

Old Classroom – Years 5 - 6

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 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 characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use ([ACTDEK023 - Scootle](#))

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

Inquiring – identifying, exploring and organising information and ideas.

Poses questions.

Level 4 - pose questions to clarify and interpret information and probe for causes and consequences.

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 and describe the changes over time to how classrooms look and work.
- Understand why schools have changed over time.
- Identify ways in which they think schools will continue to change into the future.



Learning Sequence

Activating and Engaging

Suggested pre-Hagley experience activity

Learners can investigate a day in the life of a student in the early 1900s. Exploration of dress, transport, jobs before and after school and the school day could be undertaken.

Suggested tuning in questions:

- How did children travel to school in the past?
- What clothing did children wear to school?
- What chores would children have needed to do to help at home and how were these different from today?
- What did early classrooms look like?
- How was learning and behaviour management different from today?

Exploring and Discovering

The Experience at Hagley Farm

(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.

Hagley's history as a school and its connection to Sir Richard Dry is discussed.

On the ringing of the old school bell learners will line up and experience an 'inspection' before entering the classroom.

Learners will acknowledge the Queen and take their seats according to their role-play instructions.

After instruction from Mr/Miss Grumpy learners will have the opportunity to use nib and ink to the alphabet.

Various 'punishments' including the dunce hat, cane, red nose and baby chair will be demonstrated as part of the role play.

Learners will engage in whole class rote learning activities.

Learners will discuss the differences between current classrooms and what they have experienced in the old classroom.

Supporting Experiences

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.

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 write a diary entry for a school day describing how it felt to be in a regimented classroom which held the prospect of receiving the cane.
- Learners could construct a PMI for the old classroom and their current classroom and discuss the differences.
- Learners could investigate the history of Hagley School and the influence of Sir Richard Dry in its construction.
- Learners could research the history of their own school.
- Learners could predict what further changes they think may be made in schools particularly in the area of technology.

Success Criteria

Learners will be able to

- Know and describe how education has changed over time.
- Understand that change is a continual process.
- 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.

