



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.



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?

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

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

Similarities:

Differences:

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

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
 - 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



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?

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

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

d What was the status of servants during this time?



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

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

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?

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
 - 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

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>



Name: _____

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>



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?

b Why do some countries rank low for literacy rates?



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

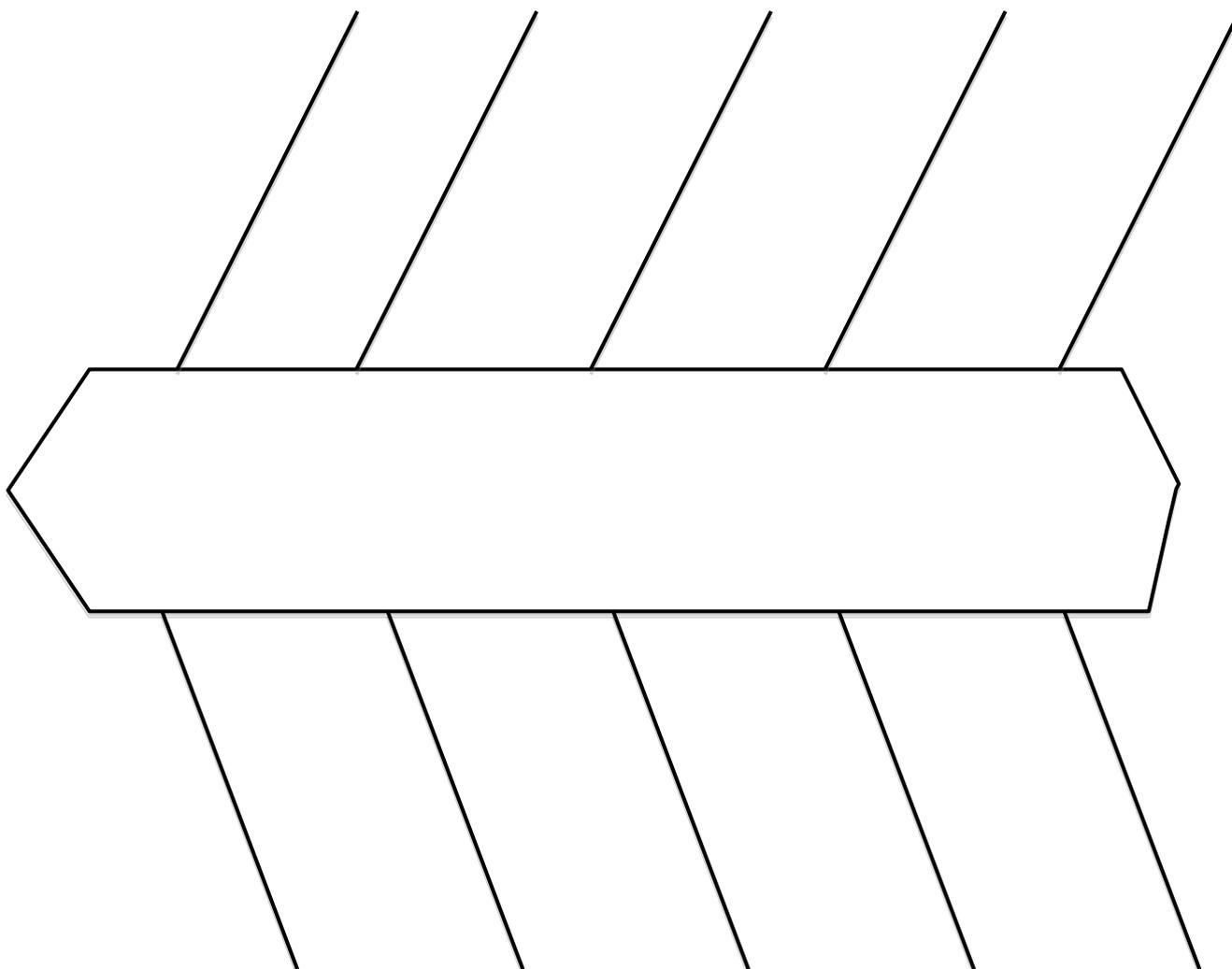
Sounds like

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

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, 'Cooee: Australia in the 19th Century', 'Shelter', <http://www.nla.gov.au/exhibitions/cooee/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
 - 2 Powerhouse Museum, 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



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?

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

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

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



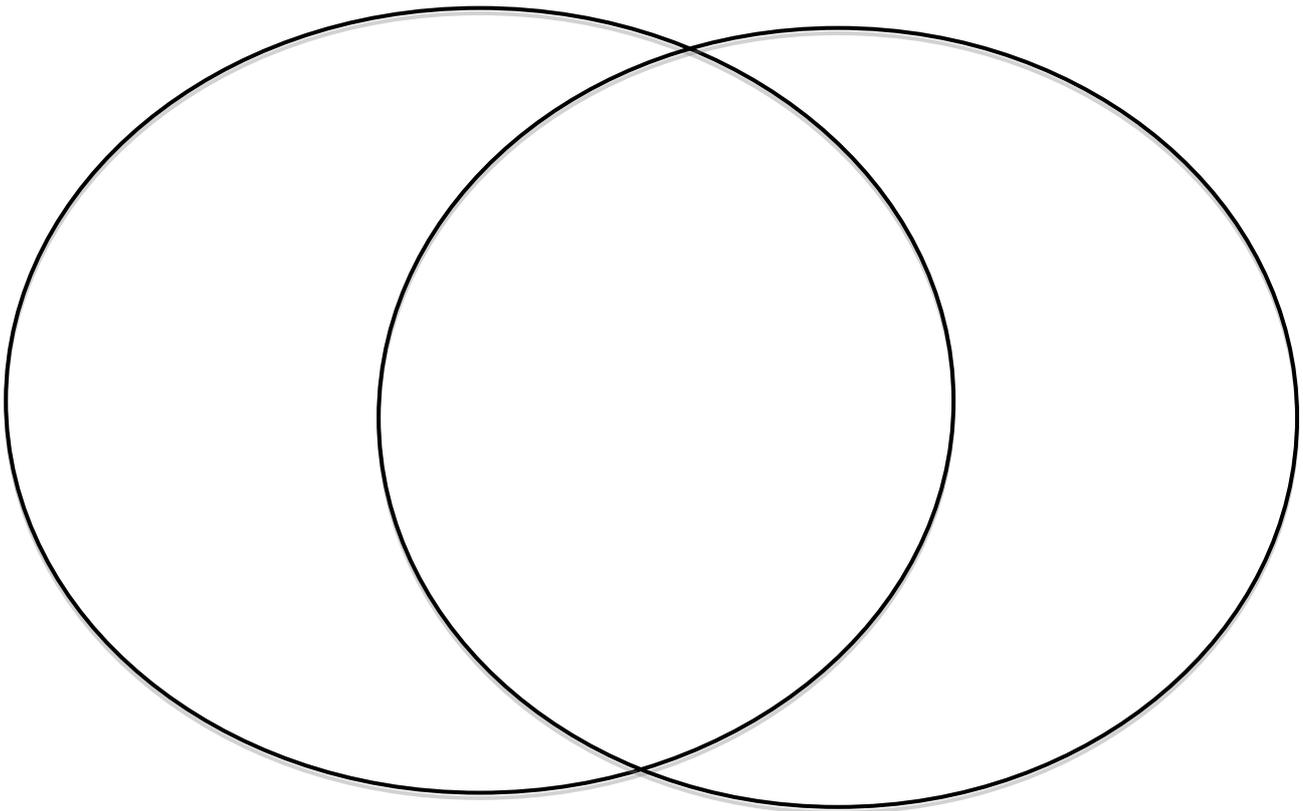
Name: _____

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

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?
