

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.

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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/>



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?

b What tools or machines help with household chores today?

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

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

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

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.

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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

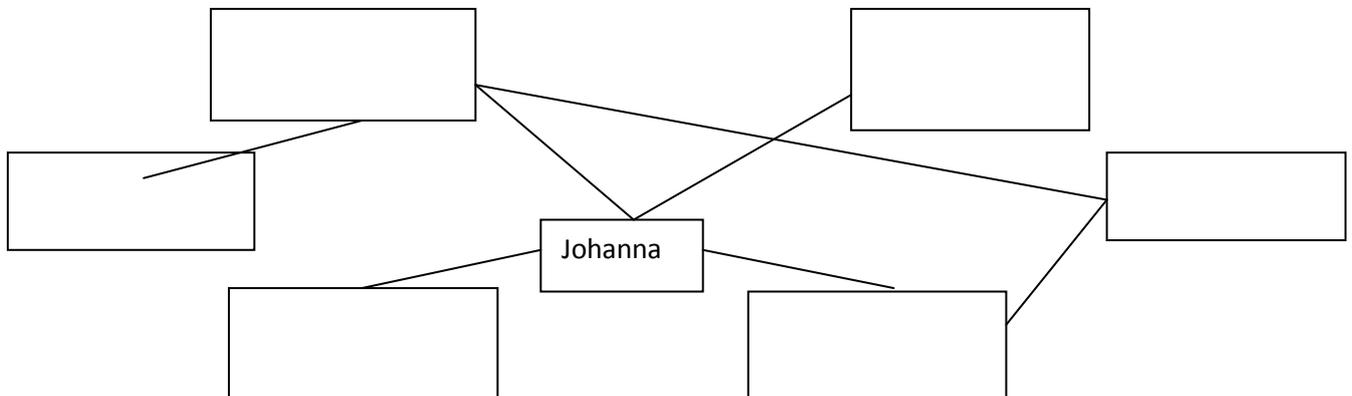
Episode 17 | 1848: Johanna
Clip: Torment

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.

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

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

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.

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 ...'.

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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*



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.

KWLH chart			
What I know	What I want to know	What I learned	How I learned it

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.

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Student Activity Sheet E17.4: Dear Davey



Name: _____

Student Activity Sheet E17.4
Activity 4: Dear Davey

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

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,

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.

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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, 'Cooee: Australia in the 19th century', 'Shelter',

<http://www.nla.gov.au/exhibitions/cooe/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>



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?

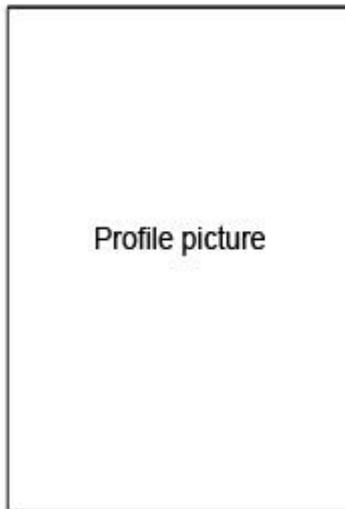
c Why does Johanna seem to be the most significant character?



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.

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Student Activity Sheet E17.6: The chambermaid



The chambermaid

- 1 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			



Name: _____

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?

b What payment did women receive?

c What were the conditions of their employment?

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.

b Write an application for Maryann's job.
