

Museum – Years F - 2

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 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 (F-2)

Students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts.

HAAS

Students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them. **(Foundation)**

Students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. **(Year 1)**

Students identify how and why the lives of people have changed over time while others have remained the same. They compare objects from the past and present. **(Year 2)**

CONTENT DESCRIPTORS

Design and Technologies

Food and Fibre Production (F-2)

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs. ([ACTDEK001](#))

HAAS

Pose questions about past and present objects, people, places and events. **(Foundation)** ([ACHASSI001 - Scootle](#))

Sequence familiar objects and events. **(Year 1)**
Sequence familiar objects and events
([ACHASSI021 - Scootle](#))

Compare objects from the past with those from the present and consider how places have changed over time. **(Year 2)** ([ACHASSI039 - Scootle](#))

[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 1 - pose factual and exploratory questions based on personal interests and experiences.

Level 2 – pose questions to identify and clarify issues and compare information in their world. Explore ethical concepts in context.

Self-Management

Work independently and show initiative.

Level 1b - attempt tasks independently and identify when and from whom help can be sought.

CROSS CURRICULUM PRIORITY

Sustainability

Organising idea 3

Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

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 their lives are influenced by history.
- Discuss and demonstrate ways in which technology has changed over time.

Learning Sequence

Activating and Engaging

Suggested pre-Hagley experience activity

Watch any of the chapters from:

- <http://education.abc.net.au/home#!/digibook/2810241/growing-up-in-the-early-1900s>

Learners discuss how they recognise ways in which life has changed from the early 1900s to the present day.

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

Learners will have the opportunity to place items in a chronological sequence, discussing the reasons for the progression.

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

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.

Farm Machinery

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

A variety of implements such as hand shears will be 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 investigate the changes to an item over time e.g. Irons, kettles, cameras, ploughs, shears.
- Learners collect pictures of historical household and farm implements and investigate the modern equivalents
- Learners 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 research the early use of electricity in Tasmania. How and where it was generated and what changes it brought to society.

Success Criteria

Learners will be able to

- Know and describe ways in which everyday objects have changed over time.
- Understand that changes in technology influence our everyday lives.
- 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.

