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| TE REO MĀORI IN NZC | Te Kaupapa: Te Tiriti – Past and Present | Tau: 12 & 13 |

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|  | Taumata: 7 & 8 | Te roa: 20 hours |

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| **Te Horopaki mō te Ako i te Reo – Language Learning** | **Key Competencies** | **Ngā Uara, Ngā Waiaro (ā-Māori, ā-kura, ā-marautanga) - Values (Māori, school, curriculum)** |
| **This unit supports the teaching of Te Reo Maori 2.5 achievement standard in the context of The Treaty – Past and Present. It can also be taught alongside other achievement standards in a range of curriculum learning areas, i.e. Drama 2.2 and History 2.2.**  **Contexts**  Possible Sociocultural themes  Treaty of Waitangi (issues, conflict, understanding, decision-making)  Topics  Signing of the Treaty  Land Marches  Significant events, past and present  Early Trading  Foreshore and Seabed  Past and Present  Text types  Script writing  Formal letter  Whakatauki  Conversational Exchanges  Films and video presentation  Television programmes | * Thinking (**T**) * Using language, symbols and text (**U**) * Managing self (**M**) * Relating to others (**R**) * Participating and contributing (**P**) | * Mana Tangata * Whanaungatanga * Kawenga * Aroha * Whakapono |
| **Students’ Language Knowledge/Experiences** | **Ngā Hononga ki NCEA - Links to NCEA** | **Tikanga – Cultural Practices** |
| Prior knowledge about the Treaty of Waitangi  Key words and concepts connected to the Treaty of Waitangi, i.e. tino rangatiratanga, mana, taonga  Words for participating in a play / drama  Comparing and contrasting  Inquiry learning | **Te Reo Maori 2.5 - Achievement Standard 90757 (4 credits)**  Drama 2.2 – Achievement Standard 90300 (3 credits)  History 1.1- Achievement Standard 90209 (4 credits)  History 1.2 – Achievement Standard 90210 (4 credits)  History 2.1 – Achievement Standard 90465(4 credits)  History 2.2 – Achievement Standard 90466 (4 credits) | **Whakataukī**  **Toi tu te kupu, toi tu te mana, toi tu te whenua**  This proverb was spoken by *Tinirau* of *Wanganui*. It is a plead to hold fast to our culture, for without language, without mana (spirit), and without land, the essence of being a Maori would no longer exist, but be a skeleton which would not give justice to the full body of Maoritanga (maoridom). |

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| **Te Tohu Tauākī - Proficiency Target** | | |
| **Te Puāwaitanga Levels 7 & 8:**  By the end of level 8, students can take part in general conversation with speakers of te reo Maori, understand most of what is said, and contribute relevant comments. They can explain and discuss many of their own ideas and opinions and may use te reo Maori creatively. They can read a variety of authentic te reo Maori materials and write expressively for a range of purposes. Students use a range of strategies to help them learn te reo Maori effectively, and they demonstrate a high level of fluency for a learner of te reo Maori as a second language. | | |
| **Whāinga Paetae – Achievement Objectives** | | |
| Students should be able to:  7.3 express and respond to approval and disapproval, agreement and disagreement  7.5 read about and recount actual or imagined events in the past  8.3 recount a series of events to inform, persuade or entertain 8.5 respond to selected and adapted texts in te reo Māori that are about te reo and tikanga Māori, for example, texts from recorded speeches, literature, film, newspapers, magazines, television, video, DVD and radio. | | |
| **Putanga Ako - Learning Outcomes** | **Success Criteria** | **Assessment Indicators/Methods** |
| Students will be able to:   * Re-write a character’s role from a section of a drama script * Present the new role to the class and describe changes to the script * Use appropriate vocabulary and structure in the re-written script * Write a formal letter to the Crown or Governor about the Treaty of Waitangi and what it means to a chief and his hapu at the signing of the treaty * Write a review of the short film ‘Te Whare’ commenting on the similarities and differences from the original signing of the Treaty of Waitangi * Use the appropriate sequencing of ideas * Check work for accuracy | **Writing**  **I can:**   * write in te reo Māori about a range of topics, using words and expressions that are appropriate for the purpose and intended audience * understand much of what is written in te reo Māori about a range of topics across a range of written text types intended for different purposes and audiences * adapt written texts to suit different audiences and purposes * use te reo Māori to entertain and to persuade as well as to inform * use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy   **Viewing**  **I can:**   * use visual language in a range of text types for different audiences, purposes and effects | * AS 90757 - Produce crafted writing in te reo Maori based on a scenario of the signing of the Treaty of Waitangi * AS 90300 - Apply drama techniques in a group within a scripted context |
| **Co-constructed Learning Outcomes** | **Co-constructed Success Criteria** |  |
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| **Ngā Ara Reo - Language Modes** | | |
| Whakarongo - Listening  By the end of level 7, students can:   * understand much of what other speakers of te reo Māori say about a range of topics across a range of spoken text types, formal and informal * distinguish between facts and opinions and recognise intentions to persuade and influence. | Pānui - Reading  By the end of level 7, students can:   * understand much of what is written in te reo Māori about a range of topics across a range of written text types intended for different purposes and audiences * distinguish between facts and opinions and recognise intentions to persuade and influence. | Mātakitaki – Viewing  By the end of level 7, students can:   * understand and respond to visual texts that have been created for a range of purposes and audiences * describe how visual and verbal features are combined for different purposes and audiences. |
| Kōrero - Speaking  By the end of level 7, students can:   * use te reo Māori to entertain and persuade as well as to inform * initiate and sustain conversations in te reo Māori * give talks on a range of topics in a range of contexts * use appropriate pronunciation, intonation, rhythm and stress. | Tuhituhi - Writing  By the end of level 7, students can:   * use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy * write in te reo Māori about a range of topics, using words and expressions that are appropriate for the purpose and intended audience * begin to use language to entertain and persuade as well as to inform. | Whakaatu - Presenting  By the end of level 7, students can:   * use visual language effects in a range of texts for different audiences and purposes * combine features of visual and verbal language in a range of texts for different audiences and purposes * create new visual texts to express their own information and ideas. |

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| **He Arotahinga Reo - Language Focus** | | |
| * Past, Present and Future tenses * Formal language structures * Use of words and structures that would have been spoken in 1840 | **Ngā kupu – Vocabulary**   * Tino rangatiratanga * Mana * Kawanatanga * Tukunga * Taiwhenua, puwhenua * Muru * Whakamau * Tika * Hekenga * Whakahoa * Whakatau * Ki taurangi * Whakahe(tia) * Hunga whakahe * Kawenga * Mana ariki * Mana motuhake * Taonga * Tauiwi * Tiriti * whakapono | **Rauemi**  Te Tiriti o Waitangi (Maori version)  <http://www.trc.org.nz/sites/trc.org.nz/files/%20Te%20Tiriti%20o%20Waitangi.pdf>  Treaty of Waitangi (English version)  <http://www.trc.org.nz/sites/trc.org.nz/files/English%20Version.pdf>  Comparing the two treaties  <http://www.trc.org.nz/sites/trc.org.nz/files/compare%202%20docs.pdf>  The signing of the Treaty of Waitangi – Drama Script  <http://www.trc.org.nz/sites/trc.org.nz/files/TOWPLAY.pdf>  Te Whare Film about the Treaty of Waitangi – order this resource online  <http://www.trc.org.nz/te_whare>  *The Governor* television series, ‘Episode One: The Reverend Traitor’: <http://www.nzonscreen.com/title/the-governor-episode1-1977>  Treaty Signatures: <http://www.treaty2u.govt.nz/Interactive/signatories/treaty_20_resize.html> |

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| **Ngā Akoranga me ōna Ngohe Aromatawai - Learning and Assessment Activities** | | | | | | | | | |
| **Learning Experiences** | | **Input Activities (teacher** | | **Learning Activities (student)** | | **Outcome** | | **KCs** | |
| **1** | **Learning outcome: To use inquiry to identify prior knowledge and language use around the context of the signing of the Treaty of Waitangi February 6th 1840.**  **Preparation:**  Inquiry tool – KWL about the signing of the Treaty of Waitangi  Copies of the English and Maori versions of the Treaty of Waitangi  Comparing the two treaties chart  **Introduce the topic:**  This unit is about producing crafted writing in te reo Maori based on a drama script of the signing of the Treaty of Waitangi 1840.  By the end of this unit the student will be able to:   * Re-write a character’s role (Maori chief) from a section of the drama script * Present the new role to the class and describe changes to the script * Use appropriate vocabulary and structure in the re-written script * Write a formal letter to the Crown or Governor about the Treaty of Waitangi and what it means to the chief and his hapu at the signing of the treaty. * Write a review of the short film ‘Te Whare’ commenting on the similarities and differences from the original signing of the Treaty of Waitangi. * Use the appropriate sequencing of ideas * Check work for accuracy   **Key Competencies**  Students to select the KCs for focussing on in this unit and fill in on their KC assessment sheet.  **Activities**  Use KWL or Brainstorm **strategy** to determine what students already know about the signing of the Treaty of Waitangi.  Compare the Maori and English versions of the Treaty of Waitangi and note the differences and similarities.  Discuss the viewpoints of the British Crown and Maori hapu leading up to the signing of the Treaty.  Identify who some of the main characters who were involved in the signing of the treaty in Waitangi.  List key words that are used in the Treaty of Waitangi and how they may have been understood or interpreted i.e. tino rangatiratanga, kawanatanga, mana. | | **Activity**  KWL or brainstorm  KWL teacher instructions.  KWL student instructions (Māori).  KWL template.  **Activity**  Key Competencies focus for unit on KC assessment sheet  **Activity**  Compare and Contrast | | Completed KWL chart for student portfolio  KC focus shown on KC assessment sheet for student portfolio | | **M**  **T**  **R**  **P** | |
| **2** | **Learning outcome: To investigate the setting of the signing of the Treaty of Waitangi and people involved**  **Preparation**  TV – Show Episode One of *The Governor* television series, ‘Episode One: The Reverend Traitor’  **Activities**  Show students Episode One of *The Governor.*  Discuss the relationships between the characters being portrayed  Choose five characters from the programme as a class. In groups of 3 ask students to choose one of the characters and identify what this character’s life might be like, i.e. a local chief, a trader, a school teacher, the Governor, a young Maori boy/girl. Write a description about them. | | **Activity**  Group work | | Character Description | | **T**  **M**  **R**  **P** | |
| **3** | **Learning Outcome: To explore the signing of the Treaty of Waitangi Drama script and re-write a character’s role**  **Preparation:**  Copies of the Drama Script of the signing of the Treaty of Waitangi  **Activities**  Place students into two or three groups so that each student can play a character.  Students choose a character to play.  In groups students practice their parts and identify key aspects about their character and how they may have spoken, acted, behaved.  Allow students time to develop their character and role.  Group performance in front of their peers.  The characters from each group pair together and write a character description. | | **Activity**  Role play  **Activity**  Think, Pair, Share | |  | | **T**  **M**  **R**  **P** | |
| **4** | **Learning Outcome: To develop a character’s role and re-write their part in a drama performance**  **Preparation:**  Previous lessons character descriptions  **Activities**  Using the character descriptions from the previous lesson, students expand their speaking part and develop more depth to their part in the drama performance  Students draft a re-write of their parts and write a paragraph about their character  Students perform the drama again in their groups with their new expanded performances  Discuss as a class how the second performance is different from the first performance and how this changes the impact of the performance | | **Activity**  Draft Writing  **Activity**  Drama Performance | | Draft Writing | | **T**  **M**  **R**  **P** | |
| **5** | **Learning Outcome: Write a formal letter to the Crown or Governor about the Treaty of Waitangi**  **Preparation:**  List of chiefs who were at the signing of the Treaty of Waitangi  **Activities:**  Students research a chief who was at the signing of the Treaty of Waitangi  Identify the viewpoints, concerns, issues, hopes, dreams, desires and challenges that the chief might have for themself and their hapu to develop a character description  Using the character description of the chief and their viewpoints, draft a formal letter to the Crown or Governor about their thoughts, feelings, viewpoints about the Treaty of Waitangi and whether they support it or not | | **Activity**  Character development  **Activity**  Draft formal letter | | Draft formal letter | | **T**  **M**  **R**  **P** | |
| **6** | **Learning Outcome: Review a short film and comment on the similarities and differences about the Treaty of Waitangi from the past and present**  **Preparation:**  DVD of ‘Te Whare’ – Short Film (32 mins)  **Activities:**  Student Brainstorm – use a T-Chart to Compare and Contrast differences between the present and the past about the Treaty of Waitangi and its original intent and what it looks like today. Ask students to share in groups of 3-4 their ideas  Watch the film ‘Te Whare’ – use the questions in the resource book to lead discussion with the class about the ideas in the film. Divide the questions between the students and ask them to work in pairs to answer them and add their thoughts and ideas  As a class identify the similarities and differences about the Treaty of Waitangi from the past and present | | **Activity**  T-Chart | |  | | **T**  **M**  **R**  **P** | |
| **7** | **Learning Outcome: Students write a review of the short film ‘Te Whare’**  **Preparation:**  Students will need access to their notes from the previous session  **Activities:**  Write a draft review of the short film ‘Te Whare’ | | **Activity**  Draft Film Review | | Draft Film Review | | **T**  **M** | |
| **8** | **Learning Outcome: Students complete Te Reo Maori 2.5 applied to Te Tiriti o Waitangi**  **Preparation:**  Students will require 4 hour-long periods (or equivalent) to complete the following 3 tasks:   1. Re-write a character’s role (Maori chief) from a section of the drama script 2. Write a formal letter to the Crown or Governor about the Treaty of Waitangi and what it means to a chief and his hapu at the signing of the treaty. 3. Write a review of the short film ‘Te Whare’ commenting on the similarities and differences from the original signing of the Treaty of Waitangi.   Students are required to check their work for the following:  Use of appropriate sequencing of ideas  Accuracy  Use of appropriate vocabulary and structure in the re-written script | |  | | **Completion of 3 tasks for Te Reo Maori 2.5** | | **T**  **M** | |