

TALKING MACHINES

Talking Machines Education Resource

Theme: Power

Film Title- Huber Tractor (Lockhart)

About the Clip:

Synopsis: The introduction of the American made Huber Tractor in Lockhart and district tells the story of transition to the age of mechanisation, the ability to work on a 24 hour basis- not previously possible with horsepower, the love of machinery which spurs on restoration and the adaptations necessary to make machinery more suitable to the Australian environment.

Duration: 4.42 mins tbc

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 technological innovations that led to the Industrial Revolution (**ACDSEH017**)
- 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**)

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- The experiences of men, women and children during the Industrial Revolution, and their changing way of life **(ACDSEH081)**
- The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication **(ACDSEH082)**
- 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:

- Discuss the transition between horse power and tractors. What significant point in time does this film represent?
- Brainstorm the role of families in farming – and how has this changed/continued?
- How have power sources changed and why?
- What is the role of museums in ensuring we have an understanding of inventions and innovations of yesteryear?

Suggested Classroom Activities:

- Take a site visit to the Museum.
- Go to a machinery rally- think about why people love old farm machinery?
- Imagine you had to invent a piece of machinery for farming during the 1900s. What innovation would you include from your knowledge of the time and the materials available?
- Role play being a salesman for the Huber Tractor- how do you foster the nest effect/ sell to an entire community or family?

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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>