

# Old Classroom – Years 3 - 4

The Hagley Old Classroom provides practical **experiential learning** to **engage** the learner in **exploring** the past, **relating** it to the present and **predicting** the future. The Old Classroom is designed to promote discussion on changes in education and how these changes have impacted their lives. **Learners dress up and role play student behaviour in a re-enactment of an early 1900's lesson.**

## 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)

Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes. ([ACTDEK013 - Scootle](#))

#### 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

### Critical and Creative Thinking

**Inquiring** – identifying, exploring and organising information and ideas.

*Poses questions.*

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

## Personal and Social Capability

### 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 how classrooms look and work.
- Understand why schools have changed over time.
- Discuss ways in which they think schools will continue to change.



## Learning Sequence

### Activating and Engaging

*Suggested pre-Hagley experience activity*

Learners can investigate how schools operated and were organised in the early 1900s. Exploration of types of learning used in early classrooms, games children played, clothes they wore and rhymes they sang could be undertaken.

Suggested tuning in questions:

- How has learning changed over time?
- Why have these changes occurred?
- What chores were children given to do in the past?
- What games were played before electricity was invented and what were their rules?

### Exploring and Discovering

#### **Hagley Experience**

*(Led by Visitor Centre teachers and staff)*

Learners are asked to describe how life may have been different for them if they had lived 100 years ago. A discussion of school life in the early 1900s will help to outline the lesson re-enactment that the learners will be engaged in. The requirements of role-play and the idea that this lesson is 'pretend' will be reinforced, as will the learner's safety.

Learners will discuss and organise for a mock 1900 classroom experience.

Learners will experience the ringing of the bell, lining up and cleanliness inspection before entering the school building.

A lesson based on historical information concerning early education will be re-enacted.

Learners will have the opportunity to use pen and ink to practice writing the alphabet.

Early forms of classroom punishment will be re-enacted.

Learners will discuss the differences between their re-enactment and their classroom today.

### 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.

### **The Hagley Museums**

Learners will investigate machines and implements used on farms and in homes before the invention of electricity. They will engage in 'hands on' activities which will demonstrate how early Australian life may have been.

### Synthesising and Applying

#### **Suggested post-Hagley Experience**

- Learners could investigate the changes to writing implements over time. These can be sequenced and presented in poster or PowerPoint form with explanations of the changes.
- Learners could design a chart of 'then' and 'now' in relation to learning methods and subjects taught in schools.
- Learners could write a job description for a teacher in 1900 and a teacher in 2020.

### Success Criteria

#### **Learners will be able to**

- Know and describe the changes which have occurred in Australian education.
- Understand why teaching methods have changed over time.
- Discuss ways in which they think education will continue to change.

### References

- <https://www.youtube.com/watch?v=XKdBeRE5E9A>
- <https://www.youtube.com/watch?v=-Q3uUckUaQc>
- <https://www.mentalfloss.com/article/58705/11-ways-school-was-different-1800s>



## Glossary (Old Classroom)

**Academic Gown** – a robe (usually black) worn by early teachers and academics.

**Blackboard** - a large board with a smooth dark surface attached to a wall or supported on an easel and used by teachers in schools for writing on with chalk.

**Blotting Paper** - a piece of paper used to soak up extra ink off a page when writing.

**Cane** – a piece of bamboo used to 'hit' children who misbehaved or made errors in their schoolwork.

**Chalk** - a chalk-like substance (calcium sulphate), made into sticks used for writing or drawing on a blackboard.

**Copperplate** – a style of writing letters.

**Corporal Punishment** - physical punishment, such as caning or flogging.

**Dunce Hat** - a tall pointed hat with the letter D on the front. Worn by children who had not learnt their lessons or had made a mistake in their work.



**Ink** – liquid used for writing.

**Ink well** - a container which holds writing ink.

**Inspection** – children inspected for cleanliness by the teacher before entering the classroom.

**Mortar Board** - an academic cap with a stiff, flat, square top and a tassel.

**Nib** – the pointed end of a pen where ink is transferred to the page.

**Slate** - a flat plate of rock formerly used for writing on in schools.

