

# MAHI TOI

## Social Sciences

Level 1-2 Places and Environment & Identity, Culture and Organisation

Students will gain skills, knowledge and experiences to

Understand how the cultures of people in New Zealand are expressed in students' daily lives. (L1)

- Understand how the status of Māori as tangata whenua is significant for communities in New Zealand;
- Understand how cultural practices reflect and express people's customs, traditions, and values. (L2)

This sits alongside the guideline Te Takanga o te Wā with the connected themes Te Hekenga Nui, Mana Whenua and Whakapapa.

## Notes for teachers

Art is a way for young students to visually express their historical understandings. It is cross cultural, kinaesthetic and familiar. Strong connections can be made to Māori history through both traditional and contemporary art that expresses Tikanga Māori. Art is accessible and easily displayed and so is a great vehicle for sharing learning with the wider school community.

## Learning Outcomes

When participating in art and music to enhance learning in Māori History, students can be expected to:

- Compare and contrast material from different time periods.
- Explain their choices and express their ideas.
- Make simple inferences from what they see.
- Use the conventions and techniques of visual art and music to express concepts of Māori history.

## Where are you from?

This art project examines stories of migration and the students' sense of where they belong. It links a self-portrait to landscape and location, allowing students to look at their own migration stories.

Take a look at New Zealand portrait painting. There have been many examples of skilled painters In New Zealand. Portrait painters like Goldie and Lindauer added to early historical records with their portraits of Māori. <http://www.lindaueronline.co.nz/Māori-portraits>

For more contemporary portraits, a website like <http://www.nzportraitgallery.org.nz/> will give your students examples of different ways of portraying the people of New Zealand. Students can discuss why the subjects had their portraits painted, what distinguishing features they can see, and what information the portrait gives about its subject.

The students can then complete a self-portrait that includes images of their family history and the place where they belong. For more detailed instructions on technique, the idea to be adapted is here:

<http://artinspired.pbworks.com/w/page/13819743/Where%20Art%20You%20From>

- Each student will need to spend some time talking to whānau about their family migration stories.
- Linking into the stories of migration, students find and print a map of the place from which their family migrated to New Zealand.
- The maps are integrated into the self-portraits, linking the place we they come from to the student's

identity.

- Instead of patterning the background, student can paint or draw aspects of their local area, to show that this is the land to which they also belong.

## Construct a family tree

Students can interview grandparents and parents and complete a family tree or family timeline. It can be presented using art techniques (print, collage, sculpture). Then the results can be shared with the school community. Many students are able to trace their ancestors through many generations, and migration stories can also be woven into a family tree. Events in Māori history can be added to the trees to show how family history events fit into a larger national context.

## Community connection

As you investigate local Māori history with your class, think about what you could do to share your knowledge with the local community. This would be done in a way that pays tribute to an event, land or people. It may be appropriate for your students to create a public artwork, such as a mural, a mosaic, a sculpture or a series of painted tiles. Publically sharing an aspect of local Māori history is not just beneficial for the local community but for visitors too.

## Investigate a building

Through exploring local Māori history, students will discover how their local area has changed over time. This includes not just the land itself, but buildings that have been erected on the land. Buildings give us an idea of who has lived in a place, how they lived their lives and what was important to them. Students can study old maps or photographs. They can listen to local experts to identify what used to exist in their community and what new structures have been built. A local historian or town planner may be able to visit the classroom to talk about the architectural history of your town. They may have information about why specific buildings were erected and for whom, and why some structures no longer exist. Students can walk around the area, estimating the age and function of buildings. Get them to examine the types of building materials, levels of damage or preservation, function and craftsmanship. Are there any clues to the story of the building (e.g. dates or carvings)?

From this investigation, the students can now construct a 3D timeline of your area. Use wood scraps, cardboard and any other recyclable material. Build the same part of your local area over three time periods – and maybe add in a futuristic one as well. *The House that Jack Built*, a picture book by Gavin Bishop, is a good introduction to how buildings and land use change over time.

## Flags

Flags are a simple but effective way to teach students visually about history. Find out what students know about today's modern New Zealand flag. Some students may be aware of how our flag represents a colonial history. The flag before that was the flag of the United Tribes of New Zealand, another flag that had colonial roots but was voted for by some northern Māori.

<http://www.nzhistory.net.nz/classroom/new-zealands-first-flag-social-studies-activities/new-zealands-first-flag-social-studies-activities>

The flag of the Māori independence movement, Tino Rangatiratanga is not officially recognised by the government as a national flag. But it is seen frequently and is well recognised. It is potentially the only non-colonial flag that a large number of students will have seen.

<http://www.nzhistory.net.nz/politics/flags-of-new-zealand/Māori-flag>

Periodically, national debate turns to the possibility of a new national flag. Talk to the students about flags and the examples that reflect times in New Zealand history. Then get students to design a flag that you

think best depicts the people, places and history of your local area. Using fabric paints, students could paint a flag to hang from the school flagpole.

## Waiata and haka

Explore and perform waiata and haka that are local to your area. They may:

- describe historical events or leaders
- have inspired people to take action
- describe an aspect of the landscape or a myth or legend
- have been composed by a leader from local iwi.

This activity allows students to use te reo Māori in a musical context. It is easily accessible and able to be repeated to reinforce both historical and language learning. Try approaching your local high school – often they have kapa haka groups that can help teach waiata to younger students. Or they may be happy to perform to a younger audience for performance practice. This link has specific waiata related to times in New Zealand history. [http://folksong.org.nz/school\\_projects.html](http://folksong.org.nz/school_projects.html)

The students may want to compose their own music. Listen to a song like Parihaka, sung by Herbs. <http://www.youtube.com/watch?v=Yn7a7xMeRkw>. Or the students could watch the video of Tim Finn singing it: <http://www.nzonscreen.com/title/parihaka-1989>. Ask them, ‘How do you feel when you listen to it? What story does it tell you?’ The students could then write a short song or rap that tells an historical story.