

THE VOYAGE GAME – CLASSROOM ACTIVITIES

Britain and the world: 18th & 19th centuries

1. Define the words 'Empire' and 'colony'. Compare responses and create class definitions. On a blank world map, use different colours to indicate the colonies and sea routes controlled by the European powers around 1750. Repeat the exercise for 1830 and compare the maps.
2. Create a collage from different types of sources about life in London in the early to mid-1800s. From your collage create a list of adjectives to describe what it was like living in London at that time. Sources could include diaries, historical accounts, novels, newspapers, government documents or cartoons.
3. Create a timeline, photo story or 3D model of European interest in Tasmania from 1642 to 1856. Think about why those dates are significant. Be sure to indicate why each country was interested and how control shifted from one power to another.
4. Divide the class into three groups – one representing French interests, one representing Dutch interests and one representing British interests. Research and discuss the motivations of each for colonising Van Diemen's Land, taking into account the relationship between them at the time. Elect a spokesperson to present each group's point of view.
5. Use sentence starters or quotes about life in 19th-century Britain for students to continue, either verbally or in writing.
6. Make comparative maps or graphs showing the population of London around 1750, 1780, 1810 and 1840. How did it change and for what reasons? Clue: official census records are a good place to start.
7. (Senior students) Conduct a research project on the 'Swing Riots' by English farm workers in 1830 (the year the Voyage game is set). What were the protesters concerned about and what was their fate? How does this incident reflect the changes occurring due to the Industrial Revolution?

This website is a good place to start:

<http://www.historyhome.co.uk/peel/ruralife/swing.htm>

8. Make a pros and cons list on the effects of the Industrial Revolution. Conduct a class debate on whether the advantages outweighed the disadvantages.
9. Essay: *The American War of Independence played a key role in the development of convict transportation to Australia. Does the evidence support this view?* (This could also be done as a speech or as a timeline project for younger students).
10. Students may like to watch this *Behind the News* clip on the First Fleet to get an idea of the times when Transportation to Australia began:
<http://www.abc.net.au/btn/story/s3934600.htm>

Crime and Punishment

1. Prison 'hulks' were unseaworthy ships that were used to hold convicts while they were awaiting transportation. Look at the model of the convict hulk *York* in our image gallery. How would you describe conditions on board? Listen to this talk from the UK National Archives then conduct your own research project on why and how hulks were used.
<http://media.nationalarchives.gov.uk/index.php/prison-hulks/>

Now imagine you were a convict on a hulk and write a series of diary entries about your experiences OR create a love token (see link) to send to a loved one OR imagine you were a politician delivering a speech to Parliament explaining why convict hulks are necessary.
<http://emuseum.anmm.gov.au/media/full/00045213%20Signals%20article.pdf>

2. Create a wanted poster for one convict. In your poster include name, age, job, physical description, offence committed and in what town or district and a picture.
3. Class discussion: Convicts transported to Australia have been described as 'Unwilling Immigrants'. Do you think that is a good title? Mind map other phrases and post-it note them around the room.
4. Vignettes are short 'grabs' of film that tell a lot about a subject in a short period of time. Create a series of three vignettes on WHY convicts were transported to Van Diemen's Land in particular. Think about life in Britain, crime and the justice system, the British Empire and anything else you think is important. You could even do a 'live-action' version with a narrator.
5. (Senior students) Research each of the following and comment on how it reflected changing British attitudes on crime and punishment:
 - Transportation Act of 1718
 - Loss of American colonies for transportation 1776
 - Commencement of transportation to Australia 1787
 - Penal servitude Act 1787
6. Using a map of Australia mark in the period of convict transportation for each state (remember they were separate colonies until 1901 and one Australian state did not receive convicts). Divide the class into groups with each taking a different state. Create a presentation or display on the history of convicts in each state and why transportation ended there.
7. What was the Old Bailey in London? Using court proceedings records and other sources like the UK National Archives choose a convict who was sent to Tasmania and try to trace their history from the time of sentencing onwards. You will need sources like shipping records, surgeon's logs, Tasmanian convict muster records, Tasmanian criminal, marriage and death records, many of which you can find on State and National Archive or Library sites. OR re-enact one of the trials (you may like to film it). Before you start, research the role of each person involved in the trial and think about how they represented a different part of society and how they would have acted in court. You can start your search here: <http://www.oldbaileyonline.org/>

8. What were 'female factories'? Conduct a research project on the female factory in either Hobart or Parramatta. When and why was it established? What types of convicts were sent there? What was life like inside? How long did the women stay there? How do we know about these institutions? These sites will get you started:
<http://www.parragirls.org.au/female-factory.php>
<http://www.femalefactory.org.au/research/female-convicts-research-centre>
9. Support for convict transportation started to decline in Britain in the 1830s, for a variety of reasons such as debate over whether it actually decreased crime rates, and the growth of free settlers in the colonies. Take the role of either a supporter or opponent of convict transportation in the 1830s and give a 3-minute speech to the British Parliament (your class) to try and convince them of your point of view. Make sure you use evidence and convincing arguments.
<http://trove.nla.gov.au/ndp/del/article/671158>
10. Research the most common crimes of convicts sentenced to transportation and make a 3D pie graph of the results. See if you can find what some of the alternative punishments were. Take a class vote on your Top 10 most unusual crimes. Draw or collect images or cartoons and create a 'convict crime plaque' display in your classroom. This website will get you started: <http://www.convictrecords.com.au/crimes>

The Voyage

1. Create a storyboard depicting the day in the life of a convict on a transport ship at the time of the game (1830). Brainstorm a list of categories beforehand. Next, use the Tasmanian State Archives, choose one actual convict voyage to Tasmania and research the ship and its passengers. These sites may be useful tools:
www.storyboardthat.com
<http://search.archives.tas.gov.au/Default.aspx>
2. Create a hotchpotch page on convict voyages. Students imagine they are creating a double page spread to go in a magazine for their age demographic. Their work needs to be creative and colourful and must include the following: a spotlight on ONE convict, a poem/song about convicts, a description of a game convicts played, a find-a-word or Wordle using important historical terms, a timeline of the history of Van Diemen's Land.
3. Define the term 'rations' then make a chart to compare daily rations for a convict to their own daily meals.
4. Make up recipes using ingredients mentioned in the game. The ship's biscuit is a good example place to start. You could even create a class 'convict cookbook' (make sure you consider what ingredients would be available).
5. What was the Longitude problem? John Harrison solved it with his timepieces H1, H2, H3 & H4 between 1735 and 1759. Why did this technology effect how safely ships could sail around the world in the 18th century and beyond? Write an article for a science journal on the importance of Harrison's work. This website is a good place to start:
<http://www.rmg.co.uk/whats-on/events/gallery-favourites-online/john-harrisons-clocks>
6. (Senior students) Look at the following document. What does it reveal about the British social attitudes towards transportation, especially the rehabilitation of criminals?
<http://anglicanhistory.org/aus/spg23.html>
7. After playing the Voyage game, devise a new breakout game that you think would be fun to play. Remember, it must be based on real situations and have an outcome if players complete it either well or badly! Share your ideas with your class or see what you can make!
8. Read the quotes from the following blog and combine it with knowledge you gained from playing the Voyage game and write a short story that is set on a convict transport ship. Hold a 'readings session' where each student reads an extract from their story. Think about who your audience would be.
<http://butlerfamilyhistoryaustralia.blogspot.com.au/2012/08/laurence-butler-ch-8-conditions-on-convict-ships.html>
9. See our teenage convict profiles and 'how to research' pages. Using these as a guide, research your own child convict and follow his or her journey from Britain to Australia.
10. Listen and read the lyrics of 'Van Diemen's Land.' Explain how useful this source is to an historian studying the emotions of convicts. Explain the mood of the song. Now choose a modern song and change the words to reflect how a convict might have felt as they prepared to embark on their journey. You might even want to make a music video or write your own

song! This website is a good place to start (scroll down to 'convict ditties'):
<http://www.australia.gov.au/about-australia/australian-story/convicts-and-the-british-colonies>

The Role of the Surgeon

1. Essay question: *The Surgeon Superintendent was the most powerful person on a convict vessel. Do you agree?* Use evidence to support your answer.
2. Write a job advertisement for a Surgeon Superintendent for a 1830s newspaper. Use Trove to look up a newspaper of that era for inspiration on language and layout. Include necessary previous experiences, an explanation of the job, the salary, and bonuses for arriving with healthy convicts. <http://trove.nla.gov.au/ndp/del/titles?state=Tasmania>
3. Look at the image of John Coverdale's surgeon's kit. Can you identify all the implements and how they were used? Now look at the medicine chest – how different is it to what you might see on a ship today?
4. Write a dialogue between the Captain and the Surgeon Superintendent on an issue where they might have disagreed. Use the language of the day and show the authority each person would try to project OR write a dialogue between someone applying for the job of Surgeon and one of their parents, explaining the hopes and misgivings of taking on the job.
5. Use an online research site such as state or national archives and libraries, to locate a ship surgeon's journal or log. Make it a class project to transcribe the journal and discuss what insights were gained from the experience. Here is one example:
<http://www.nationalarchives.gov.uk/surgeonsatsea/>
6. Create your own surgeon's log on the daily treatments of the sick prisoners. You must detail who reported ill, any previous reports of sickness, date and time, prescribed treatment, result of treatment. Use your experience playing the Voyage game and your own research to create an accurate log.
7. If you were the ship's Surgeon, what supplies would you insist were taken on board? Make an inventory. Now look at the route your ship would take – what places would you choose for a stopover to pick up fresh supplies? Remember that you do not want to delay the ship too long or you might lose money for time penalties!
8. Hold an on-line scavenger hunt. In small groups create a list of five questions regarding illnesses and treatments convicts faced on board. Use your research skills and knowledge from playing The Voyage game to answer the questions from the other groups as quickly as you can. The group who answers all the questions the quickest wins!
9. Make a comic strip / graphic novel about a day in the life of the ship's Surgeon.
10. Research one Surgeon Superintendent who settled in Tasmania and make a life chart for him. Include education, enlistment, voyages and life in Tasmania afterwards.

The Arrival

1. List the geographical advantages for Van Diemen's Land /Hobart Town as penal settlement. Find drawings from the time or source modern images of the area. What do you think arriving convicts' first impressions would have been? This image in the Collection of the National Library of Australia is a good place to start: <http://nla.gov.au/nla.pic-an6016427>
2. Define the term 'free settler'. Using research about London in the mid-1800s, hold a class discussion and mind map the reasons why people would choose to make the journey to Australia as free settlers. Make a pros and cons list as if you were considering the journey.
3. Create a wordle on how you think Aboriginal people would have felt when the convicts arrived and started farming on their land. Create a second wordle on how Aboriginal people now view the impact of colonial settlement in Tasmania and compare the two.
4. Predict the difficulties that free settlers and farmers would have faced when they arrived in Australia. Divide the class into groups with each researching one aspect of the list. Ensure that information is gained from at least one primary and one secondary source, and acknowledge the sources appropriately.
5. Create a character profile for Truganini and investigate the significance of her story.
6. Not many photographic records exist but this site has portraits of convicts at Port Arthur around 1874. See if you can trace the life of one of these convicts – where they were from, what crime they committed, what ship they arrived on, what happened to them after they arrived, did they survive? When did they die? This site is a good place to start: <http://www.nla.gov.au/nla.pic-an11590418>
7. Visit a local cemetery. Make a list of the 10 oldest graves you can find. What was happening in the world, and in Tasmania, at the time? You can also search using this site: <http://austcemindex.com/>
8. There has been much written about the 'Black War' in Tasmania 1824-31. Choose two different sources and compare their treatment of the topic. Make sure you cite each source properly and consider its reliability and viewpoint. What is your conclusion?
9. (Senior students) Critique the following article:
<http://theconversation.com/tasmanias-black-war-a-tragic-case-of-lest-we-remember-25663>
10. Brainstorm how you think colonial settlement would have impacted the local environment in Tasmania, remembering to think about the technology and knowledge of health and medicine at the time. Make a class list.

Extra Activities

1. Write letters or emails to different characters asking questions, possibly from the perspective of 'if you were alive today ...'
2. Every non-Indigenous Australian has a migration story in their family history. It might be a few generations back, but it is there to be explored. You may know where your ancestors came from but have you ever wondered why? Use the information in our *How To* series to start your own search and see what you uncover. You might even have a Tasmanian convict in your family tree!

The State Library of Queensland is a good place to start (you can scroll down to convict ancestry if you wish, or just start with a general search)

<http://www.slq.qld.gov.au/resources/family-history/convicts-research>

3. Research a famous Tasmanian before 1855 and write a biography of their life and their role in the history of Tasmania. You may even like to role play and write your piece as an autobiography. Think about the difference between each approach. The Tasmanian Archives On-line might be a useful resource for your research.
<http://search.archives.tas.gov.au/default.aspx>
4. Go to the website <http://www.convictrecords.com.au/> research one convict and create a short biography on their life. Your work can be either a written or digital presentation.
5. Students look at landscape works by Aboriginal artists such as Tommy Mcrae or Albert Namatjira. Through discussion or using a Venn diagram, compare and contrast your choice to a landscape work by a convict artist such as Thomas Watling.
6. Make a class glossary of different words and nautical terms in the game
7. Write poems about a convict voyage in different styles such as limericks, haiku, and mnemonics
8. Write a review, make a web trailer for The Voyage game, or make a vodcast or podcast of an interview with other students about their opinions of the game.
9. If you have a 'sister school' play The Voyage game then conduct an online interactive session, video-conference or email conversation with them to compare results, opinions and learning experiences.
10. Create three questions you have about convict life that arose from playing the game. The questions should begin with the words "I wonder". Swap with a classmate and research each other's questions. End the activity with a class presentation including what you found interesting or challenging.

BACKGROUND RESOURCES FOR STAGE 3 (YEARS 5 AND 6)

1. *Convicted! : The unwonderful world of kids, crims and other convict capers* by Anna Clark, illustrated by Kate Cawley. Hardie Grant Egmont, 2005 116p ISBN 9781920878603
2. *Eliza Bird Child Convict* by Kerri Lane, illustrated by Rachel Tonkin Blueprints Series B Unit 3: Beginnings. Pearson Education Australia, 2007 ISBN 9780731273898
3. *Child Convicts* by Net Brennan (Our Stories Series) Black Dog Books 2013 32p. ISBN 9781742032238
4. *Menace at Oyster Bay* (Antelope Books) by Vivienne Rae-Ellis, illustrated by Elisabeth Grant. Hamilton 1976 87p. ISBN 9780241894187
5. *Convict Jack* by Jill Blee, illustrated by James Bevelander. Eureka House, 2013 117p. ISBN 9780987118509
6. *You wouldn't want to be an 18th Century British Convict: a trip to Australia you'd rather not take*, by Meredith Costain, illustrated by David Antram Franklin Watts 2006. 32p. ISBN 9780531169988

BACKGROUND RESOURCES FOR STAGE 5 (YEARS 9 AND 10)

1. *Escape to Eaglehawk* by Vashti Farrer Australia Millennium Books, 1991. 125 p. ISBN 9780855748937
2. *No Beat of Drum* by Hester Burton, illustrated by Victor G Ambrus Oxford University Press, 1966 185pp ISBN 9780192712677
3. A comparison of these two songs, quite different in style yet both based on the same era in history, could be an interesting exercise:
 - a. A rendition of the song by U2, 'Van Diemen's Land':
<https://www.youtube.com/watch?v=g9IMUC0gC4I> AND
 - b. Russell Morris – Van Diemen's Land (a different song) – official music video
<https://www.youtube.com/watch?v=V208upNpo-0>
4. The movie *Van Diemen's Land* is rated MA 15+. Depending on the policy at your school you may or may not be able to show excerpts / trailers etc from this source. If you can, discuss the film's depiction of Tasmanian convict life:

2009 – rated MA+ Official site for the film

<http://www.vandiemensland-themovie.com/>

Screen test for the main character in the Film Van Diemen's Land

https://www.youtube.com/watch?v=DP2q8gm_rk

The official trailer for the film

<https://www.youtube.com/watch?v=FfJG71FpCw>

Teaser for the film

<https://www.youtube.com/watch?v=6pMBtD8dNIQ>