

**SS Learning Outcomes:**

Overarching Connection: Our world is full of “journeys”. These journeys have push & pull factors associated with them.

**Culture and Heritage**

Why and how individuals and groups pass on and sustain their culture and heritage

**Social Organisation**

How people organize themselves in response to a challenge and crisis

The effects of cultural interaction on cultures & societies

**Values Time, Continuity and Change**

How the ideas and actions of individuals and groups that have shaped the lives and experiences of others are viewed through time.

**Process Foci**

Collect and record information from a range of primary and secondary sources- about immigrants and their responses to interaction and new challenges

Communicate findings clearly.

**Place & Environment**

How people activities influence places and the environment and are influenced by them

**Requirements**

**Settings:** New Zealand and Beyond (The Pacific; Europe; Asia; Other; Global).

**Perspectives:** Multicultural, the

Future Essential Learning About New Zealand Society (ELANZS):- Maori

Migration, settlement, life and interaction in various areas of New Zealand over time. -

The subsequent migration, settlement, life and interaction of British and other cultural groups in Canterbury, New Zealand over time. The Treaty of Waitangi.

English Outcomes

Science Outcomes

- Present information clearly, logically, concisely, and accurately
- Identify, describe, and interpret different points of view, and distinguish fact from opinion
- Use a range of information-retrieval and information-processing technologies confidently and competently

**Problem-solving Skills**

- Think critically, creatively, reflectively, and logically
- Exercise imagination, initiative, and flexibility
- Identify, describe, and redefine a problem
- Analyse problems from a variety of different perspectives;
- Make connections and establish relationships
- Evaluate processes and solutions.

**Self-management & Competitive Skills**

- Develop the skills of self-appraisal and self-advocacy
- Achieve self-discipline and take responsibility for their own actions and decisions

**Social and Co-operative Skills**

- Develop good relationships with others, and work in co-operative ways to achieve common goals
- Take responsibility as a member of a group for jointly decided actions and decisions
- Acknowledge individual differences and demonstrate respect for the rights of all people
- Participate effectively as responsible citizens in a democratic society
- To develop the ability to negotiate and reach consensus.

**Physical Skills**

**Work and Study Skills**

- Work effectively, both independently and in groups
- Build on their own learning experiences, cultural backgrounds, and preferred learning styles
- Develop sound work habits
- Take increasing responsibility for their own learning and work

**Key Words**

Immigration, Migrant, Heritage, Pass on, Sustain, Culture

**Key Questions**

**Open:** What is the journey taking place within the theme? How and why have people journeyed? What are the push & pull factors associated with the journey and how does this compare to other journeys? How are we affected by the roots of our past? What cultures have more of a sense of community? Is New Zealand a  
What would happen if all people become the same over time? Does the Internet (it’s a small world) mean some people lose their sense of identity? What would happen if you woke up one day not knowing who you are and where you are from?  
Do we have more time to spend on things we want to today? Is it different for

contrasting adult/children?

**Closed:** What is the order of the settler’s arrival? Is most of the information we are reading/ seeing secondary source or primary source?

**Sources**

Primary: None

Secondary: websites- see links page

**Resources**

Handout

Early Cant Unit

**Assessment**

Improvements to mindmapping

Timeline end of unit

End of Unit Test

Assessment Rubric

**Other Focus Skills**

Six Thinking Hats

Blooms higher level Questions

Mindmapping Skills

**Impt Pre-Requisite Skills**

- Reading main ideas, internet search

**Activity Tracking**

Activity	7D	7C	7B
Launching Activity			
Time Travel Land			
Early Settlers Main Ideas			
Journey elements discussion			
Topic choice – journey mindm			
Pass questions/ Assess			
Rubric Explain			
Polynesian journey			
Polynesian on arrival			
Push Pull Polynesians			
Push Pull Settlers			
Time Travel Cant 1			
Time Travel Cant 2			
Modern Migration			
Think compare Activity			
Locate items on Wld map			
Pupils present some important thinking from their presentation			
Exam			

**Resources**

Amazing Journey video

# Learning Paths/Activities

## Activities that require ongoing repetition (i.e. skill building activities):

- Use of 6 Thinking Hats
- Tuangawaewae ' A Sense of Belonging'
- Reinforce inquiry process

## Unit Introduction/Motivation

### Starters

**Role Play:** – time travel movie snippet. Why would people want to travel back in time? Could you change anything safely?

### Getting Going

**1. Mind Maps** of what they know about Journeys/ Early Canterbury/Immigrants (Pre-assessment)

## Other Learning Activities Learning Journey

### Time Travel theme

**Introducing Values & Needs:** You have to leave and go to a place in the country. All cities in NZ have been threatened with biological weapons and parents are sending you away. You're only allowed to take a car of goods with you. What would you take? Tell about children during WW 1

**Red Hat** feelings also. Imagine being in coma in a strange land, you were a tourist on your own and had an accident. There is no identification for you (all burned) and you can't remember who you are. What would you feel, how would this affect how you live now? Link: Imagine you are going on a journey and you don't know where you will end, or what the new land will be like. Get them to record on journey in notes.. a long/favourite journey or a journey in "thinking"

### Motivation

□ Where in the world are our Ancestors from? Homework Students find out (email, fax, interview) about their own heritage by

filling out the Where in the World sheet. Be sensitive to your students' family situations. Show the results on a large map of the world. Get pupils to share this and possibly use it as a basis for their personal research.

### Key words

These words will play an important part in the unit. Find out what 'Immigration' and 'Migrant' mean from the immigration Web site (see <http://www.immigration.govt.nz/works hop/hist.htm>).

Use Wordsmyth (see <http://www.wordsmyth.net/>) to find definitions for keywords

For example:  
Memories of home  
International citizens  
Going places  
Really excited  
Another language  
New opportunities  
Taking chances

### Time Travel Geology

Look at geological history. Fill out online cloze and apply knowledge to assembling a flowchart. Reading activity with Inspiration mind map.

### Polynesian Journey

Activities with whole class. Storytell the Moriori Story. Use online navigators site to explore what it was like to be sailing to New Zealand. Fill out one side of a double bubble with factors push and pull. Fill out another for the challenges they faced in the journey. These will be contrasted with the Early European settlers later on. Use Internet sites to scan for information. Read through arrival of Maori to NZ. Online cloze activity to reinforce.

### The Settlement of the Waka

Using the Arrival in New Zealand (see <http://www.zealand.org.nz/whakapapa2.htm>) Web site, locate and label on the map of New Zealand (see <http://geography.about.com/science/geography/library/blank/blxnew.htm> ) where at least six of the Maori Waka landed. Use an appropriate title and key/labels

### Visiting Speaker

Video tape her storytelling and from this get pupils to take a few notes and

ask questions that will help fill out the other half of the double bubble.

### Visit to Lyttleton/Time Tunnel?

Again focusing on the journeys.. over the hills. Use of digital camera and video camera to capture the day.

### Living Heritage

Out line to pupils the best of our personal research efforts will be posted online at this Internet site..

### Personal Research Project

Pupils can select a project that relates to "Early Canterbury and the journey theme". Topics focusing on investigating their personal family history and history of Canterbury landmarks encourages through the class group sessions.

Project Rubric handed out that covers the research process planning. Focusing on following the research process and self reflection. *Requires:* Information Source Resource, questions resource

### World map Activity

Locate the journeys and important locations on a map of the world.

### Notes Activities

Read/story tell or do note taking activities/ thinking activities based on the notes handout.. See activities within the notes also.

### Assessment

Final Mind map  
Research Rubric Marks  
Observations

# They came to this Land of Plenty ~ A to Z

Write A to Z down the margin of the page (leave out Q, X, Y). Using the information you read about the *History of New Zealand Immigration* (see <http://www.immigration.govt.nz/workshop/hist.htm>), work out the answers to each of these clues. The first answer starts with A, the second with B and so on.

A	In 1907 'Non British Citizens' were called this name.
B	Between 1992 and 1995, these refugees arrived in New Zealand.
C	These immigrants came to dig for gold in the 1860's.
D	Pacific Island overstayers were caught by these in the 1970's.
E	Most of New Zealand's immigrants in the 19th Century came from this area.
F	This group of immigrants settled in Akaroa in the 1840's.
G	This group of immigrants settled near Nelson in the 1840's and 1850's.
H	In the 1950's these refugees arrived in New Zealand.
I	In 1899 this act was passed to keep out criminals, insane and those with infectious diseases.
J	Soviet Refugees came to New Zealand. Their religion was _____
K	In 1999 the New Zealand Government accepted 200 refugees from this place.
L	An organization against immigration to New Zealand by non whites, was called the White New Zealand _____
M	People who move to a new country are called this.
N	1000 people came from this place from 1930 - 1940.
O	The Scottish originally settled this area of New Zealand.
P	By 1976 there were 65,694 people from this region in New Zealand.
R	The Polish people who arrived in New Zealand in 1944 were _____
S	In the 1870's a lot of immigrants came from this area.
T	The Government charged this on each Chinese person in New Zealand in 1881.
U	Asian refugees arrived from this place in 1972-73.
V	Maori people _____ to New Zealand from Polynesia.
W	In 1962 an annual quota of immigrants from this country was created.
Z	In 1840, the New _____ Company was set up to encourage people to move to New Zealand.

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

