# **HI Level 1 Course Outline 1**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, landscape.

## Purpose

This example course outline has been produced to help teachers and schools understand the new History NCEA Level 1 Learning Matrix and Achievement Standards, and how they could be used to create year-long programmes of teaching and learning. It will also show possible assessment opportunities which arise from the teaching and learning.

## The Pursuit of Rangatiratanga

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| **Significant Learning** | **Learning activities and assessment opportunities**Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration** Total of 32 weeks |
|  | Introduction to HistoryStudents will be taken through a series of introductory lessons in which they will learn about the different historical skills to be developed throughout the year.* How to conduct effective research
* How to select primary and secondary sources
* How to annotate sources.
 | 2 weeks |
| *Explore how people’s understanding of and engagement with whakapapa, whanaungatanga, and tūrangawaewae have shaped the past.**Explore how people’s understandings of and engagement with mana have shaped the past.**Explore the ethical dimensions of historical interpretation**Recognise that histories are constructed from sources and may differ in their construction**Develop an understanding of a historical research process including the strengths and limitations of different historical sources**Explore the importance of vā in shaping historical identities.* | Waikato and Taranaki Wars**Background: Establishing the historical context**Students will* work in groups to conduct research, which may include:
	+ finding primary and secondary sources on the history of Taranaki and/or Waikato Māori prior to 1840.
	+ exploring these sources through the lenses of whakapapa and whanaungatanga
	+ exploring the role of Te Tiriti o Waitangi in shaping Māori and Pākehā relationships post 1840; and/or
	+ creating an annotated image timeline of the Taranaki or Waikato War, which identifies its causes, actions, and effects.

**Kīngitanga: An assertion of mana**Students will* explore mana and whakapapa in relation to the formation of the Kīngitanga, the response of the Kāwanatanga, and the actions and decisions of individuals and groups. This may include:
	+ watching *Stories of Tainui* and *Kīngitanga* documentaries
	+ reading Māori-authored sources to identify Māori understandings about the establishment of the Kīngitanga and the role of Wiremu Tamihana
	+ examining a range of primary and secondary sources (including newspaper reports, letters, Parliamentary reports) to identify the narratives constructed by the Crown about the Kīngitanga

**The Waikato and Taranaki War** Students will:* examine a range of primary and secondary sources to explore the role Te Āti Awa, Wiremu Kiingi Te Rangitāke, and the reasons for going to war In Taranaki
* examine a range of primary and secondary sources to explore the role of Tāwhiao Tūkāroto Matutaera Pōtatau Te Wherowhero and iwi of the Kīngitanga
* look at the relationship between the Waikato and Taranaki Wars through episodes two and three of the Aotearoa History Roadshow
* create a table to show contrasting constructions and interpretations of the Waikato and Taranaki Wars over time
* explore the role of vā in creating shared historical identities in key groups associated with the Taranaki Wars, Waikato Wars, and the establishment of the Kīngitanga
* identify bias, perspective, issues of reliability, gaps in the narrative, and issues of publication and audience. This activity will develop students’ source interpretation skills.
* explore how whanaungatanga connects the Waikato and Taranaki wars
* create an annotated image timeline of the Taranaki or Waikato War, which identifies its causes, actions, and effects.

**War and Remembrance**Students will:* examine what it means to commemorate and memorialise historical events, places, and people. This may be done through looking at how the Waikato and Taranaki wars are commemorated in Aotearoa New Zealand society today
* begin to explore the role of wāhi tapu, which will be taken up again in Parihaka
* define and discuss what some ethical dimensions of history are and how these can be applied to the study of history
* explore the historical interpretations of the Waikato and Taranaki wars through the lens of ethical dimensions.

**The learning activities for these topics provide opportunities for collecting evidence towards Achievement Standard 1.1 (Internal), *Engage with a range of primary sources in a historical context.* The study of the concepts *whakapapa, cause, tūrangawaewae, mana, and effect,* along with the surrounding learning activities, may also help students to prepare for Achievement Standard 1.3 (External), *Demonstrate understanding of historical concepts in historical context.* The other learning activities for this topic may help students to prepare for Achievement Standard 1.2 (Internal), *Demonstrate understanding of the significance of a historical context*** | 9 weeks |
| *Engage with a variety of perspectives on a historical event or place.**Explore how places such as wāhi tapu can be remembered and commemorated differently over time.**Explore the role of pūrākau and pakiwaitara in constructing and sustaining histories.**Explore the ways that power has been exercised in the past, including the diverse experiences and effects of power.**Explore how people’s understanding of and engagement with whakapapa, whanaungatanga, and tūrangawaewae have shaped the past.* | Invasion of Parihaka**Background - Establishing the historical context**Students will:watch the music video “Parihaka” by Tim Finn and Herbs. They can then discuss the use of the song as a historical source and think about the song’s lyrics, the video, and the time in which it was written. * use Vincent O’Malley’s article *A dark tale about dispossession and greed* as a starting point to grow their understanding of the land confiscation policies enacted by government of the day. They can consult one of the primary sources O’Malley refers to, the New Zealand Settlements Act 1863.
* learn about the ‘Pacifist Settlement’ and then conduct their own research to find other examples of Pacifist Settlements in history.

**Historical Biographies**Students will:* view a documentary e.g. *Tātarakihi – The Children of Parihaka*. Students will use the documentary to create a visual biography of Te Whiti and Tohu. They may choose to look at how tūrangawaewae and whakapapa influenced Te Whiti and Tohu.
* listen to the Radio New Zealand podcast about John Bryce, “Honest murderer: the story of John Bryce”, to understand the role he played before, during, and after the invasion of Parihaka and explore how he is remembered in history today. Engage with primary and secondary sources in relation to his involvement at Parihaka to explore different perspectives on this.
* engage with both primary and secondary sources to identify key individuals and groups involved in the establishment and invasion of Parihaka.

**Significance**Students will:* engage with sources from Taranaki iwi to build an understanding of the significance of Parihaka to the iwi at the time, over time, and today

work in groups to create an annotated timeline from the creation of Parihaka to the present. In doing so, students may wish to use photographs, newspaper articles, and other primary sources to demonstrate their understanding. They could also present their findings back to the class.* partake in a class discussion about wāhi tapu. Then, working in groups, students will start to build their understanding of wāhi tapu with regards to Parihaka. They may choose to analyse the memorial for Tohu and Te Whiti in Ōtepoti (Dunedin) including whether this site should be considered wāhi tapu. Students might also explore the different perspectives on this memorial and its location.
* construct an event analysis table and debate the actions of authorities and their response to Parihaka
* describe the legacy of Parihaka in Aotearoa New Zealand through an oral, visual, or written presentation
* compare and contrast Parihaka with Guy Fawkes and the way the Fifth of November has been remembered or commemorated in Aotearoa New Zealand. This could be done through an examination of current commentary around the remembrance of these two days.
* analyse the Waitangi Commission report on the treatment of Parihaka prisoners and discuss the usefulness of this report as a historical source
* define and discuss the concepts of pūrākau and pakiwaitara and how these concepts relate to the construction of history. Then, explore the role of pūrākau and pakiwaitara in the telling and retelling of Parihaka histories from the 1860s to the present. In particular, explore the roles given to Te Whiti o Rongomai and Tohu Kākahi in these histories.
* use a range of historical significance lenses to engage with the invasion of Parihaka. They may choose to consider:
	+ to whom the invasion of Parihaka is significant and why it is significant to them
	+ how perceptions of this event have changed and/or remained the same over time; and/or
	+ how the lenses of tūrangawaewae, whakapapa, whanaungatanga, and wāhi tapu could help them to understand the significance of the invasion of Parihaka, especially to tangata whenua.

**The study of the concepts *cause, whanaungatanga, tūrangawaewae, whakapapa, wāhi tapu and,* along with the surrounding learning activities for this topic may help students to prepare for Achievement Standard 1.3 (External), *Demonstrate understanding of historical concepts in historical context.* The other learning activities for this topic may help students to prepare for Achievement Standard 1.4 (External), *Demonstrate understanding of perspectives on a historical context*. The other learning activities for this topic may help students to prepare for Achievement Standard 1.2 (Internal), *Demonstrate understanding of the significance of a historical context*** | 9 weeks |
| *Describe how people determine the significance of historical events and places**Explore how shared identities have been shaped and have contributed to social cohesion and conflict.**Develop a historical narrative using historical concepts and selected evidence.**Explore how people’s understanding of and engagement with whakapapa, whanaungatanga, and tūrangawaewae have shaped the past.**Explore how people’s understandings of and engagement with mana have shaped the past.* | Dame Whina Cooper and the 1975 Land March**Hīkoi**Students will:* watch the documentary *Hīkoi* and use it to explore the concepts of whakapapa, mana, and tūrangawaewae. They could then create a presentation to demonstrate their understanding of the Māori Land March.
* interpret a range of secondary sources (curated by their teacher) to gain a deeper understanding of the Land March
* create a timeline of the variety of causes that contributed to the Land March
* create a profile of a key group or person involved in the Māori Land March, for example Te Rōpū Matakite, or Dame Whina Cooper. Through this exercise, students may begin to think about the significance of these people’s roles in the Land March
* read or listen to the itinerary of Te Rōpū o te Matakite for the Land March and use this to create an annotated map of the route and precautions taken by the hīkoi to protect the people joining the march
* use primary sources to understand perspectives of the Government and Te Rōpū o te Matakite on Māori land
* read the primary source *Why we March* by Te Rōpū Matakite and use this to inform their understanding of the Land March and people’s reasons for marching
* look at key historians' perspectives on the Māori Land March as a class. Following this overview, readings will be distributed to students to interpret, and report back on to the class, either individually or in groups
* choose a historical concept (whakapapa, mana, cause, effect, tūrangawaewae, or whanaungatanga) and use this to create a narrative about the Land March
* engage with historical sources, such as newspaper articles, videos, and images, to learn about more groups who supported Te Rōpū o te Matakite (eg Polynesian Panthers). This will build students’ understanding of the role of vā in shaping identities.

**Significance**Students will:* look through a range of photographs of the Land March and interpret these images. Students might then use these sources to build their understanding of the significance of the hīkoi to those involved.
* interpret an oral, visual, or written text about the hīkoi and identify examples of whanaungatanga and mana in this. Students may also begin to think about the significance of the Land March through these lenses.
* use a range of historical significance lenses to engage with the Land March. They may choose to consider:
	+ to whom the Land March is significant, and why it is significant to them
	+ how perceptions of this event have changed and/or remained the same over time; and/or
	+ how the lenses whakapapa, mana wāhine, tūrangawaewae, vā could help us to understand the significance of the Land March, especially its significance to tangata whenua.

**The study of the concepts *whakapapa, cause, tūrangawaewae, mana, and effect* may also help students to prepare for Achievement Standard 1.3 (External), *Demonstrate understanding of historical concepts in historical context.* N.B. 1.3 will be assessed in a common assessment task week 5 of term 3 mid way through this topic and will require 2 weeks of preparation time. This study could also be used to explore perspectives of historical figures and groups and help prepare students for Achievement Standard 1.4 (External)** | 12 weeks inclusive of 1.3 preparation time |