

# FREMANTLE PRISON



KEY TO  
KNOWLEDGE

# *Convict History*



JOIN ME - "CON" -  
ON A TOUR OF LIFE INSIDE  
FREMANTLE PRISON.



# Convict History

## STUDENT RESOURCE



KEY TO  
KNOWLEDGE

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# TURN ON THE LIGHTS

**Between 1850 and 1868 almost 10,000 convicts were sent to Western Australia from Great Britain.**

***In your small group, find as many answers to the questions below as you can.***

You can use the Internet, school library and any information given to you by your teacher.

The first group to find all the answers get to be the convict administrators including the Comptroller-General (the person in charge of convicts), the Superintendent (in charge of the prison), the Chief Warder, the Surgeon (or convict doctor) and the Flagellator (the person who whips bad convicts). Unfortunately the rest of the class get to be convicts.

***When did the first convicts come to Western Australia?***

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***What sort of crimes did they commit?***

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***How were they punished?***

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***Where did they stay?***

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# TURN ON THE LIGHTS

**Why were convicts sent to Western Australia?**

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**When did convicts stop coming to Western Australia?**

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**Did any escape? Give one example.**

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**How were good convicts rewarded?**

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**Name two buildings built by convicts in Western Australia.**

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# CONVICT ESCAPE

**Boom! From your cell in the Establishment you hear the loud report of the prison's signal cannon. The explosion is followed immediately by the distant sound of smashing windows. A few seconds later every dog in the Fremantle settlement is barking and howling.**

The cannon is only fired when convicts have escaped from the Establishment or one of the outside work parties.

You have been locked up for over a year now, stuck on work parties inside the prison walls. At the moment you are digging a well behind the Main Cell Block. The work is backbreaking and endless.

The guards have it in for you and every little slip up earns you a flogging from the cat o' nine tails. Your movements are also restricted by a pair of leg irons joined by a chain.

Enough is enough! It's time to plan your own escape and break out of the Convict Establishment.



Fremantle Prison Gatehouse with signal cannon in foreground c1870s  
Fremantle Prison Collection

# Escape Plan

**Write your escape plan on the next page.  
But don't let it fall into the wrong hands!**

- ➔ *Study the maps of the prison and work out your plan*
- ➔ *Mark your escape route on the two maps*
- ➔ *Write out step by step what you will do to escape.*

You will need to plan:

- ➔ *How to get out of your cell*
- ➔ *How to break free of your leg irons*
- ➔ *Where to meet up with your friends*
- ➔ *Which route through the prison you will take and how will you get over the perimeter wall*
- ➔ *How you will avoid being seen*
- ➔ *What tools you will need and how to get them*
- ➔ *How you will avoid being tracked by the police and Aboriginal trackers once outside the walls*
- ➔ *Where you will go and how you will live once outside.*

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

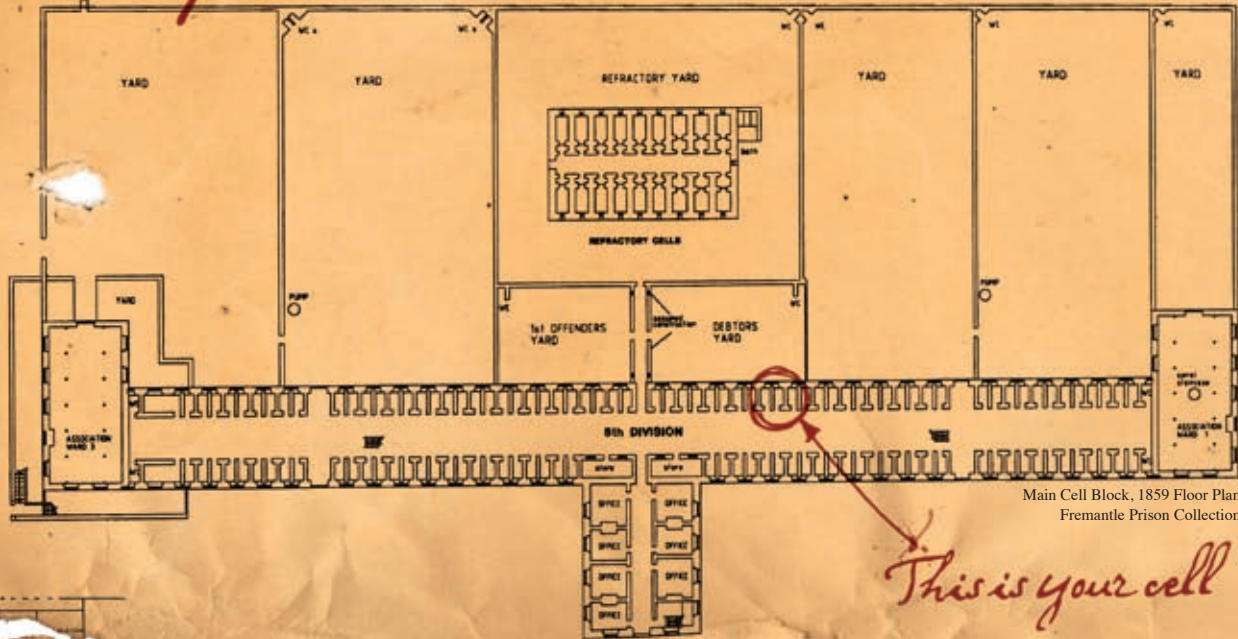
Step 7:

Step 8:

Step 9:

Step 10:

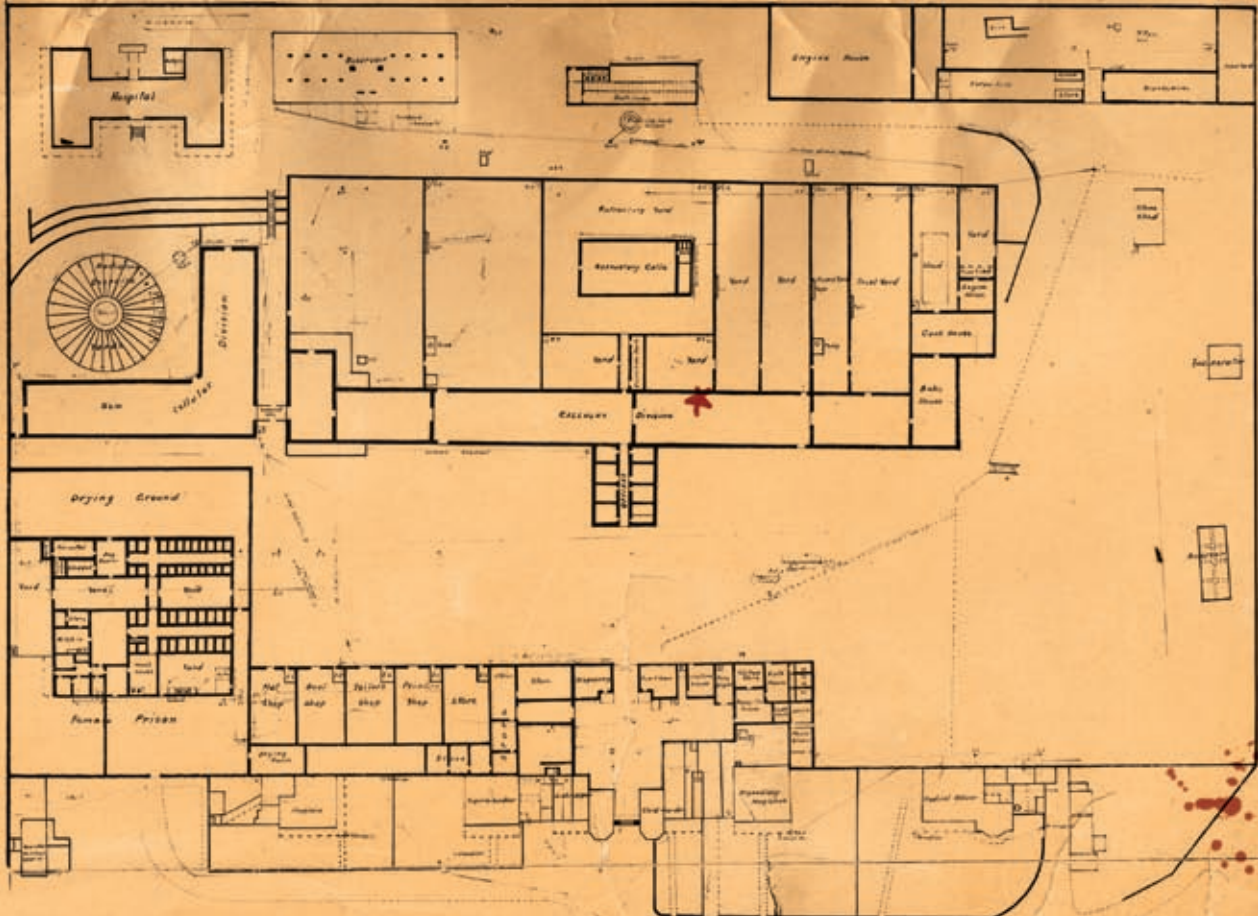
# Escape Plan



Main Cell Block, 1859 Floor Plan  
Fremantle Prison Collection

*This is your cell*

Site plan of Fremantle Prison c1900-1910  
State Records Office of Western Australia





# CONVICT RULES VERSUS SCHOOL RULES

The document below shows the rules that convicts had to follow at the Convict Establishment in 1862. It is one long sentence! Identify each rule and compare them with the rules you have to follow at your school.



No prisoner shall disobey the orders of the overseer or any other officer ... or be guilty of swearing, or any indecent or immoral expression or conduct, or of any assault, quarrel, or abusive language, or smoking inside the ward, cell, privy cookhouse, washhouse, or workshops, or any talking or other noise during meal-hours, or after the silence-hours at night; leaving the square allotted as their exercise-ground on any pretence, except to the closet, or converse or hold intercourse with any other prisoner or tradesman employed about the yard, except as authorised by the prison rules, or cause annoyance or disturbance by singing, whistling, or making unnecessary noise, or pass or attempt to pass, without permission, out of his ward or beyond the bounds of the ward or other place to which he may belong, or when at work go without leave beyond the limits assigned for such work, or disfigure the walls or other parts of the prison by writing on them or otherwise, or deface, secrete, destroy, or pull down any paper or notice hung up by authority in or about any part of the prison, or wilfully injure any bedding or other articles, or commit any nuisance, or have in his bay or possession any articles not furnished by the establishment or allowed to be in the possession of a prisoner, or shall give or lend to or borrow from any other prisoner any food, book, or other articles without leave, or refuse or neglect to conform to the rules and regulation or orders of the prison, or otherwise offend.

Rules and Regulations for the Convict department Western Australia, 1862.

# CONVICT RULES VERSUS SCHOOL RULES

## *Rules for convicts (1862)*

Write down the rules the convicts had to follow in 1862.

No prisoner shall disobey an overseer or officer

No swearing

No assault, fighting, or abusive language

## *Rules for students (today)*

Does this rule apply to students at your school? Write yes or no.

*Yes (students have to obey teachers)*

*Yes*

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# CONVICT RULES VERSUS SCHOOL RULES

**List four rules for convicts in 1862 that are the same as the rules at your school?**

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**Why do you think it was necessary for the convicts to have these rules?**

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**Why do you think it is necessary for your school to have rules for students?**

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# INVESTIGATION

# CONVICT PROFILE

**Choose a convict to investigate.**

Some well known Western Australian convicts were:

*Joseph Lucas Horrocks*  
Opened a successful copper mine

*Moondyne Joe*  
Famous escape artist

*James Walsh*  
Talented artist

*Thomas Bushell*  
Hanged for attacking a warder

*Thomas 'Satan' Browne*  
Opened a pleasure resort in South Perth

*Patrick Gibbons*  
Attacked an ex-convict by biting off his bottom lip

*John Boyle O'Reilly*  
Famous Irish convict

*William 'Fiddler' Graham*  
Escape artist and 'ladfes man'

*Joseph Ralph*  
Escape artist

*Thomas Smirk*  
Had twelve children and lived in Fremantle

*Ross Alexander*  
Convicted for accidentally killing an old lady while drunk

**Discuss your convict with your classmates.**  
**Who would your convict have got on well with?**  
**Did your convict deserve to be transported to Western Australia? Explain why or why not.**



## MORE INFO

- <http://www.fremantleprison.com.au/Pages/Convict.aspx>
- <http://www.fremantleprison.com.au/History/Pages/default.aspx>
- <http://www.convictcentral.com/>
- [http://en.wikipedia.org/wiki/Category:Convicts\\_transported\\_to\\_Western\\_Australia](http://en.wikipedia.org/wiki/Category:Convicts_transported_to_Western_Australia)

# CONVICT PROFILE

Convict No. ....

Convict's name: .....

Where did he come from? .....

What year did he arrive in Fremantle? .....

Name of Ship: .....

What was his crime? .....

.....  
.....  
.....

What did he do while in prison? .....

.....  
.....  
.....

How did he leave the prison? .....

.....  
.....  
.....

What did he do in later life? .....

.....  
.....  
.....

Ask your teacher if you need more paper.

# CONVICT CELL

## PICTURE ANALYSIS

The picture below shows the replica or copy of a convict cell which can be seen at Fremantle Prison.

There is a toilet somewhere in this cell.  
**CAN YOU FIND IT?**



Reconstructed Convict Cell in Fremantle Prison 2009  
Fremantle Prison Collection

# CONVICT CELL – PICTURE ANALYSIS

***What furniture can you see in the cell?***

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***What things in the cell are there to stop the prisoner from escaping?***

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***The convict cells were only seven feet long by four feet wide, most likely smaller than the bathroom in your house. What do you think it would have been like to live in a room that small for months or maybe years?***

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***The convicts had no books, personal belongings or spare clothes. But some clever prisoners were able to hide things in their cell. Where could you hide something if this was your cell?***

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***If you could hide one personal item in your cell, what would it be?***

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***What does the cell tell you about what life was like for convicts in the Convict Establishment?***

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# FREMANTLE PRISON

# PICTURE COMPARISON

**Over the course of time, some things change while others stay the same. Paintings and photographs can show how places change over time.**



The watercolour below was painted by Henry Wray in 1859 and shows the prison soon after construction was completed.



Convict Prison, Fremantle 1859, Henry Wray (1824-1900)  
National Library of Australia

The photograph below shows the same view of Fremantle Prison in 2008, 149 years later. How has the prison changed over 149 years?



Main Cell Block 2008  
Fremantle Prison Collection



# PICTURE COMPARISON

Have a close look at the painting and the photograph. Look at the building and the Parade Ground in front. Identify what things you can see in the pictures that have stayed the same and what things have changed.

1859 painting



2008 photograph



**What things have changed?**

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**What has stayed the same?**

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**What does the painting show about life at Fremantle Prison in 1859?**

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**Who are the people in the painting and what are they doing?**

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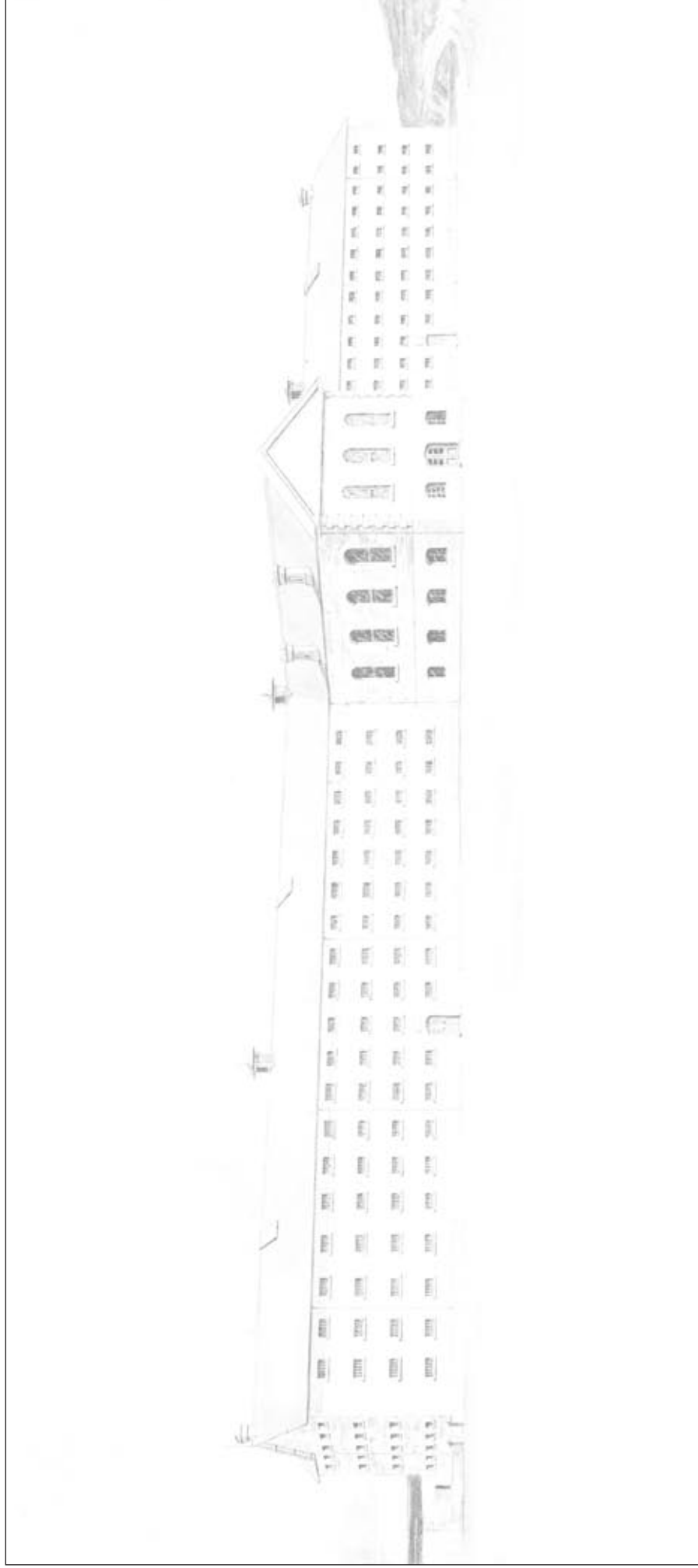
.....

# PICTURE COMPARISON

**What do you think Fremantle Prison will look like 150 years from now?  
Draw a picture of the prison from the same viewpoint in the pictures above, as you imagine it may look.**



Fremantle Prison 2160



# INVESTIGATION

# CONVICT DAILY LIFE

**What was daily life like for convicts during the convict era from 1850 to 1886? Choose an aspect of convict daily life to investigate.**

Investigation topics include:

- ➔ *Rules*
- ➔ *Prisoner cells*
- ➔ *Food*
- ➔ *Work*
- ➔ *Ticket of leave and conditional pardons*
- ➔ *Daily routine*
- ➔ *Clothing*
- ➔ *Punishment*
- ➔ *Religion*

**Use the Five Ws and an H sheet to plan your investigation questions. What questions will help you find out about convict daily life?**

Once you have a list of questions you can then search for information.

**Where can I search for information?**



# FIVE W'S AND AN H

*Name:*

*My Investigation:*

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## What Do I Want to Know? (Focus Questions)

**What?**

**Who?**

**When?**

# FIVE W'S AND AN H

**Where?**

**Why?**

**How?**

*Write a question  
you can ask the tour  
guide on your trip to  
Fremantle Prison*

# PRIMARY SECONDARY SOURCES

**Historians investigate people and events from the past by finding sources of information. There are two main types of information that are useful to historians - primary sources and secondary sources.**

**Primary Sources** are written or created at the time of an event, or very soon after something has happened. A primary source is written by someone who has direct or contemporary experience of an event. All of the following can be primary sources:

- ➔ Diaries
- ➔ Letters
- ➔ Photographs
- ➔ Maps
- ➔ Sound recordings
- ➔ Interviews
- ➔ Newspaper articles
- ➔ Published first-hand accounts, or stories.

**Secondary Sources** are documents that describe events in the past. They use primary sources to help tell their story. For example, someone writing a history book about the Second World War gathers information by researching the war. They look to other books, photographs, diaries and memoirs, letters and official documents for information. They cannot rely on their own memories if they were not in the war themselves. All of the following can be secondary sources:

- ➔ History textbooks
- ➔ Biographies
- ➔ TV documentaries
- ➔ Articles in encyclopaedias or on the internet
- ➔ Published stories
- ➔ Movies of historical events.

## PRIMARY AND SECONDARY SOURCE CHECKLIST

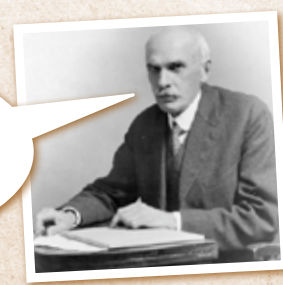
The following checklist will help you work out if a document is a primary or secondary source.

	<i>Primary sources:</i>	<i>Secondary sources:</i>
<i>when</i>	created at the time of an event, or very soon after	created after event; sometimes a long time after something happened
<i>who</i>	created by someone who saw or heard an event themselves	created by someone who did not see the event for themselves
<i>how</i>	created from observations	created from investigation - often uses primary sources as examples
<i>what</i>	letters, diaries, photos and newspapers	history text books, historical movies and biographies

*I was there and I wrote a diary. That's a primary source.*



*I wasn't there. I wrote a history book about it. That's a secondary source.*





Lined writing area with horizontal dotted lines.



# CONVICT DEBATE

**A debate is a formal argument where people argue for and against a particular topic or statement. Language spoken by participants in a debate is used to persuade others to agree with a point of view.**

Debating is an important skill that helps people discuss complex issues and persuade others to consider their point of view.

Debates occur in the following situations;

- ➔ **Politics** – politicians constantly debate each other in Parliament and on television and radio, hoping to convince the public to agree with their point of view. During an election campaign, candidates sometimes participate in formal debates on television, hoping to persuade the public to vote for them.
- ➔ **Television** – people are invited on current affairs programs to debate each other about issues that are currently in the news.
- ➔ **Radio** – on talk-back radio members of the public can phone in and give their points of view on current issues ‘on air’.
- ➔ **Newspapers** – members of the public can debate issues by writing letters to the editor and having their letters printed by the paper.
- ➔ **Online newspapers** – online newspapers often have blogs where journalists write about issues and invite members of the public to write and submit their points of view about the issue online.
- ➔ **Forums** – a forum is where members of the public gather together to discuss a particular issue. A moderator stands before the audience and introduces the issue and then invites members of the audience to speak their point of view about the issue.

## FORMAL DEBATES

A formal debate is where two teams of speakers present arguments for and against an issue or topic. The people involved are:

- ➔ **An affirmative team of three speakers** – these people agree with the topic.
- ➔ **A negative team of three speakers** – these people disagree with the topic.
- ➔ **A chairperson who coordinates the debate** – the chairperson introduces the topic and then introduces each speaker in turn. At the end of the debate the chairperson may ask for questions from the audience.

*A formal debate usually follows the procedure below:*

<b>CHAIRPERSON</b>	Announces the topic Introduces each speaker in turn	<b>FIRST AFFIRMATIVE SPEAKER</b>	Defines the topic Presents a major argument supported with evidence	<b>FIRST NEGATIVE SPEAKER</b>	Defines the topic from their point of view Rebuts (which means to argue against) the first affirmative speaker’s arguments Presents a major argument supported with evidence	<b>SECOND AFFIRMATIVE SPEAKER</b>	Rebuts the first negative speaker’s arguments Presents one or two major arguments, supported with evidence	<b>SECOND NEGATIVE SPEAKER</b>	Rebuts the second affirmative speaker’s arguments Presents one or two major arguments, supported with evidence	<b>THIRD AFFIRMATIVE SPEAKER</b>	Rebuts the second negative speaker’s arguments Close the affirmative case by presenting a final argument Summarises the team’s arguments	<b>THIRD NEGATIVE SPEAKER</b>	Rebuts the third affirmative speaker’s arguments Close the negative case by presenting a final argument Summarises the team’s arguments
<b>1.</b>		<b>2.</b>		<b>3.</b>		<b>4.</b>		<b>5.</b>		<b>6.</b>		<b>7.</b>	



