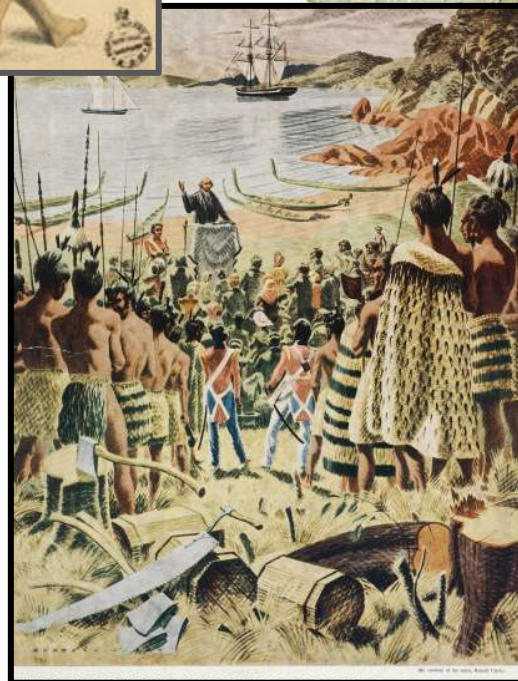
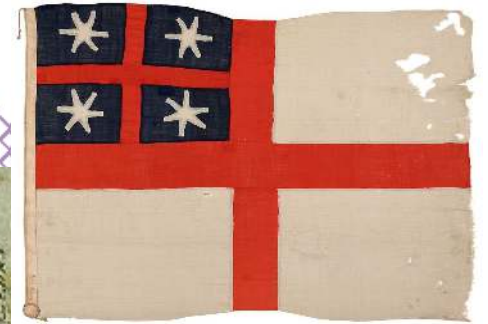


Aotearoa NZ Histories PLD Term 4



Aotearoa New Zealand's Histories

Me tiro whakamuri, kia anga whakamua.

If we want to shape Aotearoa New Zealand's future, start with our past.

CEN Kāhui Ako

What we have done so far

From the Aotearoa NZ Histories Curriculum

Rolleston
Christian School



MIDDLETON
GRANGE SCHOOL



Aidanfield
Christian School



HILLVIEW
CHRISTIAN SCHOOL



Term 2 - Ōtautahi History Walk

Do - Inquiry Practices (Overview)

Identifying sources and perspectives

Drawing on a broad base of historical sources, in varied forms, provides a fuller and layered understand of the past. This includes paying deliberate attention to mātauranga Māori sources and approaches. When drawing evidence from sources, it is important to consider authorship and purpose to identify voices that are missing.



Term 2

“Do” Focus

Term 3



“Do” Focus

Do - Inquiry Practices (Overview)

Identifying and exploring historical relationships

The construction of narratives about the past is based on the ability to sequence events and changes and to identify historic relationships between them and how long ago they happened. Depending on who is telling the story, the same story can be told in different ways.

Do - Inquiry Practices (Overview)

Interpreting past experiences, decisions and actions

Interpretation of people’s past experiences, decisions, and actions need to take into account of the attitudes and values of the time and people’s predicaments and points of view. By using these interpretations and reflecting on our own values, we can make evidence based ethical judgements about the past.



Term 4

“Do” Focus

CEN Kāhui Ako PLD Term 4

OVERVIEW: Discerning the Past

There are three main goals for today

- 1) To gain an understanding of the last “Do” and have a go this Inquiry practice.
- 2) To grow in our own personal journey of big picture learning about Aotearoa’s history so we can teach intentionally and responsively to our tamariki.
- 3) To look at some age appropriate resources related to the Understand, Know, Do.

From the Aotearoa NZ Histories Curriculum

Understand - Big Idea (Overview)

The course of Aotearoa New Zealand’s histories has been shaped by the use of power.

Know - Context (Overview)

Government & Organisation:

This context focuses on the history of authority and control, and the contests over them. At the heart of these contests are the authorities guaranteed by Te Tiriti O Waitangi | The Treaty of Waitangi. This context also considers the history of relationships between government agencies and the people who lived here and in the Pacific.

Do - Inquiry Practices (Overview)

Interpreting past experiences, decisions and actions

Interpretation of people’s past experiences, decisions, and actions need to take into account of the attitudes and values of the time and people’s predicaments and points of view. By using these interpretations and reflecting on our own values, we can make evidence based ethical judgements about the past.



Understanding the “Do”

Do - Inquiry Practices (Overview)

Interpreting past experiences, decisions and actions

Interpretation of people’s past experiences, decisions, and actions need to take into account of the attitudes and values of the time and people’s predicaments and points of view. By using these interpretations and reflecting on our own values, we can evidence based ethical judgements about the past.

Link to the PLD Histories video on “Do”

[2022-06-08 15.35.50 Histories curriculum the DO Inquiry practices overview](#)

Watch from 25 mins 50 sec until 32 minutes.

Key points from video:

- Be objective , not emotional
- Don't transfer modern ideas/values onto people in the past. This can lead to distorted ethical judgements
- Ask students to support their thinking with evidence - why do you say that? Why do you feel that way?
- Dig Deeper with historical characters- why was he/she like they were, why did they make the decisions they did, what was influencing them?



Understanding the “Know”

Know - Context (Overview)

Government & Organisation:

This context focuses on the history of authority and control, and the contests over them. At the heart of these contests are the authorities guaranteed by Te Tiriti O Waitangi | The Treaty of Waitangi.

A more detailed description is on Page 38/39 of the curriculum book.

Te Tiriti O Waitangi features at all levels of the Histories Curriculum.

Year 1 - 3

Waitangi Day & Te Tiriti O Waitangi

- Who, What, Why we have a holiday.

Year 4- 6

Te Tiriti O Waitangi

- Two versions; Maori understanding based on Māori version

Year 9 - 10

- Crown establishing a colonial state. Māori working to affirm Tino Rangatiratanga.
- Waitangi Tribunal - investigation; settlements; reconciliation

Year 7-8

Declaration of Independence & Te Tiriti O Waitangi

- The Interactions that led to Te Tiriti O Waitangi
- International events & ideas that influenced Crown thinking at the time

Understanding the “Know”

Know - Context (Overview)

Government & Organisation:

This context focuses on the history of authority and control, and the contests over them. At the heart of these contests are the authorities guaranteed by Te Tiriti O Waitangi | The Treaty of Waitangi.

Below are links to resources from the Aotearoa NZ Histories National Library and Waitangi Tribunal Websites. They show the progression of learning around Te Tiriti O Waitangi. In teams look at your age appropriate resource, plus what comes before and/or after.

Year 1 - 3



[Nelly in Aotearoa | Aotearoa NZ's Histories](#)

Year 4 - 6



[Treaty of Waitangi | Services to Schools](#)

Year 7 - 8



[4: Te Tiriti o Waitangi | RNZ](#)

Year 9 - 10



[School resources | Waitangi Tribunal](#)

Missionaries & Te Tiriti

From the Aotearoa NZ Histories Curriculum

Understand - Big Idea (Overview)

The course of Aotearoa New Zealand's histories has been shaped by the use of power.

Know - Context (Overview)

Government & Organisation:

This context focuses on the history of authority and control, and the contests over them. At the heart of these contests are the authorities guaranteed by Te Tiriti O Waitangi | The Treaty of Waitangi. This context also considers the history of relationships between government agencies and the people who lived here and in the Pacific.

Do - Inquiry Practices (Overview)

Interpreting past experiences, decisions and actions

Interpretation of people's past experiences, decisions, and actions need to take into account of the attitudes and values of the time and people's predicaments and points of view. By using these interpretations and reflecting on our own values, we can make evidence based ethical judgements about the past.

The missionaries are an integral part of New Zealand history from the late 1700s and through the 1800s.

Keith Newman, award winning journalist and author of several books about New Zealand history writes:

“The role of missionaries in New Zealand’s short history has too often been ignored, minimised or demonised by revisionist historians, who have blamed them for much and credited them with little, even dismissing their peacemaking efforts and contributions to literacy”. *

The presence of the missionaries as key players in our history, runs through all year levels of the “Know” in the Government & Organisation sub-category as shown on the next slide.

* *Bible & Treaty*, By Keith Newman, P7, Published 2010.

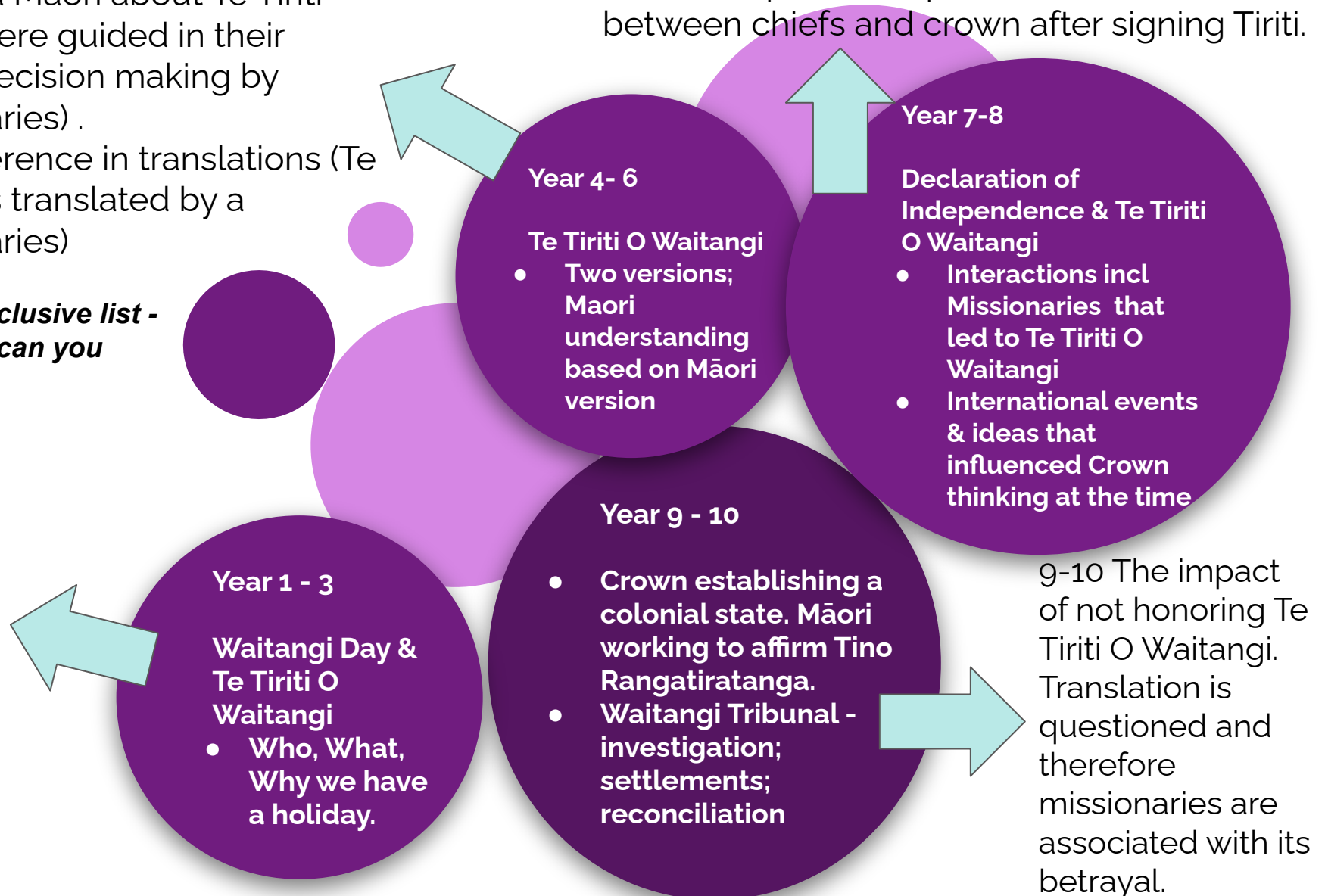
Digging into the "Know"

Year 4 - 6 Range of views among rangatira Māori about Te Tiriti (many were guided in their views/decision making by missionaries).
The difference in translations (Te Tiriti was translated by a missionaries)

This is not a conclusive list - what other links can you make?

Year 1 - 3 The range of people at the signing of Te Tiriti (missionaries had a strong presence)

Yr 7-8 Wider context of British politics that influenced events in NZ (Christians/Clapham sect were key players);
Missionaries translating & supporting the idea in NZ that partnership would continue between chiefs and crown after signing Tiriti.



Digging into the “Do”

Do - Inquiry Practices (Overview)

Interpreting past experiences, decisions and actions

Interpretation of people’s past experiences, decisions, and actions need to take into account of the attitudes and values of the time and people’s predicaments and points of view. By using these interpretations and reflecting on our own values, we can evidence based ethical judgements about the past.

Year 1 -3	Year 4 - 6	Year 7 - 8	Year 9 - 10
I can make observations about how people acted in the past and how they act today.	I can identify attitudes and values that motivated people in the past and compare them with attitudes and values of today.	I can make informed ethical judgements about people’s actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them.	I can make informed ethical judgements about people’s actions in the past, basing them on historical evidence and giving careful consideration to the complex predicaments people faced, what they knew and expected, the attitudes and values of the times, and my own attitudes and values.

Digging into the “Do”

Do - Inquiry Practices (Overview)

Interpreting past experiences, decisions and actions

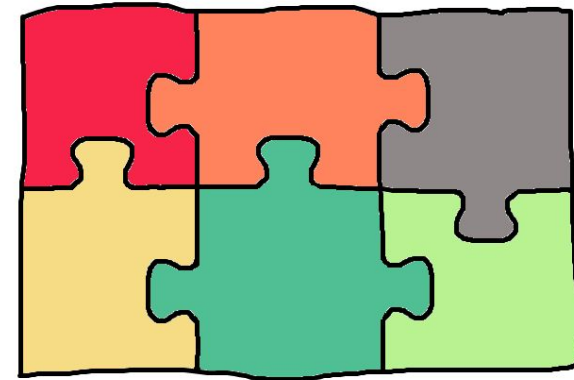
Interpretation of people’s past experiences, decisions, and actions need to take into account of the attitudes and values of the time and people’s predicaments and points of view. By using these interpretations and reflecting on our own values, we can evidence based ethical judgements about the past.

Using a variation of the jigsaw method, we will dig into the missionaries involvement in New Zealand history leading up to the signing of Te Tiriti O Waitangi.

In groups of 5, each member will read a different article related to a missionary, and/or Te Tiriti O Waitangi.

Then each group member, as an “expert” on their article, will feed into a rich discussion using the PERSIAN thinking tool as a guide.

The end goal - to discover the complexities involved with making ethical judgements about the past and learn about our history at the same time.



An oldie but a goodie - for some history on the jigsaw method click here

<https://www.cultofpedagogy.com/jigsaw-teaching-strategy/>

Digging into the “Do”

Do - Inquiry Practices (Overview)

Interpreting past experiences, decisions and actions

Interpretation of people’s past experiences, decisions, and actions need to take into account of the attitudes and values of the time and people’s predicaments and points of view. By using these interpretations and reflecting on our own values, we can evidence based ethical judgements about the past.

The question we are trying to answer; or the judgement we are trying to make...

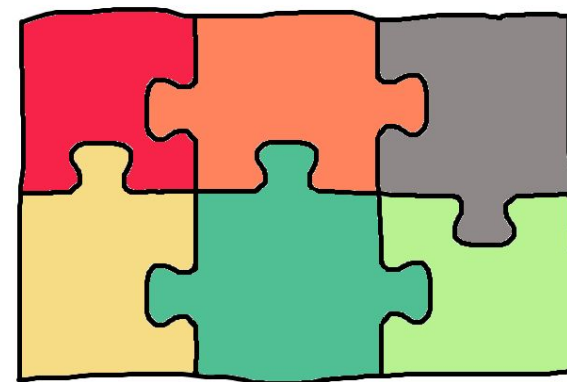
Were the missionaries a help or a hindrance to Māori interests in Aotearoa?

Of course we can’t do enough research to fully answer this question in this short session, we are going to have a go and do the best we can with the information presented.

Digging into the “Do”

Each person in your group reads an article about the events leading up to the signing of Te Tiriti O Waitangi.

Then to help unravel the *actions*, *attitudes*, *challenges* and *complex predicaments** the historical characters faced, use the PERSIA graphic organiser. Finally, can you make an informed ethical judgement about the missionaries actions and decisions from what you have learned?



As a small group watch this video together: Early Interactions after Musket Wars

<https://www.rnz.co.nz/programmes/the-aotearoa-history-show/story/2018717145/3-early-encounters> Watch from 11 minutes 10 secs to 14 minutes 30 seconds.

From *The New Zealand History Show*

Reading 1: Marsden's Challenge - Clapham Sect

Excerpt from *Bible & Treaty* by Keith Newman, Journalist & NZ Historian

Reading 2: Samuel Marsden - Biography

<https://teara.govt.nz/en/biographies/1m16/marsden-samuel>

Biography of Samuel Marsden from Te Ara, The New Zealand Encyclopedia

Reading 3: Excerpt from *The Treaty of Waitangi - Texts and Translations*

Page 136 - 139 *The Māori Text*

Published in the New Zealand History Journal, October 1972, By Ruth Ross, NZ Historian

Reading 4: Excerpt from “Neither up nor Down” from *Bible & Treaty*, Chapter 7, Trick or Treaty

By Keith Newman, Journalist & NZ Historian

Reading 5: Henry Williams & Land Purchases

<https://www.williamsmuseum.org/copy-of-williams-churches>

The Williams Museum

* These words are from the “DO” descriptors for the year levels.
Actions (Y1-3),
Attitudes (Y4-6),
Challenges (Y7-8)
Complex predicaments (Y9-10).

Thinking Tool/PERSIAN Analyse, summarise and organise key information from your article.

P	Power - How people use power to make decisions within society and how people are affected by it.	Notes:
E	Economics - The production, distribution, consumption of goods and services.	Notes:
R	Religion - An organised system of beliefs, ceremonies and rules used to worship God or gods.	Notes:
S	Social Structure - The organisation of groups of people and the way they live together within society.	Notes:
I	Intellect - Important discoveries, inventions, artistic materials that have benefited society in some way.	Notes:
A	Arts - The expression of human created skill or imagination, often appreciated for beauty or emotional power.	Notes:
N	Near (Geography) - The study of places and the relationship between people and the environment.	Notes: