

Across School PLD 6th September

This session will focus on using stories or the story behind a picture to ignite curiosity. It links to the curriculum framework for ***“DO” Identifying and exploring historical relationships***. We will be showing how a story can be used to hook, engage, provoke, and deepen understanding about history. Stories can be a launch pad to learning, and from the interest sparked in them, deeper questioning and inquiries can emerge. The **“KNOW”** we will draw on is ***Culture and Identity***, how the past shapes who we are, and how stories are woven into our identities.

Thinking of stories as Christians, we have God’s big story that gives meaning and purpose to all stories within history. As mentioned before, our distinction as a faith based community means our outcomes should be deeper and richer. Questions to ponder on before the day are “How does our faith inform interpreting historical & cultural stories?”, “Do we create a narrative about the past (knowingly or not) that is what we want it to be, rather than what it is?”



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.

OVERVIEW: Stories from Aotearoa

There are three main goals for today

- 1) To explore Aotearoa's histories through pictures and the story behind the picture.
- 2) To grow in our own personal journey of learning and understanding about Aotearoa's history and how our faith intertwines with this.
- 3) To introduce the Tūhura resource as a starting point for learning about Culture & Identity.

From the Aotearoa NZ Histories Curriculum

Understand - Big Idea (Overview)

Year 1 - 4: Māori history is the foundational and continuous history of Aotearoa NZ

Year 5 - 10: 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 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.

CEN Kāhui Ako PLD 6 September

OVERVIEW - ALL YEAR LEVELS

Upon Arrival 3pm

Drinks and snacks available for teachers, allow 10 minutes for chat and re-connection, and late arrivals.

Organise the teachers into groups (mixed schools) in a creative way.

Welcome & Warm Up 3:10pm

Welcome the group, give an overview of the afternoon. Share that the next PLD will be on Discerning the Past (Term 4). These are linked to "DO" Critical Inquiry Practices, and will be aligned with a Big Idea (Understand) and relevant context (Know).

Talk about the Understand, Know and Do we are covering today. Link this to stories - they are everywhere! Aotearoa's History could be viewed as a collection of stories that overlap, intertwine and feed each other. Easy for our tamariki to relate to - stories are their life!

Do the "What's the story?" warm up.

Activities 3.30 - 3.45pm

Watch the video. The video is for us as teachers to think about our personal journey into the history of Aotearoa. Questions for teachers to think about while they are watching are on the slide with the video. After the videos, in small groups discuss these questions and share with the larger group.

Story Activities 3:45 - 4.30pm

Introduce the Tūhura resource. Explain that the stories/resources were sparked from the age appropriate Tūhura resource and can be found online in the ANZH Histories page.

Complete your age group activities.

Wrap Up 4.30pm

To finish off, introduce the Kāhui Ako website. Show the teachers where the resources for the Term 2 and Term 3 PLD are located.

Finishing by 4.45pm at the latest.

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 9 & 10

Characters



Kumara
Wahine
Kea
Kahikatea berries



Land of the Long White Cloud | Episode 3 -
Recognising Racism | RNZ

Discussion Point - digging deeper



Land of the Long White Cloud | Episode 3 -
Recognising Racism | RNZ

- “We haven’t moved on since the arrival of Cook. We are still colonising, we are still not partners”. Do you believe Europeans are still colonising? As Christians, should we be more open to partnering with Māori and honoring the Treaty of Waitangi?
- What do you think of the phrase “recovering racist”? Is it possible that everyone is either racist or a recovering racist? What does it mean to be anti-racist?
- After Andrew’s first experience on a Marae, his reflection was “Why have I never been in this world, why have I never looked? His conclusion was that his ignorance about Te Ao Māori was racism. What are your thoughts on this?
- What is your definition of systemic racism?
- What are your thoughts about the fact that only the Māori seat in the council can be petitioned to be removed?
- As Christians, we have a restorative God - we have all experienced this with Him. Where does Christianity sit with restoring the balance between Māori and Pakeha, and stamping out racism for you?

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

Land of the Long White Cloud | Episode 3 -
Recognising Racism | RNZ

“We haven’t moved on since the arrival of Cook. We are still colonising, we are still not partners”.
Do you believe Europeans are still colonising? As Christians, should we be more open to partnering with Māori and honoring the Treaty of Waitangi?

What do you think of the phrase “recovering racist”? Is it possible that everyone is either racist or a recovering racist? What does it mean to be anti-racist?

After Andrew’s first experience on a Marae, his reflection was “Why have I never been in this world, why have I never looked? His conclusion was that his ignorance about Te Ao Māori was racism. What are your thoughts on this?

What is your definition of systemic racism?

What are your thoughts about the fact that only the Māori seat in the council can be petitioned to be removed?

As Christians, we have a restorative God - we have all experienced this with Him. Where does Christianity sit with restoring the balance between Māori and Pakeha, and stamping out racism for you?



Where we came from



Migration and Settlement Stories



Our changing identities



Contested Identities

Tūhura

A resource created by the ministry of education for teachers, specifically for the teaching of *Whakapapa me te Whanaungatanga* "KNOW - Culture and Identity".

Today's activities are taken from Tūhura, they can be used to engage tamariki in exploring history using critical thinking, and easily linked and integrated into learning in other curriculum areas.

The resources are easily accessible on the Aotearoa NZ Histories website, and are accompanied with teacher notes and slideshows.

[Link to Aotearoa NZ Histories website](#)

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.*



Contested Identities

Technical Support

Support, including using Google Classroom and the Google suite of tools

READ

Back to Introduction

YEARS 9–10 Teacher Support Material

Using Tūhura

Curriculum links to Aotearoa New Zealand's histories

See how the collection relates to the Aotearoa New Zealand's histories curriculum content.



Supporting diverse learners

Find out how the collection supports the needs of all ākonga.



Using the collection

Find out how to use the collection to engage ākonga with Aotearoa New Zealand's histories.



Creating your own collection

Create your own set of slides to reflect what ākonga have learnt.

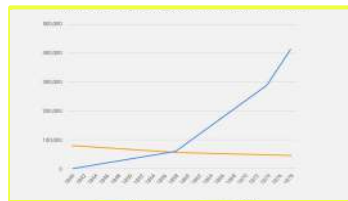


Download PDF

The Historical Prompts

Engaging with a prompt

Use the eight historical prompts to discover, explore, research, and respond.



VIEW whole collection

SAVE to Google Drive

CREATE your own collection

THESE LINKS WILL OPEN IN A NEW TAB

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 broader and deeper understanding that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand.
- colonisation and its consequences have been central to Aotearoa New Zealand histories for the past 200 years.
- the course of Aotearoa New Zealand's histories has been shaped by the use and misuse 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:

Since the mid-nineteenth century, immigration practices and laws have shaped Aotearoa New Zealand's population and sought to realise dominant cultural ideals and economic ends, including via Chinese goldminers, Indian and Scandinavian labourers, and Pacific workers.

Māori as tangata whenua were excluded from these cultural ideals, which they experienced as colonising and assimilating.

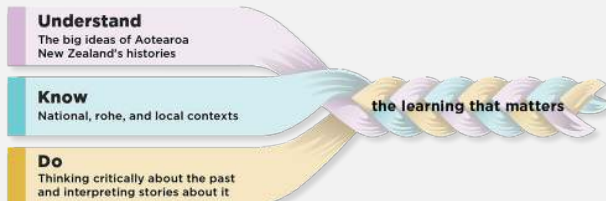
At different times, various groups have been marginalised in Aotearoa New Zealand. These groups have sought to remedy injustices associated with immigration policies and practices (e.g., through the Disability Action Group, the Polynesian Panthers, and petitions to governments). Governments have sometimes acknowledged these injustices (e.g., through the poll tax apology and the apology for the dawn raids).

Aotearoa New Zealand's participation in international conflicts over time reflects our changing view of our country's place in the world and our identity. Our remembrance of these conflicts and our honouring of those involved has evolved over time (e.g., the Crown apologised to Vietnam War veterans and their families for the way their service was not recognised).

Do Inquiry practices

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

- construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently
- use historical sources with differing perspectives and contrary views (including those that challenge my own interpretation), giving deliberate attention to mātauranga Māori sources. I can recognise that the sources available may not capture and fairly represent the diversity of people's experiences
- 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.





Back to Collection



CERTIFICATE.

Under Section 7 of "The Chinese Immigrants Act, 1881."

No. 813 £10

Date of issue 19th September 1887

Name: Nok Chee

Born at _____

Apparent age: _____

Former place of residence: Dunedin

Arrived by ship "Whampoa"

From Hong Kong

Collector of Customs of _____

(This part to be sent by the Collector as a voucher in support of the copy of his Cash Book.)

No. 813



CERTIFICATE.

Under Section 7 of "The Chinese Immigrants Act, 1881."

Customhouse Auckland New Zealand 19th day of September, 1887.

This is to certify that Nok Chee

born at _____, whose apparent age is _____

and whose former place of residence was Dunedin, did arrive in this colony by the vessel

S.S. Whampoa from Hong Kong, and that the Master of the said

vessel has paid to me the sum of **Ten Pounds**, required by section 5 of the "The Chinese Immigrants Act, 1881," on behalf of the said Nok Chee.

Collector of Customs, _____

£10 : 0 : 0

(710)

Poll tax certificate

Understand / Know / Do

Discover

Explore

Research

Respond

Background reading


 VIEW
collection slides

Discover

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

The prompt SLIDE 1



← Back to Collection →

CERTIFICATE.
Under Section 7 of "The Chinese Immigration Act, 1881."

No. 813

£10

Date of issue: 19th September 1897

Name: Mok Chee

Born at: _____

Apparent age: _____

Former place of residence: _____

Arrived by ship: "Whangpoo"

From: Hong Kong

(Signature of Collector of Customs)

CERTIFICATE.
Under Section 7 of "The Chinese Immigration Act, 1881."

No. 813

This is to certify that Mok Chee

born at _____ whose apparent age is _____

and whose former place of residence was _____ did arrive in this colony by the vessel
S.S. Whangpoo from Hong Kong and that the Master of the said
vessel has paid to me the sum of Ten Pounds, required by section 4 of the "The Chinese Immigration
Act, 1881," on behalf of the said _____

(Signature of Collector of Customs)

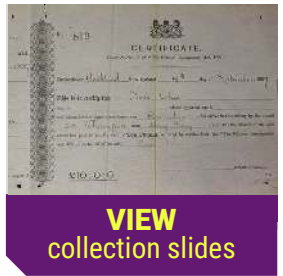
£10:0:0

(This part to be sent by the Collector as a receipt to support the copy of the Duty Book.)

Discovery questions

- What do you learn from the text on this certificate?
- What information is missing? Why might that be?
- What further questions do you have about it? Where could you find this information?

Poll tax certificate

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

Research

Ākongā could use the following questions for independent research. Alternatively, they could write their own research questions.

See the [Background Reading](#) for materials that provide extra information.

Support ākongā to follow the [Do inquiry practices](#) from the Aotearoa New Zealand Histories Curriculum content.

- What are some other settlement and migration stories of Chinese New Zealanders? What primary sources could we consult to learn more about the histories of the Chinese community in Aotearoa New Zealand?
- As well as the poll tax, a number of other discriminatory laws against Chinese were created. What were these laws and when were they abolished? What were the effects of these laws on Chinese New Zealanders?
- What actions by individuals or groups led to the government's apology for the poll tax? How did different groups respond to the apology?

Poll tax certificate

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

Respond

Create a history road that shows the key events that have shaped the experiences of Chinese New Zealanders from the mid-nineteenth century to the present day. Remind ākongā to include the experience of these New Zealanders during the COVID-19 pandemic.

Poll tax certificate:

Create a history road

Create a history road that shows the key events that have shaped the experiences of Chinese New Zealanders from the mid-19th century to the present day. Be sure to include their experience during the COVID-19 pandemic.

TŪHURA[VIEW
in Google Docs](#)[SAVE
to Google Drive](#)

THESE LINKS
WILL OPEN IN
A NEW TAB

Visible Thinking Routines to use with picture prompts

CORE VISIBLE THINKING ROUTINES from www.visiblethinkingpz.org	
<p>What Makes You Say That</p> <ol style="list-style-type: none"> 1. What's going on? 2. What do you see that makes you say that? 	<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>Think Puzzle Explore</p> <ol style="list-style-type: none"> 1. What do you think you know about this topic? 2. What questions or puzzles do you have? 3. How can you explore this topic? 	<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>Think Pair Share</p> <ol style="list-style-type: none"> 1. Pose a question to others. 2. Ask them to take a few minutes of thinking time. 3. Pair by turning to a nearby learner. 4. Pair's then share thoughts. 	<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>Circle of Viewpoints</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"> 1. I am thinking of ... the topic... From the point of view of ... the viewpoint you've chosen 2. I think ... describe the topic from your viewpoint. Be an actor - take on the character of your viewpoint 3. A question I have from this viewpoint is ... ask a question from this viewpoint <p>Wrap up: 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>I used to think... Now I think...</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"> • I used to think... • But now, I think... 	<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>See Think Wonder</p> <ol style="list-style-type: none"> 1. What do you see? 2. What do you think about that? 3. What does it make you wonder? 	<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>Compass Points</p> <p>E = Excited What excites you about this idea or proposition? What's the upside?</p> <p>W = Worrisome What do you find worrisome about this idea or proposition? What's the downside?</p> <p>N = Need to Know 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>S = Stance or Suggestion for Moving Forward 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 www.visiblethinkingpz.org	
<p>Connect Extend Challenge</p> <p>CONNECT: How are the ideas and information presented CONNECTED to what you already knew?</p> <p>EXTEND: What new ideas did you get that EXTENDED or pushed your thinking in new directions?</p> <p>CHALLENGE: 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>Layers</p> <p>Each Layer Consists of 4 Possible Elements to Seek Out and Identify in the Work</p> <p>Narrative: The story, the back or pro story, the other or hidden story, the message</p> <p>Aesthetic: 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>Mechanical: Technique, Form/structure, Methods, Symbolism</p> <p>Dynamic: Surprise, Tension, Emotion and Movement</p> <p>Connections: To other works (in and out of the medium/game), 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>Headlines</p> <ol style="list-style-type: none"> 1. Sum up and capture the essence of an event, idea, concept or topic. 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? 2. Probe how your ideas of what is most important and central to the topic being explored have changed over time: How has your headline changed based on today's discussion? How does it differ from what you would have said yesterday? 	<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>Question Starts</p> <p>Brainstorm 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>Review 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>Reflect: 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>Question Sorts</p> <ol style="list-style-type: none"> 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. 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. 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. 	<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>

Activity 1

Discuss & Defend

Do

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

- construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently

There are 4 Options, participants choose the event they think is the most important.

Each corner of the room represents one of the events, participants stand in the appropriate corner, and must defend their choice to the other corners. They can move corners during the defense if they hear another explanation that inspires them to move.

As it is teachers doing this - encourage them to pretend they are students and go to different corners so the discussion is fuller. (Even if it's not their preferred corner).

Activity 1 Options - Which is the most important event?

EVENT OPTIONS FROM TIMELINE

1866 - The first 12 Chinese miners arrive to work in Otago after being recruited by the Dunedin Chamber of Commerce

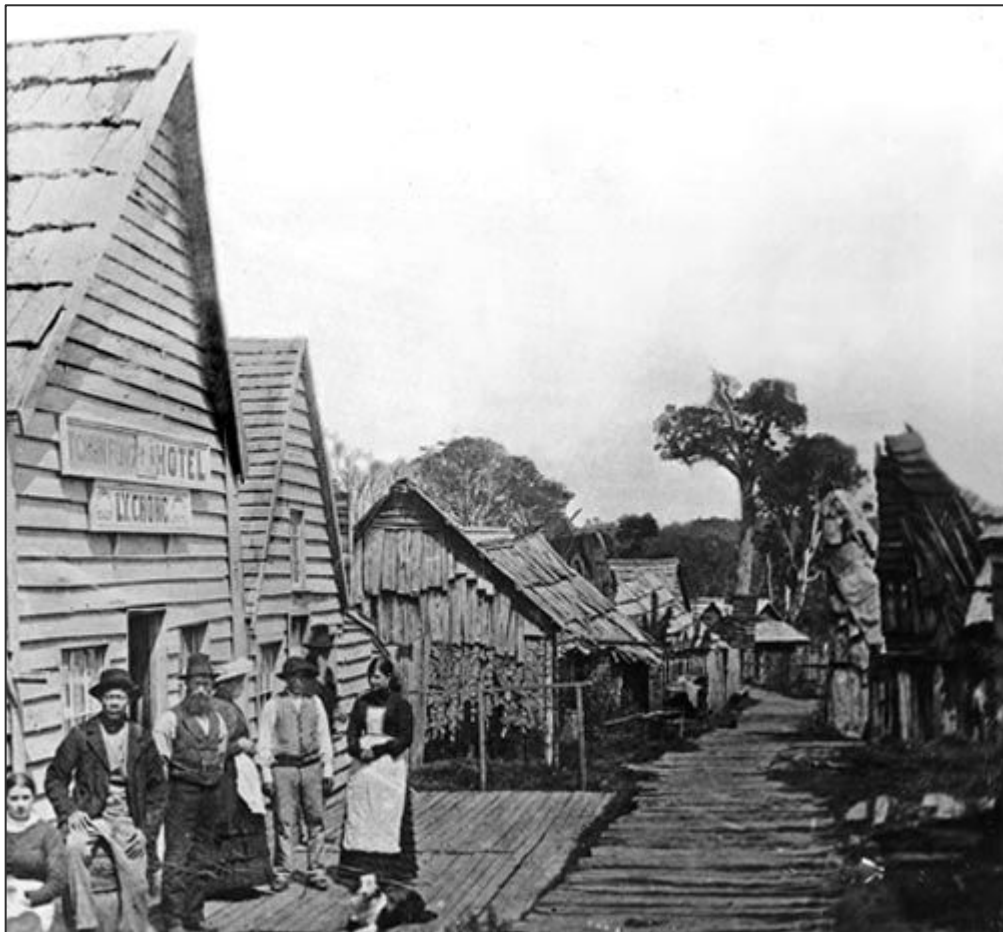
1881 - The New Zealand Government imposes a Poll Tax of £10 in order to restrict Chinese immigration.

1944 - Government repeals the Poll Tax

2002 - The Government issues an apology to the Chinese Government for the suffering that the Poll Tax had caused

Activity 2

From the timeline discuss and choose the six most important dates and add them to the comic strip including the dates. The must be drawn into the boxes in a logical order so you could connect them with arrows if you like.



Do

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

- construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently

Timeline - Page 1

Timeline of Chinese Migration in New Zealand

1842 - Wong Ahpoo Hock Ting (Appo Hockton) first Chinese man settled in Nelson after he jumped ship there

1852 - Appo Hockton is naturalised (granted British Citizenship)

1853 - Edward Gibbon-Wakefield plans to bring in Chinese migrant workers to work as servants and manual workers but has to drop his plans due to opposition

1866 - The first 12 Chinese miners arrive to work in Otago after being recruited by the Dunedin Chamber of Commerce

1869 - Over 2000 Chinese men are working in New Zealand or “New Gold Mountain” as they would call it

1881 - The New Zealand Government imposes a Poll Tax of £10 in order to restrict Chinese immigration.

1896 - The Poll Tax is raised to £100

1905 - Joe Kum Yung, an elderly former miner, is murdered on Haining Street by Lionel Terry. His motive was to simply draw attention to the alleged dangers of Chinese immigration.

1907 - All Chinese arrivals needed to pass an English reading test

Timeline - Page 2

Timeline of Chinese Migration in New Zealand - continued

1920 - Entry to New Zealand was by permit only

1926 - Permanent Residency was denied

1934 - Chinese Poll Tax is waived by the Minister of Commerce

1936 - Elderly Chinese are allowed to file for a pension

1939 - Wives and children of Chinese immigrants granted entry into New Zealand with refugee status due to war in China

1941 - A federation of Chinese Growers is formed to assist in the war effort

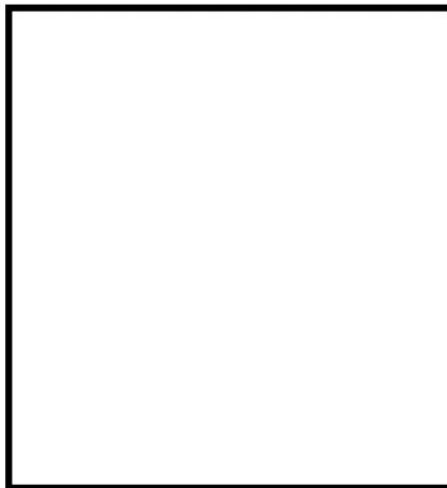
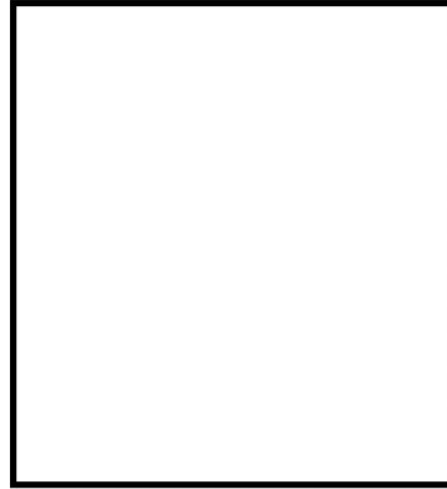
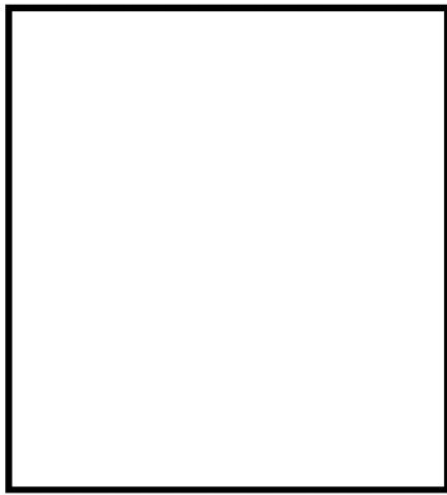
1944 - Government repeals the Poll Tax

1960s - most Chinese immigrant families are becoming very assimilated into New Zealand culture

1987 - Immigration policy change allowed for immigrants from China and other countries to immigrate easier

1990s - A revival of Chinese cultural practices and heritage due to new Chinese immigrants into New Zealand

2002 - The Government issues an apology to the Chinese Government for the suffering that the Poll Tax had caused



OPEN COMPARE AND CONTRAST

HOW ALIKE?

HOW DIFFERENT?

WITH REGARD TO

PATTERNS OF SIGNIFICANT SIMILARITIES AND DIFFERENCES:

CONCLUSION OR INTERPRETATION

Activity 3

Read the articles and use the Compare and Contrast Thinking Tool to identify continuity and changes in historical relationships over time.

Compare attitudes towards Chinese New Zealanders in the 1850-1950s and in the 2000s onwards.

Do

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

- construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently

OPEN COMPARE AND CONTRAST

HOW ALIKE?

HOW DIFFERENT?

WITH REGARD TO

↔

↔

↔

↔

PATTERNS OF SIGNIFICANT SIMILARITIES AND DIFFERENCES:

CONCLUSION OR INTERPRETATION

OPEN COMPARE AND CONTRAST

1. How are they similar?
2. How are they different?
3. What similarities and differences seem significant?
4. What categories or patterns do you see in the significant similarities and differences?
5. What interpretation or conclusion is suggested by the significant similarities and differences?

OPEN COMPARE AND CONTRAST

--	--

HOW ALIKE?

HOW DIFFERENT?

--	--	--	--

WITH REGARD TO

--	--	--	--

--	--	--	--

PATTERNS OF SIGNIFICANT SIMILARITIES AND DIFFERENCES:

CONCLUSION OR INTERPRETATION

Article 1

[Link to the Chinese Question from Past Papers](#)

THE CHINESE QUESTION.

(Per Press Association).

DUNEDIN, July 24

The Garrison Hall was filled to-night with an enthusiastic anti-Chinese audience, when Mr. W. A. Lloyd, agent of the Anti-Chinese League, gave an address on the matter.

A wire was read from the Premier as follows:—"My sympathies are entirely with the cause you support. My views on this question are, I presume, well known, for both in Parliament and out I have consistently advocated the exclusion from the colony of people whose admission might make for the deterioration of our race. Unfortunately the imposition of a poll tax has not been successful in preventing the influx of Chinese. It is very necessary in the best interests of the colony that further restrictions should be imposed, and it is the intention of the Government to introduce legislation to remedy the existing state of things. A high educational test is proposed, and this with

THE CHINESE QUESTION.

WANGANUI CHRONICLE, VOLUME L, ISSUE 12131, 26
JULY 1907, PAGE 5

Using This Item

NZME is the copyright owner for the Wanganui Chronicle. You can reproduce in-copyright material from this newspaper for non-commercial use under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International licence (CC BY-NC-SA 4.0). This newspaper is not available for commercial use without the consent of NZME. For advice on reproduction of out-of-copyright material from this newspaper, please refer to the Copyright guide.

Article 2

[Link to "The Yellow Peril" Article on Past Papers](#)

The Herald.

PUBLISHED EVERY EVENING.

THURSDAY, MARCH 7, 1907.

THE YELLOW PERIL.

A New Zealand Anti-Asiatic League has been formed in Masterton. Its object is to approach the Government from time to time on matters affecting anti-Asiatic legislation. It proposes to have the poll tax on Chinese increased to £1000 per head, and to ask the Government to bring down an Asiatic Deportation Bill during the coming session. Most people will come to the conclusion that both proposals are too drastic altogether. If the Chinese are undesirable—and we do not say they are desirable—they should be



The Herald PUBLISHED EVERY EVENING. THURSDAY, MARCH 7, 1907. THE YELLOW PERIL.

PAHIATUA HERALD, VOLUME XIII, ISSUE 2602, 7 MARCH 1907, PAGE 4

Using This Item

NZME is the copyright owner for the Pahiatua Herald. You can reproduce in-copyright material from this newspaper for non-commercial use under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International licence (CC BY-NC-SA 4.0). This newspaper is not available for commercial use without the consent of NZME. For advice on reproduction of out-of-copyright material from this newspaper, please refer to the Copyright guide.

Article 3

[Link to "Anti-Asian Sentiment in NZ" Article 2021](#)



SHAFKAT ANOWAR/AP

The rise of Asian hate crimes is growing in America with the White House introducing new measures to stop it.

“The woman said some very racist things, calling us a..... and pointing the middle finger at us,” says Jenny Chiang.



How can we integrate our learning into other curriculum areas?

