Museum – Years 5 - 6

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.

ACHIEVEMENT STANDARDS

Design and Technologies

Food and Fibre Production **(Year 5 & 6)**

Students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.

HAAS

Students describe the significance of people and events/developments in bringing about change. **(Year 5)**

Students identify and describe continuities and changes for different groups in the past and present. **(Year 6)**

CONTENT DESCRIPTORS

Design and Technologies

Food and Fibre Production **(Year 5 & 6)**

Investigate food and fibre production and food technologies used in modern and traditional societies. (ACTDEK012)

HAAS

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines. (ACHASSI097 - Scootle) **(Year 5)**

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges. (ACHASSI122 - Scootle) **(Year 6)**

Food and Fibre connections to the Australian Curriculum are available here

GENERAL CAPABILITIES

Critical and Creative Thinking

Reflecting on thinking processes

Level 4 - apply knowledge gained from one context to another unrelated context and identify new meaning.

Ethical Understanding

Explore ethical concepts in context

Level 3 - discuss actions taken in a range of contexts that include an ethical dimension.

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 that people's lives change over time.
- Understand that the invention of electricity changed people's lives.
- Demonstrate ways in which technology has changed over time.

Learning Sequence

Activating and Engaging

Suggested pre-Hagley experience activity

Learners can investigate life pre and post electricity. Exploration of the first Hydro scheme in Tasmania can be undertaken and the consequences of this presented in poster form.

Suggested tuning in questions:

- How were tasks such as cooking undertaken before electricity?
- How did households produce light and heat?
- What chores would children have needed to do to help at home and how were these different from today?
- How did the supply of electricity to homes change people's lives?

Exploring and Discovering

The Experience at Hagley Farm

(Led by Visitor Centre teachers and staff)

Learners are asked to describe the impact of the availability of electricity on home and farm life. The development of technology will also be discussed. 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 investigate items which were used before the introduction of electricity and discuss ways in which people's lives have changed due to the change from manual to electrical appliances.

After instruction on the method, learners will engage in using a washboard, mangle and iron to replicate this task before electricity.

Learners will have the opportunity to identify objects in the museum and match these with their modern-day counterpart.

A grinder will be used to grind wheat into flour and methods previously used for self-sufficiency discussed.

Learners will have the opportunity to roleplay life in the past and experience the pastimes and living conditions of the early settlers.

Learners will investigate how technology has changed our everyday lives and discuss their ideas concerning future change.

Agricultural Museum

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

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

A variety of implements such as hand shears will be compared with the clippers of today and the implications the invention of electricity and technology discussed.

Supporting Experiences

The 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.

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.

Synthesising and Applying

Suggested post-Hagley experience

- Learners could create a weekly timeline to illustrate household chores pre and post electricity. Included in this could be approximate time taken to complete each task.
- Timeline to be discussed with class and compared to life today. Explore which era learners believe would be better.
- Learners could investigate the history of Hydro electricity in Tasmania. How and where it is generated and issues arising from building dams.
- Learners could research the changes made in shearing technology over the last century.
- Learners could predict what further changes they think may be made in homes and on farms due to technological advances.

Success Criteria

Learners will be able to

- Describe how people's lives have changed over time.
- Illustrate how the invention of electricity changed everyday life.
- Discuss ways in which they think technology will continue to change people's lives.

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.