

EDUCATION PROGRAM

PRE LESSON PLAN: **What's My Story?**

Once a thief always a thief (YEAR 9, 50 mins)

Learning Objectives :

To understand about skills required to do jobs done in past early 19th Century.

To understand about living conditions and job opportunities, in early 19th Century.

Skills required:

Historical questions and research

Analysis and use of sources

Comprehension

Explanation and communication

Perspectives and interpretation

FIND ANSWERS TO THESE QUESTIONS:

What skills or training was required to do the following jobs or trades: Stonemason, Brick maker, Cooper, Shingle Splitter, Pattern Maker, Shipwright, Blacksmith and Shoemaker.

Which jobs or trades do you think were important in 1830s and at Port Arthur Prison and why?

What was it like to be living in England in 1830s? For what reason do you think people might be likely to steal?

INQUIRY QUESTIONS:

What sources, places can we use to get this information?
How can you develop the skills to understand some of the terms used? How can we know if our information is correct?

WHAT TO DO: Find out answers to questions. Collate and write up information gathered in concise and accurate method.

Learning materials and resources:

Access to internet and books or paper information on trades and skills needed to do them.

Read text by Charles Dickens or other Authors on Victorian life.

Gather information on significant

- labour saving devices
- technological developments
- inventions and discoveries

which may have changed skills of trades and quality of life of those living in 19th Century, such as sewing machines, steam engines, motorised saws, electricity. Consider when they happened.

EDUCATION PROGRAM

ACTIVITY: **What's My Story?**

Once a thief always a thief (YEAR 9, 50 mins)

Learning Objectives :

To find out about a convict's life.

To make predictions and draw conclusions, about a convict, using artefacts and convict records.

Skills required:

Listening, following and understanding instructions

Observation and interpretation

Comprehension and decoding

Answering questions and recording

Analysis of information and data found

Reasoning, interpretation and drawing conclusions

INQUIRY QUESTIONS:

How do archaeologists decide if object or piece of evidence is original, important or valuable?

How can you develop the skills to gather and decipher information?

How can you develop the skills to make predictions and draw conclusions?

How can you know if your information is correct?

WHAT TO DO:

Look at artefact and record answers to questions on sheet.

Look at convict record and record answers to questions on sheet.

Make predictions and conclusions about convict using information collected.

Learning materials and resources:

Guide

Artefacts linked to convicts (gloves, magnifying glass)

Enlarged copy of original **Convict record** of real convict

Recording sheet for both artefact and convict record

Education room with measuring stick (feet and inches) and displays related to life at Port Arthur during convict era

Visitor centre with **displays and information** on life of real convicts and opportunity to read information, see old photographs or pictures explaining about 'life for convicts' in buildings and throughout site.

Once a thief always a thief (YEAR 9, 50 mins)

Learning Objectives:

To make a 'biography' about a real convict based on information gathered from convict record and artefacts linked to them.

To understand skills involved with trades or jobs such as shoemaker, cooper, blacksmith, stonemason, tailor, carpenter or shipbuilder

Skills required:

Analysis of information and data found

Observation and interpretation

Comprehension and decoding

Reasoning, interpretation and drawing conclusions

Creative writing

FIND ANSWERS TO THESE QUESTIONS:

INQUIRY QUESTIONS:

How can you develop the skills to gather and decipher information?

How can you develop the skills to make predictions and draw conclusions?

How can you know if your information is correct?

Where can you source information?

WHAT TO DO:

Look at your completed recording sheet.

Re-look at convict record and gather further information from then Indent records

Make predictions and draw conclusions about **your convict** using information collected.

Gather information about trade linked to **your convict** and what he did before Port Arthur

Write a detailed biography about **your convict**

Learning materials and resources:

Access online to original **Convict and Indent records** of real convict and **decoding sheet** .

Your completed **recording sheet** for both artefact and convict record (from activity at Port Arthur)

Access to **internet, information and books** about trades and jobs

Convict Biography should include information on:

- Physical appearance and age
- Kind of person they were- did they smoke, drink or commit lots of offences
- What punishments did your convict have-lashes, leg irons, solitary confinement?
- Did your convict reform, learn new job or trade skills