

TALKING MACHINES

Talking Machines Education Resource Template

Theme: Power

Film Title- Horse Treadmill (Lockhart)

About the Clip:

Synopsis: Horses were the chief source of power on the Australian farm from the 1850s until after the First World War. Draught horses pulled wagons loaded with produce from the farm to the rail head, hauled ploughs, seed-drills and harvesters, and powered winnowers and animal feed preparation machines by walking on an endlessly revolving treadmill. This film overviews the use of Horse Treddles for power generation as well as discussing the role of a museum in preserving this history.

Duration: 3.55 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 nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (**ACOKFH016**)
- 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**)

TALKING MACHINES

- Living and working conditions in Australia around the turn of the twentieth century (that is 1900) **(ACDSEH090)**
- The impact of World War I, with a particular emphasis on Australia including the changing role of women **(ACDSEH096)**

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
- **Personal and Social Capability – social awareness:**
 - Appreciate diverse perspectives
- **Ethical Understanding**
 - Recognise ethical concepts
 - Explore rights and responsibilities
 - Consider points of view

TALKING MACHINES

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 and implement/machine disappears? Is this the role of the museum? How much can the museum maintain/perpetuate this knowledge?
- 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)
- What ethical considerations need to be taken into account when using animals for farming? Do you think such considerations were thought of back in the 1900s?
- What does this film tell us about the life of the men who worked with the Horse Treddles?

Suggested Classroom Activities:

- Develop a Glossary for this film- what is a Winnower? Lorry or Spring Cart? Are there other words or references which are unfamiliar? Make a list & research them.
- Take a site visit to the Greens Gonyah Museum in Lockhart.
- Go to machinery rally.
- Think about the way power is generated- build a simple model that uses the same principles for the generation of power as the Horse Treddle in this film.

TALKING MACHINES

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>