

THE BATTLE OF TUTURAU: ASSESSMENT SCHEDULE

History: Describe how a significant historical event affected New Zealand society (91006)

Evidence

Question One

N1	N2	A3	A4	M5	M6	E7	E8
Identifies an historical event and attempts to describe it; this may not be significant to New Zealanders.	Identifies an historical event and describes what happened in it, but there is limited information and / or historical accuracy; this may not be significant to New Zealanders.	Attempts to describe a significant historical event, and demonstrates some accurate use of historical information. Such as (1836-37, Tutarau, Te Puoho, Tuhawaiki)	Describes a significant historical event. Gives an account. 1836 Te Puoho came South, Raiding down the west coast, Battle of Tutarau, (Beacons lit, fighting etc)	Describes in some detail a significant historical event.	Describes, in depth, a significant historical event. Te Puoho arriving at Tutarau spotting a settlement of 50 people and killing them and taking over Tutarau. An eeling party spotting Te Puoho at Tutarau and fleeing to tell the settlement at Fortrose. Beacon fire being lit at Fortrose. Settlement at Ruapuke, Bluff and Riverton seeing signal fire and lighting theirs. Warriors from all three settlements coming and meeting at Fortrose and then in Wakas paddling up the Mataura river. Waiting for nightfall (Te Puoho had not placed guards to watch their camp.) and attacking	Comprehensively describes a significant historical event.	Shows a thorough understanding of a significant historical event. Discusses Te Puoho's motivations for coming south etc Te Puoho's bad luck as a colonist. Conflict with Te Rauparaha Te Puoho's pride. Need for slaves, for labour intensive tasks, (scutching flax) Te Puoho arriving at Tutarau spotting a settlement of 50 people and killing them and taking over Tutarau. An eeling party spotting Te Puoho at Tutarau and fleeing to tell the settlement at Fortrose. Beacon fire being lit at Fortrose. Settlement at Ruapuke,

					Te Puohos men etc jumping on roofs, driving them out and killing them.		Bluff and Riverton seeing signal fire and lighting theirs. Warriors from all three settlements coming and meeting at Fortrose and then in Wakas paddling up the Mataura river. Waiting for nightfall (Te Puoho had not placed guards to watch their camp.) and attacking Te Puohos men etc jumping on roofs, driving them out and killing them.
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N= No response; no relevant evidence.

Question Two

N1	N2	A3	A4	M5	M6	E7	E8
Identifies ONE person or group. May include irrelevant information.	Identifies ONE person or group and attempts to describe either their action OR reaction / response. May include irrelevant information or not be of significance to New Zealanders.	Identifies TWO different people or groups and correctly describes either an action OR a corresponding reaction / response to the historical event. Evidence may be limited. Action: Te Puoho coming south.	Identifies TWO different people or groups and correctly describes either an action OR a corresponding reaction / response to the historical event. Action: Te Puoho coming south.	Identifies TWO different people or groups. Describes the action of a person or group in response to the historical event. and Describes in some detail a valid reaction / response that clearly links to the described action. <i>One answer must include some detail.</i>	Identifies TWO different people or groups. Describes the action of a person or group in response to the historical event. and Describes in depth a valid reaction / response that clearly links to the described action. <i>One answer must be in depth.</i>	Identifies TWO different people or groups. Comprehensively describes the action of a person or group in response to the historical event. Comprehensively describes a valid reaction / response that is clearly linked to the historical event. Describes in depth the reason for the reaction	TWO different people or groups. Comprehensively describes the action of a person or group in response to the historical event. Comprehensively describes a valid reaction / response that is clearly linked to the historical event. Comprehensively describes the reason for the reaction /

		Reaction: Tuhawaiki gathering troops and attacking Te Puoho and his troops.	Reaction: Tuhawaiki gathering troops and attacking Te Puoho and his troops.	Action: Te Puoho coming south. Reaction: Tuhawaiki gathering troops and attacking Te Puoho and his troops. Reason: Defending homeland.	Action: Te Puoho coming south. Reaction: Tuhawaiki gathering troops and attacking Te Puoho and his troops. Reason: Defending homeland.	/ response. Action: Te Puoho coming south. Explains motivations. Te Puoho's bad luck as a colonist. Conflict with Te Rauparaha Te Puoho's pride. Need for slaves, for labour intensive tasks, (scutching flax) Reaction: Tuhawaiki gathering troops and attacking Te Puoho and his troops. Reason: Defending homeland. Gain mana.	response Action: Te Puoho coming south. Explains motivations. Te Puoho's bad luck as a colonist. Conflict with Te Rauparaha Te Puoho's pride. Need for slaves, for labour intensive tasks, (scutching flax) Reaction: Tuhawaiki gathering troops and attacking Te Puoho and his troops. Reason: Defending homeland. Gain mana.
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N= No response; no relevant evidence.

Question Three

N1	N2	A3	A4	M5	M6	E7	E8
<p>Limited attempt to describe why the historical event was significant to New Zealanders.</p>	<p>Attempts to describe why the historical event was significant to New Zealanders.</p>	<p>Describes why the historical event was significant to New Zealanders, but the evidence and description are limited.</p> <p>Attempts to use examples.</p>	<p>Describes why the historical event was significant to New Zealanders.</p> <p>Uses examples</p>	<p>Describes why the historical event was significant to New Zealanders.</p> <p>Attempts to describe how it affected New Zealanders.</p> <p>Uses relevant examples.</p>	<p>Describes, in depth, why the historical event was significant to New Zealanders.</p> <p>Describes how it affected New Zealanders.</p> <p>Uses relevant examples.</p>	<p>Comprehensively describes why the historical event was significant to New Zealanders, and describes, in depth, some ways it affected New Zealand society.</p> <p>Logical response to the question.</p> <p>Uses relevant and accurate examples.</p>	<p>Comprehensively describes why the historical event was significant to New Zealanders, and how it affected New Zealanders by linking the event, the people involved, and New Zealand society.</p> <p>Logical and reasoned response to the question.</p> <p>Uses relevant and accurate examples.</p> <p>Significance to Southland could encompass:: Profundity (How deeply lives were affected) Slavery, unite Murihiku/Ngai Tahu people. Technology used. Quantity (Amount of lives affected) Number coming south roughly 200 people, Durability (How long have peoples lives been affected by it) Memorial celebrations. Relevance (How has it contributed to our lives today) Memorial, uniting Ngai Tahu Wider NZ:</p>

THE BATTLE OF TUTURAU: U N I T P L A N

Context: The Significance of the Battle of Tutarau to New Zealanders and specifically significance to Southland and its people.

Duration: 4-5 weeks

Rationale:

This course is designed to let students study local Maori history and engage with the importance of New Zealand history. It is important for students to engage in local narratives and relate to them.

Key Competencies:

Relating to Others: Has the ability to respect others opinions and perspectives and can empathise with people in the past and present.

Being accepting of other cultures their importance to today's society.

Using language, symbols, and texts:

Through interpretation of oral histories students will engage with the History of Southland.

Through the use of historical sources students will learn the key skills of interpreting historical sources.

Curriculum Values:

Cultural Diversity:

This is very important in this unit and is the main focus. To make all students feel included and valued. To include all students histories and cultures. This unit gives the students the opportunity to think about the local context in which this local history occurred.

Achievement Objectives:

Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society

Understand how people's perspectives on past events that are significance to New Zealanders differ.

Indicators:

Selects and explains the causes of past events.

Orders past events in terms of importance.

Identifies the consequences of past events.

Links the causes and consequences.

Identifies and describes perspectives on past event.

	<p>Debates an event from different perspectives.</p> <p>Makes links or contrasts between the experiences of people in the past and their own experiences.</p> <p>Compares their experiences with those of people in the past.</p>
<p>Learning Outcomes:</p> <p>To discover the background and timeline of the Musket Wars.</p> <p>To understand the movement of tribes south and reasons why.</p> <p>To explore Te Puoho’s motivations.</p> <p>To understand the events at the Battle of Tukurau. 1836-37</p> <p>To explore Tuhawaiki reactions and why he did this.</p> <p>To establish the significance of the battle of Tukurau to Southland.</p> <p>To establish the significance of the battle of Tukurau to New Zealand</p>	<p>Vocabulary:</p> <p>Significance, Causes, Consequences, Mana, Ngai Tahu, Ngāpuhi, Ngāti Whātua, conflict, ingenuity etc</p>
<p>Concepts:</p> <p>Significance, Continuity and Change, Cause and Effect, Perspective</p>	<p>Achievement Standards:</p> <p>91006: Describe how a significant historical event affected New Zealand society.</p>
<p>Resources:</p> <p>Te Puoho’s Last Raid, The battle of Tukurau 1836-37 By Atholl Anderson.</p> <p>Victoria University research</p> <p>Local Maori Historians (Rodney Trainor, Victor Manawatu).</p> <p>The Musket Wars: A History of Inter-Iwi Conflict 1806-45 by R. D. Crosby. Reed Books, 2001</p>	<p>Notes for teaching this unit:</p> <p>It is important with this unit to respect the history of Southland and local iwi. Tikanga practices should be observed during this unit especially when visiting local sites.</p>

THE BATTLE OF TUTURAU: Learning sequence

Learning Outcome:	Lesson Structure:
To discover the background and timeline of the Musket Wars.	<p>Pre-test 5mins who what where why how.....</p> <p>Begin with the conflict between Ngāpuhi and Ngāti Whātua (map of regions) discuss proximity reasons for conflict (causes)</p> <ul style="list-style-type: none"> ● European Contact ● Inter tribal conflict <p>Discuss how musket wars was NZ wide not just isolated to North Island.</p> <p>Students create a history road.</p> <p>End lesson with introduction into Te Puoho.</p>
To understand the movement of tribes south and reasons why.	<p>Students map Te Puoho's movement southwards Golden Bay to Southland.</p> <p>What did he do on the way down?</p>
To explore Te Puoho's motivations.	<p>MOTIVATIONS:</p> <p>Te Puoho's bad luck as a colonist.</p> <p>Conflict with Te Rauparaha this is where you can look at Te Rauparaha's initial raids down south and explore their impact.</p> <p>Te Puoho's pride.</p> <p>Need for slaves, for labour intensive tasks, (scutching flax)</p> <p>Class discussion and vote based on evidence.</p>
To understand the events at the Battle of Tukurau. 1836-37	<p>Using information from 'Te Puoho's last raid' and info from victoria university students are to write down the sequence of events that happened on Tukurau.</p> <ol style="list-style-type: none"> 1. Te Puoho arriving at Tukurau spotting a settlement of 50 people and killing them and taking over Tukurau. 2. An eeling party spotting Te Puoho at Tukurau and fleeing to tell the settlement at

	<p>Fortrose.</p> <ol style="list-style-type: none"> 3. Beacon fire being lit at Fortrose. 4. Settlement at Ruapuke, Bluff and Riverton seeing signal fire and lighting theirs. 5. Warriors from all three settlements coming and meeting at Fortrose and then in Wakas paddling up the Mataura river. 6. Waiting for nightfall (Te Puoho had not placed guards to watch their camp.) and attacking Te Puohos men etc jumping on roofs, driving them out and killing them.
<p>To explore Tuhawaiki reactions and why he did this.</p>	<p>Gathering troops, sailing 22kms from Ruapuke to Fortrose and paddling up Mataura river. Taking back Tukurau.</p> <p>How did Tuhawaiki show ingenuity?</p> <p>Why did he react this way? To gain Mana with his people Defending homeland</p>
<p>To establish the significance of the battle of Tukurau to Southland.</p>	<p>Why is it important to Southlanders.</p> <p>Profundity (How deeply lives were affected) Slavery, unite Murihiku/Ngai Tahu people, Quantity (Amount of lives affected) Number coming south roughly 200 people, Durability (How long have people's lives been affected by it) Relevance (How has it contributed to our lives today) Memorial, uniting Ngai Tahu</p>
<p>To establish the significance of the battle of Tukurau to New Zealand and our community.</p> <p>Significance:</p> <p>The importance of the event to people alive at the time</p> <p>How deeply people's lives were affected at the time</p> <p>How many lives were affected</p> <p>The length of time people's lives were affected</p>	<p>Placing in the musket wars, ending them.</p> <p>This is where a trip to the memorial works quite well. Begin at Fortrose (Tokanui Golf Course) where a Maori historian explains about the beckons where you can see Ruapuke island, Bluff and on a good day Aparima. Here the students can see the magnitude of the people coming together and the technology needed. From there follow the Mataura river up to Mimihau, where Te Puoho and his troops were spotted by an eeling party.</p> <p>Then continue on to Tukurau memorial site. This is where the students can look at the</p>

<p>The extent to which the event continues to affect NZ society</p>	<p>significance ask questions etc of the Maori Historian (in my case Rodney Trainor) He told the story of the raid and then the subsequent taking back of Tukurau by the Ngai Tahu. He also discussed the putting up of the memorial site and the celebrations that took place.</p>
<p>To establish the significance of the battle of Tukurau to New Zealand and our community.</p>	<p>Back in class get students to break down significance and write under each heading how Tukurau fits the criteria. Remembering to explore our local significance not just New Zealand as a whole.</p> <p>This is where a discussion on celebration and commemoration can take place. When the memorial was laid a big celebration happened, concerts, eating etc.</p> <p>Was this right? Should it not have been a commemoration? Why wasn't it? (This was quite an insightful discussion to have with the class and students began to realise the wider context in our society that this fits into.)</p>
<p>To establish the requirements for external achievement standard 1.6.</p>	<p>Break down Achieved, Merit and Excellence using the schedule attached. Discuss the importance of establishing the event's significance to New Zealanders.</p>