

TALKING MACHINES

Talking Machines Education Resource

Theme: People

Film Title- Columbus Oil Engine (Tumut)

About the Clip:

Synopsis: The Columbus Oil Engine is a rare horizontal portable engine. From the beginning of the 20th century, internal combustion engines began to replace work formerly done by horseworks and portable steams engine on the farm. The Columbus Machine Co. was based in Columbus, Ohio, USA. Their engines were advertised as ‘the best designed and built engines in America.’

Duration: 6.53 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; empathy; significance; contestability

Curriculum Applicability:

- The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain **(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)**

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)**
- **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
- **Personal and Social Capability – social awareness:**
 - Appreciate diverse perspectives
- **Ethical Understanding**
 - Consider points of view
- **Intercultural Understanding**
 - Investigate culture and cultural identity
 - Explore and compare cultural knowledge, beliefs and practices

Context/ Background Information:

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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:

- How did the Columbus oil engine revolutionise farm activities and labour and why?
- Go to your museum/field days and find a local example of a machine that relied solely on oil. What significant point in time does this represent and what came next?

Suggested Classroom Activities:

- Go to your local museum and check out their collection relating to power generation. Ask a volunteer to either talk you through the operation of a the machines or to demonstrate one of them in operation.
- Take a town walk– look at how the town is powered and the changing use of power in the landscape- how has this changed over time?
- Imagine you are living in Tumut in 1906. Your neighbour has recently purchased the Columbus engine. What is your response? Do you think it is a positive or negative addition to your community?

More Information, Contact Details & Arrangements for Visits

The Tumut & District Historical Society Museum Centre is located at 63 Capper Street in Tumut, and is open every Saturday and Sunday afternoon from 1pm to 4pm or at other times by appointment.

For further information, please contact the Museum on (02) 6947 9899

You can also find information on the web at:

<https://mgnsw.org.au/organisations/tumut-district-historical-society-museum/> or

<http://www.visittumut.com.au/wandering/museums.aspx>.