

# Teacher Notes and Worksheets for Georgiana: Woman of Flowers by Libby Hathorn

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## Georgiana: Woman of Flowers by Libby Hathorn

### Introductory notes

The following tasks are possible activities for a class or group of students studying the book *Georgiana: Woman of Flowers*.

The tasks are aimed to specifically meet outcomes for the NSW High School English syllabus for Stage 4, particularly Year 7 but are suitable for general use.

The tasks can be used together to form a unit of work or separately as required. They can be downloaded and manipulated to suit different needs. They are designed to be based in Talking and Listening from which thinking is enhanced, writing can flow, and always, sending the participants back to the text, to read again.

Task 1 sets the reading task; with some background information students can bring to the task.

Task 2 works well as a joint construction task, though it is possible to use it as an assessment task.

Task 3 is very enlightening to see how students use tools to find meaning, and how meaning is processed. Students often fail to connect a dictionary meaning to the particular usage of the word in context.

Task 4 can be very entertaining as well as adding depth to the understanding of the characters. Be aware that questions to the Thomas character may be about his violent or deviant behaviour. Debriefing may be necessary for students taking on the role of unpopular characters.

Task 5 lends itself to writing. Writing will be enhanced if discussion takes place first.

Task 6 is an excellent way of presenting the 3 different text types in the less threatening situation of talking and listening. After using this activity as a talking and listening game, it could easily be adapted as an assessment task, either for Writing or for Talking and Listening.

Task 7 involves 3 steps. The story map is given as a sample and as a blank and the writing component has a suggested marking criteria.

Task 8, 9 and 10 are black line masters designed to draw attention to the final chapter and draw the unit to a close.

Task 10 is the only task specific to aspects of visual text.

[http://tourism.heritage.wa.gov.au/ht\\_pdf/AugustaBusselton.pdf](http://tourism.heritage.wa.gov.au/ht_pdf/AugustaBusselton.pdf)

*This website is of a heritage trail and contains many references to, maps and sketches of landmarks and built environments from the story. Further information about some of the characters is also available.*

**NB:** This book contains settings in which child protection and domestic violence issues could potentially cause some students anxiety. Be sensitive to these issues and follow Child Protection Policy procedures should the situation arise.

**Task 1**

*Setting the scene; the field.*

Students will have studied aspects of colonisation in Primary School and have understandings concerning the tensions between the colonists and the Aborigines, the colonists and the terrain, and the colonists and the transported criminals. The nature of the differences between gender and between classes may not be well comprehended.

Time will be well spent in using butcher's paper or other mode of recording, and scribing the student's knowledge and understandings of these tensions, so that all can contribute to the conversation, refining and deepening background information that students' can bring to the reading task.

The website [http://tourism.heritage.wa.gov.au/ht\\_pdf/AugustaBusselton.pdf](http://tourism.heritage.wa.gov.au/ht_pdf/AugustaBusselton.pdf) should be explored for further background information. Visual representations and maps will add to the enjoyment and understanding of this historical novel. Time spent at the end of the unit revisiting these earlier field understandings will give the teacher information for both assessment and evaluation.

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### Task 2

*Teachers notes; During the initial reading, have students keep a ledger or journal about the following characters. Ask them to add information about each character and their personality traits. Continual updates to either overheads or butchers paper could keep the group's findings available to all, as they continue to read through the story.*

character	Positive attribute, action or comment	Page reference	Negative attribute, action or comment	Page reference
<p>Task;</p> <p>Complete each character's table as you read. Charlotte's 'attributes table' has been partially completed for you.</p> <p>Charlotte</p>	Quick to make up her mind about people (A swine of a man, and it hadn't taken her long to work that out.)	P21	Took her anger with Thomas out on her mother (Molly's marriage to Thomas a blight between them)	P43
	Liked to laugh and could whistle very well and was stubbornly determined to paint.	P67 68 & 69		
	Determined to get away from Thomas after showing her bruises to Annie, and determined to go to Annie's wedding, even though it would be hard to outfit herself appropriately.	P135-137	Charlotte was pleased that Thomas struggled to rise from the chair. She felt that they were slaves.	P122
	Used her anger and fear to protect herself, and tried to convince her mother to run away with her	P149-152	She was shocked that her mother might think the Aborigines owned all of the land.	P126

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character	Positive attribute, action or comment	Page reference	Negative attribute, action or comment	Page reference
Will				
Molly				

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character	Positive attribute, action or comment	Page reference	Negative attribute, action or comment	Page reference
Thomas				

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### Task 3

Exploring meanings. The first 3 chapters.

Task: Working individually or in pairs students explain the meaning of the word or phrase underlined, using both their own understanding and the dictionary meaning. *Teachers notes; This activity enables students to reflect on the adaptation of dictionary meanings to the context and should form the basis of class reflection at the completion of the task.*

<p><i>How it is used in the book;</i></p> <p>Up above those in <u>steerage</u>, Georgiana Molloy lay in the arms of her new husband, Captain Jack Molloy.</p>	<p>Meaning of steerage; p 5</p>	<p><i>How it is used in the book:</i></p> <p>...only five of the sixteen servants the Molloys had <u>indentured</u> in Plymouth had lasted...</p>	<p>Meaning of indentured; p 5</p>
	<p>Meaning of deter; p 5</p>		<p>Meaning of dismay; p 6</p>

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<p>The fact that only five of the sixteen servants ... were now on board, didn't <u>deter</u> the young woman</p>		<p>The thought of farming new land and all they'd need to do to establish themselves, didn't <u>dismay</u> her.</p>	
<p><i>How it is used in the book;</i> ... she was able to discuss her <u>spiritual</u> life.</p>	<p>Meaning of spiritual; p 6</p>	<p><i>How it is used in the book;</i></p>	<p>Meaning of scrubbing boards; p 7</p>
		<p>Mama had been so kind with the chests she'd packed, thoughtful household goods from <u>scrubbing boards</u> to tea cosies...</p>	
	<p>Meaning of kitchen sampler; p 7</p>		<p>Meaning of frivolous; p 8</p>



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<p>The cheerful <u>kitchen sampler</u> worked so lovingly by an aunt with an alphabet on show for the little ones when they arrived...</p>		<p>Her sisters were <u>frivolous</u> creatures and she hadn't got on with Elizabeth and Mary in the past few years.</p>	
<p>They were fired with the idea of the new town that would soon be marked out with <u>allotments</u> for each family...</p>	<p>Meaning of allotments; p 10</p>	<p>Something else was <u>exacerbating</u> this feeling of restless anxiety</p>	<p>Meaning of exacerbating; p 17</p>
	<p>Meaning of dysentery; p 18</p>		<p>Meaning of exasperated; p 20</p>

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<p><i>How it is used in the book;</i></p> <p>On the journey down south, ill with <u>dysentery</u>, Molly had kept up her explanation to him of ‘ a mild upset’...</p>		<p><i>How it is used in the book;</i></p> <p>She gave an <u>exasperated</u> sigh. It was clear to her that life with Thomas was going to be unpleasant...</p>	
<p>He looked at her face where veins <u>bulged</u> in her forehead...</p>	<p>Meaning of bulged, p 25</p>	<p>He looked at her face where veins bulged in her forehead and almost smiled at her <u>entreaty</u>.</p>	<p>Meaning of entreaty; p 25</p>

**Task 4**

Hot Seat

Select students to take the roles of different characters.  
Have the rest of the group ask questions of this character.

The character is seated facing his/her questioners. He/ she answers each question as best as he/she can, remembering the role they are playing, and keeping in mind the character. Marks can be awarded for questions that retain the integrity of the character.

Questions can be directly related to the text; eg [To Will] Who taught you to make whips?

Or inferred from the text; eg [Georgiana] Did you really feel that Dawson had done well, after he left you to fend off the Aborigines all by yourself?

After the 'character' steps down from the hot seat, answers can be discussed and debated by the whole group.

*Teachers notes: have a few questions of your own to use if the questioning stalls, until students are comfortable with this game.*

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### Task 5

Discuss each quote from the story. Research background information to bring to the discussion.

*Teachers notes; After the initial reading there is scope for deep understanding of some issues to be explored. This could be done in writing or through round table conferencing.*

*If you choose to explore these in writing, give students the marking criteria you intend to use.*

P34; The silly fellow had brought but one rabbit, she noted, most likely a pet for his tribe of children.  
What do we think about rabbits now?

P126. [Molly] I expect they think we're camping on their land-  
[Charlotte} (They) Don't stay in one place so how can they say any of it is theirs...  
What were the blocks to understanding the nature of the relationship between the land and Aborigines?

\*\*\*\*\*

P35 ... as soon as she had a good supply of soap and candles.  
Research what was needed, how materials were obtained, and how long it took to make soap and candles.

P80 That night before she fell asleep, Georgiana reflected that this untamed land actually afforded her more freedom than she'd ever known in England....  
Research the expectations of and for married women in this period... especially involving being alone, walking about and meeting others.

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### Task 6

A number of spoken text types can be explored using excerpts from the book Georgiana Woman of Flowers

Participant's Talking Role	Spoken Text Type
<p><u>Narrator</u> Review the form of narration and its purpose: to entertain. Orientation, initiating event, complication, sequence, resolution, coda can be given as a framework for students to plan their narration. Spoken narration lends itself to drama. Remind students that tone, volume, speed, clarity, body language and eye contact will enhance the performance, which is to entertain. You may wish the students in the audience to rank the performances.</p>	<p>Have students choose parts of the text to <u>narrate</u> to the group. Limit the length of the narration and encourage exciting pieces, to be narrated with passion and in own words. Give practice time, before the presentation. Students then can refer back to the text to see if the narration captured the meaning of that piece of text. Some examples: P18, 19 Will telling his mother and Georgiana that the men were returning. P98, 99; Molly finds an orchid but then remembers her lot in life. P165; Georgiana uses a weapon to protect herself and the household. 234,235; Will locks Thomas up. 286-288; The conclusion to the tale with Georgiana's epitaph</p>
<p><u>Reporter</u> Review the form of reporting and its purpose: to inform. General introduction, (nominalised), statements of fact, conclusion to the report can be given as a framework for students to plan the report as information. Reporters try to be neutral. Remind students that tone, volume, speed, clarity, body language and eye contact will add value to the report, which is to inform. You may wish the students in the audience to rank the performances.</p>	<p>Have students choose parts of the text to report on. The chosen excerpts can be 'radio news' reports. Students could write their news scripts prior to delivery if you wish. Eg: Yesterday the ship "Emily Taylor" arrived at Flinders Bay, destined to become part of the new settlement of Augusta. It was reported that the landing was treacherous, with large seas and wind gusts <i>of over 60 kilometres an hour</i>. The rain also hampered the unloading of the ship. Thomas Summerfield was highly praised for his skill in unloading the horses without mishap. It is believed that passengers and livestock were all unloaded safely with only a few animals lost to the gale. (refer P21-22. Italics indicate my interpretation)</p>
<p><u>Persuader/ Arguer</u> Review the form of argument and its purpose: to persuade. Introduction expressing the point of view or position, a number of arguments to support the position, conclusion reinforcing and restating the position can be given as a framework for students to plan their argument Argument lends itself to drama. Remind students that tone, volume, speed, clarity, body language and eye contact will help to persuade. You may wish the students in the audience to rank the performances.</p>	<p>Have students decide on a point of view to present to their group, with reference to the text to support their point of view. Once again the script may be prepared, though this game lends itself to impromptu discussion between speaker and group, with constant reference to the text. Eg: <i>I think that the settlers should not have cleared so much land. They cut down trees, (refer p36) which provided shade in summer and protection to the soil, from run-off erosion. The tree felling also produced many accidents (refer p109) to the people themselves and this proved difficult, because they didn't have many doctors or quality medicines (refer p 113).</i></p>

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### Task 7

*Teachers notes; These 3 aspects have the potential to be differentiated assessment tools. All students should be able to produce a story map (which may be drawn as well as written) Working in groups will help most students complete activity 2. Activity 3 may be a whole class discussion activity, or for extension students, an individual written comparison.*

1. Have students draw up a story map of the events of the Aboriginal ‘attack’ on the Molloy residence, in the chapters Benowai and Salt Cellars; from the coming of the large group of natives to the punishment metered out and the peace offering. From these individual maps students can work in groups of 3, together, or individually if you prefer, for part 2.

*Teachers notes: students will find more or less aspects to note in their story maps. As long as there is enough information to complete part 2 of this task, the map is adequate. The more detail a student is able to incorporate into his or her map the more marks can be allocated. This activity may need a time limit. Drawings may add detail. I prefer to allow a blank sheet for the maps. You may wish to present a page similar to the sample story map that follows the task.*

2. Have students take the position of White settler, impartial, modern day reporter or Aboriginal. Have students create texts to suit each position; letter home, recount of the facts and Aboriginal perspective.

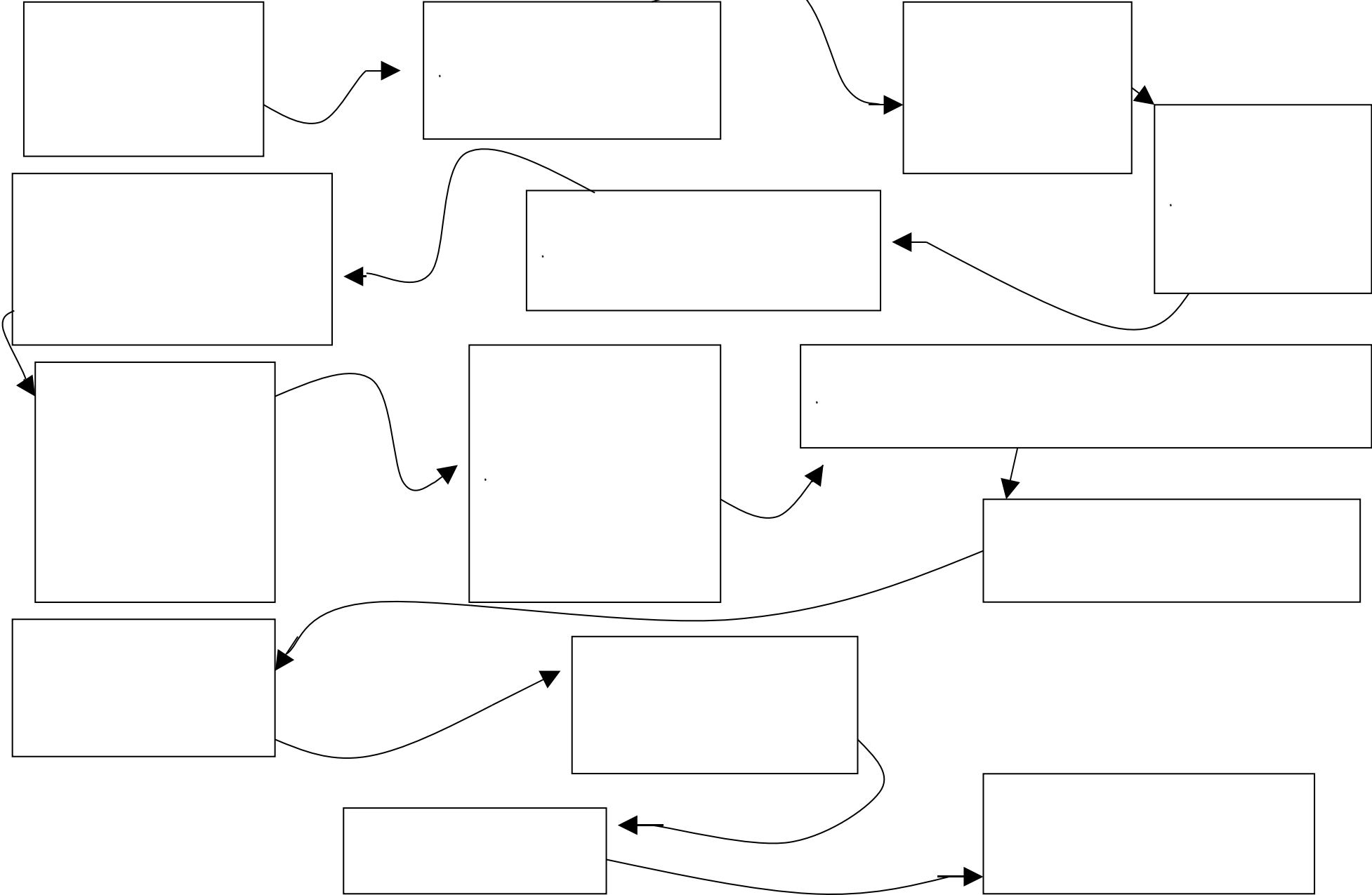
*Teachers notes; scaffold sheets follow.*

3. Compare samples of these (recount) texts to explore the differences in construction, language and modality. Compare these also to the construction, language and modality of the narrative text of Georgiana Woman of Flowers.

*Teachers notes: If this is to be an individual written comparison remember to give students your marking criteria.*

**Sample Story Map**

**Story Map**



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# Letter (opinion)

Write a letter to your relative in England about the recent events at the Molloy's residence, as if you were there to witness it. You will be marked as follows:

1. The introduction to help your relative visualise the setting.
2. The emotive recount of the events as they happened.  
(This will depend on where you place yourself in the setting)
3. The use of descriptive phrases and clauses.
4. The conclusion of the event recount.  
(You may want to add comments about the tension of the events)
5. The conclusion of the letter.
6. Punctuation and grammar. (This must be correct, modern punctuation and grammar.)
7. Spelling.

Write a report for a news broadcast about the recent events at the Molloy's residence. You will be marked as follows:

1. The general orientation for your listeners.
2. The factual recount of the events as they occurred.
3. The use of nominalised statements.  
(Nominalisation will make your work sound more authoritative and objective.)
4. Conclusion.  
(You may want to finish with a judgement or opinion of the events. These may be emotive.)
5. Punctuation and grammar.
6. Spelling.

# Information Report

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# Recount (Perspective)

Write a recount about the recent events at the Molloy's residence, as if you were one of the Aborigines. You will be marked as follows:

1. The introduction

The introduction needs to establish why you were there and what you hoped to achieve.

2. The sequence of events with explanation.

You may want to use commentary explaining your group's behaviour- why you did what you did.

3. The conclusion pertaining to the events.
4. The summary or conclusion from an Aborigine perspective.

You may want to sum up the events and their outcomes as it affects you and your fellow Aborigines.

5. Punctuation and grammar.
6. Spelling

## Task 8

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Complete the table referring to the events in the chapter, Finale

Who	Action	Outcome
	<ul style="list-style-type: none"> <li>• Got into a dispute with some Natives</li> <li>• Tugged Gayware’s beard.</li> </ul>	
Gayware		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
		Was taken quite ill

Ta

Workshets.

- 20 -  
es send students back to the text.

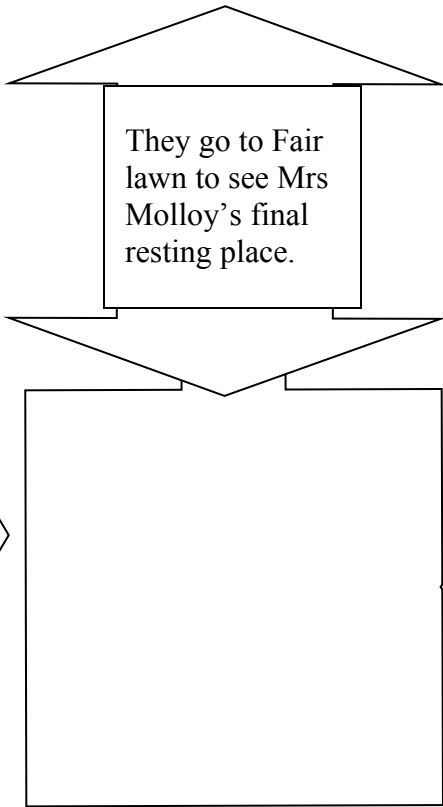
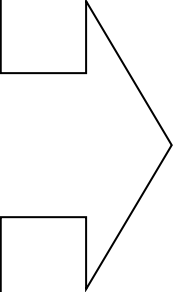
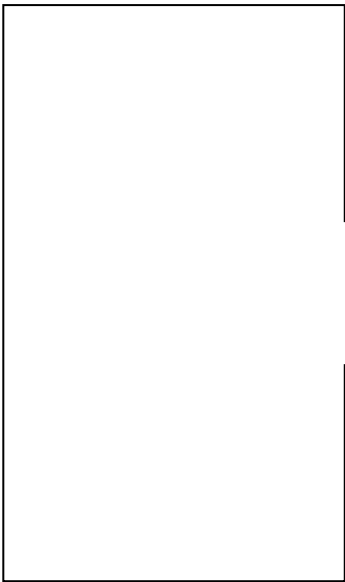
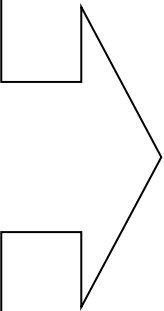
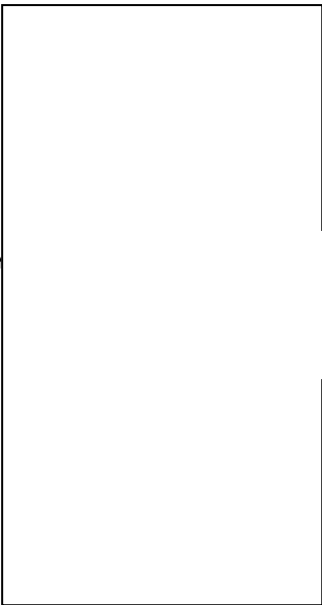
Jul, wa

Will decides that he would donate something to a church so everyone would remember the Woman of Flowers. He’d find an artisan to make a stained glass window.

Will

Molly and Will arrive in Perth

Molly



They go to Fair lawn to see Mrs Molloy's final resting place.

Molly decides to tell Sabina that the headstone should read Georgiana Molloy. Woman of Flowers.

Teachers notes: There are a number of websites on Georgiana Molloy that can be explored for further information about this woman.

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<http://www.georgianamolloy.com.au/mysteries.asp> has a picture of the leadlight window in *The Chapel of the Flowers, Swallows Welcome, Margaret River*. This could be a model for students to design a leadlight window for Georgiana.

### Task 10

From the descriptions in the text, and from research you have done on wildflowers of the Margaret River, design a leadlight drawing of a suitable window that Will might consider, to make sure that everyone would remember the ‘Woman of Flowers’.

