

## *A Ring Through Time*

by Felicity Pulman

### Book Summary:

A page-turning young adult historical romance that will entrance girls aged 13 years plus. Allie Bennett has moved to Norfolk Island with her family, and as the texts and phone calls with her friends back in Sydney dwindle, Allie feels increasingly alone. The instant attraction that occurs between Allie and her classmate, Noah O'Brien, is threatened when he keeps reminding her that she is descended from John Bennett, the brutal commandant who oversaw the penal colony 150 years ago and made the lives of the convicts, including Noah's ancestor, a living hell. When the discovery of a hidden diary catapults Allie into the tragic story of two young long-dead lovers, she is appalled at the injustice detailed in the diary and vows to put things right. But digging up the past has the potential to damage reputations and end her relationship with Noah. It will take a token of love - a ring made from hair - to solve the mystery of what really happened so long ago, and lay the past to rest.

### Key Learning Outcomes:

English, SOSE, Literacy, Language, Visual Arts

### Themes

Belonging, Justice,

Recommended Ages: 13+

ISBN: 9781460753743 14.99

EBook: 9781460708255

Notes by: Robyn Sheahan-Bright

## CONTENTS

- Book Summary
- Questions for reading and discussion
- Classroom Activities

## CONTENTS

- INTRODUCTION
- ABOUT THE AUTHOR
- AUTHOR INSPIRATION
- STUDY NOTES
  - a) THEMES
  - b) CURRICULUM AREAS AND KEY LEARNING OUTCOMES:
    - SOSE/HSIE
    - LITERACY AND LANGUAGE
    - VISUAL ARTS
- QUESTIONS FOR READING AND DISCUSSION
- BLACKLINE MASTERS
- BIBLIOGRAPHY
- About the Author of the Notes

## INTRODUCTION

'It was as if she'd known him forever instead of just a few days.' (p 30)

Sixteen year old Allie Bennett and her family have made a sea-change in moving from Sydney to Norfolk Island. Hugh, her dad, is looking forward to becoming the local doctor and Catherine, her mum, to being the kindergarten teacher, and Allie is simply happy to escape the backwash of her failed romance with the 'rat' Jason and her disintegrating relationship with her two best friends Steph and Sara. Her dad is also interested to find out more about his ancestor John Bennett who took over as Commandant of the penal colony after the failure of Alexander Maconochie's experiment in liberal management of convict prisoners in the mid-nineteenth century. Allie, too, becomes interested in this historical search after she senses ghosts at the old gaol, and especially after a heated discussion in class about whether her ancestor was a tyrant or a reformer. She also feels an instant attraction to Noah, a boy in her class and he seems to reciprocate, despite all the attentions paid to him by the jealous Nat. But the relationship falters almost immediately when the heated discussion in history class reveals that Noah's Irish convict ancestors had apparently been badly treated by Bennett. Allie seeks answers, but when she finds a diary written by Bennett's daughter Alice, she may just have found more than she bargained for. For Alice's 1846 diary reveals the real story of Bennett's brutal command, and of Alice's doomed love affair with a convict named Cormac O'Brien. Allie empathises with Alice in her sense of isolation, and begins to understand her own feelings for Noah. For she, too, had felt an immediate attraction to him which has no explanation, *'Except the feeling we belong together.'* (p 43)

*The connections between past and present, and the ties that bind generations together; the secrets we keep; the fallible nature of history – all this and more is contained within the pages of this highly entertaining and yet deeply thoughtful book about the interplay between Australia's past and present.*

## ABOUT THE AUTHOR

**Felicity Pulman** is the award-winning author of numerous novels for children and young adults. Her fascination with history, and with the unknown in our world, is reflected in her writing, as is her love of music and enjoyment of body surfing and snorkeling. She was born in Zimbabwe, but has spent most of her life in Australia. She is married, and has two children and five grandchildren who keep her on her toes and (almost) up to date with the latest technology!

See her website: [www.felicitypulman.com.au](http://www.felicitypulman.com.au)

## AUTHOR INSPIRATION

Felicity says: 'The idea for A Ring Through Time came on our first holiday to Norfolk Island. I went for a snorkel at Emily Bay. As I put my face in the water I heard a voice: 'If only I could see my own life as clearly as I can see now.' I've learned to trust these voices, but it left me with questions: who is this girl and what has gone so badly wrong in life that she needs clarity now? The atmospheric convict ruins fascinated me, as did the island's unspeakable convict past. I made some notes which, eventually, became the basis of my May Gibbs Fellowship Project. But the story really

came together after I saw some rings and brooches made from hair in the small museum at Swan Reach. The month I spent in Adelaide gave me time to dream, to plot, and to write, and I am immensely grateful to the May Gibbs Fellowship Trust for this opportunity.

## STUDY NOTES

### a) THEMES

- **Belonging**

This novel explores the experiences of two teenagers more than 150 years apart, who feel isolated in their environments and who are both grappling with new love.

Discussion Point: Allie shrugged. 'I felt like an outsider,' she admitted. 'So I ran away.' (p 43)

At this novel's heart are themes of identity and belonging — Allie, Alice, Cormac and Noah are four young adults searching for connection and for their own identities. Often such a search is stymied by being ostracised, and can then lead to a sense of isolation which causes teenagers like Allie to seek even further isolation either mentally (e.g. a retreat into depression or anxiety) or physically (moving to a new school or suburb, which seems a good option but is more likely to simply replicate the feeling of isolation). What strategies should one use to overcome a feeling of isolation?

Discussion Point: What happens if exterior forces exacerbate such feelings and won't allow a person to integrate successfully? (e.g. prejudice, extreme poverty, bullying behaviour, oppressive regimes.) How does Cormac, for example, deal with his feelings of isolation as a convict in such a barren and cruel environment? What gives him comfort or a sense of belonging?

Discussion Point: 'For the first time, Allie wondered if Georgy's studiousness was a defence against being unpopular. Since coming to the island, she'd done her own share of hiding in the library at recess and lunchtime. And now she'd blown things with Meg, she was back hiding again. It was no fun being a loner.' (p 263)

Allie begins to 'heal' when she empathises with Georgy and recognises that she has been badly treated and isolated herself. How useful is empathy or friendship when dealing with feelings of isolation?

- **Maturity and Identity**

*Discussion Point:* Allie and Alice mature in the course of their two narratives, by learning more about themselves and their feelings for others. Alice grows up by recognising her father's failings, in empathising with the convicts, and in entering into a mature relationship with Cormac.

What was the turning point for Allie in her acceptance of who she is and where she is in life?

- **Justice**

*Discussion Point:* This novel is about justice – for both convicts and for the other characters in the novel. Make a list of the various personal injustices which occur in this novel and how they are corrected. Discuss the failures of justice represented by Bennett's command on the island.

*Discussion Point:* Those in power often silence those who speak against injustices. Elizabeth tells Alice about her father Gilbert Robertson's thwarted attempt to recover from his losses, by publishing a news sheet, 'called the *True Colonist*. Unfortunately, my father is ever one to speak his mind and on one occasion he went too far. He was charged with libel and imprisoned.' (p 175) The press is supposedly free today, but there have been significant challenges to that in landmark cases (such as that waged against the Wikileaks founder, Julian Assange).

## **b) CURRICULUM AREAS AND KEY LEARNING OUTCOMES**

### **SOSE**

- **Australia as a Penal Colony and the Convict System**

*Activity:* Research the history of convicts in Australia. What other countries also had penal colonies during this era? Were these regimes similar or different?

*Activity:* Read other convict fiction by Kirsty Murray, Jackie French and Goldie Alexander, and some non-fiction about convicts (See **Bibliography**).

[Older students might read more adult works such as Kate Grenville's *The Secret River* (2005), Peter Carey's *Jack Maggs* (1997) or Marcus Clarke's *For the Term of His Natural Life* (1874).]

- **Penal Colonies and Theories of Punishment**

*Discussion Point:* Maconochie's experiments have been said to have laid the ground for modern penology 'He established a school for convicts to learn trades that would sustain them when once they were free to find work. He was also concerned for their souls so he built the two chapels down at the Settlement, one for Catholics and one for Protestants and Anglicans. Even Jewish prisoners were given space to worship.'(p 83) In this novel Maconochie's beliefs are compared to the fictional Bennett's techniques which mirror those of real historical figures. Theories of punishment are vexed and often controversial. Some like Bennett believe that harsh punishment is the only way to achieve individual redemption. Others believe that respect and kindness coupled with an expectation of personal responsibility via merit points and associated privileges, can rehabilitate a person far more effectively.

*'I wonder how I could have been so blind that I did not notice before my family's treatment of these miserable wretches. Yes, my father has a position to maintain on the island – he impressed that on us when we first arrived. But surely we may still observe the small courtesies; an acknowledgment that these are men and not animals.'* (pp 137-8)

How do you think prisoners should be treated and why? What form of punishment would you advocate if you had the power?

*Discussion Point:* The children and descendants of tyrannical and dictatorial figures often have difficulty in reconciling the image they have of a parent, with how the same person has behaved under repressive or inhumane regimes such as that created during the Holocaust, or in the early colonial penal colony in Australia.

*'I feel a growing sense of disconnection from my father as I hear him speak. This is the man I have loved and admired all my life, yet he is turning into a monster right before our eyes. How can he be so loving to his family and so very cruel to everyone else? I feel I no longer know him. Worse, I no longer respect or admire him. I cannot love him as a daughter should.'*(p 187)

Alice is shocked when she begins to acknowledge her father's cruel treatment of the convicts and Allie has to revise her opinion of her ancestor when she reads Alice's diary. Is it possible for a person to be both a loving father and immensely cruel to those with whom they have no relationship?

- **Historical Records and Research**

*Discussion Point:* Some people, after delving into their ancestral history, discover that there are differing views about particular individuals. Allie has been led to believe that John Bennett was a great administrator, but finds that others

considered him a tyrant. How can we be sure that an historical opinion is accurate?

*Discussion Point:* Historical views of individuals and of major conflicts vary according to the philosophical and political views of the historian. (eg The Keith Windschuttle debate with Henry Reynolds (et al) about the extent of Aboriginal massacre and dispersal during our early colonial settlement.)

Compare the following two quotes:

*'Allie nodded. 'Yeah, that's right. But he wasn't a bloody old tyrant!' What was Meg on about? Her father had said that John Bennett was sent over to Norfolk to restore law and order to the penal settlement after the mismanagement of the previous commandant. Allie remembered her father had sounded quite proud of their ancestor's achievements.'* (p 8) and

*'It's a matter of public record that he was stern, but just.'* (p 22)

*Discussion Point:* The lack of 'ordinary' voices is significant in our history.

'This points out one of the problems we encounter when looking at historical records,' she said, 'and it's something I want you to think about whenever you're studying some aspect of history. You should ask yourself the questions: who has written this record, and what purpose does it serve? Historical records were usually written by those in power. The stories of the vanquished, or the ordinary people, were lost because they had no voice. Like Noah's ancestor, for example.'(p 25)

Convict accounts are rare and most accounts were written by government officials or those in power. Read any excerpts from convict accounts which you can unearth online, and compare them to that of someone like marine officer, Watkin Tench or mariner John Nicol.

*Discussion Point:* History is re-written by each successive age in which values and beliefs may have changed from a previous era. Discuss the following two quotes: ' 'Something else I'd like you to think about, which we've touched on today, is how attitudes change through the centuries,' Ms Elliott continued.' (p 26) 'It was just the way things were. We might think it barbaric now, but you can't judge history according to contemporary mores.' (p 50)

- **Norfolk Island's History**

*Activity:* Norfolk Island has often been regarded as one of the most brutal regimes, despite periods when it was controlled by gentler governors. Place names can reveal a lot about history. Allie mentions Slaughter Bay, Quality Row, and later Bloody Bridge (its origin is revealed in Alice's diary, p 77), Military Road and Cemetery Bay. Read more about the island's history in books such as Robert Hughes' *The Fatal Shore*.

*Discussion Point:* Norfolk Island was first settled as a penal colony, and then displaced Pitcairn Islanders (who were descendents from the mutineers on the *Bounty*) were forcibly moved there. Today there are Australians from the mainland settled there as well. 'Her father had explained later that some of the islanders didn't want them there, believing that the Australian government should grant them full autonomy.' (p 33) Discuss the plight of the islanders who were moved to the island and their desire for independence today.

- **Irish Independence Movement**

*Discussion Point:* 'Her father had explained that only the most hardened criminals had been sent to Norfolk, yet Noah had claimed his ancestors were political exiles, not criminals.' (p 31) Cormac and Padriac O'Brien were Noah's ancestors, Irish brothers from London who had apparently supported Irish independence and so were transported. What can you find out about this movement, and the uprising in 1798 which really stirred up opposition to British rule in Ireland?

- **Historical Commemoration**

*Discussion Point:* At the end of the novel, both Allie and Noah feel that they have a duty to lay Cormac and Alice to rest properly. They are determined to raise money to create a memorial in the cemetery to them. This echoes many similar movements (for example, to identify the remains and to create memorials to soldiers formerly buried in unmarked graves after various wars). How important is it to create such symbolic monuments to the past?

- **Key learning outcomes:**
- Understanding of historical research process and issues.
- Knowledge of how colonial society worked.
- Insight into penal colonies and treatment of convicts.
- Appreciation of historical basis to contemporary life.

## LITERACY AND LANGUAGE

- This work is an example of **faction**. The author has researched the history of the penal colony on Norfolk Island and has used some aspects of that history. But most of her characters are imagined, and are developed using parts of the factual stories.  
*Discussion Point:* Read other texts which explore history in this way. Read articles about such writing (See **Bibliography**.) Discuss the differences between fiction and fact.  
*Activity:* Create your own factional story about an area you know well using historical information.
- This novel also belongs to the **Gothic romance genre** made popular by authors such as Emily Bronte in *Wuthering Heights*. It employs for example,

- a) Gothic tropes and language (pp 220-1).
- b) A romance between an ill-suited or doomed hero and heroine.
- c) A secret diary hidden in a secret compartment.
- d) Ghosts.
- e) A background story of dreadful cruelty and despair.

*Discussion Point:* What other aspects of Gothic fiction did the novel include?

*Activity:* Read the description of Cormac which Alice writes when she first sees him:

'One man in particular catches my eye. Taller than the others, he gives every appearance of working hard yet he moves with an easy grace. He looks up at me, removes his straw hat and wipes the perspiration from his face. I grow hot and uncomfortable under his searching gaze, but he seems indifferent to my presence as he bends again to his work.' (pp 68-9)

Analyse this passage and later descriptions of him in this novel, in terms of the language used in other Gothic romances such as *Wuthering Heights*. How does Cormac conform to the conventions describing heroes in such novels?

*Activity:* Write a plot summary for another novel which traces the further experiences of Alice's sister in Tasmania.

- The novel might also be described as a **mystery**, which shares common tropes with other similar texts. It employs for example, a) People with dark secrets such as Cormac and Padraic. b) Secret spies such as Alfred Baldock, Chief Constable on the island. c) Strange coincidences and unexplained apparitions.

*Discussion Point:* What other mystery elements did you notice in this book?

- **Characters lie at the heart of any narrative, are the catalysts for action, and the central core around which all other narrative aspects such as theme must revolve and work.** In this novel there are several major characters and a cast of minor ones.

*Discussion Point:* Apart from Allie which character did you consider to be central to the novel's plot and themes, and why? Was there any minor character who might have played a larger part? Why would you have liked to have seen more of this character?

**Character Arcs** are the curve on which key events show how a character grows or develops in response to events and to interactions with other characters in the novel.

*Activity:* Choose a character and trace an arc on which key events indicate some aspect of their personality or change in their behaviour.

- **Symbolism and metaphor** are used throughout the novel. The fact that the action takes place on an island is symbolic of how Allie feels isolated when she arrives there, just as her ancestor Alice did. Allie's fear of the sea and her panic attacks when swimming make the sea a symbol of fear and threat. And yet for others such as Cormac it is symbolic of the outside world.  
'The sea is my friend, Alice. For me, it means escape – and freedom.' (p 119)  
When Allie hears the birds crying she is instantly drawn to metaphors of religion and redemption:  
'On the way to the Robertsons' dinner, I listen to the mournful cries of the shearwaters. They sound like lost souls calling for salvation.' (p 168)  
The title of the book refers to the two rings of hair exchanged by Cormac and Alice; and to the links between them and their descendents Noah and Allie.

*Discussion Point:* What other symbols or metaphors did you notice in this novel?

Pulman's **description of landscape** cements this island paradise paradoxically as a place of torture and despair: 'This is a hateful place. I can feel its oppressive atmosphere wrapping around me like a dark miasma, poisoning my soul. The thought of all the men trapped here on the island with us, all of them hating us and, no doubt, wishing us dead, shrivels my heart.' (p 77)

*Discussion Point:* Choose a passage which descriptively gives you an insight into either thematic or character development.

- The narrative voice alternates between a **third person account** of Allie's experiences, and the **first person diary** written by Alice in the past.

*Discussion Point:* What effect does this alternating voice have on the narrative?

#### Key learning outcomes:

- Understanding of the conventions of historical, mystery and romance fiction.
- Appreciation of the narrative strategies employed by writers of fiction.

- Investigation of the use of alternative narrative voices.
- Analysis of character and motivation.

#### VISUAL LITERACY

- Study the cover of the book. How might you re-design this cover?

*Activity:* Create a display of the covers which students create.

- Read the novel carefully in order to visualise the geography of Norfolk Island.

*Activity:* Create a **map** of what you imagine and then consult an actual map of the island and see how much you recognise from this novel.

- Alice spends some of her time sketching the landscape.

*Activity:* Draw and then paint an image inspired by a description in her diary. Examine online sketches and watercolours of the period, too, to inform your drawing.

#### Key learning outcomes:

- Understanding of the relationship between design and narrative content.
- Visualisation of the landscape explored and described by the author

## QUESTIONS FOR READING AND DISCUSSION

1. Allie's story is about the importance of acknowledging the power and influence of history in our lives. Discuss.
2. This novel is also about issues of power, bullying and intimidation. On a wider scale the penal colony was about power play, but Allie's life too has been influenced by a power play – her friends' defection after her breakup with Jason which left her feeling powerless. The reason she turns to Georgy for assistance is that she recognises that she, too, has been a victim of peer pressure. Is Allie more powerful by the end of the novel, and why?
3. Invite students to name their favourite character, and why? Who is their least favourite character and why?
4. Debate the subject of privacy and public access to historical records. Has Allie the right to protect Alice's diary? Should the public be given the right to read this record? How would you feel if in a hundred years someone were to donate your diary to a library?
5. Music plays a part in thematic development, here, as well. The violin and the Irish songs which Cormac plays connect Allie to Alice, and Noah to Cormac. Music is symbolic of the power of art to transcend conflict and to offer hope and inspiration. Discuss.
6. Alice, her sister Susannah, and their friend Elizabeth have been brought up to believe that marriage is a woman's destiny and that making a good match is essential. But although Jack Cartwright is smitten with her, Alice strays from the course mapped out for her, which is bound to lead to trouble. Discuss the changed expectations for women in Allie's time, today.
7. 'Your father wants to set an example to the other men. If he can't save their souls here on earth, he's making sure they know that they'll be damned forever in the hereafter.' (p 158) Religion is often used as a defence for inhumane or malicious treatment of others. Discuss in relation to other religious organisations or institutions such as missions in Australia.
8. Several convicts are executed without trial in this book. How important is the rule of law in deciding whether a man or woman should die? Today we would find this sort of practice abhorrent, but consider the question too in relation to some of the recent treatment of accused or suspected terrorists by western democratic governments.
9. Was Alice responsible for Cormac's death? Should she have been more cautious and recognised that her attentions would only lead to trouble for him? Is succumbing to one's feelings sometimes dangerous for others?
10. What is the major theme in this novel?

## WORKSHEET 1 COMPREHENSION QUIZ

### Questions:

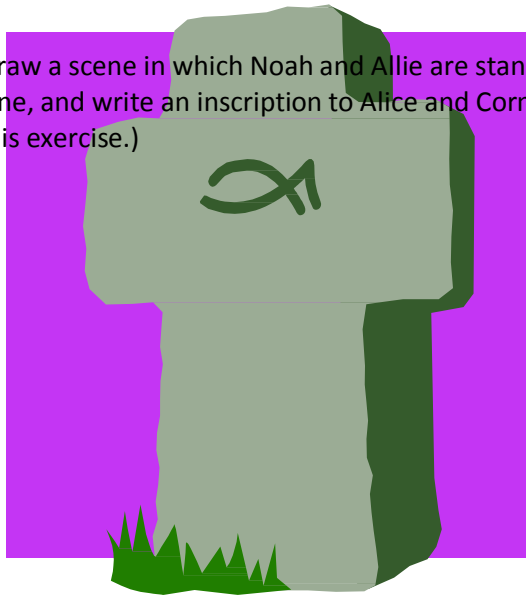
1. Who was the former governor prior to John Bennett?
2. Sylvia Armstrong is married to a man who's in charge on the island but he's not known as a commandant, even though they live in Government House. What is his title?
3. A notorious bushranger is mentioned in Alice's diary, what was his name?
4. Who was Emily Bay named after?
5. What does Gilbert Robertson supervise at Longridge?
6. What plant was originally grown on the island but proved unsuitable for the purpose of making cloth and canvas as planned?
7. Which part of the island do the Bennetts go to on a picnic?
8. What did Cormac and Padraic say they were imprisoned for, and what were they really imprisoned for?
9. Where does Georgy go to in order to research the background to Alice's diary for Allie?
10. What disease did Elizabeth Robertson die of?

**Answers:** 1. Alexander Maconochie. 2. Administrator. 3. Jacky Jacky Westwood. 4. The wife of Colonel Morisset

one of the earlier commandants of the prison camp. **5.** The agricultural station. **6.** Flax. **7.** Cascade Bay. **8.** Political Prisoners/Forgers. **9.** The Mitchell Library in Sydney. **10.** Consumption.

## WORKSHEET 2 IN MEMORY OF CORMAC AND ALICE

Invite students to draw a scene in which Noah and Allie are standing in the Norfolk Island cemetery beside this headstone, and write an inscription to Alice and Cormac on it. (You might enlarge the image before beginning this exercise.)



## BIBLIOGRAPHY

### ***Fiction – Australian Convicts***

Alexander, Goldie *Surviving Sydney Cove: The Diary of Elizabeth Harvey Sydney, 1790* (My Story Series) Scholastic, 2000.

Clark, Marcus *For the Term of his Natural Life* New Holland, 2012.

Crew, Gary and Neilsen, Philip *Edward Britton* Lothian Books, 2000.

Farrer, Vashti *Escape to Eaglehawk* Otto Press, 2004; Millenium Books, 1991. [Available [www.vashtifarrer.com](http://www.vashtifarrer.com)]

French, Jackie *Tom Appleby: Convict Boy* Angus & Robertson, 2004.

Murray, Kirsty *A Penny To Remember* (Making Tracks Series) National Museum of Australia Press, 2007.

Nicholson, Joyce *The Convict's Daughter* Nelson, 1988, 1976.

### ***Non-Fiction – Australian Convicts***

Brasch, Nicholas *Penal Colonies* Echidna Books, 2008.

Clark, Anna *Convicted!: the unwonderful world of kids, crims and other convict capers* Hardie Grant Egmont, 2005.

Costain, Meredith *Avoid Being a Convict Sent to Australia* Ill. by David Antram. Book House, 2005.

Crocombe, Angela *Convicts in Australia: a Workforce of Prisoners* Echidna Books, 2006.

French, Jackie *Grim Crims and Convicts 1788-1820* Ill. by Peter Sheahan Scholastic, 2005.

Hocking, Geoff *Bound for Botany Bay: The First Fleet and the Convict Years* Moondrake, 2004.

Tucker, Alan *Iron in the Blood: Convicts and Commandants in Colonial Australia* Omnibus Books, 2002.

### ***About Historical Fiction:***

(Felicity Pulman has written an article 'A Ring Through Time: Writing a Fictional History' about writing this novel which will be published in a forthcoming issue of *Viewpoint*.)

Disher, Garry & Caswell, Brian, 'Looting the Past & Predicting the Future' in *Time Will Tell: Children's Literature into the 21<sup>st</sup> century: Proceedings from the Fourth National Conference of the Children's Book Council of Australia Adelaide, 1998*, edited by Sieta van der Hoeven. CBCA, 1998, pp 81-5.

Gleeson, Libby 'Writing Historical Fiction *My Story Series*' *Magpies* Vol 16, No 4, September 2001, pp 12- 4.

'Parting the Veil: Writing Historical Fiction Comments by Three Writers; Jackie French, Catherine Jinks, Kelly Gardiner' *Magpies*, Vol 21, Issue 2, May 2006, pp 4-6, 8-9.

Wheatley, Nadia 'History Alive' *Magpies* Vol 16, No 4, September 2001, pp 8-11.

#### **Websites:**

##### **Australian Convict Sites more information**

<http://www.environment.gov.au/heritage/places/world/convict-sites/information.html>

Barry, John V. 'Maconochie, Alexander (1787-1860)' *Australian Dictionary of Biography*

<http://adb.anu.edu/biography/maconiochie-alexander-2417>

Kingston and Arthur's Vale: From Convict Outpost to World Heritage

[yourworldofnorfolk.com.au/Kingston-arthurs-vale-frm-convict-outpost-to-world-heritage/](http://yourworldofnorfolk.com.au/Kingston-arthurs-vale-frm-convict-outpost-to-world-heritage/)

##### **Norfolk Island Map**

<http://www.discovernorfolkisland.com/maps/detailed-norfolk-island-map.html>

The Convict System State Library of New South Wales

[http://www.sl.nsw.gov.au/discover-collections/history\\_nation/justice/convict/convict.html](http://www.sl.nsw.gov.au/discover-collections/history_nation/justice/convict/convict.html)

##### **Convicts and the British Colonies in Australia**

<http://australia.gov.au/about-australia/australian-story/convicts-and-the-british-colonies>

Convicts to Australia A Guide to Researching Your Convict Ancestors

<http://members.iinet.net.au/~perthdps/convicts/stories.html>

## ABOUT THE AUTHOR OF THE NOTES

**Dr Robyn Sheahan-Bright** operates *justified text* writing and publishing consultancy services, and has published widely on children's and YA literature. In 2011 she was the recipient of the CBCA (Qld Branch) Dame Annabelle Rankin Award for Distinguished Services to Children's Literature in Queensland, and in 2012 the CBCA (National) Nan Chauncy Award for Outstanding Services to Children's Literature in Australia.