

TALKING MACHINES

Talking Machines Education Resource

Theme: Animals

Film Title- Cohoe & Walster Chaffcutter (Junee Broadway Musuem)

About the Clip:

Synopsis: The Cohoe and Walster Chaffcutter was used on farm near Junee from 1919 to the time of the Second World War. It was primarily to feed farm animals and the demand for the machine changed as the property invested in tractors and used diesel or fuels to power their new work horses. The film demonstrates why a chaff cutter was necessary in 1919 and how it worked.

Duration: 5.31 mins

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 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**)
- The experiences of men, women and children during the Industrial Revolution, and their changing way of life (**ACDSEH081**)
- Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (**ACDSEH090**)

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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)**

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

Context/ Background Information:

Made at 'The Pioneer Foundry' in Junee (est. 1892), Cohoe and Walster were the only local manufacturers of agricultural machinery in the eastern Riverina until about 1920.

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

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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:

- Why was the chaff cutter important on the farm (to feed animals)?
- What significant point in time did this chaff cutter represent? (links between the two wars- change of life on the farm)
- How has consideration for safety in the workplace changed?
- In your local community has the type of farm animal changed?
- What reminders of farm animals are still in and around your town; and what types of industry pertaining to animals still remain in your town? Why? (change/ continuity)

Suggested Classroom Activities:

- Develop a Glossary for unfamiliar terminology- include chaff, fodder, sheaf (of hay), other...
- Make a site visit to museum
- Take a town walk to see the railway, silos, roundhouse, railway museum
- Invite local farmer to talk about the changes to agriculture

More Information, Contact Details & Arrangements for Visits

The Junee on Broadway Museum is located at 82 Broadway St in Junee and is open six days a week from 10am to 4pm or at other times by appointment (the Museum is closed on Tuesdays).

For further information, please contact the Museum on (02) 6924 3246 or by email- costukan@gmail.com or robrashleigh@gmail.com

You can also find information on the web at <http://juneebroadwaymuseum.com.au/>.