

Museum – Years 3 - 4

The Hagley Museum provides practical **experiential learning** to engage the learner in **exploring** the past, **relating** it to the present and **predicting** the future. Both the Home Life and Agricultural sections are designed to promote discussion on change and what it means for everyday life. **Learners will use a wash board, mangle and iron to experience laundry days of the past. A variety of items are available to hold and use** in order to gain an understanding of early Australian life.

ACHIEVEMENT STANDARDS

Design and Technologies

Food and Fibre Production (Year 3 & 4)

Students describe how social, technical and sustainability factors influence the design of solutions to meet present and future needs. They describe features of technologies that influence design decisions and how a range of digital systems can be used.

HAAS

Students identify individuals, events and aspects of the past that have significance in the present. Pose questions to investigate people, events, places and issues (Year 3)

Students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. (Year 4)

CONTENT DESCRIPTORS

Design and Technologies

Food and Fibre Production (Year 3 & 4)

Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs ([ACTDEK010](#))

HAAS

Sequence information about people's lives and events. ([ACHASSI055 - Scootle](#)) (Year 3)

Locate and collect information and data from different sources, including observations. ([ACHASSI074 - Scootle](#)) (Year 4)

[Food and Fibre connections to the Australian Curriculum are available here](#)

GENERAL CAPABILITIES

Inquiring – identifying, exploring and organising information and ideas.

Identify and clarify information and ideas.

Level 3 - pose questions to expand their knowledge about the world.

Self-Management

Become confident resilient and adaptable.

Level 3 - Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful.

CROSS CURRICULUM PRIORITY

Sustainability

Organising idea 7

Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

Organising idea 8

Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.

Learning Goals

Learners will:

- Know and describe the changes over time to everyday objects in a sequential way.
- Understand why objects change over time.
- Discuss ways in which they think objects will continue to change.

Learning Sequence

Activating and Engaging

Suggested pre-Hagley experience activity

Learners can impart their knowledge of ways in which home and agricultural appliances and equipment have changed over time. These can be recorded on a class chart.

Suggested tuning in questions:

- How have tasks in the home and on the farm changed over time?
- Why have these changes occurred?
- What chores were children given to do in the past?
- How have the roles of men and women changed over the last century?

Exploring and Discovering

Hagley Experience

(Led by Visitor Centre teachers and staff)

Learners are asked to describe ways in which an item in the museum has changed over time and explain what has led to the changes.

An overview of the layout of the museum and safety precautions will be shared with learners at the beginning of the experience.

Home Life Museum

Learners will experience role play of using a wash board, mangle and iron to investigate washing and ironing methods of the past.

An opportunity will be given for Learners to complete either a matching or identification activity.

Learners can explore the museum, picking up objects to investigate and wondering what they were used for and how they worked.

Learners will have the opportunity to 'dress-up' and role play life in a colonial setting.

Agricultural Museum

Learners will identify objects used on farms in the past and match these with modern day implements.

Learners may watch video clips on iPads and identify and match the corresponding machinery in the Museum.

An implement such as hand shears will be examined and compared with the clippers of today and the implications of this technology discussed.

Supporting Experiences

Cottage Industries

Learners will have the opportunity to make butter, bread, candles and card wool and watch it being spun. They will gain 'hands on' experience of how these tasks were undertaken in early times.

Old Classroom

Learners will experience a lesson in the old classroom in the style of an early 1900's classroom. Teaching and learning of that time will be investigated.

Synthesising and Applying

Suggested post-Hagley Experience

- Learners could investigate the changes to an item over time e.g. Irons, kettles, cameras, ploughs, shears. These can be sequenced and presented in poster or PowerPoint form with explanations of the changes.
- Learners could label pictures of historical farm implements and investigate the modern equivalents.
- Learners could prepare questions to ask an older person concerning their early life. An older person could be invited into the classroom to answer these questions. Learners could write an account of an activity or day in the life of this person.
- Learners could research the early use of electricity in Tasmania. How and where it was generated and what changes it brought to households.
- Learners could investigate historical methods of weather prediction (rhymes and sayings) and compare these to current methods.

Success Criteria

Learners will be able to

- Know and describe the changes over time to everyday objects in a sequential way.
- Understand why objects change over time.
- Discuss ways in which they think objects will continue to change.

References

- <http://education.abc.net.au/home#!/digibook/2810241/growing-up-in-the-early-1900s>
- <http://education.abc.net.au/home#!/media/85866/visit-a-restored-19th-century-cottage>
- <http://education.abc.net.au/home#!/media/154860/outback-house-last-day-of-shearing>
- <http://education.abc.net.au/home#!/media/85844/school-in-the-1940s>



Glossary (Museum)

Anvil - a heavy iron block with a flat top and concave sides, on which metal can be hammered and shaped.

Bellows - a device with an air bag that emits a stream of air when squeezed together with two handles, used for blowing air into a fire.

Blacksmith - a person who makes and repairs things in iron by hand.

Boot last - a metal stand for making or repairing shoes.

Butter churn - a container with a beater that churns cream into butter.

Butter pats - hand held wooden paddles for shaping butter.

Candle mould - container used to pour molten wax into in order to make candles.

Chamber pot - receptacle placed under the bed for containing human waste.

Copper - large copper container which was filled with water and placed on a fire in order to wash clothes and linen.

Dray - a cart without sides for delivering heavy loads.

Farrier - person who trims horse feet and attaches horse shoes.

Fire dogs - metal stands which hold logs in a fireplace.

Forge - workshop for making metal items.

Grinder - machine which attached to table or bench top to grind wheat into flour.

Hearth - hard surface in front of a fireplace.

Horse shoe - a metal u-shaped band attached by nails to a horse's hoof for protection.

Mangle - a machine used to wring excess water from washing.

Meat safe - a cupboard or cover of wire gauze or a similar material, used for storing meat.

Plough - a large farming implement with one or more blades fixed in a frame, drawn over soil to turn it over and cut furrows in preparation for the planting of seeds.

Scythe - a tool used for cutting crops such as grass with a long curved blade at the end of a long pole attached to one or two short handles.

Shears - a cutting instrument in which two blades move past each other, like scissors. Used for taking wool off sheep.



Sickle - a short-handled farming tool with a semicircular blade, used for cutting corn, lopping, or trimming.

Treadle Sewing machine - a machine used to sew material. Powered by 'treadling' with the feet.

Wash trough - large tub for washing clothes and linen.

Washing board - implement used to scrub clothes.

