

Our stories: Pacific peoples

Below are some examples in the Instructional Series of Pacific histories and a link to the **KNOW** element.

School Journal Level 3 May 2017

Thumbprints

A poem reflecting on the author's mother's immigration to Aotearoa New Zealand from Sāmoa in 1952.

<https://bit.ly/3nGi3f6>

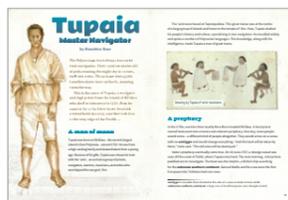


School Journal Level 3 August 2019

Tupaia: Master Navigator

An article reporting on the story of Tupaia, a navigator and high priest from the island of Rā'iātea.

<https://bit.ly/3nOtDVG>



School Journal Story Library Level 4 2014

Explorers of the Sunrise

A text with supporting audio. Two articles reflect on stories of Pacific migration, connecting past histories to travel today.

<https://bit.ly/3eMURkP>



Connected Level 3 Shifting Views 2014

The Long Pause

An article exploring the mystery of the long pause between the two major periods of Pacific migration.

<https://bit.ly/3te1l2g>



School Journal Level 3 August 2020

The Art of Aute

An article covering the history and recent revival of this clothmaking art, found across the Pacific.

<https://bit.ly/3xOhNPF>



<https://instructionalseries.tki.org.nz/>

Progress outcome by the end of year 6

DRAFT FOR CONSULTATION

Understand

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 its consequences have been central to our history for the past 200 years and continue to influence all aspects of New Zealand society
- the course of Aotearoa New Zealand's history has been shaped by the exercise and effects of power.

Know

I have built my knowledge of stories iwi and hapū tell about their history in the rohe, and of stories about the people, events, and changes that have been important in my local area.

For the national contexts, I know the following:

Whakapapa me te whanaungatanga

Migration and mobility

Polynesian peoples arriving in Aotearoa New Zealand had already explored vast areas of the Pacific Ocean, creating island settlements from Hawaii in the North to Easter Island in the East to Aotearoa New Zealand in the South.

The stories of iwi and migrants from different periods in our history convey their reasons for and experiences of migration. Sometimes these experiences were negative because of the way migrants were treated.

Tūrangawaewae me te kaitiakitanga

Land, water, and resources

Over the course of time, people have changed and been changed by the environment. These changes were governed by different values and cultures that sometimes coincided and sometimes clashed.

There were complicated relationships between iwi and early newcomers as those newcomers sought resources. Newcomers came for different reasons and had different experiences.

Tino rangatiratanga me te kāwanatanga

Te Tiriti o Waitangi

There was much debate among Māori chiefs over signing Te Tiriti o Waitangi.

There are two versions of the treaty - Te Tiriti o Waitangi and the Treaty of Waitangi. Some key words and phrases are different between the two versions.

While the versions were taken to other parts of Aotearoa New Zealand, not all Māori signed. Almost all who did signed the Māori version and were given assurances that it guaranteed their chiefly authority.

Do

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

- construct an historical sequence of related events and changes and recognise that others might sequence it differently
- draw on historical sources, giving deliberate attention to mātauranga Māori sources, to answer questions about the past. While doing so, I identify views that are missing and note how this restricts my conclusions
- identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today.

Junior Journal 60

Mariri the Flying Man

A retold traditional story of Mariri and the discovery of Atiu, as well as his return to 'Avaiki.

<https://bit.ly/3uohOTB>



Your Stories

Schools choose topics and develop lessons and activities to weave the **UNDERSTAND**, **KNOW**, and **DO** elements together.

Understand
The big ideas of Aotearoa New Zealand's histories

Know
National, rohe, and local contexts

Do
Thinking critically about the past and interpreting stories about it

Learning that cannot be left to chance

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School Journal Level 4 November 2018

Brave Flower

A poem presenting the experiences of those who were subjected to the dawn raids that took place in Aotearoa New Zealand in the 1970s.

<https://bit.ly/3aYAaaY>



School Journal Level 4 May 2015

'Afakasi Chameleon

A poem exploring the concept of mixed genealogy and ethnicity in Aotearoa New Zealand, by a Pacific author.

<https://bit.ly/3vIsDVC>



School Journal Level 4 November 2018

Rise Up: The Story of the Dawn Raids and the Polynesian Panthers

An article recounting the story of the dawn raids that took place in Aotearoa New Zealand in the 1970s.

<https://bit.ly/3eXiBJo>



School Journal Story Library Level 4 2019

Once a Panther

A comic with supporting audio. The fictional narrative is based on the true story of the Polynesian Panthers in 1970s Aotearoa New Zealand.

<https://bit.ly/3h7ZZtf>



<https://instructionalseries.tki.org.nz/>

Progress outcome by the end of year 8

DRAFT FOR CONSULTATION

Understand

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 our history for the past 200 years and continue to influence all aspects of New Zealand society
- the course of Aotearoa New Zealand's history has been shaped by the exercise and effects of power.

Know

I have built my knowledge of stories iwi and hapū tell about their history in the rohe, and of stories about the people, events, and changes that have been important in my local area.

For the national contexts, I know the following:

Whakapapa me te whanaungatanga

Migration and mobility

Mid twentieth-century Māori migration to New Zealand cities and overseas occurred at an unprecedented pace and scale, stimulating new approaches to being Māori while retaining connections to iwi values and practices.

Identity

Different stereotypes of a 'New Zealand' identity have been purposefully constructed at different times to define who is included and who is excluded.

International conflicts

New Zealanders have participated in and responded to international conflicts in a range of ways. When and where we participated reflected dominant views about our identity.

Tūrangaewae me te kaitiakitanga

Land, water, and resources

Aotearoa New Zealand was claimed and named. Te taiao was cared for and transformed by Māori and by subsequent settlers.

Mana motuhake

Mana was central to all political and economic relationships in traditional Māori society and has continued to shape internal and external interactions.

Tino rangatiratanga me te kāwanatanga

Te Tiriti o Waitangi

Many factors led to the development of the two major agreements between iwi and the British government - He Whakaputanga o te Rangatiratanga o Nu Tirenī | The Declaration of Independence and Te Tiriti o Waitangi | The Treaty of Waitangi. They came about because each party could see benefits, although the nature of these benefits differed.

It is clear that Māori did not cede their mana to the Crown, and that they signed in the belief that it would give them power to govern in partnership with the Governor.

The Kīngitanga was a significant example of pan-tribalism in response to the challenges of increasing immigration and constitutional change.

The state and the people

In the past, the government has selectively excluded and supported people through processes associated with voting rights and welfare provision. New Zealand political parties have had different views at different times about the role of the state in regulating people's lives.

The state and the Pacific

Realm of New Zealand relationships have changed over time, for diverse reasons and with different outcomes for different countries. Pacific states have secured different levels of independence, which impact on their rights to New Zealand citizenship, participation in international organisations, and agreements with other countries.

Do

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

- construct an extended historical sequence of related events and changes, locate it in relation to the present, and recognise that others might sequence it differently using a different frame of reference
- actively seek out historical sources with differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. While doing so, I recognise that sources are incomplete, that there may not be a full answer to questions, and that my conclusions are themselves interpretations
- make an informed ethical judgement about people's actions in the past, taking account of the attitudes and values of the times and the challenges people faced.

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Understand

The big ideas of Aotearoa New Zealand's histories

Know

National, rohe, and local contexts

Do

Thinking critically about the past and interpreting stories about it

Learning that cannot be left to chance

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