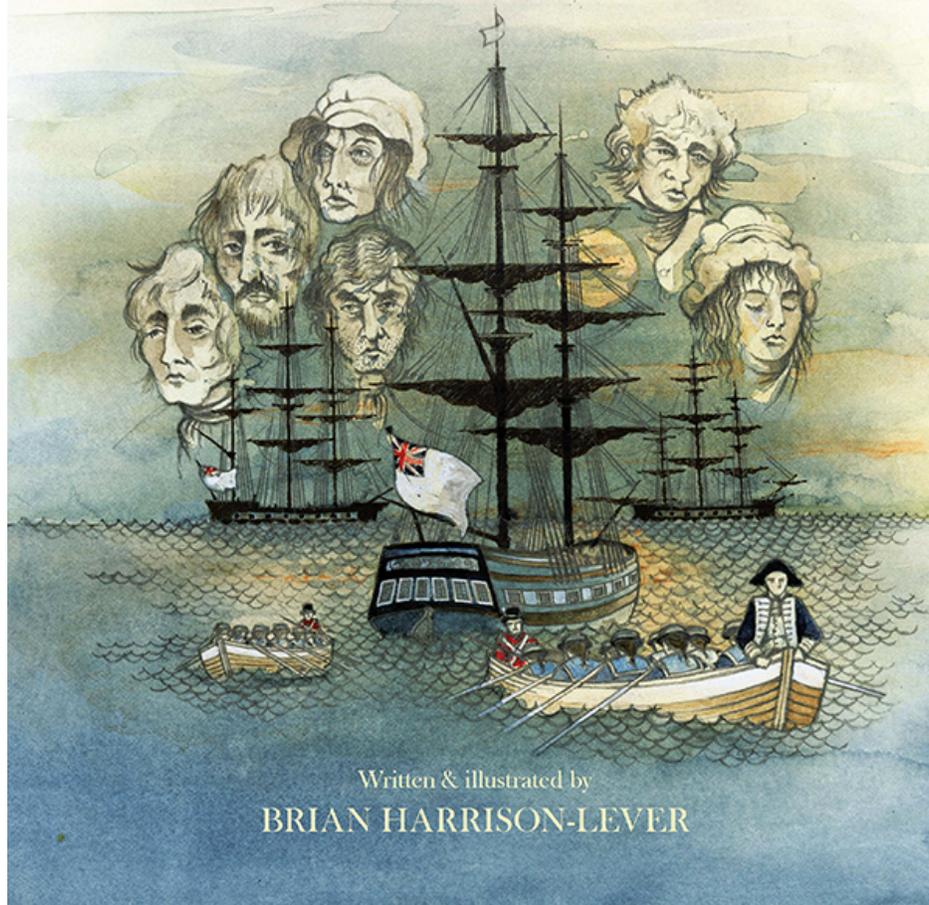


TRANSPORTED

TALES OF MISFORTUNE & ROGUERY



TRANSPORTED

Tales of Misfortune and Roguery

Teaching resources

TRANSPORTED

TALES OF MISFORTUNE AND ROGUERY

Brian Harrison-Lever

For a while in the early 19th century, the overcrowding in British jails was a ‘dilemma’ solved, the authorities considered, with ‘prison hulks’ – the rotting remnants of Nelson’s battle fleet. This was only ever to be a temporary solution, a holding area for the unfortunates destined for Transportation.

Transported: Tales of Misfortune and Roguery is an illustrated series of fictional stories created in rhyme. Harrison-Lever suggests that written with a simple rhythm, like folk song lyrics, the fictional people they briefly bring to life, may prompt the reader’s imagination to travel a little beyond the numerical data of dry historical records.

ENGLISH STUDIES: Areas to explore, research and debate after reading ‘Transported’

Why has the author chosen to use rhyme? Australian authors such as Banjo Patterson and Henry Lawson used rhyme in some of their stories – how well does this work? Folk songs have carried legends and important stories for generations. Why does rhyme work so well? Why does rhyme stay in our memories more readily than prose?

During a classroom reading, discuss how rhythm and language is used in each poem to express the mood and emotion of the story - identify and interpret the author’s intent?

Set a writing project where students select one character from the book and re write or transposed the story, from rhyme into prose.

Examine and discuss the author’s use of language, dialect and vernacular within each story. How do these different ‘voices’ help separate and create the characters?

One story in the book is told in the voice of a narrator, all of the others are written in the ‘first person’. Students could be asked to identify the ‘odd one out’ and determine why the author may have chosen to do this.

ENGLISH AND SOCIAL STUDIES: Further class projects

Students present in writing or oral presentation a considered opinion on which of the characters in the stories really deserved to be punished - and which, if any, should be released and pardoned, after a ‘stern reprimand.’

An open discussion on social status and the class system in the early 19th century Britain. Did ‘class’ matter in a court of law – were people from the ‘higher’ levels of society sentenced at times to ... ‘Transportation’?

HISTORY: After a reading of the book with students the, the following could be discussed

From a 21st century aspect, the inadequacies and resulting actions of the early 19th century British Judicial System, and how this impacted on the colonization of Australia.

What problems in British society led to need for the transportation of convicts to Australia in the early eighteenth hundreds?

Why might crime have flourished in Britain after the end of the Napoleonic wars? When a war ends, what happens to the many thousands of demobilized combatants and support industries employees? Other than the armed forces, who else may be affected?

What occupations and industries would down-size or close down completely after a war is over? Discuss across different wars (Napoleonic, WW1, WW2, Vietnam) and possible future wars.

How and why would the industrialization and mechanization of the weaving industry in Britain have affected the working classes during the 18th and 19th centuries in Britain?

How and why would the industrialization and introduction of ‘modern’ technology have affected factory owners and middle and upper class Britain?

What brought about the ‘Tithe Laws’ in Ireland during the 19th century and who would have benefitted by them?

How did the Irish Tithe Laws affect the tenant farmers?

How would the plight of homeless street children in 19th century Britain compare with homeless young people today – what are the main differences?

What were the threats and dangers to homeless people in the 19th century Britain? Are these threats and dangers still apparent today?

Judicial systems in times past were generally much harder on convicted criminals than they are today. Is this a good thing?

The punishments inflicted by the law on criminals in 19th century Britain were severe by today’s standards – how did these compare with punishments for major and minor crime in the armed forces during the same period?

ARTS: After reading the book with students the teacher could set the following projects

Examine with the students the illustrations in the book and discuss the technique used. Is it consistent?

Discuss why the illustrator has chosen to use only a monochrome technique.

Discuss the reasons for accurately researching the clothing, uniform and equipment for the book.

Introduce students to the works of late 19th century Australian poets. Set an illustration project based on one of the works discussed.

Set a drawing project that requires the accurate use of perspective, a corner of a furnished room interior for example – but from the imagination only.

Students produce their own version of an illustration from the book in full colour.

With a selected group and mentor from ‘Performing Arts’, set a project to design a stage setting and costumes for a theatre production of selections from ‘Transported’.

PERFORMING ARTS: After reading the book with the students, the teacher could explore the following

The author’s use of rhythm and language in each poem to express the mood and emotion of the characters in each story.

Debate the value, or not, of performing and presenting the poems in period costume, and how music might enhance or detract from such a performance.

Discuss alternative methods of performing the works – including where stress and emphasis should, or should not, be applied during a reading.

Produce and direct a stage performance of all or a selected number of the poems in front of a live, theatre audience.