



Aotearoa New Zealand Histories Draft Curriculum - Big Idea

The course of Aotearoa New Zealand's history has been shaped by the exercise and effects of power. Individuals, groups, and organisations have exerted and contested power in ways that have improved the lives of people and communities, and in ways that have led to damage, injustice, and conflict. Ideologies and beliefs, from within and beyond Aotearoa New Zealand, underpin expressions of power and resistance and insisting on rights and identity.

At school: pre visit:

<p>Creativity A haiku is a Japanese poetry form. It is only three lines Line one – 5 syllables Line two – 7 syllables Line three – 5 syllables</p> <p>Write a haiku that includes these two words: destruction, chaos.</p>	<p>Collaboration War reparations are compensation payments made after a war by the vanquished (losers) to the victors. They cover damage or injury. After WW1 the reparations made by the German people very poor. Find out how?</p>	<p>Critical thinking The reparations after WW1 set the scene for Hitler’s rise to power and WW2. Think about why the Germans who were beaten in WW1 and then forced to pay reparations would want to follow a leader like Hitler.</p>	<p>Success criteria Students recognise that when you lose a war or lose in a conflict it can make you very angry and sad. This then causes further conflict. Students can give examples from their own lives.</p>
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At the museum:

<p>Creativity Visit the medal repository and look at all the different medals and badges. Make a medal and present it to one of your classmates who you think has done something special.</p>	<p>Collaboration Take a tour of our WW1 gallery. With your buddy, discuss why it was called “The Great War”. Decide if that is a good name.</p>	<p>Critical thinking After the war in Vietnam, the NZ Army changed its focus from fighting in wars to becoming peacekeepers. Find out more about this. Do you think this a good change in direction for our Army?</p>	<p>Success criteria Students can discuss NZ’s role in keeping peace around the world and are able to say whether they agree or disagree with this.</p>
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Back at school:

<p>Creativity Find out all the symbols for peace. The make a piece of art that incorporates one or all of them.</p>	<p>Collaboration With your buddy research and find out where in the world the NZ Army has worked as a peacekeeping force. On a map of the world colour in those countries.</p>	<p>Critical thinking When soldiers act as peacekeepers they are keeping the two warring sides apart in a country that is different to NZ. What training would our soldiers need to understand the culture of the country they are going to be pecekeepers in? Why?</p>	<p>Success criteria Students demonstrate they have some understanding of cultural difference. Students show understanding of the need to understand and respect cultural difference.</p>
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