Special Places

This resource kit will touch on some special places. With the six key examples there is a range of resources and references included with examples of educational activities that demonstrate how "Special Places" can fit into the year 9 – 10 social studies curriculum.

In addition there is an activity to help students identify their own special places and to find additional resources. There is also an activity based on the Henderson Heritage Trail. There are 216 historic sites in addition to historic trees and archaeological sites within Waitakere City. There are of course many places that are special that are not historical in that sense. I have included an activity that is intended to raise awareness of some of those places.

How did I choose the six focus sites? Well I tried to get a geographical spread and to choose sites that would raise interesting questions about the changing face and values of our city. I also wanted to keep the link to The State of The City report that was the catalyst for this work.

A copy of this report is available in every school. I have included a list of references to help you find useful sections. You will probably find much else that is in it useful and I recommend that you take time to read it.

This resource kit is intended to be a work in progress. I intend to revise it at the end of 2002 for the first time. Comments and suggestions of resources or activities would be gratefully received and contributions will be acknowledged in the revised version.

I would like to thank Council staff for their contributions. Alina Hughes was my research assistant and Kevin Wright oversaw the project. Waitakere City Library was extremely helpful. Raewynn Robertson at Henderson Library worked tirelessly ferreting out valuable resources. She is organising the history resources at the library to make them easy to research and is keen to work with schools. Georgina Parata helped with Maori issues. Many other staff have helped out when asked for information by Alina and I want to thank them all. We are fortunate in the quality and helpfulness of our Council staff. I would also like to thank Barry Shaw for sharing his knowledge of the cemetery.

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SOCIAL STUDIES – SPECIAL PLACES
Year 9 and 10

"Special Places" – 3rd Form Social Studies "Our Heritage"

- Nationally important places.
- Example are marae, Tui Glen.
- Landscape, cultural (e.g. volcanoes, e.g. marae).
- Where are our special places?
- Why they are special (background)
- Natural and historical background.
- Field trip plans (where to go, what to see and things to do).
- Future plans, e.g. People's Park.

2 weeks (Teacher)
1 week (Council staff)

Waitakere City
State of the City Report

Special Places

Social Studies Resource Kit at Levels 4 &5 for Years 9 and 10

Curriculum Strand **Place and Environment**

Students will understand:

People's interaction with places and the environment
The ways in which people represent and interpret place and environment

Achievement Objectives

4.2 Why and how people find out about places and environments
5.2 Why particular places and environments are significant for people

Students will demonstrate skills as they:

Collect process and communicate information about human society.

Students will frame questions to focus an enquiry
Collect and record information
Make a valid generalisation supported by evidence

Explore and analyse values.

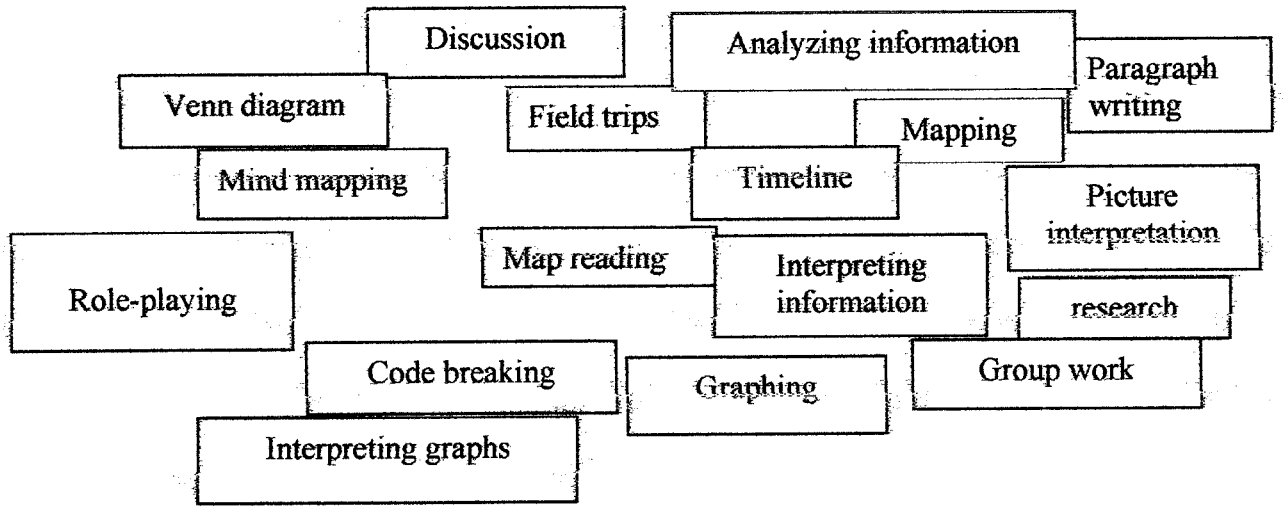
Students will explain why people hold different values positions
how values positions develop and change over time (Advanced)

Case Studies:

1. Falls Hotel
2. Tui Glen
3. Ambrico Place
4. Hoani Waititi Marae
5. Harbourview
6. Waikumete Cemetery

ACTIVITIES:

The unit includes a range of activities. The activities are examples. The activity associated with one place may be adapted to another. It is not expected that teachers will choose to work through all the special places in this kit.



State of the City Report – Waitakere City

"Special Places"

Chapter One – Treaty of Waitangi
Has information on the Rahui at Karekare on page 14.

Chapter Two – Maori Community
Page three "Who Are Maori In Waitakere And Where Do They Live?"
This section is relevant to the section of work on Hoani Waititi Marae.
It also relates to discussion of the need for a marae on the Harbourview land and for an iwi marae for Te Kawarau a Maki.
Page 9 has a photo of Hoani Waititi Marae and a case study of Te Whanau Waipareira.

Chapter Three – Who lives in Waitakere
Page two tells us Waitakere is the fifth largest city. Ask students to name the four that are larger.
Look at page 7 for Ambrico Place study. Students should construct comparative graphs for their class. Discussion as to "what is a family?"
The issue of household income on page 8 is also relevant to the Ambrico study.

Chapter Four – City Wellbeing
Page three deals with the cost of housing relevant to Ambrico Place.

Chapter Five – Arts and Culture
A brief statement of history is given on page 2.
The map on page 7 shows art and cultural facilities.

Chapter Six – Democracy and Community Participation
Looking after special places and historic sites. A case study of the Swanson Station project is on page 8.

Chapter Seven – City Form and Design
Much in this chapter is relevant to Ambrico Place but some may also be relevant to looking at alternative uses for the land at Tui Glen and Harbourview.
Page 2 looks at building inside and outside the Metropolitan Limit.
Pages 3 and 4 deal with land use.
The map on page 5 is useful for discussion of the issue of locating housing close to public transport.
Residential areas are discussed on page 11 and there is also a graph relating to home businesses which is relevant to Ambrico.
Page 12 looks at the demand for new housing sites.
Liveability is looked at on page 13.
The table on page 14 about the proportion of public open space is relevant to Harbourview and Tui Glen planning.
The Ambrico Case Study is on page 15 of this chapter.

Chapter Eight – Heritage
Heritage is an important factor in making places "special".
Page 3 looks at the management of 216 heritage sites; 115 heritage trees; and 28 archaeological sites.
The chapter has a section on industries that have been important to the City.
Page 4 covers brick and pottery (Ambrico); and timber (Falls).
Gum digging (Don Buck); and orchards (Cranwell Park), are covered on page 5.
The Falls Hotel Study is on page 7.

Chapter 13 – The State Of Our Landscape
There are case studies of Henderson (page 4), Titrangi/Laingholm (page 5), and Piha Coastal (page 6).
There is a table of outstanding landscape areas, elements and character.

Chapter 17 – Business Clusters
Could be relevant to looking at businesses as special places e.g. the wine industry (page 4), the Hobsonville Marine Development (page 3), the film industry studios and locations (pages 6 – 7).

Chapter 18 – Transport and Communication
Access is an issue with special places.
Public transport use page 4.
Page 9 a case study of New Lynn transport is relevant to Ambrico Place.