

National Trust of Australia (Tasmania)

Development of a pilot education program based on Runnymede

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 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.

The key inquiry questions at this year level are:

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 Runnymede 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.

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 Runnymede in Hobart, a Georgian villa built in 1840, with an extensive collection of furniture, art works, family possessions and memorabilia from the three families who occupied it through the C19th.

Through its collection including its examples of contemporary transport modes, its outbuildings, remnants of agricultural activity and the like students can get a better understanding of the life of Tasmanians through the C19th.

Using the Bayley family in particular, students will explore, recognise and appreciate the history of whaling as a family business. Captain Charles Bayley, whaler and master mariner, lived at Runnymede from 1864 to 1875, the house continuing in his family until sold to the Tasmanian government in 1865.

Using the historical evidence from the whaling era provided by Runnymede, students will appreciate the significance of the whaling industry to colonial life in Tasmania. They will learn about the contribution of whaling to the development of Tasmania as a maritime state relying heavily on sea transport and the range of industries that developed and remain to this day that support Tasmania's island status. The significant contrast between contemporary views and activities around whaling and the protection of them and their exploitation as a major economic resource in the C19th will be explored.

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	Student Activities	General Capabilities (GC) Cross Curricular Priorities (CCP) and Other Learning Areas (OLA)	Research and Resources
The Industrial Revolution (1750 – 1914)				
The technological innovations that led to the Industrial Revolution, and other conditions that influenced industrialisation	Based on what Runnymede reveals about economic activity in C19th Tasmania and in particular the contribution of whaling Using contemporary evidence provided by Runnymede identify examples of technological innovation which would have been considered modern. How do these compare	Identify examples of technological applications in: <ul style="list-style-type: none"> • The preparation of food • Storage of food • Agricultural pursuits • Production of clothing • Transport Identify examples of technological applications used in the C19th whaling industry including: <ul style="list-style-type: none"> • Type of shipping used – reference to the Runnymede, Captain Bayley's ship 	GC: Literacy, Numeracy; ICT competence; Critical and creative thinking intercultural understanding. CCP: OLA: English, , Science, Geography	Website with downloadable material (pdf) highlighting significant points and items of interest in Runnymede's collection. In particular look at the original kitchen, equipment, fire, water supply; the coach house; the historical garden.

	with C21st technological developments	<ul style="list-style-type: none"> • Where whales were found • Methods for capturing them • What whales produced 		Development of a common ap which could include an interactive map of the building, grounds, gardens, sheds providing a framework for a guided tour.
Population movements and changing settlement patterns during this period	What does Runnymede tell us about colonization and the settlement of Tasmania, in particular Hobart.	<p>Who lived at Runnymede? – trace the history of the three families who lived there?</p> <p>How did the families contribute to economic development in Tasmania?</p> <p>Convicts were an important part of Tasmania's C19th economic development. What evidence is there of convict involvement in the building and operation of Runnymede?</p>	<p>GC: Literacy, ICT competence; intercultural understanding: Critical and creative thinking; ethical understanding.</p> <p>CCP:</p> <p>OLA: English, Science, Geography</p>	<p>Make use of the resources of Runnymede to find out more about the families of Runnymede.</p> <p>Develop an application “A day in the life of....at Runnymede” which prompts students through a set of stimulus questions that draw from the Runnymede resource.</p>
The experiences of men, women and children during the Industrial Revolution, and their changing way of life	Focussing on the life of Captain Bayley identify the ways in which he contributed to the development of shipping and the port of Hobart	<p>Get students to collaborate in researching the history of Captain Bayley.</p> <p>Encourage students to use the primary historical resources of Runnymede, Tasmanian Archives (eg newspaper references) and secondary sources (from web-searching exercises- Eg Obituary for Charles Bayley at http://oa.anu.edu.au/obituary/bayley-charles-13656)</p>	<p>GC: Literacy, ICT competence; Critical and creative thinking,</p> <p>OLA: English, Science, Geography</p>	<p>Using material gathered by students compile a short history of Captain Bayley.</p> <p>Include this as a web document attached to other web resources on Runnymede</p>

		Charles Bayley was a strong supporter of the Hobart Regatta. What role did the Regatta play in colonial life? How did the events link with economic activity at the time (rowing, wood chopping, running, sailing races)? How does the Hobart Regatta relate to economic activity today?		
The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.	How did mechanization affect life at Runnymede?	Identify ways in which both transport and communication were affected through modernization at Runnymede. <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 OLA: English, Science, Geography	Clues provided by the coach house, pictures and photographs at Runnymede.
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 Captain Bayley's enterprises shape Tasmania's emerging economy?	Look for evidence from letters, newspaper articles of the way in which Captain Bayley influenced Tasmanian business and industry and the broader community.	GC: Literacy, ICT competence; Critical and creative thinking OLA: English, Science, Geography	Compile a collection of letters, articles, newspaper articles about Bayley's contributions and include them on the website.
The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism	The evolution of contemporary attitudes and practices in relation to whaling	The conservation and protection of whales has evolved from a completely different approach to Captain Bayley's times, where whales were hunted to extinction in the Derwent. What does this tell us about modern approaches to conservation generally?		Contrast documentation for The Sea Shepherd and the whaling ships with which Captain Bayley was involved.
The role of an individual or group in the promotion of ONE of these key ideas, and	The role of Captain Bayley in influencing	Identify ways in which Captain Bayley's whaling activities influenced the former whaling	GC: Literacy, ICT competence;	Compile evidence from primary sources,, including material at Runnymede, that

<p>the responses to it from, for example, workers, entrepreneurs, land owners, religious groups</p>	<p>business and industry particularly the maritime industries and his influence on the Tasmanian government and the business community</p>	<p>industry. How was Captain Bayley viewed as a leader of commerce by the Tasmanian community</p>	<p>OLA: English, Science, Geography</p>	<p>helps paint a picture of Bayley as a positive and influential community leader in late C19th Hobart 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 whaling</p>	<p>What were the commercial products from whaling that made it so attractive in the C19th? What explains the shift away from these products from the late C19th through the C20th?</p>		<p>Describe how Captain Bayley's whaling activities would be viewed if he were alive today.</p>