

TALKING MACHINES

Talking Machines Education Resource

Theme: Crops

Film Title- Wheat Stripper & Winnow (Junee Broadway Museum)

About the Clip:

Synopsis: Join us to explore the mechanisation of grain harvesting. The Martins Wheat Stripper and the Bagshaw Winnow allowed farmers to undertake harvest in a more economical and efficient manner. Less labour was required following the adoption of these machines and the harvest process was undertaken far more quickly, efficiently and for less cost. The film speaks directly to the impact of the Industrial Revolution in Australia and on farm and the evolution of wheat harvest in Australia.

Duration: 11.09 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**)
- 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**)

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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**)
- **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
 - 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:

- Cereal harvesting was probably twice as labour intensive as other farm activities. Compare and contrast this machinery with the modern headers of today. This task could also be undertaken in conjunction with the collection at your local museum and a local land owner.
- Find a local example of a machine/industry that relied solely on human power, horse power, steam, water, etc. What significant point in time does this represent? Why the change?
- 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?
- What enabled them to move forward (market forces, development of railways transport infrastructure systems, refrigeration etc)? What's a local example of overcoming a similar problem?

Suggested Classroom Activities:

- 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.
- Draw up a table comparing pre-industrialised harvesting versus post-industrial world harvesting (with machinery).

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/> .