

TALKING MACHINES

Talking Machines Education Resource

Theme: Crops

Film Title- Clyde-Whitlock Mouldboard Plough (Museum of the Riverina- Wagga Wagga)

About the Clip:

Synopsis: Not only did the Clyde Whitlock Plough represent great innovation and rural engineering ingenuity, it was used as a winning tool in Ploughing Competitions. Join the descendants of John Whitlock, inventor and designer of the plough to discuss how it operated and its impact on farming in the region. This film overviews economic impacts of invention of rural economies and the change in farming practise brought by innovation. The Whitlock family business continues to operate in Henty today.

Duration: 5.18 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**)

TALKING MACHINES

- 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)**

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

Context/ Background Information:

Designed by Wagga Wagga engineer and blacksmith, John Whitlock, this plough symbolised a growing local and national agricultural economy. Ploughs like this were used around the 1890s, when Wagga Wagga, Narrandera, Junee, Coolamon and surrounds were producing 10% of the colony's wheat.

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-

TALKING MACHINES

thus date relating to the manufacture and use of some equipment may not align with those published in the curriculum.

Discussion Pointers:

- How important is a local manufacturer to the community, what made them grow, and how has their role in the local community / contribution to the industry changed (they aren't there any more)?
- What made/makes local inventors so creative in their response to the challenges in their local environment? How did they overcome/manage the problem and move forward?
- How did the farmer know what to grow – and how does that differ from today?
- Photograph evidence in your town to show how agriculture changed the local environment.
- Should we still be growing what we grow? (Experimental farming). What about genetically modified crops? Where is the line between technological and scientific advances (is there one?)?
- Can we compare the scientific discoveries of our society today with the machinery advances of the past?

Suggested Classroom Activities:

- Develop a Glossary for unfamiliar terminology in this film- include furrow, points, forge, blacksmith, sod etc.
- Make a site visit to the Museum - talk to the curator.
- Go to contemporary field days and/or visit a contemporary machinery seller.
- Take a peek behind the scenes with local industry/industry rep- ask them how inventions such as this affect the industry.
- Be a rural reporter – role play/ report on an invention, what does it do?

More Information, Contact Details & Arrangements for Visits

The Museum of the Riverina is open 10am to 4pm from Tuesday to Saturday and 10am to 2pm on Sundays (closed Mondays).

The Museum has two sites

1. The Botanic Gardens Site is located on Lord Baden Powell Drive, Willans Hill in Wagga Wagga. Phone: (02) 6926 9650.
2. The Historic Council Chambers Site located at the corner of Baylis and Morrow Sts, Wagga Wagga. Phone: (02) 6926 9655.

Further information on visits and education programs can be obtained by emailing the museum at - museum@wagga.nsw.gov.au or check out the website - <http://www.museumriverina.com.au/>.