


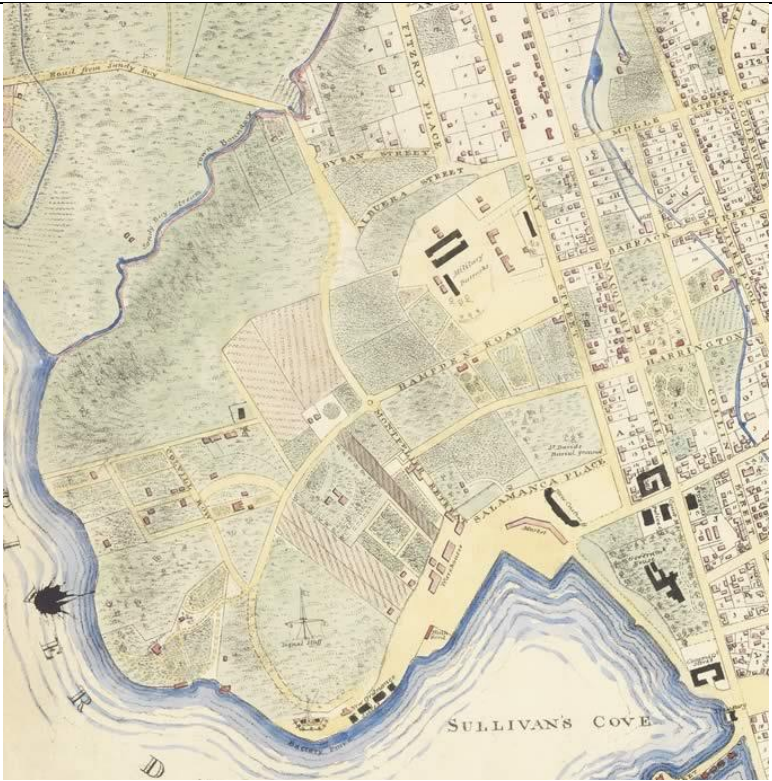

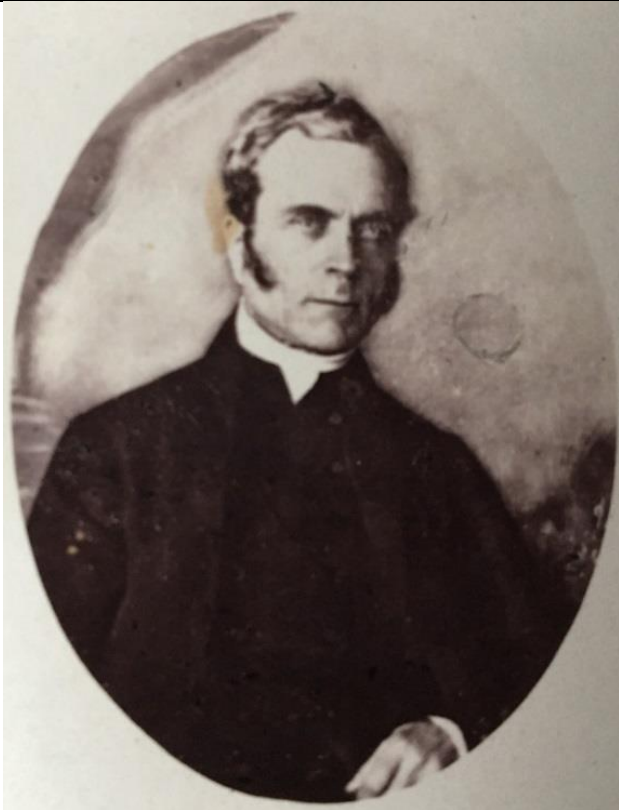
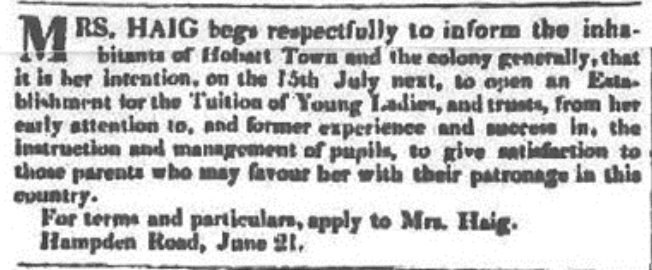



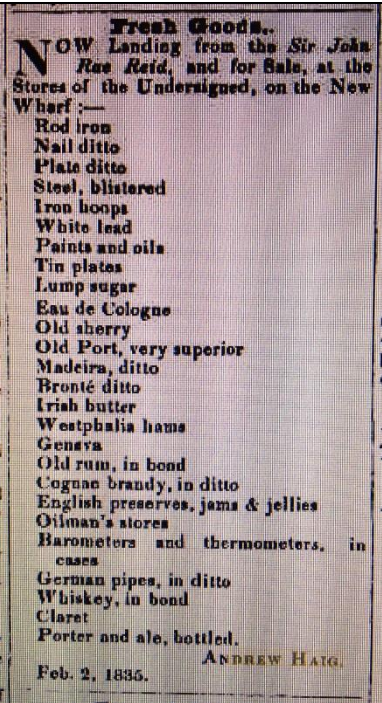


NARRYNA & THE AUSTRALIAN CURRICULUM HISTORY SYLLABUS


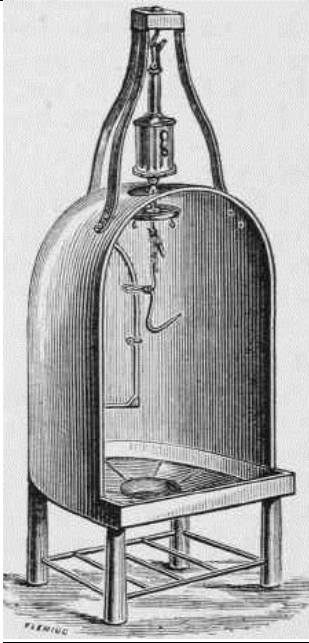
Year	Australian Curriculum history syllabus area	Learning outcome	Space	Narryna content ‘old’	Student point of reference ‘new’	Image
Yr 2	Study of significant local building	Understanding Narryna's context	Forecourt	<p>Narryna is a fine Greek Revival town house built by Captain Andrew Haig (1793-1871). Haig was originally a British East India Company-licenced merchant trading between Calcutta and Canton. In 1824 Haig sailed into Hobart and purchased land from a subdivision of the Rev. Robert Knopwood’s Cottage Green estate. The narrow two-acre holding ran between Hampden Road and the high water mark.</p> <p>The purchase turned out to be an astute one. At one end of the block he built Narryna. At the other end the creation of New Wharf allowed him to build a pair of warehouses facing Salamanca Place (1833-34) where he set up as a merchant, selling imported foods and building materials.</p>	<p>The bus will pull up in Hampden Road. Ask students if they are aware of Salamanca Place from going to the market there.</p>	<p>Haig’s warehouses, Salamanca Place, now Jack Greene and the Cargo Bar.</p> 
	Study of significant local building	Understanding Narryna's architecture		<p>Look at Narryna's façade for features such as:</p> <ul style="list-style-type: none">- Symmetrical design- The windows and door reflect the internal layout (door to the hall; one window each for the dining and drawing room).- Stone pilasters (square columns) at the front of the house. Narryna is a house built to recall a classical temple. This was also a reflection of a classical education - boys educated in Latin and Greek languages.	<p>Students encouraged to look for Georgian or classical buildings characterised by their symmetrical façades.</p> <p>How Narryna faces Hampden Road and stands at the entry to Battery Point (a “look at me” house).</p>	<p>Images of classical buildings</p> <div></div> <p>Narryna façade – Edward Winch</p> <p>St George's Church, Battery Point</p>






		<p>Understanding Narryna's architecture - hierachies of building materials and room uses based on social hierarchies.</p>	<p>Forecourt ; halls; servants quarters</p>	<p>Hierachies of building materials and uses of particular rooms / areas of the house:</p> <ul style="list-style-type: none">- Narryna's stone facade vs brick core- Narryna's reception room vs family rooms and how these are decorated- Narryna's family bedrooms vs the servants' quarters with lower ceiling height and smaller windows. <p>Narryna’s architectural formality reflects a more formal way of living than we follow today e.g. the dining and drawing rooms at the front of the house are arranged for display e.g. the drawing room is a room where a young lady may meet her suitor. If children came into these rooms they would be on their best behaviour and sit or stand up very straight.</p> <p>The breakfast room was used as the ‘family’ room so the drawing room would be kept ‘for best’.</p> <p>The front garden was for display, while the back garden for washing, transport, and a kitchen garden.</p> <p>The support functions – kitchen and servants’ quarters are located in a wing at the back of the house and at a lower level, reflecting the lower status of the servants.</p>	<p>Hierachies of building materials illustrated by the three little pigs' houses built of straw (thatch), wood and brick. Social prestige associated with expensive materials.</p> <p>Encourage the students to observe the stone façade before coming into the brick courtyard.</p>	<div data-bbox="1745 178 2326 705" data-label="Image">An oblique view of a two-story house. The front facade is made of light-colored stone blocks, while the side walls are made of red brick. There are several windows with dark frames. A small tree and some red flowers are in the foreground.</div> <p>Above: Narryna, oblique view showing the stone façade and brick eastern side of the house</p> <p>Below: Fire Insurance plaque</p> <div data-bbox="1745 837 2243 1335" data-label="Image">A circular metal plaque mounted on a red brick wall. The plaque features a central emblem and the text 'NARRYN DIEMENS LAND' around the top and 'FIRE INSURANCE' around the bottom.</div>
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Yr 2	Study of significant local site	Hobart / Battery Point historical development	<p>Hobart stands on the lands of the Moouheneener people. Soon after European settlement in 1804, 30 acres was granted to the colony's first clergyman, the Rev. Robert Knopwood. Knopwood's Cottage Green estate was subdivided in 1824 to pay his debts. Knopwood built Hampden Road to provide access to the blocks.</p> <p>The blocks went all the way from Hampden Road to the Sullivan's Cove high water mark. Governor Arthur used convict labour to embank the Sullivan's Cove shoreline and thus create New Wharf (now Salamanca Place) which allowed ships to disembark their cargoes easily. Captain Andrew Haig then built a pair of warehouses (1833-34) facing the New Wharf which survive today.</p> <p>Captain Andrew Haig (1793-1871) first sailed into Hobart in 1824. At that time he was based in Kolkata (Calcutta) and was a merchant licenced by the British East India Company to trade with China through Guangzhou (Canton) such as silks, tea and lacquer. People from Scotland, India and China form part of Hobart's population today. Their heritage enriches the lives of all Tasmanians.</p> <p>The Salamanca Place warehouses are now a vibrant arts precinct and the location of a Saturday market, Hobart's leading tourism attraction.</p>	<p>The Tasmanian Museum and Art Gallery delivers education programs on Tasmania's indigenous heritage. For bookings information go to: http://www.tmag.tas.gov.au/learning_and_discovery/programs</p> <p>Coach parked in Hampden Road. Students' recollection of Salamanca Place.</p> <p>Who has been to Salamanca markets on a Saturday? Do you remember the stone buildings on one side of Salamanca Place? Haig's Salamanca Place warehouses are now Jack Green and Cargo restaurants.</p> <p>Who has seen the new Bunnings at Derwent Park? The new Bunnings is enormous! What do you buy there? Captain Haig sold hardware through his Salamanca Place warehouses. The scale of Bunnings versus the Salamanca Place warehouses reflects sailing versus modern container ships which are made of metal versus wood.</p> <p>Who has seen the Lady Nelson? That was the size of Captain Haig's ship (see the oil painting in the hall). The Salamanca Place warehouses were in proportion to the cargoes that came on the 19th century sailing ships while the Bunnings at Derwent Park receives goods from factories and modern container ships.</p> <p>For a free walking tour of Battery Point go to: http://www.batterypointwalk.com.au/</p>	 <p>Plan of Rev. Knopwood's 1824 subdivision</p>  <p>Captain Haig's ship The Sir John Rae Reid, unknown British maritime artist, c. 1832</p>
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Yr 2	Study of significant person – men			<p>Year 2 level biographies to be developed for:</p> <ul style="list-style-type: none"> - Captain Andrew Haig (1793-1871). See the Narryna visitor guide for biographical details. - Rev Robert Knopwood (1763-1838), Anglican cleric and diarist http://adb.anu.edu.au/biography/knopwood-robert-2314 - Hiram Moses, merchant and member of Hobart's Jewish community, leased Narryna 1847-1851. - George Washington Walker (1800-1859) http://adb.anu.edu.au/biography/walker-george-washington-2764 - Captain James Kelly (1791-1859) http://adb.anu.edu.au/biography/kelly-james-2291 - Edward Casson Rowntree, cabinetmaker, builder, architect and former convict, represented at Narryna by his tool chest. His descendants were founders of the museum. - Dr William Crowther (1887-1981), medico, bibliophile and a founder of Narryna museum http://adb.anu.edu.au/biography/crowther-sir-william-edward-lodewyk-hamilton-12374 	<p>George Washington Walker (1800-1859), Quaker businessman, draper and founder of the Hobart Savings Bank lived at Narryna with his wife and eight children in 1852-54. His sons were later to be founders of the Friends' School in North Hobart.</p>	 <p>Portrait of George Washington Walker (1800-1859)</p>
Yr 2	Study of significant person – women			<ul style="list-style-type: none"> - Elizabeth Haig, wife of Captain Andrew Haig attempted to resurrect the family's finances through establishing a school at Narryna - Maria Lempriere (formerly Orr, née Lackey) owned Narryna from 1847-1884. She was a prominent business woman. It is believed that Helen Lempriere, commemorated by the sculpture prize is a descendant. - Grace Heinbury, a convict woman assigned to the Haigs, gave evidence into an 184-43 Government Enquiry into convict assignment https://www.femaleconvicts.org.au/docs/disciplineinquiry/TranscriptofInquirywithtables.pdf - Sarah Benson Walker, wife of George Washington Walker, Quaker businessman had her 8th child (of 10 children) while living at Narryna. - Emmeline Thirza Pearce. Narryna was held in trust for Mrs Pearce by her brothers from 1884 to c. 1936 - Narryna run as a boarding house by Beatrice Seccombe, Martha and Marjorie Peate in the 1924-1946 period. Narryna as a sanatorium for women with TB in the 1946-1954 period. 	<p>Narryna is a place of women's history in terms of its history or women's ownership or custodianship and women taking a leading role in developing the Narryna museum collection. Biographies of women are less available and Narryna will seek grant funding to commission these.</p>	 <p>Above: Elizabeth Haig's advertisement for her girl's school at Narryna, June 1841. Mrs Haig and her daughters ran schools in other Hobart locations after the family was forced to relinquish Narryna in April 1842.</p>  <p>Left: Portrait of Sarah Benson Walker (1812-1893) by her daughter Mary Augusta Walker c. 1890</p>

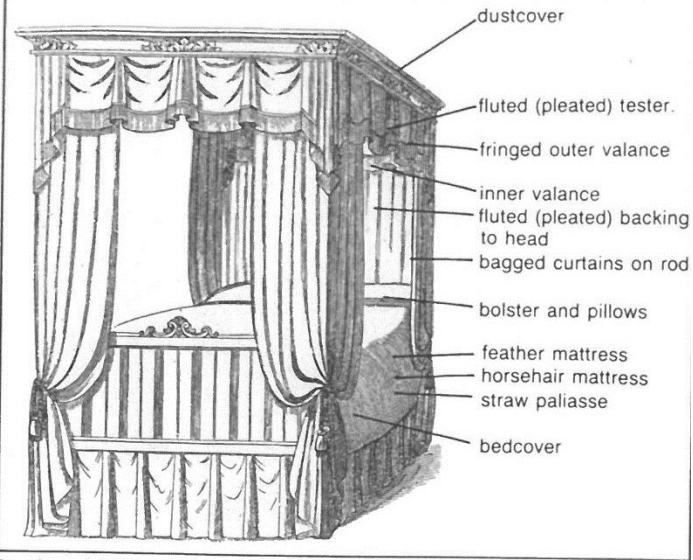



				- Amy, Fearn and Milli Rowntree, school teachers and granddaughters of Edward Casson Rowntree were founders of Narryna as a museum. They donated the E. C. Rowntree tool chest to the collection but kept E. C. Rowntree's convict past a secret.		
Yr 2	Evidence and impact of changing technology in peoples' lives			<p>House construction Edward Winch architectural drawing of Narryna façade (on exhibition in the hall)</p> <p>Load bearing walls; multi-pane windows owing to glass making technology.</p> <p>Stone from quarries in Salamanca Square or Bellerive; bricks probably made on North Hobart oval site.</p> <p>Captain Haig's advertisements for building materials such as imported timbers (kauri and Baltic pine), iron hardware and window glass</p> <p>Rowntree tool chest as examples of tools used</p>	Have any students experience the building, extending or renovating of a house?	 <p>Advertisement for 'Fresh Goods' and building materials available through Captain Haig's store, February 1835.</p>
	Evidence and impact of changing technology in peoples' lives	Domestic technology / local history - piped water	Huon pine bedroom and kitchen	<p>Water and plumbing Water was channelled from a dam at the head of the Hobart Town Rivulet (above Cascades Brewery) to a pump (the Napoleon Fountain, 1835) at the corner of Sandy Bay Road and Hampden Road. This was a purer water source than lower down in the Hobart Town Rivulet. Narryna's servants would have had to go out to the Napoleon Fountain at the top of Montpellier Retreat to collect it. Water was later piped to villas such as Narryna.</p> <p>Water was often filtered through dripstones to remove impurities.</p> <p>Narryna was built without indoor plumbing i. e. no indoor baths, basins, sinks or toilets. Chamber pots and wash stands (with ewers and basins) were used in dressing room and bedrooms. Servants would set up a bath in an upstairs bedroom or dressing room and carry the hot water upstairs.</p>	We take internal plumbing for granted. Did anyone notice a bathroom as they moved through the house?	 <p>L: dripstone water filter c. 1830</p> <p>R: ceramic water filter c. 1900</p> 


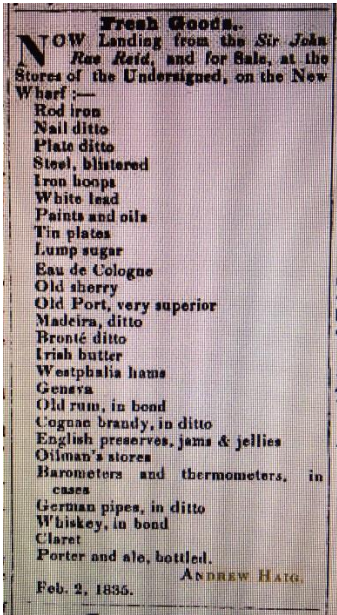

				<p>Plumbing was connected to the house in 1905 and indoor bathrooms installed (in crow's nest room and dressing room).</p>			<p>L: Steps to get into bed also conceal chamber pot.</p>
	<p>Evidence and impact of changing technology in peoples' lives</p>	<p>Domestic technology – food technology</p>	<p>Kitchen</p>	<p>Food technology 1</p> <p>The kitchen wing was isolated from the rest of the house owing to risk of fire, heat, cooking smells and a desire to keep servants at a distance. Many colonial homesteads had a detached kitchen wing.</p> <p>Before electricity (c. 1905) domestic tasks such as heating, cooling, cooking, cleaning and washing were done by hand by servants.</p> <p>Cooking was done from 1840 on an open hearth (with crane) and from 1858 on the range. This was more haphazard (e.g. gauging the right temperature) and dangerous than today. Demonstrate how meat was roasted – clockwork rotisserie and roasting oven</p> <p>How was food kept warm enroute to the dining room? A: meat dishes with reservoirs for hot water.</p>	<p>How has life changed with the advent of electricity? A: less has to be done by hand.</p> <p>Before electricity, families were dependant on the labour of servants. Who does most of the housework in your home now? Do you help your mother with the cooking or housework?</p> <p>The Narryna kitchen lacks the three standard appliances of a modern kitchen. Can you name them? A: sink, refrigerator and stove.</p> <p>Today we design kitchen with the sink, refrigerator and stove in a “triangular” arrangement so that the cook (usually mum) can move easily between them. At Narryna, where servants worked, these were located in separate rooms.</p>		<p>Clockwork rotisserie (meat jack) and roasting oven.</p>




	Evidence and impact of changing technology in peoples' lives	Domestic technology – food technology	Larder	<p>Food technology 2</p> <p>The larder essentially functioned as the house's refrigerator. It was cool as a result of:</p> <ul style="list-style-type: none"> - shaded by the bulk of the house - semi below ground level and always damp. <p>(Future) jars of preserved fruit and vegetables. Current – jars of jam, marmalade and paste.</p> <p>Butter-making equipment.</p>	<p>Is this room warm or cold?</p> <p>Butter making begins with separation of milk components, curds and whey (What did little Miss Muffet eat?)</p>	 <p>Butter churn</p>
	Evidence and impact of changing technology in peoples' lives			<p>Food technology 3 – future kitchen garden</p> <p>Surveys of the property confirm that Narryna had large kitchen gardens from the 1830s to the 1940s. Kitchen gardens ensured a ready supply of fresh produce for Narryna's dining table. A wide variety of vegetables and fruits were grown to ensure supply across the longest possible season. Vegetables and fruits were preserved for eating over the winter months.</p> <p>Guests of George Washington Walker recorded the varieties grown in Hobart gardens.</p>	<p>Fruit and vegetables available in supermarkets today represent only a small number of the varieties available in the past. Varieties available in supermarkets are selected for presentation and ability to withstand refrigeration. They are often not as tasty as historical varieties. Today we import many fruit and vegetable varieties from overseas and there is concern over 'food miles' and the energy consumed in this transport. Hobart has an increasing number of home, school and community vegetable gardens (e.g. at St John's Park). Does your family or school have a kitchen garden?</p>	 <p>Narryna had a kitchen garden and imported preserved foods are recorded in Captain Haig's advertisements.</p>
	Evidence and impact of changing technology in peoples' lives	Domestic technology - lighting	Beyond courtyard, dining room, drawing room.	<p>Light</p> <p>Reliance on sunlight (e.g. more pleasant ambience in the nursery and Huon pine bedroom). Maximising sunlight through time you get up and when you go to bed.</p> <p>Rooms arranged according to light sources (e.g. table lamp in drawing room).</p> <p>Candles and whale oil lamps (from c. 1804), gas and kerosene lamps (c. 1860). Candles illuminated the dining table, set in the candelabra.</p> <p>Original Argand lamp on the drawing room</p>	<p>Have students had experience of dining by candlelight or used candles – black outs or birthday cakes?</p> <p>We don't condone killing of whales today. Whale oil used before the development of fuels such as petroleum and kerosene. Today these fuels have environmental implications.</p> <p>Whaling was highly dangerous, not least through having a fire on board a ship to render down whale blubber.</p>	 <p>Dining table candelabra</p>  <p>Argand lamp</p>  <p>Candle mould</p>




			<p>table burnt whale oil. A large pot used on board ship for boiling down whale blubber into oil for lighting located in back of house area.</p> <p>Best candles were spermaceti (sperm whale oil); candles made of tallow (animal fat) used in the kitchen and servants' quarters. Candle mould in the larder.</p> <p>Narryna was electrified c. 1905. .</p>		<div data-bbox="1745 180 2439 642" data-label="Image"></div> <div data-bbox="1745 646 2012 678" data-label="Caption"><p>Whale oil rendering pot</p></div> <div data-bbox="1745 711 2736 1482" data-label="Image"></div> <div data-bbox="1745 1524 2659 1556" data-label="Caption"><p>William Duke, Offshore whaling with the Aladdin and Jane, 1849, TMAG collection</p></div>
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	Evidence and impact of changing technology in peoples' lives	Domestic technology - staying warm	Huon pine bedroom; dining room	<p>Heat Coal burning hearths; fire tools and screens. Coal obtained from sites such as the Coal Mines Historic Sites on the Tasman Peninsula. Captain Haig reduced to supplying Southport coal to Hobart ships and residences after his near bankruptcy in 1842.</p> <p>Copper hot water bottle and brass bed warmer cf. hot water reservoirs under dining room silver dishes.</p>	What keeps you warm in bed? A: doona; electric blanket.	 <p>Copper hot water bottle</p>
	Evidence and impact of changing technology in peoples' lives	Domestic technology – textiles / laundry	Laundry	<p>Textiles 1 - laundry Copper as place where sheets and underwear boiled up. Coloured with Iodine blue so appear whiter in sunlight.</p> <p>Range of machines for hand-agitating the washing. Mangles for extracting water and starting the ironing process.</p> <p>Irons heated by the fireplace – so many were needed because they cooled. Special gauffering irons used for ruffles.</p>	Electricity has automated the washing / drying process. Before electricity so much done by hand. Therefore a lot of people's time taken up by manual labour.	 <p>Washing Day, Queensland Art Gallery</p>
	Evidence and impact of changing technology in peoples' lives	Domestic technology - textiles	Nursery	<p>Textiles 2 Hand sewing vs sewing machines. Sewing of garments, bedhangings and curtains done by middle-class women (who portrayed themselves as not having to work) with their daughters and servants.</p> <p>Samplers (framed in nursery) done by young girls aged 7 -10 to practice their stitches.</p> <p>All of a household's linen would have sewn initials and numbers so it would be returned if sent out to launder and so it could be 'rotated' to minimimise wear.</p>	Can you imagine working a sampler like the ones in the Narryna nursery? Does anyone's parents or relatives sew or quilt? Do you help them?	 <p>Sampler worked by Frances A. Seivwright, Aged 7 years c. 1835</p>

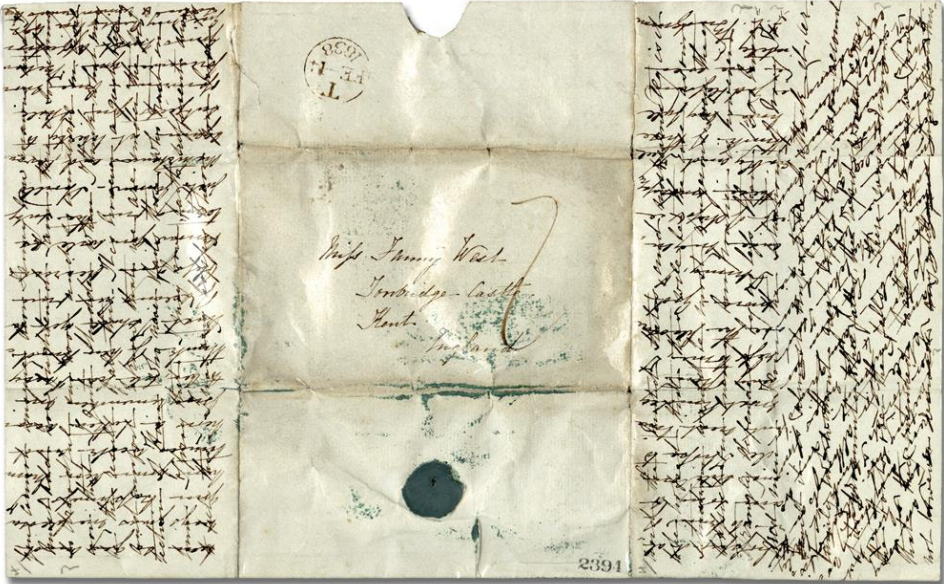


	Evidence and impact of changing technology in peoples' lives	Domestic technology - textiles / heat	Guest bedroom	<p>Textiles 3 going to bed</p> <p>Beds were furnished with multiple mattresses (straw, horsehair and feathers) for firmness but softness. High mattresses = high status.</p> <p>Bed hangings form a room within room for privacy and warmth.</p>	<p>Have you felt your bed? What makes it comfortable today? A: Springs.</p> <p>What keeps you warm? A: doona; electric blanket.</p> <p>Do you know a fairy story about a bed with many mattresses? A: the Princess and the Pea. The Princess's royal status was confirmed by her being used to being comfortable.</p>	 <p>Drawing of typical 19th Century bed hangings, J.C. Loudon (1833)</p> <p>Diagram of a four post bed from J. C. Loudon's Encyclopaedia (1833)</p>
	Evidence and impact of changing technology in peoples' lives	Domestic technology - personal hygiene	Huon pine bedroom	<p>Personal hygiene 1</p> <p>How would you clean yourself in this bedroom? A: Wash basin. A: Wash basin. How would the hot water come to the wash basin? A: Boiled in the kitchen and carried upstairs by convict servants. What was footbath used for? A: Relaxing feet after day of walking. Commode in bed stairs - what was it used for? Where was the actual WC? A: privy in garden. Who would empty the chamber pot? A: convict servants.</p>	<p>Have you seen a bathroom as you walked through the house?</p>	 <p>Wash basin set</p>  <p>Footbath</p>
	Evidence and impact of changing technology in peoples' lives	Domestic technology - personal hygiene	Nursery	<p>Personal hygiene 2</p> <p>How would you clean yourself in the nursery? A: Wash basin or slipper bath. How would the hot water come to the wash basin or bath? A: Boiled in the kitchen and carried upstairs by convict servants. Why is the bath called a slipper bath? A: shaped like a slipper. Why is one end of the bath covered over? A: to stop the water getting too cold too quickly. How often would you have a bath given the need to set up the bath and bring the water upstairs? A: probably once a week. Would the water be changed for each member of the family? A: probably not.</p>	<p>Have you seen a bathroom as you walked through the house?</p> <p>How often do you have a bath? Where is your bathroom at home? Is your bath connected to water and so always in the same place?</p>	 <p>Slipper bath</p>



Yr 3	Change and continuity over time in relation to the areas of transport, work, education, natural and built environments , entertainmen t, daily life	Change and continuity over time – transport	Forecourt	<p>Transport 1</p> <p>“Portrait” of Captain Haig’s ship, the Sir John Rae Reid in Narryna’s entrance hall is emblematic of his role as a ship’s captain and merchant. Narryna was built (1835-40) after Captain Haig built warehouses facing Salamanca Place. Advertisements of goods (hardware of the type used to build Narryna and foods) sold through the warehouses are available from 1830s Hobart newspapers.</p> <p>Haig was also a ship builder, whaler and shipped passengers and goods between Hobart, Launceston and Australian mainland ports. Slipways like Haig’s may still be seen in Napoleon Street, Battery Point.</p> <p>Captain Haig’s ship’s desk (in dressing room) as an example of campaign furniture made to come apart for ease of transport.</p> <p>Showcase (in exhibition room) of Indian and China trade goods.</p>	<p>School bus arrived outside Narryna in Hampden Road. Can students imagine arriving at Narryna via horse drawn vehicle or on foot? Has anyone had experience of looking after a horse?</p> <p>Students experience of travel. Has anyone been overseas? To India or China like Captain Haig? Has anyone travelled on a sailing ship like the Lady Nelson?</p>	 <p>Captain Haig’s ship, the Sir John Rae Reid</p>  <p>Advertisements of goods for sale through Haig’s Salamanca Place workshops</p>
	Change and continuity over time in relation to the areas of transport ...,	Change and continuity over time – transport	Stables yard	<p>Transport 2 (future)</p> <p>Coach house and stables at the rear of the Narryna property later converted as a vehicle garage. Examples of horse-drawn vehicles to return to the stables in future.</p>	Has anyone had experience of looking after a horse?	

	Change and continuity over time in relation to the areas of, work ...	Change and continuity over time – work	Kitchen, halls and bedrooms	<p>Work</p> <ul style="list-style-type: none">- Narryna as a place of labour-intensive servants’ work e.g. cooking, cleaning, laundry work; fetching and boiling water and carrying it upstairs to the washstands.- The Narryna servant’s quarters as the convict women servants’ dormitory.- The Narryna kitchen wing is at a lower level to the rest of the house underlining the convicts’ lower social status.- Mrs Haig and other women of the Narryna household would have spent long hours sewing the household linen and clothes with their daughters helping them.	<p>Imagine life before electricity. So much that is now automated was once done by hand.</p> <p>Students invited to contrast the narrow, steep servants’ stair with the elegant main stair.</p> <p>In future, students will have the opportunity to harvest from the kitchen garden and commence food preparation as part of the kitchen garden program.</p> <p>Can girls imagine spending long hours helping their mothers sew the household linen and clothes?</p>	<div><p>Left: Sheets, towels and white cotton underwear were boiled in a copper to kill germs.</p></div> <div><p>Right: Washing was done in Huon pine troughs. Huon pine, an oily timber used in boat building made the tubs relatively watertight</p></div> <div><p>Washing was put through a mangle to squeeze out water. The mangle also squeezed out wrinkles and so began the process of ironing.</p></div>

	Change and continuity over time in relation to the areas of education ...	Change and continuity over time – education	Exhibition room and nursery	<p>Education 1</p> <ul style="list-style-type: none"> - The smaller exhibition room has displays on childhood, education and leisure, complementing the adjacent nursery. - The nursery collections reflect changing attitudes to childhood. Early 19th century attitudes to childhood is typified as preparation for adulthood (i.e. emphasis on work over play). In the later 19th century childhood came to be seen as a time of artistic / imaginative development. Nursery items indicate that leisure had an educational emphasis e.g. musical instruments, toys, games, books; stereoscope; albums, craft and artwork. 	<p>Opportunity for the school to enunciate its educational philosophy including why the students are undertaking an excursion to Narryna i.e. experiential approach to learning as opposed to copybook learning-by-rote.</p> <p>Can you imagine working with quills and copybooks? An abacus instead of a calculator?</p>	  <p>Pages from copybooks c. 1900; educational toys such as the word blocks.</p>
	Change and continuity over time in relation to the areas of ... education ...	Change and continuity over time – education	Exhibition room and nursery; forecourt	<p>Education 2 – boys'</p> <p>At the time, boys' education was concerned with arithmetic (for business) and Greek and Latin (for language skills and cultural literacy), hence Narryna's neoclassical architecture suggested Captain Haig had received a 'classical education'.</p>	Education today is focused on meaningful life skills, including languages currently in use.	 <p>Boy's education at the Normal Institution, Sydney 1838</p>



	Change and continuity over time in relation to the areas of ... education, ...	Change and continuity over time – education	Exhibition room and nursery; Huon pine bedroom	<p>Education 3 – girls’</p> <p>Despite the middle class ideal that wives did not work, with her husband on the verge of bankruptcy, Elizabeth Haig advertised her intention to open 'An Establishment for the Tuition of Young Ladies' in Hampden Road in June 1841. No syllabus is available but Mrs Haig is likely to have taught needlework, drawing, music, dance, elocution, and languages such as French and Italian which she probably learnt during her own youth in London. These feminine accomplishments were associated with the drawing room.</p> <p>Notwithstanding these ‘ornamental accomplishments’, Mrs Haig would have spent long hours sewing Narryna’s household linen and clothes with the help of her daughters.</p> <p>Samplers reflect girls learning their alphabets and stitches at the same time. Girls helped their mother's do the household's sewing - day dresses, curtains, sheets, towels and laundry marks.</p>	<p>Today we believe in equal opportunities in education and seek to redress the lower numbers of girls focussing on STEM (science, engineering, technology and maths) subjects.</p> <p>Ages embroidered into the samplers (7 - 12 years) reflect the ages of the students. Can you imagine doing a lot of work to help your mother?</p>		<p>Training in needlework at a 19th century girl’s school. An image from the Work Woman’s Guide, London, 1838</p>
	Change and continuity over time in relation to the areas of ... natural and built environments ...	Change and continuity over time – natural and built environments	Battery Point, Salamanc a Place, forecourt and service yard	<p>Natural and built environments</p> <ul style="list-style-type: none">- See Year 2, The importance today of a historical site- See Haughton Forrest painted view of New Wharf (now Salamanca Place) c. 1890 for a how the Battery Point and Salamanca Place built environments have retained their character despite further development.- Past industries such as whaling – light for lamps; whalebone for corsets, functional and decorative items in scrimshaw case (in exhibition room). How attitudes to natural environmental issues such as whaling have changed.	<p>What natural and built environment issues are current today:</p> <ul style="list-style-type: none">- Resumption of scientific whaling by Japan- Forestry- Jobs creation in particular areas- Heritage protection- Recognition of Aboriginal sovereignty		<p>Haughton Forrest, The Ethel alongside New Wharf c. 1890</p>

	Change and continuity over time in relation to the areas of transport, ... entertainment ...	Change and continuity over time – communication	Dining room and drawing room	Communication <ul style="list-style-type: none"> - No telephone or computers. Letters transported by horse and ship with time delay for reply. - Letter writing conventions of the day (e.g. saving paper by cross-writing). - Copy books to practice handwriting (education showcase in smaller exhibition room) - Dinners (dining room) and morning calls (drawing room) social interaction with associated etiquette (see social customs, below). 	How do students communicate today: <ul style="list-style-type: none"> - By letter written by hand - Birthday and Christmas cards - Mobile phone and landline - Email - Skype - Social media. Social calls <ul style="list-style-type: none"> - Hanging out - Dinner together? 	 <p>Given the value of paper and the cost of postage, letters were often cross-written (text in two directions) c. 1830s</p>
		Change and continuity over time – daily life		Daily life See also year 2, evidence and impact of changing technology, above		
	Change and continuity over time - daily life	Social behaviour - students introduced to 19th century ideas of good deportment.	Courtyard	To prepare students for walking through museum environment without leaning on walls and furniture, boys encouraged to imagine themselves as young soldiers with "badges out; buckles in" and girls encouraged to imagine themselves wearing corsets and crinolines.	Students will see corset in the Huon pine bedroom.	  <p>Corset and underwear items Dress worn by Sarah Butler c. 1842</p>
	Change and continuity over time - daily life	Social behaviour - students encouraged not to touch items in the	Courtyard before entering the house	Conservation Students encouraged not to touch items in the house for conservation reasons. Accumulated perspiration from people's hands degrades textiles over time.	Students encouraged to consider the age of the house in terms of generations (parents and themselves = approx seven generations), given that "175 years" generally does not mean much to them.	Image: need to take an image of objects being handled with white cotton gloves

		house for conservation reasons				
	Change and continuity over time - daily life	Social customs - dining	Dining room	<p>Dining an important social custom, particularly before the era of restaurants.</p> <p>The dining table furnished with silver to present the illusion of wealth to business associates.</p> <p>Family portraits suggest good family connections (i.e. non-convict!).</p> <p>Is the dining room close to the kitchen? How would they keep the food warm? A: the hot water reservoirs under the dishes.</p>	Where do students have dinner today? A: kitchen bench, in front of the TV etc.	
	Change and continuity over time - daily life	Social customs - after dinner	Drawing room	<p>What gives a sense of the drawing room as place where women spent time? A: light colours, prettiness.</p> <p>What activities took place in the room based on what students see? A: making tea, music, sketching, sewing, reading, conversation, looking at the stereoscope.</p>	Do we keep a room especially for display like this today? A: No. Do men and women socialise together today? A: Yes.	




Narryna dining room set for Christmas 2016





Narryna drawing room

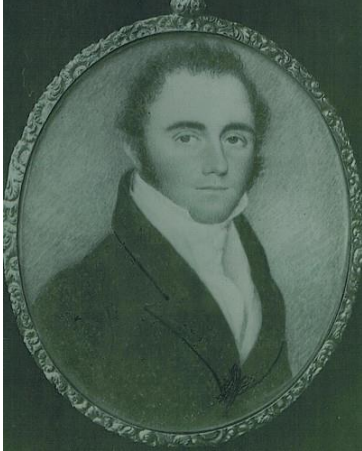

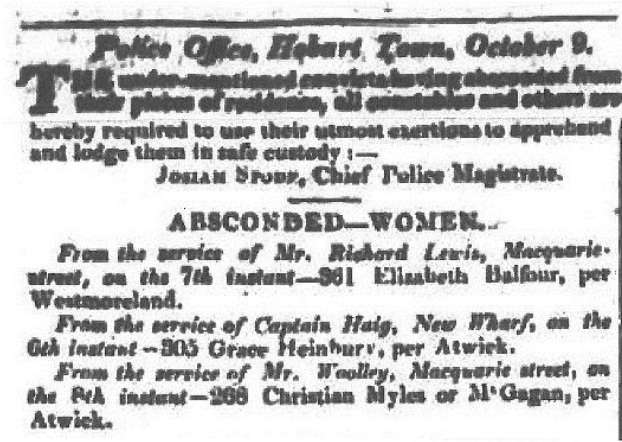
	Change and continuity over time - daily life	Social customs - taking tea	Drawing room	Teapoy was the place where tea was kept under lock and key by the lady of the house, away from convict servants. Tea had high value as imported from China and India.	How would a convict get a cup of tea? A: Theft; re-use the tea leaves from the tea pot when it is sent to the kitchen.	
	Change and continuity over time - daily life	Social customs - dress	Huon pine bedroom	<p>Huon pine bedroom display of bustle dress c. 1870, corset, bustle and knickerbockers. Posture determined by restrictive undergarments. The shape of the ideal body changed according to fashion e.g. Empire line (1805-1825) emphasised the bust; mid 19th century hour glass figure emphasised the waist; bustle c. 1868 emphasised the curvature of the back ‘the Grecian bend’; Art Deco cut-on-the-bias fabrics tended to emphasise the hips.</p>	<p>Why do we think wearing a corset is a bad thing? A: it means your own muscles don't do their job of ensuring you have good posture. Today we aim to exercise to keep ourselves in shape.</p>	

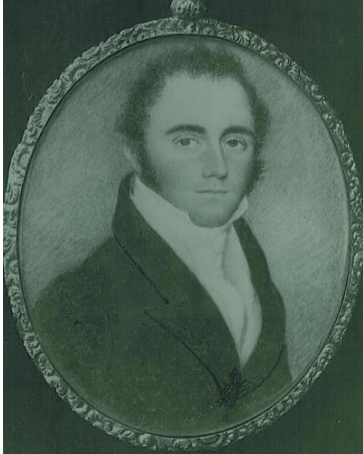
Captain and Mrs Haig's rosewood teapoy c. 1840




Huon pine bedroom display of bustle dress c. 1870, corset, bustle and knickerbockers.


	Change and continuity over time - daily life	Social customs - discipline	Nursery	See the posture chair in the nursery which required stomach and buttock muscles to be engaged to retain your seat!	Being made to sit on the posture chair was a form of punishment.		
	Change and continuity over time - daily life	Domestic technology - personal hygiene	Nursery	Why called a slipper bath? A: Because shaped like a slipper. How would the water stay warm? A: Part of slipper bath covered over.			
Yr 3	The role that people of diverse backgrounds have played in the development and character of the local community	Early Hobart social groups	Servants' quarters	Who slept in this room? Who were the convicts? What was the function of the servants' stairs? A: to keep the Haig family and servants separate. Who slept in the room behind the screen? A: Probably housekeeper or cook.	Convicts were poor people who often committed crimes to feed their family. They contributed to Tasmania's foundation and economic development. Imagine what were the advantages of this room? A: warm in winter (as opposed to Cascades Female Factory) owing to kitchen fire below; access to food; company of other convict servants.		

	<p>The role that people of diverse backgrounds have played in the development and character of the local community</p>	<p>Early Hobart social groups</p>	<p>Exhibition rooms</p>	<p>Role of India and China as established trading ports in the foundation of Australia e.g. Haig’s residence in India and involvement in the China trade before settling in Hobart</p>	<p>Opportunity to focus on the technological achievements of China (e.g. paper, gun powder, porcelain and silk weaving) and India (e.g. cotton) that preceded the British 18th century industrial revolution by two millennia or more.</p> <p>Opportunity to engage with Chinese and Indian communities in Hobart.</p>	<div><p>Captain Haig’s desk, made in Calcutta, India from teak. It is made in two parts so it can be carried on and off ship easily.</p></div> <p>China and India trade goods in the Narryna collection: Chinese and Indian workboxes</p> <div></div> <div><p>Chinese export meat plate c 1880</p></div>
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	The role that people of diverse backgrounds have played in the development and character of the local community			<p>Diverse backgrounds of Narryna's owners and tenants e.g.s</p> <ul style="list-style-type: none"> - Haig as an Anglican Scot didn't have support of the Presbyterian Scottish merchants and ship builders - Hiram Moses, merchant and member of Hobart's Jewish community, Narryna's tenant 1847-51 - George Washington Walker, Quaker merchant and founder of the Hobart Savings Bank, Narryna's tenant 1852-1854. - Narryna has a long-term history of ownership and custodianship by women, which was unusual in the 19th century when property tended to be assigned to the woman's husband. 	Opportunity for school to consider its own ethnic diversity.	 <p>Captain Andrew Haig</p>  <p>George Washington Walker</p>
Yr 5	The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants and how the environment changed.		<p>Servants' quarters, dressing room, back hall, kitchen, courtyard, coach house and stables.</p>	<p>Convicts</p> <ul style="list-style-type: none"> - Tasmania's early colonial economy was highly dependent on the free labour of convicts for the construction of New Wharf, road building e.g. Hampden Road, the building and running of houses such as Narryna. -The convict system in Tasmania was ultimately abolished because male convicts were no longer assigned to settlers under the Probation System (after 1840) but the settlers were taxed to offset convicts on public works. Female convicts continued to be assigned to settlers until convict transportation to VDL ended in 1853. - Eight of the Haig's female servants have been identified. Most spent time at the Cascades Female Factory for insolence (conflict from class / respectability divide). - Mrs Walker's problem of servant shortage, mid-1850s (when convict system ended). - Narryna's servants' bell system survives in part and will be fully reconstructed in future. - Male outdoors convict servant (groom) quartered over coachhouse. 	Opportunity for students to trace their family trees and analyse them for social / ethnic diversity including convicts. Are they able to identify how their ancestors contributed to Tasmania's development? How does this affect their sense of identity?	 <p>Grace Heinbury, one of the convicts assigned to Captain Haig, absconded (left the house without permission) in October 1839.</p>
Yr 5				<p><u>Factors that influenced patterns of development</u></p> <p>See year 3, Change and continuity over time, above ...</p>		
Yr 5				<p><u>How the environment changed</u></p> <p>See year 3, Change and continuity over time, above ...</p>		
Yr 5	The impact of a significant development			<p>Narryna is best suited to study foundation narratives concerned with:</p> <ul style="list-style-type: none"> - subdivision of an early estate with real 		

	or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.			<p>estate speculation</p> <ul style="list-style-type: none"> - Hobart trade (i.e the house's identity as a merchant's house) - the mercantile / maritime character of Battery Point and Salamanca Place – how the area went downhill socially as the more wealthy retreated to suburbs such as Sandy Bay (c. 1915) before being gentrified again (c. 1970s). - Battery Point and Salamanca Place colonial era industry – transport of cargoes across the world with different imports and exports, ship building and whaling (major industry for Australia, not only Tasmania). - Haig was forced to sell Narryna in 1842 as a result of Australia's first economic depression. - Vandemonians left for the Victorian Goldfields in 1851 resulting in labour shortage. 		
Yr 5.	The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.			<ul style="list-style-type: none"> - Captain Andrew Haig (1793-1871) ship's captain and merchant based in Calcutta and pursuing trade in China before coming to Tasmania. - Examples of British people emigrating to Tasmania from India as recommended by several 1830s emigrant's guides e.g. H. C. Cotton, engineer and surveyor ex. British East India Co. leased Narryna in 1855. - See year 3, the role of people of diverse backgrounds, above. 	In addition to the Narryna case studies, there is the opportunity for each school to consider its own ethnic diversity and ethnic groups important to their area.	-
Yr 5.	The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and			<p>See year 2, study of a significant person, above.</p> <p>Narryna has important Quaker associations in terms of its developing relationship with the Friends' School, North Hobart, former resident, George Washington Walker (1800-1859) founder of the Hobart Savings Bank and Edward Casson Rowntree, cabinetmaker, builder, architect and former convict, represented at Narryna by his tool chest. His descendants were founders of the museum.</p>	In addition to the Narryna case studies, there is the opportunity for each school to consider significant individuals or groups that have shaped their part of Tasmania.	 <p>Captain Andrew Haig</p>

	Aboriginal and/or Torres Strait Islander peoples					
Yr 6	World War One	Social impacts of WWI	Narryna dining room and Markree	<p>The Pearce family (owners of Narryna 1886-1924) left Narryna after WWI as their son Clyde Pearce was killed in France 1918. The Pearce family built the Anglican Chapel (now Wellspring) in Sandy Bay in his memory.</p> <p>This theme is more marked at Markree (1926), 145 Hampden Road, Hobart (another TMAG house museum) where Cecil Baldwin saw WWI service in the 40th Battalion. Markree as a house, collection, garden and social history seems to reflect life being put 'on hold' for WWI.</p> <p>For more on Clyde Pearce (1888-1916), 10th Light Horse see: https://www.dailytelegraph.com.au/sport/golf/the-life-and-death-of-lieutenant-clyde-pearce-the-first-nativeborn-winner-of-the-australian-open/news-story/41ac4857005c1f77e3231821b57a992d</p>	<p>Are students aware of family members who saw service in WWI? Do they have family stories to contribute? Have students attended an ANZAC Day service? Are students aware of a local war memorial and its imagery?</p>	  <p>Clyde Pearce (1888-1916), 10th Light Horse WWI Poppy Commemoration</p>  <p>St Peter's (now Wellspring), Sandy Bay was the former Mariner's Chapel (on the site of the Marine Board Building at Constitution Dock. It was rebuilt at Sandy Bay by Henry and Emmeline Pearce in memory of their son Clyde Pearce who was killed during WWI.</p>

						 <p>Hobart cenotaph designed by Bernard Ridley Walker, who was a descendant of Narryna resident, George Washington Walker.</p>
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