



# Convict Love Tokens

**Grade Level/s:**  
5

**Subject/s:**  
History

**Type:**  
Lesson Plan

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## Convict Love Tokens

This activity would be conducted over a series of lessons as a part of the broader history curriculum. It is designed to have students research a little known part of convict life; to have them develop an initial pencil and paper design; to seek peer feedback about this design; to modify their design based on feedback; to present a full pencil and paper design process showing each stage; to take this design from a 2 dimensional idea and create a 3 dimensional object that is then judged against the task criteria.

### Single Lesson Plan

#### Design a Convict Love Token

**Task:**

Task 1 Researching Convict Love Tokens (45 minutes)

**Activity:**

Research information about convict love tokens: What they were. What was included on them. When they were made. Who made them. Look at actual examples to get a clear idea of what they looked like and the types of information that was included.

**Resources:**

Internet access to the website [nma.gov.au/collection/highlights/convict-tokens](http://nma.gov.au/collection/highlights/convict-tokens)

Task 2 Creating a Convict Love Token Design (60 minutes)

Students need to put themselves in the position of being a convict who has just been sentenced to 14 years transportation to Australia. They need to use pencil and paper to design a love token to a loved one. Notes need to be included with the design to show what has been included in the design and why.

Pencil and paper.

Task 3 Peer Feedback (15 minutes)

Seek peer feedback in writing about their design. They need to comment about what they like about the design and what they believe could be improved.

Critical friend.

Task 4 Redesigning Their Convict Love Token (45 minutes)

Based on the peer feedback, students create a second design for their love token that incorporates the suggestions that have been made. Again the design needs to have annotations on it to show what has been included and possible manufacture/printing design ideas.

Pencil, paper and written feedback from their critical friend.

Task 5 Design Approval (5-10 minutes per student)

Students book an appointment with their teacher to go through a design approval process. At this meeting, students should have their original design, their written peer feedback and their new modified design. Approval will be based on student's designs meeting the set design criteria plus evidence that they have taken note of their peer feedback. If these things have been met then approval will be given for students to progress to the 3D design stage using Makers Empire.

Initial design, peer feedback, new modified design.

Task 6 - 3D Design Process (135-180 minutes)

Using their modified design, students go about using the Makers Empire software to create their design as a 3D image that incorporates each of their design components. Choice of design tool could be left to the student to decide, however "Shaper" would probably be the better design tool for this task.

Computer, internet access, Makers Empire program.

Task 7 - Selection of Designs to be Printed (10 minutes)

The notion in this activity is that the final printing selection process is done by an independent third party. In this case, school staff have been suggested, however in a larger school setting, another class could be used as the selection panel. Each panel member is given a list of the design criteria and a sticky dot that they place on the design that they believe best meets the criteria. Student designs can be printed as images for this selection process to occur.

Images of student designs, an independent judging panel.

## Downloadable files



Microsoft\_Word\_-\_First\_Fleet\_3.pdf

(/download/lesson\_plan\_attachments/files/000/000/141/original/Microsoft\_Word\_-\_First\_Fleet\_3.pdf?1497829874)



Learning\_Design\_six\_steps\_horizontal\_worksheet\_blank.docx

(/download/lesson\_plan\_attachments/files/000/000/142/original/Learning\_Design\_six\_steps\_horizontal\_worksheet\_blank.docx?1497829906)

## Curriculum

### South Australian TfEL:

- 2.4 challenge students to achieve high standards with
- 2.2 build a community of learners
- 3.2 foster deep understanding and skilful action
- 3.4 promote dialogue as a means of learning
- 3.3 explore the construction of knowledge

### Australian Curriculum:

Investigating Colonial Life To Discover What Life Was Like At That Time For Different Inhabitants (For Example A European Family And An Aboriginal Or Torres Strait Islander Language Group, A Convict And A Free Settler, A Sugar Cane Farmer And An Indentured Labourer) In Terms Of Clothing, Diet, Leisure, Paid And Unpaid Work, Language, Housing And Childrens&#39; Lives&#39;. (ELBH760)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/220005ef-a11e-4cd9-9d27-9fb900e57b5a>)

Identifying The Reasons Why People Migrated To Australia In The 1800s (For Example As Convicts; Assisted Passengers; Indentured Labourers; People Seeking A Better Life Such As Gold Miners; And Those Dislocated By Events Such As The Industrial Revolution, The Irish Potato Famine And The Highland Clearances) (ELBH153)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/befe1e80-e497-404e-80ae-9e4600a31694>)

Finding Relevant Historical Information About Colonial Australia From Primary And Secondary Sources (ELBH165)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/86937279-3b76-41db-92af-9e4600a31699>)

Identifying The Different Motives And Experiences Of Individuals And Groups In The Past (For Example The Reasons People Migrated To Australia And Their Diverse Experiences) (ELBH169)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/c861009f-f218-4a09-9601-9e4600a31699>)

Identify points of view in the past and present (ACHHS104)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9eb59f5d-2594-47e9-8360-9e4600a31699>)

Using Ict To Create Presentations Which Are Suitable For The Target Audience And Include Text, Images And/Or Audiovisuals. (ELBH173)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/40478582-0af7-455c-b7fe-9e4600a31699>)

Using Communication Technologies To Exchange Information And To Foster A Collaborative Response (For Example A Wiki) (ELBH174)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/7f5e84b9-8474-4936-91a4-9e4600a31699>)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/fa4493d7-6747-44b3-8d1a-9e4600a31699>)

Perspectives and interpretations  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/da59cf88-e5bf-4e27-a9cd-9e4600a31699>)

Achievement Standard  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1525f518-e76e-4b5f-9d4f-9f7f00cca7e2>)

Using Internet Search Engines, Museums, Library Catalogues And Indexes To Find Material Relevant To An Inquiry (For Example Primary Sources Such As Stories, Songs, Diaries, Official Documents, Artworks) (ELBH162)  
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/dc8bd735-02d0-4592-be6c-9e4600a31699>)