Teacher Overview: Historypin Inquiry
USING HISTORYPIN TO BUILD A VIRTUAL TIME CAPSULE OF THE NEW ZEALAND DAIRY INDUSTRY

ESSENTIAL QUESTION
How is my community connected to the history of the dairy industry ?

WHAT ARE WE LEARNING?
- Answering un-Googlable questions by using different methodologies to access and collate primary resources
- Documenting the source of a primary resource to protect copyright in an online setting
- Understanding the contribution the New Zealand dairy industry has played in community creation and cohesion

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

FIND | APPLY | PRODUCE

FIND		APPLY		PRODUCE	
Find	Ask	Discover	Examine	Transform	Compare
Identify	Compare	Organise	Identify	Suppose	Compile
Predict	Show	Theme	Transfer	Choose	Theorise

FIND

Since 1884, the New Zealand dairy industry has been central to the creation of many of our communities. Many of the major population shifts in our country have been as a result of innovation in the industry.

This inquiry uses Historypin, a platform that combines historic and modern day photos with Google Street View, to create a digital time machine. Students will be prompted to collect a photo of any object, place, event or person to do with dairying in New Zealand and to collect the stories that accompany these photos. These will then be uploaded onto your own class Historypin channel.

APPLY

This inquiry is about collecting stories. Stories comparing what used to be with what is here today. Stories of remembering, innovation, technology and change. We hope there will be family stories and community stories. There is huge scope for discovery, for the solving of mysteries and for a whole set of new questions to be created.

This inquiry will take some outside the square thinking. We've included many starting points but you will have local friends, family and community members who will also be able to help.

Developing the following skills:
Introducing ourselves;
explaining ourselves; interviewing and primary source documentation.

PRODUCE

We want to find the answers to local questions e.g. How is my family connected to this place? What is the story behind this building? How many people worked here? Could there ever have been a farm where this huge city now sits?

Students will curate their own and others images to tell stories of dairying by theme, community or event.

The inquiry aims to support students to persist with a range of different sources in locating an image; reward novel approaches to research and outside the square thinking and provide a motivation for synthesising information and content.

SUCCESS CRITERIA

Students can check they have completed the task successfully by:
- Locating a photo and finding a story that connects with the New Zealand dairy industry
- Documenting accurately the copyright rights and restrictions of their primary resource
- Creating a 'pin' on Historypin that highlights social, technological or community change

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Community engagement	Inquiry and curiosity	Thinking	Technology	Copyright	Historypin
Learning to learn	Community and participation	Using language, symbols and texts	Social sciences	Creative commons	Regional Starter Sheets
		Participating and contributing		Public domain	YouTube
				Primary resource	Historypin
					Google ID