

WHAKAAHUA

Social Sciences

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

Students will gain skills, knowledge and experiences to:

- Understand how the past is important to people. (L1)
- Understand how time and change affect people's lives. (L2)

This sits alongside the guideline Te Takanga o te Wā with the connected themes Mātauranga and Whakapapa.

Notes for teachers

Illustrations or photographs can be a good way to introduce new concepts and add to the previous knowledge students might already have about another place, or other people's lives. They provide a forum in which students can begin to share, discuss, and question their ideas. It is worth noting that younger students will often view pictures uncritically. They may need to be reminded to look beyond the image at the intended (or sometimes unintended) message. Below are three different ways to use images in your classroom of Year 1-4s.

Learning Outcomes

When using photographs 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.
- Categorise material according to a criteria.

Remember the picture

Students are given a copy of a picture to study for two minutes and try to remember details. Then pupils must turn the picture over and give feedback about the details they can remember from the picture. This is a good exercise for learning two separate skills. The first is to focus attention on pictorial sources with lots of detail in them. The second is the concept of both describing a picture and inferring information from it.

Photo disclosure

Use blank paper to cover part of each photo (or use the function on a Smartboard). The part of the photograph that can be seen will give a clue, but not the whole story. Lay the photographs around the classroom, with a large piece of paper and a pen next to each one. The students, in pairs or small groups, rotate around the photos, writing on the accompanying piece of paper what they think the photo as a whole might show. Guided questions from the teacher throughout this process could be:

- What do you think the people in this photo are doing?
- Where do you think this is?
- When do you think this photo was taken?
- What things in the photo give you clues about what the whole picture may show?

Now as a class look at the uncovered photographs. Discuss the students' ideas and add the following questions:

- What are some of the things that are the same or nearly the same in all the photos?
- Are any of the things you see happening familiar?
- What do you think these people might be thinking or feeling?
- Do you think this photo is from New Zealand? Why?

The photos could be grouped and categorised by the students' own criteria, and then displayed for future reference.

Hide and seek

Then try a hide and seek exercise to enhance interest and encourage discussion and interpretation. Let students view illustrations or photographs and then ask them to "hide" themselves somewhere in the photo. Attempt to find each of the students in the image, while asking a variety of sensory questions, such as "What do you see from your location?" "What do you hear?" Different students can "hide" in the same photo but in a different spot so that different thinking and responses can be compared. The responses can be recorded with the photographs for a visual record of their thinking. All of this encourages historical thinking. It allows the students to give justified analysis and deepen their understanding of the events in Māori history from any given time or place.

Time comparison

Through the course of your class learning, the students will have seen photographs and drawings from different time periods. Students can use the photographs to gain insight into what life was like when the photograph was taken. For example, "It's black and white"; "They aren't wearing the same clothes as us".

If you have used images from a variety of points in history, the students can try to put them in order, justifying their choices and then complete the time comparison activity. If you have concentrated on one time period or event, the time comparison activity will still work.

Discuss what the students have learnt about the past from the photos. Ask, "How have they been helpful to our learning?" Individually and in groups, the students can replicate the photos they have seen from history. Discuss how this could help learners in the future learn about what time is like now. This may be taking photographs of an environment from the same angles before, replicating poses or groupings but with modern dress and implements. Or the students may take photographs of their lives now to record their place in history.

These photographs can be displayed as a comparison and then included in a school archive for future history classes.