



## EPISODE 15: 1868 MINNA

Unit focus: History

Year levels: 3–6

### EPISODE CLIP: THE LEGEND OF BLOODY MARY

#### ACTIVITY 1: OLD MONEY

Subthemes: Currency; Customs and traditions

In this clip, Adelaide's brother offers Minna some money for a dare. During the 19th century and part of the 20th century, Australia used an imperial system of currency based on the British system.

#### Discover

- Discuss with students the concept of using a currency and why we use money. What were the origins of money and what was used prior to a standardised currency?
- Ask students what currency is used in Australia today? Have them bring examples to school and take rubbings of the coins. They could investigate how currency is minted in Australia and how it is distributed into the community.
- View the Virtual tour in the Currency Museum section of the Reserve Bank website at [http://www.rba.gov.au/Museum/VirtualTour/hifi/02\\_befor\\_feder\\_intro.html](http://www.rba.gov.au/Museum/VirtualTour/hifi/02_befor_feder_intro.html)
- Ask students to find out what currency was used in Minna's time (1860s). Have them compare how these denominations are different from those used today.

#### Reflect

- Ask students to research and illustrate Australian coins that were available in the 1860s. They should find information about the significance of the designs used on the coinage (consider both the front and back of each coin) and what each design represented. Students could create their own coinage based on designs of important items from past and present Australia. They could pour plaster into bottle tops and then draw their designs as a relief impression. Students would then paint the coins when dry.
- Have students research newspaper advertisements from the 1860s and gather information about what a grocery item such as a loaf of bread would cost to buy in 1860s.
- Create an imaginary shop where the students can use their coins to purchase items. Students could calculate the total cost of a list of grocery items.

#### Download

- Student Activity Sheet H15.1: Old money

### Aligned resources

Museum of Australian Currency Notes, Virtual Tour, '1788–1900 Before Federation', [http://www.rba.gov.au/Museum/VirtualTour/hifi/02\\_befor\\_feder\\_intro.html](http://www.rba.gov.au/Museum/VirtualTour/hifi/02_befor_feder_intro.html)



## Old money

**1** Research the history of money in Australia and then answer the following questions.

**a** What type of currency do we use today in Australia today?

\_\_\_\_\_

**b** What type of currency was used in the 1860s?

\_\_\_\_\_

**c** Compare the different denominations used in the 1860s with those used today.

\_\_\_\_\_

\_\_\_\_\_

**2** Research the coins used in the 1860s in Australia.

**a** Draw or find images of three different coins from the 1860s.

**b** Describe what items were used on the front and back of each coin.

\_\_\_\_\_

\_\_\_\_\_

**c** What did these items represent?

\_\_\_\_\_

\_\_\_\_\_

**d** What would be the equivalent value of the three coins in today's currency?

\_\_\_\_\_

\_\_\_\_\_



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

- 3 Design and construct your own set of coinage. Make three coins with different sizes and values.
- 4 Research the cost of grocery items from the 1860s. Share this information with the class. Make an imaginary shopping list and work out the total cost.

Grocery item	Cost
<b>Total:</b>	



## **EPISODE CLIP: THE LEGEND OF BLOODY MARY**

### **ACTIVITY 2: FASHION AND SOCIAL CLASS**

Subthemes: Social order and Education; Fashion

In this clip, Minna plays with the children of a wealthy landowner. The type of clothes each child is wearing reflects the many differences in gender and social class of the 1860s.

#### **Discover**

- Ask students to discuss how the clothes worn by different characters indicate their social status.
- Ask them to identify how the difference between the particular fabrics, hairstyles and clothing reflect the level of wealth and social position of each individual.
- The following websites may be useful:
  - 1 The Victorian Web, 'Victorian Social History: An Overview', <http://www.victorianweb.org/history/sochistov.html>
  - 2 Victorian Era England, 'Late Victorian Fashion: Women, Men, Girls, Boys', <http://www.victorian-era.org/late-victorian-fashion-women-men-girls-boys.html>

#### **Reflect**

- Ask students to find examples of fashion and clothing from the Victorian era and make a sketchbook of different styles and clothing pieces. For example, students might find information or pictures of a corset, breeches, petticoat or wig. Students could illustrate their sketchbook with images or draw pictures of the clothing items they found. Students could also write a passage explaining why this piece of clothing was worn and by whom.

#### **Download**

- Student Activity Sheet H15.2 Fashion and social class

### **Aligned resources**

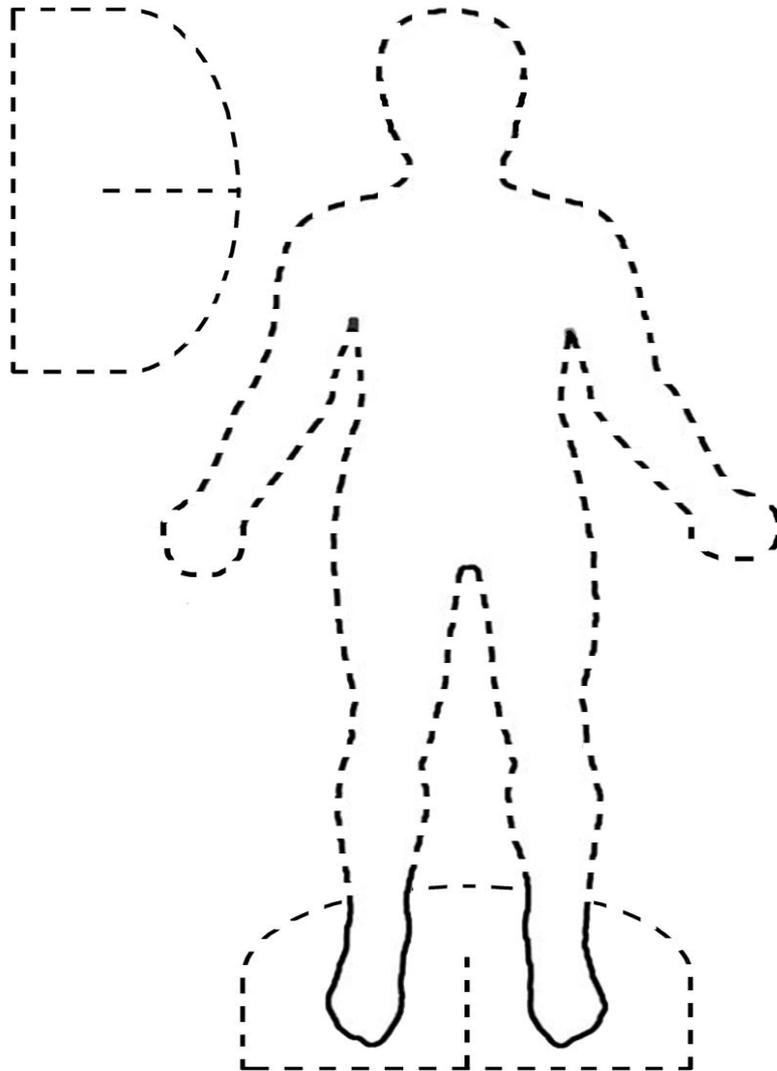
Victorian Era England, 'Late Victorian Fashion: Women, Men, Girls, Boys', <http://www.victorian-era.org/late-victorian-fashion-women-men-girls-boys.html>

The Victorian Web, 'Social History: An Overview', <http://www.victorianweb.org/history/sochistov.html>



## Fashion and social class

- 1 Explain how the fabrics, hairstyles and colours of fashion reflect different levels of wealth and social status in the clip.
- 2 Find four examples of clothing items worn in the Victorian era and make a sketchbook of the different items, for example a corset, breeches, petticoat or wig.
- 3 Explain the reason why each item of clothing was worn and by whom.
- 4 Dress the doll in the fashions that you would find Minna wearing.





## EPISODE CLIP: THE CHINESE HOUSE

### ACTIVITY 3: A NEW HOME IN AUSTRALIA

Subthemes: Culture; Customs and traditions

Mr Wong says that his parents migrated to Australia. In the clip, he continues to honour some of the Chinese traditions and beliefs they passed on to him such as paying respect to his ancestors by making food offerings.

#### Reflect

- Ask students to share some of their family or cultural traditions with the class. Identify and list the different countries of origin of the students in the class. Discuss with students how the different ethnic groups represent the multicultural nature of Australia.
- Make a class poster that includes symbols and words from everyone's family and cultural traditions.

#### Discover

- In the clip, Mr Wong talks about bringing his promised wife to Australia. As a class, read Shaun Tan's book *The Arrival*. In the book, the main character has a lot of new experiences. He tries unfamiliar food, meets new people and encounters animals that he has never seen before. What other experiences does he have?
- What new experiences might Mr Wong's wife have when she comes to Australia? Discuss some of the experiences that people might have when they make their home in a new country.

#### Download

- Student Activity Sheet H15.3: A new home in Australia

### Aligned resources

Tan, Shaun, 2006, *The Arrival*, Lothian, Melbourne.

Answers.com, 'Immigration history of Australia', [http://www.answers.com/topic/history-of-immigration-to-australia#Mentioned\\_In](http://www.answers.com/topic/history-of-immigration-to-australia#Mentioned_In)

Aussie Educator, 'Settlers and Immigration',

<http://www.aussieeducator.org.au/tertiary/subjects/history/australian/immigration.html>

Chinese-Australian Historical Images in Australia, <http://www.chia.chinesemuseum.com.au/>

Culture Victoria, 'Chinese Families', <http://www.cv.vic.gov.au/stories/chinese-australian-families/>

Museum Victoria, 'History of Immigration from China',

<http://museumvictoria.com.au/origins/history.aspx?pid=9&cat=NONE&cid=0>

—, 'Immigration to Victoria – a Timeline', <http://museumvictoria.com.au/discoverycentre/websites-mini/immigration-timeline/>

National Archives of Australia, 'Documenting a Democracy', <http://www.foundingdocs.gov.au/>

National Museum of Australia, 'Harvest of Endurance: a History of the Chinese in Australia, 1788–1988', <http://www.nma.gov.au/collections-search/display?irn=52879>

Picture Australia, 'Chinese-Australia Heritage Trail', <http://pictureaustralia.org/trail/chinese-australian+heritage+trail>



Water from the Wells, 'Chinese Market Gardens in NSW 1850–2010',  
<http://www.migrationheritage.nsw.gov.au/exhibition/waterfromthewells/>

**Useful resources from Education Services Australia**

M008710 *The Arrival*





## **EPISODE CLIP: THE CHINESE HOUSE**

### **ACTIVITY 4: THE MAGIC LANTERN**

Subthemes: Customs and traditions; Inventions and electronic media

In this clip, Mr Wong shows Minna and Adelaide slide images of his family back in China. This type of technology would have been relatively rare in the 1860s.

#### **Discover**

- Ask the students to discuss and list some new technologies and explain the positive and negative impact that these technologies have on people's lives. Ask students to consider what it is like to experience a new form of technology for the first time. Students could interview their parents or grandparents about their experiences of new technologies such as television, the internet and mobile phones. They could make notes or record the interview.
- Ask students to research how photography has changed since Minna's time (1860s). Include a discussion on how a camera works, how the technology has changed and how images are developed.
- Students could also explain how a family photograph was created in Minna's time and compare it to how a photograph is produced today.
- The following websites may be useful:
  - 1 About Magic Lanterns, [http://www.artgallery.sa.gov.au/noye/Lantern/Lan\\_main.htm](http://www.artgallery.sa.gov.au/noye/Lantern/Lan_main.htm)
  - 2 ABC3 – My Place website, [www.abc.net.au/abc3/myplace](http://www.abc.net.au/abc3/myplace)

#### **Reflect**

- Create a visual family tree slideshow using PowerPoint, Kahootz 3 or Photo Story. Illustrate each family member using personal photos, drawings or other representative imagery. Trace back as many generations as possible. If students are unable to find an image of one of their relatives, they could use a substitute such as a picture of the town their ancestor came from, or the flag or symbol of their country of origin.
- Visit the ABC3 – My Place website to see an example of a genealogical tree.

#### **Download**

- Student Activity Sheet H15.4: The magic lantern

### **Aligned resources**

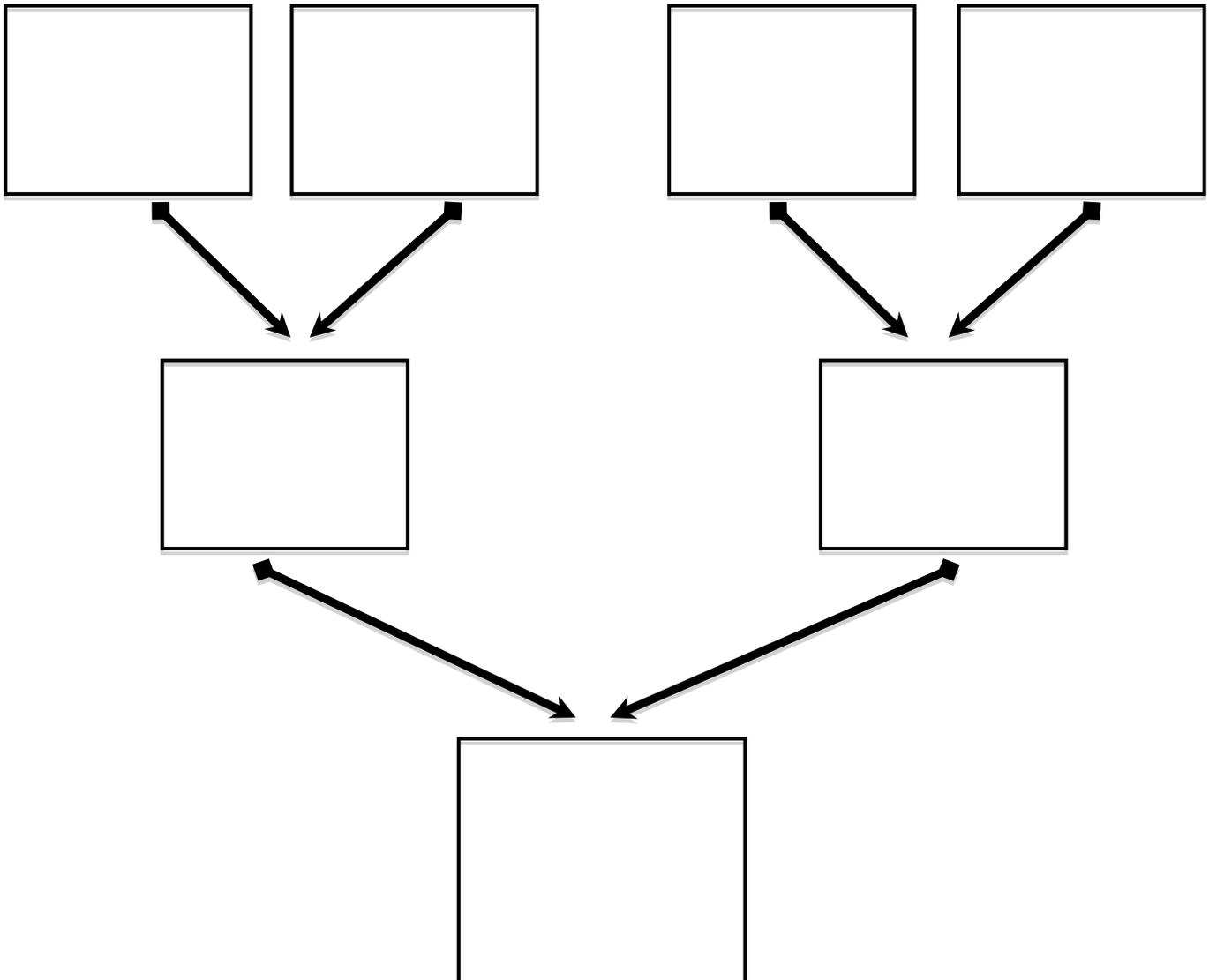
About Magic Lanterns, [http://www.artgallery.sa.gov.au/noye/Lantern/Lan\\_main.htm](http://www.artgallery.sa.gov.au/noye/Lantern/Lan_main.htm)

ABC3 – My Place, [www.abc.net.au/abc3/myplace](http://www.abc.net.au/abc3/myplace)



## The magic lantern

- 1 Research how photography has changed since Minna's time (1860s). Include information about the changing operations of cameras and how images were developed.
- 2 Explain the process for taking a family photograph in the 1860s and compare it to how a photograph is produced today.
- 3 Create a visual family tree going back as many generations as possible. Use your own family photos, drawings and images sourced from the internet. Use a different image to represent each descendant.





## EPISODE CLIP: NIGHT PROJECTION

### ACTIVITY 5: THE LEGEND OF BLOODY MARY

Subthemes: Beliefs; Entertainment and games

#### Discover

- Superstitions such as the popular myth of Bloody Mary have been part of people's beliefs for many years. Ask the students to research the origins of the Bloody Mary legend.
- The following websites may be useful:
  - 1 Museum Victoria, 'Australian Children's Folklore Collection', <http://museumvictoria.com.au/discoverycentre/infosheets/australian-childrens-folklore-collection/>
  - 2 Woman's Day, 'Origins of 13 Common Superstitions', <http://www.womansday.com/Articles/Lifestyle/Family-Fun/Origins-of-13-Common-Superstitions.html>
  - 3 The Tudors, 'Bloody Mary Legend', <http://www.the-tudors.org.uk/bloody-mary-legend.htm>
  - 4 Halloween Web 2011, 'Bloody Mary Legend', [http://www.halloween-website.com/bloody\\_mary.htm](http://www.halloween-website.com/bloody_mary.htm)
  - 5 Scary for Kids, 'Bloody Mary Legend', <http://www.scaryforkids.com/bloody-mary-legend/>
- As a class, research the origin of other popular myths and superstitions such as breaking a mirror brings seven years bad luck, or stepping on a crack in the footpath brings misfortune. Each student could find another example of a superstition. These stories can be from the Victorian era or from other cultures.

#### Reflect

- In a small group, ask students to create a Kahootz 3 animation or a short stop-motion animation using plasticine or clay depicting a selected popular myth that explains the history of the superstition and its origin.
- Students can use the storyboard outline in the student activity sheet to help organise their ideas.

#### Download

- Student Activity Sheet H15.5: The legend of Bloody Mary

### Aligned resources

Halloween Web 2011, 'Bloody Mary Legend', [http://www.halloween-website.com/bloody\\_mary.htm](http://www.halloween-website.com/bloody_mary.htm)

Museum Victoria, 'Australian Children's Folklore Collection',

<http://museumvictoria.com.au/discoverycentre/infosheets/australian-childrens-folklore-collection/>

Scary for Kids, 'Bloody Mary Legend', <http://www.scaryforkids.com/bloody-mary-legend/>

The Tudors, 'Bloody Mary Legend', <http://www.the-tudors.org.uk/bloody-mary-legend.htm>

[http://www.halloween-website.com/bloody\\_mary.htm](http://www.halloween-website.com/bloody_mary.htm)

Woman's Day, 'Origins of 13 Common Superstitions',

<http://www.womansday.com/Articles/Lifestyle/Family-Fun/Origins-of-13-Common-Superstitions.html>



## The legend of Bloody Mary

- 1 Find a popular superstition or myth from the Victorian times, another time in history, or a different country. Research its history and meaning.
  - a Write a description of your favourite popular superstition or myth.
  - b Where did this popular superstition or myth originate?
  - c How did the place and time that it was created influence this superstition or myth?
  - d Create an animation using Kahootz 3 or stop-motion animation that uses plasticine depicting your superstition or myth. Storyboard your ideas first to put the events in the correct order. Use the storyboard outline to help you.



**Scene 1**



**Scene 2**



**Scene 3**



**Scene 4**

## EPISODE CLIP: NIGHT PROJECTION

### ACTIVITY 6: DIFFERENT GENDER ROLES

Subthemes: Entertainment and games; Gender roles and stereotypes

In this clip, Minna plays with Adelaide and her brothers. Women and girls had different social expectations placed upon them in comparison to their male counterparts. Opportunities to access education and employment were very different between the sexes.

#### Discover

- Generate discussion about gender roles today. What are the expectations that families and society have of males and females, particularly children?
- Ask students to research how girls and boys of Minna's time in the 1860s were expected to behave. The following website may be useful:
  - 1 The Victorian Web, 'Victorian Social History: An Overview', <http://www.victorianweb.org/history/sochistov.html>
- Compare how these expectations differ from the way young people are expected to act today.
- Conduct a 'freeze-frame' activity where students take on a character from a particular era and when the teacher walks around the room and touches their shoulder, the student talks about their life in character.

#### Reflect

- Students should make a list comparing the social expectations of boys and girls in Minna's era. As a class, compile a large list using each student's research.
- Using the class list as inspiration, create a 'good manners' guide for boys and girls living in 1868.

#### Download

- Student Activity Sheet H15.6: Different gender roles

### Aligned resources

The Victorian Web, 'Victorian Social History: An Overview',  
<http://www.victorianweb.org/history/sochistov.html>





## EPISODE CLIP: MAKING AMENDS

### ACTIVITY 7: FAMILY RULES

Subthemes: Customs and traditions; Gender roles and stereotypes; Social order and education

In this part of the episode, two girls are shown being disciplined by their fathers. Family rules have always been one of the most important ways that children have learnt moral codes of behaviour.

#### Discover

- Ask students to reflect on some of the rules established by their parents or guardians. Ask them to discuss if these rules changed as they have grown older and if the rules are different to those experienced by their parents or grandparents.
- Some rules such as the use of the internet, and watching television didn't exist because these technologies weren't invented in Minna's time. Family rules often reflect the time and era that they are made in.
- As a class, make a list of the rules that Minna had to follow, and a list of rules that students need to follow.
- The following website may be useful:

The Victorian Web, 'Victorian Social History: An Overview',  
<http://www.victorianweb.org/history/sochistov.html>

#### Reflect

- Ask students to interview their parents and grandparents or other family members about the types of rules that they had to follow in their childhood.
- Using the student activity sheet, students can compare family rules from Minna's time to themselves and their parents and grandparents.
- Ask students to draw up a Bill of Rights for children to use today. The bill must outline the rules that are commonly followed by all students.

#### Download

- Student Activity Sheet H15.7 Family rules

### Aligned resources

The Victorian Web, 'Victorian Social History: An Overview',  
<http://www.victorianweb.org/history/sochistov.html>



## Family rules

- 1 Research the differences between family rules for children of Minna's time (1860s) and the rules compared to what you might expect at home today.
- 2 Ask your family members (parents and grandparents) about some of the family rules that they grew up with. Add these rules to the table below.
- 3 Then list the rules from Minna's time and those for today's children in the table.

Rules from Minna's time	Rules from parents' or grandparents' time	Rules for today's children



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

- 4 Draw up a Bill of Rights outlining the rules that are followed by students at your school.

A large rectangular box containing 20 horizontal lines for writing a Bill of Rights.



## **EPISODE CLIP: MAKING AMENDS**

### **ACTIVITY 8: RACIAL DISCRIMINATION**

Subthemes: Multiculturalism; Social order and education

In this clip, Mr Wong and Mr Owen have a disagreement over the possession of the magic lantern. Mr Wong complains that the lantern is his rightful property and should be returned to him, while Mr Owen is reluctant to return an item that has been found on his land. Mr Wong declares that he will go to the authorities, but Mr Owen questions him as to whose word they will listen to. It is implied that in the eyes of the law, Mr Owen has more credibility.

#### **Discover**

- As a class, discuss the way social order is shown in this section of the story. Ask students to explain why Mr Wong's word might have been considered less valuable than Mr Owen's in Australia during the 19th century. Discuss with students the concept of racism.

#### **Reflect**

- Brainstorm ideas for images and words about people living in harmony together. Then ask students to create a poster promoting harmony with the theme that all people are equal.
- Alternatively, students could create a digital poster or web quest and share them with the rest of the class when completed.

#### **Download**

- Student Activity Sheet H15.8: Racial discrimination

### **Aligned resources**

Racism No Way, 'The "White Australia" Policy',  
<http://www.racismnoway.com.au/classroom/factsheets/59.html>



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

Student Activity Sheet H15.8  
Activity 8: Racial discrimination

Episode 15 | 1868: Minna  
Clip: Making amends

## **Racial discrimination**

**1** Answer the following questions:

**a** What does the term 'racial discrimination' mean?

\_\_\_\_\_

**b** Why would Mr Wong's word have been considered less valuable than Mr Owen's in Australia during the 19th century?

\_\_\_\_\_

**c** Create a poster promoting harmony with the theme that all people are equal. Sketch your ideas here.