

# RAIL TALES INQUIRY PLAN

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

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

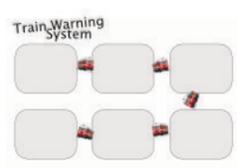
[www.railtales.nz/strawcutting](http://www.railtales.nz/strawcutting)

- **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](http://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](http://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](http://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](http://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**

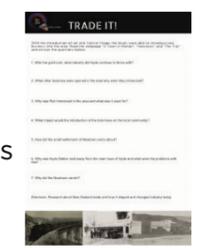
**Complete a research project** using the inquiry process on one of the Rail Tales topics and present it to an audience. Such as:

- 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.