Introduction

In order for the teacher to focus specifically on maritime history or alternatively explore it within a broader historical context, the pre-visit activities first address broader aspects of Tasmanian colonial history.

Activity One: Think, puzzle explore

This activity uses the ‘Think, puzzle, explore’ routine. Students are asked to list all the things they think they know about Tasmanian colonial history on sticky notes of the same colour. On sticky notes of another colour they list all the things that they have questions about or that they are uncertain about in relation to Tasmanian colonial history. Some students may be able to help solve puzzles that other students have but those things that are still puzzles should be arranged under a ‘puzzles’ heading. Those that are ‘solved’ can be transferred to one of the ‘think’ sticky notes.

Students should then be asked to come up with categories under which the ‘think’ suggestions could be organised. (E.g. transport, technology, housing, occupations, important events, people, etc.) The stickers might then be organised under those headings. If students have trouble coming up with ideas for the ‘think’ and ‘puzzle’ stages the teacher might scaffold this by using images of colonial Tasmania.

Students should then be asked how they know the things they added under the category headings (books, TV, films, internet, photos, museums, artefacts, etc.) and which of these might be used to solve the things that puzzle them.
Activity Two: Colonial mind map

Students are asked to construct a mind map about colonial Tasmania using suggestions on the ‘think’ sticky notes from the previous activity. This can be arranged under the categories developed in activity one or students may like to choose their own categories. Links should also be developed between items in different categories, using another colour to the links within a category. For example, a student might have convicts under the heading of people and link them to the heading of environment through the contribution of convicts to building houses and roads. Any questions or ‘puzzles’ that students have should be recorded on sticky notes and added to the ‘puzzle’ sticky notes from the previous activity.

Activity Three: See think wonder

This activity uses the See, think, wonder routine. Use a range of images from the resources section ensuring you use images from each of the categories of ‘settlement and development of Sullivan’s Cove’, ‘whaling’, ‘shipbuilding’ and ‘the movement of people and goods’. For each image first ask students to say what they see in the images and record this on a ‘see’ sheet. Next ask them to use what they have seen to identify things they think they know about the image, and record these on a ‘think’ sheet. Finally ask the students what things they wonder about as a result of viewing the images that can’t be proven just from viewing them. The things that they wonder about should be compared and contrasted with the ‘puzzles’ from earlier activities and added to the ‘puzzle’ sticky notes. Additional ideas could also be added to the mind map from the previous activity using a third colour to show these new ideas.

Activity Four: What makes you say that?

Students explore objects in the TMAG resource Shaping Tasmania: a journey in 100 objects and suggest why they were significant using the following criteria:

- Impacts at the time
- Number of lives impacted
- Improvement or deterioration of people’s lives
- Short or long-term impact
- Importance in understanding of the past and present

Students should choose the most significant object they researched on the site and explain why they have chosen it. The teacher should use the ‘What makes you say that?’ routine to encourage students to justify their selections using the criteria.

Finally students should choose a significant event, development, aspect of daily life, person or other element from the mind map created earlier and explain its significance to the class using ‘What makes you say that?’ This may include aspects added in activity three.

Activity Five: Question bundling
Using the ‘puzzles’ developed in activities one, two and three get the students to write How, What, When, Who, Where, and Why questions to address the things they were puzzled about. These will form the basis of inquiry questions that can be addressed in the excursion to the museum and the post-visit activities.

**Activity Six: Shipwreck detectives**

Can you solve the mystery of which ship the beam in the picture below belonged to?

Use the information in the table and the statements below it to solve the mystery.

<table>
<thead>
<tr>
<th>Ship</th>
<th>Date built</th>
<th>Where built</th>
<th>Weight</th>
<th>Date wrecked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope</td>
<td></td>
<td>Venice</td>
<td>231 tons</td>
<td>April 1827</td>
</tr>
<tr>
<td>Louise</td>
<td>1831</td>
<td>Pittwater</td>
<td>15 tons</td>
<td>1841</td>
</tr>
<tr>
<td>Alfred &amp; Lizzie</td>
<td>1872</td>
<td>Port Esperance</td>
<td>30 tons</td>
<td>August 1894</td>
</tr>
<tr>
<td>Huon Pine</td>
<td>1839</td>
<td>Port Davey</td>
<td>22 tons</td>
<td>April 1925</td>
</tr>
<tr>
<td>Petrel</td>
<td>1847</td>
<td>Tamar River</td>
<td>195 tons</td>
<td>May 1853</td>
</tr>
</tbody>
</table>
• The size of the timbers and fittings suggest the ship was approximately 200 tons in size.
• A metal patent mark on the beam could not date from before 1832.
• The timber of the beam is silver-top ash and probably from North Eastern Tasmania.

Check how well you solved the mystery when you visit the Museum.

**Activity Seven: Whale products**

Search for the phrase ‘whale products’ on [Trove](https://trove.nla.gov.au) to find images. List or paste all the images of products you find under the headings ‘functional’ and ‘decorative’. What do the two groups tell you about the role of whale products in daily life in the 19th century? You will need to use your knowledge of whale products during the excursion to the Maritime Museum of Tasmania.

**On-site at the Maritime Museum of Tasmania: Excursion activities**

**Introduction**

During the excursion a teacher may allocate a specific inquiry focus from the thematic strands to a group of students and ask each group to follow that one theme through the museum visit. Alternatively, each group might have activities across each of the themes and rotate through them. The museum activity cards also provide an inquiry focus for each theme. The activities below are numbered according to the year level followed by the theme number and then the activity number. Recording sheets for those activities requiring them use the same numbering system for ease of identification.

5.1: Settlement and development of Sullivan’s Cove

**Activity 5.1.1: Picturing the past in the present**

During the excursion record examples of features in Maritime Museum images that would still be present today in Hobart and/or walk around the docks area prior to going to the exhibition to note ‘signs of the past’ (signal station at Battery Point, sailing ships, outline of Hunter Island, pulley system on Salamanca warehouses, etc.) Take photos of these signs of the past in the present.

**Activity 5.1.2: Leaving their mark**

The 19th Century saw great changes in the physical environment at Sullivan’s Cove and Tasmania’s maritime environment. During your visit to the museum use recording sheet 5.1.2 to record the name of individuals and groups who made a major impact through their role in events and developments that shaped the changing environment. For example what roles did convicts and merchants play in shaping Sullivan’s Cove until 1853? What roles did James Kelly play in changing the environment?

**Activity 5.1.3: How changing technology shaped the environment**
Aspects of technology such as shipbuilding tools, steam-power and lighthouses all had impacts on the lives of those who used them. They also helped or played a part in encouraging people to expand settlement. For example, how did a semaphore system allow expansion of settlement? Use the table on recording sheet 5.1.3 to record technology that played a role in expanding settlement and explain the role they played.

5.2: Whaling

Activity 5.2.1: Tools of the trade

Examine the artefacts, images and film in the whaling exhibit to develop a list of the technology used by whalers to capture and process whales as well as how each was used. Use the table on recording sheet 5.2.1 to record your answers.

Activity 5.2.2: Time for work and play

Find examples of ways whaling ship crews occupied their leisure time using materials from the whales captured. Using recording sheet 5.2.2, list the objects located and undertake additional research on similar objects when you return to class.

Activity 5.2.3: Whaling ship crew wanted

Using the information gathered from the whaling activities completed above, make a list of all the attributes needed for a member of a whaling ship crew. Next list all the positives and negatives of life on a whaling boat including both work and leisure time. Use your imagination to think beyond just those things displayed. When you return to class create a newspaper advertisement seeking crew for your 19th Century whaling ship that lists the attributes you are looking for in the crew, including the ability to cope with the negative aspects as well as what the benefits of the job are.

5.3: Shipbuilding

Activity 5.3.1: Made in Tasmania

Throughout the exhibition you will find models, images and artefacts related to significant local vessels including the Loongana, Terra Linna, Harriet McGregor, Speedwell, Nautilus, Silver Crown, Perseverance, Scottish Chief, Star of Tasmania and Blue Jacket. Use recording sheet 5.3.1 to record information found about them in the exhibition. Some aspects may need to be researched on return to the class.

Activity 5.3.2: Tools of the trade

Examine the dinghy built for Dinah Wilson and given to her by her husband. It was constructed by a former child convict named Walter Paisley who had spent time at Point Puer near Port Arthur. What does the fact the dinghy was built by an individual who arrived in Van Diemen’s Land as a child convict say about the life of some convicts after their arrival? Next, explore the
shipwright’s tools in the display case near the information on the McGregor family. Think about how the dinghy would have been constructed and use recording sheet 5.3.2 to list the tools he may have used and what their use might have been.

On return to school you might research the tools and their use to see how accurate your suggestions were. You might also find out more about the life of Walter Paisley.

**Activity 5.3.3: Figuring out figureheads and sternboards**

Look at the figureheads from the Zephyr and the Mary Wadley and the sternboard of the American whaler, ‘Islander’. What do they suggest about the craft of shipbuilding? What use do you think they may have had? List your suggestions. Imagine you were designing a figurehead or sternboard. Who and what would you include? On return to school you might research the purpose of figureheads and sternboards and design one of your own.

**5.4 Movement of goods and people**

**Activity 5.4.1: All steamed up**

Throughout the museum, there are exhibits related to steam-powered vessels. Use recording sheet 5.4.1 to record examples of these vessels and the impacts they had in moving goods and people.

**Activity 5.4.2: Across the river, across the Strait, across the world**

Significance can be at the local, national or international level. For example a vessel may be significant in opening up settlement beyond Hobart through providing a reliable means of transporting people and goods. A vessel may be significant at a national level in moving convicts and supplies. A vessel may be significant at an international level in expanding knowledge of the globe and providing new opportunities for settlement and trade. Use recording sheet 5.4.2 to record significant boats and ships and the events or developments that they were significant for at the local, national or international level as well as the significant dates for those vessels. Conduct additional research on the vessels on return to class to construct a multi-level local, national and international timeline of significant vessels.

**Activity 5.4.3: Arrivals and departures, exports and imports**

During the exhibition find examples of the arrival and departure of people on ships. These may be specific individuals or groups. Also record examples of ships being used to import and export goods. Record these on recording sheet 5.4.3, including information on the key dates or period in which the arrivals, departures, imports and exports occurred.

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**Post-exursion activities**
Activity One: Questions and answers

Revisit the questions from pre-exursion activity five. How many of these can now be answered? Use the answers to these to create a classroom fact wall. Group unanswered questions according to the ways they might be answered (e.g. websites, books, images, asking an expert). These could form the basis for further research. The responses to excursion activities across all themes should also be added to the fact wall.

Activity Two: Following up excursion activities

A number of excursion activities had suggestions of additional tasks to undertake on return to class. Follow up the suggestions for the following excursion activities:

- 5.2.2
- 5.2.3
- 5.3.1
- 5.3.2
- 5.3.3
- 5.4.2

Activity Three: Significant people from the past

Streets and other geographical features are often named after significant people or by them. Use information gathered during the excursion, the listed resources as well as books and other websites to find out about the lives of people the following features are connected with.

<table>
<thead>
<tr>
<th>Name</th>
<th>Feature</th>
<th>Resources</th>
</tr>
</thead>
</table>
 Search [Trove](https://trove.nla.gov.au/) for James Kelly |
 Search [Trove](https://trove.nla.gov.au/) for George Bass |
 Search [Trove](https://trove.nla.gov.au/) for Matthew Flinders |
<table>
<thead>
<tr>
<th>Name</th>
<th>Location/Title</th>
<th>Details</th>
</tr>
</thead>
</table>

* Prettyman Index:
The teacher may like to save digital copies of specific cards from this digitised card index to make available to students. The index is organised in sections in alphabetical order and specific entries need to be located within the appropriate PDF document.

**Activity Four: Levels of significance**

The previous activity and the excursion activity ‘Leaving their mark’ both helped you discover more about significant people from Tasmania’s past. Use the criteria from pre-activity four to choose the three most significant individuals in shaping changes in Tasmania. Remember that impacts can be both positive and negative. You might also consider how many of the themes of this resource connect to the individuals (settlement and development of Sullivan’s Cove, whaling, shipbuilding, movement of goods and people).

Criteria:
- Impacts at the time
- Number of lives impacted
- Improvement or deterioration of people’s lives
- Short or long-term impact
- Importance in understanding of the past and present

**Activity Five: Visual signs of change and continuity**

a) Make a Venn diagram using hoops on the floor and sticky notes to compare the provided ‘then and now’ photos of the Hunter Street/Wharf area. Access links provided on the sheet to higher resolution copies of the ‘now’ photos and the accompanying ‘then photos’ on the LINC website. These could be printed out at A3 size for student use and shared digitally to allow zooming in for detail.


c) ‘Then’ image 2 is titled ‘Old Wharf Barracks’. What is this building now?

d) Next use the following maps and record what each tells you about changes to Hunter Street and the Hobart port area over time:

List all the changes you can find in each subsequent map. Which is the only map that shows the ‘Soap Manufactory’? What is written next to it on that map that suggests it wasn’t a soap factory at that time?
Activity Six: Using a written source from 1831

Activity Three used maps to focus on Hunter Street. It was also known as Old Wharf. Use Statistical view of VDL 1831 to find out more about the wharf area in 1831. This is a free Google book and can be searched using terms like ‘New Wharf’ and ‘Old Wharf’ to locate the pages that mention these parts of the port area. Try comparing what it says about Old Wharf on page 148 to the 1839 map to see if you can find what the soap factory was in 1831.

Activity Seven: Using secondary online sources

The Companion to Tasmanian History by UTAS provide a number of short articles written by historians which provide reliable and concise overviews of major topics in Tasmanian history. The following are useful in exploring the themes investigated during the excursion.

**Whaling**

**Shipbuilding**

**Moving goods and people**

Activity Eight: Using key words to search for digitised source materials and indexes

The articles in the previous activity could be searched for key words. These words could then be used to search sites such as Trove for newspaper articles and images and the LINC Names Index to locate details on individuals mentioned. For example, in the article on whaling above students might highlight the keywords ‘whaling fleet’ and add the word Derwent to search Trove for newspaper articles. A search for the word ‘whaling’ with the word ‘Tasmania’ will uncover many images. A search of Trove for Charles and Phillis Seal who were involved in whaling provides photos of family members, an image of the House flag of Charles Seal, paintings of their ships and newspaper accounts of exporting wool and whalebone.
A search for Seal on the LINC Names Index locates several entries for Charles Seal travelling to other colonies and to London. Details of the dates and ships listed could then provide search terms for additional searches on Trove. A search of the LINC Names Index also locates the census return for Charles and Phillis Seal in 1842 when they were living in a brick house owned by John Ingle at 13 Macquarie Street with their seven children and one female ticket of leave servant. A search of the LINC Names Index also locates details on the children of Charles and Phillis Seal. Such personal details provide a greater contextual understanding of the lives lived by these people.

The LINC Names Index can also be used to find more information on child convict, Walter Paisley, who later in life built the dinghy given by John Wilson to his wife Dinah after their marriage. Paisley’s marriage to Mary Donnelly can be found. By the time of their marriage Walter was free and because Mary was a still a convict they needed permission to marry which can also be located in the LINC Names Index. The convict record of Walter Paisley can be located, although William is incorrectly indexed as William Parsley. His record includes offences such as fishing from the rocks without permission and taking bread from the Barracks. Walter Paisley can be found living in Hobart in the 1848 Census found via the LINC Names Index. A search on Trove refined to newspapers within Tasmania for “Walter Paisley” locates an article from the Mercury in 1921 looking back at the early history of the Huon area in the 1840s which describes Paisley as a shoemaker who “was much more successful as a clown.” Newspapers further reveal that he received his freedom in 1839 only to be charged with burglary of Mr Lackey in Macquarie St, Hobart later that year. He was working on a sloop owned by Mr Lackey at the time and was found standing on a stove covered in soot with the top half of his body still in the chimney he had tried to climb down. He received a further sentence of transportation for life. In 1870 he is recorded as living at Franklin when he donated a cuttlefish specimen to the Royal Society. A detailed and humorous account of aspects of his life, including three marriages, can be found in a Mercury article of 1939.

Other digitised resources of LINC provide additional details on Hobart and individuals such as Charles Seal. The Hobart Town directory and general guide for 1852 includes a list of vessels and their owners beginning on page 21, information on the signals at Mulgrave Battery on page 23, an alphabetical directory of the inhabitants of Hobart beginning on page 31 and a street directory beginning on page 49. This street directory allows students to look at the occupiers of properties near the wharves and Battery Point and their occupations.

**Conclusion**

The activities that have been provided in this resource go beyond what could be covered in one unit of work. The teacher needs to select and scaffold activities to ensure they are suitable for their class and to maximise their visit to the museum.
5.1.2: ‘Leaving their Mark’ Recording Sheet

During your visit to the museum use table 5.1.2 to record the name of individuals and groups who made a major impact through their role in events and developments that shaped the changing environment. For example what roles did convicts and merchants play in shaping Sullivan’s Cove until 1853? What roles did James Kelly play in changing the environment?

<table>
<thead>
<tr>
<th>Individual or group</th>
<th>Date/Period</th>
<th>Event or development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.1.3 ‘How changing technology shaped the environment’ Recording Sheet

Aspects of technology such as shipbuilding tools, steam-power and lighthouses all had impacts on the lives of those who used them. They also helped or played a part in encouraging people to expand settlement. For example, how did a semaphore system allow expansion of settlement? Use the table below to record technology that played a role in expanding settlement and explain the role they played.

<table>
<thead>
<tr>
<th>Object</th>
<th>Role played in expanding settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.2.1: ‘Tools of the trade’ Recording Sheet

Examine the artefacts, images and film in the whaling exhibit to develop a list of the technology used by whalers to capture and process whales as well as how each was used. Use the table below to record your answers.

<table>
<thead>
<tr>
<th>Item of Technology</th>
<th>Role played in whaling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.2.1: ‘Time for work and play’ Recording Sheet

Find examples of ways whaling ship crews occupied their leisure time using materials from the whales captured. List the objects located and undertake additional research on similar objects when you return to class.

<table>
<thead>
<tr>
<th>Object Name</th>
<th>What was its purpose?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 5.3.1: ‘Made in Tasmania’ Recording Sheet

Throughout the exhibition you will find models, images and artefacts related to significant local vessels including the Loongana, Terra Linna, Harriet McGregor, Speedwell, Nautilus, Silver Crown, Perseverance, Scottish Chief, Star of Tasmania and Blue Jacket. Use the table below to record information found about them in the exhibition. Some aspects may need to be researched on return to the class.

<table>
<thead>
<tr>
<th>Vessel name</th>
<th>Builder</th>
<th>Year built</th>
<th>Significant facts about the vessel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 5.3.2: ‘Tools of the Trade’ Shipbuilding Recording Sheet

Examine the dinghy built for Dinah Wilson and given to her by her husband. It was constructed by a former child convict named Walter Paisley who had spent time at Point Puer near Port Arthur. What does the fact the dinghy was built by an individual who arrived in Van Diemen’s Land as a child convict say about the life of some convicts after their arrival? Next explore the shipwright’s tools in the display case near the information on the McGregor family. Think about how the dinghy would have been constructed and list the tools he may have used and what their use might have been. On return to school you might research the tools and their use to see how accurate your suggestions were. You might also find out more about the life of Walter Paisley.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Suggested use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Activity 5.4.1: ‘All Steamed Up’ Recording Sheet**

Throughout the museum there are exhibits related to steam-powered vessels. Use the table below to record examples of these vessels and the impacts they had in moving goods and people.

<table>
<thead>
<tr>
<th>Vessel</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 5.4.2: Across the river, across the strait, across the world

Significance can be at the local, national or international level. For example a vessel may be significant in opening up settlement beyond Hobart through providing a reliable means of transporting people and goods. A vessel may be significant at a national level in moving convicts and supplies. A vessel may be significant at an international level in expanding knowledge of the globe and providing new opportunities for settlement and trade. Identify significant boats and ships and the events or developments that they were significant for at the local, national or international level as well as the significant dates for those vessels. Conduct additional research on the vessels on return to class to construct a multi-level local, national and international timeline of significant vessels.

<table>
<thead>
<tr>
<th>Name of Vessel</th>
<th>Significance</th>
<th>Important dates and facts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 5.4.3: ‘Arrivals and Departures, Exports and Imports’ Recording Sheet

During the exhibition record examples of the arrival and departure of people on ships. These may be specific individuals or groups. Also record examples of ships being used to import and export goods. Record these on the table below including information on the key dates or period in which the arrivals, departures, imports and exports occurred.

<table>
<thead>
<tr>
<th>Arrival and date/s</th>
<th>Departure and date/s</th>
<th>Imports and date/s</th>
<th>Exports and date/s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think</td>
<td>See</td>
<td>Wonder</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>--------</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Timeline Activity Sheet: ______________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Details of event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Venn Diagram

Then

Now
‘Then and Now’ images

1a High-resolution ‘now’ photo

1b ‘Then’ image: Hunter Street 1840s


1c ‘Then’ image: Old Wharf 1850

http://catalogue.statelibrary.tas.gov.au/item/?q=wharf+hobart&format=Images&avail=Online&i=5&id=87766
2a High-resolution ‘now’ photo

2b Old Wharf Barracks 1844
3a High-resolution ‘now’ photo

3b From Old Wharf 1841
http://catalogue.statelibrary.tas.gov.au/item/?q=wharf+hobart&format=Images&avail=Online&i=48&id=86157
4a High-resolution ‘now’ photo

4b Old Wharf from near Customs House Hotel 1856
5a High-resolution ‘now’ photo

5b From Franklin Wharf 1869
## Resources

<table>
<thead>
<tr>
<th>Settlement and development of Sullivan’s Cove / Change in the environment over time</th>
<th>Maritime Museum Images on eHive <a href="https://ehive.com/">https://ehive.com/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>• View from Lenna circa 1880 <a href="http://ehive.com/account/3906/object/351940">http://ehive.com/account/3906/object/351940</a></td>
<td></td>
</tr>
<tr>
<td>• New Wharf 19th Century <a href="http://ehive.com/account/3906/object/351939">http://ehive.com/account/3906/object/351939</a></td>
<td></td>
</tr>
<tr>
<td><strong>Hunter Street / Old Wharf</strong></td>
<td></td>
</tr>
<tr>
<td>• Approaching Hobart and Old Wharf 1830 <a href="https://stors.tas.gov.au/AUTAS001124068073w800">https://stors.tas.gov.au/AUTAS001124068073w800</a></td>
<td></td>
</tr>
<tr>
<td>• From Old Wharf 1841 <a href="https://stors.tas.gov.au/AUTAS001124066754w800">https://stors.tas.gov.au/AUTAS001124066754w800</a></td>
<td></td>
</tr>
<tr>
<td>• From Old Wharf 1844 <a href="https://stors.tas.gov.au/AUTAS001124067406w800">https://stors.tas.gov.au/AUTAS001124067406w800</a></td>
<td></td>
</tr>
<tr>
<td>• Old Wharf Barracks 1844 <a href="https://stors.tas.gov.au/AUTAS001125644997w800">https://stors.tas.gov.au/AUTAS001125644997w800</a></td>
<td></td>
</tr>
<tr>
<td>• The Soap Factory and Old Wharf 1845 <a href="https://stors.tas.gov.au/AUTAS001124870080w800">https://stors.tas.gov.au/AUTAS001124870080w800</a></td>
<td></td>
</tr>
<tr>
<td>• Hunter Street 1850 <a href="https://stors.tas.gov.au/AUTAS001124067315w800">https://stors.tas.gov.au/AUTAS001124067315w800</a></td>
<td></td>
</tr>
<tr>
<td>• Old Wharf from Custom’s House 1856 <a href="https://stors.tas.gov.au/AUTAS001126075381w800">https://stors.tas.gov.au/AUTAS001126075381w800</a></td>
<td></td>
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New Wharf / Salamanca

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• New Wharf 1844 https://stors.tas.gov.au/AUTAS001124067554w800
• New Wharf 1844 https://stors.tas.gov.au/AUTAS001124067802w800
• New Wharf 1857 https://stors.tas.gov.au/AUTAS001126252535w800
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• New Wharf 1873 https://stors.tas.gov.au/AUTAS001124850306w800
• New Wharf 1874-76 https://stors.tas.gov.au/AUTAS001126077361w800
• New Wharf 1878 https://stors.tas.gov.au/AUTAS001136156981j2k
• New Wharf 1878 https://stors.tas.gov.au/AUTAS001125299610w800
• New Wharf 1890 https://stors.tas.gov.au/AUTAS001125640326w800
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Franklin Wharf

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- Bone serving mallet [http://ehive.com/account/3906/object/206878]
- Serving mallet [https://ehive.com/account/3906/object/207099]
- Whaling marker light [https://ehive.com/account/3906/object/207907/Marker_Light_whaling]
- Captain Copping's clock [https://ehive.com/account/3906/object/207119/Clock_from_the_Bella_Mary_Captain_Copping]
- Captain Copping's telescope [https://ehive.com/account/3906/object/207393/Telescope_brass_Capt_R_Copping]
- Captain Copping's sextant [https://ehive.com/account/3906/object/206887/Sextant_of_Captain_Copping]

Images located via Trove [http://trove.nla.gov.au/]
- Waterwitch at New Wharf [http://stors.tas.gov.au/AUTAS001126072008w800]
- Whaling 1813 [https://stors.tas.gov.au/AUTAS001127111524w800]
- Boats approaching a whale 1813 [https://stors.tas.gov.au/AUTAS001127111532w800]
- South Sea Whaling 1868 [https://stors.tas.gov.au/124259433j2k]
- Whaling ship Velocity at McGregor's slip [https://stors.tas.gov.au/AUTAS001126071901w800]
- Drawing of the whaler Princes Regent (owned by Phillis Seal) – Drawn from a model of the ship made by the ship’s carpenter in 1860 [https://stors.tas.gov.au/AUTAS001125294157w800]
• Ship flying the house flag of Charles Seal  
  https://stors.tas.gov.au/AUTAS001139592786

• The North West or Davis Streights [sic] Whale Fishery  
  https://stors.tas.gov.au/AUTAS001125297994w800

• The Chase  https://stors.tas.gov.au/AUTAS001125294611w800

• The Cutting In  https://stors.tas.gov.au/AUTAS001124870163w800

## Boatbuilding and Shipbuilding

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- Ship builder’s drill [http://ehive.com/account/3906/object/207888](http://ehive.com/account/3906/object/207888)
- Caulking tool [http://ehive.com/account/3906/object/208006](http://ehive.com/account/3906/object/208006)
- Caulking iron [http://ehive.com/account/3906/object/207452](http://ehive.com/account/3906/object/207452)
- Oakum [http://ehive.com/account/3906/object/207605](http://ehive.com/account/3906/object/207605)
- Boat building clamps [https://ehive.com/account/3906/object/368422](https://ehive.com/account/3906/object/368422)
- Model of the Victoria [https://ehive.com/account/3906/object/206925](https://ehive.com/account/3906/object/206925)
- Model of the Natal Queen [https://ehive.com/account/3906/object/206928](https://ehive.com/account/3906/object/206928)
- Model of the Flying Cloud [https://ehive.com/account/3906/object/206931](https://ehive.com/account/3906/object/206931)
- Model of an emigrant ship [https://ehive.com/account/3906/object/206940](https://ehive.com/account/3906/object/206940)
- Model of the SS Success [https://ehive.com/account/3906/object/206910](https://ehive.com/account/3906/object/206910)
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Other Sources

Lists of Tasmanian boat/ship builders and the vessels they built
The movement of people and goods

Maritime Museum Images on eHive [https://ehive.com/]

- Bell from America whaler [https://ehive.com/account/3906/object/207529/Bell_from_the_whaler_South_Carolina]
- Alphabet flag [https://ehive.com/account/3906/object/208071/International_Code_Flags]
- International code flag [https://ehive.com/account/3906/object/208079/International_Code_Flags]
- International code flags [https://ehive.com/account/3906/object/208107/International_Code_Flags]
- Tasmanian Steam Navigation Co. flag [https://ehive.com/account/3906/object/207213/Tasmanian_Steam_Navigation_Co_house_flag]
- McGregor house flag [http://ehive.com/account/3906/object/207206]
- Charles Seal house flag [https://ehive.com/account/3906/object/207214/Charles_Seal_house_flag]
- Dinah Wilson’s dinghy [http://ehive.com/account/3906/object/207276]
- Photo of Mrs Wilson in her dinghy [http://ehive.com/account/3906/object/352850]
- Crew aloft [https://ehive.com/account/3906/object/352502]
- Lufra crew [https://ehive.com/account/3906/object/352757]
- Christmas on the May Queen [https://ehive.com/account/3906/object/352454]
- Aboriginal bark canoe [https://ehive.com/account/3906/object/207942]
- Aboriginal canoe 1800s [http://stors.tas.gov.au/AUTAS001126075811w800]
- Runnymede [https://ehive.com/account/3906/object/126210/Runnymede]

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• Runnymede 1870 [http://stors.tas.gov.au/AUTAS001126071638w800]
• Natal Queen 1890 [http://stors.tas.gov.au/AUTAS001126071315w800]
• SS Success [http://stors.tas.gov.au/PH30-1-4197]
• SS Success 1888 [http://stors.tas.gov.au/AUTAS001125642232w800]
• Silver Crown 1900 [https://stors.tas.gov.au/AUTAS001126072065w800]
• Kangaroo [https://stors.tas.gov.au/NS479-1-14]
• Kangaroo with horse and carriages on deck [https://stors.tas.gov.au/PH30-1-3269]

Other sources
• Map of Hobart including docks and ferry wharves 1858 [https://stors.tas.gov.au/AUTAS001131821787]
## Significant Individuals

**Maritime Museum Images on eHive** [https://ehive.com/](https://ehive.com/)

- **Captain Charles Bayley** [https://ehive.com/account/3906/object/351782/Charles_Bayley_-_lantern_slide](https://ehive.com/account/3906/object/351782/Charles_Bayley_-_lantern_slide)
- **Captain Bunker** [https://ehive.com/account/3906/object/351828/Bunker_Ebor_-_lantern_slide](https://ehive.com/account/3906/object/351828/Bunker_Ebor_-_lantern_slide)
- **Captain Richard Copping and wife** [https://ehive.com/account/3906/object/351841/Copping_Richard_-_lantern_slide](https://ehive.com/account/3906/object/351841/Copping_Richard_-_lantern_slide)
- **Captain Joshua Fergusson** [https://ehive.com/account/3906/object/351963/Fergusson_Joshua_-_lantern_slide](https://ehive.com/account/3906/object/351963/Fergusson_Joshua_-_lantern_slide)
- **Captain James Kelly** [https://ehive.com/account/3906/object/352533/Kelly_Captain_James#!prettyPhoto](https://ehive.com/account/3906/object/352533/Kelly_Captain_James#!prettyPhoto)
- **Captain John Laughton** [https://ehive.com/account/3906/object/351980/Laughton_John_Captain_-_lantern_slide](https://ehive.com/account/3906/object/351980/Laughton_John_Captain_-_lantern_slide)
- **Captain J Lovett** [https://ehive.com/account/3906/object/352001/Lovett_J_-_lantern_slide](https://ehive.com/account/3906/object/352001/Lovett_J_-_lantern_slide)
- **Alex McGregor** [http://ehive.com/account/3906/object/352034](http://ehive.com/account/3906/object/352034)
- **Captain James McGregor** [https://ehive.com/account/3906/object/352033/McGregor_James_-_lantern_slide](https://ehive.com/account/3906/object/352033/McGregor_James_-_lantern_slide)
- **Captain White of the Flying Childers** [https://ehive.com/account/3906/object/352203/White_Captain_-_lantern_slide](https://ehive.com/account/3906/object/352203/White_Captain_-_lantern_slide)
- **Captain William Wilson** [https://ehive.com/account/3906/object/352204/Wilson_Captain_-_lantern_slide](https://ehive.com/account/3906/object/352204/Wilson_Captain_-_lantern_slide)
- **Captain William Young** [https://ehive.com/account/3906/object/352210/Young_-_lantern_slide](https://ehive.com/account/3906/object/352210/Young_-_lantern_slide)
- **Henry Hopkins who had the Nautilus built** [http://ehive.com/account/3906/object/351948](http://ehive.com/account/3906/object/351948)
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