

# GET ME OUT OF HERE!

## FOOLISH AND FEARLESS CONVICT ESCAPES

By Pauline Deeves

### Classroom consideration

Before you begin, carefully consider the steps you can take to ensure that you are providing a culturally safe and inclusive space for everybody in your classroom and school. This may include undertaking cultural competency training and reading widely and proactively.

**RECOMMENDED FOR:** 6–12 years old, Years 1–7, Lower to upper primary and lower secondary

**THEMES:** Convicts, prisons, escapes, adventure, crime and punishment, justice, Australian history.

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### CURRICULUM LEARNING AREAS:

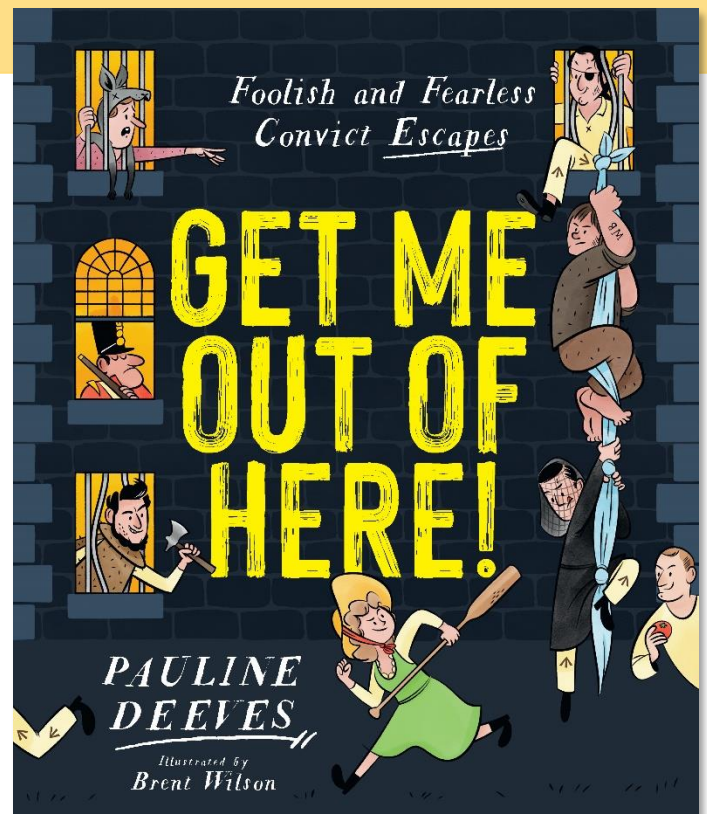
- **ENGLISH:** Literacy, Literature and Language
- **HASS:** Humanities and Social Sciences
- **VISUAL ARTS**

**NOTES WRITTEN BY:** Tye Cattanach

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# INTRODUCTION

*Get Me Out of Here!* is an engaging and accessible non-fiction book that is sure to delight your students and pique their curiosity about Australia's convict history. Written with a wide range of reading abilities in mind, *Get Me Out of Here!* makes for a fabulous read aloud experience with your class.

This book is full of suggested activities and bits of information that will provoke further reading and research and plenty of discussion. With humorous illustrations and engaging, accessible storytelling, this book has been conceived to engage even the most reluctant readers.

*Get Me Out of Here!* paints a rich picture of prison life in the colonies, early encounters between prisoners and First Nations Peoples, and the fate of women convicts. It has been meticulously researched and written to the specifications of the National Curriculum and is a must-have for every primary-school teacher and school library collection.

## SUMMARY

Full of crims, crooks and rascally runaways, this fun and light-hearted non-fiction title is a colourful celebration of Australia's convict past. Featuring a cast of diverse and fascinating characters such as Moondyne Joe, Mary Bryant and a guy who put on a kangaroo skin and hopped away (literally), this fun and engaging collection brings Australia's early colonial past to life. Perfect for readers aged 6–12, *Get Me Out of Here!* is a wonderful introduction to Australia's convict history.

## Q&A WITH PAULINE DEEVES, THE AUTHOR

***What is your earliest memory of wanting to become an author?***

I began storytelling when I was four. I couldn't read or write but dictated what I thought of as my brilliant ideas to my dad. He would write the book and I would illustrate. I would then sell him the finished copy. He didn't pay much but offered lots of encouragement. He had a great respect, and gift for, the written and spoken word, which he passed on to us.

***What was the very first thing you ever 'published'?***

When I was seven, my sisters and I started a family newspaper. I was writer, editor, publisher and chief designer. They were allowed to colour in, follow my instructions and sell copies to dotting family. (Yes, I am the eldest.)

***What made you want to become a teacher?***

Throughout high school I loved English and History, especially Australian History, and they were the first subjects I taught when I began my teaching career. At various stages I have also taught Special Education, been a Teacher Librarian and a computer nerd. I have taught at all levels from Kindy to High School. I have always written too – short pieces, magazine articles, newsletters and talks. Much of my career was spent working with refugee kids and students from many diverse backgrounds. At one point I could swear in

multiple languages (or at least detect when I was being sworn at.)

***When did you begin to write seriously as an adult?***

When I retired from my permanent teaching job, I had more time to devote to writing. I wrote historical articles for adults, a school magazine story and chapter book, and then discovered the wonderful people at National Library Publishing. I published three books with them and loved every minute. I live in Canberra and the Library is my second home. I never enter without the realisation that there are thousands, probably hundreds of thousands of Australia's stories just waiting to be told. Having the Library closed during the pandemic is worse than not having a haircut in lockdown.

***What has been the most rewarding part of your role as an author?***

I enjoy the interaction with readers, especially kids, who are all too willing to share their opinions. My second book with the NLA was *Socks, Sandbags and Leeches*, which deals with childhood in Australia in World War One. It was meant for kids but found a readership among 80- and 90-year-olds whose parents were those children. I received many expressions of gratitude from this generation who had no idea what their parents had suffered. I believe good stories cross boundaries across the generations.

# CLASSROOM DISCUSSION AND ACTIVITIES

## BEFORE READING

- Look closely at the cover of *Get Me Out of Here!* and discuss what kind of a book you think this will be. Note that the subheading of the book is *Foolish and Fearless Convict Escapes* before discussing the following (for younger students):
  1. How would you describe the people featured on the cover?
  2. How could you tell they were convicts? [Hint: clothes, jail cells]
  3. Where do you think the 'Here!' in the title refers to?
  4. In what country might these people have been born?
  5. Why might they have been transported to Australia?
  6. Why do you think they are so keen to escape?
  7. Which person on the cover isn't a convict?
  8. Would you describe *Get Me Out of Here!* as fiction or non-fiction? Why?
- For older students, discuss what a convict is. What kind of people were they? How long ago did they arrive in Australia? Where might they have come from? Do any students know if they have a convict in their family history? What are students most excited to learn about reading *Get Me Out of Here!*?
- Turn to the map of Australia appearing opposite the book's Contents page and ask students what the buildings on the map have in common. [Answer: they are all prisons built during the convict period.]

## ENGLISH

### LITERATURE



#### Literature and context

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons.

Make connections between the ways different authors may represent similar storylines, ideas and relationships.

#### Examining literature

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension.

#### Story portrayal

- Ask students if they feel that history and the stories of convicts is a 'fun' subject? Has *Get Me Out of Here!* changed their minds about this? How?
- Why do you think the author and illustrator chose to illustrate the text in this way? Does it make reading the text more enjoyable/ easier to engage with?
- Which is their favourite convict story and why? What about the way the story was told made them enjoy it?

#### Role play – Judge and Accused

- In groups of two, students choose their favourite convict story from *Get Me Out of Here!*

One student is the **convict** sharing their side of the story, the other, a **judge** that refutes their version of events.

Students work together to write a script using content from the text. Students can research speech patterns, words and phrases of the time and use the

language they've learnt in their scripts. Refer to the 'Learn the Lingo' facts at the end of each section and the Glossary on page 62. Sydney Living Museums have documented some good examples of 'Flash' language – the criminal patois of that time: <https://sydneylivingmuseums.com.au/convict-sydney/flash-language>

Students can then act out the scenes they've created in class or make and present a short film.

### Formal and informal writing

- Ask students to think about the differences in language they might use when writing. A letter to a friend or family member will generally be informal, but a letter to a judge (such as the one in James Porter's story) must be more formal to be taken seriously.

Ask students to consider the defence stories presented by James Porter (e.g., '*...our escape was really not our fault. No one was guarding us. No one at all. It was almost as if they were asking us to escape!*' page 14 or '*...to be a pirate, you have to steal from the "high seas". The Frederick was not on the high seas. She was on an island.*' page 16)

Select one of his defensive statements and write it in 3 different ways:

- as a text message to a friend,
  - as a letter to a trusted family member, and
  - as a formal letter arguing their defence to a judge.
- Compare and contrast these as a class and discuss the different ways we use language depending on who our audience is.

### Components of literature

- Turn to the end of the book to find the **Glossary** and **Index**. What purpose does each serve? Why might a Glossary and Index be useful in a book such as *Get Me Out of Here!*?

## LITERACY

### Point of view

- Ask students to speculate on why the author has chosen to tell the convicts' story from their point of view? How might they feel about these convicts and their stories if the story was told from the point of view of a soldier or a judge?
- James Porter says in his story '*Of course I can read and write! Not all of us convicts are illiterate.*' Why might James feel the need to tell you this? Why might people believe that all convicts were illiterate?

### Comprehension: Moondyne Joe's Story (pp 5–11)

1. Why was Moondyne Joe sentenced to three years in jail? (Page 6)
2. Who do you think shot the horse and scraped the skin away from where Moondyne Joe had left his brand? What made you think this? (Page 6)

### Y3 Texts in context

Identify the point of view in a text and suggest alternative points of view.

Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences.

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features.

3. Why did strangers help Moondyne Joe by letting him sleep in their stables and giving him food? (Page 7)
4. How did Moondyne Joe 'trick' his prison guard to escape? (Page 8)
5. [True or False] Well-behaved convicts could eventually earn a ticket of leave, which allowed them to work for themselves. (Page 10)
6. [True or False] Iron fetters were usually a type of handcuff. (Page 10)
7. [True or False] Some convicts used fat or soap to slip out of their chains. (Page 10)
8. Why do we only have photos of convicts in Tasmania and Western Australia? (Page 11)
9. Why did convicts who were made to wear leg irons develop a strange way of walking? (Page 11)
10. How did the authorities make sure that Joseph Ralph never, ever escaped again? (Page 11)

### Retelling stories

- *Billy Hunt's Story* (pp 21–27): Write a script between two characters talking in a gaol late at night. One of the characters is Billy Hunt and the other is the new prisoner in the cell next to Billy's. The new prisoner asks Billy if he has ever tried to escape from the gaol and Billy should explain the episode where he dressed as a kangaroo. Perform the script to the class.
- *William Buckley's Story* (pp 29–35): Write a script between two characters talking over a counter in a Hobart store. One of the characters is the storekeeper, William Buckley, and the other is someone wanting to find out more about the local First Nations People, the Wadawurrung People. In the script, be sure to have William explain what he learned from the Wadawurrung People and how he came to learn it. Perform the script to the class.

### Diary recount

- *James Wilson's Story* (pp 37–43) or *Mary Bryant's Story* (pp 45–51): Imagine you are either James or Mary writing a diary entry five years after your escape. In the entry, make sure you describe how you feel about leaving Australia, if you have any regrets about escaping, and what your best or worst moment on the journey was. Include description of how you think these convicts might have been feeling and thinking.

## LANGUAGE

*Get Me Out of Here!* is written in a conversational/diary entry style, as though we are hearing directly from the convicts themselves, an effective method for ensuring that the text is not only engaging but generates empathy for the character 'speaking'. It is much easier to believe someone's side of the story if they are telling it themselves.

- Billy Hunt's story reveals that he tried to make the work that he and the other convicts did less boring, by reciting Shakespeare to them. But this made them grumpy. Why might this have made them grumpy?

### Y3 Language variation and change

Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages.

- William Buckley's story tells how the Wadawurrung People helped him escape. He went on to live on their Country with them for 32 years. When William visited a white person's camp after such a long time, they seemed afraid of the noises he was making, and he felt strange using English after 32 years. Explore the differences in language between English and Wadawurrung words:  
<http://www.djillong.net.au/wadawurrung-country/wadawurrung-language.html>

#### Y4 Language for interaction

Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group.

Understand differences between the language of opinion and feeling and the language of factual reporting or recording.

Y5 Understand how to move beyond making bare assertions and take account of differing perspectives and points of view.

### Learn the Lingo

- Each chapter features a **learn the lingo** section, featuring words students may not be familiar with, including:
  - Bolter
  - Centipede
  - Bail up
  - Croppy
  - Canary
  - Lag
  - Mang
  - Pugilists

Ask students to choose four of these words and incorporate them into a paragraph of text, telling a story of their own.

- While most of the early settlers and convicts came from England, Ireland and Scotland, Australia is now well known around the world for its own unique 'slang'. Ask students to think of any Aussie slang words they know, write them on the whiteboard. As a class, 'translate' these words to more commonly recognised English words. Speculate how someone from England might have said them in the 1800s. E.g. 'A scorcher of a day' means 'A very hot day'. Refer to this online slang dictionary for more: <https://www.australiaday.com.au/fun-activities/browse-the-aussie-slang-dictionary/letter/a/>

#### Y5 Language for interaction

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships.

## ASSESSMENT

### Book review

Ask students to review *Get Me Out of Here!* using only 150 words. They should focus on the writing and illustration style as a selling point for their peers. You can find some excellent review writing guides here <https://www.shelftalkers.slav.vic.edu.au/resources/>

### Campaign development and fundraising

Imagine you are the kind Irish supporters in Boston that have taken up James Wilson's cause. How might you develop and implement a campaign to raise money to aid his cause? Develop a slogan and a story for the campaign. You might even like to design a logo for your campaign. Create the following materials to reach your target audience: A poster, a leaflet for letterboxes or handing out, a Facebook post and 4 tweets to present for assessment.

### Historical recount

Ask students to imagine they are a parent of one of the convicts in *Get Me Out of Here!* Write an account of their early life before they were convicted and sent to Australia. Research where they came from to include as many details as possible and make the story as accurate as they can. What kind of house did they live in, what kind of family did they grow up in? Were they poor? Educated? Badly behaved as small children? Why did they commit the crime that got them convicted?

# HUMANITIES AND SOCIAL SCIENCES

## INQUIRY AND SKILLS, KNOWLEDGE AND UNDERSTANDING



### Voyage Game

Voyage Game is an interactive, animated educational online game based on real convict voyages (produced by the Australian National Maritime Museum) that brings the first fleet journeys and convict stories to life.

- Head to this sea museum link <https://www.sea.museum/explore/apps-and-games/voyage-game> to explore the game with students and access the comprehensive teaching resources and source materials for related activities on various topics, including:
  - Britain and the world: 18th & 19th centuries
  - Crime and Punishment
  - The Voyage
  - The Role of the Surgeon
  - The Arrival

### Prison doctors

There were many people involved with prison life. Guards and wardens, and importantly, doctors. Imagine you are a doctor working in a convict prison. What concerns might you have had about the ways in which convicts are treated? How might you have kept them healthy? Do some research here <https://sydneylivingmuseums.com.au/convict-sydney/what-happened-sick-injured-convicts>

- Keep a diary spanning the period of one month. Document the convicts you treat for illness and share information about the convict and their history, the ailments and illnesses they suffer from and how you feel about treating them. Do you have any favourites? Do you have patients you dislike? Why? You might even like to write a letter to the Governor arguing a case for better conditions, food and treatment. This can be written as a diary, an audio diary or a video diary.

### The journey to Australia

Watch this short video about convict voyages <https://www.abc.net.au/education/the-convict-voyages/13625258>

- Keep a diary of the journey to Australia. What were the conditions like on board? What were the other passengers like? Were there any conflicts with other convicts? Who are you friends with? Who are you afraid of? Do you have a job on board? What is the food like? How are you feeling? What do you think Australia might be like? Who have you left behind? You might like to document this journey as a series of letters to a loved one, or as a diary.

### Prison life

- Refer to the list of Australia's Convict Prisons in *Get Me Out of Here!* (Pages 58–61). Choose one of the prisons from the list and find out more about it. Present findings to the class as an oral presentation, or as a written report. Students can include other interesting facts they learned while researching, as well as what the prison is used for now.

#### Questioning

Pose questions to investigate people, events, places and issues.

#### Researching

Locate and collect information and data from different sources, including observations.

Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions.

Sequence information about people's lives and events.

#### Analysing

Examine information to identify different points of view and distinguish facts from opinions.

Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns.

#### Evaluating and reflecting

Evaluate evidence to draw conclusions.

Work in groups to generate responses to issues and challenges.

#### Communicating

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions.

- Research whether convicts were involved in building roads, bridges or houses in their local area. The results of this research can be presented in a map format.
- Moondyne Joe mentions he was given a knife to cut his meat in prison. This might strike students as a little odd. Were convicts fed meat? Or given knives? What did they eat? Do further research here: <https://sydneylivingmuseums.com.au/convict-sydney/what-food-did-convicts-eat>
- *My Place for Teachers* is a website that supplies rich educational animated material to support primary school teaching. View the episodes of [Alice from 1828](#) and complete the questions in [Activity 5: Crime and Punishment](#), relating to the clip *Pig Forgery*.

### A convict in the family?

- Students can research their own potential convict history using this site <http://perthdps.com/convicts/> and complete the quiz to test their knowledge.
- As a class, look through the 'Try It' sections of *Get Me Out of Here!* and choose which activities they might like to do as a class.

### Signals

- Explore the Semaphore Flag Signalling System and think of ways you might communicate with each other or other classes: <https://www.anbg.gov.au/flags/semaphore.html>



## WORKSHEET 1: Create a convict persona

Plan your escape! Create a convict character name for yourself and a backstory using the worksheet at the end of these notes. Provide the following information: Name, Date of Birth, Birthplace, Occupation, Physical description, Crime, Sentence, Transported to, Arrived in Australia, Escaped From...

**Extension exercise:** Using the convict persona created to do further research. What is the surrounding area like? Who are the First Nations People/s of the land? What bush foods grow naturally in that area that you might be able to eat? What could you hunt or fish for? Where will you find water? What is the climate like? Develop a list of what you will need to survive. Present this as a poster or online workbook, with images and links to relevant research sites and maps.

### HASS Geography Y4

*The importance of environments, including natural vegetation, to animals and people.*

*The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability.*

*The use and management of natural resources and waste, and the different views on how to do this sustainably.*

## VISUAL ARTS

- Ask students to speculate and discuss how the text is made more engaging by the illustration style used by Brent Wilson.
- Learn about and make a convict love token using this resource from Sydney Living Museums <https://sydneylivingmuseums.com.au/convict-sydney/what-are-convict-love-tokens>
- Explore the site [watercolourworld.org](http://watercolourworld.org), Australia as Drawn by Convicts. Discuss techniques and materials used. Perhaps students might like to create their own depiction of what they imagined Australia looked like to convicts <https://www.watercolourworld.org/article/australia-drawn-convicts>

### Visual Arts

*Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists.*



## ABOUT THE AUTHOR

Pauline Deeves has been a teacher for more than 30 years with experience from kindergarten to college, including 15 years as a teacher librarian. She has contributed to many educational and children's publications and reviewed manuscripts for educational publishers. Pauline has published more than 200 magazine articles in Australia and overseas and has written several books. She is a regular visitor to schools, presenting writing workshops for both students and teachers.

## ABOUT THE ILLUSTRATOR

Brent Wilson is an illustrator whose art is characterised by a playful mid-century aesthetic. With its bold colours, loose lines and jaunty characters, his work inspires nostalgia for the children's books and advertising campaigns of the 1950s and '60s. His illustrations regularly appear in major national publications and, recently, Brent illustrated the children's book *Koalas Like To...* by Shae Millward, which was shortlisted for the 2021 Australian Book Design Awards.

## ABOUT THE WRITER OF THESE NOTES

Tye Cattanach has long been involved in children's books in Australia. Her early career includes having been a book blogger and specialist children's bookseller. Since then, she has been a P-12 Library Coordinator and a marketing and publicity manager for Penguin, and has travelled widely presenting on the importance of reader/audience engagement and library culture and the importance of engaging reluctant readers. After working with Hardie Grant Egmont as a marketing and publicity manager, she joined the team at Readings, working as part of the events team and in Readings Kids. She still does some freelance work in the education sector and stays across all curriculum developments.

## CORRESPONDING LITERATURE

### Non-Fiction

*Strangers on Country* by David Hartley and Kirsty Murray. This book is a sensitive collaboration depicting five instances of first contact interactions between Aboriginal Peoples and early white colonisers.

*Convict Places: A Guide to Tasmanian Sites* by Michael Nash. A guide to Tasmanian sites associated with the convict period. Includes modern and historic images of these places.

*Child Convicts* by Net Brennan. Stories of child convicts transported to Australia.

*Settling Australia: The Convicts* by Stephen Gard. An overview of the convict era appropriate for primary school students.

*Footsteps and Voices: A historical look into the Cascades Female Factory* by Lucy Frost. An overview of the history of the Cascades Female Factory. Includes illustrations, photos and plans of the site and a chronology of developments from 1803 to 1877.

### Fiction

*Edward Britton* by Gary Crew. The story of a boy convict based on the experiences of the boys transported to Point Puer Boys' Prison.

*Our Australian Girl: Meet Grace* by Sofia Laguna. The story of a convict girl transported to Australia.

*Tom Appleby, Convict Boy* by Jackie French. The story of a convict transported to Australia.

*Beth: The Story of a Child Convict* by Mark Wilson. A picture book for older readers.

*Convicts: Fair Dinkum Histories (All the Stinky Bits)* by Jackie French. For readers aged 6–12.

*The Last Convict* by Anthony Hill: A middle grade fiction about a convict child.

*Grim Crims and Convicts: Fair Dinkum Histories* by Jackie French. Suitable for readers aged 6–12.

*My Australian Story: Surviving Sydney Cove* by Goldie Alexander. Upper middle grade fiction suitable for readers aged 10–12.

## Video

My Place Episode 22 | 1798: Sam [http://myplace.edu.au/teaching\\_activities/1878\\_-\\_before\\_time/1798/episode\\_landing\\_22.html](http://myplace.edu.au/teaching_activities/1878_-_before_time/1798/episode_landing_22.html) Sam is a child convict, arrested in London for stealing a jacket. Now, having lived his whole life in towns and cities, he's sent to an isolated farm on the edge of the bush.

## ONLINE LINKS IN FULL

The Port Arthur Historic Site: [www.portarthur.org.au](http://www.portarthur.org.au). Background information on the history and significance of the site, information on heritage management and links to further resources including the Statutory Management Plan and a range of fact sheets

The Female Factory Historic Site: [www.femalefactory.org.au](http://www.femalefactory.org.au). Background information on the history and significance of the site, information on heritage management and links to further resources including the Conservation Management Plan.

The Coal Mines Historic Site: [www.coalmines.org.au](http://www.coalmines.org.au). Background information on the history and significance of the site, information on heritage management and links to further resources.

The Australian Convict Sites World Heritage Property: [www.environment.gov.au/heritage/places/world/convict-sites](http://www.environment.gov.au/heritage/places/world/convict-sites). Information about the convict sites world heritage nomination. Details of the significance of these sites in the global historical context.

The Female Convicts Research Centre Inc: [www.femaleconvicts.org.au](http://www.femaleconvicts.org.au). Comprehensive source of information about female convicts and female convict institutions across Tasmania, access to a range of primary and secondary sources, database of female convict records and links to further resources.

The Companion to Tasmanian History: [www.utas.edu.au/library/companion\\_to\\_tasmanian\\_history/index.htm](http://www.utas.edu.au/library/companion_to_tasmanian_history/index.htm). Includes a section titled Convicts and the Colonial Period and comprehensive information on related topics, people and places.

Libraries Tasmania: [www.libraries.tas.gov.au](http://www.libraries.tas.gov.au). Search the database for resources relating to the convict period, including historic images. Search the archives for historic documents including plans, maps and original convict records.

Australian History Mysteries: <http://australianhistorymysteries.info/>. A subscription-based website containing inquiry learning case studies. The case study 'What was the life of a female convict really like?' has been developed for the Year 5 Australian Curriculum and involves a detailed exploration of the Ross Female Factory site.

Founders and Survivors: <http://foundersandsurvivors.org/>. A database of Tasmanian convicts displaying transcribed convict record information.

Founders and Survivors Storylines: <http://www.founders-storylines.com>. An online resource which allows you to discover intergenerational stories of convicts, search convict records and use physical descriptions to create an image of a convict's face using 'facemaker'.

Digital Panopticon: <https://www.digitalpanopticon.org/>. A database of records relating to the lives of 90,000 convicts sentenced to transportation, imprisonment or death at the Old Bailey between 1780 and 1913. Also contains a wealth of background information relating to transportation, research guides and teaching guides.

The Voyage Game: <https://www.sea.museum/learn/teacherresources/voyage-game>. An online game aimed at discovering what life was like on a convict transportation ship. Supporting classroom activities are also provided.

ABC Digibook: The Colonisation of Hobart <http://education.abc.net.au/home#!/digibook/2887637/the-colonisation-of-hobart>. A series of short videos about the colonisation of Tasmania. Includes interviews with staff at the Cascades Female Factory and Port Arthur Historic Sites.

Edges of Empire Biographical Dictionary: <https://www.eoe.convictwomenspress.com.au/index.php>. A biographical dictionary offering accounts of approx. 200 female convicts tried or born outside the British Isles.

Sydney Living Museum – Convict Sydney: <https://sydneylivingmuseums.com.au/convict-sydney>. An informative and interactive website sharing convict stories and history.

The National Centre for History Education – Convicts and Port Arthur: <https://hyperhistory.org/index.php?option=displaypage&Itemid=569&op=page#tra>. Informative and comprehensive website that also shares details of the story of a 9-year-old convict held at The Boys Prison at Point Puer.

Convicts to Australia: <http://perthdps.com/convicts/>. Convicts to Australia is intended to guide, inform and entertain those just starting the hunt as well as the more experienced researcher. The site is a 'work in progress' and data is being added regularly.

Australian Convict Sites: <https://www.awe.gov.au/parks-heritage/heritage/places/world/convict-sites#gallery>. The 11 places that make up the *Australian Convict Sites* World Heritage serial listing tell a story of exile from one side of the world to the other and how a new nation was formed from hardship, inequality and adversity. Comprehensive photo galleries and information.

Fremantle Prison: <https://fremantleprison.com.au/history-heritage/>. Excellent resource with plenty of information, photographs, and educational resources.

Semaphore Flag Signalling System: <https://www.anbg.gov.au/flags/semaphore.html>

# WORKSHEET 1: Create a convict persona

Create a convict character name for yourself and a backstory.

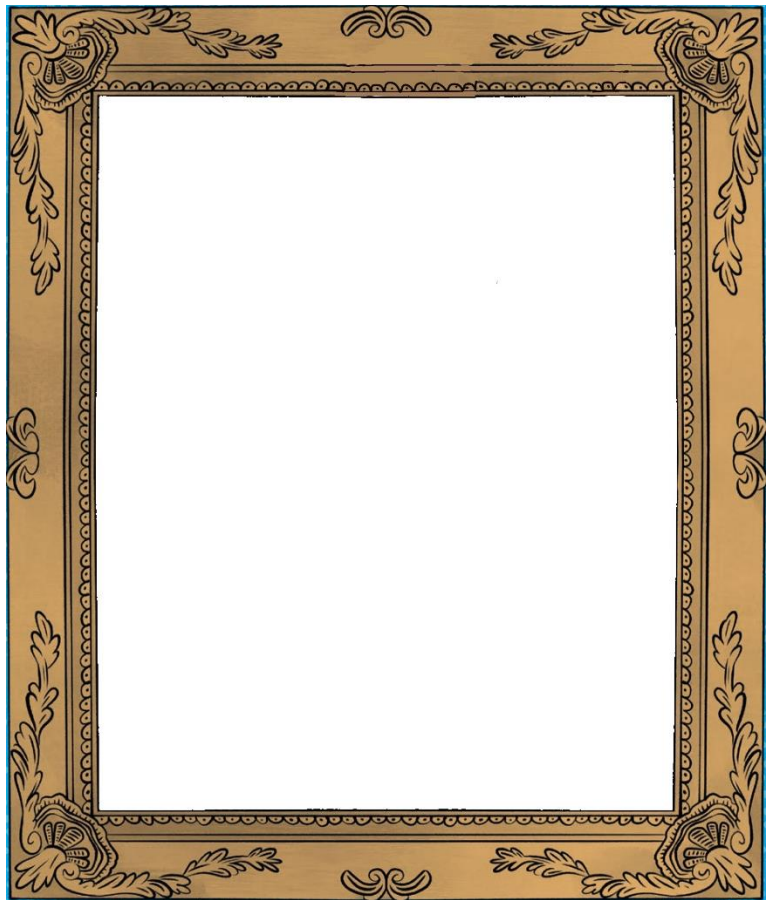
NAME

-----  
DATE OF BIRTH

-----  
BIRTHPLACE

-----  
OCCUPATION

-----  
DESCRIPTION



-----  
CRIME

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SENTENCE

-----  
TRANSPORTED TO

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ARRIVED IN AUSTRALIA

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ESCAPED FROM

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