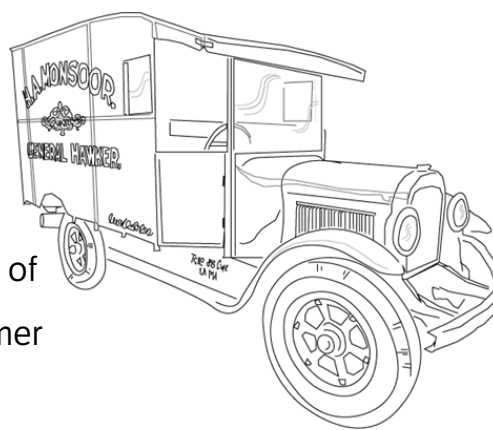


KID CURATOR & THE HAWKER VAN

This video is part of a series, created as a collaboration between Michael Mills and the History Trust of South Australia. The Kid Curator series explores local South Australian history through historical objects. The videos provide a curatorial description of the object and period in history blended with narrative-based re-enactments. Each video focuses on an object from the History Trust of South Australia's State History Collection and provides differing point of view on the history of the object in question. View the video and use the dedicated education resource for a cross curricular exploration of the history of South Australia.

The Hawker Van

This video showcases the Monsoor Hawker Van, a vehicle currently housed in the National Motor Museum. The mobile shop, which was owned and driven by Hassan (Harry) Monsoor, was taken on a regular route through the Flinders Ranges and delivered goods to many rural South Australian communities. The video considers the perspectives of two men who regularly shopped from Monsoor. It questions ideas of business economics and consumer culture.



Curriculum Map

Year 4

Geography – the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent (AC9HS4K05)
Maths – use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems using number sentences and choose efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation (AC9M4N08)

Year 5

Geography – the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place (AC9HS5K04)
Economic/business – types of resources, including natural, human and capital, and how they satisfy needs and wants (AC9HS5K08)
Math – use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems, choosing operations and efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation (AC9M5N09)

Year 6

Economic/business – influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices (AC9HS6K08)
Maths – use mathematical modelling to solve practical problems involving natural and rational numbers and percentages, including in financial contexts; formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made (AC9M6N09)

Focus Questions

Before watching:

1. What do you think a hawker van is?
2. How do remote South Australians get the supplies they need to live? How do you think this has changed over the past 100 years?
3. Do people use the same everyday items today as they did in the past? What don't we use any more?

After watching:

1. What is a consumable?
2. How do you think Monsoor chose what to stock in his Van?
3. How did the video describe the lifestyle of the Adnyamathanha people? How was it different from others in remote communities?
4. What items would sell the best today if someone was to take a Hawker Van for a sales expedition?

Class Activities

Plotting Products - Maths Challenge

Question 1)

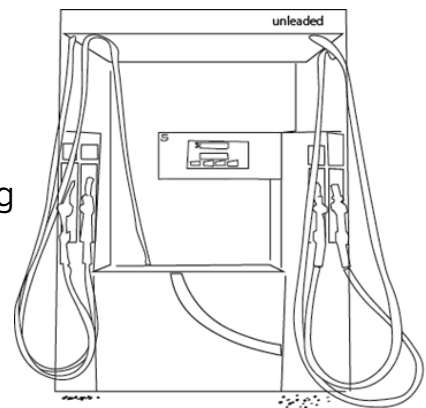
Using the following information, calculate how much it would have cost for Monsoor to drive around his hawking route. How did you work out your answer?

Route distance: 1094 km

Tank capacity: 60 Litres

Fuel consumption: 6.5 km per litre

Petrol cost: \$1.93 a litre



Question 2)

As a class brainstorm the items you saw in Monsoor's van. Each student should pick 5 products to work with.

They will need to survey their classmates, asking them to pick one product from the list that they would choose to buy and tally the results.

Once they have collected this data, students should plot the popularity of the items onto a graph showing number of people surveyed, items in question and the popularity of the items.

Once complete, take time to share working out and findings.

Where to Next?

Continue your exploration of maths, economics and goods using these or other resources:

<https://www.theguardian.com/education/2003/mar/04/primaryschoolteachingresources.primaryeducation>

<http://wqsb.qc.ca/mydestiny/Lesson%20Plans/pdf%20file/Sup%20ermarket.pdf>



Answer Sheet

Question 1)

Calculate how much it would have cost for Monsoor to drive around his hawking route. How did you work out your answer?

Given values:

Route distance: 1094 km

Tank capacity: 60 Litres

Fuel consumption: 6.5 km per litre

Petrol cost: \$1.93 a litre

Missing values:

Cost of one tank of petrol:

60L tank X \$1.93 per litre = \$115.8

Distance travelled on one tank of petrol:

6.5km per litre X 60L tank = 390km

Tanks per trip:

$1094\text{km} \div 390\text{km} = 2.8$ (could be rounded to 3 to account for buying petrol in full tanks)

Price of petrol per round trip:

$2.8 \text{ tanks} \times 115.8 = \324.24 alternatively $3 \text{ tanks} \times 115.8 = 347.4$

Total amount would have paid for petrol in order to complete his trip = \$324.24

Question 2)

Possible items chosen:

- wool
- cotton thread
- pins, needles and safety pins
- sweets (Minties, jubilee mixture or almond rock)
- shirts
- bloomers
- boots
- cloth

Example working out:

Wool		3
Boots		5
Sweets		11
Safety Pins		1
Pink Shirts		5

