

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

The buildings/areas covered per sheet are:

- 1. The Military Area**
- 2. The Commandant's House**
- 3. The Hospital**
- 4. The Museum**
- 5. The Separate Prison**
- 6. The Church**
- 7. 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.
- Students find and record the answers/complete the activities on each sheet and bring it back to 'Home base'.
- The group can 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 Places/sheets	SECONDARY Places/sheets
40 minutes	<i>Includes 10 minutes sharing /feedback time</i>	<i>Includes 10 minutes sharing /feedback time</i>
Version 1	Three places e.g.: 1, 2, 5 or (6)	Four places e.g.: 1, 3, 5, 6 or 1, 3, 4, 6
Version 2	Three places	Four places
Version 3	Three or four places (e.g.: add 3)	Four or five places (e.g.: add 7)
60 minutes	<i>Includes 10 minutes sharing /feedback time</i>	<i>Includes 10 minutes sharing /feedback time</i>
Version 1	Four places e.g.: 1, 2, 3, 5	Four/five places e.g.: 1, 4, 6, 7
Version 2	Four places	Four/five places
Version 3	Four or five places (e.g.: add 6)	Five places (e.g.: add 3 or 5)
75 minutes	<i>Includes 10 minutes sharing /feedback time</i>	<i>Includes 10 minutes sharing /feedback time</i>
Version 1	Five places e.g.: 1, 2, 3, 6, 7	Five places e.g.: 1, 3, 4, 6, 7 or 1, 4, 5, 6, 7
Version 2	Five places	Five places
Version 3	Five or six places	Five or six places
More than 75 minutes	We would only recommend Version 3... 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.

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

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

1 G	U	N	P	O	W	D	E*	R				
2 W	A*	T	C	H	C**	O	N	V	I	C	T	S*
3 R	E	G	I	M	E	N	T*					
4 R	I	F	L*	E								

2. 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...

**C	A	S	T	L	E
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Their children went to school but were not allowed to mix with civil officers' children!!

2. COMMANDANT'S HOUSE



This house was reserved for the Commandant and his family. The Commandant was in charge of running the prison

1. Can you discover which adventurous Commandant spent three days lost in the bush?

- A. William Champ
- B. Charles O'Hara Booth**
- C. James Boyd

2. 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.



1 B		3 F	4 B		6 P	7 S
U		L	A	5 F	I	I
R	2 R	Y	T	R	A	N
N	O	T	H	I	N	G
W	T	R	R	D	O	I
O	A	A	O	G		N
O	T	P	O	E		G
D	E		M			

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

FACT FILE....

Many of Port Arthur's Commandants were keen gardeners. William Champ filled the gardens with English varieties including crab apple and blackberries, while James Boyd planted experimental crops and carried out observations on how they fared in the Tasmanian climate.

3. 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.



<<<< 1. 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.

- 2. 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 headaches
cuts and bruises feeling lonely
respiratory problems hunger

- 3. How many beds did the hospital have?

- A. 20 **B. 80**
- C. 40 D. 90

4. 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?

IN THEIR HOMES

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!

4. MUSEUM



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

Go inside and take a look at the displays.

1. Find an unusual item made by a convict and draw it in the box to the right >>>>

EXAMPLES INCLUDE:

WALKING STICK

CLOGS

WOODEN FORK

2. Visit the Museum to find an item of clothing that the convicts called a 'magpie'.....

Why didn't they like wearing it?

A. it made them too obvious if they tried to escape

- B. the fabric was too rough
- C. it had too many buttons
- D. it was the wrong football team

3. Imagine that you are a museum curator who has been asked to put together a display on the topic of 'Port Arthur and Communication'. Choose 5 objects from the museum that you would include in your display:

EXAMPLES INCLUDE:

LETTER RACK, INK WELL, LIBRARY LEDGER, MODEL SEMAPHORE, LOVE TOKEN, POSTCARDS, GUIDE BOOK

5. SEPARATE PRISON



The Separate Prison was built to keep convicts in isolation and silence.

1. There was one place in the Separate Prison where the Convicts were allowed to use their voices. What is the name of this place?

THE CHAPEL

2. Describe what it is like in the 'Punishment Cell':

ANSWERS SHOULD REFERENCE COMPLETE DARKNESS AND SILENCE



<<<< 3. Explore the cells in A Wing. Can you find three examples of jobs the convicts did while locked in the cells?

List them below:

1. SHOE MAKING

2. BROOM MAKING

3. SEWING/MENDING CLOTHES

FACT FILE...

Some convicts still found ways to break the rules under the harsh conditions of the Separate Prison. While in the chapel, men would insert their own words into the hymns in order to communicate with each other.

6. 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.



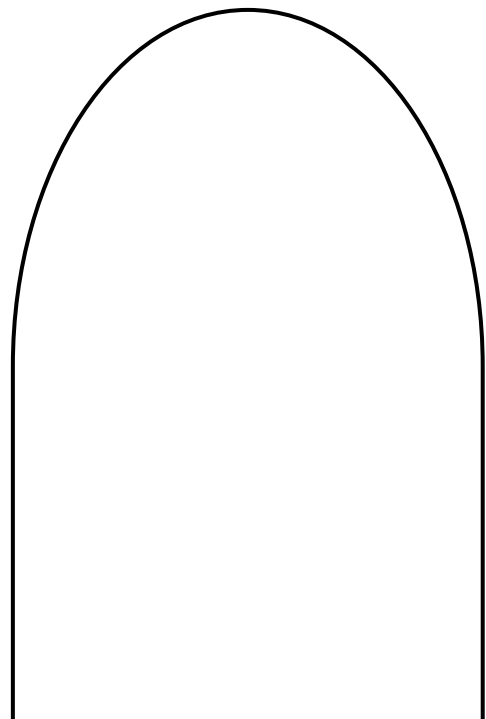
<<<< 1. Find this date plaque on the church.

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

The building of the Church began

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.

2. 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....



FACT FILE...

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.



7. 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.

Government Cottage was destroyed in a bushfire in 1895. The ruins we see today can still tell us a lot about how this house looked, and how it was used. Explore the ruin and think about what each of the rooms might have been used for.

1. Can you count the number of fireplaces in Government Cottage?

Circle the correct answer:

A. 2 B. 4 C. 5 **D. 7**

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.

2. 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....

RITNUPS **TURNIPS**

ABACBEGS **CABBAGES**

TATEPOOS **POTATOES**

TASMETAL **SALT MEAT**

Would you have liked a diet the same as this on EVERY day of the week?