

TALKING MACHINES

Talking Machines Education Resource Template

Theme: Power

Film Title- McDonald Imperial Super-Diesel Tractor (Batlow, NSW)

About the Clip:

Synopsis: The apple industry has undergone enormous change since early last century- from the way the apples have been picked and processed to transport. The family farm still survives and our interviewee tells of the change wrought by this tractor in introducing mechanisation and the strong emotional connection to this object which has had an association with their family orchard for over 70 years.

Duration: 3.43 mins

Study Module:

Curriculum Focus: History – NSW Syllabus for the Australian Curriculum

Year: 9 and 10 (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
- Year 10 Depth Study 1: World War II (1939 – 1945)

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 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)**

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- Living and working conditions in Australia around the turn of the twentieth century (that is 1900) **(ACDSEH090)**
- The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) **(ACDSEH109)**
- Continuity and change in beliefs and values that have influenced the Australian way of life **(ACDSEH149)**

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
- **Ethical Understanding**
 - Recognise ethical concepts
 - Explore rights and responsibilities

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- Consider points of view
- **Intercultural Understanding**
 - Investigate culture and cultural identity
 - Explore and compare cultural knowledge, beliefs and practices

Context/ Background Information:

The gold rush of the 19th century triggered the demand for fresh produce, and Batlow's orchards and farms began to grow. Fruit growing soon became a major industry, with the first cool stores in NSW built in Batlow in 1923.

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 and 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:

- What foods are processed in your town and how has this changed over time? Who picked and processed the crop and how is this done now? (commercialisation, family farms, etc)
- Using Batlow as a case study, what enabled the apple industry 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:

- Take a site visit to Batlow Museum, the former land army hostel or apple industry sites/festivals.
- Write a day of activities celebrating the local manufacturing industry in you town, e.g. program for the next apple festival.

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- Class debate- has mechanisation played a role the reduction of family run farms?

More Information, Contact Details & Arrangements for Visits

The Batlow Museum is located at 12 Tumbarumba Road in Batlow and is open every Sunday from midday to 2pm and at other times by appointment. Contact with the Museum can be made by phoning the Secretary on (02) 6949 2515 or by emailing the Batlow Historical Society- batlowhistorical@yahoo.com.au .

More information on the Batlow Museum can be obtained at <https://mqnsw.org.au/organisations/batlow-museum/> or <https://www.facebook.com/BatlowHistoricalSociety> .