

TALKING MACHINES

Talking Machines Education Resource Template

Theme: Power

Film Title- Hot Air Engine (Lockhart)

About the Clip:

Synopsis: Hot air engines were developed as an alternative power source to steam engines. They had a low power output, were simple to operate, required a minimum of attention, and were reliable with far fewer moving parts than steam engines. Some small engines were used for lifting water out of stock wells and pumping water to homesteads. Few were made after the turn of the twentieth century but made a revival in the mid-1930s.

Duration: 4.45mins

Study Module:

Curriculum Focus: History – NSW Syllabus for the Australian Curriculum

Year: 9 (Stage 5)

Strand: Historical knowledge and understanding; Historical inquiry and skills

Theme:

- Depth Study 1: Making a Better World? – The Industrial Revolution (1750 – 1914)
- Depth Study 2: Australia and Asia – Making a Nation

Key Concepts:

- Evidence; continuity and change; cause and effect; perspectives; significance

Curriculum Applicability:

- The population movements and changing settlement patterns during this period (**ACDSEH080**)
- The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (**ACOKFH016**)
- The emergence and nature of significant economic, social and political ideas in the period, including nationalism (**ACOKFH019**)
- The experiences of men, women and children during the Industrial Revolution, and their changing way of life (**ACDSEH081**)

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- Living and working conditions in Australia around the turn of the twentieth century (that is 1900) **(ACDSEH090)**

Historical Skills:

- **Chronology, terms and concepts**
 - Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places **(ACHHS164)**
- **Analysis and use of sources**
 - Identify the origin, purpose and context of primary and secondary sources **(ACHHS169)**
 - Evaluate the reliability and usefulness of primary and secondary sources **(ACHHS171)**
- **Perspectives and interpretations**
 - Identify and analyse the perspectives of people from the past **(ACHHS172)**
 - Identify and analyse different historical interpretations (including their own) **(ACHHS173)**
- **Explanation and communication**
 - Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced **(ACHHS174)**

General capabilities:

- **Critical and Creative Thinking**
 - Developing questions about aspects of the past that require historical argument
 - Identify and clarify information and ideas
 - Organise and process information
- **Personal and Social Capability – social awareness:**
 - Appreciate diverse perspectives

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Context/ Background Information:

Talking Machines: reviving Riverina rural technology collections with video testimonies, captures the histories and stories of generations of Australian men and women who farmed the Riverina, through the rusted metal frames and once sharp blades of dormant farm machinery they used.

The project creates a series of thematic trails across the Riverina and key objects have been selected to support the development of these themes which in turn speak to Australia's role in the industrial revolution- this is the focus of an educational resource. Australia's role in the industrial revolution and the impact of the revolution is little documented in Australian education resources- these films provide an access point for teachers on examples of the impact of the revolution upon rural Australian society. It should be noted that the full impact in Australian society occurred after the curriculum notes on the European based experience- thus date relating to the manufacture and use of some equipment may not align with those published in the curriculum.

Discussion Pointers:

- Compare and contrast different sources of power and the labour/problems involved then and now.
- What happens when knowledge of a particular technology disappears, and how do we try to retain it? (using new technology to source old methods, museums, libraries & archives)
- How did the new machinery facilitate the settlement and movements of people in regional areas?
- Why do people love old farm machinery?

Suggested Classroom Activities:

- Research Sir Jack Brabham- who was he and what is his significance to Australian history?
- Compile a Glossary for terminology used in this film including the meaning of stock & domestic (water), kerosene, internal combustion, other?
- Take a site visit to the museum.
- Go to a machinery rally- can you find anything similar in the way it generates power to the Hot Air Engine?
- Role play being a salesman for a Hot Air Engine.

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More Information, Contact Details & Arrangements for Visits

The Greens Gonyah Museum is located at 45 Urana St in Lockhart and is open seven days a week between 9.30am & 4pm or at other times by appointment.

Contact with the Museum can be made by phoning (02) 6920 5674 or by emailing mail@lockhart.nsw.gov.au.

More information on the Greens Gonyah Museum can be obtained at:
<http://visitlockhartshire.com.au/attractions/greens-gonyah-museum.aspx> or
<https://www.facebook.com/LockhartsGreensGonyahMuseum>