

Our stories: Chinese histories

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

School Journal Level 3 May 2015

Bright Fine Gold

An article describing goldmining in Otago in the 1860s, including a section on Chinese miners and their communities.

<https://bit.ly/33IT2fR>

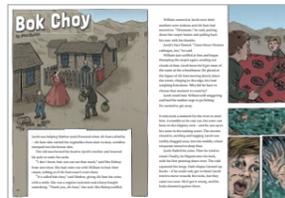


School Journal Level 3 May 2015

Bok Choy

A fictional narrative set in 19th century goldmining Otago. A Chinese miner rescues a boy from drowning.

<https://bit.ly/3nTY2BS>



School Journal Story Library Level 3 2015

Bok Choy

A comic style version of the Bok Choy text, with supporting audio.

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

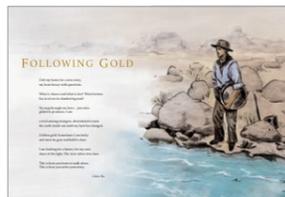


School Journal Level 3 May 2015

Following Gold

A poem presenting the experience of a Chinese miner moving to Aotearoa New Zealand in the 1860s.

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

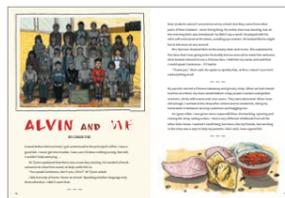


School Journal Level 3 May 2017

Alvin and Me

A narrative about the author's experience as a New Zealand-born Chinese kid, meeting a new boy at school from Hong Kong.

<https://bit.ly/3nV5sEV>



<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.

School Journal Level 3 May 2021

The Story of the Ventnor

An article documenting the true story of the sinking of the SS Ventnor and events connecting Chinese and Māori.

<https://bit.ly/3nYY2jZ>



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

Our stories: Chinese histories

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School Journal Level 4 November 2019

Chinese New Zealanders

An article recounting the history of Chinese migration to Aotearoa New Zealand, from the 1860s until the present day.

<https://bit.ly/3h8TNRp>



School Journal Level 4 October 2015

Family Photographs

A prose poem reflecting on two old photographs of the author's father at different ages, one in New Zealand where he was born, and one a few years later when his family has returned to China for a time.

<https://bit.ly/33lShn1>



Your Stories

<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.

Tūrangawaewae 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.

Page 10

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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