Eat
Pray
Naches

Jewish Community Stories

School Activity Kit

MORE THAN A MARK ON A MAP: THE ROLE OF PLACE IN COMMUNITY

WAVERLEY
COUNCIL

Eat Pray Naches
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More than a Mark on a Map: The Role of Place in Community

Overview of Activity

This activity encourages students to investigate the relationship between places and people in their local community and to explore how the relationship and interaction between them have changed and developed over time.

ACTIVITY INSTRUCTIONS FOR EDUCATOR AND STUDENTS

Step 1: Explore the Eat, Pray, Naches Website for Inspiration

Present the timeline from the Eat, Pray, Naches website as an example of the important social and cultural role that landmarks play in the community.

Step 2: Brainstorm Places in the Community

Start off in small groups initially and then come together as a class to brainstorm and the landmarks and places that are of significance to your community:

- What are these places?

- Who are these places significant for and why?

- Locate images or photographs of these landmarks that reflect how they are used and valued by the community

Step 3: Selecting and Research a Place in the Community

Students are to select and research a place or landmark in their community. By considering their personal experience and then speaking to long-term residents, family members or older generations who live in your community, students answer the following questions:

- What happened at this place in the past? What happens at this place now?

- Who typically uses the place?

- What memories do they have of this special place?

- How has this place changed and developed over time? How has it remained the same?

- Over time, has the way people have used and interacted with this place changed or remained the same? Explain how?

- Which members of the community find this place important and why?

- Search for a historic photo and a recent photo of this landmark? Label the photos and explain what they are.

- Do they have memories of other special landmarks or places? If so, what are they?

Step 4: Create an Informational Promotion for this place

Students are to complete the following task to transform the information gained in their research and investigations.

Write an entry for a page of a new tourism brochure and/or a website page the local council is preparing about important landmarks in the area. The title for the project is 'Our Community then and now".

Use the information and images you have discovered in your research, promote this landmark or place and explain its cultural, social, historic and contemporary significance

Another presentation idea could be present the information using a Prezi (www.prezi.com)

Step 5: Share Display Present

Students can display or present their work – either through presentations, digitally or by printing out posters to display around the class. The gallery can then be interactive, with students viewing the work of their peers and writing comments or sharing their personal experiences and memories of those places using post-it notes.

Step 6: Reflection

To conclude the activity, provide students with a reflection activity that requires them to think about their own work or that of another group and to make connections to some of the BOSTES outcomes: For example

- What role has the landmark played in the development of the local community and why is it of significance?(HT3-1)

- How has this landmark and the experiences of people using and engaging with this place changed over time (HT3-2, HT3-3)

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APPENDIX...

SYLLABUS CONNECTIONS

Factors that Shape Place A

student:

- Explains interactions and connections between people, places and environments (GE3-2)

- investigates how people influence places, for example: (ACHGK029)

This activity addresses the following aspects of the BOSTES NSW History K-10 Syllabus:

Factors that Shape Place

Students:

- investigate how people influence places, for example: (ACHGK029)

http://syllabus.bos.nsw.edu.au/hsie/geography-k10/content/1183/

See Appendix for Syllabus outcomes and content that can be addressed in this activity.

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