

Causes and Consequences

THE EFFECTS OF CHANGES IN DAIRYING

ESSENTIAL QUESTION

How have changes in dairying effected the local and global economy?

WHAT ARE WE LEARNING?

- How changes in dairying have effected the local and global economies
- Causes and consequences
- Reasons for changes in the dairy industry

TRY THIS WITH

- Years 6-8
- Students who have an interest in history
- Students who love critical thinking

FIND

- Define
- Listen
- Interpret
- Locate
- Show
- Contrast

Discuss what life would have been like in 1948 (or choose a year that suits). Introduce the fact that hardly any households had a television set, and so families would huddle around the radio for entertainment. Discuss what this would have been like – can students imagine what impact this would have on their own family dynamic?

Ask students to research the following areas (students could choose their own year):

- Population
- Popular culture
- Home life
- Technology
- Report back on findings

APPLY

- Associate
- Relate
- Group
- Connect
- Simplify
- Breakdown

Introduce the idea that there are factors that have led to the changes in dairying. Display the following statements:

- Dairy factories used to be near farms.
- Britain and Australia were our major trading partners in the first half of the 20th Century.
- Cheese and butter were the only exports in the first half of the 20th Century.
- New Zealand only ate what they produced.

Record, research and discuss, in small groups, what the situation is today for each of these. How have things changed?

Collate these ideas. discuss how these changes have effected local and global economies.

PRODUCE

- Estimate
- Create
- Recommend
- Simplify
- Consider
- Validate

Carry out a mini inquiry in small groups to investigate:

- Reasons for the changes
- Effects these had on the local and global economy

Follow your classroom inquiry process to carryout research, record answers and list sources.

Use the links from Te Ara to help with research.

SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Checking that there are relevant reasons for each change
- Ensuring the group has completed their chart in detail
- Including the effects on the local and global economy
- Recording all sources of information

| PRINCIPLES | VALUES | KEY COMPETENCIES | LEARNING AREAS | WORD BANK | RESOURCES REQUIRED |
|---|--|---|-------------------------------------|---|--|
| High expectation Community engagement Coherence | Innovation, inquiry and curiosity Integrity Excellence | Thinking Managing self Relating to others | Social Sciences English CREST | Trading Factors Community Productivity | Te Ara The Encyclopedia of New Zealand |