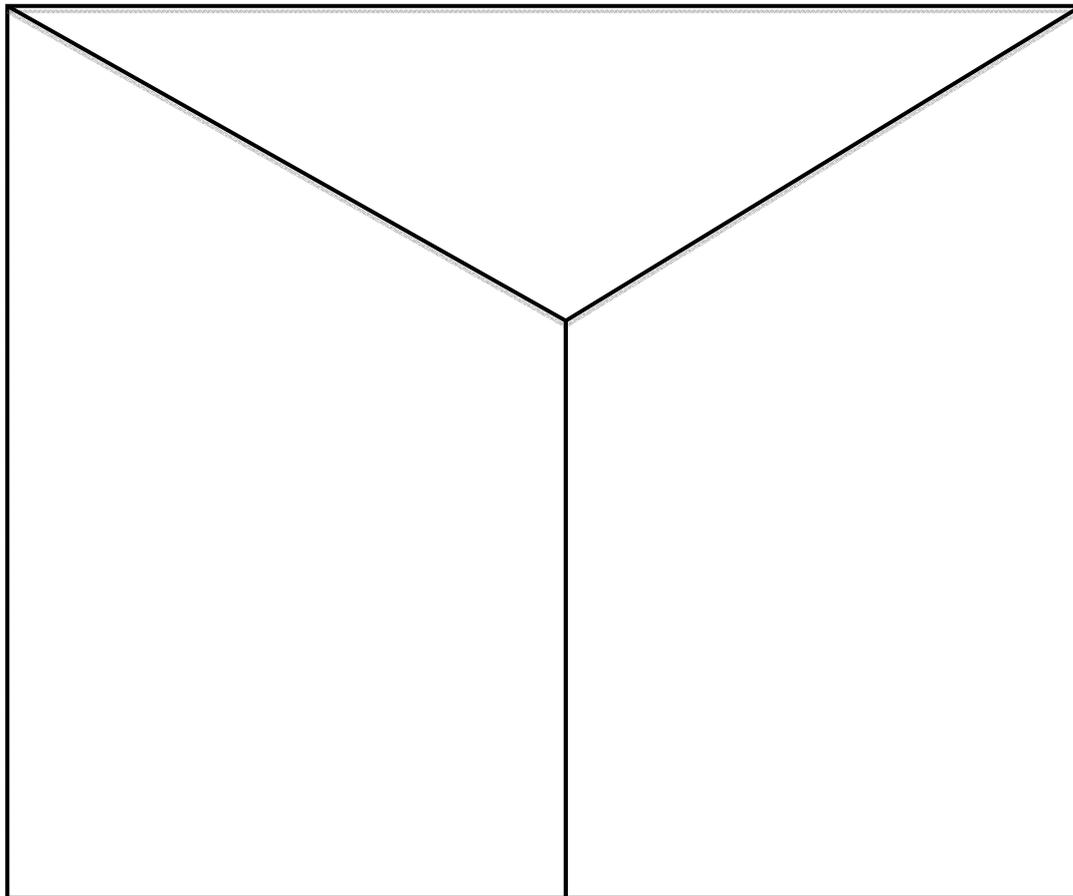
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3 Create a Y chart about going to school in the 19th century based on the following Y chart:

- Looks like?
- Feels like?
- Sounds like?

**Looks like**



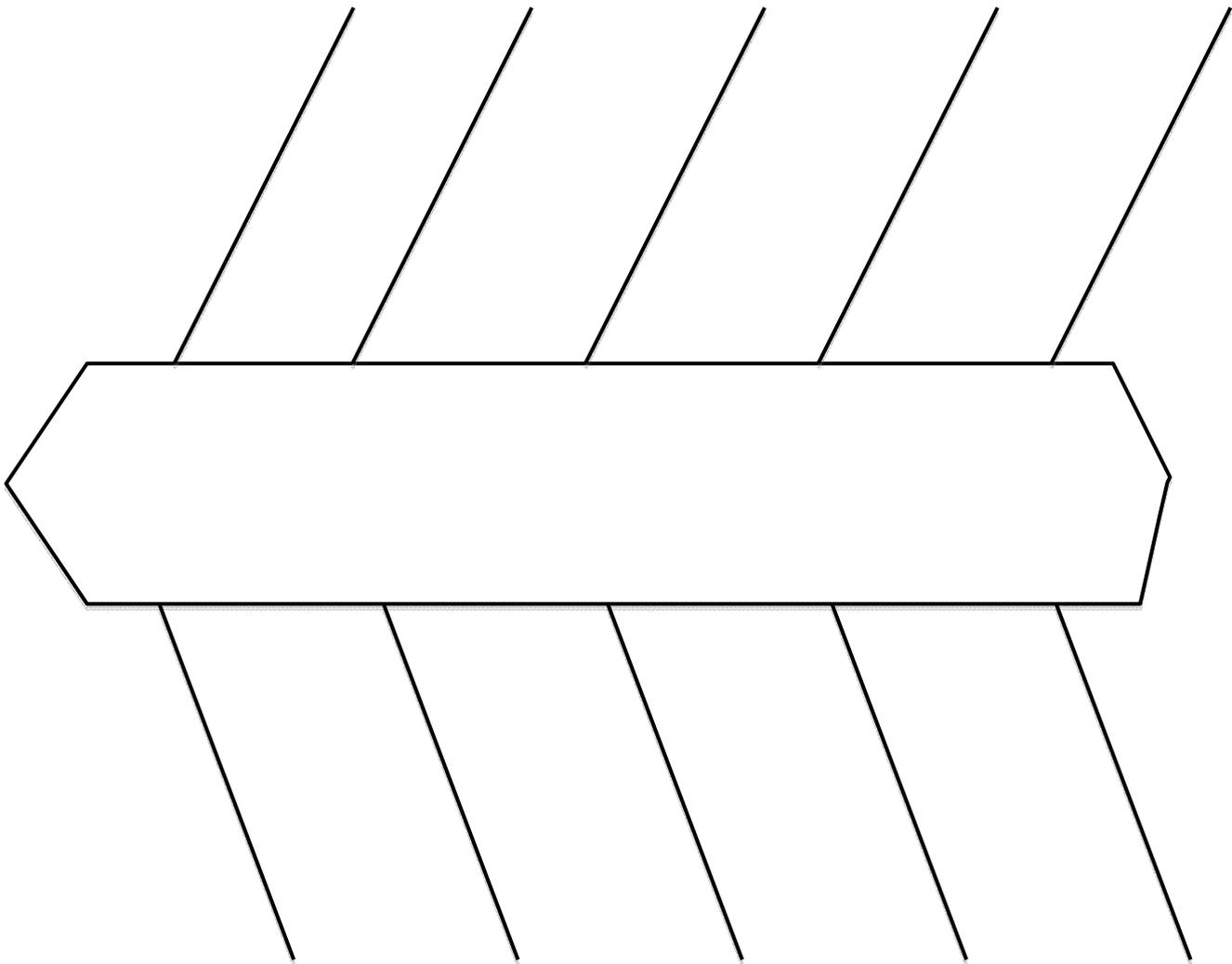
**Sounds like**

**Feels like**



- 4 Complete the fishbone chart by listing on one side the types of literacies children need in the 21st century. On the other side, list the types of literacies children needed in the 19th century. Give reasons children in the 21st century need to be more literate today.

**21st-century literacies**



**19th-century literacies**

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## EPISODE CLIP: MY FATHER'S HOUSE

### ACTIVITY 5: HOUSES

#### Subthemes: Gender roles and stereotypes; Social order and education

- Houses in the 1840s reflected their owner's wealth and status. Wealthy landowners like the Owen family possessed large houses built with multiple stories and many rooms. This is in contrast to Johanna's much smaller house as seen in the clip.

#### Discover

- Ask students to describe the 'big house' that belongs to the Owen family. They could consider the following questions:
  - 1 What were the living rooms used for?
  - 2 How many rooms would be in the house?
  - 3 Where was the kitchen in relation to the bedrooms?
  - 4 What was the house made of?
  - 5 What was the style of the Owens' house?
  - 6 What types of windows were used?
  - 7 What other buildings would have been erected beside the main house?
  - 8 Were there separate servant quarters in the house?
- Ask the students to compare the Owen house to the modest house owned by Johanna's family. Ask students to consider:
  - 1 What was the style of Joanna's house?
  - 2 What was the house made from?
  - 3 How many rooms were in the house?
  - 4 Were there any other structures outside the house?
  - 5 How many fireplaces were there in the house?
  - 6 Did the house have a separate kitchen and dining room?
  - 7 Were there any servant quarters?
- Discuss with students the idea that many people had to share bedrooms and other areas in the house.
- Ask students to research house styles used in the 19th century. They could find some examples of Australian homes. The following websites may be useful:
  - 1 Australian Heritage Council, 'Our House: Histories of Australian Homes', <http://www.environment.gov.au/heritage/ahc/publications/commission/books/ourhouse/nsw.html>
  - 2 Culture Victoria, 'Melbourne's Homes', <http://www.cv.vic.gov.au/stories/melbournes-homes/>
  - 3 National Library of Australia, 'Cooee: Australia in the 19th Century', 'Shelter', <http://www.nla.gov.au/exhibitions/cooe/shelter.html>
  - 4 National Trusts of Australia, <http://www.nationaltrust.org.au/Australian-National-Trust-Properties>
  - 5 Victorian Department of Planning and Community Development, 'What House is That?', <http://www.dpcd.vic.gov.au/heritage/heritage-places-and-objects/What-house-is-that>

### Reflect

- Introduce the concept of house plans. Ask students to imagine they are looking down from the top of a house like a bird. Then ask students to imagine they can see through the roof to the rooms below. To facilitate understanding of this concept, students could be shown examples of architectural plans.
- Ask students to draw a plan of the Owens' house. They could also draw a plan of Johanna's house.
- Ask them to consider the location of the kitchen and bathroom. Ask students to think about how the basic amenities of houses were different to those in the houses of today. They could also find out if outdoor plumbing and toilets were a common feature and how many houses had only a single heating source.

### Download

Student Activity Sheet H17.5: Houses

## Aligned resources

Australian Heritage Council, 'Our House: Histories of Australian Homes',

<http://www.environment.gov.au/heritage/ahc/publications/commission/books/ourhouse/nsw.html>

Culture Victoria, 'Melbourne's Homes', <http://www.cv.vic.gov.au/stories/melbournes-homes/>

National Library of Australia, 'Cooee: Australia in the 19th Century', 'Shelter',

<http://www.nla.gov.au/exhibitions/cooee/shelter.html>

National Trusts of Australia, <http://www.nationaltrust.org.au/Australian-National-Trust-Properties>

Victorian Department of Planning and Community Development, 'What House is That?',

<http://www.dpcd.vic.gov.au/heritage/heritage-places-and-objects/What-house-is-that>



## Houses

1 Answer the questions about the 'big house' in this clip.

a What were the living rooms used for?

\_\_\_\_\_

b How many rooms would be in the house?

\_\_\_\_\_

c Where was the kitchen in relation to the bedrooms?

\_\_\_\_\_

d What was the house made of?

\_\_\_\_\_

e What was the style of the Owens' house?

\_\_\_\_\_

f What types of windows were used?

\_\_\_\_\_

g What other building would have been erected beside the main house?

\_\_\_\_\_

h Were there separate servant quarters in the house?

\_\_\_\_\_

2 Now think about Johanna's house and answer the questions.

a What was the style of Joanna's house?

\_\_\_\_\_



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

**b** What was it made from?

\_\_\_\_\_

**c** How many rooms were in the house?

\_\_\_\_\_

**d** Were there any other structures outside the house?

\_\_\_\_\_

**e** How many fireplaces were there in the house?

\_\_\_\_\_

**f** Did the house have a separate kitchen and dining room?

\_\_\_\_\_

**g** Were there any servant quarters?

\_\_\_\_\_

**3** Research houses from 19th-century Australia on the internet and in the library. Here are some websites to help you.

**a** Australian Heritage Council, 'Our House: Histories of Australian Homes', <http://www.environment.gov.au/heritage/ahc/publications/commission/books/ourhouse/nsw.html>

**b** Culture Victoria, 'Melbourne's Homes', <http://www.cv.vic.gov.au/stories/melbournes-homes/>

**c** National Library of Australia, 'Coee: Australia in the 19th Century', 'Shelter', <http://www.nla.gov.au/exhibitions/coee/shelter.html>

**d** National Trusts of Australia, <http://www.nationaltrust.org.au/Australian-National-Trust-Properties>

**e** Victorian Department of Planning and Community Development, 'What House is That?', <http://www.dpcd.vic.gov.au/heritage/heritage-places-and-objects/What-house-is-that>



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

**4** Draw up plans of the Owens' house and Johanna's house. Label each room and list the furniture that would be used for that room.

**a** The Owens' house

**b** Johanna's house

## EPISODE CLIP: MY FATHER'S HOUSE

### ACTIVITY 6: TOYS OF THE PAST

**Subthemes: Entertainment and games; Gender roles and stereotypes; Social order and education**

In this clip, Johanna plays with a doll that belongs to Mr Owen's young daughter. Toys have always been an important part of children's lives, reflecting many of the social and cultural values of the era in which they were made.

#### Discover

- As a class, ask students to list five favourite toys that they play with today. They are to name them and answer the following questions:
  - 1 What are they made of?
  - 2 Where were they made?
  - 3 How do they operate?
  - 4 What source of power do they use?
  - 5 Who are they made for?
- Ask students to research toys of the 19th century, considering the differences between toys of today and those of Johanna's time (1840s). As a class, ask students to consider:
  - 1 What types of toys would a girl have played with?
  - 2 What types of toys would a boy have played with?
- Students could use the following websites to help them:
  - 1 Toys of the Past, [http://www.museumeducation.bedford.gov.uk/bedfordbytes/toys/images\\_toys/gallery\\_toy\\_photos/index.htm](http://www.museumeducation.bedford.gov.uk/bedfordbytes/toys/images_toys/gallery_toy_photos/index.htm)
  - 2 Powerhouse Museum, [http://www.powerhousemuseum.com/collection/database/search\\_tags.php?tag=toy](http://www.powerhousemuseum.com/collection/database/search_tags.php?tag=toy)
  - 3 Museum of Childhood, 'Toys', <http://www.vam.ac.uk/moc/collections/toys/index.html>
- Using a Venn diagram ask students to compare and contrast toys from Johanna's time with the types of toys they play with today.

#### Reflect

- Introduce students to a digital museum box tool at <http://museumbox.e2bn.org/>. This tool will assist them to collect images, data and facts to help their reflection. A digital museum box provides a tool for students to collect information on an event, person or historical period by placing items in a virtual box. You can display anything from a text file to a movie. Students should find examples and information on toys for both girls and boys.
- Using the information and images they have collected in their museum boxes, students can create a Photo Story or slideshow presentation using the title **Boys' and girls' toys: then and now**. Within their presentations, students should be directed to reflect on how much has changed or not changed in how gender influences the manufacture of toys.



## Download

Student Activity Sheet H17.5: Toys of the past

## Aligned resources

Bedford Bytes, 'Toys of the Past',

<http://www.museumeducation.bedford.gov.uk/bedfordbytes/toys/index.htm>

Museum of Childhood, 'Toys', <http://www.vam.ac.uk/moc/collections/toys/index.html>

Powerhouse Museum,

[http://www.powerhousemuseum.com/collection/database/search\\_tags.php?tag=toy](http://www.powerhousemuseum.com/collection/database/search_tags.php?tag=toy)



## Toys of the past

- 1 List five favourite toys that you play with today. Name each toy and answer the following questions.

Name of toy	What is it made from?	Where was it made?	How does it operate? What power does it use?	Who is it made for?
1				
2				
3				
4				
5				

- 2 Research 19th-century toys. What are some of the differences between toys of today and those of Johanna's era?

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- 3 What types of toys would a girl have played with in the 19th century?

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- 4 Do girls still play with this type of toy today?

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- 5 What types of toys would a boy have played with in the 19th century?

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

6 Do boys still play with this type of toy today?

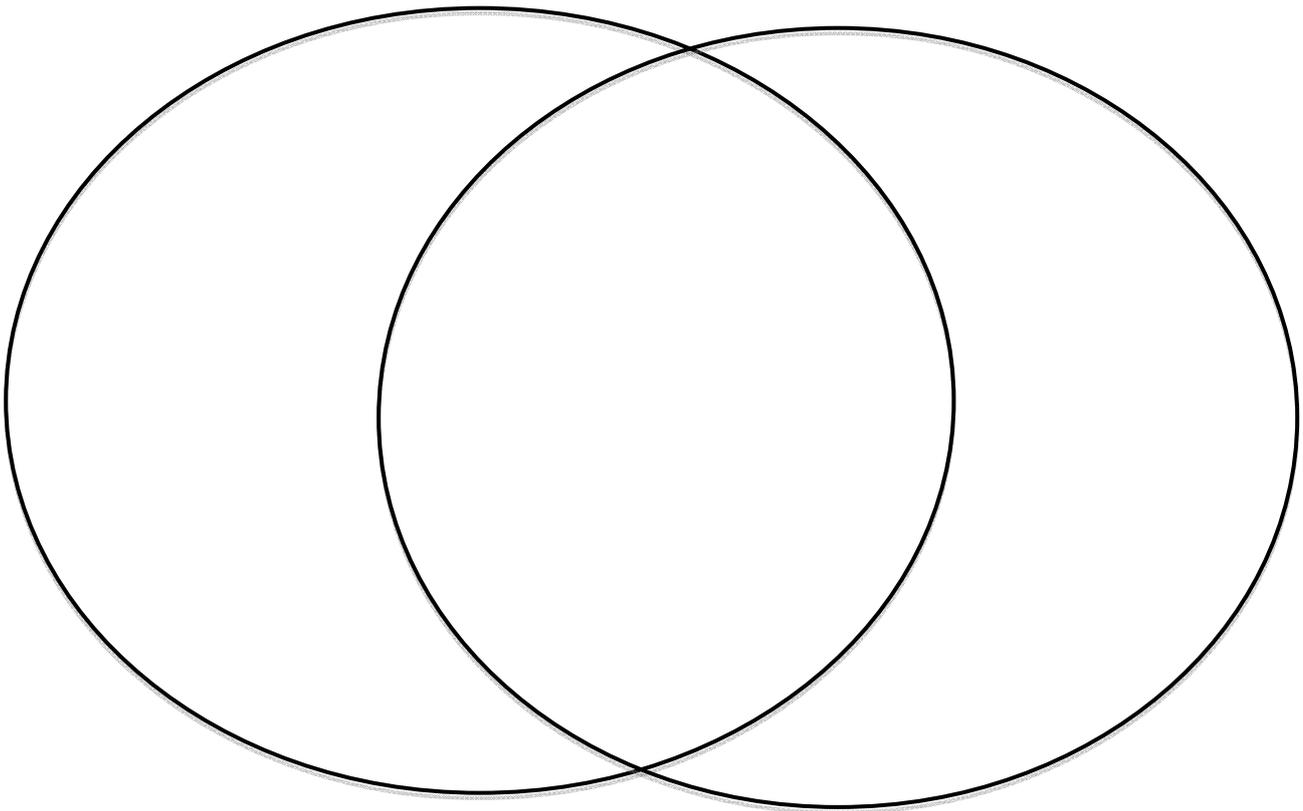
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7 Using a Venn diagram, compare and contrast toys from Johanna's time (1840s) with the types of toys you play with today.

**Toys of Johanna's time, 1848**

**Toys of today**





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

- 8 Use an online museum box to collect images and information on 19th century toys. Find examples and information on toys for both girls and boys. Using the information and images you have collected in your museum boxes, create a slideshow presentation based on the title **Boys' and girls' toys: then and now**.
  
- 9 How much has changed or not changed in the toys that girls and boys played with in Johanna's time (1840s) compared with the toys of today?

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## EPISODE 17 | 1848: JOHANNA

Unit focus: English

Year levels: 3–6

### EPISODE CLIP: TORMENT

#### ACTIVITY 1: WORKING THEN AND NOW

Subthemes: Chores, business and employment; Gender roles and stereotypes; Social order and education

##### Discover

- Watch the clip and ask students to focus on the action involving Johanna. Ask them to consider what she is doing and why she is working. Identify the tasks Johanna is expected to do. For example, she must load and then pull a cart filled with vegetables, remember the order for each person to whom she delivers the vegetables and collect money in payment. As a class, compare these tasks with chores or paid work expected of children today. Ask students to use **Student Activity Sheet 17.1: Working then and now** to list chores or paid jobs undertaken by children at home or in the workplace, and to also record information for both eras about tools or technology used for these tasks.
- Technology is one factor that distinguishes work in different eras. Modern examples are the use of dishwashers in today's homes and electronic cash registers and EFT machines in shops. Ask students to share their responses to the following questions:
  - 1 How are household chores today similar or different to those in the clip?
  - 2 What tools or machines help with household chores today?
  - 3 What is the minimum age for a child today to get a paid job?
  - 4 What tools or machines help people in the workplace?
  - 5 Compare the work expected of a child in 1848 and today. Which is easier and why?
- Ask students to consider the type of education available to children in the mid-19th century. They should find out when schooling in Australia was established, the types of subjects taught and who went to school. Focus their attention on the scene at the school and on the age and gender of the characters. Ask students why there might be no girls or Indigenous students at school. Ask whether they think school attendance was possible for Johanna and what girls might be expected to do if they weren't able to attend school. Refer to the following websites for information:
  - 1 Genealogy in New South Wales, <http://heritagegenealogy.com.au/blog/tag/schools/>
  - 2 aussie educator, 'History of Australian Education', <http://www.aussieeducator.org.au/education/other/history.html>
- Have students share their findings about education and start a wiki where they can post information. A good place to start creating your own wiki is Wikispaces, <http://www.wikispaces.com/>



### Reflect

- Ask the class to review their earlier ideas about why Johanna may not have been at school, and then have them consider reasons why all children in Australia today are expected to attend school. Create a large class chart listing advantages and disadvantages of attending school during childhood.
- Ask each student to use template in **Student Activity Sheet E17.1: Working then and now** to write a letter to the editor of a newspaper in 1848, advocating that all children, including girls and Indigenous children, should have the right to attend school. In the letter they should state the reasons why they believe everyone deserves the right to be taught to read and write.

### Download

Student Activity Sheet E17.1: Working then and now

## Aligned resources

aussie educator, 'History of Australian Education',

<http://www.aussieeducator.org.au/education/other/history.html>

Genealogy in New South Wales, <http://heritagegenealogy.com.au/blog/tag/schools/>

Wikispaces, <http://www.wikispaces.com/>



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

Student Activity Sheet E.17.1  
Activity 1: Working then and now

Episode 17 | 1848: Johanna  
Clip: Torment

### Working then and now

- 1 List tasks you see Johanna performing in 1848. List chores and paid work that children do today. Identify and list the tools and technology used to assist with each job.

Johanna's tasks in 1848	Tools/technology used

Chores and jobs today	Tools/technology used



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

**2** Answer the following questions relating to the clip:

**a** How are household chores today similar or different to those in the clip?

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**b** What tools or machines help with household chores today?

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**c** What is the minimum age for a child today to get a paid job?

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**d** What tools or machines help people in the workplace today?

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**e** Compare the chores of a child in 1848 and today. Which child would have found tasks easier and why?

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## EPISODE CLIP: TORMENT

### ACTIVITY 2: IT'S ALL ABOUT CLASS

Subthemes: Character; Language and scripting; Social order and education

#### Discover

- As a class, view the clip **Torment** and discuss the settings, main and secondary characters, and key events. Ask students to record the role and status of the major characters in the episode, including Granny Sarah, Johanna, Miss Hannah, the teacher and the schoolboys. Ask them to suggest who Mrs Banks might be, why Johanna runs out of the house and why Miss Hannah avoids answering Johanna's question about her mother's wedding. Refer to the ABC3, 'My Place' website, <http://www.abc.net.au/abc3/myplace/> for more information about the characters. Develop a relationships sociogram of all the characters in the episode so that students can see the connections.
- Instruct students to form pairs to read the script for this episode. The script is available on **My Place for Teachers**, 'Behind the scenes'. Ask the student pairs to search the script and highlight examples of language that provides information about social status and about the roles of women and girls in Australia at this time. Have each pair report their findings. As a class discuss the issues of class distinction, the position of women and girls, schooling and work during this era.
- View the clip again and ask the class to observe the portraits on the walls inside the house. Ask the students to respond to these questions:
  - 1 Who are the people in the paintings?
  - 2 Why are they important to the Owen family?
  - 3 Would there be a painting of Johanna or her mother or grandmother on their walls? Why do you think this?
- As a class, examine evidence about the relationships and status of people in the clip using the following to guide the discussion:
  - 1 Why do you think Johanna ran from the house before Miss Hannah returned to the front door?
- Class distinction is also demonstrated in the clip when Johanna was teased and attacked by the schoolboys. Ask students to respond to the following:
  - 1 Describe the relationship between Johanna and the schoolboys.
  - 2 What were the consequences given to the boys for their bullying behaviour? Is this fair? Why or why not?
  - 3 How does this treatment compare to consequences related to behaviour at school and at home today?

#### Reflect

- Ask students to consider why class and gender distinctions existed and seemed to be accepted in this era, and to think about Australian society today. Ask if they believe such distinctions still exist, and have them provide examples to support their assertions.



- Incidents of bullying at school are reported in the media quite often. The media frequently seem to support one side and portray those involved as either the victim or the aggressor. They tend to paint each participant as either 'good' or 'bad'. Divide students into pairs and ask them to develop a script for a media report on the incident where Johanna is attacked by the boys at the school. Ask students to consider the selection of spoken language and non-verbal communication when they present the report. Each pair can enact a news report where one student is the news reporter and the other is either a bystander or the victim, giving an account of what has happened.

### **Download**

Student Activity Sheet E17.2: It's all about class

## **Aligned resources**

ABC3, 'My Place', <http://www.abc.net.au/abc3/myplace/>



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

Student Activity Sheet E17.2  
Activity 2: It's all about class

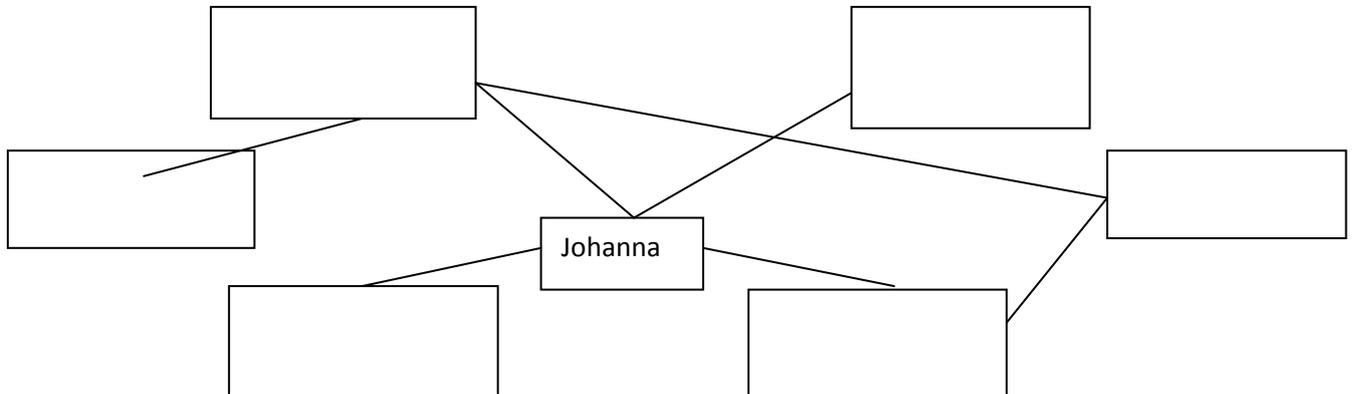
Episode 17 | 1848: Johanna  
Clip: Torment

### It's all about class

- 1 Record the role and status of the major characters in the episode. Refer to the ABC3, 'My Place' website, <http://www.abc.net.au/abc3/myplace/> for more information about the characters.

Character	Role	Status
Granny Sarah		
Johanna		
Miss Hannah		
Maryann		
George		
Mr Owen		
Edgar Owen		
Christabel Owen		
Other schoolboys		

- 2 Develop a relationships sociogram to show the relationships between the characters in the clip. Your sociogram may look something like this example.



- 3 Describe the relationship between Johanna and the schoolboys.

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- 4 What consequences were given to the boys for their bullying behaviour? Is this fair? Why or why not?

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- 5 How does this treatment compare to consequences related to behaviour at school and at home today?

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- 6 In pairs, develop a script for a media report on the incident where Johanna is teased and attacked by the boys at the school. Consider carefully the spoken language and non-verbal language, such as mannerisms and gestures that you will need in the report. In your pairs, act out a news report. One student should play the news reporter and the other is either a bystander or the victim.

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## **EPISODE CLIP: LOVES ME, LOVES ME NOT**

### **ACTIVITY 3: DYING WITH DIGNITY**

**Subthemes:** Character; Customs and traditions; Language and scripting

#### **Discover**

- Play the clip to the class, and discuss the role of Granny Sarah. Ask students to replay the clip to establish whose gravesites Granny Sarah is visiting (her husband's and her child's) and why she is visiting the cemetery on her birthday. Ask them to work in groups of three or four to establish the family relationships that exist between characters in the clip. Refer to the ABC3, 'My Place' website <http://www.abc.net.au/abc3/myplace/> for more information about the characters.
- Sarah is a character who features across five decades (episodes 17, 18, 19, 20 and 21). Ask students to view these episodes and distinguish the differences of her role in each. Sarah is a connecting device used in the overall story of 'My Place'. Ask students to fill in a table that describes Sarah's role in each episode.
- Sarah and Johanna (mother and daughter of Alice) visit Alice's grave. Ask students to notice the information on the gravestone to work out Sarah's age, Alice's age when she died and then Johanna's age. A gravestone may also have an epitaph that says how a person has lived their life or how they wish to be remembered. The epitaph on Alice's gravestone reads as:

Alice  
Beloved mother to Johanna  
Daughter of Sam and Sarah  
Sister to Davey and Maryann  
1818–1838

- During the conversation between Johanna and Granny Sarah and throughout the episode there is information, both stated and implied, about Johanna's father. The ditty, 'He loves me, he loves me not' is full of meaning for Johanna and her quest to find out who her father is. Ask students about Granny Sarah's attitude to Sarah finding her father and contrast it with Johanna feelings. Ask them why each character would feel this way. Discuss with students the impact on Johanna of being an orphan and not knowing either of her parents.

#### **Reflect**

- It appears that Granny Sarah has established a tradition of visiting the cemetery each year on her birthday. As a class, brainstorm traditions or rituals around death and dying. (Teachers need to consider if this activity is advisable for their particular class and also ensure students exercise sensitivity towards any peers who have experienced loss or grief.)

*Please note the following before you undertake the activity below.*

*Before suggesting that students investigate traditions and protocols of bereavement of a local Indigenous group, seek advice from the relevant community about whether the activity is appropriate for your local context. Ask about appropriate sources of information and about what information is appropriate for students to know and share.*

You could seek further support or receive advice about who best to speak to by:

- 1 *talking to Indigenous people working in your school*
  - 2 *connecting with staff from your education sector at a local, regional or state level*
  - 3 *talking and sharing with the families of your Indigenous students*
  - 4 *seeking out a school that has Indigenous students or contacts with Indigenous schools or communities if you have a small number of Indigenous students or no Indigenous students at your school*
  - 5 *finding out about Indigenous groups and organisations in your local area and getting to know people and asking for guidance.*
- Have the class break into groups of three or four to investigate traditions and rituals related to bereavement across different groups. Each group should select one of the following – Christian, Muslim, Buddhist or a local Indigenous group – and investigate traditions or protocols of bereavement of that religions or culture. Bear in mind that there may be crossovers between religious and cultural traditions. If students are investigating a local Indigenous group, you may wish to remind them that Aboriginal and Torres Strait Islander peoples are culturally diverse, and different Aboriginal and Torres Strait Islander cultures across Australia have different traditions.
  - Provide each group with the KWLH chart from **Student Activity Sheet E17.3: Dying with dignity** to help them to plan their investigations. Guide each group in conducting effective research, for example, considering relevance and validity of sources, and then support each group as they organise their information to share with the class.
  - Encourage students to write a eulogy for Johanna, Sarah or Alice. Explain that the purpose of a eulogy is to sum up the main events of a person's life and to persuade the audience that they were the best person they could be in life. Or, write a poem about the feelings associated with the loss. Each form of writing must start with, 'She loves me, she loves me not ...'.

## Download

Student Activity Sheet E17.3: Dying with dignity

## Aligned resources

ABC3, 'My Place', <http://www.abc.net.au/abc3/myplace/>

## Useful resources from Education Services Australia

R3348 *Funeral of Burke and Wills, Melbourne, 1863*

R5940 *Mourning pendant by John Wilkinson, 1826*



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

Student Activity Sheet E17.3  
Activity 3: Dying with dignity

Episode 17 | 1848: Johanna  
Clip: Loves me, loves me not

## Dying with dignity

1 Fill in the table to describe Sarah's role in the series.

Year	Sarah's role
1848	
1838	
1828	
1818	
1808	

2 What is Sarah's age in 1848?

\_\_\_\_\_

3 What year did Alice die? How old was she?

\_\_\_\_\_

4 What is Johanna's age in 1848?

\_\_\_\_\_

5 What is Granny Sarah's attitude to Sarah finding her father?

\_\_\_\_\_

6 Why does Johanna want to find out who her father is?

\_\_\_\_\_



7

- a Select one of the following groups – Christian, Muslim, Buddhist or a local Indigenous group – and investigate traditions of burial and bereavement. There may be some similarities between religious and cultural traditions.
- b Complete the first two columns to show what you know, and what you would like to find out about the traditions and rituals of your selected group.
- c After your investigations, complete the remaining columns.

<b>KWLH chart</b>			
<b>What I know</b>	<b>What I want to know</b>	<b>What I learned</b>	<b>How I learned it</b>



## **EPISODE CLIP: LOVES ME, LOVES ME NOT**

### **ACTIVITY 4: DEAR DAVEY**

Subthemes: Character; Language and scripting; Relationships

#### **Discover**

- As a class, view the clip **Loves me, loves me not** and ask students for their opinions about the 'situation' in which Johanna finds herself. Granny Sarah talks about Johanna being teased. She blames Johanna for getting herself into 'these situations' and she senses that Johanna provokes the incidents. Ask students to identify what it is about Johanna that may cause this unwanted attention.
- Conduct a think-pair-share activity. To begin, each student considers what Granny Sarah might mean when she tells Johanna to 'turn the other cheek'. Have students rewrite the saying in their own words, while keeping the same meaning. Have students illustrate their new saying with a picture or cartoon. As a class discuss the appropriateness of 'turning the other cheek' when it comes to dealing with teasing or bullying behaviour at school today. Brainstorm a large list of alternative ways to cope with and to deal with unacceptable teasing or bullying behaviours at school today.
- Johanna reads a letter to Granny Sarah from her uncle Davey, who now lives in Bathurst. The letter highlights what a wonderful and productive life he is living, and he invites them to travel to Bathurst to live with him. Ask students to consider why Granny Sarah wants Johanna to read it. What do they think Granny Sarah means when she tells Johanna that you can do anything you want if you can read? Have students also consider why Johanna made up wild sentences.

#### **Reflect**

- Ask students to write a letter from Johanna to Davey telling him about what has happened over the past day and of her quest to find her father. The letter should describe her thoughts and feelings about the events. Students can interpret her actions as those of the victim or the perpetrator. The language they choose to adopt can evoke sympathy or anger.
- Alternatively, write a letter from Johanna to her father telling him of her feelings about being abandoned and of her quest to find him.

#### **Download**

Student Activity Sheet E17.4: Dear Davey



### Dear Davey

- Write a letter from Johanna to Davey telling him about what has happened over the past day and of her quest to find her father. The letter should describe her thoughts and feelings about events. You may see Sarah as either the victim or the perpetrator.

(Address)

(Date)

Dear Davey,

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Yours truly,  
*Johanna*

## **EPISODE CLIP: MY FATHER'S HOUSE**

### **ACTIVITY 5: RED HERRINGS**

**Subthemes: Character; Language and scripting; Relationships**

#### **Discover**

- In this clip Johanna asks a number of people to tell her about her father. She tells Granny Sarah that everyone has lied to her. Ask students to view the clip carefully to find out when Johanna realises the stories are not true, and to think about why every person might tell Johanna a different story.
- There seems to be a conspiracy between the characters not to tell Johanna the truth. Ask students why they feel that so many people would agree to withhold the truth. Johanna may be young but she is intelligent and she hatches a plan to uncover the truth.
- Divide the class into small groups of four. Each group is a CSI investigation team and they are to find the clues throughout the episode that lead Johanna to the truth. Ask students to locate five important clues that Johanna tracks down as she tries to find out who her father is. They should also note the 'red herrings', or the untruths, that people tell her.
- Ask students to view the clip again, looking at the ways in which the filmmaker reveals Johanna's, Granny Sarah's and Maryann's feelings through the dialogue, but also at times without them needing to say anything. Have students role-play each of their interactions, emphasising an accurate portrayal of each character's thoughts and feelings through the use of body language such as gestures and facial expressions.
- Discuss the ways in which the filmmaker aligns the audience with Johanna's character. Ask students to discuss the following questions:
  - 1 Who does the filmmaker align the viewer with in this clip?
  - 2 What filmmaking techniques are used to do this?
  - 3 Why is the character Johanna the most significant character in this clip?

#### **Reflect**

- Ten Questions game: In their CSI groups, have each member of the team elect to be a character from the episode. They should study the character thoroughly and produce a character profile. The other students in the group can ask a total of ten questions to the person in character and try to guess who they are. The character can elect to answer only five questions correctly and the other five questions can be 'red herrings'. The rest of the group needs to work out which answers were true and which were red herrings in order to guess the identity of the character. They should observe the body movements, expressions and language of the character in order to do this.
- Ask students to each create a 'Missing person' poster that illustrates and describes what they think Johanna's father's appearance and personality might be like. Display and discuss reasons for the choices made by each student.

#### **Download**

Student Activity Sheet E17.5: Red herrings

## Aligned resources

Australian Heritage Council, 'Our house: histories of Australian homes',

<http://www.environment.gov.au/heritage/ahc/publications/commission/books/ourhouse/nsw.html>

Culture Victoria, 'Melbourne's Homes', <http://www.cv.vic.gov.au/stories/melbournes-homes/>

National Library of Australia, 'Coote: Australia in the 19th century', 'Shelter',

<http://www.nla.gov.au/exhibitions/coote/shelter.html>

National Trusts of Australia, <http://www.nationaltrust.org.au/Australian-National-Trust-Properties>

Victorian Department of Planning and Community Development, 'What house is that?',

<http://www.dpcd.vic.gov.au/heritage/heritage-places-and-objects/What-house-is-that>



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

Student Activity Sheet E17.5  
Activity 5: Red herrings

Episode 17 | 1848: Johanna  
Clip: My father's house

### Red herrings

- 1 In your groups find five clues throughout the episode that lead to Johanna knowing the truth about her father. Also note the 'red herrings' or the untruths that people tell her.

Clues to Johanna's real father	Red herrings
1	
2	
3	
4	
5	

- 2 A filmmaker often aligns viewers with one key character. This character might be given more attention than the others, and the audience sees things from that character's point of view.

a Which character does the filmmaker align us with in this clip?

\_\_\_\_\_

b What filmmaking techniques does the filmmaker use to do this?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c Why does Johanna seem to be the most significant character?

\_\_\_\_\_

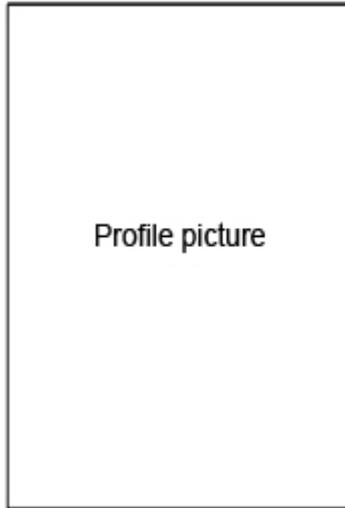
\_\_\_\_\_



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

3 Study one of your characters and produce a character profile for them:

**Character profile**



Name:

\_\_\_\_\_

Age:

\_\_\_\_\_

Family Background:

\_\_\_\_\_

Likes:

\_\_\_\_\_

Dislikes:

\_\_\_\_\_

Hobbies:

\_\_\_\_\_

Musical tastes:

\_\_\_\_\_

Fashion Favourites:

\_\_\_\_\_

## **EPISODE CLIP: MY FATHER'S HOUSE**

### **ACTIVITY 6: THE CHAMBERMAID**

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

#### **Discover**

- As a class, view the clip **My father's house** in order to establish the settings, the main and secondary characters and the key events. Ask students to examine the role and status of various characters including Johanna, Granny Sarah, Miss Hannah, Maryann, young fair-haired woman customer, older customer and the dark-haired young customer. It will assist students to replay the clip and consider where each of the characters lives or works and their actions in the clip.
- Maryann chastises Johanna for putting a frog in the chamber pot to scare Edgar Owen, and putting a potato in the pram to replace Christabel's doll. Maryann and Johanna talk about Maryann's job at the 'big house', a place that Johanna is forbidden to enter. Ask students why Maryann might refer to her employer's home as 'the big house'? Maryann emphasises that her job is too important to lose.
- Explore the idea of women in the workforce during the 1840s. Ask students to report on what work they did, what payment they received, and what the conditions of their employment were. Have students discuss the roles of the female characters in the episode and identify which of the female characters work outside the home.

#### **Reflect**

- Imagine that Maryann leaves the Owens family to go to Bathurst. Have students draft a job description for Maryann's position to be placed in the local newspaper. Students could also write an application for Maryann's job.
- In pairs, students enact a mock interview for the position of domestic servant. One student could be the interviewer and one person the interviewee. Ask students to devise a set of questions to ask the applicant about their experience, background and references. The interviewee should have a set of questions to ask about the position.

#### **Download**

Student Activity Sheet E17.6: The chambermaid

## The chambermaid

- Examine the role and status of various characters including Johanna, Granny Sarah, Miss Hannah, Maryann, young fair-haired woman customer, older customer and the dark-haired young customer. Consider where each character lives or works and what their actions are in the clip. How else do you find out about the character's status? Look at the way they speak to one another and their placement in each scene in relation to one another.

Character	What is the character wearing?	What does this say about the character's personality and their status in society?	How else do you find out about the character's status?
Johanna			
Granny Sarah			
Miss Hannah			
Maryann			
Young fair-haired customer			
Older customer			
Young dark-haired customer			

**2** Research the type of work women performed during the 1840s. Report on the types of work, the payment they received and the conditions of their employment.

**a** What work did women do?

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---

**b** What payment did women receive?

---

**c** What were the conditions of their employment?

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**3** An advertisement for Maryann's position is to be placed in the local newspaper.

**a** Draft a job description to be used in the advertisement.

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**b** Write an application for Maryann's job.

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