

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 9

Theme: “The making of the modern world”

Year 9 curriculum focuses on the making of the modern world and Australia from 1750 to 1918; an era of industrialism, nationalism and imperialism. 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.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions. The key inquiry question relevant to Year 9 is ‘ how did new ideas and technological developments contribute to change in the period 1750 - 1918?’

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Historical Knowledge and Understanding

The course is built around an Overview and a series of Depth Studies. Within the Depth Studies electives that focus on a particular society, event, movement or development are studied. It is expected that through using Franklin House and its resources an insight into how new ideas and technological developments around sea faring and the development of modern whaling contributed to change in Tasmania in the period from 1850 to 1900.

Using the theme *Making a Better World* students investigate how life changed in the period in depth through the study of ONE of these major developments: the Industrial Revolution or Movement of peoples or Progressive ideas and movements. The study includes the causes and effects of the development, and the Australian experience. It is recommended that either of the options *The Industrial Revolution (1750 – 1914)* or *Progressive ideas and movements (1750 – 1918)* is most appropriate.

The Industrial Revolution (1750 – 1914)

1. The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia
2. The population movements and changing settlement patterns during this period
3. The experiences of men, women and children during the Industrial Revolution, and their changing way of life
4. The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.
5. **OR**

Progressive ideas and movements (1750 – 1918)

1. The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism

2. The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism
3. The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it from, for example, workers, entrepreneurs, land owners, religious groups
4. The short and long-term impacts of ONE of these ideas on Australia and the world

Historical Skills

1. Chronology, terms and concepts: Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
2. Use historical terms and concepts
3. Historical questions and research
4. Identify and select different kinds of questions about the past to inform historical inquiry
5. Evaluate and enhance these questions
6. Identify and locate relevant sources, using ICT and other methods
7. Analysis and use of sources: Identify the origin, purpose and context of primary and secondary sources
8. Process and synthesise information from a range of sources for use as evidence in an historical argument
9. Evaluate the reliability and usefulness of primary and secondary sources
10. Perspectives and interpretations: Identify and analyse the perspectives of people from the past
11. Identify and analyse different historical interpretations (including their own)
12. Explanation and communication: Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced Select and use a range of communication forms (oral, graphic, written) and digital technologies

Overview

The program for Year 9 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.

Through its collection including its examples of contemporary transport modes, its outbuildings, gardens and grounds as well as St James' Church and cemetery students can get a better understanding of the life of Tasmanians through the C19th.

Using the Hawkes family in particular and those students who attended William Hawkes' school, students will explore, recognise and appreciate the changing history of education, leisure, transport and religious observance since the 19th century

Using the historical evidence from the educational practices provided by Franklin House, students will appreciate the significance of the education in colonial life in Tasmania. They will learn about the contribution of those educated at Franklin House to the development of Tasmania. They will also be able to contrast the significant differences between contemporary educational practices and those of the 19th century.

Through this students will gain some understanding of how colonial social and economic activity has contributed to the building of the modern state of Tasmania and better understand the importance of the notion of heritage and its preservation.

The Making of the Modern World – Program Outline based on Runnymede for Year 9

Historical Knowledge and Understanding	Local Context Based on what Franklin House reveals about economic and social activity in C19th Tasmania and in particular the contribution of education	Student Activities	General Capabilities (GC) Cross Curricular Priorities (CCP) and Other Learning Areas (OLA)	Research and Resources
The Industrial Revolution (1750 – 1914)				

<p>The technological innovations that led to the Industrial Revolution, and other conditions that influenced industrialisation</p>	<p>Using contemporary evidence provided by Franklin House identify examples of technological innovation which would have been considered modern. How do these compare with C21st technological developments</p>	<p>Identify examples of technological applications in:</p> <ul style="list-style-type: none"> • The preparation of food • Storage of food • Agricultural pursuits • Production of clothing • Transport and communication <p>Identify examples of technological applications used in the C19th including:</p> <ul style="list-style-type: none"> • Use of horses and horse drawn vehicles • Feeding and caring for horses • Agricultural practices 	<p>GC: Literacy, Numeracy; ICT competence; Critical and creative thinking; Personal and social capability; .</p> <p>CCP: Sustainability</p> <p>OLA: English, , Science, Geography</p>	<p>Website with downloadable material (pdf) highlighting significant points and items of interest in Franklin Houses collection.</p> <p>In particular look at the original kitchen, equipment, fire, water supply; the stables, the historical garden and St James Church</p> <p>Development of a common ap which could include an interactive map of the building, grounds, gardens, sheds providing a framework for a guided tour.</p>
<p>Population movements and changing settlement patterns during this period</p>	<p>What does Franklin House tell us about colonization and the settlement of Tasmania, in particular Launceston?</p>	<p>Who lived at Franklin House? – trace the history of the families who lived there or the students who went to school there</p> <p>How did these families contribute to economic development in Tasmania?</p> <p>Convicts were an important part of Tasmania's C19th economic development. A former convict Britton Jones built Franklin House. What other evidence is there of convict involvement in the building and operation of Franklin House, Franklin Village including St James Church and Strathroy bridge</p>	<p>GC: Literacy, ICT competence; ; Critical and creative thinking; Personal and social capability; intercultural understanding.</p> <p>CCP:</p> <p>OLA: English, Science, Geography</p>	<p>Make use of the resources of Franklin House to find out more about the families of Franklin House</p> <p>Develop an application “A day in the life of....at Franklin House” which prompts students through a set of stimulus questions that draw from the Franklin House resource.</p>

The experiences of men, women and children during the Industrial Revolution, and their changing way of life	Focussing on the life of former convict Britton Jones identify the ways in which he contributed to the development of shipping and the port of Hobart	Get students to collaborate in researching the history of Britton Jones. Encourage students to use the primary historical resources of Franklin House, Tasmanian Archives (e.g. newspaper references) and secondary sources (from web-searching exercises- E.g. Obituary for Britton Jones)	GC: Literacy, ICT competence; ;Critical and creative thinking; Personal and social capability; OLA: English, Science, Geography	Using material gathered by students compile a short history of Britton Jones. Include this as a web document attached to other web resources on Franklin House
The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.	How did mechanization affect life at Franklin House?	Identify ways in which both transport and communication were affected through modernization at Franklin House. <ul style="list-style-type: none"> • From buggy to car • From mail to telephone • Signalling methods • Coach to railway train 	GC: Literacy, ICT competence; ;Critical and creative thinking; Personal and social capability; OLA: English, Science, Geography	Clues provided by the stables and coach house, pictures and photographs at Franklin House.
Alternative application of Franklin House for Year 9 History				
Progressive ideas and movements (1750 – 1918)				
The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism	How did William Hawkes' school contribute to Tasmania's emerging economy?	Look for evidence from letters, newspaper articles of the way in which William Hawkes and his students influenced Tasmanian business and industry and the broader community.	GC: Literacy, ICT competence; ;Critical and creative thinking; Personal and social capability; OLA: English, Science, Geography	Compile a collection of letters, articles, and newspaper articles about Hawkes' contributions and include them on the website.

<p>The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism</p>	<p>The evolution of contemporary attitudes and practices in relation to education</p>	<p>The approach to education at schools has changed dramatically since William Hawkes opened his Classical and Commercial School at Franklin House in 1842. What does this tell us about modern approaches to education generally?</p>		<p>Contrast documentation for the curriculum taught by William Hawkes and that of today.</p>
<p>The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it from, for example, workers, entrepreneurs, land owners, religious groups</p>	<p>The role of William Hawkes in influencing the community both through his school and as a politician</p>	<p>Identify ways in which William Hawkes' school may have influenced the community</p> <p>How was William Hawkes viewed as a leader of educationalist by the Tasmanian community</p>	<p>GC: Literacy, ICT competence; ;Critical and creative thinking; Personal and social capability;</p> <p>OLA: English, Science, Geography</p>	<p>Compile evidence from primary sources,, including material at Franklin House , that helps paint a picture of Hawkes as an influential community leader in mid C19th Launceston and Tasmania</p>
<p>The short and long-term impacts of ONE of these ideas on Australia and the world</p>	<p>Shifting attitudes to education</p>	<p>What were the benefits of education that made it so attractive in the C19th?</p> <p>How have attitudes to education within the community changed from the mid 19th century to today?</p>	<p>GC: Literacy, ICT competence; ;Critical and creative thinking; Personal and social capability;</p>	<p>Describe how William Hawkes approach to teaching would be viewed if he were alive today.</p>