

# National Trust of Australia (Tasmania)

## Development of a pilot education program based on Franklin House

### Brief

Establishment of accredited/recognised (national and state) pilot education programmes and materials to be linked to the Australian Curriculum with a focus not only on history, but also on cross-curricula, and able to be delivered in accordance with curriculum and systemic requirements.

### National Curriculum applicable guidelines for Historical Knowledge and Understanding for Year 5

#### Year 5 Level Description

##### *“The Australian Colonies”*

The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies...

The content provides opportunities to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*.

These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions**

- The key inquiry questions at this year level are:
- What do we know about the lives of people in Australia's past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

### ***Historical Knowledge and Understanding***

1. Reasons (economic, political, social) for *the establishment* of British colonies after 1800.
2. The nature of a colonial settlement in Australia.
3. The impact of a significant development or event on the colony.

### ***Historical Skills***

1. Chronology, terms and concepts: Sequence familiar objects and events  
Distinguish between the past, present and future
2. Historical questions and research: Identify questions to inform an historical inquiry  
Identify and analyse a range of relevant sources
3. Analysis and use of sources : Locate information related to inquiry questions in a range of sources  
Compare information from a range of sources
4. Perspectives and interpretations: Identify points of view in the past and present.
5. Explanation and communication : Develop texts, particularly narratives and descriptions, which incorporate source materials  
Use a range of communication forms (oral, graphic, written, role play) and digital technologies.

## Overview

The program for Year 5 is built around Franklin House in Franklin Village, Launceston, a late Georgian villa built in 1838, with an extensive collection of colonial Australian and English furnishings and art works.

Using the Hawkes family students will explore, recognise and appreciate the history of Franklin House and the Franklin Village by examining aspects of the past and considering why they should be preserved.

Through this, students will gain some understanding of history and the importance of the notion of heritage and its preservation

Special features of the program include:-

- The original Victorian school room and 19<sup>th</sup> century education
- Victorian children's games
- Food production and self sufficiency in the garden
- Transport and communication
- St James Church and cemetery.

### The Australian Colonies – Program Outline based on Runnymede for Year 5

Historical Knowledge and Understanding	Local Context	Student Activities	General Capabilities (GC) Cross Curricular Priorities (CCP) and Other Learning Areas (OLA)	Research and Resources
<b>Reasons</b> (economic, political, social) for <i>the</i>	Based on what Franklin House reveals about the Hawkes family, their lives and those of the students attending school at Franklin House	<ul style="list-style-type: none"> <li>• Research the reasons behind the settlement of Launceston in 1806</li> </ul>	GC: Literacy, Numeracy; ICT	The Franklin House School Package developed for

<p><i>establishment</i> of British colonies after 1800.</p>	<p>Background to British colonial expansion with particular reference to early settlement of Launceston</p>	<ul style="list-style-type: none"> <li>• Construct a time line of key events influencing the development of Launceston (1803/4 – 1900) and where Franklin House fits into this development.</li> <li>• Tell the story of the former convict Britton Jones and why he chose to build a Franklin House</li> <li>• Explore why William Hawkes established one of the colonies leading boys school at Franklin House and how Victorian educational practices differed so those of today</li> </ul>	<p>competence; Critical and creative thinking; Personal and social capability; intercultural understanding.</p> <p>CCP: Sustainability</p> <p>OLA: English, Maths, Science, Geography</p>	<p>teacher usage for grades 1 – 4.</p> <p>Franklin House Historical Site (2011)</p> <p>These publications can be downloaded from the Franklin House web site.</p> <p>An early Tasmanian Town by Terry Childs</p> <p>A Who's Who of the Classical and Commercial School 1842 -1866 (Franklin House) by Terry Childs</p> <p>The Puzzle of Patrick's Pails an interactive challenge focussing on self sufficiency</p>
<p><b>The nature of a colonial settlement in Australia,</b> including the factors that influenced patterns of settlement, aspects of the daily life of its inhabitants and how they changed the environment 1804 to 1900</p>	<p>What were the life experiences of the three families who lived at Runnymede?</p>	<ul style="list-style-type: none"> <li>• Use paintings, sketches, maps and photographs to study patterns of settlement, aspects of daily life and how the environment of Launceston (including Franklin Village) was changed between 1804 and 1900.</li> <li>• Using primary sources, convert to secondary sources by rewriting in your own words the following observations-</li> <li>• Find out who were the Hawkes family members, those who worked for them and the students who attended the school.</li> <li>• What activities did they engage in – work, play, school</li> </ul>	<p>GC: Literacy, Numeracy; ICT competence; Critical and creative thinking; Personal and social capability; intercultural understanding.</p> <p>CCP: Sustainability</p> <p>OLA: English, Maths, Science, Geography</p>	<p>Use electronic links to early maps of Hobart and Tasmania</p> <p>Make use of the resources of Franklin House – the original kitchen, equipment, fire, water supply; the coach house; the historical garden.</p> <p>Develop an application “A day in the life of....at Franklin</p>

		<ul style="list-style-type: none"> <li>• How would they have travelled into Launceston?</li> <li>• How was the house changed when the school was established</li> <li>• How were the students attending Hawkes Classical and Commercial School educated?</li> <li>• What kind of food would have been prepared and cooked in the kitchen?</li> <li>• At different times what was used to heat and light the house?</li> <li>• Who were and what were the roles of the different employees (paid and unpaid) in the house and did these roles change over time?</li> <li>• By focussing on a particular activity undertaken at Franklin House – e.g. cooking in the original kitchen; how people were transported; what was produced in the gardens – students can learn about aspects of life in the C19th.</li> <li>• How does this contrast with life today – personal hygiene, cooking; transportation; gardening?</li> <li>• What is important about remembering life at different times?</li> <li>• Discover how life differed by exploring the St James' Church cemetery and the information on the gravestones</li> </ul>		<p>House” which prompts students through a set of stimulus questions that draw from the Runnymede resource.</p> <p>Links to Biographies of Robert Pitcairn Bishop Francis Nixon Captain Charles Bayley</p> <p>Use resources covering Launceston, Perth Longford and Evandale,</p> <p>The penal system including Launceston Gaol and the probation station at Strathroy Bridge</p>
<p><b>The impact of a significant development or event on the colony</b></p>	<p>Background to gradual expansion of</p>	<ul style="list-style-type: none"> <li>• Norfolk Plains area used for wheat and wool production</li> <li>• Colony used to support new settlement on Yarra River</li> <li>• Impact on population of gold discovery in Victoria</li> </ul>		<p>Links to Biographies of Britton Jones William Hawkes Bishop Francis Nixon who</p>

	Tasmania	<ul style="list-style-type: none"> <li>Causes of economic stagnation near end of 19C in Tasmania and the continuous history of Franklin House</li> </ul>		consecrated St James Church
<b>Reason that people migrated to Australia</b>	<p>Contribution of Britton Jones to the colony – transportation</p> <p>Contribution of William Hawkes to the colony – free migration</p>	<p>Construct a time line of the European settlement of Tasmania from 1803 to 1900</p> <p>Superimpose events at Franklin House during the period</p> <p>Impose the convict transportation period on the timeline</p> <p>Explore what industrialisation meant to English workers and how that led to transportation and migration</p>		<a href="http://www.casahistoria.net/australia_immigration.htm#2">http://www.casahistoria.net/australia_immigration.htm#2</a> . White Immigration
<b>The role of significant individuals on the colony</b>	Why is Runnymede so important to us today?	<ul style="list-style-type: none"> <li>Britton Jones transported as a convict he became a successful businessman who built Franklin House and donated the land on which St James Church was built</li> <li>Bishop Nixon - the establishment of the Anglican church throughout Tasmania including the construction of St James Church</li> <li>William Hawkes whose school at Franklin House became one of the leading schools in colonial Tasmania</li> </ul>	<p>GC: Literacy, Numeracy; ICT competence; Critical and creative thinking; Personal and social capability; intercultural understanding.</p> <p>CCP: Sustainability</p> <p>OLA: English, Maths, Science, Geography</p>	<p>Use resources from National Trust holdings</p> <p>Links to Biographies of Britton Jones Bishop Francis Nixon William Hawkes</p>