# EPISODE 20 | 1818: CHARLES

Unit focus: History

Year level: Years 3–6

## EPISODE CLIP: FENCING

## ACTIVITY 1: ESCAPE!

Subthemes: Culture; Gender roles and stereotypes; Historical events

The remoteness of Australia and its formidable landscape and harsh climate made this alien land an ideal choice as a penal settlement in the early 19th century. While the prospect of escape may initially have seemed inconceivable, the desire for freedom proved too strong for the many convicts who attempted to flee into the bush. Early escapees were misguided by the belief that China was only a couple of hundred kilometres to the north. Later, other convicts tried to escape by sea, heading across the Pacific Ocean. In this clip, Charles meets Liam, an escaped convict who is attempting to travel over the Blue Mountains to the west.

### Discover

- Ask students to research the reasons why Australia was selected as the site of a British penal colony. They should also find out who was sent to the colony and where the convicts were first incarcerated. Refer to the **My Place for Teachers**, Decade timeline – 1800s for an overview. Students should write an account of the founding of the penal settlement in New South Wales.

- As a class, discuss the difficulties convicts faced when escaping from an early Australian gaol. Examine the reasons they escaped and the punishments inflicted when they were captured. List these reasons and punishments on the board or interactive whiteboard.

- For more in-depth information, students can conduct research in the school or local library, or online. As a starting point, refer to the resources listed below:

  1  Hirst, W 1999, *Great Convict Escapes in Colonial Australia*, Kangaroo Press, Sydney
  2  Convict Creations, 'Convict Escape Attempts', www.convictcreations.com/history/escapes.htm
  3  State Library of New South Wales, 'On the Run: Daring Convict Escapes', www.sl.nsw.gov.au/events/exhibitions/2006/ontherun/
  4  State Library of New South Wales, 'On the Run: Daring Convict Escapes', Exhibition guide, www.sl.nsw.gov.au/events/exhibitions/2006/ontherun/docs/ontherun_guide.pdf

### Reflect

- Ask students to select one of the convicts listed below, and research their story of escape:

  1  Mary Bryant (1765–date of death unknown)
  2  William Buckley (1780–1856)
  3  Martin Cash (1808–1877)
  4  John Graham (aged 12, transported in early 1840)
  5  Alexander Pearce (1790–19 July 1824)
  6  John Porter (transported 20 November 1818)
  7  William Swallow (1807–date of death unknown)

- Their individual research should gather information on the escapees about:
    1 their life prior to being a convict
    2 their experiences as a convict
    3 how they escaped
    4 consequences of their escape.
- Students can use **Student Activity Sheet H 20.1 Escape!** to organise their notes and write a diary entry.
- Ask students to work individually to write a diary entry imagining that they are their selected convict on the night before their escape. The entry should outline:
    1 the reasons why they are escaping
    2 their plan of escape
    3 their fears of what might happen to them if recaptured or lost in the bush.
- To give the diary entry an appearance of being artificially 'aged', paint the page with a mixture of instant coffee granules and water. The diary entries can be shared with the rest of the class and displayed in the classroom.

### Download
- Student Activity Sheet H20.1: Escape!

# Aligned resources

Hirst, W 1999, *Great Convict Escapes in Colonial Australia*, Kangaroo Press, Sydney
Convict Creations, 'Convict Escape Attempts', www.convictcreations.com/history/escapes.htm
State Library of New South Wales, 'On the Run: Daring Convict Escapes',
www.sl.nsw.gov.au/events/exhibitions/2006/ontherun/
'On the Run: Daring Convict Escapes', Exhibition guide,
www.sl.nsw.gov.au/events/exhibitions/2006/ontherun/docs/ontherun_guide.pdf

### Useful resources from Education Services Australia
R11715 *'The extraordinary tale of William Buckley', 2009: Escape from Sullivan Bay*

# Escape!

**1**   From the list below, select a convict whose story of escape appeals to you:

| | |
|---|---|
| Mary Bryant | Alexander Pearce |
| William Buckley | John Porter |
| Martin Cash | William Swallow |
| John Graham | |

Research the convict and find out information about their escape from prison.

Complete the sections of the table below with your notes about the convict.

| **Convict's name:** | |
|---|---|
| **Information about the person prior to being a convict** | |
| | |
| | |
| | |
| **Experiences as a convict** (What was life as a convict like for this person?) | |
| | |
| | |
| | |
| **How the convict escaped** (What was their method of escape? Where did they go?) | |
| | |
| | |
| | |
| | |
| **Consequences of their escape** (Were they captured and punished or did they achieve freedom?) | |
| | |

**2** Write a diary entry as though you are your convict on the night before your escape. Your entry should mention:

   **a** the reasons why you are escaping

   **b** your plan of escape

   **c** your fear of what might happen if you are recaptured or lost in the bush.

Dear Diary,

_____

_____

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_____

_____

# EPISODE CLIP: FENCING

## ACTIVITY 2: SCHOOLING IN THE COLONY

Subthemes: Historical events; Social order and education

In this clip, Charles and his brother John help out on the farm before they are sent back to England to go to school. In Britain at this time, universal education was not the responsibility of the government. The early Australian governors, however, considered the education of young children an important step towards the success of the colony. They believed that schooling would teach the children of emancipated convicts to respect the law and become useful members of society. Governor Macquarie established the first public charity school in Sydney, attended by children of the poorer settlers. By 1821, with Macquarie's support, 15 public charity schools had been established in Sydney and outlying areas such as Parramatta, Liverpool, Windsor, Wilberforce and Richmond.

### Discover

- Ask students to research information about the schools established by Governor Macquarie during his governorship. Students could find information in the school or local library, or online. As a starting point, refer to the websites below:

  1 New South Wales Department of Education and Training, 'Macquarie 2010', Life and Times – Schooling, http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/macquarie2010/macquarie2010/lo/life_and_times/index.htm?Signature=%2875c61db9-6cf0-4052-ae82-19e512827c1d%29

  2 State Library of New South Wales, 'The Governor: Lachlan Macquarie 1810 to 1821', Education and Welfare, www.sl.nsw.gov.au/events/exhibitions/2010/governor/education/

- Ask students to develop a profile of Governor Macquarie's achievements and vision for the colony. They could present the profile as a Facebook page, a promotional pamphlet for Macquarie in a state election or a report for the local newspaper.

### Reflect

- Ask students to investigate the history of their own school. Their investigation should include drawing a map of their school in its earliest incarnation and a map of the school in the present.

- Students could construct a historical tour of the school. In small groups they could design a map and/or tour that include notes on historical features such as foundations, plaques on buildings, memorial gardens and the remains of earlier structures. Where available, mark the construction dates of buildings on the map.

- Students could find old photos and maps of the school for this historical tour in their local or school library. They should also draw a timeline of the development of the school, recording when the school was founded and when important buildings were constructed.

- Students with access to Kahootz 3 software could design an animated virtual tour of the school, which could be uploaded to the school website. Kahootz has capacity to import sound and this tour could be narrated.

### Download

Student Activity Sheet H 20.2: Schooling in the colony

# Aligned resources

Australian Children's Television Foundation, 'Kahootz 3', www.kahootz.com/kz/
New South Wales Department of Education and Training, 'Macquarie 2010', Life and Times –
Schooling,
http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/macquarie2010/macquarie2010/lo/life_and_time
s/index.htm?Signature=%2875c61db9-6cf0-4052-ae82-19e512827c1d%29
State Library of New South Wales, 'The Governor: Lachlan Macquarie 1810 to 1821', Education and
Welfare, www.sl.nsw.gov.au/events/exhibitions/2010/governor/education/

# Schooling in the colony

**1** Develop a profile of Governor Macquarie's achievements and visions for the colony. You can present the profile as a Facebook page, a promotional pamphlet for Macquarie in a state election or a report for the local newspaper. Draft your ideas below:

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**2** Research the history of your school. In particular, find out when the first buildings were completed and when the first students were enrolled. Draw a map of the school as it was in the beginning. Indicate on the map where you would find the foundations, plaques on buildings, memorial gardens and the remains of earlier structures. Where available, mark the construction dates of buildings on the map.

**3** Draw a map of your school as it appears today. On the map mark when each building was erected and what each building is used for today.

**4** Draw a timeline of the development of your school, recording when the school was founded and when the important buildings were constructed. Include some photos of the buildings as they appeared in the past and as they appear today.

# EPISODE CLIP: THE CONVICT

## ACTIVITY 3: CONVICT CLOTHING

### Subthemes: Character; Historical events

Convicts transported to the colonies of Australia experienced many hardships, including inadequate clothing. Shortages in the supply of penal uniforms made it hard for governors of New South Wales to regulate convict dress and as a result it was often hard to distinguish convicts from free working settlers. Socks were in such short supply that convicts – and soldiers – devised 'toe-rags' to ease the discomfort of state-issued shoes which did not distinguish between the right and left foot. No wonder the escaped convict Liam is so keen to get a pair of boots from Charles!

### Discover

- Ask students to research the provisions supplied to convicts. They could research using the web or books from the library. As a starting point, refer to the websites below:
    1. Convict Creations, 'Descriptions of Convict Life', www.convictcreations.com/history/description.htm
    2. Convicts to Australia, members.iinet.net.au/~perthdps/convicts/
    3. Pilot guides, 'Pilot Destinations', Convict Australia: Convict Life, www.pilotguides.com/destination_guide/pacific/australia/convict_australia/convict_life.php/
- As a class, ask students to list the good and bad aspects of life for a transported convict in Australia.

### Reflect

- Ask students to work in small groups and undertake a web quest. A web quest is where you search for images and descriptions of articles of clothing, noting the URL source of each image. Ask students to consider why each item of clothing was issued to convicts, and why it was designed to appear as it did. As a starting point, refer to the websites below:
    1. Powerhouse Museum, 'Convict', www.powerhousemuseum.com/collection/database/subject=Convicts
    2. Queen Victoria Museum and Art Gallery, 'Tasmanian Convict Costume', www.qvmag.tas.gov.au/?articleID=556
- Ask each group to present the images they have found in a slideshow presentation to the class.

### Download

Student Activity Sheet H20.3: Convict clothing

# Aligned resources

Convict Creations, 'Descriptions of Convict Life', www.convictcreations.com/history/description.htm
Convicts to Australia, members.iinet.net.au/~perthdps/convicts/
Pilot guides, 'Pilot Destinations', Convict Australia: Convict Life,
www.pilotguides.com/destination_guide/pacific/australia/convict_australia/convict_life.php/
Powerhouse Museum, 'Convict', www.powerhousemuseum.com/collection/database/subject=Convicts
Queen Victoria Museum and Art Gallery, 'Tasmanian Convict Costume',
www.qvmag.tas.gov.au/?articleID=556

**Useful resources from Education Services Australia**

L359 *Samuel Cooper: putting the rabble to work*
R1741 *Convict jacket*
R3466 *Convict uniform, 1830-49*

## Convict clothing

**1** List the good and bad aspects of life for a transported convict in Australia.

| Good | Bad |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
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**2** Work in small groups and create a web quest. For this web quest you search the internet for images and descriptions of articles of convict clothing, noting the URL source of each. Consider why each item of clothing was issued to convicts, and why it was designed to appear as it did. You could use the template below to record your findings. Your group will present the images they have found in a slideshow presentation to the class.

## Articles of clothing

| Description | Image |
|---|---|
| **Neckerchief**<br><br>_____<br><br>_____<br><br>_____ | |
| **Cape**<br><br>_____<br><br>_____<br><br>_____ | |
| **Trousers**<br><br>_____<br><br>_____<br><br>_____ | |
| **Shoes**<br><br>_____<br><br>_____<br><br>_____ | |
| **Waistcoat**<br><br>_____<br><br>_____<br><br>_____ | |
| <br><br>_____<br><br>_____<br><br>_____ | |

# EPISODE CLIP: THE CONVICT

## ACTIVITY 4: THE EMANCIPIST DEBATE

### Subthemes: Character; Relationships; Social order and education

In this clip, the escaped convict, Liam, dreams of a life farming land beyond the Blue Mountains. The fate of convicts after they had served their term or been pardoned was a controversial issue in the early days of settlement. Such convicts were known as 'emancipists' and not all members of the colony agreed on whether this group of ex-convicts should be allowed to hold land, or indeed whether they should be readmitted into society. Some influential landholders and military officers, known as the 'exclusives', thought that emancipated convicts were a disruptive element with no place in polite society. Others, including Governor Macquarie, believed that the emancipists could be rehabilitated and had an important role to play in the future prosperity of the colony.

### Discover

- As a class, have students view the clip 'The emancipists and opposition debate' from the website listed below and take notes so they are ready for discussion about the two sides of the issue.

  **1** State Library of New South Wales, 'The Governor: Lachlan Macquarie 1810 to 1821', Elevating the Emancipists, www.sl.nsw.gov.au/events/exhibitions/2010/governor/emancipists/

- Have students conduct further research into the issue at the school or local library, or online. They should write notes to assist with their own points within the debate.

### Reflect

- In small groups, ask students to discuss and explore the issue of whether the emancipists should have been rehabilitated.

- The class should select six speakers, three for each side of the debate. Divide the class into six groups where each group is attached to a speaker. The group researches elements of the argument for their speaker. Each speaker presents on a different point of the argument – for or against. Each speaker can present their argument in whatever means they wish, such as speech, PowerPoint, video, audio or poster.

### Download

Student Activity Sheet H20.4: The emancipist debate

## Aligned resources

State Library of New South Wales, 'The Governor: Lachlan Macquarie 1810 to 1821', Elevating the Emancipists, www.sl.nsw.gov.au/events/exhibitions/2010/governor/emancipists/

### Useful resources from Education Services Australia

L9514 *Discovering democracy: the law rules*

# The emancipist debate

**1**  In small groups, fill in the 'icon prompt' chart below.
**Topic**: Should emancipated convicts in the colony of Australia be rehabilitated within society?

| ☺ Who stands to gain? | ☹ Who stands to lose? |
|---|---|
| **$** What are the financial issues? (What are the costs?) | **?** What are the unanswered questions and issues? |
| ♥ How does this affect me? | |

# EPISODE CLIP: BEING A LADY

## ACTIVITY 5: ETIQUETTE

Subthemes: Fashion; Gender roles and stereotypes; Social order and education

In this clip, Mrs Owen is able to detect that Sarah is not a lady based upon her conduct and manners. She notes that if Sarah had been a lady, she would have known that the polite way of expressing thanks was to say 'Thank you ever so!'.

In the world of 18th century England that Mrs Owen comes from, manners and behaviour are important indicators of a person's place within society. The rise of an aspiring middle class led to the growth of a body of books which aimed to instruct the reader on conduct in polite society, and how to recognise class distinctions based upon behaviour.

### Discover

- Ask students to research the rules of etiquette of the 18th and 19th centuries in England. Students can find information in the school or local library, or online. As a starting point, refer to the resources listed below:

  1 The Norton Anthology of English Literature, 'The Restoration and the Eighteenth Century: Topics', A Day in Eighteenth-Century London, www.wwnorton.com/college/english/nael/18century/topic_1/behave.htm/
  2 18th Century Notebook, '18th Century Books and Essays on Etiquette', www.larsdatter.com/18c/etiquette.html
  3 Center for History, 'Introduction to 19th Century Etiquette', www.centerforhistory.org/pdfdoc/male%20and%20female%20etiqu%208.pdf

- In small groups, ask students to find ten rules of etiquette from the 18th and 19th centuries in England. They are also to decide which rules they think should still be followed today.

### Reflect

- Organise a tea party for the students in which they pretend to be ladies and gentlemen of the early 19th century in Australia. Each student is to take on a character and pretend to adhere to the rules of etiquette for the times. Some examples for behaviour might be:

  a   ladies will curtsey

  b   gentlemen will bow

  c   ladies will sit while the gentlemen stand

  d   ladies will pour the tea while the gentlemen assist with carrying heavy equipment

  e   ladies will not speak until the gentlemen have spoken first.

- Ask students to dress up in character if they wish, or play different parts such as convicts and servants, as well as children and teenagers.

### Download

Student Activity Sheet H20.5: Etiquette

# Aligned resources

Center for History, 'Introduction to 19th Century Etiquette',
www.centerforhistory.org/pdfdoc/male%20and%20female%20etiqu%208.pdf
18th Century Notebook, '18th Century Books and Essays on Etiquette',
www.larsdatter.com/18c/etiquette.html
The Norton Anthology of English Literature, 'The Restoration and the Eighteenth Century: Topics', A Day in Eighteenth-Century London,
www.wwnorton.com/college/english/nael/18century/topic_1/behave.htm/

Name: _____

# Etiquette

Find ten rules of etiquette from 18th or 19th century England which you think should still be followed today.

## Rules of etiquette

| | |
|---|---|
| **1** | |
| **2** | |
| **3** | |
| **4** | |
| **5** | |
| **6** | |
| **7** | |
| **8** | |
| **9** | |
| **10** | |

# EPISODE CLIP: BEING A LADY

## ACTIVITY 6: FASHIONS FOR COLONIAL WOMEN

Subthemes: Fashion; Gender roles and stereotypes; Social order and education

Early settler women living in the colony continued to dress according to European fashion, though their new circumstances limited their access to high-quality garments. In this clip, Mrs Owen lends Sarah her 'second-best shawl' to wear at her wedding. Mrs Owen and Sarah are dressed in very different clothing, as befits the social station of each.

**Discover**

- As a class, view the clip **Being a lady** and compare the fashions worn by Mrs Owen and Sarah. Discuss how the clothing worn by each woman reflects her social position. For more in-depth information, students can conduct research in the school or local library, or online. As a starting point, refer to the websites below:
    1. The Costumer's Manifesto, '18th Century Costume Resources Online', www.costumes.org/history/100pages/18thlinks.htm#Women%27s%20Dress/
    2. Fashion-era, '1800-1845 Costume Fashion History'*,* www.fashion-era.com/1800_1845.htm
    3. Powerhouse Museum, 'Colonial Dress', www.powerhousemuseum.com/collection/database/subject=Colonial+dress
    4. Wikipedia, '1795–1820 in Fashion', en.wikipedia.org/wiki/1795%E2%80%931820_in_fashion/
- As a class, view the clip 'Rebellious women' on the website listed below:
    1. Australian Screen, 'The Colony', aso.gov.au/titles/tv/the-colony/clip3/
- Discuss the problems faced by early settler women when wearing European styles in their new situation in the colony.
- Ask students to write a response to the following question: How did the style of the dress in 19th-century Australia reflect the social status of the person?

**Reflect**

- Students choose either Sarah or Mrs Owen from this episode and draw their costume, naming the different items of clothing and describing why a woman of their social position wore this attire.

- Ask students to design another costume for their chosen character and explain why they have dressed them this way. They could cut out their character as a paper-doll pattern and dress the doll in the new costume using paper tabs. As an alternative, students could use cards and magnets to make the designs into paper dolls that they can display on a magnetic surface.

**Download**

Student Activity Sheet H20.6: Fashions for colonial women

# Aligned resources

Australian Screen, 'The Colony', aso.gov.au/titles/tv/the-colony/clip3/
The Costumer's Manifesto, '18th Century Costume Resources Online',
www.costumes.org/history/100pages/18thlinks.htm#Women%27s%20Dress/
Fashion-era, '1800-1845 Costume Fashion History', www.fashion-era.com/1800_1845.htm/
Powerhouse Museum, 'Colonial Dress',
www.powerhousemuseum.com/collection/database/subject=Colonial+dress
Wikipedia, '1795–1820 in Fashion', en.wikipedia.org/wiki/1795%E2%80%931820_in_fashion

**Useful resources from Education Services Australia**

R7672 *The Colony, 2005: Rebellious women*

## Fashions for colonial women

**1**  How did the style of the dress in 19th-century Australia reflect the social status of the person?

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**2**  Create your own outline of a paper doll, or use the template below, and make costumes to fit it. The paper doll and costumes can be made using cardboard or felt. You can also create paper dolls on magnetic sheets so that they stick to a whiteboard or another magnetic surface.

   **a**  Dress the doll in the fashions that you would find early colonial women wearing.

   **b**  Design your own clothes for this era and dress the dolls in these.