

TALKING MACHINES

Stage 1 HSIE Education Resource NSW Syllabus for the Australian Curriculum



**Bill Browne's Mallee Roller
Weethalle**

Included in this resource:

- Video Clip Synopsis
- Duration
- Context/Background Information
- Suggested lesson activities
- Activities to incorporate geographical tools

Key Curriculum Outcomes – Stage 1

HISTORY		GEOGRAPHY	
Present and Past Family Life	HT1-4 communicates an understanding of change and continuity in family life using appropriate historical terms	Features of Places	GE1-1 describes features of places and the connections people have with places
	HT1-4 demonstrates skills of historical inquiry and communication		GE1-2 identifies ways in which people interact with and care for places
The Past in the Present	HT1-2 identifies and describes significant people, events, places and sites in the local community over time		GE1-3 communicates geographical information and uses geographical tools for inquiry
	HT1-3 describes the effects of changing technology on people's lives over time	People and Places	GE1-1 describes features of places and the connections people have with places
	HT1-4 demonstrates skills of historical inquiry and communication		GE1-3 communicates geographical information and uses geographical tools for inquiry

Video Clip Synopsis

Bill Browne is a farmer and donor of 'The Bill Browne Vintage Machinery Collection', to the Weethalle Museum. Long after other farmers had given up their horses for tractors, Bill continued using huge teams of up to 14 horses to pull his farm machinery. In this clip, Bill talks about clearing the land with the community built Mallee Roller (built in 1925) – a great demonstration of Australian farming ingenuity, the impact of Australians on the landscape and change and continuity in rural areas.

Duration: 4 minutes

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.

Suggested Lesson Activities

Lesson Introduction Activities

- As a class discuss the video
(How has family life changed or remained the same over time?)
- Discuss what the Mallee Roller was used for in the clip. Ask students what machinery might be used today to perform the same task such as bulldozers or tractors
(How do we describe the sequence of time?)
- Discuss why trees were knocked down to make room for crop farming and the importance of planting new trees to replace them
(How do we describe the sequence of time?)
- Bill Brown has worked hard preparing his land for farming
(Discuss why would his farm be important to him? How are people connected to places?)
- Conduct a class discussion and compile a list of what animals are still used for work today e.g.
 - horses for droving, mustering and mounted police
 - dogs to assist with livestock work and the Police force*(How can we show that the present is different from or similar to the past?)*

Independent/Small Group/Hands on Activities

- Discuss and draw machines that are used for farming
(How has family life changed or remained the same over time?)
- Design a table to display farming practices of then and now (students may like to include their own illustrations) e.g. people still use horses for mustering and droving, however machinery is used for tasks such as ploughing
(How can we show that the present is different from or similar to the past?)
- Students design their own machine of the future that would be used to perform farming tasks e.g. tractor, header or motorbike
(How do we describe the sequence of time?)
- Look at a map of NSW and ask students to mark where Weethalle is. Using a map, find and mark your location as well as any other features such as rivers, mountains and capital cities in your local area
(Where are places located in Australia?)
- Bill Brown has worked hard preparing his land for farming. Discuss why would his farm be important to him? Students think of a place that is important to them and why (discuss and draw)
(How are people connected to places?)

What I learnt today (Reflection)

- Class discussion to share what students have learnt about Bill Browne
- Students share why they think machinery is important for farming
- Students share and discuss any drawings and designs created using the above activities

Incorporating Geographical Tools

Maps – M

pictorial maps, large-scale maps, world map, globe

- Study a map of Australia and discuss and mark your location as well as the location of Weethalle

Fieldwork – F

observing, collecting and recording data, conducting surveys

- Students visit a local museum and observe machinery that was used in the past.
- Students draw and label a piece of machinery

Graphs and statistics – GS

tally charts, pictographs, data tables, column graphs, weather data

- Students conduct a list of questions that they would like to ask Bill Browne if they met him

Spatial technologies – ST

virtual maps, satellite images

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- Use Google Earth to look at a map of Weethalle and discuss its features such as population, postcode and distance to capital cities

Visual representations – VR

photographs, illustrations, diagrams, story books, multimedia, web tools

- Students create their own drawing/painting of Bill Browne and the mallee roller