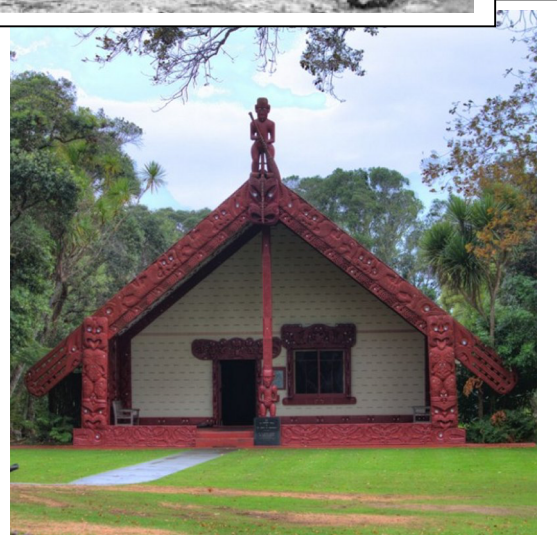


<Insert school crest>

<insert schools name>  
Internal Assessment Resource, Level 1

History, 2016

# *Tōku Tūrangawāe*



**Supports internal assessment for:  
Achievement Standard 91001 v3**

Carry out an investigation of an historical event  
place, of significance to New Zealanders  
Credits: 4

Credits: 4

<insert school crest>

<insert school name>  
History Level 1

He kākano ahau i ruia mai i Rangiatea  
*I am a seed which was sown in the heavens of Rangiatea*<sup>1</sup>

**A.S. 91001 Carry out an investigation of an historical event, or place, of significance to New Zealanders Credits: 4**

**“Tōku Tūrangawaewae”**

---

**Student Instruction Sheet**

---

**ASSESSMENT CONDITIONS:**

**In-class/out of class time allowed:** Twelve periods of class time *and* homework time

**Due date for completion of the activity:** \_\_\_\_\_

**AUTHENTICITY:** During your time researching your teacher will ask to check on your progress, for authenticity purposes. On the nominated day(s) you **MUST** bring in all your assignment material. (You will be able to continue working on it in that period.)

---

This assessment requires you to create a portfolio of evidence about a member of your family at least two generations back OR an event which a member of your family was involved in. You will be required to explain why this events was significant to either your family or to New Zealand. You must collect your evidence, including a family tree, together in a portfolio and submit it to your teacher by the due date above. You will be given time both in class and out of class for this assessment. Carefully follow all the instructions below to complete the tasks. Your portfolio can be electronic or hard copy.

You will have guidance from your teacher, librarians, e-librarians and other people involved in information management. You should, however, undertake the activity as an individual piece of work. You will be required to sign an authentication sheet that identifies this as your own work.

---

*E kore au e ngaro he kākano i ruia mai i Rangiatea*<sup>3</sup>

This whakatauki refers to the original seed from Rangiatea, the spiritual homeland for Māori, stating that “this seed will not be lost” (Grace & Grace, 2003, p.29). It thus asserts both continuity and resilience, and implies that for Māori, this is sustained by their language and culture. It alludes to the fact that “the physical, social and spiritual well-being of a Māori child (and parent and grandparent) is inextricably linked to the sense of belonging to a wider and functional whānau group” (Joseph, 2007, p. 31). Culture shapes our identities, our dispositions, our orientations towards ourselves, each other, and towards learning. As Liane Mozère explains, “Identity is socially and historically constructed – identity has to be contextualized” (2006, p. 109).

1

<http://unitec.researchbank.ac.nz/bitstream/handle/10652/1900/Ritchie%20%20Poipoia%20te%20tamaiti.pdf?sequence=1&isAllowed=y>

**The evidence you collect must relate to the following focusing questions, however these are negotiable with your teacher:**

**FAMILY MEMBER**

**(If these questions are not suitable for your topic, you can co-construct them with your teacher.)**

1. *What was happening in New Zealand society at the time <your chosen person> was alive?*
2. *What event they were involved in?*
3. *What were the different perspectives on this event?*
3. *Why was this event significant to either New Zealanders or your family member?*

**EVENT**

1. *What was the background to or causes of the event your whānau member was involved in?*
2. *What were the different perspectives of this event?*
3. *What were the consequences of the event for the people involved?*
4. *Why was this event significant to New Zealanders?*

**PLACE**

1. *What is the history of the place?*
2. *What things of importance have happened at this place?*
3. *What are the different perspectives about your chosen place?*
3. *What makes this a place of significance to your family?*

**MAKE SURE THAT YOU CHECK WITH YOUR TEACHER THAT THE EVENT OR THE PLACE YOU CHOOSE IS APPROPRIATE.**

**Events of significance your family member might have experienced could include:**

Influenza Epidemic 1918	Battle of the Somme	Springbok Tour 1981
Wahine Ferry Disaster	Passchendaele	Tangiwai Rail Disaster
Gallipoli	Erebus Plane Crash	Otago Harbour
Kaitangata Mine Incident	Hyde Rail Incident	Invasion of Parihaka
Māori Urbanisation	1975 Land March	Bastion Point
Raglan Golf Course	Dawn Raids	Mau Uprising
Gold Rushes	Long Depression	Great Depression
Battle of Tukurau	Invasion of the Waikato	Signing of Te Tiriti o Waitangi
Invasion of Ureweras	Bluff	Pukehinahina

## Task 1a: Identify a topic and choose focussing questions

- Construct a family tree going back at least five generations, follow the template discussed in class. Discuss this with your teacher as it may be possible to record your mihi here and upload this to your online folio with notes explaining this.
- Choose a person on your family tree **or** an event that someone on your family tree was involved in **or** a place that is significant to your family you would like to investigate. Use the focusing questions provided by your teacher to guide your research, or construct your own questions, with the guidance of your teacher.

**TO DO:** Write your Topic and Focusing Questions on to your **Focusing Questions and Identification of Sources** form. If you are researching a family member remember to get teacher sign off here ☺

## Task 1b: Identify possible sources

You need to talk to your parents or grandparents and do some pre-reading on your person/event/place so that you can identify at least **FOUR actual** sources that you think will be useful for your research. Record these sources on your **Focusing Questions and Identification of Sources** sheet. Complete the rest of the sheet by:

- identifying places and/or people you could go to gather information to answer your focusing questions about the event
- identifying a range of possible and/or actual primary and secondary sources from which you hope you can gather evidence about your chosen event
- stating how useful you think these sources will be by noting down the general type of information that each source contains.

**TO DO:** Submit this sheet by \_\_\_\_\_

## Task 2: Select relevant sources

From the sources you identified in Task 1b and/or other sources discovered in your investigation process, **collect** extracts of historical evidence that answer each focusing question. These need to come from at least **FOUR** different sources eg a book, a website, a newspaper, a map.

Your information could be in the form of:

- ✓ hand-written notes
- ✓ photocopied information
- ✓ video recordings
- ✓ print-outs from CD-ROMs or Internet sites
- ✓ tape recording

From the information you have collected **select** a mix of **primary and secondary** evidence. This should contain both **written and visual** evidence, e.g., cartoons, photographs, maps, charts, tables etc.

- include 3 - 4 pieces of **relevant** evidence for each Focusing Question
- **avoid** large amounts of photocopied/downloaded material
- include ONE piece of relevant **primary evidence** per Focusing Question (see below).
- use a highlighter to identify the **most** relevant part of each piece of evidence.

**TO DO:** Show your teacher and ensure that you are meeting the requirements for this task

### Task 3: Accurately record source details

For each piece of evidence, give as many details of its source as you can. Use the examples that follow, and ask your teacher how to record details for other sources you use:

#### Evidence from a book

Cowan, J. (1922) *The New Zealand Wars and the Pioneering Period*, Wellington, p9

#### Evidence from a magazine or journal

Pitt, Barrie (1974) "Italy: Poverty and Politics." *History of the Second World War*. B.P.C Publishing Ltd, Great Britain, Number 101. Page 2801

#### Evidence from a website

*Dictionary of New Zealand Biography – Online*, [www.dnzb.govt.nz](http://www.dnzb.govt.nz)

Date visited: 16 October 2015

Remember to record as this information as you go ☺

**TO DO:** Show your teacher and ensure that you are meeting the requirements for this task

### Task 4: Link the evidence to your focussing questions

Annotate your best 10 sources telling me:

- how it relates to, and answers your focussing question,
- if it is supported or contradicted by other evidence collected
- how reliable it is
- how useful it is
- questions this might raise for you

**TO DO:** Show your teacher and ensure that you are meeting the requirements for this task

### Task 5: Organise the evidence effectively

Place all your items of evidence in a folder and put it into some sort of order, for example:

- chronological order – from the earliest date to the most recent
- type of source – books, magazines, internet
- types of information – primary, secondary

**TO DO:** Show your teacher and ensure that you are meeting the requirements for this task

### Task 6: Thoroughly evaluate the investigation process

Before you hand in your completed task you need to evaluate the investigation process. Using your folder of evidence as you complete this task, write paragraphs on refill paper that comment on how effective your investigation process was.

Comment on the whole investigation process including:

- your choice of event, person or place
  - why did you choose this
  - does it hold special significance to you
- time management
  - how effective was this?
  - is there something you would do differently?
- successes and difficulties and the reasons for these
  - what was the most successful aspect of your investigation?
  - why was this so successful?
  - what was the most difficult?
  - why was this difficult?
- any **changes** you made during your investigation process and the reasons for this
  - eg focussing questions, time management, library visits
- availability of and access to evidence/sources
  - did you manage to find enough evidence
  - where did you find it
  - were there other places you could have visited
- sufficiency of sources
  - did you have enough sources and evidence to answer your focusing questions?
  - Could you find primary, secondary, visual, written etc?
- what parts of the task you **enjoyed** and/or were most **satisfied** with?
- what would you do differently if you had the chance to do this research again?
- How could you improve your investigation process?



# 'Tōku Tūrangawaewae'

## FOCUSING QUESTIONS & IDENTIFICATION OF SOURCES FORM

NAME: \_\_\_\_\_

EVENT/TOPIC: \_\_\_\_\_

Focus Question 1 \_\_\_\_\_

Focus Question 2 \_\_\_\_\_

Focus Question 3 \_\_\_\_\_

Do some preliminary research in the library (and at home) then complete the chart below. On it, identify the sources that you think will be useful in carrying out your research. **Describe briefly the type of information you have already found in them to help explain their usefulness.**

Evidence that I expect to use	HOW THIS MIGHT BE USEFUL TO MY INVESTIGATION
Rice, G <b><u>Black November</u></b> , Wellington 2008	<i>This book has detailed information about influenza epidemic along with photographs which could give me some idea of society at the time. The maps show me where the worst affected area was. There are extracts from a speech which are also useful as it shows me one person's perspective into the epidemic.</i>

