

A CONVICT STORY



Teaching notes

This resource has been developed in partnership with the Historic Houses Trust to support their *Connected classroom: a convict story* program, which engages students in a virtual, interactive field trip via videoconference. Many of the tasks would enhance a class visit to the Hyde Park Barracks or the Museum of Sydney and enrich student learning.

For information on bookings and video examples from the videoconference program, select 'Go back in time' from the opening screen.

The resource can also be used in the classroom independent of these programs.

Syllabus links

Links to the *NSW HSIE K-6 Syllabus* at Stages 2 and 3:

CCS2.1: Describes events and actions related to the British colonisation of Australia and assesses changes and consequences

CCS3.1: Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage

The resource also supports student learning in the KLAs of English, Mathematics and Creative Arts.

Using this resource

The resource is in sections, which are accessed from the opening screen. There are teaching notes for each of these sections.

- Journeys
- Convict identities
- At the barracks
- Artefacts
- Go back in time
- Activities and quiz
- First Australians

These teaching notes are available below and within each specific section.

Students gain background information from a variety of primary sources, including artefacts, artworks and texts, such as journals.

Students have the opportunity to complete and present some tasks online or in print.

A list of [useful websites](#) and a comprehensive [bibliography](#) are included in these notes.

In *A convict story: Journeys* students will:

- discover why convicts were transported to Australia
- follow the journey of the First Fleet from England to Australia
- record the journey on a map of the world online or on paper
- write a shopping list a convict may have prepared before transportation
- estimate the number of belongings you could pack in a convict box
- design a convict love token to leave with a loved one in Great Britain
- sing the *Ballad of Botany Bay*, then write a verse or compose a ballad to perform
- mark and present the journey to Australia of family or an ancestor
- conduct research and record family history in *My family passport*.

	<h2>Journeys</h2>
<p>‘Discover why convicts were transported to Australia’, takes students to the Historic Houses Trust website. The image of the prison hulk also links to information about transportation.</p> <p>The First Fleet</p> <p>The Historic Houses Trust website has information on Captain Arthur Phillip. First Fleet links to the State Library of NSW website.</p> <p>Leaving England</p> <p>Students imagine their emotions as a convict transported to the ‘end of the world’ and then consider the practical matters of what they could take to help them survive during the journey and beyond.</p> <p>Bound for Botany Bay</p> <p>You need to scroll down the State Library page to see that it was Joseph Banks who recommended Botany Bay as a site for settlement.</p> <p>As well as the full vocal version, words and sheet music for the Ballad of Botany Bay there is an instrumental version provided.</p> <p>Students could write lyrics for another verse or compose another ballad.</p> <p>Family journeys</p> <p>If you have Aboriginal students, acknowledge their ancestry and why they won’t complete the family passport, but research the story of members of their family who have journeyed from another part of Australia.</p> <p>See website links at the end of these notes to assist with research into convict ancestry.</p> <p>Students can mark and show the journey of their family or an ancestor and make a presentation on Scribble Maps to share with others. View a sample family journey made using the program.</p> <p><i>Scribble Maps</i> uses Google Maps and students can add text, shapes, lines, images,</p>	



Journeys

arrows, directions and place-markers with or without text and then save and share their project.

Scribble Maps requires a login and has video tutorials for hints about how to use the software.

Read hints on enhancing Scribble Maps presentations at the end of these notes.

[Journeys and connections](#) explores objects from the National Museum of Australia related to discovery, white settlement and migration.

You may find extra information for your students in the [Making Australia home](#) unit of work for Years 5 and 6.

Hints for using *Scribble Maps*

Look on the toolbar on the top left and find a variety of tools to use on your map. Select from the place-markers which you can use to add information to your chosen map locations; place text in text boxes; draw rectangles, circles or free shapes around areas as zones/areas to focus on; draw lines, use the eraser, drag the map, add an image; and then save and share with your group, class or teacher.

When you are ready to save, click on the Menu button and choose Save Map. This gives you a map ID (which you might like to write down to remember) and you can add in a title and description. Check Autosave and Delist Map (to keep it more private) and then Save. You can give your map a password (which you might like to write down to remember) and then save, or you can save without a password.

The next window gives you three pieces of information you need to save:

- the Map ID you saved earlier, which you can use later to re-upload your map
- the Map directory link, which you can email for others to see your map
- the Direct link, which is a quick way to load your map to work on later.

Using images in *Scribble Maps*

- To add an image to your work, firstly zoom right in close to the area of the map where you are going to place the image.
- Find your image, right click on the image and go down to the word Properties. In the information that then appears, there will be a heading Address (URL) which has the address of the image. Copy this.
- Click on the Add Image button on the *Scribble Maps* toolbar and paste in this image information.
- Check the box Scale With Map so that the image decreases in size as you zoom out on your map.

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- Click Add to Map and a small camera image will replace your arrow as you move your cursor. Wherever you click this will be where your image is loaded – but be careful as it is difficult to delete if placed in an incorrect position.

It may take a few tries to get the image to the size you want compared to the map.

Click back on the Select tool on the toolbar and zoom out from your map to see your image uploaded.

Text from the markers or icons in the [family journey](#) in Scribble maps:

From a farm near Galway, my great-great grandfather travelled south to Cobh, County Cork, Ireland in 1867.

He and two of his brothers sailed for Australia in search of a better life.

In Capetown, South Africa the ship took on supplies.

Violent storms and squalls delayed their progress.

At last, the ship reached Fremantle, near Perth in Western Australia.

One of my great-great uncles decided to settle there.

The ship sailed into Port Phillip Bay.

In Melbourne, some people left the ship for the Victorian gold fields to seek their fortune.

My great-great grandfather settled in Sydney, before heading to Forbes in country NSW.

My great-great grandfather married and settled in Forbes to raise a family.

In *A convict story: Convict identities* students will:

- read the records of 36 male convicts and adopt one identity as their own
- examine the image *A convict jail gang* by Augustus Earle
- respond to questions about the image and the characters represented
- plan and perform or record an improvisation
- present a selection of the character role play as a comic strip
- make broad arrow badges to wear as their convict identity
- compare convict clothing to that worn by others in the colony
- categorise convict work as skilled or unskilled
- write a convict indent for you convict identity
- create your convict face online or in print
- design and describe a convict tattoo.



Convict identities

The convict identities are arranged in a table. Decide whether you will allow students to select a convict or you will allocate the identity.

Each name has a link to the Convict database record for that convict. The amount of detail about convicts will differ among the 36 records.

The interactive of the image; *A Government jail gang*, is best viewed full screen.

Click on the 'full screen toggle' icon at top right of screen.

On an interactive whiteboard or a screen rollover the image to reveal questions to discuss with students:

- Who are the men with the clothes printed with the broad arrow?
- The man in the red coat stands out from the crowd. What might his role be?
- The man with the top hat has a bundle of keys in his hand. What could his job be?
- The other men wear a mixed collection of clothes. Who are they?
- Where do you think the men are standing?
- What do you think the men are waiting for?
- What do the facial expressions and body language suggest about the emotions?
- What mood is created by the use of the soft colours?

For all interactives viewed full screen, click 'Esc' to return to normal view.

You can adapt the improvisation task to suit your students' needs.

The 'readwritethink' [comic creator](#) could be used, or students could draw their own comic strip.

There are a number of online comic creators, some of which require login.

What did convicts wear?

The images and text about convict clothing can be viewed by selecting the bottom right corner and dragging to desired size. Text within the activity can be increased in size by clicking the A+ at top right of screen.

The broad arrow badges may be printed (in colour if you have a colour printer) and cut out for students to wear during the connected classroom videoconference or other class activities.

The broad arrow image could be used for printing on clothing.

The Flash interactive of *The Costume of the Australasians* is best viewed full screen. As you rollover or hover on each figure the position of each appears. It is also provided in Powerpoint.

For more pictures of convict uniforms from the National Museum of Australia (NMA) [click here](#).

Convict workers

Discuss the difference between skilled and unskilled convict workers. From the list of occupations of the 36 convicts, have students work in groups to categorise them into skilled or unskilled workers.

More detail of convict work is supplied in the section 'Life at the barracks'

Identifying convicts

Read and discuss the primary source, the convict indent for Luke Cullen, to prepare students to write an indent for their own convict identity.

Students use the indent descriptions to create the face of that convict online using [pimptheface](#) or draw the convict face on an outline.

Examples of tattoos are provided on page 1 of the tattoos worksheet where students design an appropriate convict tattoo. On page 2 students draw the tattoo on a body outline and write a description of it.

In *A convict story: At the barracks* students will:

- view images from and read about the Hyde Park Barracks
- rollover the floor plan to learn about the layout between 1819 and 1848
- examine images and text about convict routines and rules
- respond by writing a diary or journal entry for a day in the life of a convict
- write a report for a newspaper about the barracks, online or in print
- watch a slideshow of the Hyde Park Barracks Museum today and its role in sharing the history of the colony.



At the barracks

Life at the barracks

The images and information about living conditions, food, punishment and rewards prepare students to create a diary entry and a news report.

The interactive floor plan of the barracks is best viewed full screen.

Click on the 'full screen toggle' icon at top right of screen.

Rollover the floor plan to learn about each section of the Hyde Park Barracks between 1819 and 1848, when male convicts were housed there.

Convict diary

Do students keep or have they thought of keeping a diary?

Discuss how diaries are useful for recording information and organising your life.

Talk about how historians use diaries written by people many years ago to discover what life was like in the past.

Provide a few extracts from diary or journal entries of new arrivals in the colony and read through them in class. You may select:

- a journal entry is from a '[gentleman convict](#)'
- [journals from the First Fleet](#) in the State Library of NSW
- drawings and recordings of journal entries with [descriptions of kangaroos](#)

Discuss why few actual diaries written by convicts still exist.

Ask students to imagine that they are convicts assigned to kitchen duties, the road gang or a skilled work gang.

Have them create a one day diary entry which recounts their daily work and routine, including illustrations. You may print the pdf version.

Students could write a one day journal entry for their own life today, using a class blog to share it with classmates.

A variety of diary templates, such as [this](#), are available online.

Read all about it

Access more [images of convict life](#) on the State Library of NSW website.

Have a brainstorm session listing aspects of convict life a newspaper might report.

[Writing fun](#) has an online template for creating a news report. It can be shared on screen as well as printed.

The [newspaper clipping generator](#) is fun and students can download and save their clippings as jpg files. An example is included in the resource.

A template is also provided in Word and as a pdf to print.

The barracks today

Students can watch a slideshow of the Hyde Park Barracks Museum today and see images from re-enactment days held in 2010.

**Artefacts**

In *A convict story: Artefacts* students will view and read about artefacts and some reproductions from convict times.

Information and questions for discussion are included with the images.

In *A convict story: Activities and quiz* students will

- match events with the dates they occurred
- select correct answers in a multiple-choice quiz online, or
- answer multiple choice and short-answer questions in a print quiz
- match images of convict artefacts with correct descriptions
- match glossary words with their meanings in the vocabulary match game
- write words or meanings to complete the glossary sheet.



Activities and quiz

It is advised that students complete the quiz following the videoconference, *Connected classroom: a convict story* or after working through the activities in this resource, as a tool to assess learning and comprehension.

Please read through the questions in the quiz with students prior to the convict story videoconference session.

Please ensure students do not have copies of the quiz with them during the live session.

The quiz may be done online, on a Word version on a computer or printed for students. There are small differences between the online quiz and the Word version. If using the Word version, students can complete the quiz on a computer and Save as. You may print and photocopy the pdf version of the Convict quiz for students. The answers are provided in the Teaching notes for that section.

Students may check individual answers to the online quiz, or answer all questions and select the Results button to receive feedback.

The game [A penny to remember](#) is a convict-related game on the National Museum of Australia (NMA) website. 'Level of difficulty' in the game refers to the time allowed for players to select the correct description of the object. On opening, change the view to 150% so the images are easily viewed.



Go back in time

The Historic Houses Trust of NSW (HHT) is developing new and engaging programs for schools to take advantage of videoconferencing technology.

In *A convict story: Go back in time* students will link to video clips and find out how to join the Connected classroom: a convict story [videoconference session](#).

See the ‘convict’ presenters in action in the video clips.
DEC schools book through [DART Connections](#).

Independent schools [book here](#) at Historic Houses Trust website.

Browse the [education](#) services on the [Historic Houses Trust](#) website for resources and book your students in for a diverse range of programs and face-to-face experiences.

In *A convict story: First Australians* students will:

- examine historic sources
- empathise with both the Europeans and the Australian Aboriginal people to see the arrival of the Europeans from a number of perspectives
- create a role play of a conversation between two Europeans as they approached the new and strange land, Australia
- study an artwork by Gordon Syron which presents an Aboriginal perspective
- create an Acrostic poem about emotions that might have been felt by the Aboriginal people as the European boats approached their land
- imagine the scene following that depicted in Syron’s painting and use similar techniques to those used by Syron to produce a painting.



First Australians

First impressions: The Europeans

This activity links students to historic sources that record events through artworks and writing. These sources will enable students to consider the thoughts, feelings and perspectives of the Europeans arriving in a strange, new land a long way from Britain.

Students are asked to empathise with the Europeans and role play a conversation which might have occurred between two people arriving on the shores of Australia in 1787.

Gordon Syron

Students study *Invasion – An Aboriginal perspective*, an artwork by Australian Aboriginal artist Gordon Syron.

Syron says that he makes artworks that ‘use satire and raw imagery to send a message that Australian History has left out the Aboriginal people and their stories. Art is a way to convey and tell these stories’. Other works by Gordon Syron can

be accessed on [his website](#).

Students view *Invasion 1– An Aboriginal perspective* and a video showing close up images of the artwork. The video shows painterly brush strokes, the details of the Aboriginal people on the cliff tops, the watery blue of the image and other details.

Students are also asked to discuss the perspective presented in the painting.

First impressions: The Australian Aboriginal people

After viewing *Invasion 1– An Aboriginal perspective*, students are asked to empathise with the Aboriginal people who watched the Europeans arriving on the shores of the land that had belonged to them for thousands of years.

Students write words about how these people might have felt as the Europeans approached in their boats. These words are then used as a starting point for writing an Acrostic poem. An example of an Acrostic poem is provided. Students can write their Acrostic poem in a Word program on a computer and use formatting tools to colour the key letters forming the starting word or they can use pencils and paper. Alternatively they could use [the Acrostic interactive tool](#).

Painting the scene

Students view *Invasion 1– An Aboriginal perspective* and discuss what might happen after the scene which Syron has painted.

Students make a painting of the scene they imagine. They might use similar painting techniques to those of Syron:

- painterly brush stroke
- dominance of a particular colour to create mood
- symbols (such as the British flag in Syron’s painting)
- shadows and reflections to enhance mood.

Students title their works and exhibit them along with their Acrostic poems.

Students might invite other classes to view their exhibition or they could submit their paintings and poems to a class blog to share with others. The teacher will need to set up the blog and decide who will have access to it.

Useful websites for *A convict story*

1. <http://firstfleet.uow.edu.au/index.html>
2. <http://www.convictcentral.com/index.html>
3. http://www.sl.nsw.gov.au/discover_collections/history_nation/justice/convict/convict.html
4. <http://www.cultureandrecreation.gov.au/articles/convicts/>
5. http://www.hht.net.au/discover/highlights/kids_fact_sheets/a_day_in_the_life_of_a_convict
6. http://www.hht.net.au/discover/highlights/kids_fact_sheets/why_were_convicts_transport_to_australia
7. http://www.sl.nsw.gov.au/research_guides/convicts/index.html
information on researching convict history
8. <http://home.vicnet.net.au/~firstff/>
information relating to the First Fleet – list of the ships, list of provisions, people and story of the First Fleet
9. <http://www.environment.gov.au/heritage/places/national/hyde-park/index.html>
Hyde Park Barracks
10. http://www.goldiealexander.com/teachersnotes/mystory-sydcove_notes.php
A site relating to a book entitled “My Story: Surviving Sydney Cove. The Diary of Elizabeth Harvey. Sydney 1790” Lists some useful activities and resources for students
11. <http://www.convictrail.org/history.php?id=a7b>
A site relating to the construction of the Great North Road but there is an interesting section relating to Convict Life in NSW

Bibliography

A number of the listed books can be ordered online via the [Historic Houses Trust website](#). Please click on the links below the relevant titles to bring up the order page.

The bibliography also contains some titles which are out of print. They have been left in as it may still be possible to find these books in your local library or purchase a second hand copy online.

1. Adventure and Survival
Billy Crocker's Journal
Duncan Crosbie
Funtastic 2006
ISBN 1-74167-233-3 Suitable for primary students
Out of print.
2. Australia Locked Up
John Nicholson
Allen and Unwin 2006
ISBN 1-74114-609-7 Suitable for ages 12-15
<http://shop.hht.net.au/site/Home/Catalogue.aspx?searchtype=All&searchid=272f1d66c82967de&searchoperand=0&searchvalue=Australia%20Locked%20Up>
3. Australian Convicts from the First Fleet to the End of Transportation
Jill B Bruce
Kangaroo Press 2006
ISBN 0-7318-1243-3 Suitable for Primary students
Out of print.
4. Australia's Convict Past
Robert Coupe
New Holland 2002
ISBN 186436707-5 Suitable for ages 12-15
<http://shop.hht.net.au/site/Home/Catalogue.aspx?productid=9076e4b364119f0e>
5. Australia's Convicts Series (4 titles)
Vol. 1 Criminals or Victims
ISBN 073294693X
Vol. 2 Life at Sea
ISBN 0732946948
Vol. 3 Life in a new land
ISBN 0732946956
Vol. 4 Transportation ends
Macmillan Education Australia 1999

ISBN 0732946964
Out of print.

Illustrated primary readers

6. Convicts and Early Settlers 1788 – 1950
Kieran Hosty
Australian National Maritime Museum
Macmillan Library 2000
ISBN 0-7329-6224-2 Suitable for Primary students
Out of print.

7. Convicts, Transportation and Australia
Michael Bogle
Historic Houses Trust of New South Wales 2008
ISBN 9781876991302 Suitable for adult readers
<http://shop.hht.net.au/site/Home/Catalogue.aspx?productid=a9b01e32f7783ea3>

8. Escape to Eaglehawk
Vashti Farrer
Millennium Books 1991
ISBN 0-9580-164-02 Suitable for ages 9-14

9. Freedom on the Fatal Shore
Australia's First Colony
John Hirst
Black Inc 2008
ISBN 9781863952071 Suitable for adult readers
<http://shop.hht.net.au/site/Home/Catalogue.aspx?productid=f35987218841f58c>

10. Grim Crims and Convicts
Fair Dinkum Histories
Jackie French
Scholastic 2005
ISBN 1865048712 Suitable for Primary students
<http://shop.hht.net.au/site/Home/Catalogue.aspx?productid=dfeb69fe0defd8c5>

11. Growing up in the First Fleet
AT Yarwood
Kangaroo Press 1983
ISBN 0949924733 Suitable for Primary students
Out of print.

12. Letters Back Home: A Play
 Vashti Farrer
 Pearson Education 2002
 ISBN: 0-7339-3052-2 Suitable for Primary students
 To order contact the author direct on: info@vashtifarrer.com
13. My Australian Story: Surviving Sydney Cove
 Goldie Alexander
 Scholastic Australia 2010
 ISBN-13: 9781741696172 Suitable for ages 9+
<http://shop.hht.net.au/site/Home/Catalogue.aspx?productid=8be83a9ca92e8704>
14. The Castaway Convict
 Wendy MacDonald
 UWA Press 2005
 ISBN 1920694358 Suitable for Upper Primary students
 Out of print.
15. The Convict Era: How they lived
 Michael Dugan
 Macmillan Education Australia 1992
 ISBN 0732907012 Suitable for Primary students
 Out of print.
16. The Convicts
 (Settling Australia Series)
 Stephen Gard
 Macmillan Education 1998
 ISBN 732930057 Illustrated primary reader
 Out of print.
17. The Danger Zone: Avoid Being a Convict Sent to Australia
 Meredith Costain
 Koala Books/Book House 2005
 ISBN 1904642780 Suitable for Primary students
 Out of print.
18. The First Fleet
 Alan Boardman/Roland Harvey
 Five Mile Press 1982
 ISBN 0867880082 Suitable for Primary students
 Out of print.

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19. Tom Appleby – Convict Boy
Jackie French
Angus and Robertson 2004
ISBN 0-207-19942-6 Ages 10+
<http://shop.hht.net.au/site/Home/Catalogue.aspx?productid=72177d947d04b04b>