**Activity 2: Photos - Difference from Now and Then.**

**Collection Areas:** St Peters Church, number 4 on the map.

**Curriculum Links:**

* ***Social Sciences.***
* ***English:*** Speaking, Writing, and Presenting.

**Topics/Themes:** Social Sciences, Cultural Diversity, Traditions, Different Perspectives.

**Resources Pack:** Wedding photos, pencils, sharpeners, paper, clipboards, Interesting facts about life in 1900s, Questions for Viewing, Guide for Teachers / Helpers

**Time estimation:** 15-20mins. Extra time for the writing activity may be needed depending on the needs of the students.

**Goals:**

Students will be able to:

* Notice and discuss the differences between the wedding photos in the church from wedding photos now.
* Discuss *then* and *now*; *past* and *present*
* Write a short first-person narrative journal-style piece of writing, based on how they think their chosen person was feeling on the day of the photograph.
* Relate to their chosen person from the photograph

**Guide for teachers/helpers. What to do at this activity:**

1. Show students the photos on the back wall of the church. Hand out larger, laminated copies for students to view more closely.
2. Read out the bullet points of information on the early 1900s to give the students an idea about what it was like back then. Develop some discussions about the differences between now and then.
3. Facilitate a group discussion using the ‘questions for viewing’.
4. Students are to choose a subject from the photos and imagine they are that person. Encourage them to think about how that person may have been feeling on that day, what their lives would have been like back then, and to try to put themselves in their shoes.
5. Students to find a spot within the church, and using their writing paper they are to write a journal/diary entry using first-person narrative. Encourage students to use emotive and descriptive language.
6. Encourage students to share back to the group which person they chose and what they wrote in their ‘diary’.
7. Students are to save their writing (make sure these are named) and take it back to their school classroom. (After this activity, students are encouraged to return their paper to their bags to ensure it does not get lost)
8. Please ensure all items (pencils, rubbers, etc) are returned into the resource box.

**Brief Background on living in the 1900s:**

* There weren’t many cars, most people used horse and carts. The first car came to NZ in 1898, but it only went 20km.
* There was limited electricity in the early 1900s. By 1920’s electricity in homes was beginning to increase. By 1930 most rich people in NZ had electrical appliances. By the end of the Second World War in 1945 electrical appliances and electricity became common.
* The first radio stations started in NZ in 1922.
* Women’s roles- The woman was expected to stay home and tend the house; cook and preserve the food, clean the house, and look after the children. It was unusual for the woman to go to work. The men often worked in outdoor labour jobs such as a farmer or miner.
* Girls were allowed to marry at 12 years old and boys at 14 with their parent’s permission.
* All the wedding clothes were hand made.

**Questions for viewing:**

* Take a moment to look at the photos in the church. What do you notice about these photos? What do you think is happening in these photographs?
* Do you think they are happy? (Prompting ākonga (students) to notice they are not smiling in the photos). *Possible reasons for not smiling: the length of exposure, Victorian and Edwardian culture did not promote smiling and resonance art did not often include smiling.*
* What do you notice about their outfits?
* How would you describe the relationships between the subjects?

**Post Visit Classroom Activity:** *(This could be a starting block for a social studies unit.)*

Make a timeline of wedding party photos collected from students’ whānau. Discuss the progression of wedding attire, traditions, etc. through the ages.

**Materials:** Students need to collect a photo of a wedding party from someone they know. Ensure they have the date and location of this photo.

**Goals:**

Students will be able to:

* Sequence photos from oldest to newest.
* Locate on a world map where the picture was taken.
* Describe the differences in the dress of the photo subjects throughout the ages.

In the classroom, students can create a timeline using the photos they have collected. This can provide a platform for discussion and activities regarding fashion and tradition through the ages. Students can learn, share, discuss and explore the various cultural traditions of weddings. Whānau members and community members can be invited into the classroom to share their own experience and cultural traditions.