

The following Social Studies, Technology and English lessons have been referenced to existing web-sites. The Caversham Project data can be used as substitute or additional material for the resources in the lesson plans as indicated by the tables below.

TKI Social Studies Online

http://www.tki.org.nz/r/socialscience/curriculum/SSOL/home_e.php

| Years | Strand | Level | Online Unit Title | Notes on relevant Caversham resources |
|-------|--|-------|----------------------------------|--|
| 1/2 | Social Studies, Resources and Economic Activities, Place and Environment | 1 | Our Community | Local landmarks; Oggs Corner, St Clair Beach, Hillside Workshops, Forbury Corner, Corstophine House, gas works. Changing land use over time, GIS maps, aerial photos. |
| 3/4 | Social Studies, Time, Continuity and Change | 2 | Boats, Trains, Cars and Planes | Changes in transport, trams (horse-drawn, electric), trolley buses, men and women tram conductors, George Methven (built his own motor car). Railways -Hillside Workshops (building railway engines and rolling stock). Oral history transcripts. GIS maps, aerial photos. |
| 5/6 | English, Interpersonal Speaking, Social Studies, Place and Environment | 3 | To Matou Wahi - our Place | Use the Caversham resources as an historical example and the information available at http://www.cityofdunedin.com as a modern day comparison. |
| 7/8 | Social Studies, Time, Continuity and Change | 4 | Influenza Epidemic | Oral history extracts provide eye witness accounts. See also oral histories on hospitals and doctors. |
| 7/8 | Social Studies, Time, Continuity and Change | 4 | Silk Stockings and Sand-traps | Oral histories of women experiences during the World War One will have common threads to later World War Two experiences |
| 7/8 | Social Studies, Culture and Heritage | 4 | They Came to this Land of Plenty | Use the material on Caversham's Chinese and Lebanese to supplement the section on the settlement of Dunedin. |
| 9/10 | Social Studies, Place and Environment, Culture and Heritage | 5 | Fortune's Cookie | Use the photographs, oral histories and biographies of the South Dunedin Chinese market gardeners. Maps, GIS. |
| 9/10 | Social Studies, Culture and Heritage | 5 | Kiwi Identify | Caversham as a case study for the growth of a distinctive New Zealand identity and culture. |
| 9/10 | Social Studies, Resources and Economic Activities | 5 | Situation Vacant | Use material on changes in working conditions throughout the study period, Sweating Legislation, women working the clothing and match-making industries and men at Hillside Workshops. |

Teaching Online

<http://www.teachingonline.org/lessons.html>

| Years | Strand | Level | Online Unit Title | Notes |
|-------|---|-------|---|--|
| 5/6 | Social Studies: Place and Environment, Technology: Knowledge and Understanding Capability, Society | 2/4 | What Was It Like Before? | Use photographs from domestic technology sections, biographies and oral histories to help answer the following questions? What was life like without domestic appliances? How were they introduced? In which order did consumers purchase domestic appliances? Which appliances made the most impact on day-to-day living? |
| 5/6 | Time, Continuity and Change, Culture and Heritage, Social Organisation | 1/2 | Wonderful Grandparents and Older Friends | Use photographs, advertisements and oral histories as background resources. |
| 7/8 | Social Studies: Place and Environment, Technology: Knowledge and Understanding Capability, Society | 2/5 | What Makes a Perfect Home? | Use photographs from domestic technology sections, biographies and oral histories to help answer the following questions? What was the perfect home of the 1890s, 1930s? What were conditions like for the majority of working class people in those times? |

The following web-site contains a full discussion and resources based on the integration of Social Studies and Technology at Freyberg High School. Teacher and student templates are available. Caversham material on domestic technology and men's and women's workplaces could be used as case studies. (http://www.tki.org.nz/r/integration/curriculum/casestudy/freyberg/outcomes_e.php)