# **HI Level 1 Course Outline 3**

# 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.

## ‘We would have to stand up for ourselves and for our people’: Kanaks in New Caledonia, Mau in Sāmoa, and Panthers in Aotearoa New Zealand

This introductory course to History is designed to help students explore the struggle for self-determination of indigenous groups in three different contexts: the Kanaks in New Caledonia, the Mau in Sāmoa, and the Polynesian Panthers in Aotearoa New Zealand. The first two contexts are focused on some of our neighbouring Pacific islands, and the third context is focused here in Aotearoa New Zealand.

Students will explore the ways that power has been exercised in the past, including the diverse experiences and effects of power. There is an emphasis on exploring perspectives, and on using mātauranga Māori and Pacific values to do this.

The course begins with a focus on the migration and settlement of the Pacific and on key historical forces that have promoted change. These historical forces are explored through a case study of the Kanak struggle for independence in New Caledonia. Students will use their learning from this case study to construct a historical narrative.

The course then pursues this theme of self-determination by focusing on the Mau movement in Sāmoa. Students will compare and contrast differing perspectives on key events, such as the 1918 influenza pandemic and 1929’s Black Saturday.

The final part of the course focuses on the activism of the Polynesian Panthers as a response to racial discrimination in Aotearoa New Zealand. Students will explore the significance of these historical events and examine a range of sources in context. There may be the opportunity to take students out on a field trip locally or virtually, as well as involving local iwi and other guest speakers.

Across all contexts, students will use historical evidence and develop historical skills.

|  |  |  |
| --- | --- | --- |
| **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 |
| *Explore the role of pūrākau and pakiwaitara in constructing and sustaining histories.* | Introduction to the Pacific  * **Cultural geography** * **Migration and settlement**   Create a mind map of key factors that led to empires expanding in the Pacific.  Develop a list of key historical forces.  Explore oral histories and Pacific ways of remembering and passing on history.  Engage with pūrākau and pakiwaitara that are related to the settlement of the Pacific.  Discuss some of the positive and negative impacts of the process of decolonisation. | 1 week |
| *Explore the role of pūrākau and pakiwaitara in constructing and sustaining histories.*  *Explore the importance of vā in shaping historical identities.*  *Explore the ways that power has been exercised in the past, including the diverse experiences and effects of power.*  *Develop a historical narrative using historical concepts and selected evidence.* | Reclaiming Kanaky: Kanak independence in New Caledonia  * **The annexation and colonisation of New Caledonia** * **1878 Kanak rebellion**   Map work identifying key places in New Caledonia, with annotations to identify traditional economies and use of resources.  Explore what life was like in early Kanak society.  Create a list of reasons why Kanaks were pushed off their lands.  Discuss how the land alienation experienced by the Kanaks created resentment towards the French.  Categorise the causes and consequences of the 1878 Kanak rebellion.  Explore the impact of immigration on New Caledonia from the 1890s onwards.  **The Learning Activities for these topics help students to prepare for Achievement Standard 1.3 (External), *Demonstrate understanding of historical concepts in historical contexts namely mana, tūrangawaewae, cause, whakapapa and effect.*** | 3 weeks |
| *Describe how people determine the significance of historical events and places.*  *Engage with a variety of perspectives on a historical event or place.*  *Explore the ethical dimensions of historical interpretation.*  *Explore the ways that power has been exercised in the past, including the diverse experiences and effects of power.* | Kanaks in the Early Twentieth Century **1917: The ‘Last Great Kanak Revolt’**  Historiographic activity: Three approaches to writing about conflict in New Caledonia (Adrian Muckle):   * ‘fatal impact approach’ * ‘islander-oriented’ * ‘empirical approach’   Explain the short- and long-term consequences of the 1917 ‘last great Kanak revolt’.  Compare and contrast the 1878 Kanak rebellion and the 1917 ‘last great Kanak revolt’.  **The Second World War (WWII)**  Research the involvement of the Aotearoa New Zealand military in the Pacific, especially those based in New Caledonia, during WWII.  Explore the impact of nickel production in New Caledonia on Kanak society.  Examine the emergence of Kanak nationalism.  **The Learning Activities for these topics help students to prepare for Achievement Standard 1.3 (External), *Demonstrate understanding of historical concepts in historical contexts.*** | 3 weeks |
| *Engage with a variety of perspectives on a historical event or place.*  *Describe how people determine the significance of historical events and places.*  *Explore the ways that power has been exercised in the past, including the diverse experiences and effects of power.*  *Explore how shared identities have been shaped and have contributed to social cohesion and conflict.* | The Kanak Awakening  * **The Issue of Independence Becomes a Political Crisis** * **New Caledonia Today**   Explore the impact of the student uprisings in Paris in 1968 and their impact on returning Kanaks.  Create a list of all the political parties that were established in New Caledonia from the 1960s onwards.  Describe what impact the formation of the FLNKS (Front de Libération Nationale Kanake et Socialiste) in 1984 had on the political situation in New Caledonia.  Construct a timeline of events in New Caledonia from 1984-1989.  Watch the movie *Rebellion* (2011), which is based on the 1988 Ouvéa Crisis, and discuss this text as a class.  Discuss the impact of the Nouméa Accords on Kanak self-determination.  Group activity: Discuss how reconciliation and resolution might occur in New Caledonia, balancing Kanak demands for independence and French sovereignty. | 3 weeks |
| *Explore the ways that power has been exercised in the past, including the diverse experiences and effects of power.*  *Develop a historical narrative using historical concepts and selected evidence.*  *Explore the importance of vā in shaping historical identities.*  *Explore how shared identities have been shaped and have contributed to social cohesion and conflict.* | Sāmoa mo Sāmoa:  * **The Mau Independence Movement** * **German Sāmoa: 1900-1914** * **The Mau A Pule Movement**   Map work identifying key places in Sāmoa, with annotations to identify traditional economies and use of resources.  Compare and contrast the motivations of Great Britain, the United States of America, and Germany in the Pacific (for example, their economic rivalry and security interests; or their expansionist goals).  Compare and contrast the new Fa’alupega, introduced by Solf, with the traditional Fa’alupega to illustrate attempts to break down traditional Sāmoan society.  Examine the ‘Oloa Company - Sāmoan Shareholders as an early example of asserting rights to self-determination.  Analyse the success of the Mau a Pule in achieving its aims.  Discuss why Lauaki’s attempts at rebellion in 1908 did not occur earlier.  **The Learning Activities for these topics provide opportunities for collecting evidence towards Achievement Standard 1.4 (External), *Demonstrate understanding of perspectives on a historical* context; and for Achievement Standard 1.3 (External), *Demonstrate understanding of historical concepts in historical contexts.*** | 4 weeks |
| *Recognise that histories are constructed from sources and may differ in their construction.*  *Develop a historical narrative using historical concepts and selected evidence.*  *Engage with a variety of perspectives on a historical event or place.*  *Explore the ways that power has been exercised in the past, including the diverse experiences and effects of power.*  *Explore how places such as wāhi tapu can be remembered and commemorated differently over time.*  *Explore the ethical dimensions of historical interpretation.* | World War One and Aotearoa New Zealand’s Military Occupation of Sāmoa  * **1918 Influenza Pandemic** * **Mau a Sāmoa: Sāmoa mo Sāmoa 1927** * **Black Saturday 1929** * **Process of Decolonisation Gains Momentum**   Interpret a primary source cartoon, for example, “Samoa Yielded without a struggle”. Use this to start a discussion about competing perspectives on Sāmoa and Aotearoa New Zealand.  Explore *Le Fitafita Mai Sāmoa* – The Force from Sāmoa.  Primary source analysis: Use obituaries, oral histories, and songs to explore a range of perspectives on the Influenza Pandemic.  Explore and critique historical narratives of Aotearoa New Zealand’s role in the 1918 Influenza Pandemic.  Discussion of legislation passed by the New Zealand Administration. Identify where attempts have been made to breakdown Fa’a Sāmoa.  Examine newspaper articles from both Samoa and Aotearoa New Zealand that report on the resistance and deportations.  Deconstruct and critique narratives of Black Saturday and Aotearoa New Zealand’s involvement in it. Students will write their own narrative of the event, drawing on a range of evidence and perspectives.  Explore how the Mau have been commemorated over time in Sāmoa and Aotearoa New Zealand.  **The Learning Activities for these topics provide opportunities for collecting evidence towards Achievement Standard 1.4 (External), *Demonstrate understanding of perspectives on a historical context.*** | 6 weeks |
| *Explore the ways that power has been exercised in the past, including the diverse experiences and effects of power.*  *Explore the importance of vā in shaping historical identities.*  *Explore how shared identities have been shaped and have contributed to social cohesion and conflict.*  *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.*  *Develop a historical narrative using historical concepts and selected evidence.* | The Polynesian Panther Movement  * **Māori Activism** * **A ‘Pan-Polynesian’ Identity** * **Economic Downturn**   Explore government efforts to encourage Pacific migration to Aotearoa New Zealand through primary sources. These may be provided by the teacher, but students should also be encouraged to find their own.  In-class case studies of Tongan and Sāmoan immigration to Aotearoa New Zealand.  Use primary and secondary sources to examine the sense of community and identity that developed in Pacific communities in Aotearoa New Zealand.  Compare and contrast manifestos of the Black Panthers and Polynesian Panthers. This could be through a written, oral, or visual presentation.  Conduct research, individually or in groups, to explore ways Māori and the Polynesian Panthers allied with one another to:   * fight systemic racism * work towards tino rangatiratanga * achieve self-determination.   Explore how whanaungatanga has shaped the relationship between Māori and the Polynesian Panthers.  In-class overview of government immigration policy: How has this changed over time?  Explore immigration statistics and discuss the targeting of Pacific Islanders in relation to the actual evidence of overstaying. You might use statistics to comment on and/or draw conclusions about the nature of the immigration policy.  **The Learning Activities for this topic provide opportunities for collecting evidence towards Achievement Standard 1.1 (Internal), *Engage with a range of primary sources in a historical context*; for Achievement Standard 1.2 (Internal), *Demonstrate understanding of the significance of a historical context*; and for Achievement Standard 1.3 (External), *Demonstrate understanding of historical concepts in historical contexts.*** | 5 weeks |
| *Explore the ways that power has been exercised in the past, including the diverse experiences and effects of power.*  *Engage with a variety of perspectives on a historical event or place.*  *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.* | The Dawn Raids **Polynesian Panther Party Direct Action**  Identify and discuss the different actions taken by the Polynesian Panthers to empower their community and resist the Dawn Raids. This could be done entirely in class, or students could identify actions individually, and then discuss these together in class.  Explore visual, oral, and written sources about people who were impacted by the Dawn Raids and the work of the Polynesian Panthers, considering the different ways individuals and groups have determined the significance of the Dawn Raids and the work of the Panthers.  Construct a historical narrative that explains the relationship of ‘cause and effect’ with regards to the Polynesian Panther Party and the Dawn Raids. This could be a visual narrative with captions to illustrate the relationship of cause and effect.  **The learning activities for this topic help prepare students for Achievement Standard 1.4 (external) *Demonstrate understanding of perspectives on a historical context.*** | 4 weeks |
| *Describe how people determine the significance of historical events and places.*  *Explore how places such as wāhi tapu can be remembered and commemorated differently over time.*  *Explore the ethical dimensions of historical interpretation.* | Long-Term Consequences of the Dawn Raids and the Work of the Polynesian Panther Party **Self-Determination in the Pacific**  Use music, film, and art to explore the ways the Panthers and Dawn Raids are remembered today. This learning will then inform discussion of the 2002 apology for Black Saturday from the Labour Government. Did this apology represent the beginnings of a reconciliation process? What about the government’s apology for the Dawn Raids?  Identify a possible social action. For example, students could come up with ways to respond to the Dawn Raids. This activity allows for an exploration of how we remember and determine the importance of place, eg, significance of the historical sites and places of the Dawn Raids.  **The learning activities for this topic help students to prepare for Achievement Standard 1.2 (Internal), *Demonstrate understanding of the significance of a historical context.*** | 3 weeks |