

TALKING MACHINES

Talking Machines Education Resource

Theme: Innovation & Imports

Film Title- Jelbart Tractor -Temora

About the Clip:

Synopsis: After the 1920s, few tractors were manufactured in Australia as they could not compete with cheaper imports, mainly from America. Significant makes like the Moline, the Case and the 1920s Australian made Jelbart indicate the sophistication and creativity of Australian tractor production and design at the time.

Join us to track the change from horses to horse power.. how they worked collaboratively for a time and the advantages and disadvantages of technology vs animal power.

Join us to track the change of technology and farming in Australia.

Duration: 3.18 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**)

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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**)
- **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:

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.

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Discussion Pointers:

- Tractors look similar today, but how are they different? (What are the basic similarities that never go away?)
- Australia is an ideal market for agricultural technology imports – discuss using Temora as an example of this.
- Consider the transition from horses to tractors; what difference did it make to people's lives? (feeding horses, harnessing etc.)

Suggested Classroom Activities:

- Make a site visit to a machinery rally.
- Have a class debate- horse power vs tractor power.
- Meet the curator at your local museum to discuss tractors in the collection and then look at modern tractors of today at a dealership. Label the parts (automotive technology students) and note the differences.
- Make a role play – students to be a salesman selling the latest tractor.

More Information, Contact Details & Arrangements for Visits

The Temora Rural Museum Centre is located at 29 Goldfields Way in Temora and is open daily from 9.30am to 5pm.

For further information, please contact the Museum on (02) 6977 1086 or email - ruralmuseum@temora.nsw.gov.au .

You can also find information on the web at: <http://www.temoraruralmuseum.com/index.php> .