

# ESCAPE!

## FREMANTLE TO FREEDOM



### UPPER PRIMARY EDUCATION KIT

All activities in this education kit link to elements of upper primary Australian curriculum learning areas through the historical narrative of the Fenians' escape from Fremantle Prison on the *Catalpa*.

The **NOTES FOR TEACHERS** section that follows allows the teacher to assess the curriculum relevance of each theme area, and prepare any resources necessary for the activity. This section will indicate any activities which refer to specific artefacts or documents in the *Escape! Fremantle to Freedom* exhibition. The **ACTIVITIES** are written for the students.

Teachers should consider the level of challenge for each activity and its suitability for their students.

#### PREPARATION: BEFORE YOUR VISIT

Before visiting the *Escape! Fremantle to Freedom* exhibition it is recommended that students have some background information in this period of Western Australian history and the connections to Irish and American contexts.

Teachers can initiate discussion between students on the following topics to clarify and share students' prior knowledge. Some sample topics and questions are:

- What are convicts? Give examples.
- What was the role of convicts in the European settlement of Australia?
- Which was the last settlement to accept convicts in Australia? When was this and why did they go there?
- What are Fenians? Where did they come from? What was their crime?
- The ship *Catalpa* was a 'whaler'. What does this mean?

Teachers can collect the questions that students develop during the following exercise to guide appropriate research and to review after completing the unit of work, for evaluation purposes.

#### Activity 1

Read the words of the song of *The Ballad of the Catalpa* and see if you can work out who are the important people in the story and what has happened.

#### Activity 2

Read **OVERVIEW – THE CATALPA ESCAPE** on this website and/or *The Catalpa Escape* by Joy and Mike Lefroy, illustrated by Marion Duke, (Fremantle Arts Centre Press, 2006).

There is also a **GLOSSARY**, **TIMELINE** and **RECOMMENDED READING LIST** in the **EDUCATION KIT RESOURCES** to assist with preparation.

Write a question about the *Catalpa* escape that you would like to know the answers to, for example:

- Were there any women in the *Catalpa* escape?
- What happened to John Boyle O'Reilly? Did he ever get back to Ireland?
- What happened to the captain of the *Catalpa*?
- What happened to the ship?

## NOTES FOR TEACHERS – UPPER PRIMARY

These activities are designed for use in conjunction with information gathered at the *Escape! Fremantle to Freedom* exhibition and the education kit resources available for download from the Fremantle Prison website ([www.fremantleprison.com.au](http://www.fremantleprison.com.au)).

Read the activity sheets and the preparation notes below before your visit so you can direct your students' research at the exhibition, through the website or from other resources (e.g. RECOMMENDED READING LIST).

### 1. THE GREAT ESCAPE

This activity refers to the interactive globe in the *Escape! Fremantle to Freedom* exhibition.

It is designed to explore the different places around the world that are linked to the story of the *Catalpa* escape. This mapping exercise will help your students discover the links.

### 2. WHALING

In the *Escape! Fremantle to Freedom* exhibition encourage students to view the whale tooth scrimshaw art works by Gary Tonkin.

Whaling was an important global industry in the 1800s and many American companies were sending their ships to catch whales in the southern hemisphere. In 1869, John Boyle O'Reilly, one of the military Fenians, managed to escape on board the American whaler *Gazelle*. Back in Boston he recommended the use of a whaling ship for the rescue attempt of the remaining Fenians. The choice of the *Catalpa*, a whaling ship, was made because there were similar American whaling ships around the Western Australian coast at that time, so it was unlikely to arouse suspicion from authorities.

Whaling ships would be away from home for long periods. Sailors on board ship worked hard to catch and process whales and maintain the ship but in their spare time they used their skills to make craft objects. Two popular leisure time activities were scrimshaw (a general name for objects carved from or decorative scenes etched on whale teeth or bone) and decorative rope work.

Students use this activity to explore why the Irish agents planning the Fenians' escape chose a whaling ship for the rescue.

### 3. ALL AT SEA IN A LEAKY BOAT

This activity refers to the whaleboat on display in the *Escape! Fremantle to Freedom* exhibition.

The Fenians escaped from the shore in one of the *Catalpa's* whaleboats that is very similar to the one on display in the exhibition. These boats were capable of being sailed and rowed, were fast, light and manoeuvrable. Normally they were rowed by five men, with a sixth man handling a steering oar at the stern. During the escape, 16 men, stores and weapons were crammed into the whaleboat for the trip out to the *Catalpa* waiting offshore.

#### Activity 3: Technology

Provide waterproof materials such as plasticine for students to make a model of the whaleboat to scale.

### 4. THE WILD GOOSE – JOURNALS

This activity refers to the two journals featured in the BOOKS ALIVE! touchscreen on display in the *Escape! Fremantle to Freedom* exhibition. Sample pages of the diaries are also available.

#### 1) *The Wild Goose Journal*

While on board the *Hougoumont* sailing from England to Western Australia, the Fenians were given permission to write a news and literary magazine that they called *The Wild Goose*. They wrote memories of Ireland in poetry, songs (lyrics) and prose as well as recounting incidents of the voyage.

#### 2) *Cashman's Diary*

Denis Cashman, one of the Fenians, kept this diary about his voyage on the *Hougoumont*. (Captain Anthony also kept a Log Book – a ship's diary – of his voyage on the *Catalpa*.)

## 5. SHIP'S BISCUITS

The food on board ships like the *Hougoumont* and the *Catalpa* in the 1800s was very basic. Lack of refrigeration meant little fresh food and lots of salted and dried food. Ships biscuits or 'hard tack' were part of the staple diet of all mariners. They sometimes contained tiny insects called weevils and a sailor would tap the biscuit firmly on a surface before eating, to dislodge the unwanted visitors. The biscuits often had to be soaked to soften them enough to chew.

In this activity students can make ship's biscuits from the recipe provided.

**You will need to provide ingredients and kitchen resources for the following recipe.**

### Ship's Biscuit Recipe

#### Ingredients:

450g medium course stone-ground wholemeal flour  
7gms salt  
water (enough to make a stiff dough)

#### Method:

1. Combine all the ingredients and mix into a stiff dough.
2. Knead the dough, then leave to stand for 30 minutes.
3. Pre-heat the oven to 220 degrees C.
4. Roll out the dough so that it is roughly 10mm thick.
5. Divide into biscuit shapes, using a pastry cutter if necessary.
6. Put the biscuits onto a greased baking tray and carefully place into hot oven.
7. Bake for 30 - 40 minutes.
8. Remove from oven and place on a cooling rack in a warm place to harden and dry out.
9. Eat if you dare!

## 6. THE CATALPA SONG

In this activity, students learn *The Ballad of the Catalpa* and participate in group activities based upon the song. A version of *The Ballad of the Catalpa* can be found in the Activities for Upper Primary Students worksheets.

This Australian folk song was adapted from an Irish folk tune to tell the story of the escape of the Fenians from Fremantle and has been sung ever since. In the days before mass media, stories were often circulated through song and poetry by word of mouth. *The Ballad of the Catalpa* so annoyed the police that it was officially banned in Western Australia. Given that this law has not been rescinded, in theory one could be arrested for singing it in public even today!

The use of action songs or sea shanties on ships helped set a rhythm and pass the time while doing monotonous physical work such as hauling up sails or the anchor. Sailors learning of the *Catalpa* escape may have sung this song as they worked. Discuss how singing these songs might have helped with shipboard tasks such as pulling on ropes to raise the sails, raising a heavy anchor or scrubbing the deck.

### Activity 2: Cooperation

For this group activity (for a small group of approximately 10 students) **you will need a rope (approximately 20 metres long with the ends tied together)**

## 7. KEY WORD SEARCH

For this activity, during your visit to the *Escape! Fremantle to Freedom* exhibition, encourage students to write information about the following keyword topics:

Fenian; Swan River settlement; Transportation; John Boyle O'Reilly; *Catalpa*; *Hougoumont*; *Georgette*; Clan na Gael; whaling; Fremantle Prison; New Bedford, Massachusetts.

In this set of activities students use the internet to research key themes of the exhibition and the *Catalpa* escape narrative.

## 8. FLAGS

This activity refers to the reproduction flags on display in the *Escape! Fremantle to Freedom* exhibition.

One of the best-known flags in the world, often referred to as the 'Stars and Stripes', played a critical role in the *Catalpa* story. This flag has changed over the years. Flags can both represent nationalities and be used for communication.

## 9. SPIES

**For this activity you or the students will need to download a copy of the Morse code from the internet.**

Spies were sent from America to Fremantle, Western Australia to coordinate the *Catalpa* escape. A code was developed and only two copies were made, one held by Captain Anthony and the other by the spy John Breslin.

In the latter part of the 1800s, messages could be sent over long distances by telegraph utilizing Morse code (a series of dots and dashes created by electrical impulses representing each letter of the alphabet). A skilled telegraph operator would translate a message into Morse code to send it and when a message was received, they would reverse the procedure, translating the code into a written message.

Morse code was a vital component to the success of the *Catalpa* escape. John Breslin and Captain Anthony communicated via Morse code using the local telegraph network but to hide the real meaning of their messages they utilised the set of coded messages that had been pre-written before the rescue attempt got underway.

Fenian agents later delayed news of the escape reaching the British authorities by sabotaging the telegraph system (cutting the telegraph wires).

**For Activity 2 you will need several of the following for your group for either version of the Morse code activity:**

- 1) two empty tin cans with about 20 metres of string poked through a hole in the base of each tin and held in place by a knot.
- 2) torches with batteries

## 10. PRISON LIFE

An overview of life in Fremantle Prison in the late 1800s can be found in the EDUCATION KIT RESOURCES document.

# 1. THE GREAT ESCAPE



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## ACTIVITY 1: MAPPING

Using a template of an historical map of the world, mark in the following places that are important to the *Catalpa* escape story. Use colours and a map key.

- a) Ireland
- b) Fremantle, Western Australia
- c) Bunbury, Western Australia
- d) Albany, Western Australia
- e) Sydney, New South Wales, Australia
- f) Melbourne, Victoria, Australia
- g) Fayal, Azores, North Atlantic Ocean
- h) Portland, England
- i) Boston, Massachusetts, USA
- j) New Bedford, Massachusetts, USA
- k) New York, USA
- l) San Francisco, USA

### On your map:

- 1) Draw the route of the *Hougoumont* carrying the Fenians to Western Australia.
- 2) Draw the route of the two spies, Breslin and Desmond travelling to Western Australia from San Francisco via Sydney and Melbourne.
- 3) Draw the route of the *Catalpa* from America to Fremantle.
- 4) Draw the route of the *Catalpa* from Western Australia to America.

Decorate your map in the style of the period using some of the artefacts you saw in the exhibition. Examples of typical decorations to maps in this historical period included whales, sailing ships, compass points, mermaids, sea monsters and anchors.

## ACTIVITY 2: MATHS

With your map completed, estimate the distance travelled by the *Hougoumont* on its journey from Portland, UK to Fremantle.

- 1) Use the scale of the map to measure the distance
- 2) Estimate the time the journey would have taken if the ship had travelled directly to Fremantle without stopping (assume the average speed of the ship is 10 kms per hour).

1867-1876

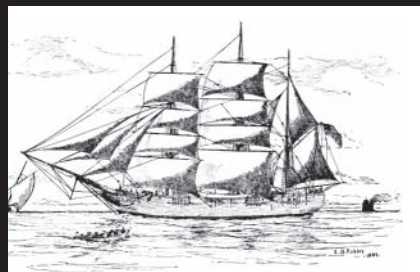


# Voyages of the Fenians

Transportation, Rescue Missions  
and Escapes



## 2. WHALING



*Catalpa*, 1897 by E.D. Ashley

In the *Escape! Fremantle to Freedom* exhibition encourage students to view the whale tooth scrimshaw art works by Gary Tonkin.

Whaling was an important global industry in the 1800s and many American companies were sending their ships to catch whales in the southern hemisphere. In 1869, John Boyle O'Reilly, one of the military Fenians, managed to escape on board the American whaler *Gazelle*. Back in Boston he recommended the use of a whaling ship for the rescue attempt of the remaining Fenians. The choice of the *Catalpa*, a whaling ship, was made because there were similar American whaling ships around the Western Australian coast at that time, so it was unlikely to arouse suspicion from authorities.

Whaling ships would be away from home for long periods. Sailors on board ship worked hard to catch and process whales and maintain the ship but in their spare time they used their skills to make craft objects. Two popular leisure time activities were scrimshaw (a general name for objects carved from or decorative scenes etched on whale teeth or bone) and decorative rope work.

Use this activity to explore why the Irish agents planning the Fenians' escape chose a whaling ship for the rescue.

### ACTIVITY 1: INVESTIGATION

The whaling industry in the 1800s used most parts of the whale – little was wasted. There are now substitutes for all whale products and it is not necessary to hunt and kill whales for commercial or scientific reasons.

- 1) Complete the table that shows the original use of the parts of the whale. Fill in the gaps to show what part of the whale these products came from.

*Hint: the words you need are held within the word sleuth. Check the GLOSSARY in the EDUCATION KIT RESOURCES for any words you don't know!*

	Part of Whale	Original use	Modern equivalent
T S R E L D M E A R			umbrella ribs
H P E L I O L N M E			decorated for artwork
E E N T E N D O N S			fertiliser
B R O A T U N T G L			used for setting perfume
A M B E R G R I S A			oil for lamps
L O E M T W B B R E			food
E I H W E E N A N M			string for tennis racquets
N U B R T S E W O N			soap
A E M S H G R I S O			margarine
S P A R E B B U L B			

- 2) Find out the modern alternatives for the items that these whale products were originally used for.

### ACTIVITY 2: VALUES

Why was whaling such an important economic activity in the mid 1800s?

- 1) Do a PMI chart (Pluses, Minuses, Interesting) to show the value of whaling in the mid 1800s.
- 2) Do a PMI chart that addresses the current issues of whaling.

### ACTIVITY 3: CRAFT

- 1) Make a friendship bracelet using string or polished cotton thread.  
(For examples see: [www.mediamessage.com/kayton/GirlScouts/bracelet.htm](http://www.mediamessage.com/kayton/GirlScouts/bracelet.htm))
- 2) Make a scrimshaw style carving from soapstone, cuttlefish or a similar soft medium.

### 3. ALL AT SEA IN A LEAKY BOAT



This activity refers to the whaleboat on display in the *Escape! Fremantle to Freedom* exhibition.

The Fenians escaped from the shore in one of the *Catalpa*'s whaleboats. These boats were capable of being sailed and rowed, were fast, light and manoeuvrable. Normally they were rowed by five men, with a sixth man handling a steering oar or tiller at the stern. During the escape, 16 men, stores and weapons were crammed into the whaleboat for the trip out to the *Catalpa* waiting offshore.

#### ACTIVITY 1: MATHS

##### GROUP CHALLENGE:

A typical American whaleboat\* was pointed at both ends, approximately 28 foot long and 6 foot wide at its widest point. Convert these measurements into metres (one foot = 0.3048 metres) then draw the outline of the whaleboat (on the school playground) in chalk, mark out the position of the seats and sit 16 people in the space to see how tight a fit it was. Remember they also had to have room to row and space to store equipment such as the mast and sails, weapons and supplies.

*Clue: You can use [www.convert-me.com/en/](http://www.convert-me.com/en/) to check the conversion.*

#### ACTIVITY 2: ENGLISH

The six escapees and ten other rescuers were in the whaleboat for 28 hours before they managed to reach the *Catalpa*. Write a description of a night spent in this boat on the ocean, during a storm. Brainstorm the senses and emotions the escapees would have experienced before writing the first draft.

#### ACTIVITY 3: TECHNOLOGY

Using the dimensions above draw a scale model of a whaleboat.\*

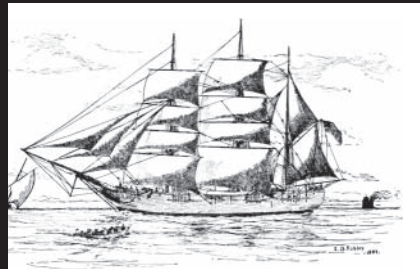
- 1) Make a model of the whaleboat to scale from a waterproof material (such as plasticine).
- 2) Estimate then trial what weight your boat will hold before sinking and describe this in proportion to the weight of your boat.
- 3) Research and explain why you can make a boat that floats out of a material such as plasticine that doesn't float in water.

**Hint:** Think carefully about what you might have to do to a non-floating substance like plasticine to make it into a boat.

*\*For guidance, find a picture of a Beetle Whaleboat through a search engine on the internet such as Google.*

# 4. THE WILD GOOSE

## – JOURNALS



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- 2) *Cashman's Diary*  
Denis Cashman, one of the Fenians, kept this diary about his voyage on the *Hougoumont*. (Captain Anthony also kept a Log Book – a ship's diary – of his voyage on the *Catalpa*.)

### ACTIVITY 1: ENGLISH

Imagine you are a convict and have been on board ship for three months being transported to Australia. You have your first sight of Western Australia. What are your first impressions?

Write a recollection or diary entry that describes your character's first experiences of Western Australia. Brainstorm the kind of senses and emotions the convicts would have experienced before writing the first draft.

Here is an extract from John Boyle O'Reilly's novel *Moondyne* (PJ Kennedy and Sons, New York, first published 1879) describing his first sight of Fremantle when he arrived in the ship *Hougoumont* in 1868.

*The surrounding sea and land were very strange and beautiful. The green shoalwater, the soft air with yellowish warmth, the pure white sand of the beach, and the dark green of the unbroken forest beyond, made a scene almost like fairyland.*

*But there was a stern reminder of the reality in the little town of Fremantle that lay between the forest and the sea. It was built of wooden houses running down a gentle hill; and in the centre of the houses, spread out like a gigantic starfish was the vast stone prison.*

### ACTIVITY 2: ENGLISH

John Boyle O'Reilly wrote poetry of his memories of Ireland such as *The Cry of the Dreamer* and *Oak and Ivy*. Describe through a piece of writing in poetry, song lyrics (any style) or letter, what you would miss most if you left your homeland.

### ACTIVITY 3: ENGLISH

- 1) Write an article as a report to describe an incident that may have occurred during the voyage of the *Catalpa* – for instance: recording a page for the captain's logbook seeing whales and dolphins; navigation methods; setting the sails or furling them; food on board; a storm at sea.
- 2) Write a report to describe an event that may have occurred during the voyage of the *Hougoumont* – for instance: an argument between prisoners; a concert or entertainment such as crossing the equator (check the internet for information on 'Crossing the Line' ceremonies), or ship board punishment such as a flogging for disobeying authority.

### ACTIVITY 4: ENGLISH/ ART & CRAFT

Denis Cashman, one of the Fenians, decorated *The Wild Goose* with shamrocks and ivy wreaths. Design a title and masthead for your paper. Decorate it with other symbols from Ireland or perhaps symbols of Australia if you are writing from a convict's perspective.

### ACTIVITY 5: ENGLISH/ DRAMA

Write and perform a mini scene for a play that shows an imagined event from the Fenian convicts' voyage to Western Australia.

### ACTIVITY 6: MATHS/ ART & CRAFT

Design a board game about life on board a convict sailing ship such as the *Hougoumont*, or life in an Australian prison such as Fremantle in the 1800s. All events and actions should be historically accurate.

## THE WILD GOOSE.

7.

## A Leap for Liberty.

Immediately after the late rising in Kerry, the writer of the following incident was compelled to fly from home in consequence of the rigid search kept up by her majesty's troops, 2,000 of whom had their canvas pitched and their bivouac fires lighted amongst the romantic mountains that lie to the west of the beautiful and far-famed Lakes of Killarney. The search was kept up for more than a fortnight, during which time they climbed all the peaks and crags, and explored the beautiful valleys, before they were satisfied that the fierce rebels had retired to their homes, and abandoned the revolutionary movement.

After many hair-breadth escapes and adventures, too numerous to relate here, I succeeded in making my way to London, where I was enjoying myself in the society of some friends; but this was too bright a state of things to last; for even then the cunning detectives were on my track, and, before a month was at an end, I was in their custody, with a pair of steel bracelets on my wrists, sitting between two of them in the coupée of a first-class railway carriage bound for Ireland at the rate of fifty miles an hour. What various feelings came over me as I started on that journey!—feelings that I now find utterly impossible to describe, such as I had never before experienced in my life. My liberty was gone, and I felt it severely; for a few weeks had only passed away since I was treading the beautiful hills of Kerry, free as the eagle that soars over the steep crags from which they take their name. I thought of the adventures and hardships I had encountered to preserve that liberty; and, now that a foul hand was laid upon me, I fancied

I could not breathe freely, and my heart swelled with fierce and bitter feelings. I had not been five minutes seated in the train, when the thought of escape flashed through my brain, and all my energies were instantly at work. In a moment my plan was struck;—I would induce my guards to remove my handcuffs, and then take a desperate leap for liberty, and now my pulse was beating quickly at the approach of danger. I knew I should risk my life in the attempt; but what was life without liberty? I once outside that carriage window I was free again—but how could that be accomplished, sitting between two armed policemen with my hands firmly bound, both doors of the compartment locked, and the train dashing along at lightning speed. The handcuffs were so tight that my wrists swelled. I complained of it; and my captors, after some hesitation, took them off. They had nothing to fear. The door was locked, and the train travelling at a furious rate. But they did not know how dearly I loved my liberty. I found myself nerveless at the moment with tremendous strength. I started suddenly to my feet, and in a second the two men found themselves unexpectedly on the floor of the carriage. I dashed open the window, placed my hands on the ledge, and sprang out into the darkness. I felt or fancied that I was whirled about in the air before I reached the ground. Then all was blank.

My senses had left me, but again gradually revived, and I found myself sitting on the ground. Everything around me had a deathlike stillness. At first I was unconscious of what had occurred, but a picture bound for Ireland at the rate of fifty miles of the scene, by degrees, came over my dizzy brain. I thought it was a dream, until I heard the hoarse puffing of the train gradually dying away in the distance, and felt my hands clutching the gravel. I felt faint; but, with a strong effort, I struggled to my feet.

I was free again! but I am sorry to say it did not last long; for in few days after, I was in the same train, under a stronger escort, on my way to the Old Country, to stand my trial for treason—felony of which I was found guilty and am now on board the "Hougoumont" bound for Western Australia.

J. N.

## THE WILD GOOSE.

## Australia.

As our readers, we presume, would be grateful for a truthful account of the land to which they are going, and where they will probably sojourn for a lengthened period, we, of our great good nature, condescend to impart to them some interesting particulars concerning that vast island, the knowledge of which may exercise a beneficial influence on their future course of life. It is, perhaps, superfluous to say that our statement may be implicitly relied on. Australia is surrounded by water, and the sun is visible there during the day, when not obscured by clouds. Excellent authority informs us that that luminary is of material service to cooks, enabling them to dispense with the ordinary process of boiling and baking their meals over mere earthly fires. Native animals of various kinds, which may or may not be different from any we have ever seen, abound there; those which are not domesticated, roaming about untamed, sustaining life by devouring what they eat. The chief productions of the soil are indigenous for what we know or care. The island is about as broad as it is long, and contains as many square miles as its average length multiplied by its average breadth will produce. This great continent of the south, having been discovered by some Dutch skipper and his crew, somewhere between the 1<sup>st</sup> and 19<sup>th</sup> centuries of the Christian Era, was, in consequence, taken possession of by the Government of Great Britain, in accordance with that just and equitable maxim, "What's yours is mine; what's mine is my own." That magnanimous government, in the kindly exuberance of their feelings, have placed a large portion of that immense tract of country at our disposal, generously defraying all expenses incurred on our way to it, and providing retreats for us there to secure us from the inclemencies of the seasons and the carnivorous propensities of the natives. Neither, through their forethought, have we taken thought of the morrow as to how we shall clothe ourselves, or as to what we shall eat and drink. The inhabitants of Australia are chiefly convicts and kangaroos. The student in ethnology may not be surprised to learn that all the males are sons of their mothers. Their chief employment is a very fowl occupation; this announcement is official. Their religious ceremonies are performed with a tedium not unknown elsewhere. The form of government is popular, and

particularly gives satisfaction to high officers of state who secure to themselves £1,000 a year for life for obliging the people by enduring the fatigues of office for twelve months. As an evidence of the advanced state of civilization among the natives, the consumption of oysters and ale (from which the name of the country is derived) is so enormous, that we smother our lips at the bare idea, and fondly indulge in pleasing anticipations of the part we are destined to play in exterminating the mollusca of those vast seas, and draining the country of its genial potatoes. Gold was at one time so abundant, that the fair sex wore hair of that precious metal; but now it has become so scarce, that the Australians are reduced to the necessity of using "tin" as their medium of exchange.

Should an eager and intelligent public so far appreciate our labors as to demand a separate publication of this graphic and instructive sketch, our modesty may be so far overcome as to permit us to comply with their wishes; and we shall not only add copious notes, but employ the first artists to illustrate our work. Kappa.

A great quantity of our manuscript has been obliterated, some careless person having sat on our slates. We have thus lost much interesting and valuable matter, for which, perhaps we intend to stop the grog of our "devil," which, we hope, will be satisfactory to the public.

We are happy to announce that a series of the popular evening concerts will be resumed on Monday, 11<sup>th</sup> inst. When an entirely new arrangement of the programme will be adopted. The beautiful constellation of the Southern Cross is now visible nightly in the south — just above the horizon.

It is rumoured that five Messes will be allowed on deck in turn each morning at four o'clock, for purpose of bathing. We congratulate the public on this very necessary boon.

Wanted, a few critics; none need apply except gentlemen of undisputed talent and experience. — Apply at this office.

Wanted, contributions of ice and cigars for use of editors and staff; all of which will be thankfully acknowledged.

Printed and published at the office, No. 6 Mess, Intermediate Cabin, Ship "Houquemont," for the Editors, Messrs John Flood, and J. B. Kelly, by J. E. H. Registered for transmission abroad.

*The Wild Goose*, p 8, Translation

The Wild Goose, Vol 1, No 1 p 8  
Edward Kelly

### **Australia.**

As our readers, we presume, would be grateful for a truthful account of the land to which they are going, and where they will probably sojourn for a lengthened period, we, of our great good nature, condescend to impart to them some interesting particulars concerning that vast island, the knowledge of which may exercise a beneficial influence on their future course of life. It is, perhaps superfluous to say that our statements may be implicitly relied on.

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The island is as broad as it is long, and contains as many square miles as its average length multiplied by its average breadth will produce.

This great continent of the south, having been discovered by some Dutch skipper and his crew, sometime between the 1<sup>st</sup> and 19<sup>th</sup> centuries of the Christian Era, was, in consequence taken possession of by the Government of Great Britain, in accordance with that just and equitable maxim, 'What's yours is mine; what's mine's my own.' That magnanimous Government, in the kindly exuberance of their feelings, have placed a large portion of that immense tract of country at our disposal, generously defraying all expenses incurred on our way to it, and providing retreats for us there to secure us from the inclemency of the seasons and the carnivorous propensities of the natives. Neither through their forethought, must we take thought of the morrow as to how we shall clothe ourselves, or as to what we shall eat and drink.

The inhabitants of Australia are chiefly convicts and kangaroos. The student in ethnology may not be surprised to learn that all the males are sons of their mothers. Their chief employment is a very fowl occupation: this announcement is official. Their religious ceremonies are performed with a tedium not unknown elsewhere. The form of government is popular, and particularly gives satisfaction to high officers of state, who secure themselves £1,000 a year for life, for obliging the people by enduring the fatigues of office for twelve months.

As an instance of the advanced state of civilisation among the natives, the consumption of oysters and ale (from which the name of the country is derived) is so enormous, that we smack our lips at the bare idea, and fondly indulge in pleasing anticipations of the part we are destined to play in exterminating the molluscs of those vast seas, and draining the country of its genial potatoes.

Gold was at one time so abundant, that the fair sex wore hair of that precious metal: but now it has become so scarce that the Australians are reduced to the necessity of using 'tin' as their medium of exchange.

Should an eager and intelligent public so far appreciate our labours, as to demand a separate publication of this graphic and instructive sketch, our modesty may be so far overcome as to permit us to comply with their wishes: and we shall not only add copious notes, but employ the first artists to illustrate our work.

28<sup>th</sup> January 1868 356 miles off  
 A.M. finishing the Copies of "The Wild Geese" for the mates,  
 & have just completed them - thank goodness this at  
 all events will finish my penmanship for the voyage -  
 We have been becalmed for the past few days - but  
 a breeze has just sprung up - which we believe will  
 (if it continues) take us to Fremantle in two days  
 more - Of course we are all conjecturing as to what sort  
 of place our new abode will be, - when we are to regain  
 our liberty - and chalking out our future modes of life,  
 my only hope is to earn money with as much <sup>as possible</sup> expectation,  
 and have my dearest K and dear boys with me wherever I  
 may pitch my tent as quickly as I possibly can - God  
 grant that my ardent wish may be accomplished,

8<sup>th</sup> - The Anchors are getting ready - cables getting out  
 from lockers - and all preparations being made for  
 Fremantle - as we expect to arrive there early tomorrow  
 Joe, Dan & I sang "North" & "I've Wandered" last night  
 in splendid style - they're infatuated with the airs  
 I had to transcribe them today for them - as this  
 is all I shall write at sea - I will (to make it more  
 impressive) finish by praying God to bless my dearest  
 Kathleen & my little boys - Dear

## 5. SHIP'S BISCUITS



The food on board ships like the *Hougoumont* and the *Catalpa* in the 1800s was very basic. Lack of refrigeration meant little fresh food and lots of salted and dried food. Ship's biscuits or 'hard tack' were part of the staple diet of all mariners.

They sometimes contained tiny insects called weevils and a sailor would tap the biscuit firmly on a surface before eating, to dislodge the unwanted visitors. The biscuits often had to be soaked to soften them enough to chew.

### ACTIVITY 1: HEALTH

Make ship's biscuits from the following recipe.

#### Ship's Biscuit Recipe

##### Ingredients:

450g medium course stone-ground wholemeal flour

7 gms salt

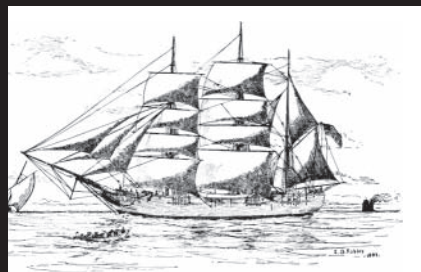
water (enough to make a stiff dough)

##### Method:

1. Combine all the ingredients and mix into a stiff dough.
2. Knead the dough, then leave to stand for 30 minutes.
3. Pre-heat the oven to 220 degrees C.
4. Roll out the dough so that it is roughly 10mm thick.
5. Divide into biscuit shapes, using a pastry cutter if necessary.
6. Put the biscuits onto a greased baking tray and carefully place into hot oven.
7. Bake for 30 – 40 minutes.
8. Remove from oven and place on a cooling rack in a warm place to harden and dry out.
9. Eat if you dare!

**BEWARE:** *Make sure you soften the biscuit first by dunking in water or you may be making an emergency visit to the dentist!*

## 6. THE CATALPA SONG



*Catalpa*, 1897 by E.D. Ashley

This Australian folk song was adapted from an Irish folk tune to tell the story of the escape of the Fenians from Fremantle and has been sung ever since. In the days before mass media, stories were often circulated through song and poetry by word of mouth. *The Ballad of the Catalpa* so annoyed the police that it was officially banned in Western Australia. Given that this law has not been rescinded, in theory one could be arrested for singing it in public even today!

The use of action songs or sea shanties on ships helped set a rhythm and pass the time while doing monotonous physical work such as hauling up sails or the anchor. Sailors learning of the *Catalpa* escape may have sung this song as they worked. Discuss how singing these songs might have helped with shipboard tasks such as pulling on ropes to raise the sails, raising a heavy anchor or scrubbing the deck.

Learn the song and try these activities.

### ACTIVITY 1: ARTS

Draw an illustration to represent one part of the song, drawing inspiration from the information, artworks and objects seen in the exhibition for your artwork.

### ACTIVITY 2: COOPERATION

Try this activity with a group of approximately 10 students.

Stand in a circle and pass a rope (approximately 20 metres long with the ends tied together) clockwise or anti-clockwise around the circle through your hands while singing *The Ballad of the Catalpa* to set the rhythm.

### ACTIVITY 3: INVESTIGATION

Another song about *Catalpa* is 'The Fenians' Escape'. Search the internet by using '*Catalpa* Song' and then 'The Fenians' Escape' as the subject line in the search engine and see if you can find different versions of the story through song.

Compare the stories told through the lyrics (words); you will notice they vary. There are even different versions of the same song with some minor word changes. For example in one version of the *Catalpa* song the Fenians are described as 'bold' and in another 'poor'.

- 1) Do these word changes make any difference to the overall message of the song?
- 2) How would you explain these word variations?
- 3) How do these songs portray the Fenians, Captain Anthony, the British, the Americans and the Irish? Choose examples from the song lyrics to support your observations.

Here is one version of  
*The Ballad of the Catalpa*

A noble whale ship and commander  
Called the *Catalpa* they say  
Sailed into Western Australia  
And stole six bold Fenians away

For seven long years they had served here  
And seven long more had to stay  
For defending their country, old Ireland.  
For that they were banished away

Chorus:

Then here's to brave John Boyle O'Reilly  
Who first blazed a trail o'er the sea  
By escaping from Bunbury to Boston  
And vowing his comrades to free

You kept them in Fremantle Prison  
Till their hair had begun to turn grey  
When a Yank from the shores of New  
Bedford  
Came out here and stole them away

So come all you screws, warders and jailers,  
Remember Perth Regatta Day  
Take care of the rest of your Fenians  
Or the Yankees will steal them away

The Fremantle yachts were a-racing  
And making short tacks for the spot  
The *Catalpa* sailed close in by Rockingham  
And took the first prize of the lot

The *Georgette*, well armed with bold warriors  
Set out those brave Yanks to arrest  
But she hoisted her star-spangled banner  
Saying "You will not board me, I guess"

Now they've landed safe in America  
And there will be able to stay  
"Hoist up the green flag and the shamrock  
Hurrah for old Ireland we'll die!"

## 7. KEY WORD SEARCH



For this activity, during your visit to the *Escape! Fremantle to Freedom* exhibition write information about the following keyword topics:

Fenian; Swan River settlement; Transportation; John Boyle O'Reilly; *Catalpa*; *Hougoumont*; *Georgette*; Clan na Gael; whaling; Fremantle Prison; New Bedford, Massachusetts.

In this set of activities use the internet to research key themes of the exhibition and the *Catalpa* narrative.

### ACTIVITY 1: INVESTIGATION AND ENGLISH

Back in the classroom, search the internet to investigate 3 of the topic words you have made notes on from the exhibition. Make sure that the information you find relates to *Escape! Fremantle to Freedom*.

- 1) Prepare a 5 minute presentation to the class on one of the topics you have researched, and identify which are the ideas about your chosen topic that you find most interesting.

*OPTION: You can work in small groups for the presentation if you have been researching the same topic.*

## 8. FLAGS

This activity refers to the reproduction flags on display in the *Escape! Fremantle to Freedom* exhibition.

One of the best-known flags in the world, often referred to as the 'Stars and Stripes', played a critical role in the *Catalpa* story. This flag has changed over the years. Flags can both represent nationalities and be used for communication.

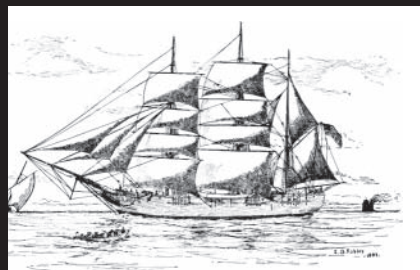
### ACTIVITY 1: INVESTIGATION

- 1) What is the 'Stars and Stripes'?
- 2) What do the stars and the stripes on the flag symbolize?
- 3) Count the stars on the *Catalpa* flag then count the stars on a modern 'Stars and Stripes' flag. Research why they are different.

### ACTIVITY 2: ART, DESIGN AND ENGLISH

- 1) Design your own personal flag. Choose the colours, shapes and symbols carefully so they can tell other people something about you.
- 2) Swap flags with someone and then write a description of that person based on his or her flag.

## 9. SPIES



For Activity 2 you will need to download a copy of the Morse code from the internet.

Spies were sent from America to Fremantle, Western Australia to coordinate the *Catalpa* escape. A code was developed and only two copies were made, one held by Captain Anthony and the other by the spy John Breslin.

*Catalpa*, 1897 by E.D. Ashley

In the latter part of the 1800s, messages could be sent over long distances by telegraph utilizing Morse code (a series of dots and dashes created by electrical impulses representing each letter of the alphabet). A skilled telegraph operator would translate a message into Morse code to send it and when a message was received, they would reverse the procedure, translating the code into a written message.

Morse code was a vital component to the success of the *Catalpa* escape. John Breslin and Captain Anthony communicated via Morse code using the local telegraph network but to hide the real meaning of their messages they utilised the set of coded messages that had been pre-written before the rescue attempt got underway.

Fenian agents later delayed news of the escape reaching the British authorities by sabotaging the telegraph system (cutting the telegraph wires).

### ACTIVITY 1: ENGLISH

Spies were sent from America to Fremantle, Western Australia to coordinate the escape. A code was developed and only two copies were made, one held by Captain Anthony and the other by the spy John Breslin.

An example of one of the messages was 'I shall certainly sail today. Suppose you will leave for York Monday morning. Goodbye' meaning '*Catalpa* will sail today. The escape will be on Monday morning and we will meet you at Rockingham beach.' The messages were passed between the spies, the prisoners and Captain Anthony so the escape could be coordinated.

Retell the escape of the Fenians through a set of codes that could have been used by the parties in the *Catalpa* story.

For instance:

<i>Code</i>	<i>Message</i>
The geese will fly at first light	Be ready to leave prison on Monday morning

### ACTIVITY 2: TECHNOLOGY & ENTERPRISE

Morse code Transmitting Systems

- 1a) Join two empty tin cans with about 20 metres of string poked through a hole in the base of each tin and held in place by a knot.
- 1b) Stretch the string tight. One person puts their ear to the tin while the other person sends a message in Morse code by tapping their tin with a stick or pencil.

*Hint: Work out a short message first, convert into code using the Morse code sheet you have, tap quickly on the side of the tin for dots and more slowly for dashes*

- 2) Alternatively you could sit opposite your partner with a screen between you so you can't see each other. Send messages to each other by tapping on the desk – quick light taps for dots and slower longer taps for dashes.
- 3) You can also send Morse code by using a torch. Take your message and a torch to the other side of the playground but make sure you can still see your partner! Send your message (in short flashes for dots and longer flashes for dashes) across the playground.

# 10. PRISON LIFE



THE CONVICTS, a Fact Sheet about life in Fremantle Prison in the late 1800s is available for download in EDUCATION KIT RESOURCES, to start your research on the daily experiences of convicts in Western Australia during this era.

For the activity on punishment, look at the Fact Sheet on CRIME AND PUNISHMENT in the EDUCATION KIT RESOURCES.

## ACTIVITY 1: HEALTH & PE

Prepare and eat a convict breakfast using the 1864 menu sheet attached.

## ACTIVITY 2: ENGLISH / DRAMA

You are a television 'Celebrity Chef'. Present the Convict Rations as a modern cooking show promoting your new restaurant *The Convict Establishment* as the 'in' place to eat.

## ACTIVITY 3: INVESTIGATION

A Day in the Life...

Bell	Activity	Time
1	Wake up	5.45am
2	Working	6.00am
3	Naming	7.45am
4	Leaving off	8.00am
5	Naming	8.45am
6	Working	9.00am
7	Naming	11.45am
8	Leaving off	12 noon
9	Naming	1.15pm
10	Working	1.30pm
11	Naming	5.15pm
12	Leaving off	5.30pm
13	Bed	8.00pm

In 1851 a timetable was drawn up and showed how the important items in a convict's day were working, mustering and meals.

- 1) Look at the daily schedule of prison life. Compare the hours of work with the hours spent locked in their cell. Draw the day's activities as a Pie Chart.
- 2) In Fremantle Prison work parties were formed. Some of the jobs are listed below. Choose one of the jobs and describe a typical day in your life as a convict.

Carpenter	Saddler	Coir Picker	Painter
Tailor	Lime Kiln Worker	Baker	Cleaner
Shoe Maker	Hammock Maker	Blacksmith	Gardener
Quarry Man	Mason		

## ACTIVITY 4: INVESTIGATION

What is the difference between capital and corporal punishment?

Explain the difference between the two forms of corporal punishment used in Fremantle Prison during the late 1800s.

## ACTIVITY 5: MATHS

A Royal Commission in the 1890s found the cramped living conditions of convicts in Fremantle Prison inadequate. After this finding, floor space of the prison cells was doubled (from 1.2 metres x 2.1 metres to 2.4 metres x 2.1 metres) by knocking down the middle wall. Each cell then had a hammock and blanket, small table, stool, cupboard and a bucket in it.

- 1) Mark the size of the original and double sized cells in the classroom or playground.
- 2) Imagine this is your own space for ten hours at a time. What would you want to have with you and how would you organise your space? Draw a floor plan of your arrangements.

**DIETARIES FOR CONVICTS AT PUBLIC WORKS (c.1864)**

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**FOR CONVICTS AT HARD LABOUR**

	<b>Breakfast.</b>
	<p>¾ pint Cocoa, containing          ½ oz. Cocoa          2 oz. Milk          ½ oz. Molasses.          Bread (See below.)</p>
	<b>Dinner.</b>
Sunday	4 oz. Cheese, Bread.
Monday and Saturday	5 oz. Beef, – With its own liquor, flavoured with ½ oz. Onions, and thickened with 1/8 oz. Flour, and any Bread and Potatoes left on the previous days, and ¾ oz. Pepper, per cent.  1 lb. Potatoes, Bread.
Tuesday and Friday	1 pint of Soup, containing 8 oz. Shins of Beef 1 oz. Pearl Barley 2 oz. Fresh Vegetables, 1 oz Onions 1/8 oz. Flour  1 lb. Potatoes, Bread.
Wednesday	5 oz. Mutton - With its own liquor, flavoured & thickened as above.  1 lb. Potatoes, Bread.
Thursday	1 lb. suet Pudding containing – 1½ oz. Suet, 8 oz. Flour, 6½ oz. Water.  1 lb. Potatoes, Bread.
	<b>Supper.</b>
1 pint Gruel, containing	2 oz. Oatmeal ½ oz. Molasses, or Salt, varied with ground Ginger, or Pimento  Bread. (See below.)

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Bread, per week,  
168 oz.  
" each week day 23 oz.  
" each Sunday, 30 oz.

**FOR CONVICTS AT LIGHT LABOUR**

	<b>Breakfast.</b>
	<p>¾ pint Cocoa, containing          ½ oz. Cocoa          2 oz. Milk          ½ oz. Molasses.          Bread (See below.)</p>
	<b>Dinner.</b>
Sunday	4 oz. Cheese, Bread.
Monday and Saturday	4 oz. Beef, – With its own liquor, flavoured with ½ oz. Onions, and thickened with 1/8 oz. Flour, and any Bread and Potatoes left on the previous days, and ¾ oz. Pepper, per cent.  1 lb. Potatoes, Bread.
Tuesday and Friday	1 pint of Soup, containing 6 oz. Shins of Beef 1 oz. Pearl Barley 2 oz. Fresh Vegetables, 1 oz Onions 1/8 oz. Flour  ¾ lb. Potatoes, Bread.
Wednesday	4 oz. Mutton - With its own liquor, flavoured & thickened as above.  1 lb. Potatoes, Bread.
Thursday	½ lb. suet Pudding containing – ¾ oz. Suet, 4 oz. Flour, 3¼ oz. Water.  1 lb. Potatoes, Bread.
	<b>Supper.</b>
1 pint Gruel, containing	2 oz. Oatmeal ½ oz. Molasses  Bread. (See below.)

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Bread, per week,  
145 oz.  
" each week day 20 oz.  
" each Sunday, 25 oz.

# UPPER PRIMARY EDUCATION SUPPORT MATERIAL

## 2. WHALING

### Activity 1: Investigation Answers

#### WHALING WORD SLEUTH

**Answers:**

*Part of Whale\**

Baleen

Teeth

Bonemeal

Ambergris

Blubber

Meat

Tendons

Sperm oil

Whale oil

T	S	R	E	L	D	M	E	A	R
H	P	E	L	I	O	L	N	M	E
E	E	N	T	E	N	D	O	N	S
B	R	O	A	T	U	N	T	G	L
A	M	B	E	R	G	R	I	S	A
L	O	E	M	T	W	B	B	R	E
E	I	H	W	E	E	N	A	N	M
E	L	I	O	E	L	A	H	W	E
N	U	B	R	T	S	E	W	O	N
A	E	M	S	H	G	R	I	S	O
S	P	A	R	E	B	B	U	L	B

\* Check the glossary for words you don't know