



# Across School PLD 6th September

Using pictures, stories and songs to learn from history



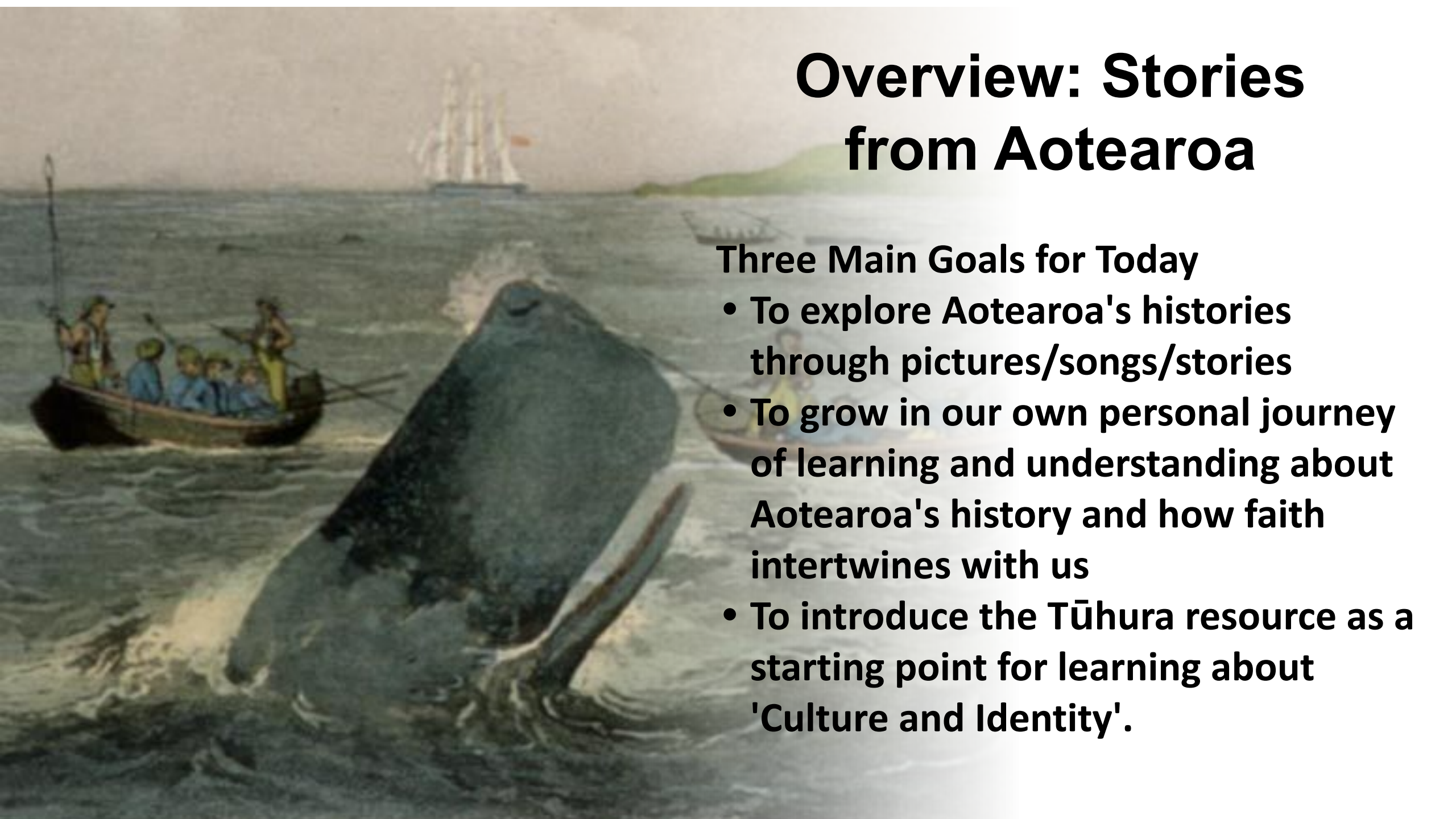
# Overview of Today

- **3:00 – Snacks and Drinks**
- **3:10 – Welcome, Devotion, and Warm Up**
- **3:30 – Video**
- **3:45 – Story Activities**
- **4:30 – Kāhui Ako Website**

# Overview: Stories from Aotearoa

## Three Main Goals for Today

- To explore Aotearoa's histories through pictures/songs/stories
- To grow in our own personal journey of learning and understanding about Aotearoa's history and how faith intertwines with us
- To introduce the Tūhura resource as a starting point for learning about 'Culture and Identity'.



# Understand, Know, Do



## Understand - Big Idea (Overview)

Years 5 - 6: Relationships and connections of people across boundaries have shaped the course of Aotearoa New Zealand's Histories

## Know – Context (Overview)

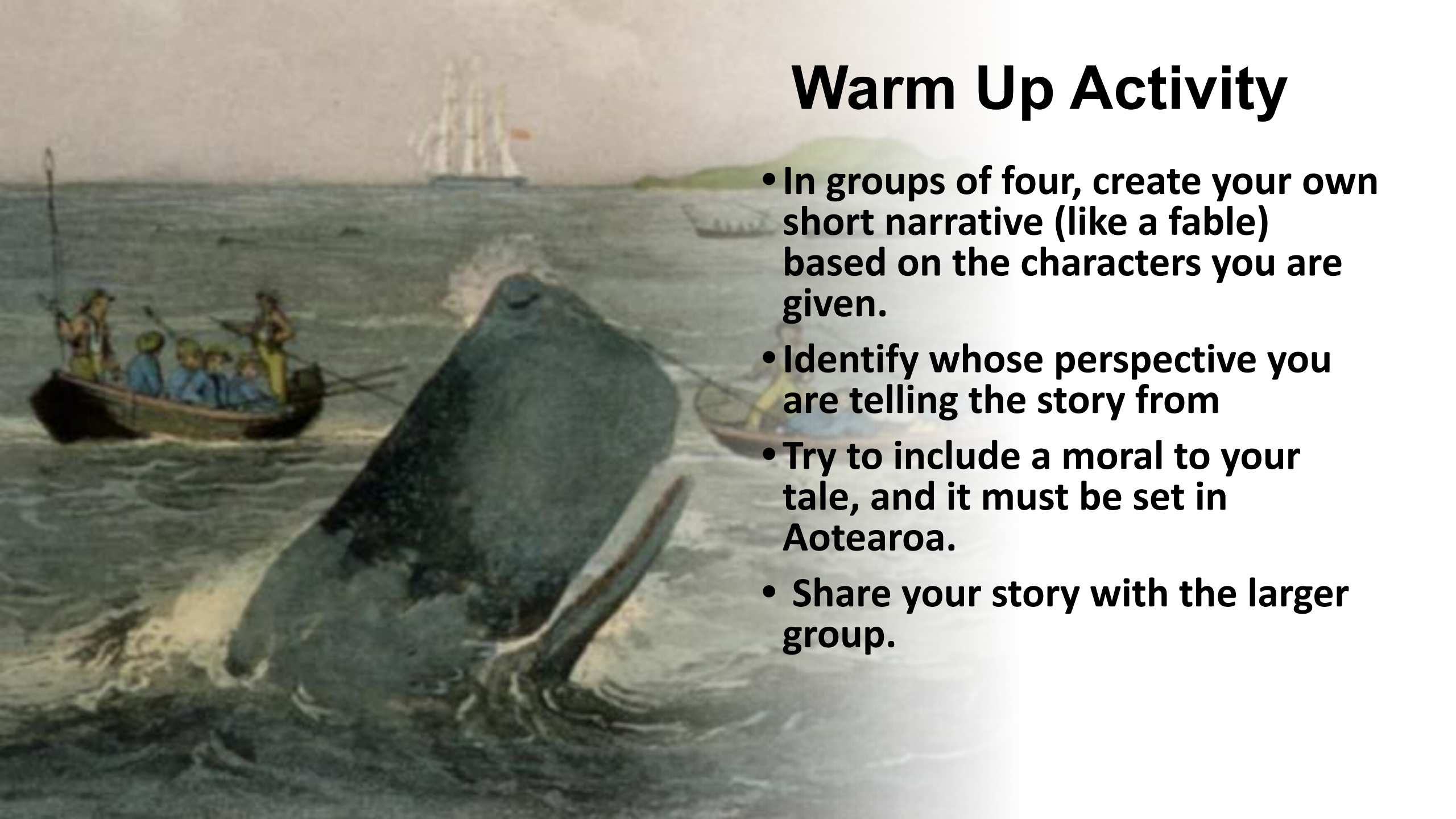
Culture and Identity: This context focuses on how the past shapes who we are today - our familial links and bonds, our networks and connections, our sense of obligation, and the stories woven into our collective and diverse identities.

## Do – Inquiry (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.

# Warm Up Activity

- In groups of four, create your own short narrative (like a fable) based on the characters you are given.
- Identify whose perspective you are telling the story from
- Try to include a moral to your tale, and it must be set in Aotearoa.
- Share your story with the larger group.



# Warm Up Activity

In groups, teachers create their own short narrative (like a fable) based on the characters they are given. They should try to include a moral to their tale, and it must be set in Aotearoa. They then tell their story to the larger group.

**Purpose:** Groups will be given the same characters, (don't tell them this), but will probably create a different story around them. Groups may choose different antagonists, heroes, and may or may not follow the general stereotype of a bird, insect or tree, but change it. When listening to the stories, identify the differences.

The difference in the stories that they will find is the link to the "DO" for each age group about understanding how other people might tell, or interpret stories differently - even with the same characters.

If all groups have told the same or similar stories, or follow the usual stereotypes, challenge them as to why this has happened - do we have ingrained patterns of thinking or understanding about certain things? How would the story have been different if told by a different character?

## "DO"

**Year 1 & 2:** Retell a story from the past and talk about how other people might tell it differently.

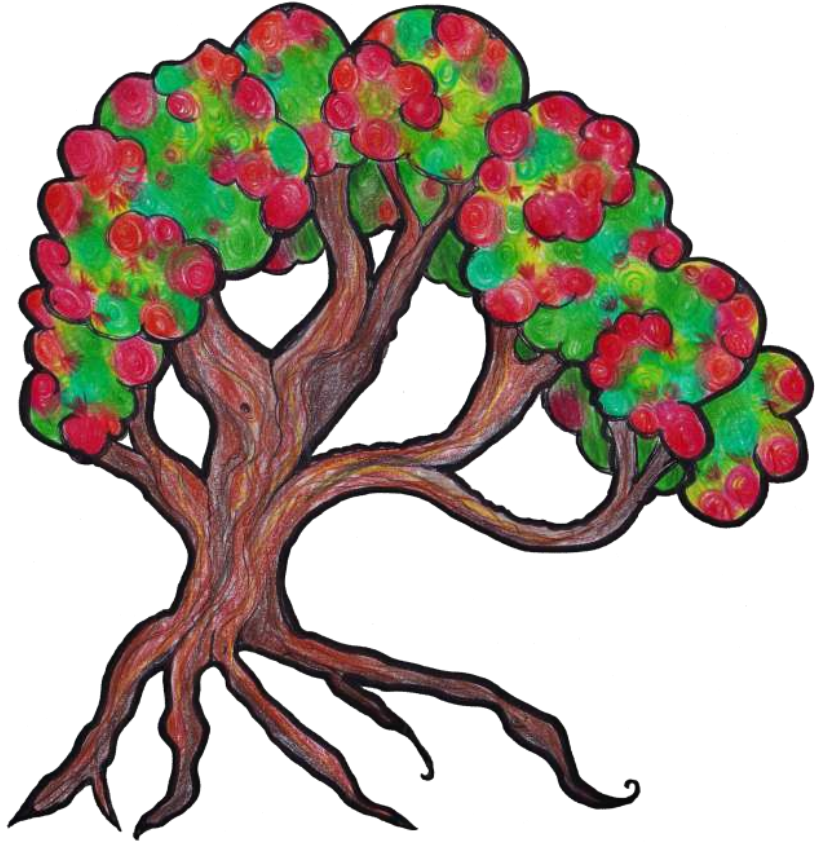
**Year 3 & 4:** Retell a story from the past and talk about how other people might tell it differently.

**Year 5 & 6:** Construct an historical sequence of related events and changes ..... and say how other people might construct the sequence differently.

**Year 7 & 8:** Construct a narrative of cause and effect that shows relationships between events... recognise that others might interpret these relationships differently.

**Year 9 & 10:** Construct a narrative of cause and effect that shows relationships between events... recognise that others might interpret these relationships differently.

# Warm Up Activity - Year 5 & 6 Characters



Pohutakawa tree  
Pounamu  
Kea  
Whaea

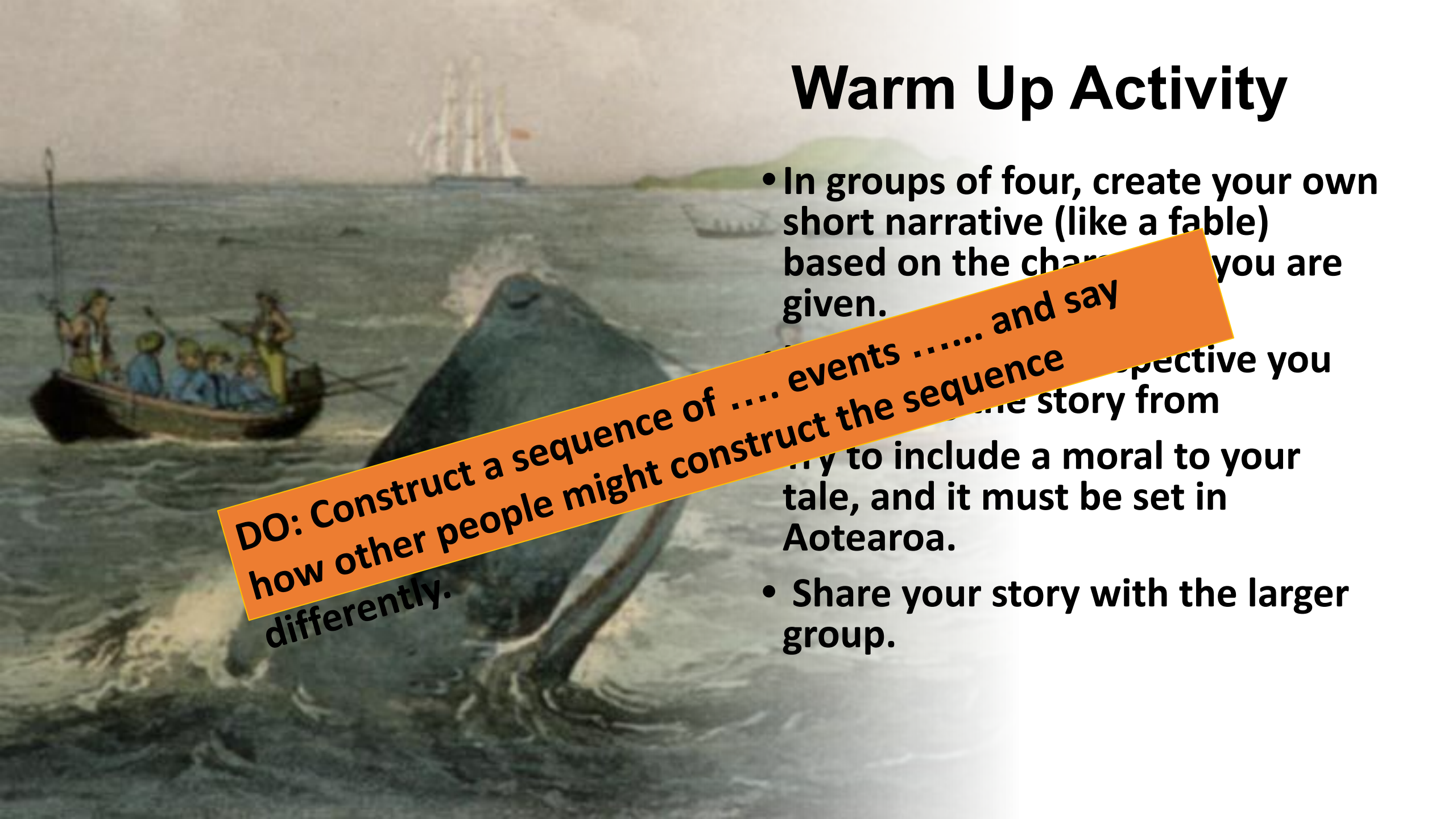


# Warm Up Activity

- In groups of four, create your own short narrative (like a fable) based on the characters you are given.

**DO: Construct a sequence of .... events ..... and say how other people might construct the sequence differently.**

- Try to include a moral to your tale, and it must be set in Aotearoa.
- Share your story with the larger group.







Land of the Long White Cloud | Episode 2 - Inheriting Privilege | RNZ

# Discussion Point - digging deeper

Year 1 - 6 teachers



Land of the Long White Cloud | Episode 2 - Inheriting Privilege | RNZ

## Questions to discuss


- What are your thoughts on the idea of Pakeha privilege?
- As a Christian, how does the idea of privilege sit with your beliefs?
- Do you think we create a narrative of the past that is more acceptable to our conscience? Either a personal narrative or historical (national) narrative?
- Jen talks about honouring the Treaty of Waitangi by restoring balance; shifting the understanding of Pakeha through learning and educating ourselves about the past, challenging our own patterns of thinking and understanding. What are your thoughts on this?
- As Christians, we have a restorative God - we have all experienced this with Him. Where does Christianity sit with restoring the balance, or honoring the Treaty for you?
- Jen says "We can't change the story of our ancestors, but we can try to build a different future". How do you think Aotearoa NZ Histories can contribute to this?

**On the next slide the discussion questions are written in a table that can easily be printed out and cut up for each small group to discuss.**

# Discussion Point - digging deeper

Year 1 - 6 teachers

- What are your thoughts on the idea of Pakeha privilege?
- As a Christian, how does the idea of privilege sit with your beliefs?
- Do you think we create a narrative of the past that is more acceptable to our conscience? Either a personal narrative or historical (national) narrative?
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- As Christians, we have a restorative God - we have all experienced this with Him. Where does Christianity sit with restoring the balance, or honoring the Treaty for you?
- Jen says "We can't change the story of our ancestors, but we can try to build a different future". How do you think Aotearoa NZ Histories can contribute to this?

 <p><b>TŪHURA</b> Years 1-3</p>	 <p><b>TŪHURA</b> Years 4-6</p>
<p>Where we came from</p>	<p>Migration and Settlement Stories</p>
 <p><b>TŪHURA</b> Years 7-8</p>	 <p><b>TŪHURA</b> Years 9-10</p>
<p>Our changing identities</p>	<p>Contested Identities</p>
 <p><b>Aotearoa New Zealand's Histories</b></p> <p><i>Mō te whakamua, āia ānga whakamua</i> If we want to shape Aotearoa New Zealand's future, start with our past.</p>	

# Tūhura Resource

- Online resources created by the Ministry of Education,
- Specifically for teaching *Whakapapa me te Whanaungatanga* "Know – Culture and Identity"

Today we are going to use one of these Migration and Settlement units as a springboard to engage the tamariki to explore history using critical thinking We will brainstorm how they can be linked into other curriculum areas.

<https://aotearoahistories.education.govt.nz/resources>

# Curriculum links to Aotearoa New Zealand's histories

The eight items in this collection are historical prompts relating to the context of **Whakapapa me te Whanaungatanga**. The discover-explore-research-respond sequence will support ākonga to think critically as they explore culture and identity and develop their understanding of the big ideas. Ākonga can then use their learning to develop their own collection.

## Understand Big ideas

Through building knowledge about contexts and drawing on inquiry practices, I have a deeper understanding that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years
- the course of Aotearoa New Zealand's histories has been shaped by the use of power
- relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories.

## Know Contexts

For the national context **whakapapa me te whanaungatanga: culture and identity**, I know the following:

The stories of groups of people from different periods in our history convey their reasons for and experiences of migration. These stories have shaped their culture and identity in Aotearoa New Zealand.

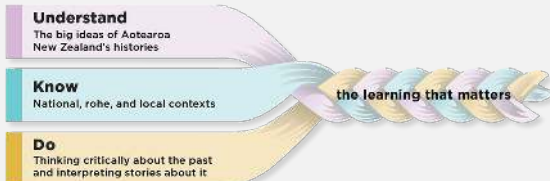
Māori voyaging through the Pacific was deliberate and skilful and brought with it Pacific whakapapa and cultural identities. These identities were transformed over the centuries through adaptations to and relationships with the environment, and through the formation of hapū and iwi that eventually occupied Aotearoa New Zealand.

Individuals and communities have responded to international conflicts in a range of ways for a range of reasons.

## Do Inquiry practices

In my learning in Aotearoa New Zealand's histories, I can:

- construct an historical sequence of related events and changes, show how long ago they happened, and say how other people might construct the sequence differently
- use historical sources, giving deliberate attention to mātauranga Māori sources, to gather evidence to answer my questions about the past. I can identify views that are missing and note how this may affect my answers
- identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today.



# Using the collection

The following process will help you to use the collection with your ākonga before they carry out their own inquiries and create their own collection.

## 1. Introducing ākonga to the collection

- Activate ākonga prior knowledge: Ask what they know about the history of migration and settlement in Aotearoa New Zealand. Be aware of who your students are and how they might feel about these histories. Some might have strong emotions, there might be conflicting views. Think about how to manage this to keep everyone safe while exploring the histories. For support with handling difficult conversations on these topics, see the [Leading Local Curriculum Guide series](#).
- Ensure ākonga have a good understanding of topic-related concepts and vocabulary. The links below take you to a list of this vocabulary and suggest activities for introducing them.

[Activities for introducing concepts](#) Download PDF | 70 KB

[Key concepts and vocabulary](#) Download PDF | 77 KB

## 2. Meeting the historical prompts

You may choose to focus on one prompt, a few as part of a unit, or the full eight. To introduce the theme of migration and settlement stories, have ākonga look at the prompts you have chosen and discuss how they might be connected. Click on the link below for suggestions for activities to help ākonga explore the connections.

[Activities for exploring connections](#) Download PDF | 68 KB

## 3. Engaging with a prompt

The sequence “discover, explore, research, and respond” is used for each of the eight historical prompts. This sequence involves discovery questions to encourage ākonga engagement, a description of each prompt, and suggested research questions to facilitate further discussion. Ākonga answer the research questions before responding to the prompt using the activity provided.

## 4. Making connections

Before ākonga carry out their own inquiries to create their own collection, ensure they have opportunities to reflect on their learning and demonstrate their understanding of the different histories and perspectives explored in each prompt, how different people's' understandings of them have changed over time, and how they relate to each other.

Use the activities below to help ākonga make connections between the events and histories reflected by the prompts they have looked at, in relation to the theme of migration and settlement stories.

[Activities for synthesising learning](#) Download PDF | 77 KB



# Exploring our Past

- Discover
- Explore
- Research
- Respond
- Background reading

# Whalers' trypot

[Understand / Know / Do](#)[Discover](#)[Explore](#)[Research](#)[Respond](#)[Background reading](#)[VIEW  
collection slides](#)

This historical prompt can support learning in Aotearoa New Zealand's histories in years 4–6. The following are suggested focuses to explore the Understand, Know, and Do elements using this prompt:

- How iwi and hapū interacted in different ways with early Europeans seeking the resources of Aotearoa New Zealand.
- How whalers were some of the first Europeans to come to Aotearoa New Zealand.



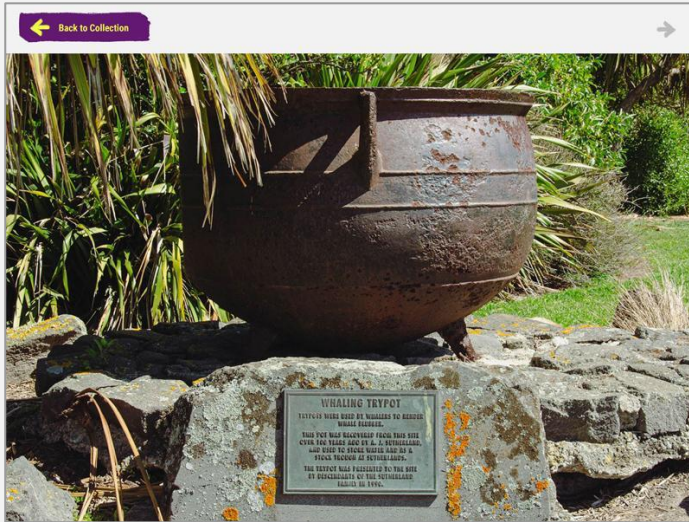
# Whalers' trypot

[Understand / Know / Do](#)[Discover](#)[Explore](#)[Research](#)[Respond](#)[Background reading](#)[VIEW  
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## Discover

Use the discovery questions to support ākongā to analyse the historical prompt.

### The prompt SLIDE 1



### Discovery questions

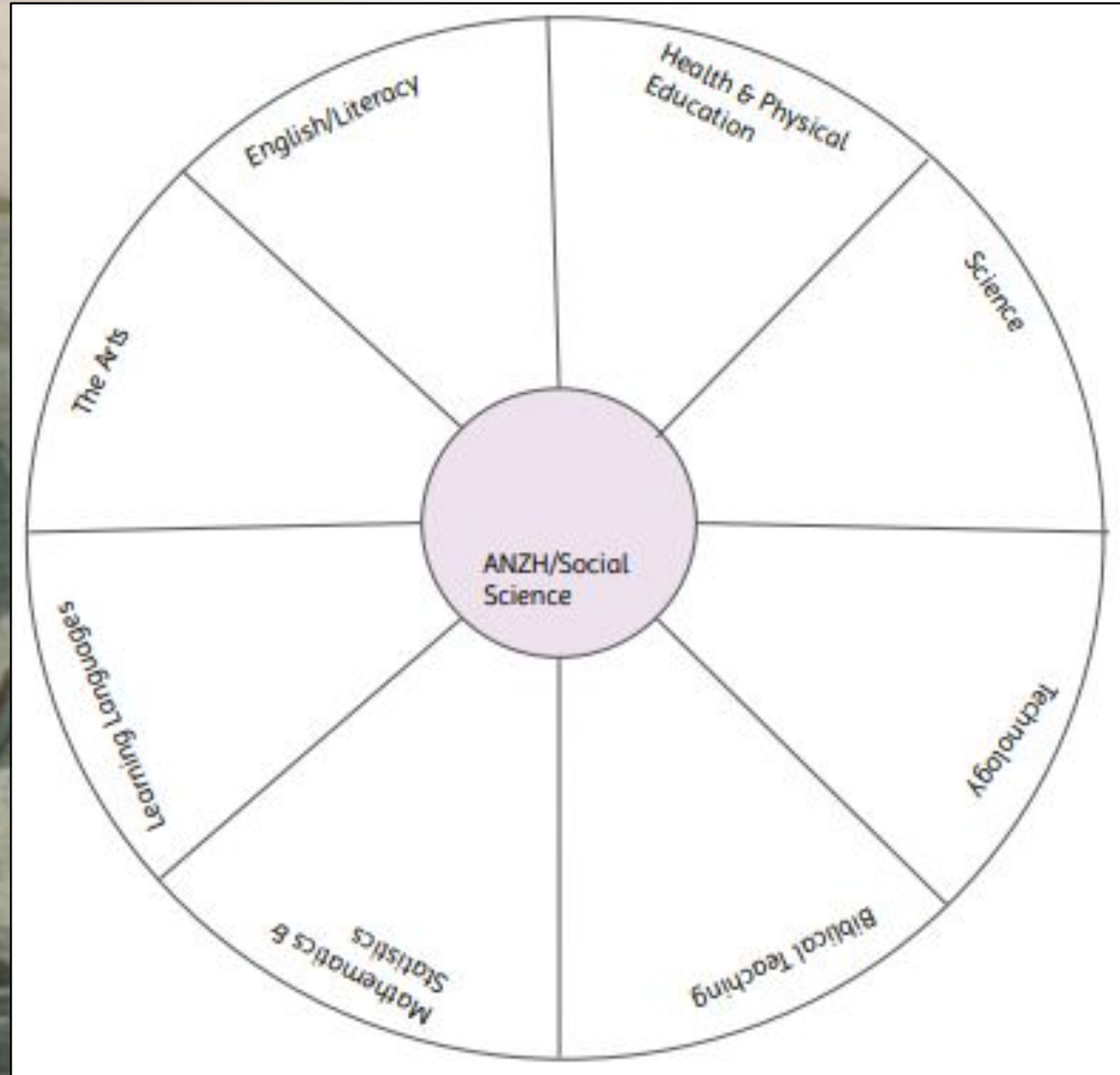
- What is this?
- What is inscribed on the plaque? How is this useful information?
- What do you think whalers used this for? Why?
- What else do you know about this time in Aotearoa New Zealand?

# Visible Thinking Routines to use with picture prompts

CORE VISIBLE THINKING ROUTINES from <a href="http://www.visiblethinkingpz.org">www.visiblethinkingpz.org</a>	
<p><b>What Makes You Say That</b></p> <ol style="list-style-type: none"> <li>1. What's going on?</li> <li>2. What do you see that makes you say that?</li> </ol>	<p><i>Interpretation with Justification Routine</i></p> <p>This routine helps you describe what you see or know and asks you to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites you to share your interpretations, it encourages you to understand alternatives and multiple perspectives.</p>
<p><b>Think Puzzle Explore</b></p> <ol style="list-style-type: none"> <li>1. What do you <b>think</b> you know about this topic?</li> <li>2. What questions or <b>puzzles</b> do you have?</li> <li>3. How can you <b>explore</b> this topic?</li> </ol>	<p><i>A routine that sets the stage for deeper inquiry</i></p> <p>To help you connect to prior knowledge, to stimulate curiosity and to lay the groundwork for independent inquiry.</p>
<p><b>Think Pair Share</b></p> <ol style="list-style-type: none"> <li>1. <b>Pose</b> a question to others.</li> <li>2. Ask them to take a few minutes of <b>thinking</b> time.</li> <li>3. <b>Pair</b> by turning to a nearby learner.</li> <li>4. Pair's then <b>share</b> thoughts.</li> </ol>	<p><i>A routine for active reasoning and explanation</i></p> <p>This routine encourages you to think about something, such as a problem, question or topic, and then articulate your thoughts. The routine promotes understanding through active reasoning and explanation. Because you are listening to and sharing ideas, Think Pair Share encourages you to understand multiple perspectives.</p>
<p><b>Circle of Viewpoints</b></p> <p>Brainstorm a list of different perspectives and then use this script skeleton to explore each one:</p> <ol style="list-style-type: none"> <li>1. <b>I am thinking of</b> ... the topic... <b>From the point of view of</b> ... the viewpoint you've chosen</li> <li>2. <b>I think</b> ... describe the topic from your viewpoint. Be an actor - take on the character of your viewpoint</li> <li>3. <b>A question I have from this viewpoint is</b> ... ask a question from this viewpoint</li> </ol> <p><b>Wrap up:</b> What new ideas do you have about the topic that you didn't have before? What new questions do you have?</p>	<p><i>A routine for exploring diverse perspectives</i></p> <p>This routine helps you consider different and diverse perspectives involved in and around a topic. Understanding that people may think and feel differently about things is a key aspect of the Fairness Ideal.</p>
<p><b>I used to think... Now I think...</b></p> <p>Remind yourself of the topic you want to consider. It could be the ideal itself--fairness, truth, understanding, or creativity--or it could be the unit you are studying. Write a response using each of the sentence stems:</p> <ul style="list-style-type: none"> <li>• <b>I used to think...</b></li> <li>• <b>But now, I think...</b></li> </ul>	<p><i>A routine for reflecting on how and why our thinking has changed</i></p> <p>This routine helps you to reflect on your thinking about a topic or issue and explore how and why that thinking has changed. It can be useful in consolidating new learning as you identify your new understandings, opinions, and beliefs. By examining and explaining how and why your thinking has changed, you are developing your reasoning abilities and recognising cause and effect relationships.</p>
<p><b>See Think Wonder</b></p> <ol style="list-style-type: none"> <li>1. What do you <b>see</b>?</li> <li>2. What do you <b>think</b> about that?</li> <li>3. What does it make you <b>wonder</b>?</li> </ol>	<p><i>A routine for exploring works of art and other interesting things</i></p> <p>This routine encourages you to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.</p>
<p><b>Compass Points</b></p> <p><b>E = Excited</b> What excites you about this idea or proposition? What's the upside?</p> <p><b>W = Worrisome</b> What do you find worrisome about this idea or proposition? What's the downside?</p> <p><b>N = Need to Know</b> What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?</p> <p><b>S = Stance or Suggestion for Moving Forward</b> What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?</p>	<p><i>A routine for examining propositions</i></p> <p>To help you flesh out an idea or proposition and eventually evaluate it.</p>

UNDERSTANDING VISIBLE THINKING ROUTINES from <a href="http://www.visiblethinkingpz.org">www.visiblethinkingpz.org</a>	
<p><b>Connect Extend Challenge</b></p> <p><b>CONNECT:</b> How are the ideas and information presented CONNECTED to what you already knew?</p> <p><b>EXTEND:</b> What new ideas did you get that EXTENDED or pushed your thinking in new directions?</p> <p><b>CHALLENGE:</b> What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?</p>	<p><i>A routine for connecting new ideas to prior knowledge</i></p> <p>The routine helps you make connections between new ideas and prior knowledge. It also encourages you to take stock of ongoing questions, puzzles and difficulties as you reflect on what you are learning.</p>
<p><b>Layers</b></p> <p>Each Layer Consists of 4 Possible Elements to Seek Out and Identify in the Work</p> <p><b>Narrative:</b> The story, the back or pre story, the other or hidden story, the message</p> <p><b>Aesthetic:</b> The appeal (what pulls you in?), the reward or take away, the skill/mastery of the artist on display, the new/different/unusual</p> <p><b>Mechanical:</b> Technique, Form/structure, Methods, Symbolism</p> <p><b>Dynamic:</b> Surprise, Tension, Emotion and Movement</p> <p><b>Connections:</b> To other works (in and out of the medium/genre), to history, to oneself, to the artist's other works or personal life.</p>	<p><i>A routine for structuring analysis of creative works</i></p> <p>To identify powerful questions that can guide inquiry and deepen our understanding, we need questions that are both generative (that take us somewhere) and genuine (that we care about). This routine helps you look at the questions you have generated, maybe through another routine such as Think-Puzzle-Explore or See-Think-Wonder, and identify which are most worth investigating.</p>
<p><b>Headlines</b></p> <ol style="list-style-type: none"> <li>1. Sum up and capture the essence of an event, idea, concept or topic. <b>If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?</b></li> <li>2. Probe how your ideas of what is most important and central to the topic being explored have changed over time. <b>How has your headline changed based on today's discussion? How does it differ from what you would have said yesterday?</b></li> </ol>	<p><i>A routine for capturing essence</i></p> <p>This routine helps you capture the core or heart of the matter being studied or discussed. It also can involve you in summing things up and coming to some tentative conclusions.</p>
<p><b>Question Starts</b></p> <p><b>Brainstorm</b> a list of at least 12 questions about the topic, concept or object. Use these question-starts to help you think of interesting questions:</p> <p>Why...?</p> <p>How would it be different if...?</p> <p>What are the reasons...?</p> <p>Suppose that...?</p> <p>What if...?</p> <p>What if we knew...?</p> <p>What is the purpose of...?</p> <p>What would change if...?</p> <p><b>Review</b> the brainstormed list and star the questions that seem most interesting. Then, select one or more of the starred questions to discuss for a few moments.</p> <p><b>Reflect:</b> What new ideas do you have about the topic, concept or object that you didn't have before?</p>	<p><i>A routine for creating thought-provoking questions</i></p> <p>This routine provides you with the opportunity to practice developing good questions that provoke thinking and inquiry into a topic. It also helps you brainstorm lots of different kinds of questions about a topic. The purpose of asking deep and interesting questions is to get at the complexity and depth of a topic. The purpose of brainstorming varied questions about a topic is to get at the breadth, and multi-dimensionality of a topic.</p>
<p><b>Question Sorts</b></p> <ol style="list-style-type: none"> <li>1. Individually or as a group brainstorm a large set of questions on the topic and write each question on post-it notes or note cards.</li> <li>2. Create a horizontal continuum using masking tape on the table or draw one on the white board. This horizontal axis will represent generativity, that is, how likely the question is to generate engagement, insight, creative action, deeper understanding, and new possibilities. As a group, discuss and place each question on the horizontal line.</li> <li>3. Create a vertical continuum (axis) bisecting the horizontal axis. This line represents how genuine, that is, how much we care about investigating it, the question is. As a group, discuss and place each question by moving the post note up or down on the vertical axis.</li> </ol>	<p><i>A routine for identifying powerful questions to guide inquiry and deepen understanding</i></p> <p>To identify powerful questions that can guide inquiry and deepen our understanding, we need questions that are both generative (that take us somewhere) and genuine (that we care about). This routine helps you look at the questions you have generated, maybe through another routine such as Think-Puzzle-Explore or See-Think-Wonder, and identify which are most worth investigating.</p>

# Integrating other curriculum areas





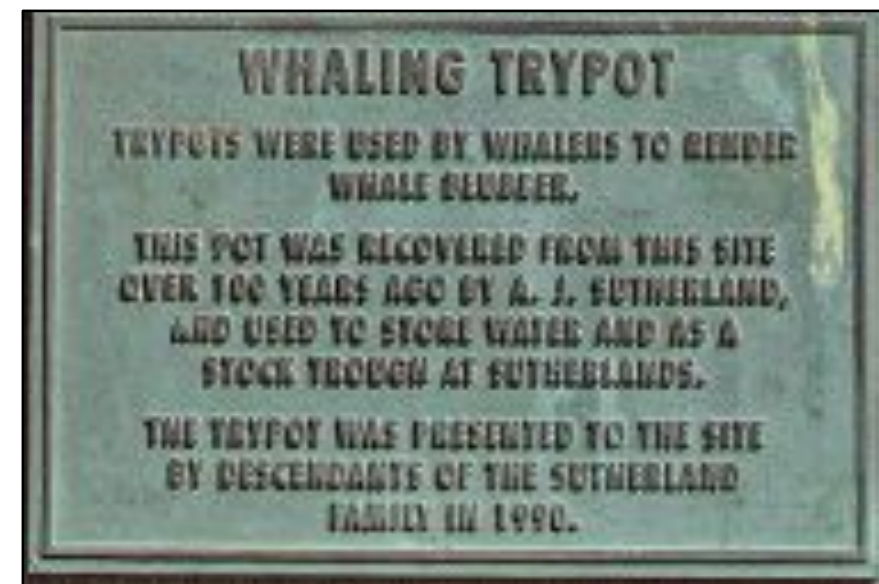
# Hook, Line and Sinker

Wellerman Song

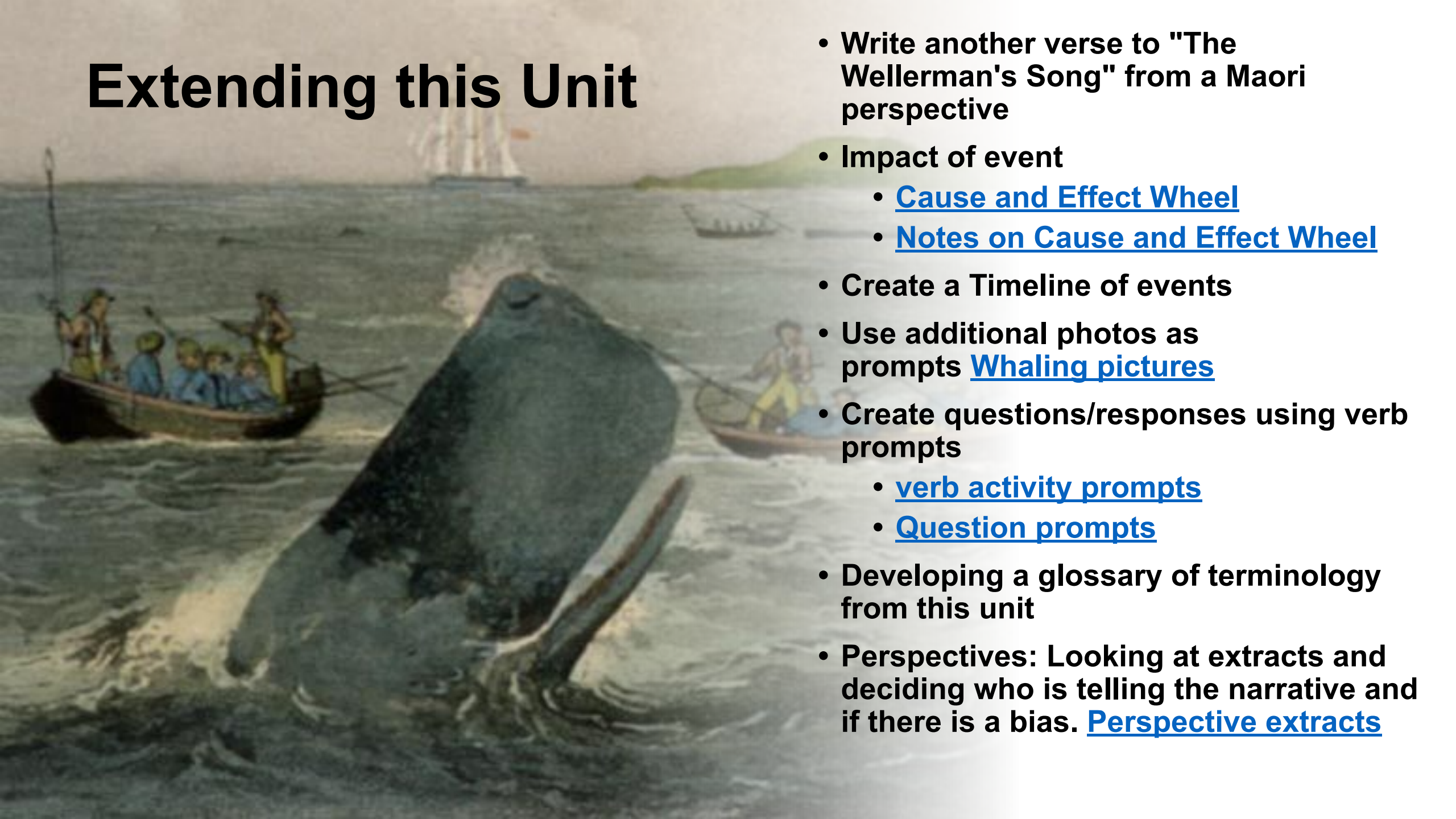
Wellerman lyrics

Aotearoa New Zealand  
Histories Support:

Whaler's Trypot



# Extending this Unit



- Write another verse to "The Wellerman's Song" from a Maori perspective
- Impact of event
  - [Cause and Effect Wheel](#)
  - [Notes on Cause and Effect Wheel](#)
- Create a Timeline of events
- Use additional photos as prompts [Whaling pictures](#)
- Create questions/responses using verb prompts
  - [verb activity prompts](#)
  - [Question prompts](#)
- Developing a glossary of terminology from this unit
- Perspectives: Looking at extracts and deciding who is telling the narrative and if there is a bias. [Perspective extracts](#)

# Kāhui Ako Website

- <https://cencol.co.nz/>
- A great place for us to be able to find out resources.

