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Welcome to **ATTACK!** a two-page occasional publication. Most of **ATTACK!** will be concerned with the holistic curriculum which, if acted on, is a fundamental way to undermine the present undemocratic education system. Don't be discouraged if opportunities to teach holistically are limited, do your best, be a guardian, and act as a witness to this culturally significant and inspiring way of teaching and learning. **ATTACK!** is a partner to <https://networkkonnet.wordpress.com>

Attack! 70 Some examples of activities for a 'feeling for' social studies unit emphasising the latter stages Part 4

Because the study is about particular people at a particular time, the teacher is able to form activities or questions that can be responded to by the children from the knowledge and values they have gained from the preceding open-ended immersion activities.

Fourteen three-columned charts displayed around the room. 'Do you agree, partly agree, or disagree with the following statements?'

The children write their names in the columns that most closely represent their views:

The 'children of Tane' refers to fish

For a time Auckland was the capital of New Zealand

Maori quickly dropped their old beliefs and turned to Christianity [Yes and no.]

In 1850 Maori still outnumbered Pakeha

Ships from Britain took about seven weeks to get to New Zealand

Language was the main difficulty between Maori and Pakeha

Before Pakeha arrived fish was the main food of Maori

Missionaries were important in teaching Maori to read English

The Pakeha method of writing was better than the Maori method

Utu means revenge [Only partly]

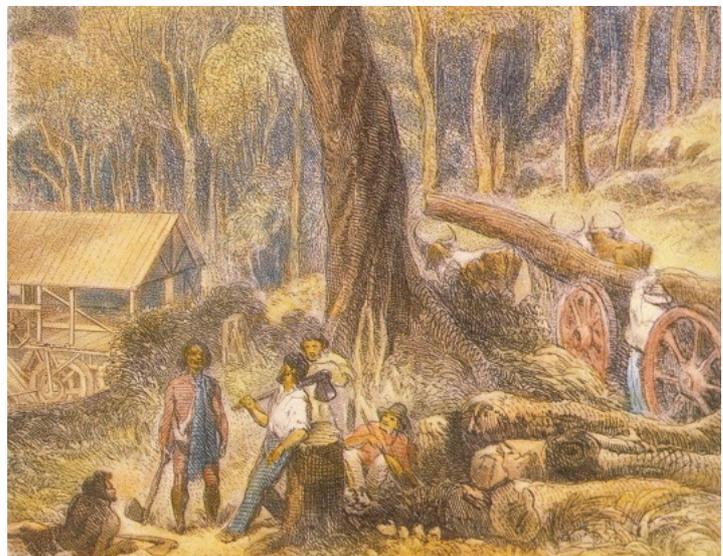
Maori and Pakeha mainly kept themselves to themselves

The sawmills were driven by water

The marae is the meeting house

In the early days of Maori-Pakeha settlement, meat was the main export product.

- Picture 12. Sawmilling at Kaiwharawhara (around 1843). Adapt the at the back of the picture and tell it to the children. In pairs discuss what you think the characters might have been discussing? In a speech bubble write some imagined conversations.



This could be turned into a longer-term activity by suggesting more pictures for the children to add speech

bubbles.

- Provide the children with a Venn diagram. (A large Venn diagram might be displayed for a class activity, or a Blackline Master provided for groups of children to use.) Head the diagram Maori and Pakeha things and practices; and sub-headed: Maori things and practices; Pakeha things and practices. The interactive things and practices the children come up with for the overlap should prove insightful.
- Complete the following statements about Maori:

The foods from hunting were ...

The foods from growing were ...

The buildings they had were ...

The things they made were ...

The things they worried about were ...

They co-operated when ...

They made decisions about ...

The things they traded with Pakeha were ...

They gained a feeling of togetherness when ...

Things important to them were ...

This could be organised in a variety of ways, for instance, as a work sheet, or the sentence beginnings could be displayed around the room and children write sentence completions on strips of paper.

Children, as in most of the culminating activities, should answer from their own thinking. For these activities to be rewarding and memorable for children, make the discussion that follows a celebration of good thinking. Classroom walls should be alive with children's art work and good thinking. This shouldn't rule out, though, the children building up individual or class files of their work. At times the teacher should suggest the children work in pairs.

- List five words that were very important to Maori way of life in the early 1800s; and five words very important to Pakeha way of life.
- 'What picture especially interests you?'

Some of the following activities might have the surface structure of common-place inquiry learning but the teacher's questions ensure the demands are on children's thinking and imagination not simple recording.

The individual study could be structured by the questions and activities that follow. The children can do as many or as few as they like. As well, they can check out with the teacher other questions and activities.

What might have happened before? or How might things have looked after?

If you could see the same place today, what might have changed? What might be the same?

What caption do you have for the picture?

What evidence can you see in the picture of interaction between Maori and Pakeha?

What can you see that someone else may not?

Develop a drama situation from the picture

What evidence can you see that relates to the idea of interaction?

Prepare yourself for sitting in the hot seat. This activity could be compulsory. When this activity occurs, the other children could discuss in pairs the questions they would like to ask of particular pictures

Write thought balloons for the characters

Extend the boundaries of the picture

Create a soundscape of the picture.

