



NZ Histories Progress Outcomes

Understand Big Ideas

Up to year 6
Through building knowledge about contexts and drawing on inquiry practices, I have a deeper understanding that:

Up to Year 8
Through building knowledge about contexts and drawing on inquiry practices, I have a broader and deeper understanding that:

Up to year 10
Through building knowledge about contexts and drawing on inquiry practices, I have a broader and deeper understanding that:

E kōwhiri e ngaro; he kākano i ruia mai i Rangiaētea.

Our history is the foundational and continuous history of Aotearoa New Zealand.

Kaurea ō te Tiriti o Waitangi ki te kara o Ingarangi. Engari māhara tātou kahu Māori, ki te kahu o tenei motu ake.

Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years.

Māori have been settling, storing, shaping, and have been shaped by these lands and waters for centuries. Māori history forms a continuous thread, directly linking the contemporary world to the past. It is characterised by diverse experiences for individuals, hapū, and iwi within underlying and enduring cultural similarities.

The settlement of Aotearoa New Zealand has contributed to an increasingly diverse population, with many languages and cultures now part of its fabric. Colonisation began as part of a worldwide imperial project. It has been a complex, contested process, experienced and differently in different parts of Aotearoa New Zealand.

Rail Tales Key Understanding

The Otago Central Rail Trail is a key part of our local history and part of our large level industry subject. It excelled in the Maniototo which had impact on the land, water and Māori economy in the Manu/Manu/Southern Bay of Islands.

Links to the Curriculum

Social Sciences | English | Mathematics | Arts | Digital Technology | Physical Education

Key Competencies: Thinking | Learning | Working | Relating to Others



AOTEAROA HISTORIES PLAN

Years 4 - 10,
Aotearoa New Zealand's Histories and Te ao tangata | Social Sciences



About this Resource

This resource has been put together by Museograph for the Otago Central Rail Trail Trust to support the teaching and learning of the history along and around the Otago Central Rail Trail. It is intended that the resource be used for Year 4 - 10 in conjunction with the www.railtales.co.nz website. Please make adjustments for the needs of your students as activities can be moved and adjusted as needed.

The planning of this unit used the Aotearoa New Zealand's Histories Curriculum and Te ao tangata | Social Sciences Curriculum developed in 2022. This may be subject to changes as it develops.

Both documents include the terms "Understand - Know - Do" with progress outcomes sitting underneath these titles. Please go to the Aotearoa NZ's Histories website for support.

This resource does have some difficult and complex themes, ideas and history associated with the immigration of Polynesians and Europeans to Aotearoa New Zealand, and the complex ideas associated with colonisation. Please use teacher judgement and the knowledge of your students.

It is also recommended for you (if you haven't already) to reach out to your local rūnunga to help support your students learning, to tell the stories that need to be told by tungata whenua to give understanding and context.

Place your students in the role of a Historian - they are investigating their past, how people thought at that time, how they lived and had their own agendas and ideas past down through generations.

We need our students to understand that history is a continuous line that keeps developing as we discover more evidence from the research we undertake. History also often comes from those that are literate and have documented their journeys. It is important we gather evidence from a range of sources to make thoughtful conclusions.

The images you see are mostly from European artists, so what they depict is from a European point of view. This is an interesting discussion to have with your students and what would the pictures be like if they were from Māori artists.

The records collected in this unit are digital copies of the original documents and have not been corrected or adapted in any way. Therefore, your students may find spelling and grammar mistakes within text and references, as this is how they were written at the time.

I would also encourage your students to find out about their ancestors and how they fit into this picture and the people of New Zealand. Discover the importance of their local rohe, the land, the mountains, the rivers and why it is important to them. This gives us an understanding of who we are, why we think this way and gives us an opportunity to develop empathy towards each other.

Noho ora mai

Anthony Breese
(Managing Director Museograph)

This Resource Includes:

Integrated Aotearoa History and Social Studies plans for year 4 - 10
Double Hulled Waka Activity

Key Competencies

Thinking | Using Language, Symbols and Text | Relating to Others

Links to other Resources:

School Kit - Free kit from the Ministry of Education

Te Ara - <https://teara.govt.nz/en>

Puke Ariki - <https://pukeariki.com>

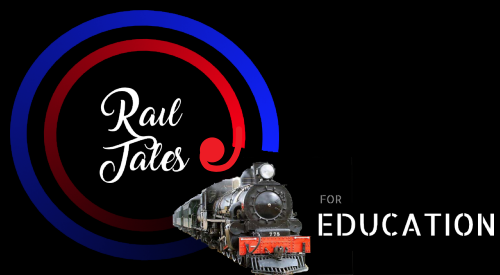
Digital NZ - <https://digitalnz.org/explore>

Nz History - <https://nzhistory.govt.nz>

Māori Dictionary - <https://maoridictionary.co.nz>

National Library - <https://natlib.govt.nz>

The Waitangi Tribunal - <https://waitangitribunal.govt.nz>



NZ Histories and Social Studies Progress Outcomes

Rail Tales Key Understandings

The Otago Central Rail Trail is a key part of our Aotearoa story and part of our largest ever industrial project. It accelerated colonisation of the Maniototo, which had impact on the land, water, and Māori economic activity in Waipounamu/South Island.

Links to the Curriculum

Social Sciences | English | Mathematics | Arts | (Digital) Technology | Physical Education

Key Competencies: Thinking | Using Language, Symbols and Text | Managing Self

Understand Big Ideas

E kore au e ngaro; he kākano i ruia mai i Rangiātea.

Māori history is the foundational and continuous history of Aotearoa New Zealand.

Kaua e uhia te Tiriti o Waitangi ki te kara o Ingarangi. Engari me uhi anōki tōu kahu Māori, ki te kahu o tēnei motu ake.

Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years.

Ko te pipi te tuatahi, ko te kaunuku te tuarua.

The course of Aotearoa New Zealand's histories has been shaped by the use of power.

People's lived experiences have been shaped by the use and misuse of power.

Tuia i runga, tuia i raro, tuia i waho, tuia i roto, tuia te muka tāngata.

Relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories.

Interactions change societies and environments.

E koekoe te tūi, e ketekete te kākā, e kūkū te kererū. There is unity in diversity.

People hold different perspectives on the world depending on their values, traditions, and experiences.

Haumi e, hui e, tāiki e!

We are lashed together, we gather together, we grow together.

People participate in communities by acting on their beliefs and through the role they hold.

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Up to Year 8

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Up to Year 10

Through building knowledge about contexts and drawing on inquiry practices, I have a broader and deeper understanding that:

Māori have been settling, storying, shaping, and have been shaped by these lands and waters for centuries. Māori history forms a continuous thread, directly linking the contemporary world to the past. It is characterised by diverse experiences for individuals, hapū, and iwi within underlying and enduring cultural similarities.

The settlement of Aotearoa New Zealand has contributed to an increasingly diverse population, with many languages and cultures now part of its fabric. Colonisation began as part of a worldwide imperial project. It has been a complex, contested process, experienced and negotiated differently in different parts of Aotearoa New Zealand over time. Aotearoa New Zealand has also colonised parts of the Pacific.

Colonisation in Aotearoa New Zealand began as part of a worldwide imperial project. It has been a complex, contested process, experienced and negotiated differently in different parts of Aotearoa New Zealand. Settlement by peoples from around the world has been part of, and experienced through, colonisation. Colonisation has also been a feature of New Zealand's role in the Pacific.

Individuals, groups, and organisations have exerted and contested power in ways that improve the lives of people and communities, and in ways that lead to exclusion, injustice, and conflict.

Individuals, groups, and organisations exert and contest power in ways that improve the lives of people and communities, and in ways that lead to exclusion, injustice, and conflict. The course of Aotearoa New Zealand's history has been shaped by the exercise and effects of power.

People in Aotearoa New Zealand have been connected locally, nationally, and globally through voyaging, discovery, trade, aid, conflict, and creative exchanges. This has led to the adoption of new ideas and technologies, political institutions and alliances, and social movements.

Relationships and connections between people and across boundaries lead to new ideas and technologies, political institutions and alliances, and social movements. People connect locally, nationally, and globally through voyaging, migration, economic activity, aid, and creative exchanges. Such connections have shaped and continue to shape Aotearoa New Zealand. People interact with the environments they inhabit, adapting and transforming them.

Diversity encompasses differences in age, ethnicity, culture, religion, citizen status, abilities and disabilities, family composition, and gender and sexual identity. It results in a wide range of views, values, beliefs, and perspectives between and within cultures, communities, and societies. It enriches and challenges individuals and the collective.

People participate in groups ranging in size and complexity to meet the need to belong, to affirm individual and collective identity, to fulfil obligations, and to survive and flourish.



Rail Tales Key Understandings

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Know	Key Questions	Possible Activities
<p>Whakapapa me te whanaungatanga Culture and identity</p>	<p>The stories of groups of people from different periods in our history convey their reasons for and experiences of migration. These stories have shaped their culture and identity in Aotearoa New Zealand.</p> <p>Māori voyaging through the Pacific was deliberate and skilful and brought with it Pacific whakapapa and cultural identities. These identities were transformed over the centuries through adaptations to and relationships with the environment, and through the formation of hapū and iwi that eventually occupied Aotearoa New Zealand.</p> <p>Culture shapes individual and collective identities and creates diversity within societies.</p> <p>People's cultural practices and relationships can vary but reflect similar purposes.</p>	<ul style="list-style-type: none"> What stories do hapū and iwi tell about their whakapapa and their voyaging and exploration? What stories do different groups of people tell about their experiences of migration? When did they come, who did they come with, and why did they come? How did these stories shape who we are now? How do people who live here express their culture and identity every day? How do they celebrate on special occasions?
<p>Tino rangatiratanga me te kāwanatanga Government and organisation</p>	<p>Governments have selectively supported or excluded people through processes associated with voting rights, access to education, health, and welfare provision, reflecting prevailing public attitudes of the time. Often equitable treatment has been sought by people, including Māori, Chinese, women, children, and disabled people.</p> <p>Communities create rules for belonging and systems to maintain order. These rules and systems are not always fair for all people.</p>	<ul style="list-style-type: none"> How did the Government respond to the hardships of the Great Depression? <ul style="list-style-type: none"> How did the Government ensure no further train disasters occurred? What rules were put in place to prevent further disasters?
<p>Tūrangawaewae me te kaitiakitanga Place and environment</p>	<p>Adapting to new environments People adapted their technologies and tools to the new environment of Aotearoa New Zealand.</p> <p>People interact with places, resources, and environments for personal, social, cultural, economic, and spiritual reasons.</p> <p>People's actions can have long-term positive and negative environmental impacts on places, the people who live in them, and the wider world.</p>	<ul style="list-style-type: none"> What are the origin stories of mana whenua? What technologies and tools did Māori bring to Aotearoa New Zealand? What adaptations did early Māori make to enable them to survive and thrive in a new environment? How did these differ across Aotearoa New Zealand? How did mana whenua, early resource seekers, and settlers impact on the natural environment? How did mana whenua engage with early newcomers? Who gets the right to name physical and cultural features of our area? What do we do about people's different perspectives on place names? How do iwi, hapū, and community groups rejuvenate and preserve places and environments of value?
<p>Kōwhiringa ohaoha me te whai oranga Economic activity</p>	<p>Local economies and trade</p> <p>Traditional Māori economies were finely tuned to the resources within each rohe, which provided the basis for trade between iwi.</p> <p>There were complicated economic relationships between iwi and early newcomers as newcomers sought resources.</p> <p>People and communities buy, sell, and trade in different ways in order to survive and thrive. These transactions can be fair or unfair.</p> <p>Consumerism (the increasing consumption of goods) benefits producers and has economic, social, and environmental consequences.</p>	<ul style="list-style-type: none"> How were iwi and hapū economies shaped by the particular resources of their rohe? What are the daily flows of economic activity into and out of our community? How does this connect our community to other people and places? How has this changed over time? What are the different systems of trade used in our community (e.g., green or bartering, cash, and credit)? What perspectives are there on fair processes for managing these systems?

[The First People in Te Waipounamu](#). - Read "First People in Te Waipounamu". Find out more.

[Image Investigation - The Tourists](#): How does this image portray New Zealand? Who's view is it? What does this image say about NZ culture at the time? Complete the task.

[Lauder Hall](#): How did the little town of Lauder entertain a community? Compare this to Māori entertainment by reading "[Leisure in traditional Māori society - ngā mahi a te rēhia](#)" at Te Ara.

Read "[The Depression Years](#)": How did the Great Depression lead to great progress? How did the Government respond to the Great Depression?

The Straw Cutting - Hyde Railway Disaster occurred taking 21 lives. Read a [Tail of Rubble](#) and investigate the images. Discover the laws that were in place at the time of the disaster.

[The Tablet System](#): Why was the tablet system put in? Recreate this early coding using scratch.

Māori in the Maniototo - [Website questions activity](#).

What is Tunaheketaka (Taieri Lake)? Where can it be found on the Otago Central Rail Trail?

Discover why the Māori call the Rock and Pillar Pātearoa. What does Pātearoa translate into and why have they called it that?

How do we know? Research how archaeologists discover and find evidence. How do they use physical evidence to back up oral Māori histories?

Read "Farming in Lauder" - What were the implications of farming in Lauder and how has it effected the local environment.

Newtown: How did the little town of Newtown disappear?

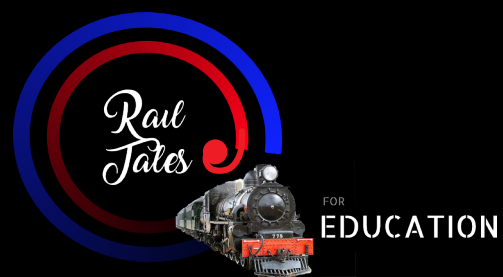
[Tuna on the Taieri](#) - How did the Māori people catch eels for food?

[Moa in the Maniototo](#): Download and answer the questions on the page.

[Richard Owen's Giant Mystery](#) - School Journal Level 3 August 2015

[Eight Mile](#) The Goldrush Town that became Hyde: Read the story and answer the questions.

Trade it! - With the construction of rail into Central Otago, locals were able to introduce new business into the area. [Download and answer the question sheet](#).



Rail Tales Key Understandings

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Links to the Curriculum

Social Sciences | English | Mathematics | Arts | (Digital) Technology | Physical Education

Key Competencies: Thinking | Using Language, Symbols and Text | Managing Self

Internet Links

[Rail Tales](#)

[Te Ara](#)

[Te Rūnanga o Ngāi Tahu - The Settlement](#)

[Papers Past](#)

DO:

In my learning in Aotearoa New Zealand's histories, I can:

- retell a story from the past and talk about how other people might tell it differently.
- use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions about the past.
- make observations about how people have acted in the past and how they act today.

Te ui pātai whaihua hei ārahi tūhuratanga whaitake | Asking rich questions to guide worthy investigations. I can:

- ask a range of appropriate questions to help focus an investigation on social issues and ideas.

Te whakaaro huatau | Thinking conceptually. I can

- define and explain concepts that are relevant to what I am learning about, using relevant examples.

Te kohikohi, te tātari, me te whakamahi mātāpuna | Collecting, analysing, and using sources. I can:

- use appropriate, relevant sources (e.g., oral stories and written research).
- use historical sources, giving deliberate attention to mātauranga Māori sources, to gather evidence to answer my questions about the past.
- identify views that are missing and note how this may affect my answers.
- use literacy and numeracy tools (e.g., graphic organisers) to sort and group findings.

Te tautohu uara me ngā tirohanga | Identifying values and perspectives. I can:

- state my opinion, reflect on how I formed it, and acknowledge that it is one of many.
- remain open to changing my opinion based on evidence.
- discuss similarities and differences between people's views and compare these views to my own.

Te whakaaro arohaehae mō ngā wā o mua | Thinking critically about the past. I can:

- construct an historical sequence of related events and changes, show how long ago they happened, and say how other people might construct the sequence differently.
- identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today.

Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi | Communicating arguments and ideas using social science conventions. I can:

- communicate ideas I have sorted into key themes and present them logically,
- using examples as evidence and social science conventions
- reflect on the communication process I have used and how effectively I have communicated.

Te tātari whakatau me te whakahaere mahi koringa pāpori | Analysing decisions and taking social action. I can:

- work with others to generate a range of ideas to solve a problem.
- refer to actions others have taken, and the impact they have had, to help justify a social action plan.
- evaluate the outcomes of the actions I have taken with others.

Possible Projects:

Build a Waka activity - Research and design a waka that you can test in water. Recreate the story in an animation such as Scratch.

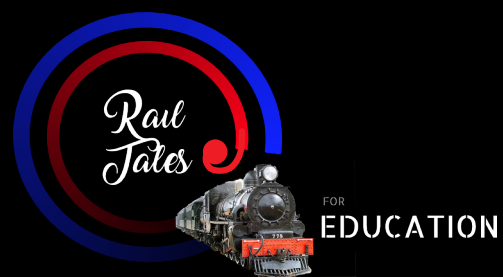
The **discovery of gold** in the Maniototo is not as well known as the goldfields in Lawrence and Arrowtown. Select one of the goldfields along the trail and tell its story using Google Slides or Microsoft Powerpoint or other. Use this as a backdrop for a speech. Use a green screen and video software to place yourself in the presentation.

Create your own **Class Cultural Map** using Google Earth or other map placing in the Māori names and meanings. Research a title, giving explanation and argument for its given name. Place this on your Cultural Map.

Newtown: Discover the little town called Newtown that disappeared. Can you bring the little town back to life by recreating it in Minecraft or painting/drawing the buildings using your research? What shops and buildings would they have had and why? You may have to look at other towns in the area and make assumptions about the town.

Straw Cutting: This is one disaster that a lot of people do not know about, however it is our second biggest train disaster next to the Tangawai disaster. Retell this story in an animation or video. How have these disasters impacted NZ, laws, and rail safety?

Minecraft Project: Research and recreate an area on the trail with the purpose of telling the story of the area. For example, build the Lauder Hall and tell the story of recreation that occurred in the area.



RAILTALES NZ HISTORIES PLAN

NZ Histories Progress Outcomes Years 7 - 8



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The Otago Central Rail Trail is a key part of our Aotearoa story and part of our largest ever industrial project. It accelerated colonisation of the Maniototo, which had impact on the land, water, and Māori economic activity in Waipounamu/South Island.

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Key Competencies: Thinking | Using Language, Symbols and Text | Managing Self

Know	Possible Questions	Possible Activities
<p>Whakapapa me te whanaungatanga Culture and identity</p> <ul style="list-style-type: none"> • People use different ways to sustain and evolve their culture and identity. • People can experience inclusion or exclusion in different situations, which has consequences for them and for society. 	<p>Traditional mahinga kai land was shut off to Māori after land sales of the Kemp block to Europeans, how do Māori know where and what those traditional routes were?</p> <p>How were Māori excluded from land purchase deals under the system of the tenths?</p>	<p>Māori in the Maniototo - Website questions activity</p> <p>Complete the Te Ōranga Māori activity. Discuss different ways that Māori have kept the traditional routes and knowledge about mahinga kai. Answers could be oral language through stories, passed down through generations, maps drawn by Europeans. Find out more.</p> <p>Read about Edward Gibbon Wakefield's Tenths' Policy. Write a PMI chart on the Tenths' Policy before discussing as a class.</p>
<p>Tino rangatiratanga me te kāwanatanga Government and organisation</p> <p>People respond to community challenges or government actions, sometimes acting individually and sometimes organising themselves collectively.</p>	<p>Mana in Māori society How was mana expressed in relationships between iwi and between iwi and Pākehā?</p> <p>How is mana evident in Māori protest actions?</p> <p>What economic, environmental, and social challenges have our community faced? What challenges does it continue to face?</p> <p>How have individuals and groups experienced and responded to these challenges? What impact have their responses had on equality, rights, and fairness for all in this community?</p>	<p>The Kemp Block - What was the Kemp Block? Complete the Kemp Block question sheet.</p> <p>Read "The Depression Years": How did the Great Depression lead to great progress? How did the Government respond to the Great Depression?</p> <p>The Straw Cutting - Hyde Railway Disaster that occurred taking 21 lives. Read a Tail of Rubble and Investigate the Images. Discover the laws that were in place at the time of the disaster. Complete the Image Investigation.</p>
<p>Tūrangawaewae me te kaitiakitanga Place and environment</p> <p>Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features.</p> <p>People's connections to places, resources, and environments can generate cooperation or lead to disputes over rights and responsibilities, with differing consequences.</p>	<p>Transforming te taiao What practices of Māori transformed the natural environment?</p> <p>How did naming features of the land express their connection with it?</p> <p>Who has rights to the places and environments around here? How are decisions made about what features to change or preserve?</p> <p>What are the key environmental features of our area? Which are at risk and which can provide further opportunities for the community? Why do groups in our community have different idea about how to use, sustain, or regenerate these features?</p>	<p>What is Tunaheketaka (Taieri Lake)? Where can it be found on the Otago Central Rail Trail?</p> <p>How do we know? Research how archaeologists discover and find evidence. How do they use physical evidence to back up oral Māori histories? Look at the "How do they know" map before doing your own research discovering other sites. Place them on the map provided or make a Google Earth project.</p> <p>Māori place names can often come under debate. Discover the Māori titles and place names along the trail and research to find arguments.</p> <ul style="list-style-type: none"> • Discover the meaning behind the words. What does the word Maniatoto mean? Find your own Māori place name from along the trail, research its background, what does it mean? Was it called something else? Why? • Discover why the Māori call the Rock and Pillar Pātearoa. What does Pātearoa translate into and why have they called it that? <p>Eight Mile 12+ The Goldrush Town that became Hyde: Read the story and answer the questions.</p> <p>Rabbits: Find out about rabbits in Central Otago. Why were they introduced, what were the environmental implications and how did people combat them? Complete the activity. Please note, the video is a converted 8mm video of a real rabbit drive in the early 1940's and contains killing of rabbits that some will find disturbing.</p>
<p>Kōwhiringa ohaoha me te whai oranga Economic activity</p> <p>Iwi and hapū experimented with new economic opportunities to enhance their mana. In doing so, they built extensive trading networks domestically and with Australia.</p> <p>Individuals, communities, and societies experience and manage scarcity in different ways and make trade-offs with differing consequences.</p>	<p>What stories do iwi and hapū tell about their experiences with new economic activities? What opportunities and barriers were there?</p> <p>How did iwi adapt their economic activities to take advantage of opportunities presented by Pākehā and the international economy?</p> <p>What factors damaged Māori economic activity?</p> <p>Who gets to participate in decision making about economic challenges and the distribution of resources?</p>	<p>Tuna on the Taieri - How did the Māori people catch eels for food? Hunting in the Maniototo - Where did they hunt? How do they know Māori hunted in the Ida Valley?</p> <p>The Moa - School Journal Level 4 November 2017 Richard Owen's Giant Mystery - School Journal Level 3 August 2015</p> <p>Rail was an integral part of the acceleration of Central Otago. Read through the development of rail and what it did for communities. Who were the people that made this happen, who benefitted and what were the consequences to Māori? Trade it activity.</p>



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DO:

In my learning in Aotearoa New Zealand's histories, I can:

- retell a story from the past and talk about how other people might tell it differently.
- use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions about the past.
- make observations about how people have acted in the past and how they act today.

Te ui pātai whaihua hei ārahi tūhuratanga whaitake | Asking rich questions to guide worthy investigations. I can:

- ask a range of questions that support meaningful investigations into social issues and ideas.

Te whakaaro huatau | Thinking conceptually. I can

- make connections between concepts by exploring different contexts.

Te kohikohi, te tātari, me te whakamahi mātāpuna | Collecting, analysing, and using sources. I can:

- gather information from primary and secondary sources, considering their reliability and identifying their limitations.
- use historical sources with differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. I can recognise that the sources may not fully answer my questions, and that my answers are themselves interpretations.
- use literacy and numeracy tools (e.g., graphic organisers) to sort and group findings.

Te tautohu uara me ngā tirohanga | Identifying values and perspectives. I can:

- state my opinion, reflect on how I formed it, and acknowledge that it is one of many.
- remain open to changing my opinion based on evidence.
- discuss similarities and differences between people's views and compare these views to my own.

Te whakaaro arohaehae mō ngā wā o mua | Thinking critically about the past. I can:

- engage with people in respectful and ethical ways in order to understand their perspectives.
- analyse and categorise people's values, viewpoints, and perspectives, including my own.
- identify how language and messaging can be used to inform, to misinform, and to position people alongside particular values and perspectives.

Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi | Communicating arguments and ideas using social science conventions. I can:

- construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently.
- make informed ethical judgements about people's actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them.

Possible Projects

Build a waka activity - Research and design a waka that you can test in water.

The Kemp Block - Research how Ngai Tahu have shown mana with its very long negotiation with the Crown. [Here's](#) a good place to start.

Create your own **Class Cultural Map** using Google Earth or other map placing in the Māori names and meanings. Make a documentary exploring the evidence found by archaeologists and see if you can make links to stories from local runanga.

Shaping the Environment: Different groups used Central Otago in many different ways. One group used the Rock and Pillar for snow skiing. Read through Rail Tales about the Rock and Pillar and discover how they adapted the landscape for this purpose. www.railtales.co.nz/rockandpillar. What other adaptations did people make to the area? Create an investigative newspaper highlighting how they have effected the environment and sustainability.

Create your own **Investigative Game** using Papers Past and other sources. This could be completed digitally or unplugged. This could be a great way to engage others to learn about Aotearoa histories and start discussion.

Rabbits: Following on from the know activity. Compare how they took care of rabbits in the past to what they do now. Research the best ways and develop your own solution to the rabbit population. Use design thinking to create something that will make effective change, whether it be chemical or physical.

The Depression Years: Find out about the public work schemes. Why do governments introduce work schemes? What does this do for jobs and our people? Would they have benefitted Māori? Why? Why not? Does this happen now? Why? Why not? Research the effects of the depression years looking at how it has made New Zealand what it is today.

Minecraft Project: Research and recreate an area on the trail with the purpose of telling the story of the area. For example, build the Lauder Hall and tell the story of recreation that occurred in the area.



Rail Tales Key Understandings

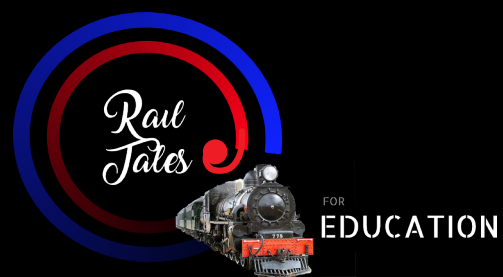
The Otago Central Rail Trail is a key part of our Aotearoa story and part of our largest ever industrial project. It accelerated colonisation of the Maniototo, which had impact on the land, water, and Māori economic activity in Waipounamu/South Island.

Links to the Curriculum

Social Sciences | English | Mathematics | Arts | (Digital) Technology | Physical Education

Key Competencies: Thinking | Using Language, Symbols and Text | Managing Self

Know	Possible Questions	Possible Activities
<p>Whakapapa me te whanaungatanga Culture and identity</p> <p>Movement within and across borders impacts on people and places. Interactions change people's culture and identity, communities, and countries.</p> <p>Māori as tangata whenua were excluded from these cultural ideals, which they experienced as colonising and assimilating.</p>	<p>What were the different viewpoints around land purchase?</p> <p>What policies were there and why were they put in place during colonisation and what effect has it had on tangata whenua?</p> <p>What were the arguments that Māori put forth to advocate for the rights of mana whenua when the Kemp Block was being sold?</p>	<p>2005 Land, look for evidence that Māori lived in and around the Otago Central Rail Trail.</p> <p>Ngai Tahu resources from the Hocken Library.</p>
<p>Tino rangatiratanga me te kāwanatanga Government and organisation</p> <p>The Crown asserted its power to establish a colonial state that in consequence diminished mana Māori. Over time, Māori have worked inside, outside, and alongside the Crown to renegotiate the colonial relationship with the Crown and to affirm tino rangatiratanga.</p> <p>The Waitangi Tribunal investigation process and subsequent settlements by the Crown have provided an opportunity for reconciliation and greater engagement by non-Māori with the Treaty.</p> <p>Systems of government and justice differ in the way they operate and in how they affect people's lives.</p> <p>Together, people assert their human rights and attempt to influence change in a range of ways, with differing impacts.</p>	<p>How did large-scale Crown purchases lead to deprivation for South Island iwi and hapū?</p> <p>What claims have been made to the Waitangi Tribunal that reflect the impact of colonisation in our community?</p> <p>What colonisation processes have shaped the history of our community?</p> <p>What process was followed, what did the Tribunal find, and what has been the outcome for the hapū and iwi involved? What are some of the differing perspectives on these claims?</p>	<p>Split your class into groups and have one person read "The Kemp Block". Have students write their response as a group.</p> <p>Read about Edward Gibbon Wakefield's Tenth's Policy. Write a PMI chart on the Tenth's Policy before discussing as a class.</p> <p>How have Ngai Tahu attempted to remedy the wrong-doings of the past? Look at the evidence put forward by Ngai Tahu at the Waitangi Tribunal and discuss. Create a timeline of the claim.</p> <p>Find out the tribunal process for Ngai Tahu and what was the outcome. How did they create their case and what evidence did they need? Create a mock-tribunal and setup a debate for and against.</p> <p>The Ngai Tahu Deeds: Use Google Maps and mark key areas on the provided maps on the Rail Trail. What areas were part of the Treaty claim by Ngai Tahu?</p>
<p>Tūrangawaewae me te kaitiakitanga Place and environment</p> <p>Settlers transformed and later cared for the natural world, and renamed places and features to reflect their own cultural origins.</p> <p>The suitability of places for living in is influenced by natural and cultural factors. The ways in which people and communities enhance or damage suitability is influenced by the resources they have available to them and by their values and perspectives.</p>	<p>How did the natural environment affect settlers' cultural practices? How did they transform the environment? What motivated them to use it in these ways? What impacts did their actions have?</p> <p>Who gets the right to name physical and cultural features? What do we do about people's different perspectives on place names?</p> <p>What efforts have been made over time to conserve and regenerate the land and its beauty?</p> <p>What are some of the main historical examples of collective action in response to damage to the environment?</p>	<p>Split the class into research groups and pick an area along the trail, such as: Lauder, Alexandra, Clyde, or Hyde. Each group to gather evidence to answer the following questions:</p> <ul style="list-style-type: none"> What/who is your area/town named after and why does it have that name? Write a short history about the naming of your area. What land transformation have occurred and why? What impact did rail bring to your area? What impact has gold made to your area? <p>How has farming shaped the land along the trail? Take a look at the Rail Tales Conservation plan for activities.</p> <p>The Kemp Block - What are the areas around the trail that were a part of the Treaty Claim? Why were they important to Ngai Tahu?</p>
<p>Kōwhiringa ohaoha me te whai oranga Economic activity</p> <p>Technological advancements developed the economy, along with state-supported land acquisition that impacted the Māori economy.</p> <p>The uneven acquisition and allocation of scarce resources, goods and services, and wealth creates personal, societal, and global challenges. These challenges lead to individual and collective action.</p> <p>Through innovation and enterprise, individuals, communities, and societies create new opportunities. These opportunities can enrich or damage lives, challenge views about needs and wants, and impact on sustainability.</p>	<p>How did the state help to create and manage the developing international economy?</p> <p>Who did this benefit, and how?</p> <p>What technological advancements accelerated the economy of Central Otago?</p>	<p>Find examples of how the Gold Rush benefited immigrants to Aotearoa New Zealand.</p> <p>What were the industries of Central Otago and how did people make money from it?</p> <p>Te Ōranga Māori - The Māori Economy Information and Questions</p> <p>Eight Mile 12+ The Goldrush Town that became Hyde: Read the story and answer the questions.</p> <p>Rail completely changed the access to Central Otago, read "Making Tracks, The Trip, Lauder Built on Track, Tough Times in the Tunnels" and Building Bridges. Find out about how this significant engineering project accelerated Central Otago. How was technology used on the trail? For example: Bridge building.</p> <p>The Tablet System: Why was the tablet system put in? Recreate this early coding using scratch.</p> <p>Farming in Lauder: Write an instruction cheat sheet for this farming machinery. Design your own farming machinery that can improve farming.</p>



Rail Tales Key Understandings

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Key Competencies: Thinking | Using Language, Symbols and Text | Managing Self

DO:

In my learning in Aotearoa New Zealand's histories, I can:

- retell a story from the past and talk about how other people might tell it differently.
- use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions about the past.
- make observations about how people have acted in the past and how they act today.

Te ui pātai whaihua hei ārahi tūhuratanga whaitake | Asking rich questions to guide worthy investigations. I can:

- ask challenging or provocative questions about social issues and ideas that I can investigate with others.

Te whakaaro huatau | Thinking conceptually. I can

- apply conceptual understandings across contexts and case studies in order to develop generalisations.
- explain that concepts are contested and mean different things to different groups.

Te kohikohi, te tātari, me te whakamahi mātāpuna | Collecting, analysing, and using sources. I can:

- consider whether my sources are valid and reliable, identify gaps in them, and reflect on limitations and biases in representing the people and groups involved.
- engage with sources and people in the community ethically and with generosity and care.
- use historical sources with differing perspectives and contrary views (including those that challenge my own interpretation), giving deliberate attention to mātauranga Māori sources. I can recognise that the sources available may not capture and fairly represent the diversity of people's experiences.
- process information, using social science conventions and literacy and numeracy tools to help organise my research.

Te tautohu uara me ngā tirohanga | Identifying values and perspectives. I can:

- describe the values behind diverse perspectives within and between groups, and explain the implications of missing perspectives.
- develop frameworks and criteria for analysing perspectives and considering why people think and act the way they do.
- use tools to identify and respond to attempts to influence or manipulate people's values, perspectives, and actions.

Te whakaaro arohaehae mō ngā wā o mua | Thinking critically about the past. I can:

- construct a narrative of cause and effect that shows relationships. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently.
- make informed ethical judgements about people's actions in the past, basing them on historical evidence and giving careful consideration to the complex predicaments people faced, what they knew and expected, the attitudes and values of the times, and my own attitudes and values.

Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi | Communicating arguments and ideas using social science conventions. I can:

- communicate information using social science conventions (e.g., graphs and maps, comparing and contrasting, sorting) to synthesise ideas, present a reasoned argument using evidence, and draw conclusions.
- adapt my communication according to an audience.
- use tools to reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated.

Te tātari whakatau me te whakahaere mahi koringa pāpori | Analysing decisions and taking social action. I can:

- generate a wide range of solutions for societal problems and use evidence and logic to justify why some courses of action are better than others.
- recognise the strengths and limitations of social action campaigns.
- evaluate the impact of social actions and their personal and social significance.

Possible Research Projects:

Who were the New Zealand Company? Dive into the story of the New Zealand Company and Edward Wakefield's ideas to complete the art of colonisation in a more organised way. What should the New Zealand people learn from this?

The Kemp Block and the Tents - Research how Ngai Tahu have shown mana with its very long negotiation with the Crown. Here's a good place to [start](#). Create a drama demonstrating the different viewpoints of the characters involved. What message will you create within the story?

Create your own **investigative game** using Papers Past and other sources. This could be completed digitally or unplugged. This could be a great way to engage others to learn about Aotearoa histories and start discussion.

Minecraft Project: Research and recreate an area on the trail with the purpose of telling the story of the area. For example, build the Lauder Hall and tell the story of recreation that occurred in the area.

How did they **build bridges in the 1900's**? The Manuherekia Bridge No.1 was a unique and one of the first bridges build in this way. Recreate a scaled model of one of the bridges on the trail, replicating its construction. Video your build and speed it up to show the steps of construction and knowledge techniques.

Research the **technology used in rail**. Look at the tablet system and how it was used. It's like modern day coding. Use a micro:bit or similar and create a digital system using Makecode, Scratch or similar. Write instructions for your safety system and how it could be used in modern day rail.

Māori have passed knowledge from generation to generation orally. How do we know it's fact? Look at how archaeologists are finding evidence to support Māori stories. Find places along the trail that support Māori being in the Maniototo. Present this in a research project.