

Whakapapa Unit Plan

This plan links to the story Nga Tukemata O Kahungunu (The Story of Rongomaiwahine) from

'First Flight, a collection of stories from Ngati Kahungunu Ki Wairarapa'

Links to Curriculum:

Ngati Kahaungunu ki Wairarapa: Whakapapa (establishing identity, Who Am I, Where do I come From?)

NZ Curriculum: Social Studies Level 4-5 (Year 9 and Year 10): Understand that people move between places and how this has consequences for the people and places.

Unit Structure		
Inquiry Stage	Lessons	Resources
Engagement Activity – an activity to grab the student's attention and motivate.	<ul style="list-style-type: none"> Students in the class bring along an item that is special to them and their family (heirloom). Something that is of significance to them e.g. war medal, photo, letter, diary etc. Class are arranged in a circle and they take turns at explaining what they have. If the student has not brought anything they can still have their turn and explain something of significance. All items are placed in the middle of the circle. Photograph all times and students write a caption for their photo. This is displayed in the classroom. Finish by asking the question. Why do families keep times of significance? Displays these ideas with the photos Finish the lesson by inviting the students to bring in other artefacts as the unit progresses. Encourage them to talk to their whanau and dig deeper into their heritage. Students can form a class 'musem' with an area to display their items. If too valuable/large to bring into school, ask them to photograph it and display this with a caption in the museum. 	<p>Student item. Letter may need to go our to whanau to explain what is happening and that all items will be kept safe while at school.</p> <p>Camera and access to have the photos printed quickly.</p> <p>Place question on a A2 piece of paper and let students post their responses with post-it notes.</p>

	<p>Read the story to the class – ‘Nga Tukemata O Kahungunu – the Story of Rongimaiwhaine, page 11 of First Flight. In this story Rongimaiwahine is explaining to her son how she met and was pursued by Kahungunu, her second husband. Depending on the age of your class, there may be different points that your students pick up. Discuss these after the story is finished. Allow the students to enjoy the story first before analysing its themes.</p> <ul style="list-style-type: none"> • Students could take a piece of paper and draw a timeline of the events from the story and unpack the family of Kahungunu. Encourage the students to write questions about things they are unsure of at the side of their timeline. 	<p>Copy of the text ‘First Flight’</p>
<p>Investigate – in this part of the inquiry the students obtain the knowledge to extend their thinking and become informed on the topic.</p>	<ul style="list-style-type: none"> • Refer back to the first paragraph of the story on page 11. This the basis for the inquiry into the structure of tribes/families. • Investigate the structure of Maori tribes. Students break into groups and research this. Draw a sociogram on large paper as a visual record. • Brainstorm other civilisations through history and make a list. In the same group the student chose one they are interested in and research this as well e.g. Romans, Greeks, Incas, Inuit, Zulu • Draw a Venn diagram and compare their two cultures. Set aside anything they may want to investigate further. 	<p>Copy of text ‘First Flight’</p> <p>http://www.teara.govt.nz/en/1966/maori-social-structure/page-2</p>
<p>Relate – how does the information we have gathered relate to us?</p>	<ul style="list-style-type: none"> • How is my family structured and what cultures does this involve? • How has my family history and significant events and people been remembered and recorded? • Students spend this part of the inquiry building portfolio of their own background. Its needs to have the following (example) <ol style="list-style-type: none"> 1. Explanations of events and people in their families past who had a significant impact of the family and its path e.g. look back to the example of Kahungunu. 2. The information to be present in a clear, concise way that is appropriate to the student’s strengths. 	<p>Access to their family histories, people</p> <p>Set assignment task and be clear on expectations, however allowing the students to more into their interests within the context.</p>

	<p>3. Provides evidence of resources and has collected references where they have obtained their information (bibliography). Students will need to understand primary and secondary resources and the importance of cited where information has come from.</p> <p>4. Reflection on the task – PMI?</p> <ul style="list-style-type: none"> • They need to choose a way in which to do this which is part of who they are. This could become quite complex and unearth events which could be challenging for them. 	Bibliography Template
Create – this part creates a visual record of their learning	<ul style="list-style-type: none"> • Students spend this time creating their family history. They need to think of a way to present this e.g. Imagine themselves as a museum curator and present this way Video of interviews with whanau explaining their histories Story board Diary Record through art, carving <p>The above really depends on the student's interest and strength. Let them go for it!</p>	Presenting equipment – access to technology, others that can assist them to present how they want to.
Share – students share their learning	<ul style="list-style-type: none"> • As students are completing their histories, brainstorm ways in which they would like to present their work. It may vary from a classroom discussion to an exhibition where whanau are invited in to view and discuss the work. This could be concluded with a sharing of kai. • Reflect on whether all their questions have been answered that have come up during the reading of the story and the inquiry itself. 	Invitations to whanau to exhibition? Arrangements for kai

*Teacher to develop an assessment criteria which is appropriate to the students in the group.

Assessment of Learning			
	Achieved	Merit	Excellence
Content of Assignment			
Presentation			

Bibliography			
Reflection			