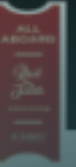
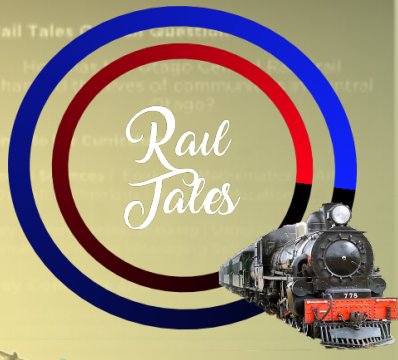




RAIL TALES INQUIRY PLAN



Science Achievement Objectives: Continuity and Change, Place and Environment, The Economic World

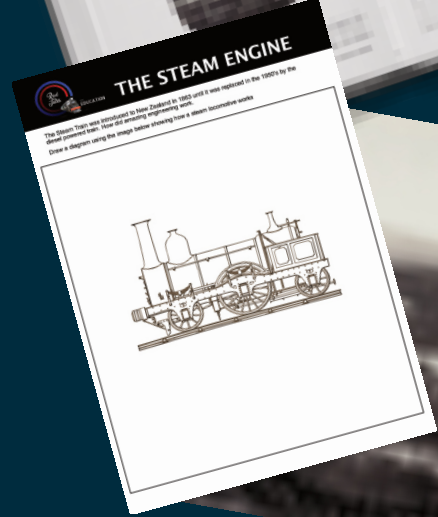


FOR EDUCATION

INQUIRY PLAN



Levels 2 - 6,
Social Studies
Curriculum - Time,
Continuity and
Change, Place and
Environment, The
Economic World



RAIL TALES INQUIRY PLAN

Science Achievement Objectives: Continuity and Change, Place and Environment, The Economic World

<p>Level 2</p> <ul style="list-style-type: none"> - Understand that people have social, cultural, and economic roles, rights, and responsibilities. - Understand how people make choices to meet their needs and wants. - Understand how time and change affect people's lives. - Understand how places influence people and people influence places. 	<p>Level 3</p> <ul style="list-style-type: none"> - Understand how people view and use places differently. - Understand how people make decisions about access to and use of resources. - Understand how people remember and record the past in different ways. - Understand how the movement of people affects cultural diversity and interaction in New Zealand. 	<p>Level 4</p> <ul style="list-style-type: none"> - Understand how exploration and innovation create opportunities and challenges for people, places, and environments. - Understand that events have causes and effects. - Understand how producers and consumers exercise their rights and meet their responsibilities. - Understand how formal and informal groups make decisions that impact on communities. 	<p>Level 5</p> <ul style="list-style-type: none"> - Understand that people move between places and how this has consequences for the people and the places. - Understand how economic decisions impact on people, communities, and nations. - Understand how people's management of resources impacts on environmental and social sustainability. - Understand how the ideas and actions of people in the past have had a significant impact on people's lives. - Understand how people seek and have sought economic growth through business, enterprise, and innovation. 	<p>Level 6</p> <p>Social Studies: Understand how cultures adapt and change and that this has consequences for society.</p> <p>History: Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.</p> <p>Geography: Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.</p> <p>- Understand how people interact with natural and cultural environments and that this interaction has consequences.</p> <p>Economics: Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society.</p>
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Possible Activities

Straw Cutting - Hyde Rail Disaster 1943:

www.railtales.nz/strawcutting

- **A Tale of Rubble** - Read the story and answer the questions.
- **Image Investigation:** Carefully look at the images from the Hyde Rail Disaster and answer the questions.
- **Investigate the News:** Investigate the Newspaper articles, complete the notes template and make your own judgement about the accident.

The Tablet System

www.railtales.nz/the-tablet-system

- **A Brief Explanation of the Tablet System:** Read the story and answer the questions.
- Design and create your own system to stop trains colliding. Complete research to find out how they do this today.



Making Tracks : How did you build it?

www.railtales.nz/makingtracks

Complete an inquiry into how the tracks were built in the late 1800's. What would the people have to overcome? What did they build with? How did they get their materials on site?

Design and build your own railway bridge.

Design it strong enough to be able to drive a Sphero robot over or a toy car.

Eight Mile - The Gold Rush Town that Became Hyde

www.railtales.nz/eightmile

- **Eight Mile Story:** Read the story and answer the questions. Two stories, reading age:10 - 12 and 12+

The Trip Image Investigation! - The Tourists

www.railtales.nz/thetrip

- Visual Language activity where students look at an old fashion poster and answer the questions.
- Students create their own poster in the style of an old fashioned poster.

Visit the Rail Tales Exhibition at the Hyde Railway Station

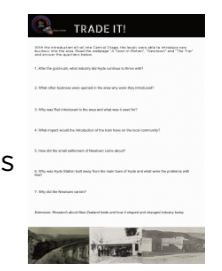
Complete a research project using the inquiry process on one of the Rail Tales topics and present it to an audience. Such as:

- Create your own exhibition using the design process.
- Create a Green-screen documentary using iMovie or similar.
- Create a book, ebook or website with key information of the research completed.
- Design your own Rail network around your classroom. Use Sphero robots or something similar as your train.

Trade it! - How Rail changed the Economy

<https://www.railtales.nz/earlydaysofhyde>

- Students read about the early developments of Hyde and answer about economic development in the area.



Rail Tales Overall Question

How has the Otago Central Rail Trail changed the lives of communities in Central Otago?

Links to the Curriculum

Social Sciences | English | Mathematics | Arts | (Digital) Technology | Physical Education

Key Competencies: Thinking | Using Language, Symbols and Text | Managing Self

Key Concepts and Understandings

- The discovery of gold in Otago brought people into the area that made environmental changes to the Central Otago area.
- The introduction of rail into Central Otago brought more people, industry, money and goods into the area.
- Our second largest Rail disaster was a significant incident in New Zealand history that effects how we look at transport today.

Possible Learning Intentions

- How has the Hyde Rail Disaster changed communities and rail?
- Conduct a newspaper investigation and identify the key evidence in the Hyde Disaster case.
- Describe in detail the changes in time that occurred on the Otago Central Rail Trail area.
- Describe the impact Rail had on the Otago Central community and its environment?
- Conduct a research project into one of the Rail Tales Topics
- Use the design process to create your own system to stop trains colliding.

Links to other plans for integration

Conservation Plan | Interplanetary Cycle Tail Plan | Ride the Trail Plan | Geology Plan