

Caversham Project Web Exhibition: Resources for Schools (This document courtesy of the Otago Settlers Museum)

Main Learning Outcomes

Students can:

- Know that social advances and change made in the early part of the 20th century impacted on the lives of the people, so that students can describe the influences then and now in society, about issues such as the vote, new technology, living conditions, health, transport, fashion, education, occupations, entertainment and leisure activities
- Know about the different values of European immigration and settlement so that they can describe the influences each culture had in beliefs and lifestyle
- Know about the lifestyle of the people so that students can identify different traditions and practices of the people and how they coped with change
- Know how the way of life was different from their own, so that students can describe the work, school, social and home environments and routines of the people
- Know that people from this era were affected by events such as the First World War, Epidemics, the Great Depression so that students can describe and understand the lives of the people and how they coped with challenge and crisis

The Social Studies Processes

Inquiry:

Students will demonstrate skills as they:

- Collect, process, and communicate information about human society

Values Exploration:

Students will demonstrate skills as they:

- Explore and analyse values

Social Decision Making:

Students will demonstrate skills as they:

- Make decisions about possible social action

The Essential Skills based on the Inquiry Process

Communication Skills: communicate confidently and competently by speaking, listening, reading and writing

Numeracy Skills: analyse and respond to information in graphs, tables, charts or percentages

Information Skills: gather and process information from a range of sources

Problem-solving Skills: inquire and research, and explore, generate and develop ideas

Self-management and Competitive Skills: manage time effectively

Social and Co-operative Skills: develop good relationships with others and work in co-operative ways to achieve common goals

Physical Skills: learn to use materials efficiently and safely

Work and Study Skills: work effectively, both independently and in groups

Examples of Links to Technology in the New Zealand Curriculum

Strand C: develop an awareness and understanding of the impact of technology on society and the environment

- In the past, present and possible future
- In local, national, and international settings

	Technology and Society	Achievement Objective	Learning Outcomes
L1/2		Ways in which technologies affect their lives e.g. explore and compare familiar technologies	Students will explain, explore and compare examples of everyday technology in the home e.g. cooking appliances, transport, electrical products, and hygiene
L3/4		Describe and identify the positive /negative effects of technology on people's lives and the environment	Students will explore the growth of manufacturing and industry in the area e.g. the gas works, housing developments and transport growth
L5/6		Investigate and describe the present impact on rapidly changing technology	Students will observe and explain how local industry has developed in the area such Hillside Workshops, Methvans

Major technological changes that have happened:

- Trams (horse drawn, electric), buses and cars
- Running water in houses, heated by gas (electricity) rather than boiled in copper or on coal range.
- Outside toilets to flush toilets
- Coal ranges to electrical/gas to microwaves
- Large valve radios to smaller radio sets to (outside the period) transistor radios
- Crank-up telephones to dial telephone , telephone exchange changes party lines and single subscriber lines, local/national/international calls to mobile cell phones (outside the period)
- Crank-up gramophone, 78 rpm records to electric gramophone with speakers in a cabinet with radio playing 78s, 45s, 33s to C.D (outside the period)
- Silent movies, some with piano/organ accompaniment, to "talkies", screen/picture theatre size, colour, to television, video-tape and DVD (outside the period)
- Changes in both men's and women's clothing fashions throughout the period.

Links to English in the New Zealand Curriculum

English: Visual Language/Viewing

Reading visual and dramatic texts, including static and moving images to explore language, think critically and process information

Strands	Oral: Listening and Speaking	Written: Writing and Reading	Visual
L1 To L6	Listen, converse, discuss and interact about personal experiences, share opinions and ideas of others	Write instructions, explanations, state facts and opinions and recount events in a range of authentic contexts, sequencing ideas logically	Able to view static images such as maps and posters

Features of the Exhibition that will fit in with English Curriculum

- View archival material
- Read diaries, publications, newspapers and books, oral history transcripts
- Sight posters and advertising of products, paintings, photographs

Examples of Links to Technology in the New Zealand Curriculum Fashion, Fabric and Fibres

Inquiry Process Approach

- observation
- researching
- problem-solving
- questioning
- exploring 'hands on' activities

Key Outcomes:

- Fashions first changed in New Zealand for comfort and ease of use
- Changing ideas of fashion continue with the invention of man-made materials.

Examples of Links to Social Studies in the New Zealand Curriculum Social Change 1900 to 1930

Programme: based on the Inquiry Process Approach

Students will demonstrate skills as they: collect, process, and communicate information about human society

- Observation
- Focus Questions
- Process information and form generalisations: Explanations/Responses to scenarios
- Exploring
- Researching collect and record information
- Participation as stories unfold through 'period costumes', static images and artefacts

Activities

Tuning-in Activities: to engage the students' interest in the topic

Mapping

- Use web exhibition then locate the southern suburbs on a map
- Walk around your school area and look at street names
- Early signs of development such as older buildings, houses, factories, shops
- Note parks, churches, monuments, sports areas, halls, cemetery
- View major landmarks in the area
- Make your own area map with landmarks similar to the web exhibition. Compare/contrast

Memorabilia

- Newsletter to school community asking/requesting information such as old photographs, maps, telephones, books, bottles, iron, kettle, ration book, tools, clothing, toys
- Describe how the object was used in the past
- Look back at school photos and records
- Research well-known people of the time i.e. Kate Sheppard, Frances Hodgkins, Sidey family
- Research old school journals for information

Living Stories

- Talk to older residents of the area
- Interview a grandparent/local identity and or invite them to speak to the class
- Display artefacts, photos, paintings of the era in the classroom
- Listen to taped stories of the past
- View film/videos of the past

Culture Connections Chart

- Students work out or research how many cultures they are connected to by ancestry
- Discuss customs and traditions in their family

Listening and Speaking

- Ask students to reflect on their viewing or the web exhibition orally or in written form
- Describe at least six things that have changed and compare with your life today
- Discuss/debate the perspectives of issues of the day: for example, votes for women, the male as the main breadwinner

Viewing and Presenting

- Create a display of students' stories and art works
- Make a mind-map based on the introduction of electricity or to show the social effects of the Depression
- View cartoons of the time and find old household pictures of appliances and other pictures of their modern day equivalent
- Use art-forms to express the exhibits viewed for example sketch/paint some things that have changed in the suburb since 1890 for example transport

Written

- Write 'A day in the life' of a family living in the 1890s/1930s
- Make up a play on a theme such as 'the first time great granddad saw a motor car', 'using the telephone' or 'turning on the wireless'
- Produce a timeline representing the local school area
- Produce a 'big book' on the topic 'How our Great Grand-parents Lived' using themes of education, transport, clothing
- Research famous people from your school/past that lived in the era
- Create a newspaper of the past using present information and technology
- Research the products that were produced in NZ in contrast with those of today
- Describe how people's lives were influenced by the transport they had
- Explain how families helped in the war effort

Presentation

- Use drama to explore the emotions of a particular period: for example, 'leaving for the First World War'
- Focus on a particular era and have a day at school such as school days in the 1900s and invite parents/caregivers to participate including activities such as butter making, preparing bread and cooking pikelets and participating in games of the past
- Have an assembly and include songs of the era, poems, plays

Summary **Background Information: the Flat was the most ethnically diverse area of Dunedin**

- Southern Dunedin was a ‘melting pot’ of migrants with diverse customs and traditions. Migrants included the Chinese, Lebanese, Irish and British
- There were distinctive religious groupings e.g. Protestants, Catholics and Orthodox
- The Flat was predominantly a working class area and some of Dunedin’s poorest people lived there
- Huge changes took place with the invention of domestic technology and the introduction of electricity and gas, motorised transport, health and sanitary improvements
- Most people worked with their hands [carpenters, factory work] and established industry in the area such as the Hillside Workshops, Donaghy’s Rope & Twine Co Ltd and local shops [Wolfenden and Russell]
- There was a high birth rate. In 1936 the Flat was the most densely populated urban area in New Zealand
- Dramatic period of change in education throughout this period with the establishment of five primary schools and a high school in the area. Combined roll of 2000 children in 1900
- Sporting/Leisure Groups at places such as Carisbrook, Oval, Caledonian, Forbury Park. The people enjoyed going to the movies, dancing, outings to the beach, shopping. Youth groups like the Boys/Girls Brigades were established in the 1920s

General Features: Dunedin’s Southern Suburbs

‘The Flat’

- Consisting of working class areas close to fashionable addresses
- Land available for housing, manufacturing and industry, leisure activities and education purposes
- Settlement spread along the tram routes from the 1890s
- Nearly everyone owned a house on a section

National features: The State played an increasing role in shaping society

- Government-funded groups were introduced during the ‘Depression’ Years such as the Benevolent Institution and the Caversham Industrial School for the ‘children of the poor’
- State provision of aid: Old Age Pensions from 1898, Widow’s Pension
- 1937 Housing Survey
- 6 o’clock closing time- alcohol caused misery in many homes
- The First World War, influenza and polio epidemics and The Great Depression affected the social climate of New Zealand

Identities of the Southern Suburbs

William Henry Valpy	1793 – 1852	Settler
John Sidey	1825 – 1915	Settler
William Ings	1856 – 1926	Settler
Father James Coffey	1866 – 1923	Catholic Priest
Sarah Hananeia	1845 – 1927	Lebanese
Chun Ping	1876 – 1966	Chinese
Robert Slater	1850 – 1931	Unionist
George Methven	1838 – 1928	Transport
David Proudfoot	1830 – 1891	Trams
William Mine	1832 – 1913	Headmaster
Caroline Freeman	1853 – 1914	Infant Headmistress