

37

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://networkonnet.wordpress.com>

Attack! 37 Some examples of activities for a 'feeling for' social studies unit emphasising the early and middle stages Part 2

Some further examples of activities for a 'feeling for' social studies unit emphasising the early and middle stages.

'Which picture is the odd one out?' The same five sets of three pictures used (see Part 1).

The organisation as for preceding activity, that is, the children know the sets of pictures have been chosen at random.

- 'What questions would you like to ask about these pictures?' A number of pictures displayed.
- Picture 4. Picture of a garden in Tamaki. 'Draw as a map'. The children work in pairs. A framework might be made available.
- The teacher, in the course of the study, should read or paraphrase some of the information accompanying the pictures. In such instances, an advance organiser should be used, for instance:

Listen for something to express as art work (if art work is chosen, the values for that curriculum area should be respected, and the time to act on those values available: consistent with the holistic, some children could be working on their art while other children are doing set social studies activities)

Listen for the most interesting idea for you

Listen for some ideas to put into a sequence

Listen to retell to a partner

Listen for a question you would like to ask

Listen for something to express as drama (the children could be asked to try to work out what is being acted).

- Various pictures displayed around the room with questions or directions under them. The teacher tells the children she is looking for good thinking, rather than 'right' answers.

Picture 15. The travellers. 'What do you think is happening here?'

Picture 8. The new settlement of Petre (renamed Whanganui). 'Where do you think this is?'

Picture 10. Queen Street, 1852. 'Where do you think this is?' 'What year do you think it is?'

Picture 13. A taua prepares to set out. 'What do you think is happening here?'

Picture 14. Thom's whaling station. 'What do you think this place was for?'

Picture 9. Overview of a pa. 'By looking at this picture, what can you tell me about Maori pa?'

Picture 5. Hakari. 'What do you think this structure was for?'

Pictures 8, 9, 10. Petre (Whanganui); Paeroa Pa (late 1700s); Auckland. 'Why do you think Maori and Pakeha settlements are where they are?'

Picture 3. The emigrant ship. 'Why do you think the various people on the ship are coming to New Zealand?'

Picture 3. 'Write a diary entry for one of the characters on the emigrant ship.'

- Pictures 1, 2, 4, 5, 7, 15, 16 for information. The teacher has set out the background for a mural. 'Draw things about the foods Maori ate and the ways they obtained them.'
- 'What pictures might these statements go with?'

The teacher displays a number of pictures around the room. Laid out on the table are some statements about the topic.

The children paste the statements on to newsprint sheets placed beneath each picture. This is an opportunity to introduce some quite complex ideas. Try, as much as possible, to avoid making the statements an obvious match for any particular picture.

- The teacher provides, on small pieces of paper, multiple copies of the following concepts (do not discuss the meaning of the concepts beforehand):

Co-operation

Rules

Disagreement

Change

Togetherness

Making decisions

Food

Customs and traditions

Interaction

Enjoying

Helping

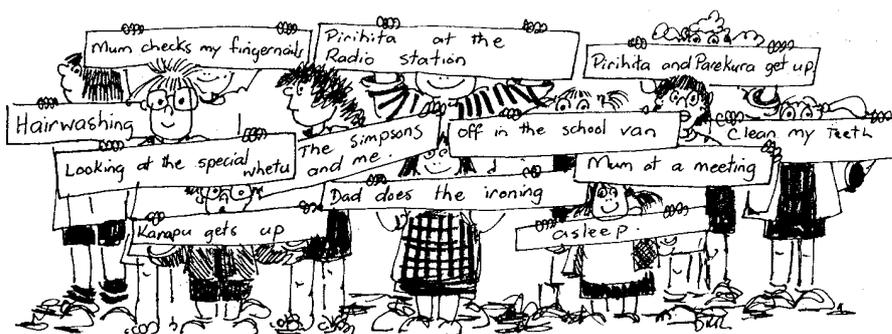
Values.

Twelve pictures displayed.

'Place these captions below the pictures you think go with.'

'Remember to write your name on the small pieces of paper.'

Make clear once again, there are no right answers.



In what sequence should they go?

Teachers, after trying out the ideas outlined, should make the process their own, including: different ways to take the outlined activities, different activities of their own construction, use of computer, and aspects of the 'inquiry' approach. All the time ensuring the unit retains its 'feeling for' open-endedness, sense of movement, and sense of shape – introduction, gaining information, using that information flexibly, and conclusion.



And the matter of the labels 'inquiry' and 'feeling for'. I had distributed to the teachers at the wananga course a copy of my picture resource *Christmas at the Cape* (a set of 20 pictures of photographs by Ans Westra, a 70-page book, and a teaching unit adaptable to all ages) about a Rotorua Maori family having Christmas at their ancestral farm home on East Cape. The intention in producing the booklet was to reveal a modern Maori family and its natural integration of cultural values into their life. I was moving to make a point.

'In this study, would you like the children to "inquire" into this family or develop a "feeling for" them?' An intake of air and a gasp.

There are two main implications, don't choose topics that are distant from the real lives of people, and when you undertake a topic, do it in a way that gets children close to the people, as real people, is respectful to them, therefore consistent with what should be the central purpose of social studies.

In a later **Attack!** there will be an emphasis on activities from the middle to concluding stages of an holistic social studies unit.

