



LANYON HOMESTEAD

Education Program

Tharwa Drive, Tharwa ACT / Enquiries 6207 9943

Convicts and Who were the Convicts?

Teacher Booklet

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Convicts and Who were the Convicts?

Lanyon is an ideal venue to learn about how people lived in the past. There are buildings on the property built during convict occupation that provide a window into another time period. Exploring these buildings and the landscape which the convicts experienced is a wonderful way for students to engage with Australia's colonial past.

The aim of both *Convicts* and *Who were the Convicts?* is to provide students with insight into the everyday experiences of convicts who were assigned as servants through the following activities: a role play, exploration of a convict built building, and object analysis.

The following information is provided to assist teachers in making the most of their visit to Lanyon. **Please note the checklist for planning your excursion is on page 7.**

Name of Program	<i>Convicts and Who were the Convicts?</i>
Program Focus:	To provide students with the opportunity to learn about the everyday experiences of assigned convicts, early European settlement and the convict system.
Curriculum Focus:	HASS Year 3 to 6 Knowledge and Understanding <ul style="list-style-type: none"> • Diverse communities and places and the contribution people make • Australian communities –Their past, present and possible futures. Inquiry and skills <ul style="list-style-type: none"> • Questioning • Researching • Analysing • Evaluating and reflecting • Communicating
Program Objectives:	<p>To participate in an experiential, active learning program, focused on the rural landscape.</p> <p>To gain an understanding of the everyday experiences of assigned convicts and the choices they could exercise within the convict system.</p> <p>To learn about early European settlement in their local region.</p> <p>To interact with and purposefully explore an historic site.</p>
Target Audience	Years 3-6. Recommended for Years 4 and 5 although the application of Historical Skills is applicable for up to Year 6.
Length of Program	1 ½ - 2 hours 4 hours when combined with <i>Convicts</i>
Availability of Program	Week 2 to week 9 of ACT school terms
Size of Group	35 students maximum. A ratio of 1 adult supervisor to 10 students is required.

Aim

The aim of *Convicts and Who were the Convicts?* is to provide students with further insight into European Settlement, the convict system and everyday experiences of convicts who were assigned as servants. The program explores the convict experience through the tasks the students undertake in their convict roles and the setting for these activities, both the convict building and the rural landscape. The engagement is active and hands on. Students will explore the convict experience using Lanyon as a case study.

Students will undertake a role play which involves:

- Assigning their shirts and labels and signing their name.
- Marching down to the stone hut.
- Activities including hauling water, sorting wool, measuring wheat, moving stones, working in the garden and making hurdles.

Philosophy

The strategies used in this program are experiential discovery and enquiry based learning. Students are encouraged to engage with the site through active learning, through the questioning strategy and hands on activities. As a result of these strategies the responses from the group will influence the information that is provided at any specific point. The Education Officer should consider the possible responses they will have from their groups, based on the questions in the program.

The main points and questions listed throughout the program should be viewed as a framework, a way to structure the central concepts of the program. However, it is possible that presenters will pick up on the mood of the group or an emerging theme and tease that out. The primary concern is that the students have an engaged learning experience that is both entertaining and informative.

Australian Curriculum: Humanities and Social Sciences

Knowledge and Understanding History sub strand

Year 3

How the community has changed and remained the same over time and the role that people of diverse of diverse backgrounds have played in the development an character of the local community (ACHASSK063)

Year 4

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, waterways and skies) and the implications for their daily lives. ACHASSK83)

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHASSK85)

Year 5

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed ACHASSK107)

Knowledge and Understanding Geography sub strand

Year 5

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHSAAK112)

Knowledge and Understanding Civics sub strand

Year 3

Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)

Knowledge and Understanding Economics and business sub strand

Year 5

The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)

Types of resources (natural, human, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)

Inquiry and Skills Year 3 -6

Questioning

Pose questions to investigate people, events, places and issues (ACHASSI052 and 073)

Researching

Locate and collect information from different sources, including observations (ACHASSI053, ACHASSI074) ACHASSI095, ACHASSI123)

Analysing

Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056, ACHASSI077)

Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099, ACHASSI127)

Evaluating and reflecting

Draw simple conclusions based on analysis of information and data (ACHASSI079)(ACHASSI129)

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060, ACHASSI081)(ACHASSI103, ACHASSI131)

Communicating

Present ideas, findings, viewpoints and conclusions in arrange of texts and modes that incorporate source amterials, didgital and non digital representations and discipline specific terms and conventions (ACHASSI105, ACHASSI133)

Information about Lanyon's Early Settlement

John Lanyon and James Wright settled at a new property in the 1830s on what was then the edge of legal settlement. John Lanyon soon returned to England and James Wright became the sole manager, having named the property after his business partner.

The edge of settlement

Even in the 1830s, Lanyon was not completely isolated and, over the years, the number of neighbours increased. By 1841 the population, of the area now covered by the city of Canberra, was 451, of whom 359 were males and 92 were females.

Lanyon's stores came from Sydney and also from the two local centres, Queanbeyan and Goulburn. Queanbeyan was proclaimed a township in 1838. The town had two stores, an inn and a blacksmith, and about four houses. There was also a court, a police magistrate, and the official flogger. Goulburn had 300 residents by 1835 and was the mail depot for the region. The populations in both towns increased in the 1840s, as economic conditions improved.

Who were the European settlers?

There was a mix of people who settled in the region. Some were free settlers from Britain. For example, there were land owners who had bought or were granted land and hoped to make money in grazing. Wool was a major Australian export by the 1830s. Land owners hired overseers and superintendents to manage their properties. Mr Locker was the overseer at Lanyon. He was a free settler from James Wright's family estate in Derbyshire. Some landowners attracted willing workers from places like Scotland - Duntroon Estate used this strategy. Women and children came with their husbands and families.

Convicts also came to the region, not as free settlers, but as assigned workers to particular land owners. This was the case at Lanyon. James Wright was eligible for the labour of convicts, in return for clothes, food and shelter. Being an assigned worker was actually the *typical* experience for convicts in Australia. Few resided in barracks such as Hyde Park Barracks, gaols, or in places of secondary punishment like Port Arthur.

The combined program of *Convicts* and *Who were the Convicts?* aims to facilitate student exploration of the experiences of assigned convicts using Lanyon and the land owner James Wright as a case study, as well as to develop historical skills.

Checklist for planning your excursion

- ❑ **Convict Profiles:** Please ensure each student has been allocated the name of a convict from the profiles, these can be downloaded from our website.
- ❑ **Clothing:** Lanyon programs include outdoor activities. The *Convicts* program involves significant walking distances. Warm, waterproof attire is important in the cooler months and sun protection is a priority throughout the year. Students will be provided with a convict shirt to wear over their clothing. Due to the possibility of **snakes, insects and uneven terrain** long pants and closed toed shoes are required. It is recommended that visiting Teachers make themselves familiar with the ACT Government Territory and Municipal Services Living with Snakes information, particularly the section Avoid being bitten, which can viewed at the following location: http://www.environment.act.gov.au/data/assets/pdf_file/0007/902473/Living-with-snakes.pdf

Lanyon retains the right to refuse entry to students who are inadequately dressed.

- ❑ **Weather:** Programs continue in wet weather. For information regarding postponement or cancellation see the Terms and Conditions on the website.
- ❑ **Name tags:** Please ensure that every student wears a name tag. This allows the presenters to communicate more effectively with the students.
- ❑ **Toilets:** Encourage your students to use the toilet before you leave Lanyon Heritage Centre as toilets are not accessible during *Convicts*.
- ❑ **Meals:** Students need to bring their own morning tea and lunch and these should be collected into a few tubs, preferably with fitted lids. We will provide a trolley for transportation of the tubs to and from the carpark. There are no rubbish bins provided, so please take your rubbish away with you. It is recommended that students drink fluids during breaks.
- ❑ **First Aid Kit:** Please bring a First Aid Kit. Please note that our First Aid Kit does not include medications, nor can we supply equipment such as an EpiPen for allergic reactions. Please ensure you bring any medicines your students should require while they are at Lanyon.
- ❑ **Specific Learning Needs:** Please advise the Bookings Officer at the time of booking if there are students in your group with needs or access considerations including sight / hearing / physical / learning / allergies or

who will be accompanied by a learning support assistant so staff can be prepared to assist in appropriate ways. *Convicts* is not wheelchair accessible, however, the program can be made accessible by booking the *Trailrider* (an all terrain wheelchair) from Tidbinbilla Visitor Centre on 6205 1233. Please be aware that there are conditions to using the trailrider. It is the school's responsibility to book the trailrider, attend training and provide sherpas, and arrange for the collection and return of the trailrider.

- ❑ **Numbers:** Please confirm with the Education Officer the total number of students who attend the program on the day.
- ❑ You can find the ACTHP Risk Management Plan on the website

What will happen during the program?

Both programs run for 1 ½ to 2 hours:

Morning session: 10.00-12.00

Afternoon session: 12.30-2.00

Morning tea is recommended on arrival at Lanyon. There is a 30 minute break for lunch if the students are undertaking both programs (12.00-12.30).

On arrival presenters will greet the bus at Lanyon Heritage Centre, show the entire group to where they will have meals, indicate the toilets (which are limited in number), provide time for morning tea if desired, and then divide the students into two groups if undertaking the double program. Introductions to each program will follow.

Convicts Program

The *Convicts* program is a role play. For the program to work successfully **it is crucial that students are familiar with their convict roles.**

Arrival: The group will be greeted by Mr Locker, a free settler, who works as Mr Wright's overseer at Lanyon. Mr Locker will lead the *Convicts* group to Mr Wright, the owner of Lanyon. **Students will be treated as convicts throughout the role play and will be expected to respond appropriately.**

Please Note: Students sometimes find it challenging to be treated as convicts. Please prepare them for this experience. They could be shouted at and will be expected to obey orders without question during the role play.

During the program: Teachers are encouraged to take on a convict role. We suggest Thomas Appleby, Joseph Oldfield, Alexander Mackenzie or James Young. Convicts will be clearly told what is expected of them during the program. They will then sign the register with a cross.

After a brisk walk to the Murrumbidgee River the convicts are put to work building sheep pens, carting water, measuring rations and digging the vegetable garden. Convicts are offered a drink of 'Murrumbidgee water' (potable water). During the walk back to the homestead the presenters will come out of role, giving the students the opportunity to ask questions.

Who were the Convicts? Program

Arrival: You will be greeted by your presenter who will provide the introduction to the program and outline the activities. It will be made clear this program is discussion based, rather than a role play and provides opportunities to ask questions.

During the program: Students will examine and make a recording of a convict era building and undertake an archaeology focused analysis of an everyday object similar to those used during the convict period. They will explore and discuss aspects of the 'typical' convict experience at Lanyon.

The pedagogical focus of this program is inquiry based learning that allows for student-student discussion, exploration through physical experiences in the landscape, as well as through hands-on experiences such as the object study.

Pre visit activities – Convicts

Mapping: Look at the diversity of Aboriginal and Torres Strait Islander language groups in Australia, with particular emphasis on the local area of the Australian Capital Territory; identify the languages spoken by Aboriginal people in this region.

Create a class map locating the place of origin for each convict as listed in their profile using county maps of England, Ireland, Scotland and Wales which can be found online. A google search, for example, will provide various options.

Historical knowledge: Investigate reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)

Sequence historical people and events (ACHHS098) by compiling an annotated timeline showing key stages in the development of colonial Australia including the date of European settlement in each state, the date the colony was established, and the date of self-government.

Location: Find a map of Canberra showing Lanyon. Locate points of interest including the school if you are located in Canberra to help the students understand how to read the map. Show them where to read the suburb and street name. As a class locate Lake Burley Griffin, Lanyon and the streets of children in the class. Point out the proximity of Lanyon to Canberra.

Compare the contemporary map to a historical map of Canberra. The National Library of Australia Digital Maps collection has an example of a map where you can zoom in and see Wright and Lanyon's property boundaries:
<http://nla.gov.au/nla.map-raa8-s14-sd-cd>.

What has changed? What will you see during the trip to Lanyon? What would the convicts have seen?

Appearance: What did the convicts look like? Why are there such detailed descriptions and no pictures? Based on the description from the convict profile and, possibly, pictures of clothing from the period, ask the students to draw a 'mug shot' of their convict.

Justice: Ask the students to research the justice system of Georgian England:

- What crimes were deserving of the death penalty? What were not?
- What did your convict do? Did they escape the death penalty by being transported to Australia instead?
- What other forms of punishment were there in Georgian England? (i.e. execution, transportation, imprisonment, public humiliation, fines).

Vocabulary: Create a class glossary of unfamiliar words from the convict profiles such as: convict, assigned, Protestant, Roman Catholic, weaver, larceny, smallpox, desertion, porter, transported, picking pockets, pock-pitted complexion, cutler, linen, postilion, scrofula and bundle.

Sources: Where would the information for the convict profiles come from? Why are some of the profiles more complete than others? The convict profiles the students use were developed from the following sources:

- Court records of trials; Hulk records
- Surgeon reports
- Muster, either on the ship or at Hyde Park Barracks, Sydney
- Assignment records from Hyde Park Barracks
- Hospital records; Ticket of Leave records
- Secondary punishment records, for example the magistrate records from the Queanbeyan courthouse
- Applications to marry
- Applications to have a spouse assigned once freedom is achieved

Pre visit activities – Who were the convicts?

Vocabulary: Create a glossary study of the following words and phrases: artefact, archaeology, Archaeologist, Cultural Heritage Architect.

Find out about: Research everyday pastimes of convicts by reading about their tobacco use at Hyde Park Barracks, Sydney;

<http://iccs.arts.utas.edu.au/colonialplaces.html>

<http://www.latrobe.edu.au/archaeology/hyde-park-barracks/news.html>

Post visit activities – Convicts

Create: Create a convict love token out of clay. Examples of love tokens can be found on the Powerhouse Museum website collection search:

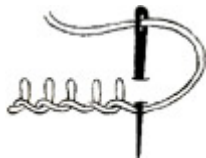
<http://www.powerhousemuseum.com/collection/database/menu.php> or in the book, *Convict Love Tokens* edited by Michele Field and Timothy Millett.

Experience: Undertake some blanket stitch activities with students. Convicts were to be constantly supplied with, 'at least one good blanket' according to the 1831 *Rations for Assigned Convicts Government Circular*.

Blanket Stitch Description and Instructions

This stitch is worked from left to right. It is used to neaten the edge of thick material. Bring needle up and hold the loop of thread down with left thumb.

Make a vertical stitch as in diagram, bringing the needle out over loop of thread. Space the stitches evenly.



Picture: <http://www.webindia123.com/craft/needle/embroi/embro.html>

Write: Ask students to write a letter home, in the voice of their convict, regarding their experiences. If their convict was illiterate, discuss how the convict may have communicated with their family in Britain.

Predict: Predict what would happen to the Lanyon convicts. As a class discuss possible stories for a Lanyon convict, create a diagram of possibilities. Using the following three case studies and the information students may have gained at Lanyon, students could predict the fate of their convict.

Case Studies

1) *Joseph Oldfield*

Joseph Oldfield was described as the “Farm Constable”. His original occupation had been a shoemaker but at Lanyon he was known for arresting renegade convicts. Renegade convicts were often called bushrangers and would steal from homesteads and shepherds’ outstations. Joseph Oldfield, a convict himself, was not popular amongst the other convicts because he arrested bushrangers and other runaway convicts. After he was given his freedom, Joseph Oldfield remained loyal to James Wright. Wright declared bankruptcy in 1843 and had to sell parts of Lanyon to repay his debts. Nevertheless, he continued to live and work in the district, at Cuppacumbalong, where he had a reduced staff. Joseph Oldfield worked for Wright as a shepherd but eventually returned to Lanyon and worked for the next owner, Andrew Cunningham.

2) *William Dawkins*

William Dawkins was transported to Australia in 1835. He proved to be an inattentive shepherd at Lanyon. He lost a total of 380 sheep. First he lost 200 sheep and 23 were never found again. He walked the 5 miles to Queanbeyan to be tried and sentenced to 50 lashes. In 1838 he lost a further 180 sheep. Some of these sheep were recovered, some found dead, and 40 were never found. He sent the 14 year old Henry Green to report the loss. Green was lashed 25 times for his slowness in travel to report the loss. Dawkins received a further 75 lashes for the loss of sheep. Dawkins became a runaway and bushranger and was called the ‘Harry Houdini’ of the Queanbeyan area as a result of gaol escapes involving chains and handcuffs. He was the leader of a group that robbed stores and out

stations. Eventually Dawkins was transported again, to a place of secondary punishment, such as Port Arthur or Norfolk Island.

3) Thomas Warner

Thomas Warner was not completely reliable as an assigned worker during his time at Lanyon. In 1838 he lost some of Wright's bullocks and rather than apologising he threatened Wright. Warner suggested he might go bush and when Wright tried to touch his shoulder he said the words 'stand off...or I'll floor you'. Wright gave evidence against him at the Queanbeyan magistrate's court. Thomas Warner was found guilty and he received 50 lashes. Despite this, after he was a freed man he too worked for Wright at Cuppacumbalong, until the late 1840s.

Post visit activities – Who were the convicts?

Explain and communicate: develop a narrative, using the names of convicts who worked at Lanyon, which includes reference to the artefacts (i.e. the stone barn), the objects documented on the Object Recording Forms, as well as information seen in *The Convict Years* exhibition inside the stone barn (i.e. source materials). (ACHHS105). Choose a form of communication (such as a play, a drawing, a narrative or poem, etc) and digital technologies (ACHHS106) to present the narrative.

Discuss: Display the Object Recording Forms. Compare and discuss similarities and differences between each object. Discuss links between objects. For example the buttons and the decorative buckle are clothing items; the cutlery and crockery can be grouped into cooking utensils; the inkwells and pen relate to literacy; and the iron wedge, horse shoe and thimble are objects relating to labour.

Create: Cut out the images of convicts drawn on the Object Recording Forms, and arrange them across a large board similar to the canvas with cartoons of convict activities seen inside the stone barn. Alternatively, scan each image using digital technology. Add features between the illustrations to create a landscape. Write short paragraphs describing the actions of the convicts in each illustration.

Interview: Display the Object Recording Forms. Invite senior citizens to the presentation. Ask your visitors about their knowledge of using old fashioned toys and tools. Record statements, compile for future reference, and give the document to your school library collection.

Research: Based on discussion during the program, visit the following website to learn more about clay smoking pipes used by convicts;
<http://www.latrobe.edu.au/archaeology/hyde-park-barracks/news.html>. The London Museum has a web page showing maker's marks on clay pipes;
<http://www.museumoflondon.org.uk/claypipes/pages/marks.asp>. Also, regarding the discussion about convicts and sickness and treatment, visit the Powerhouse Museum website to view examples of apothecary equipment;
<http://www.powerhousemuseum.com/collection/database/?irn=248443>.

Make: Read recipes from the olden days, for example *Mrs Beeton's Book of Household Management*, first published 1861, and with adult assistance make a dish based on one recipe.

Investigate: Look at the book titled *Hands on history* by Sue Hodges (2006, Sue Hodges Productions, Melbourne). Contact ACT Heritage (http://www.tams.act.gov.au/live/heritage/act_heritage) to find out if there is a site in your local area that could be investigated using archaeology techniques. Visit <http://www.archaeologyweek.com/states/act.php> and find out about activities and information relating to archaeology-related events in your area.

Tour: Revisit Lanyon Homestead via the on-line Virtual Tour;

<http://virtualtours.historicplaces.com.au/lanyon-homestead/>

Discuss the differences in lifestyles between the convict era and the lifestyle of the Cunningham family who lived in the homestead from 1859.

References

<http://www.historicplaces.com.au/learning>

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<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/>

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