

PLANNING LOG

THE FIRST COLUMN IDENTIFIES WHAT'S IMPORTANT. THE SECOND COLUMN HAS PROMPTS TO GUIDE YOU AND THE THIRD SPACE FOR IDEAS.

Treaty Rats

How can we bring the histories to life?

What could we include in our planning?



Ākonga

Make your teaching and learning programme accessible to all ākonga. Increase engagement by making connections to your learners' lives and whakapapa in your planning.

- Deliver and interpret information using a variety of modes, e.g. storytelling, photographs, or maps.
- Make connections to the identities of ākonga, and who they are as learners.
- Explore the collective identity of people in this place
- Connect to the whakapapa and pēpeha of individual learners, and of the community.
- Help learners see themselves in their learning about the past.



Whānau and Community

Plan how you will make connections with knowledge from whānau, community, iwi, and hapū.

- Tell stories of local significance and about local people.
- Connect with whānau through family stories and look for ways that these stories can lead the learning.
- Find out who the people are in this place and how their stories feed into a collective story.
- Develop relationships with mana whenua over time, and strengthen existing relationships.

How can we bring the histories to life?

What could we include in our planning?

Resources



Choose resources and experiences that will give learners a range of perspectives and voices reflecting the diversity of Aotearoa. Engage them with stories, experts, and trips to local places.

- Use frameworks to classify and critique resources.
- Use deliberate questions to help students look for missing voices or stories.
- Look at [Treaty rats](#) by Paul Tucker (Orewa College) to build rich and layered understanding.

Understand



Support rich learning for your ākonga by deliberately teaching the big ideas. Explore different ways to connect local history to the big ideas and the wider New Zealand or global context.

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

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

Know



Check that your theme or topic is significant, relevant, and authentic for mana whenua, whānau and ākonga.

Include explicit support for learners' histories, languages, cultures, and identities in your planning.

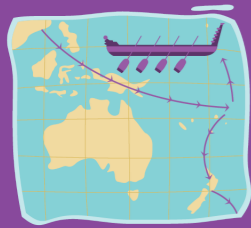
Key Knowledge - Tino rangatiratanga me te kāwanatanga (Government and Organisation)

Te Tiriti o Waitangi was signed in different places. The two versions of the Treaty say different things about who would have authority. Māori understandings were based on the versions in te reo Māori, which the vast majority of Māori signed.

Key Questions

- How did iwi and hapū in our rohe participate (or not) in the signing of Te Tiriti o Waitangi
- What were the range of views expressed by rangatira Māori at the signings of Te Tiriti o Waitangi?

Do



Develop historical thinking through deliberate teaching of critical thinking strategies. Learners need these many different opportunities to learn and practice so they can apply their learning to new contexts.

- to get an understanding of our Tiriti create a [5 W chart](#) to help get a broad overview
- Using an annotated [tic tac toe](#) model, choose either a tic tac toe for information gathering and/or an annotated tic tac toe with specific questions to research our Tiriti.
- Play this [FREE activity](#) from Struan McKenzie and Sarah Tohill as a great way to bring the engagement of gaming into your lesson.
- Break into small chunks or use as a shared reading activity Te Tiriti o Waitangi – written by Ross Calman and Mark Derby, and illustrated by Toby Morris. The book covers a wide time span, from the arrival of Polynesian explorers through to the modern-day Treaty settlement process. [You can find this digital novel in PDF form by clicking here.](#)

How can we bring the histories to life?

What could we include in our planning?



Teachers

Reflect on the knowledge that you need as a teacher and where you could find it.

-

Treaty Rats



Have you ever wondered why the Treaty of Waitangi is such an odd shape? The original treaty (one of nine copies) was signed in 1840 between Māori chiefs and the British Crown. It looked quite different to the one that New Zealanders view today as our founding document.

For many years the treaty was stored in a cupboard, forgotten by everyone. Those that discovered it first were not human. They were rats! The treaty was made from dried animal skin. The chance to taste this was too much for the rats so for many years they chewed around the edges.

When the treaty was discovered, people tried to fix it by cutting off parts chewed by the rats. The treaty is now cared for by

Archives New Zealand who treat it as the most important document in our history. There is no way that rats could ever get another taste of the Treaty of Waitangi!

Paul Tucker Orewa College (2022)