AMAZING RACE - A SELF GUIDED/SCHOOL DIRECTED ON-SITE ACTIVITY

The buildings/areas covered per sheet are:

- 1. The Penitentiary
- 2. The Commandant's House
- 3. The Military Area
- 4. The Hospital
- 5. The Museum
- 6. The Separate Prison
- 7. The Church
- 8. Government Cottage and Government Gardens

While the sheets have been designed sequentially around the site, teachers should be selective depending on their group's mobility and their available time. Suggested times and ways that this activity can be organised and run are listed below.

Version 1.... Time Trial (Independent group work/one sheet at a time)

A central location is chosen and it is from here that students leave and return as one sheet is completed at a time. A teacher or student is designated as 'Home base'. This person then collects and gives out sheets and checks the answers. Time taken to complete all sheets is important 'Home base' records the time at the start and at the completion of the final sheet for each group.

- The aim is to complete all activities on each sheet selected with the highest accuracy in the shortest possible time, within a designated overall time frame.
- The number of sheets to be included in the Amazing Race is chosen according to the time allowed for the activity (see below).
- Students are divided into small groups of up to four; each group should include a good reader.
- One sheet and a pencil are given to the group which moves around together to each place in the photo.
- They find and record the answers/complete the activities on each sheet and bring it back to 'Home base'. If students have to stage a performance as part of their answer, they do this then. If it is obvious that not enough effort has been made to complete the sheet, the group must revisit the location as a time penalty or rewrite answers.
- The group <u>can</u> be given the next sheet without waiting for the current sheet to be checked if it looks complete.
- Once the time allowed for the Amazing Race has elapsed or one group has completed all activities to a level deemed suitable, all groups must return to 'Home Base' and the race is over.
- Teachers then give each team their sheets and as quickly as possible check and compare answers in order to identify the group with the highest score as well as the quickest time.

Version 2.... Time Trial (Independent group work/all sheets)

Locations are chosen as 'Home base' for the start and finish (this can be the same or two different places). An overall time is designated when all teams must return to the finish. Students are given all sheets and choose the direction that they will take. A start time is recorded on the sheet. The Amazing Race finishes when the agreed time has elapsed.

- The aim is to complete all activities with the most accuracy in the shortest possible time, within a designated overall time frame. Time needs to be allowed for sharing at the end.
- The number of sheets to be included in the Amazing Race is chosen according to time allowed for the activity (see below).
- Students are divided into small groups of up to four; each group should include a good reader.
- A full set of sheets and a pencil are given to each group.
- The group spends a few minutes looking at the sheets and planning the direction that they will take as they must stay together.
- They find and record the answers/complete activities on all the sheets.
- Once the time allowed for the Amazing Race has elapsed all groups must return to 'Home Base'.
- Teachers should then check and compare each team's sheets in order to identify the group with the highest score (and the quickest time). Group performances should be done at the time of sharing and checking answers.



Version 3.... Walk to a time limit (Supervised group work/all sheets)

Locations are chosen for the start and finish (this can be the same or two different places). An overall time is designated when all groups must meet at the finish. An adult accompanies each group and students are given all sheets (or as many sheets as you wish) and choose the direction that they will take. The Amazing Race finishes when the time has elapsed.

- The number of sheets to be included in the Amazing Race is chosen according to time allowed for the activity (see below).
- This version is similar to Version 2 but is not a 'race'. The group spends a few minutes looking at the sheets and planning the direction that they will take as they must stay together with the adult.
- They find and record the answers/complete activities on all the sheets as they go.
- Once the time allowed has elapsed all groups must return to the finish.
- Teachers should then check and compare each team's sheets and compare the answers with other groups in order to identify the group with the highest score. It is possible that groups will have been to different places so this is a chance for sharing what has been discovered by different groups.

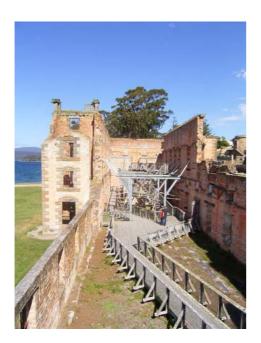
Suggested time allowance for completion of the Amazing Race.

The names of places on site and the numbers of sheets can be seen in the list at the top of this document. Time of about 10 minutes needs to be allowed at the end of Versions 1 and 2 to check and compare answers and to share any performances.

TIME PRIMARY SECONDARY

	Places/sheets	Places/sheets
40 minutes	Includes 10 minutes sharing /feedback time	Includes 10 minutes sharing /feedback time
Version 1	Three places eg: 1, 2, 5 or (6)	Four places eg: 1, 3, 5, 6 or 1, 3, 4, 6
Version 2	Three places	Four places
Version 3	Three or four places (eg: add 3)	Four or five places (eg: add 7)
60 minutes	Includes 10 minutes sharing /feedback time	Includes 10 minutes sharing /feedback time
Version 1	Four places eg: 1, 2, 3, 5	Four/five places eg: 1, 4, 6, 7
Version 2	Four places	Four/five places
Version 3	Four or five places (eg: add 6)	Five places (eg: add 3 or 5)
75 minutes	Includes 10 minutes sharing /feedback time	Includes 10 minutes sharing /feedback time
Version 1	Five places eg: 1, 2, 3, 6, 7	Five places eg: 1, 3, 4, 6, 7 or 1, 4, 5, 6, 7
Version 2	Five places	Five places
Version 3	Five or six places (add 4 or 5)	Five or six places (add 5 or 8)
More than 75 minutes	We would only recommend <i>Version 3</i> supervised walking for an extended time with Primary students. This way any combination of places or all sheets could be included and staff can assist and give feedback along the way.	If secondary students have more than 75 minutes for unsupervised walking around the site it is suggested that staff are positioned at several places around the site. All sheets could be included and students could check in and seek feedback as they move around the site. A finish time and place should be negotiated before the activity commences.





Penitentiary

This is one of the most recognisable buildings at Port Arthur.

Built as a granary and flour mill it was later converted to house a large number of convicts.

Read the interpretive panels and look around the building to complete these activities....

 Count the number of windows on the windows faced towards the harbour 	he bottom level. If the building had four floors how many r?
In front of the cells on the ground level	I there are two panels with stories of six convicts.
What was the nickname that one of levels of the Penitentiary?	f the commandants gave to the men on the bottom two
In Box 1 draw the face of the convict that you think most fits the nickname.	In Box 2 draw him as a free man
1 Write three words to describe him.	Write three different words to describe him now.

• Surprisingly most of the convicts could read or were able to attend lessons while they were

D 13,253

here. How many books would you expect to find in a place like this?

C 260

B 80

A none





Military area

The soldiers who worked here were in charge of security at Port Arthur.

Walk around the area and inside the building in this photo and read the interpretive panels to complete the cross word.

1 across

One thing that used to be stored inside the tower. (9)

2 across

What the soldiers did from the tower. (5, 8)

3 across

A name for a group of soldiers. (8)

4 across

A type of weapon used by soldiers to guard convicts. (5)

1 G		P		*			
2 W	*		C**				*
3 R				*			
4 R		*			_		

Starting with the letter marked ** unjumble the letters marked * to make a word to describe what the military area looked like during the convict era...

**			

Fact file.... A soldier's life was not an easy one.

Their living conditions were often more cramped than convicts. When off duty they had nowhere to go but unlike convicts they WERE allowed to hunt and fish, play card games and make music. Illegal but popular amusements included fighting with each other, gambling, stealing food from officers' gardens and trading with convicts.

Their children went to school but were not allowed to mix with civil officers' children!!



Commandant's House

This house was reserved for the Commandant and his family. The Commandant ran the prison

Daily life for senior officers and their families was very different from convicts and ordinary soldiers.



		P 4	
*			SI
	-10-	F.	
			-

Think about the Penitentiary, the Guard Tower, military area and this house.											
In each box below write a couple of words to describe three ways in which life was better for free people than for convicts.											

<>< What is this strange object?
The answer to a cross word clue below should help...

Walk through the building all the way from the front door and up to the last room. Look carefully into the rooms and fill in this crossword to find out about life in the nineteenth century.

What would the commandant have been able to see through the windows in the top photo?

The answer is on line 4 across>>>>>

Can you think why the windows would have been designed this way?

1 B		3 F	4 B		6 P	7 S
				5 F		
	2 R					
		T				
W						
					-	

1.	To make a fire to cook food on cooks had to in a fire place. (4, 4) (kitchen)
2.	To polish knives servants had to a handle on the knife polisher. (6) (kitchen)
3.	The big glass object on the bench to catch small insects is a (3, 4) (kitchen)
4.	Modern houses have a but people in Colonial times used a wash stand. (8) (front bedroom)
5.	They used a cool room and pantry instead of a (6) (kitchen area)
6.	A large musical instrument (6) (drawing room)
7.	An activity people did together for entertainment using the instrument in Question 6. (7) (drawing
	room)



Hospital

Look up the hill above the Penitentiary to find the place where sick people went for help from a doctor.

Find the interpretive panels on the lawn in front and inside to answer these questions.





What IS this object? Look over an entrance to the hospital to see it....

- A. A place to hang a sign?
- B. A basketball hoop?
- C. A frame to hold a lantern?
- D. A hook to tie a rope to lift heavy objects?

Sick or injured convicts at Port Arthur were able to seek help from doctors at the hospital. Work was physically demanding and the men needed to be healthy to carry out the tasks. Different types of work resulted in many accidents and working outside in summer and winter also created health problems.

• From the choices below, cross out things that convicts might NOT have been treated for by a doctor at this hospital.

broken limbs homesickness diseases snake bite colds and flu headaches cuts and bruises feeling lonely respiratory problems sunburn hunger

How many beds did the hospital have?

A 20 B 80 C 40 D 90

This is puzzling.....

Only soldiers and their family members and convicts were treated at the hospital.

Didn't officers, civil servants and their families have health problems?

Where were they treated by the penal settlement's doctors?

Fact file:

In the early years at Port Arthur two surgeons were convicts. They used rough knives and darning needles to treat patients. Imagine how it would have felt to have a wound stitched up WITHOUT any anaesthetics!



Museum

This object is in a display case in the building that was originally the Asylum.





Why were some people at Port Arthur called 'lunatics'?

Watch the video in the centre part of the Museum building to find out.

Do we use the word 'lunatic' in the same way today?

Work this one out....

In the box on the right draw a picture of what convicts called a 'magpie'.

Why didn't they like wearing it?

- A. not fashionable enough
- B. it made them too obvious if they tried to escape
- C. the fabric was too rough
- D. it had too many buttons
- E. it was the wrong football team

'Skilly' was a breakfast food eaten by convicts and soldiers. Fill in this recipe card to describe how you would make and serve it

Ingredients:

Cooking method:

How to serve:

Would it be your breakfast choice? Yes No Maybe





This photograph is taken outside the building where convicts were often kept for long periods of time in separate cells.



This prison was a place of total silence.

Try to imagine being locked in a cell for 23 hours a day as the convicts were in total silence....

Challenge yourself and your friends to see how long you can go without making any noise!!

In the Separate Prison warders had to communicate with prisoners using hand signals and bells.

Find a partner and make up about 5 different commands/expressions using hand signals. (You are allowed to talk to each other to do this!!)

Now sit together and practice having a conversation or getting your partner to carry out some tasks using hand signals.

Get a third person to watch and guess what you are doing or saying....



This photo is of the chapel. Go inside...

Get one person from your group to stand in the pulpit while the rest of you stand SILENTLY in separate stalls.

Get the person at the pulpit to deliver a sermon full of *fire and brimstone* or see what it sounds like to sing a hymn (or a song you all know).

DARE yourself or a friend to stand in TOTAL silence in TOTAL darkness in the punishment or 'dumb cell' for 30 seconds.

Can you do it??



The Church

Attendance at church was compulsory for everyone. It was thought that the word of God would help to reform the convicts. Up to 1100 people worshipped here on Sundays. Convicts were under armed guard even in the church.





Find this date plaque on the church.

What does AD 1836 mean? What happened at Port Arthur in that year?

Draw a date plaque of your own and write a clue for someone to guess what that date means to you.

Look closely at the marks in the sandstone blocks in the walls. The boys (some as young as 9 years of age) from Point Puer, the boys' prison across the bay, cut and shaped the stone.





Draw some other tools you think that the boys might have used to cut or shape stone.







The church at Port Arthur had clear glass windows. When a sermon was being given by the minister it was hoped that people would not be distracted by thinking about other things as they might have been in a church with beautiful stained glass windows.

Imagine that you are a convict or soldier far from home. In the box on the left draw a church window with a design that would have made you think of home or of someone/something special to YOU....

DO THIS...

walk into the central part of the church. How many spires can you count?

There used to be one more... what happened to it?



Government Cottage

Many important people stayed in this house up on the hill near the church when they came to satisfy their curiosity or to check on the management of the large industrial prison of Port Arthur.





Government Gardens

This area was set aside for free people and their families and important visitors. Wives and children were 'safe' from the prying eyes of the convicts who were not allowed in here except to work in the gardens.

The extensive lawn on the hillside in front of Civil Row, Government Cottage and beside

Government Gardens had a very different purpose during the convict era.

Its use helped to add variety to people's daily diet.

Copy the underlined letters into the boxes below in the same order to find out what used to be there.

I ha<u>ve</u> to <u>get</u> my b<u>a</u>ck un<u>b</u>ent from al<u>l</u> my digging in th<u>e</u> soil. <u>Fred ruined his good boots.</u>

V										+	F					
	To find out what the normal ration of food for most people at Port Arthur Penal Station contained, unjumble the following words. The first letter of each word is underlined															
	RI	<u>T</u> NU	JPS	_												
	AI	3A<u>C</u>	BEG	S _												
	TA	TE <u>l</u>	<u> P</u> OO	S _												
	TA	\SM	ЕТА	L S	S			_	M				(two v	vords))	
	Wo	ould y	ou ha	ve lil	ked a	diet ti	he san	ne as	this o	on EV	ER	Y day	of the	week	?	