

Curating a Historypin Collection or Tour Around a Central Theme

LOOKING AT ENDURING THEMES WITHIN THE CONTEXT OF THE DAIRY INDUSTRY

ESSENTIAL QUESTION

How can I arrange my photos to tell a story?

WHAT ARE WE LEARNING?

- Re-organising and re-sorting images in regards to a second theme
- Presenting information in a way that reinforces tone or mood
- How can a local story play a part in a larger national theme of the dairy industry

TRY THIS WITH

- Years 6-10
- Students who enjoy investigating and researching
- Students who are ready to pursue an independent inquiry

FIND

- Listen
- Identify
- Watch
- Interpret
- Summarise
- Rephrase

Explain that Historypin has both Collections and Tours.

Collections bring together content around a particular topic or theme. You can explore the Collections or create a Collection of your own.

Tours lead you step-by-step through a series of pieces of content, telling a story, exploring a place or walking through time.

Use the Student Activity Sheet - Curating a Collection or Tour

Watch the videos 'How to Add a Favourite', 'How to Create a Tour' and 'How to Create a Collection'.

Complete the TED-Ed video 'Explore Street View'.

APPLY

- Summarise
- Represent
- Solve
- Translate
- Transfer
- Theme

Explain why an important part of the learning process is to synthesise what you have learned into a new product.

Students can choose one of three things:

1. Request a mission from the Rosie's Education Team that will involve using their already established networks to solve a local mystery (email hello@schoolkit.co.nz)
2. Use recognisable features and, via PhotoShop, super-impose current images on top of those of yesteryear using the Historypin Google Street View functionality. (Watch 'How to Pin a Photo to Street View')
3. Using significant images from your own class study, curate a Tour or Collection around a theme that involves both images from your class site and favourites from Historypin as a whole

PRODUCE

- Retell
- Build change
- Simplify
- Infer
- Compare

Give students the opportunity to select the activity they feel is best suited to their skills or interests.

Discuss possible themes that students have seen during their inquiry e.g. calf club, A&P Shows, dairy factories, farming Families, migrant skills etc.

Remind students that Tours are best when the location is important to the story. Collections are best when the theme is important.

Each student (or pair) should create their own Tour or Collection and give it a Title and a description.

Direct students to include an explanation of why they have chosen their theme.



SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Curating their own set of images around a relevant theme chosen by them.
- Successfully loading a Tour, Collection, Street View pin sequence or Historypin mission.
- Sequencing images in a way that enhances the basis of the theme

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Community engagement Learning to learn	Inquiry and curiosity Community and participation	Thinking Using language, symbols and texts Participating and contributing	Technology Social sciences	Synthesise Theme Location Feature	YouTube Channel Curating a Collection or Tour