Bound for Botany Bay

Year level: 4

R3217 Convicts boarding a hulk at Portsmouth, 1828

About the unit

Unit description
Students investigate and retell the stories of the convicts on the First Fleet to gain an understanding of the first European settlement of Australia. They present their stories in a print or digital journal as well as a living history tableau.

Knowledge, understandings, skills, values
• Students investigate the story of the journey and arrival of the First Fleet.
• Students search, extract and use data from a variety of datasets.
• Students understand that stories can be told from different perspectives.

Focus questions
• What was the ‘First Fleet’?
• What was its importance in the history of Australia?
• Who were the people of the First Fleet?
• What happened to them?
Resources

Digital curriculum resources

- M007943 The First Fleet - dataset
- M007979 First Australians, episode 1: They have come to stay, 2008
- R7470 Australia Today - Fort Denison, 1939: Fort Denison early history
- R5351 Map of New Holland (Australia), 1787
- R3010 Convicts from hulks, Woolwich, England, 1779
- R3011 Prison hulks at Portsmouth, England, c1814
- R3217 Convicts boarding a hulk at Portsmouth, 1828
- M001300 Ship model, HMS Supply, escort for First Fleet, 1937-38
- R3614 'View of the town of Sydney in the colony of New South Wales'
- R6798 Painting of the First Fleet in Sydney Cove, 1938
- R4192 'Panorama of Sydney Harbour with Government House and Fort Macquarie from Mrs Macquarie's Chair', c1845
- R3315 Female Orphan School, near Parramatta, 1825
- R2583 Circular Quay in 1870

Internet sites

- First Fleet Online, University of Wollongong: [http://firstfleet.uow.edu.au](http://firstfleet.uow.edu.au) (Select Investigating.)
- Tales from the First Fleet, State Library of NSW: [http://www.sl.nsw.gov.au](http://www.sl.nsw.gov.au) (Select Discover Collections, History of Our Nation, From Terra Australis to Australia, then Tales from the First Fleet.)
- Ships of the First Fleet: [http://home.vicnet.net.au/~firstff/ships.htm](http://home.vicnet.net.au/~firstff/ships.htm)
- Fellowship of First Fleeters: [http://www.fellowshipfirstfleeters.org.au](http://www.fellowshipfirstfleeters.org.au)
- Picture Australia: [http://www.pictureaustralia.org](http://www.pictureaustralia.org)
English artists of the 18th century:
  o William Turner: http://www.j-m-w-turner.co.uk

- Edublogs: http://edublogs.org
- Glogster: http://edu.glogster.com/register
- ABCya! Word Clouds: http://www.abcya.com/word_clouds.htm

Software
- Ms PowerPoint
- MS Word
- MS Publisher
- MS Excel

Print
Books (fiction)
  - Surviving Sydney Cove: the diary of Elizabeth Harvey, Goldie Alexander, Scholastic, 2006
  - Transported: the diary of Elizabeth Harvey, Australia, 1790, Goldie Alexander, Scholastic, 2002
  - The little convict, Yoram Gross, Angus & Robertson, 1979
  - The journal of Watkin Stench, Meredith Hooper, Lutterworth, 1988
  - Tom Appleby, convict boy, Jackie French, HarperCollins, 2004
  - The currency lad, Bill Scott, Walter McVitty, 1994
  - The letters of Rosie O’Brien: a convict in the colony of New South Wales, 1804, Kate Walker, Martin Educational, 1988

Other resources
  - Bound for Botany Bay (recorded version and lyrics)
  - Collection of digitised images of 18th-century England
  - Oliver! directed by Carol Reed, rated G, released in 1968
  - The little convict directed by Yoram Gross, rated G, released in 1979
• Lyrics of traditional ballads such as:
  o ‘The black velvet band’
  o ‘Jim Jones’
  o ‘Ten thousand miles away’
  o ‘Moreton Bay’
  o ‘Van Diemen’s Land’
  o ‘Bound for South Australia’

Attached printable resources

The following learning resources referred to in the unit of work are available for you to modify, print and use in your own teaching and learning context:

• Timeline of the First Fleet
• The five Cs
• Guidelines for using The First Fleet – dataset
• Conditions in England
• Who were the convicts?
• List of occupations
• First thoughts
• Ships of the First Fleet
• Making decisions

Teaching the unit

Setting the scene

Resources

• ‘Bound for Botany Bay’ (recorded version and lyrics)
• The George Raper Collection, National Library of Australia: http://www.nla.gov.au (Search for George Raper Collection, then select Timeline.)
• The First Fleet, State Library of NSW: http://www.sl.nsw.gov.au (Select Discover Collections, History of Our Nation, From Terra Australis to Australia, then The First Fleet.)
• First Fleet Online, University of Wollongong: http://firstfleet.uow.edu.au (Select Investigating.)
• Timeline of the First Fleet (page 16)
• R5351 Map of New Holland (Australia), 1787
• R3010 Convicts from hulks, Woolwich, England, 1779
• R3011 Prison hulks at Portsmouth, England, c1814
• R3217 Convicts boarding a hulk at Portsmouth, 1828
Teaching and learning activities

For we are bound for Botany Bay

Share a recorded version of the convict song ‘Bound for Botany Bay’.

Who is singing this song?
Why are they singing it?
Why are they saying ‘farewell to Old England forever’?
Where were they going? Why?

Determine students’ existing knowledge from their answers to the last two questions.

Locate both London and Botany Bay on a map. Track the journey of the First Fleet from Portsmouth to Rio de Janeiro, around the Cape of Good Hope to Table Bay (now Cape Town) and across the Indian Ocean to Botany Bay. Use the map’s scale to estimate the length of the journey. View the animated map from the State Library of New South Wales website.

Why did the journey take about 250 days to complete?

Share George Raper’s timeline of the journey in the National Library of Australia: http://www.nla.gov.au (Search for George Raper Collection, then select Timeline.) View illustrations of some of the places that the First Fleet passed or visited on the way.

Use the information on the Timeline of the First Fleet (page 16) to construct a print or digital map of the journey with an annotated timeline.

If the First Fleet left Portsmouth today, when would it arrive in Botany Bay?

Compare the time it took the First Fleet to arrive at Port Jackson with the time it takes to fly from London to Australia today.

Why did the First Fleet go all the way to Botany Bay rather than stopping on the coast of Western Australia, or somewhere along the southern coastline?

Monitor the students’ responses to gauge what they know about Australian history at this time. Use R5351 Map of New Holland (Australia), 1787 and its accompanying educational value statement to enable students to analyse why Botany Bay was the destination.

The First Fleet

Have students imagine they have been assigned to cover the departure of the First Fleet from Portsmouth for the Daily Universal Register, a new newspaper at the time (which later became The Times). Brainstorm and list the sort of information that readers are going to be interested in such as the names and numbers of ships, their purpose, where they are going, conditions onboard and so forth. From this, develop a bank of questions that need to be answered to provide a structure for locating the information and writing a report.
Who were the convicts?
How many convicts were there?
Why were there so many?
Where were they going?
Why were they sent to Australia?
What crimes had they committed?

This report should be developed over time as students add to it as they learn more. For an expanded list of report questions, see First Fleet Online, University of Wollongong: http://firstfleet.uow.edu.au (Select Investigating.)

Use these paintings and their associated educational value statements for information:

- R3010 Convicts from hulks, Woolwich, England, 1779
- R3011 Prison hulks at Portsmouth, England, c1814
- R3217 Convicts boarding a hulk at Portsmouth, 1828

Discuss the sorts of resources that could be used and their location.

Why is there so much information available on this topic?

Work with the teacher librarian to construct a class bibliography of useful resources that could be used as a pathfinder for other classes studying this topic.

Investigating

Resources

- M007943 The First Fleet - dataset
- M001300 Ship model, HMS Supply, escort for the First Fleet, 1937-38
- R6798 Painting of the First Fleet in Sydney Cove, 1938
- M007979 First Australians, episode 1: They have come to stay, 2008, clip 2 'Can you imagine?'
- Guidelines for using The First Fleet – dataset (page 18)
- Conditions in England (pages 19–20)
- Who were the convicts? (page 21)
- First thoughts (page 23)
- Ships of the First Fleet (page 24)
- Oliver! directed by Carol Reed, 1968, rated G
- Collection of appropriate digitised images of 18th-century England
- Tales from the First Fleet, State Library of NSW: http://www.sl.nsw.gov.au (Select Discover Collections, History of Our Nation, From Terra Australis to Australia, then Tales from the First Fleet.)
- Picture Australia: http://www.pictureaustralia.org
Teaching and learning activities

In my shoes

Explain that each student will take on the identity of one of the First Fleeters and will investigate and tell their story. Have them use M007943 The First Fleet - dataset to select their convict.

Download the dataset and follow the instructions on Guidelines for using the First Fleet – dataset (page 18) to show students how to search the data.

Have students search the dataset to select the convict whose story they are going to tell.

Students create the first page of their journal by rewriting the information about their convict in the first person and the present tense. Encourage students to do more than just change the pronouns; ask them to elaborate on the convict's story. For example, Eleanor McCabe:

She was tried at Old Bailey, London on 11 May 1785 for assault and robbery with a value of 3 shillings. She was sentenced to transportation for 7 years and left England on the Lady Penrhyn aged about 24 at that time. (May 1787)

(Text copyright Sandra Wills.)

The text could become:

My name is Eleanor McCabe and I am on this leaky, creaky Lady Penrhyn because I have been convicted of assault and robbery of goods valued at three shillings. My partner-in-crime Ann George and I have both been transported to New South Wales for seven years. That means I will be 31 before I have any hope of seeing my family again. That seems a cruel punishment for someone just trying to feed their family, but maybe I’ll start a new life and a new family in this new land – wherever it is.

View clips 1 and 2 from M007979 First Australians, episode 1: They have come to stay, 2008, and look at the painting R6798 Painting of the First Fleet in Sydney Cove, 1938. Then ask students to think about what the arrival of the convicts would have been like for an Indigenous person at the time.

Guilty!

Search M007943 The First Fleet - dataset for Mary Braund. Use the information to construct and hold a trial with a judge, a prosecutor, a defence lawyer, Miss Braund and her two accomplices.

What facts would the prosecutor put before the judge?
What reasons could the defence use to argue Miss Braund was not guilty?
If Miss Braund was called as a witness, what would she say?
What might her two accomplices say?
Why did the judge commute the death sentence to seven years transportation?
A moment in time

Have each student imagine they have just been found guilty and sentenced to transportation to Botany Bay. They are illiterate and know nothing about where they are going or what is to happen to them beyond the fact that they will probably never see their families again. Have each student express and dramatise what they are thinking and feeling. Film their comments and use them at the end of the unit to determine how much they have learned about this period in history. You could insert the clip into the student’s journal if it is in digital format.

Have students write their thoughts about being transported to Botany Bay on the First thoughts worksheet (page 23) to include in their journal.

Eighteenth-century England

Investigate what the social and economic conditions were like in England around the late 18th century so students understand the context of the transportation to Australia.

Share Conditions in England (pages 19–20). Demonstrate how to select and highlight the key words and phrases and ask students to use the key words they find to compile a summary.

Demonstrate the concept of a summary by having students complete the cloze activity Who were the convicts? (page 21).

Have the students then use the selected words and phrases to write their own description of life in England from their convict’s perspective. Because very little is known of individual convicts apart from their court records, students should use their imaginations to craft their own story from the information. Determine the essential elements of an autobiography and create a checklist of these to be used as a guideline.

Demonstrate how students can locate and import images from the digitised collection to illustrate their autobiography. Have them draw a self-portrait.

View part or all of the 1968 film Oliver! (directed by Carol Reed and rated G) to enhance students’ understanding.

Life on board

For convicts, conditions on board were difficult. They were often kept behind bars below deck and only allowed on deck for exercise.

Share M001300 Ship model, HMS Supply, escort for First Fleet, 1937-38, which is a 1:24 scale model of HMS Supply.

Have the students use the information from Ships of the First Fleet (page 24) to:

- convert the imperial measurements of the ship to metric measurements
- map out the length and width of one of the transport ships on the playground to get an idea of its size, taking the shape of a ship into consideration
- calculate the average number of people on each ship and then put this number of students inside the marked space to get an idea of the space available
- halve this space and put the number of convicts on your selected ship inside the space.
Discuss what it might have been like to be on board one of the ships, particularly as the First Fleet was in the Southern Ocean during winter. Dramatise what it might have been like in a storm.

Have students write journal entries describing their experiences, thoughts and feelings:

- as they leave England
- as they cross the equator
- arriving in either Rio de Janeiro or Cape Town, remembering they are still confined below
- being caught in a fierce storm
- sailing up the eastern coast of Australia with land in sight.

Listen to and read some personal accounts from the Tales from the First Fleet, State Library of NSW: [http://www.sl.nsw.gov.au](http://www.sl.nsw.gov.au) (Select Discover Collections, History of Our Nation, From Terra Australis to Australia, then Tales from the First Fleet.)

**Landfall**

View images of Port Jackson about the time that the First Fleet arrived, such as R6798 *Painting of the First Fleet in Sydney Cove, 1938*. Demonstrate how to search either the Picture Australia or the National Library of Australia websites for images of Sydney Cove in 1788. Compare these images to paintings of the English landscapes by artists such as Turner and Constable.

Discuss how the convicts would be feeling as they viewed Australia for the first time.

*What are the most obvious differences between the English and Australian landscapes?*

*How would convicts be feeling if they were used to and expecting an English landscape?*

*How would they be feeling if they had only ever lived in and seen a crowded city?*

Have the students draw their first impressions of their new home and make a journal entry that includes what they can see, smell and hear. Construct a Y chart of sights, sounds and smells to help focus students’ thoughts.

*Will they step ashore with a positive or negative attitude?*

**Extension activities**

Compare the journeys of the convicts with those of either Jesse Martin or Jessica Watson: two young Australians who have sailed solo around the world.

Learn some of the traditional songs that have come from the convict era to gain an understanding of what the time was like and the feelings of the convicts.
Assessment

Have students create a journal in either print or digital format so that they tell the story of a particular convict as though they were that person.

Assess students’ mastery of:

- identifying the information they are seeking
- locating and selecting information from datasets
- translating information into factual prose
- translating information into fictional prose
- writing from a different perspective
- using features of software applications.

More able students might like to take on the persona of Captain Arthur Phillip or one of the accompanying marines although there is not as much information available to support the marines’ perspectives.

Bringing it all together

Resources

- List of provisions: http://home.vicnet.net.au/~firstl/list.htm
- Australian Institute of Building: http://www.buildingreports.com.au (Select Architecture in Australia, then First Settlement 1788–1809.)
- Making decisions (page 25)
- R6798 Painting of the First Fleet in Sydney Cove, 1938
- R7470 Australia Today - Fort Denison, 1939: Fort Denison early history
- R3614 'View of the town of Sydney in the colony of New South Wales'
- R3315 Female Orphan School, near Parramatta, 1825
- R4192 'Panorama of Sydney Harbour with Government House and Fort Macquarie from Mrs Macquarie's Chair', c1845
- R2583 Circular Quay in 1870
- The little convict directed by Yoram Gross, rated G, released in 1979
- Surviving Sydney Cove: the diary of Elizabeth Harvey, Goldie Alexander, Scholastic, 2006
- Transported: the diary of Elizabeth Harvey, Australia, 1790, Goldie Alexander, Scholastic, 2002
- The little convict, Yoram Gross, Angus & Robertson, 1979
- The journal of Watkin Stench, Meredith Hooper, Lutterworth, 1988
- Tom Appleby, convict boy, Jackie French, HarperCollins, 2004
- The currency lad, Bill Scott, Walter McVitty Books, 1994
- The letters of Rosie O’Brien: a convict in the colony of New South Wales, 1804, Kate Walker, Martin Educational, 1988
Teaching and learning activities

Starting out

Read the list of provisions that were sent with the First Fleet so that the colony could become self-sufficient as soon as possible. Use a think-pair-share strategy to discuss and determine the ten items on the list that would be most critical to getting the colony started.

Have students select five items from that shortlist that they believe to be most important, draw them and record their reasons in their journal.

Phillip’s dilemma

*With shipped building and food supplies both low and limited, what would be the first decisions that Governor Phillip would need to make to ensure the safety and survival of all the settlers?*

Read about the conditions and difficulties that faced the new arrivals at Australian Institute of Building:


*Once the brickworks are established, what should be the priority for the settlers’ first permanent structure?*

Select four possibilities from this table to consider:

<table>
<thead>
<tr>
<th>Government House</th>
<th>Barracks for the soldiers</th>
<th>Law courts</th>
<th>Homes for the convicts</th>
<th>Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prison</td>
<td>Church</td>
<td>School</td>
<td>Homes for the non-convict settlers</td>
<td>Storehouses</td>
</tr>
</tbody>
</table>

Have students use the Making decisions template (page 25) to clarify their ideas and decide on the most important buildings.

Have them write a letter to Governor Phillip putting forth their suggestions and justifications to help him decide.

Investigate what was the first permanent structure built by the First Fleet and suggest the reasons for this.

*Which occupations would be most useful for these construction works?*

Search M007943 *The First Fleet - dataset* for the names of ten convicts who would be suitable workers and construct a table that shows their details for Governor Phillip to select from.
View the following paintings to see how much the town had developed in a short time:

- R3614 ‘View of the town of Sydney in the colony of New South Wales’
- R3315 Female Orphan School, near Parramatta, 1825
- R4192 ‘Panorama of Sydney Harbour with Government House and Fort Macquarie from Mrs Macquarie’s Chair’, c1845
- R2583 Circular Quay in 1870

**Butchers and bakers**

Shelter and food were the critical issues threatening the survival of the colony. Use M007943 *The First Fleet* dataset to identify ten convicts who would be suitable for helping in food production and distribution. Construct a table that shows their details for Governor Phillip to select from.

*In what ways could the women contribute to the survival and success of the colony?*

**Crime and punishment**

Not all prisoners changed their ways. Investigate the sorts of punishments that were imposed on those who continued to reoffend. View R7470 *Australia Today - Fort Denison, 1939: Fort Denison early history*.

**A final entry**

Have the students imagine what happens to their character after they finally land and settle. Ask students to write about this as the final entry in their journal.

**Reporting back**

Have students imagine they are the reporter who provided the report about the First Fleet’s departure for the *Daily Universal Register* and that they accompanied the First Fleet on its journey. Have them file another report answering these sorts of questions:

- What were the convicts expecting when they arrived?
- What happened to them when they arrived?
- Where did they live?
- What did they do during the day?
- What happened if they tried to escape?
- Where did their food come from?
- What was it like?
- What happened if supplies ran out?
- Who accompanied the convicts?
- Was life as hard for them as it was for the convicts?
- Did they care about the convicts?
- How did the colony survive?
Extension activities

Consolidate the students’ background knowledge by sharing books such as:

- *Surviving Sydney Cove: the diary of Elizabeth Harvey*, Goldie Alexander, Scholastic, 2006
- *Transported: the diary of Elizabeth Harvey, Australia, 1790*, Goldie Alexander, Scholastic, 2002
- *The little convict*, Yoram Gross, Angus & Robertson, 1979
- *The journal of Watkin Stench*, Meredith Hooper, Lutterworth, 1988
- *The letters of Rosie O’Brien: a convict in the colony of New South Wales, 1804*, Kate Walker, Martin Educational, 1988

and movies such as:

- *The little convict* directed by Yoram Gross, rated G, released in 1979

Drawing conclusions

Resources

- The five Cs (page 17)
- List of occupations (page 22)
- M007943 The First Fleet - dataset
- MS Excel
- ABCya! Word Clouds: [http://www.abcya.com/word_clouds.htm](http://www.abcya.com/word_clouds.htm)

Teaching and learning activities

Crime and punishment

Debate whether transportation was a reasonable solution to the problem of overcrowded prisons. Have students use The five Cs template (page 17) to construct and present their point of view.

*Did the punishment fit the crime?*

*Was transportation a reasonable punishment?*

*What were the alternatives?*

*Did the harsh penalties imposed deter people from committing crimes? Why?*

*What might have been more effective?*

*Does the threat of harsh penalties influence people’s actions today?*

*How do we overcome the problem of overcrowded or overcrowding prisons today?*

Use a PMI chart to view the different aspects of the issue.
**Occupations**

View the list of occupations (page 22) from the official records.

Have groups use M007943 *The First Fleet - dataset* to determine how many of each occupation were on each ship, including the numbers for those for whom no trade was recorded. Combine the results into ten groups – no trade recorded, the top eight occupations and miscellaneous, and create a pie graph of these using MS Excel.

*What can we learn from this graph?*

*What is the largest group? Why?*

*What would have been the most useful occupations for the First Fleet?*

*Are these occupations well represented in the make-up of the First Fleet?*

*Can we draw conclusions about the British Government’s real intentions for what they claimed as their new colony by looking at this graph?*

Create a word cloud using the ABCya! Word Clouds website to view a visual interpretation of the ten groups that have been graphed.

**Communicating**

**Teaching and learning activities**

**A living history**

Create a living history in which students dress as their convict and present their stories. Use the information in the stories to write a letter to the prime minister of England, William Pitt the Younger, explaining the problems experienced in establishing the new colony.

Combine their journals into a resource for the school library.
**Writer:** Barbara Braxton with input from Sue Urban, Wilderness School, SA

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### Timeline of the First Fleet

Use the following information to construct a print or digital map of the journey of the First Fleet with an annotated timeline.

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 May 1787</td>
<td>Portsmouth, England</td>
<td>Leaves England under command of Captain Phillip</td>
</tr>
<tr>
<td>16 May 1787</td>
<td>Lizard Point, England</td>
<td>Last sight of England</td>
</tr>
<tr>
<td>3 June 1787</td>
<td>Canary Islands</td>
<td>Reaches Canary Islands and docks at Santa Cruz, Teneriffe</td>
</tr>
<tr>
<td>10 June 1787</td>
<td></td>
<td>Departs Canary Islands</td>
</tr>
<tr>
<td>18–20 June 1787</td>
<td>Cape Verde Islands</td>
<td>Passes Cape Verde Islands but is unable to land</td>
</tr>
<tr>
<td>14 July 1787</td>
<td></td>
<td>Crosses the equator</td>
</tr>
<tr>
<td>6 August 1787</td>
<td>Brazil</td>
<td>Reaches islands at entrance to port of Rio de Janeiro</td>
</tr>
<tr>
<td>7 August 1787</td>
<td>Rio de Janeiro</td>
<td>Docks at Rio de Janeiro to take on supplies</td>
</tr>
<tr>
<td>4 September 1787</td>
<td>Rio de Janeiro</td>
<td>Departs Rio de Janeiro</td>
</tr>
<tr>
<td>13 October 1787</td>
<td></td>
<td>Cape of Good Hope sighted</td>
</tr>
<tr>
<td>14 October 1787</td>
<td>Table Bay, Cape Town</td>
<td>Anchors in Table Bay, Cape Town, for supplies</td>
</tr>
<tr>
<td>13 November 1787</td>
<td></td>
<td>Departs Table Bay</td>
</tr>
<tr>
<td>27 November 1787</td>
<td></td>
<td>HMS Supply and three other ships move ahead of the convoy to become an advance party</td>
</tr>
<tr>
<td>January 1788</td>
<td>Van Diemen’s Land</td>
<td>First sighting of the south of Van Diemen’s Land</td>
</tr>
<tr>
<td>18 January 1788</td>
<td>Botany Bay</td>
<td>HMS Supply arrives in Botany Bay</td>
</tr>
<tr>
<td>20 January 1788</td>
<td>Botany Bay</td>
<td>Entire fleet is now in Botany Bay</td>
</tr>
<tr>
<td>21 January 1788</td>
<td></td>
<td>Captain Phillip and Captain Hunter go north to find a more suitable settlement site because of lack of fresh water</td>
</tr>
<tr>
<td>26 January 1788</td>
<td>Port Jackson</td>
<td>Entire fleet anchors in Port Jackson</td>
</tr>
</tbody>
</table>
The five Cs

Name ___________________________ Class ________________ Date ________________

Was transportation a reasonable solution to the problem of overcrowded prisons?
Use the following template to construct and present your point of view.

<table>
<thead>
<tr>
<th>Clarify your issue and write a statement that grabs attention and evokes emotions.</th>
</tr>
</thead>
</table>

<p>| Construct the arguments that support your point of view. Find evidence and examples rather than opinions to support your perspective. |
|---|---|---|---|</p>
<table>
<thead>
<tr>
<th>Argument 1</th>
<th>Argument 2</th>
<th>Argument 3</th>
<th>Argument 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Connect your arguments into a logical sequence.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Consider the most appropriate sentence structure and vocabulary to use to persuade the reader that your perspective is the best one.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Conclude your writing with a memorable statement that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• restates your position</td>
</tr>
<tr>
<td>• summarises the main arguments</td>
</tr>
<tr>
<td>• suggests the consequences for not taking the position or action you advocate.</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
Guidelines for using The First Fleet – dataset

1. Download M007943 The First Fleet - dataset.

2. Each of the columns on the spreadsheet represents a different category of information, for example, ‘Family name’, ‘Given name’.

3. By scrolling across the page you can see that there are many columns.

4. Each row on the spreadsheet lists the information for a particular person. By scrolling down the page you can see there are more than 750 convict details listed.

5. You can search for different family names. In MS Excel 2007, select the ‘Find’ icon on the Home tab. In MS Excel 2003:
   a. Select the ‘Edit’ menu.
   b. Then select the ‘Find’ function.
   c. Type in a name.
   d. Select ‘Options’, and in the Search drop-down box, select ‘By Columns’.
   e. Select ‘Find Next’.

6. The data in the spreadsheet can also be sorted. In MS Excel 2007, select the ‘Sort’ icon on the Data tab. In MS Excel 2003:
   a. Select the ‘Data’ menu.
   b. Then select the ‘Sort’ function.
   c. Select the drop-down boxes to sort the data by any column into ascending or descending order. Take care to ensure you check that your data range has a header row, otherwise your headings will be sorted as well.

7. Practise using the spreadsheet by answering the following questions:
   a. How many convicts were transported on the First Fleet?

   ____________________________________________________________________________

   b. Were there any convicts with a family name the same as (or similar to) yours or a friend of yours?

   ____________________________________________________________________________

   c. How many female convicts came on the Alexander?

   ____________________________________________________________________________

   d. How many First Fleet convicts were transported for life?

   ____________________________________________________________________________

   e. How many of these were female?

   ____________________________________________________________________________

8. Select the name of one of the women to investigate the information that is available in the dataset.
In England in the 1700s, many people lived on farms owned by rich landlords. These landlords were often cruel and greedy, so families could not pay the high rents that were asked for their farms. These landlords had also put fences around the ‘common land’ so there was nowhere for the villagers to grow their vegetables or let their animals graze.

As well, various inventions had made farming easier so landlords did not need so many workers. Many families had to leave the land and look for work in the cities.

But unskilled work in the factories was poorly paid and the invention of the steam engine meant that factory owners needed fewer workers there too.

The cities became very crowded and between 1750 and 1770, London’s population doubled. Many lived in the streets, often starving or freezing to death. People would beg or steal food, or they would steal things to sell to buy food so that they, or their children, could live one more day. Stealing a gentleman’s handkerchief in 1770 would be the same as stealing a computer today. There was no such thing as unemployment benefits or a single parent’s pension.

Crime became very common. So, to stop it, the courts increased the penalties and by 1820, there were 150 offences for which a person could be hanged. If you stole something worth more than five shillings you could be hanged and it did not matter if you were a man, a woman or a child. Because the rich people did not want to acknowledge the poor – their only value was a worker to enhance their lifestyle – they did not care what happened to them.

However, some judges felt sorry for the people and so, instead of sentencing them to death, they sent them to prison for life.

Life in jail was horrifying. Convicts were chained up and given no clothes, bed or food. Nothing was free. You had to survive on what your family and friends could bring you. If you had no money you were put in the dungeons. There was nowhere to wash or go to the toilet and many prisoners died from disease. In some prisons, a grille was built into the wall facing the street so that prisoners could beg from those on the outside. Visitors even had to pay to visit you.

Soon the jails were very overcrowded. But instead of building new ones, the government used old ships that were left over from the war with France. These were called hulks, and because they were old and rotting, life on these was worse than in the prisons. Very soon, they were overflowing too, and a new solution had to be found.
The British Government tried to solve the problem by sending the prisoners to work in their American colonies, but after the War of American Independence (1775–83), which the Americans won, the British had to stop sending prisoners there. The Americans preferred to use African slaves rather than British convicts to do their work for them.

So in August 1786, it was decided the prisoners could be sent to the land newly discovered by Captain James Cook which he had called New South Wales and claimed for Britain.

The government thought this was a good idea because the convicts could be set to work to build their own houses and grow their own food, and there would be no danger of them escaping because New South Wales was 19,000 kilometres from England.

So, on 13 May 1787, 11 ships set sail from Portsmouth in England under the command of Captain Arthur Phillip. On board the ships were 780 convicts, and 211 soldiers and their families.

Altogether about 1400 people made that first journey, eventually landing in Sydney Cove on 26 January 1788.
Who were the convicts?

Use the words in the word bank to fill in the spaces. Some words can be used more than once.

Word bank
The First Fleet  watches  escape  convicts
Captain Cook  eastern  death  crime
Botany Bay  poor  families  jail
England  food  homes  food
punishments  live  handkerchiefs
judges  kilometres  the USA

About the time _________________________ discovered the __________ coast of Australia, great changes were taking place in _____________________. Steam engines had been invented and they were able to do many tasks much more quickly and cheaply so people lost their jobs. Because they were very __________, they had nowhere to ____________ and they had to steal to feed their _____________. They would steal things like _________ and ____________ which they would sell to get money for _____________.

To try to stop so much __________, the English Government made _____________ very harsh. If you stole something worth more than five shillings you could be sentenced to ______________. However, some _____________ felt sorry for the poor people and sent them to ____________ instead.

Soon the jails were very full and life inside was very cruel. The ___________________ were chained up and given no clothes or beds. They could not wash and they got very little to eat.

Something had to be done. The government sent some prisoners to _______________ but after the War of American Independence, the Americans refused to take any more. So the English Government had to find somewhere else to send them.

They decided to send them to _______________ because it was 19,000 ______________ away and the convicts would not be able to ___________ and return to England. They would be set to work to build their own _______________ and grow their own _______________. This was thought to be the best punishment. So, in 1786 plans were made to send ______________________________ to Australia.
## List of occupations

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>baker</td>
<td>hawker</td>
<td>shoemaker</td>
</tr>
<tr>
<td>barrow woman</td>
<td>haymaker</td>
<td>silk dyer</td>
</tr>
<tr>
<td>blacksmith</td>
<td>ivory turner</td>
<td>silk weaver</td>
</tr>
<tr>
<td>book stitcher</td>
<td>jeweller</td>
<td>silversmith</td>
</tr>
<tr>
<td>brazier</td>
<td>jockey</td>
<td>soldier</td>
</tr>
<tr>
<td>bricklayer</td>
<td>labourer</td>
<td>staymaker</td>
</tr>
<tr>
<td>brickmaker</td>
<td>lace maker</td>
<td>stocking weaver</td>
</tr>
<tr>
<td>butcher</td>
<td>lace weaver</td>
<td>stonemason</td>
</tr>
<tr>
<td>button stamper</td>
<td>laundress</td>
<td>surgeon</td>
</tr>
<tr>
<td>cabinet maker</td>
<td>law clerk</td>
<td></td>
</tr>
<tr>
<td>calenderer, cloth glazer</td>
<td>leather breeches maker</td>
<td></td>
</tr>
<tr>
<td>carpenter</td>
<td>miller</td>
<td>tambour worker</td>
</tr>
<tr>
<td>caulker</td>
<td>milliner</td>
<td>waiter</td>
</tr>
<tr>
<td>charwoman</td>
<td>needleworker</td>
<td>watch chain maker</td>
</tr>
<tr>
<td>chimney sweep</td>
<td>nurse</td>
<td>watchcase maker</td>
</tr>
<tr>
<td>coachman</td>
<td>nurseryman</td>
<td>watchmaker</td>
</tr>
<tr>
<td>cook</td>
<td>oyster seller or servant</td>
<td>waterman</td>
</tr>
<tr>
<td>currier</td>
<td>pinheader</td>
<td>wax chandler</td>
</tr>
<tr>
<td>dealer</td>
<td>plasterer</td>
<td>weaver</td>
</tr>
<tr>
<td>dressmaker</td>
<td>porter</td>
<td>wheelwright</td>
</tr>
<tr>
<td>dustman</td>
<td>printer</td>
<td>whitesmith (tinsmith)</td>
</tr>
<tr>
<td>farmer</td>
<td>rope maker</td>
<td></td>
</tr>
<tr>
<td>fiddler</td>
<td>saddler</td>
<td></td>
</tr>
<tr>
<td>fisherman</td>
<td>sawyer</td>
<td></td>
</tr>
<tr>
<td>furrier</td>
<td>seaman</td>
<td></td>
</tr>
<tr>
<td>gardener</td>
<td>second hand dealer</td>
<td></td>
</tr>
<tr>
<td>glove maker</td>
<td>servant</td>
<td></td>
</tr>
<tr>
<td>hairdresser or labourer</td>
<td>shipwright</td>
<td></td>
</tr>
</tbody>
</table>
Imagine you have been found guilty and sentenced to transportation to Botany Bay.

What do you think about being transported to Australia? Add your comments to the thought bubbles.
As well as convicts the ships of the First Fleet carried officials, passengers, crew, and marines who were to guard the convicts once on land. No complete records have survived and it is estimated that about 1480 people arrived at Port Jackson on 26 January 1788.

Complete the following table by converting the imperial measurements to metric. Map out the length and width of one of the transport ships on the playground to get an idea of its size, taking the shape of a ship into consideration. Calculate the average number of people on each ship. Then put this number of students inside the marked space to get an idea of the space available. Halve this space. Then put the number of convicts on your selected ship inside the space.

<table>
<thead>
<tr>
<th>Ship</th>
<th>Purpose</th>
<th>Weight (tons)</th>
<th>Weight (tonnes)</th>
<th>Length (feet)</th>
<th>Length (metres)</th>
<th>Width (feet)</th>
<th>Width (metres)</th>
<th>Skipper</th>
<th>Male convicts</th>
<th>Female convicts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander</td>
<td>transport</td>
<td>452</td>
<td>114</td>
<td>31</td>
<td>9.46</td>
<td>20</td>
<td>6.10</td>
<td>Master Duncan Sinclair</td>
<td>210</td>
<td>0</td>
</tr>
<tr>
<td>Borrowdale</td>
<td>supply</td>
<td>375</td>
<td>75</td>
<td>22</td>
<td>6.71</td>
<td>6.71</td>
<td>0.68</td>
<td>Master Readthorn Hobson</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Charlotte</td>
<td>transport</td>
<td>335</td>
<td>105</td>
<td>28</td>
<td>8.53</td>
<td>8.53</td>
<td>0.84</td>
<td>Master Thomas Gilbert</td>
<td>100</td>
<td>24</td>
</tr>
<tr>
<td>Fishburn</td>
<td>supply</td>
<td>378</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Master Robert Brown</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Friendship</td>
<td>transport</td>
<td>274</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Master Francis Walton</td>
<td>80</td>
<td>24</td>
</tr>
<tr>
<td>Golden Grove</td>
<td>supply</td>
<td>375</td>
<td>94</td>
<td>30</td>
<td>9.14</td>
<td>9.14</td>
<td>0.91</td>
<td>Master Sharp</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lady Penrhyn</td>
<td>transport</td>
<td>333</td>
<td>103</td>
<td>27</td>
<td>8.36</td>
<td>8.36</td>
<td>0.83</td>
<td>Master William Sever</td>
<td>0</td>
<td>102</td>
</tr>
<tr>
<td>Prince of Wales</td>
<td>transport</td>
<td>350</td>
<td>103</td>
<td>29</td>
<td>9.39</td>
<td>9.39</td>
<td>0.93</td>
<td>Master John Mason</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Scarborough</td>
<td>transport</td>
<td>490</td>
<td>111</td>
<td>30</td>
<td>9.46</td>
<td>9.46</td>
<td>0.95</td>
<td>Master John Marshall</td>
<td>210</td>
<td>0</td>
</tr>
<tr>
<td>HMS Sirius</td>
<td>flagship</td>
<td>520</td>
<td>100</td>
<td>32</td>
<td>9.84</td>
<td>9.84</td>
<td>0.99</td>
<td>Captain Arthur Phillip</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HMS Supply</td>
<td>supply</td>
<td>170</td>
<td>70</td>
<td>26</td>
<td>8.06</td>
<td>8.06</td>
<td>0.78</td>
<td>Lieutenant Henry Ball</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Which building do you think was the most important to build in the new colony? Consider the following buildings and fill in the table to help you make your decision.

<table>
<thead>
<tr>
<th>Building</th>
<th>What would be the benefits?</th>
<th>Who would benefit?</th>
<th>How would the building contribute to the survival of the colony?</th>
<th>Other thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government House</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barracks for the soldiers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law courts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homes for the convicts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospital</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prison</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Houses for free settlers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storehouses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>