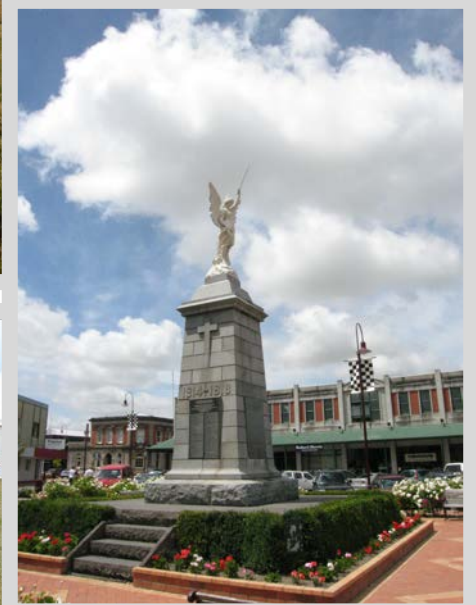
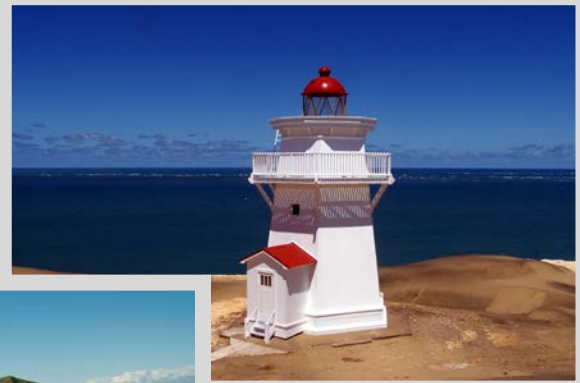


# Heritage Explorer

A resource to support  
teachers of years 1-10



HERITAGE NEW ZEALAND  
POUHERE TAONGA

# Heritage Explorer

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## Introduction

The purpose of this teacher resource is to support our students to develop an understanding from a social studies perspective of what heritage means. Social studies is located within the social sciences learning area in the New Zealand Curriculum, and this resource refers to social studies curriculum levels 1–5.

The resource begins by considering why it is important to develop an understanding of what heritage is and the forms that heritage can take. It then explores links with the New Zealand Curriculum, exploring ways of developing understandings about heritage and associated concepts, using a variety of perspectives. It explores how 'our places' contribute to our concept of heritage and therefore considering why it is worth preserving.

### Heritage can be ...

nō ngā tīpuna tuku iho, tuku iho  
treasures handed down by our ancestors

### Why does heritage matter?

Heritage matters because it is both inspiring and beguiling. It is a set of ideas and values that underpin who we are, remind us of what we have done and help us to recognise what we might do better. It is central to our sense of place and belonging, how we fit into society, and the significance of who we are, our identity. Talking about heritage exposes our own cultural positioning and experiences and opens up our world. To be able to go forward into the future with confidence we need to remember and learn from the past. Heritage communicated through places can also provide a concrete basis for ideas in the past that we can bring into the future.

### What does heritage mean?

Heritage can mean many different things and take many forms. It may include:

- Taha wairua/whakapono – spiritual concepts, beliefs
- Pūkōrero – stories that have been passed down the generations
- Wharenuī – historic buildings with special significance and the context which the buildings sits within
- Taonga – objects that have been valued and passed down the generations
- Tūrangawaewae – place, property that is or may be inherited
- Wāhi tīpuna – archaeological sites of historical importance
- Tikanga – cultural traditions and practices
- Taiao – areas of the natural environment that are perceived as important
- Cultivated gardens/pā/redoubt and landscapes designed and maintained
- Whakapapa – where we are from, our families, communities, and places of origin.

## What are the ways in which heritage is communicated?

Ways in which heritage is communicated	Examples
Artefacts/taonga/collections	carvings, jewellery, furniture, tools, patu, stone adze, mere, legends
Buildings and places	Stone Store & Kemp Mission House, Cape Reinga, Tūrangawaewae Marae, Rangiriri Pā, Fyffe House, Government House, Christchurch Cathedral, Auckland War Memorial Museum, Dunedin Railway Station, Clifden Suspension Bridge, Old Dunstan Road
Customs/traditions	haka, hongī, hāngī, pavlova, rugby, church
Celebrations	Ramadan, Diwali, Christmas, Matariki, Hanukkah, Waitangi Day
Natural environment	mountains, lakes, national parks, volcanoes and other areas of significance such as Tāne Mahuta, Rangitoto, Tongariro, Taupō, Waikato River, Fiordland, Marlborough Sounds, streams, bush
Oral	sayings, stories, language, myths, song, music, mihimihi/pepeha, oral history
Ancestry	family trees/genealogy, archives, documents, certificates and awards letters
Arts	art works, drama, dance, visual records of people and places, film, photographs, family portraits, carvings, mats, tukutuku panels, tapa, maps, plans, drawings, rock art, graffiti and markings
Media	newspaper and magazine articles, journals and diaries, books, reports, legislation, Treaty of Waitangi, maps, documentaries

## Who cares? – Heritage New Zealand Pouhere Taonga

**Heritage New Zealand Pouhere Taonga** is New Zealand's leading national historical and cultural heritage agency. Heritage New Zealand Pouhere Taonga is a bicultural organisation, governed by a Board and Māori Heritage Council. It owns many unique properties, and has a caretaker role for others. These include examples of the first interactions between Māori and Pākehā, and our nation's early industrial, social and technological development.

Heritage New Zealand's key functions include: maintaining and developing the New Zealand Heritage List/Rārangi Kōrero (formerly known as the Register of historic places, historic areas, wāhi tapu and wāhi tapu areas); providing advice and input into the resource management process as it concerns heritage places, and administering the provisions of the Heritage New Zealand Pouhere Taonga Act 2014 relating to archaeological authorities and heritage covenants; managing iconic heritage places; and advocating for the protection of heritage places and assisting local authorities, developers, property owners, iwi, hapū, whānau and community groups to manage their heritage resources

There are many historical and contemporary themes that connect the many sites, and support deeper learning in relation to heritage.

Related themes to consider:

Whaling Industry	Māori rock art
New Zealand wars	Military techniques – Māori and Pākehā
Coal Mining	Agricultural practices
Frozen meat industry	Early industrial manufacturing
Landscape changes	Urbanisation – settlement patterns
New Zealand colonization	Colonial life – social stratification
Navigational technology	Gold mining – extractive industries
Early religion	Significance and impact of trade
Early industrial techniques	Conflict and cooperation
Māori/European conceptions of women’s roles/responsibilities	

### Heritage in the New Zealand Curriculum

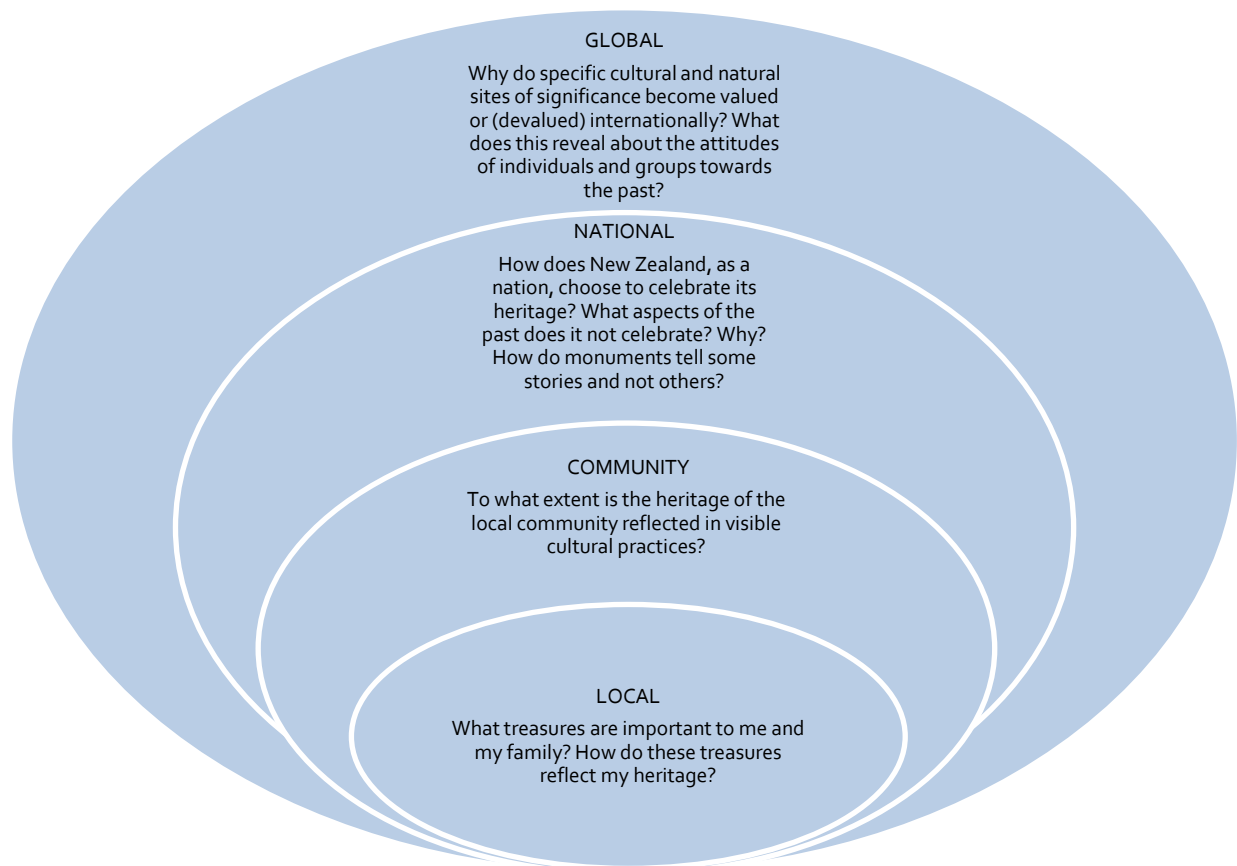
Heritage can be explored across different levels in the curriculum. Some examples are given in the table below. (Note that the concepts within each achievement objective have been identified in bold.)

Curriculum levels	Suggested social studies achievement objectives	Possible contexts to explore
Reanga	Whāinga	Kaupapa
Level 1	Understand how the <b>past</b> is important to <b>people</b> .	Taku whānau – My family history and why it is significant to my family today.
	Understand how <b>places</b> in New Zealand are <b>significant</b> for individuals and groups.	Wāhi pai – Familiar places of significance and the reasons why they are important.
Level 2	Understand how <b>cultural practices</b> reflect and express people’s <b>customs, traditions</b> and <b>values</b> .	Tikanga – The students’ own cultural practices and how these reflect their heritage.
	Understand how places <b>influence people</b> and people influence <b>places</b> .	Wāhi – How historic places and/or buildings that have local or national significance have influenced the use of the land (e.g., Tongariro National Park, Waitangi).

<p><b>Level 3</b></p>	<p>Understand how people <b>remember</b> and <b>record</b> the <b>past</b> in different ways.</p> <p>Understand how the <b>movement</b> of people affects <b>cultural diversity</b> and <b>interaction</b> in New Zealand.</p>	<p><b>Pūkōrero</b> – The various ways in which New Zealanders acknowledge 5 November (Guy Fawkes, Parihaka) and Anzac Day.</p> <p><b>Tangata ahurei</b> – The different groups that have come to New Zealand (e.g., the whalers and sealers, Dalmatians, Chinese, Italians, Polish, Scandinavians, South Africans, British) and how this has influenced our heritage.</p>
<p><b>Level 4</b></p>	<p>Understand how <b>formal</b> and <b>informal</b> groups make <b>decisions</b> that impact on <b>communities</b>.</p> <p>Understand how people <b>participate</b> individually and collectively in response to <b>community challenges</b>.</p>	<p><b>Karauna</b> – The role and activities of such groups as the Ministry for Culture and Heritage and Heritage New Zealand Pouhere Taonga.</p> <p><b>Te Wero</b> – The challenges Christchurch faces in balancing rebuilding and preservation, Hawke’s Bay earthquake 1931, Wellington’s preparations.</p>
<p><b>Level 5</b></p>	<p>Understand how the <b>Treaty of Waitangi</b> is <b>responded</b> to differently by people in different <b>times</b> and <b>places</b>.</p> <p>Understand how people’s <b>management of resources</b> impacts on <b>environmental</b> and <b>social sustainability</b>.</p>	<p><b>Te Tiriti</b> – Specific treaty claims and how responses to them reflect competing ideas about what counts as heritage.</p> <p><b>Tauhere Kōrero</b> – How areas of historic significance have been managed in the past and the consequences of past management for future planning.</p>

## Levels of impact

Heritage can also be explored by looking at the different levels of its possible impact.



## Using this resource

Section One of this resource looks at how the study of heritage relates to the key competencies of *The New Zealand Curriculum*<sup>1</sup>, concepts in social studies, and literacy. It also discusses the application of the social inquiry approach in the context of heritage.

Section Two suggests ways in which teachers can use the social inquiry approach to explore aspects of our cultural heritage. The learning experiences and approaches are for level 4 of the curriculum, and can easily be adapted to different levels.

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<sup>1</sup> Ministry of Education (2007). *The New Zealand Curriculum*. Wellington: Learning Media.

## Section One: Heritage and the New Zealand Curriculum

### The Principles of the New Zealand Curriculum

*The New Zealand Curriculum* Principles are the foundations of curriculum decision-making and 'should underpin all school decision-making' (page. 9 NZC). Heritage learning is especially well placed and deeply connected to these Principles, especially to Cultural Diversity, Treaty of Waitangi, Future Focus and Community Engagement.

### The Key Competencies of the New Zealand Curriculum

Heritage as the focus of learning supports the development of:

- **Relating to others**, through considering other people's viewpoints and the reasons for their actions
- **Participating and contributing**, through students considering their own culture and the idea of belonging
- **Thinking**, by reflecting on how and why people vary in their viewpoints
- **Using language symbols and texts**, by developing an understanding of how ideas and symbols are represented in monuments, carvings, and artefacts, and items regarded as taonga/treasures, and the information, experiences, and ideas these things convey.

### Values

At the heart of this resource is an exploration of the differing values people place on heritage and the effects of this difference. You can use the learning experiences in Section Two to:

- explore with empathy the values of others
- analyse the values that actions are based upon
- discuss disagreements that arise from differences in values and negotiate solutions
- make ethical decisions and act on them.

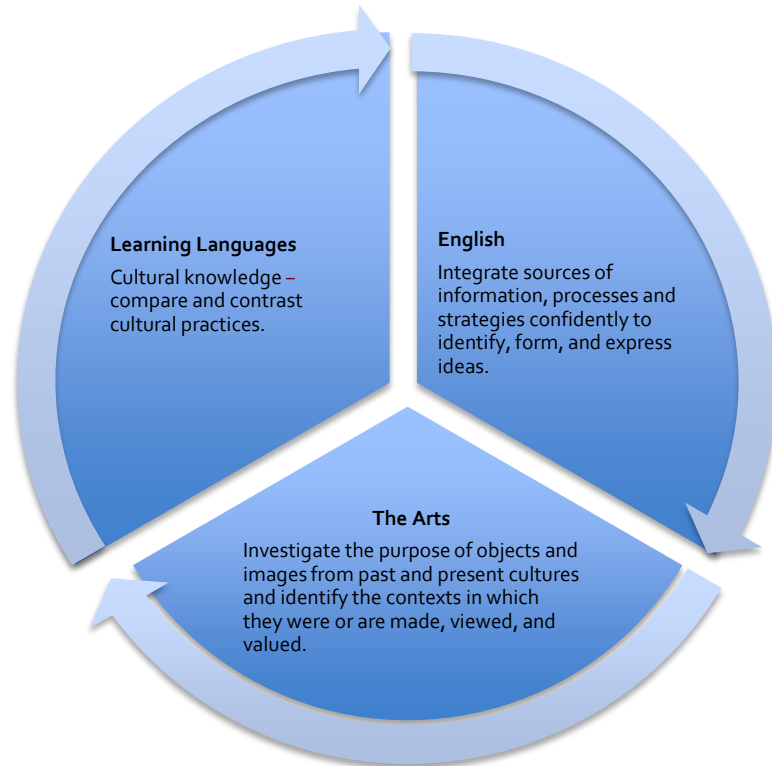
### Concepts in social studies

Heritage as a concept connects naturally with a wide range of social studies concepts and could easily be integrated into existing themes related to culture, identity, biculturalism, multiculturalism, conservation, and sustainability. Many more concepts related to the study of heritage underpin these main concepts. Opportunities in Section Two will explore how students can gain a greater understanding of these related concepts.

### Links with other learning areas at level 4

The teaching of social studies concepts such as heritage can easily link with achievement objectives in a range of learning areas. The diagram below presents ideas from three learning areas, Learning Languages, English, and the Arts. Heritage learning could also be related to the level 4 Technology learning area, through the development of *understanding how technological development expands human possibilities and how technology draws on knowledge from a range of disciplines*.





### Developing literacy across the curriculum

The learning experiences described in this resource are deliberately designed to actively engage students in reading and writing and to develop their independence as learners, using contexts that relate to their own lives. For example, learning experiences may assist students to grow their knowledge and understanding of social studies vocabulary to understand texts and interpret metaphors. The learning experiences also aim to support students to make meaning from visual prompts and develop critical thinking. Using resources such as the Living Heritage website will also provide students with the opportunity to write for an authentic audience.

### Monitoring the progression of understanding

There are no formal pre-test, formative, or summative assessments described in this resource. Rather, it is intended that teachers will use the learning experiences in Section Two, or others like them, to integrate the gathering, analysis, and use of evidence within the teaching and learning. The depth and complexity of understanding displayed in the learning will help teachers and students to monitor, in an on-going way, the development of outcomes, including the building of conceptual understandings in social studies. This evidence should in turn influence teaching practice. The table below shows how teachers could create a continuum of understanding related to each learning intention in order to monitor the progression of social studies understanding.

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#### Level 4 Learning Intention: Students will understand that heritage is reflected and communicated in varying ways

Weak understanding	Powerful understanding
Students choose limited forms of how heritage can be communicated.	Students show understanding that: heritage can be communicated in tangible and

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intangible ways

the value people place on heritage is influenced by people's cultural background.

#### Strategies for gathering evidence:

- concept map (see the resource *Approaches to Building Conceptual Understandings for guidance*).
- learning conversation.

The learning experiences in Section Two will provide teachers with opportunities to vary assessment to cater for different levels of complexity. Making associations and assessing conclusions engage the most complex thinking and invites the more able student to demonstrate deeper understanding of abstract concepts.

#### Important social sciences outcomes

*Effective Pedagogy in Social Sciences: Best Evidence Synthesis (BES)*<sup>2</sup> identifies five important social sciences outcomes for students. This resource addresses all these outcomes through:

- **Knowledge:** developing key conceptual understandings about heritage
- **Cultural identity:** providing students with opportunities to explore their own and other cultural heritages
- **Affective:** fostering a sense of belonging to places beyond the purely physical
- **Participatory:** encouraging students to consider how they can help protect and keep alive their own heritage
- **Skills:** involving students in a range of learning experiences that will develop and foster oral, written, artistic, and presentation skills.

The learning experiences in this resource were designed to incorporate the mechanisms identified in the *BES* as being the most effective approaches to facilitate learning. These are:

- make connections to students lives
- align experiences to important outcomes
- build and sustain a learning community
- design experiences that interest students.<sup>3</sup>



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<sup>2</sup> Aitken, G. and Sinnema, C. (2008). *Effective Pedagogy in Social Sciences/Tikanga ā Iwi: Best Evidence Synthesis Iteration [BES]*. Wellington: Ministry of Education.

<sup>3</sup> *Effective Pedagogy in Social Sciences*, inside front cover.

### The social inquiry approach

One way to explore an issue relating to the overarching concept of heritage is through a social inquiry.

Using a social inquiry approach, students:

- ask questions, gather information and background ideas, and examine relevant current issues
- explore and analyse people's values and perspectives
- consider the ways in which people make decisions and participate in social action
- reflect on and evaluate the understandings they have developed and the responses that may be required.<sup>4</sup>

To find out more about the social inquiry approach, visit Social Sciences Online (<http://ssol.tki.org.nz>) to download the book *Approaches to Social Inquiry*, which is part of the Building Conceptual Understandings in the Social Sciences series. The site also has a [social inquiry planning tool](#) to help teachers and students explore and engage in the social inquiry approach.




How you use the social inquiry approach will depend on your students' needs and their familiarity with this process. You may wish to model it first by presenting a range of questions that are pertinent to one of the learning intentions associated with the big idea/learning outcome. Alternatively, you may wish to co-construct the questions with the students, or allow them to develop their own using your support.

The following page gives you an example of the types of questions that could be asked when learning about heritage at level 4 of the curriculum. This approach could be adapted to other levels of the curriculum.

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<sup>4</sup> *The New Zealand Curriculum*, page 30.

**The social inquiry process: Issue – Is our heritage worth protecting and preserving or is this effort simply a waste of time?**

Focus of learning (derived from level 4)	Concepts/ideas	Conceptual understanding/ big idea/learning outcome
<ul style="list-style-type: none"> <li>• Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people</li> <li>• Understand how formal and informal groups make decisions that impact on communities</li> <li>• Understand how people participate individually and collectively in response to community challenges</li> </ul>	Heritage Identity Advocacy Kaitiakitanga Place Protection	Students will understand that the differing values people place on heritage have consequences for the protection and preservation of our natural and cultural heritage
	<b>Finding out information</b>  <p>           What does 'heritage' mean?            What are some examples of our heritage?            How are heritage accounts perceived and considered differently?            Which groups and organisations in New Zealand work to protect our heritage?            Why do some people believe it is worth protecting our heritage?            What are natural heritage sites in my community, New Zealand and the world?            What are cultural heritage sites in my community, New Zealand and the world?            How do places of interest become heritage sites? Who decides?         </p>	
<b>Considering responses and decisions</b>	<b>Reflecting and evaluating:</b>	<b>Exploring values and perspectives:</b>
What actions have been taken to protect heritage in New Zealand and the world? How successful were these actions?	What other concepts relate strongly to heritage? What have I learnt about heritage in New Zealand and the world? How do my heritage and identity relate to each other? What does kaitiakitanga mean to me?	How do people vary in the way they value natural and cultural heritage? What has influenced people to value heritage differently?
<b>So What?</b> 		<b>Now What?</b> 
So how do the decisions we make about protection and preservation of our environment impact on heritage? What could communities consider in relation to heritage? What future challenges can you see?		What else do I need to learn about heritage? What am I going to do to advocate for what I believe should be preserved? How am I going to encourage others to consider the value of their own cultural heritage?

## Section Two: Learning Experiences

### Learning outline

This section contains a number of learning experiences built around the overarching idea that:

Students will understand that the differing values people place on heritage impacts on the protection and preservation of our natural and cultural heritage.

The learning experiences suggest ways in which, by linking to the social inquiry process, students can develop key understandings related to the overarching understanding above. These ways are expressed as learning intentions. Teachers can choose appropriate learning experiences that can be adapted and incorporated into existing programmes, and are relevant to the needs and interests of their students. At the end of each set of learning experiences you will find links to resources that will support the learning intention.

### Learning Intention 1: Students will understand that our heritage is reflected and communicated in varying ways.

#### Possible learning experiences

This set of learning experiences serves to clarify the students' prior understanding of the concept of heritage. The experiences then build on this understanding, supporting students to find out how people communicate their heritage.

The learning experiences are:

- A. **Concept map:** To establish prior learning, ask students to create their own concept map of the idea of heritage, based on the example in [Approaches to Building Conceptual Understandings](#). They could do this individually or in pairs or small groups, on card or large pieces of paper that will be displayed and added to throughout the learning process. Some prompts may be provided for students who require further guidance.
- B. **Washing line:** Alternatively, direct students to present a washing line of ideas and terms associated with the concept of heritage – for example, buildings, songs, books, their own history – with examples of how heritage is displayed given underneath each term. This learning experience could lead to a discussion of how the term heritage could be defined.
- C. **Class discussion with photos:** Prompt students to share how they communicate their own heritage. Use photos of artefacts, buildings, customs, celebrations, the natural environment and oral occasions (from the beginning of this document) to promote further discussion.

#### Possible learning experiences

This set of learning experiences investigates how treasures/taonga can tell stories of people's backgrounds and what is important to them. Using stories such as 'Nanny's Tokotoko' (for details see the list of resources below), you can explore how treasures can tell stories about the students' lives.

- A. **Home learning challenge with treasures:** Ask students to bring a treasure from home that tells a story about them and/or their family and background – for example, an artefact, photo, or special toy. You may wish to model sharing your treasure and the importance behind it. As treasures are shared in groups or with the whole class, prompt students to identify common themes.

- B. **Where do our ancestors come from?** Using a world map and a map of New Zealand, ask students to place a photo of themselves on the place where they are from and link with string and pins to the places their ancestors were from. You may also want to direct students to develop family trees and/or whakapapa.
- C. **Celebrating cultural diversity:** Building on the previous activity, explore different cultural heritages in depth with your class. Draw on the students' different experiences to build up a visual display of the ways in which different members of the class communicate their heritage (for example, photos, family stories and poems). It may be useful to refer to the Heritage New Zealand Pouhere Taonga website's pages on Māori heritage, the document *Tapuwae*, and resources such as 'Dances of Sāmoa' (see the resource list given below) to further explore different ways in which heritage is communicated.

### Resources

'Nanny's Tokotoko', *School Journal*, Part 1, Number 2, 2008

Māori heritage: <http://www.heritage.org.nz/protecting-heritage/maori-heritage>

*Tapuwae*: <http://www.heritage.org.nz/resources/tapuwae>

'Dances of Sāmoa', *School Journal*, Level 2, October 2012

**Learning Intention 2: Students will understand that the places that are important to us tell stories about our heritage (what we have inherited).**

### Possible learning experience

In this learning experience students find out how heritage can be communicated through our concept of place.

- A. **Let's be a place detective:** Ask student to imagine someone 100 years from now is looking at his or her room, or a special room in the house. What story would their room tell about them and their heritage? Prompt students to draw a picture of their room and label clues that would help tell this story. You could then mix the students rooms up and ask other students to develop a heritage profile of a classmate from the pictures of the rooms, and finally guessing the person from the profile. Draw together by listing the similarities and differences between the rooms.

Our sense of place in New Zealand means different things to different people. One way to explore the values and perspectives related to this concept, from a Māori world-view, is to consider the concept of *Tūrangawaewae* (places where we feel empowered and connected) in the following learning experiences.

- B. **Special places:** Draw on the students' understanding of *Tūrangawaewae*, using the explanation from *Te Ara* (see the references) if necessary. Using readings such as 'Special Places' (see the resource list), in which children from a school in the Chatham Islands describe local places that are special to them, ask students to identify how these places enabled the children to feel connected and empowered. To extend students further you could ask students to categorise the special places using historical, spiritual, economic, aesthetic and recreational viewpoints.
- D. **Mihimihi:** Teachers could go on to model their own mihimihi (see the resource list for guidance), and prompt students to write and share their own mihimihi in groups. Examine with the class what places are special and why, and how that makes them feel. You could also co-construct a pepeha for the school, preferably in conjunction with the local marae.

## Resources

Tūrangawaewae: <http://www.teara.govt.nz/en/papatuanuku-the-land/page-5>

Mihimihi: <http://www.korero.maori.nz/forlearners/protocols/mihimihi.html>

'Special Places', *School Journal*, Part 2, Number 2, 2010

### Learning Intention 3: Students will understand that people value heritage in different ways.

The following learning experiences prompt students to consider heritage sites in their local area that are important to them, and to see how there are varying values and perspectives related to this.

#### Possible learning experiences

- A. **Let's have a treasure hunt:** Prompt students to identify their favourite places in the local community. You could then arrange for students to go for a walk and take photos of their special places and upload the photos on to a shared digital space such as their class web page or Flickr. Alternatively, they could create a virtual walk by using Google maps. You could model places that are important to you and why, and prompt students to share why their places are important to them.
- B. **Making connections:** To explore why some places are more important than others, and why people have differing views, prompt students to rank the places that are most important to least important in the class, according to the numbers of students that choose them. Prompt the students to consider how the concept of whanaungatanga (sense of connection or relationship) can contribute to their different connections with places.
- C. **Homework challenge – special places:** To further explore what places in the local area are special and why, prompt students to ask their families/whānau about places that are special to them. Using a paper map, or a Google map, prompt students to label these sites and use a key prompt to code why these places are special (for example, for family reasons, a significant celebration, cultural practices, etc.). Direct students to consider whether there are similarities and differences between their own responses and their family's responses by creating a shared Venn diagram. Finally, to examine the idea of how the significance of places changes over time, prompt students to consider what might be included on the map 50 or 100 years in the future, and 100 years ago.
- D. **Living Heritage web tasks:** This website presents real school stories showing how other students value their New Zealand heritage. The schools taking part have undertaken a supported inquiry and uploaded the information on to the website. It will be useful for you to look at the website before the learning experience.

Ask the students to conduct a web quest by exploring a range of stories, or choose a range of stories for them to explore to answer the questions:

- What aspects of heritage are shown in the stories?
- How did the students investigate their heritage?
- What were some of the key ideas the students learnt?

You could then arrange to participate in the Living Heritage activities, or adapt the approach and create a website to illustrate an inquiry in your local area.

E. **Let's go!** You could visit a local heritage site, Heritage New Zealand Pouhere Taonga site, or museum and/or invite a speaker from a local museum to talk to the class about areas of local significance, such as a pā site. Prompt students to compare these sites with the places that they have identified as special, asking the questions:

- Are these places the same? Why not? Why?
- Why do different people value different areas?

### Possible learning experiences

Building an understanding of the concept of heritage at different levels supports students to transfer and deepen their understanding. The following learning experiences direct students to consider their national and global heritage.

A. **Monuments, sites and heritage:** Either direct students to look at the online information provided by the Ministry of Culture and Heritage (see the resource list below) about our national monuments and sites heritage or hand out relevant material and ask questions such as:

- Why do we have national monuments?
- Why do we have heritage sites?
- What do they say about our heritage?
- Why is it important to look after monuments and heritage sites?
- What do these monuments or sites say to you?

B. **Our global heritage:** Using the Pacific Heritage Kit and the Interactive map from UNESCO (see the resource list), ask questions such as:

- Where are the World Heritage sites?
- What patterns can you find?
- What makes a place a global heritage site?
- Where is New Zealand represented globally?

C. **Global heritage tour:** With the students, co-construct criteria for what makes places special in a global sense. Students could use the criteria from page 17 of the Pacific Heritage Kit as a guide. Using photos from the photographic collection of World Heritage sites, ask students to score places according to their criteria (you may want to have a look at the photos before the activity and choose a range of heritage sites for them to choose from). Guide the students to review their criteria to see if anything is missing. Alternatively, you could ask students to design their own fantasy world heritage tour, asking them which five heritage sites they would visit and why. Direct students to reflect on and evaluate what they have learnt about heritage in New Zealand and the world.

### Resources

Venn diagram templates: [http://www.educationworld.com/tools\\_templates/venn\\_diagram\\_templates.shtml](http://www.educationworld.com/tools_templates/venn_diagram_templates.shtml)

Living Heritage: <http://www.livingheritage.org.nz/>

Monuments: <http://www.mch.govt.nz/nz-identity-heritage/national-monuments-and-war-graves>  
<http://www.teara.govt.nz/en/memorials-and-monuments>

UNESCO Pacific Heritage Kit (pdf available on the site page): <http://whc.unesco.org/en/educationkit/>

Interactive map: <http://whc.unesco.org/en/interactive-map/>

Historic places to visit: <http://www.heritage.org.nz/places/places-to-visit>



Photographic collection of World Heritage sites: <http://www.ourplaceworldheritage.com/index.cfm>  
Whanaungatanga: <http://www.maoridictionary.co.nz/>

#### Learning Intention 4: Students will understand that the actions we take can impact on our heritage.

##### Possible learning experiences

The New Zealand Heritage List /Rārangī Kōrero is the established means for identifying places of significant heritage. It is a formal way of identifying and advocating for our heritage. The following learning experience will provide students with the opportunity to develop an understanding of the List.

**A. Using the List:** Direct students to carry out an expert jigsaw activity, using the online information from Heritage New Zealand Pouhere Taonga (see the resource list). Split the class into groups of five students, giving each student in the group a number from 1 to 5. Assign each member of the group one of the following questions:

1. Why is the List important? Why enter places on the List?
2. What are the criteria for entry on the List? (see the [guidelines](#) document available from the Nominate a Historic Place page)
3. How can communities be involved?
4. How do historic places get [nominated](#)?
5. Describe an example of a historic place. (For information, see [Places to Visit](#).)

Direct the students to get into groups according to the numbers they were given – all the students with the number 1 into one group, and so on. Ask each group to explore the online material and answer their question. When they have finished ask the students to go back into their original groups, share their information, and decide how to present their ideas to the class.

##### Possible learning experiences

Heritage New Zealand Pouhere Taonga advocates for heritage at all levels by regularly making submissions on policy and legislation. The following learning experiences prompt students to explore people's **responses and decisions** to issues related to heritage. By exploring the concept of *kaitiakitanga* (guardianship) students also **reflect and evaluate how** they can be guardians of their heritage.

**A. Exploring kaitiakitanga:** Discuss with the students their understanding of *kaitiakitanga*. Using a written resource such as *Te Ara*, prompt the students to skim read the text and make a list of possible key words and phrases, predicting which ones will be key. Then direct students to read the text more closely to see if their predictions were the key concepts, writing down the actual key words and phrases as they go.

**B. Let's go visiting!** You may want to consider organising a visit to a Heritage New Zealand site (see the resource list), to enhance students' understanding of its value. Students can research the significance of the site before the visit and then connect further by experiencing it first-hand. Students could also find out what other people think about their local heritage site, by interviewing a range of people such as a senior citizen, architect, town planner, cyclist, immigrant, city councillor and as a class drawing this information together.

- C. **What can we do?** Prompt students to consider what actions they would undertake to guard and protect (and educate others) something they felt was important to their heritage. Direct students to design and present their ideas to the class. This may be uploaded onto a blog or My Portfolio for family and classmates to view. You could also direct the students to create their own heritage protection organisation. They will need to develop a name for the organisation and develop their own criteria for entering sites of local significance on the List.

### Possible learning experiences

Heritage is not just something that we reflect upon; it is important for us to consider **what this means for us and others** in the future. New town planning projects such as Pegasus in Christchurch have considered this and are incorporating heritage ideas into their designs. The following learning experiences prompt students to consider these ideas.

- A. **Design a town:** Prompt students, in groups, to design their own town. Within each group students can assume a role and represent their viewpoint – for example, town planner, business owner, kaumātua, heritage adviser, or resident. Prompt each group member to prepare an argument for what should be incorporated into the town design. Direct the group to then share these arguments, come to an agreement regarding the design, and then present their argument using materials or on the computer. Prompt the students to peer-assess each group's work with criteria that they have co-constructed (for example, the town incorporates the heritage of the area, it is clearly designed, etc.).

- B. **Dilemma debate:** Provide students with a dilemma such as the following:

The town of May is currently the main route to the nearest city, which creates a terrible traffic problem. Children can no longer cross roads safely and the local businesses are suffering because no one can stop easily. The community has been requesting a solution to this for a number of years. A bypass has been suggested, but the routes proposed are causing some debate. The rivers and mountains around the town have made it very difficult to come up with a cost-effective solution. The final option the planning committee has come up with is to relocate an *urupā* (a Māori burial site), which the new road would go through.

Ask the students what they would recommend and why. Prompt them to identify arguments in favour of the new road (why it is necessary), and arguments against building a new road through a sacred site. You could hold a meeting to discuss the issue and come up with a decision, or prompt students to discuss the issue in groups.

### Resources

New Zealand Heritage List/Rārangī Kōrero: <http://www.heritage.org.nz/the-list/about-the-list>

Historic places to visit: <http://www.heritage.org.nz/places/places-to-visit>

Kaitiakitanga: <http://www.teara.govt.nz/en/kaitiakitanga-guardianship-and-conservation/page-1>

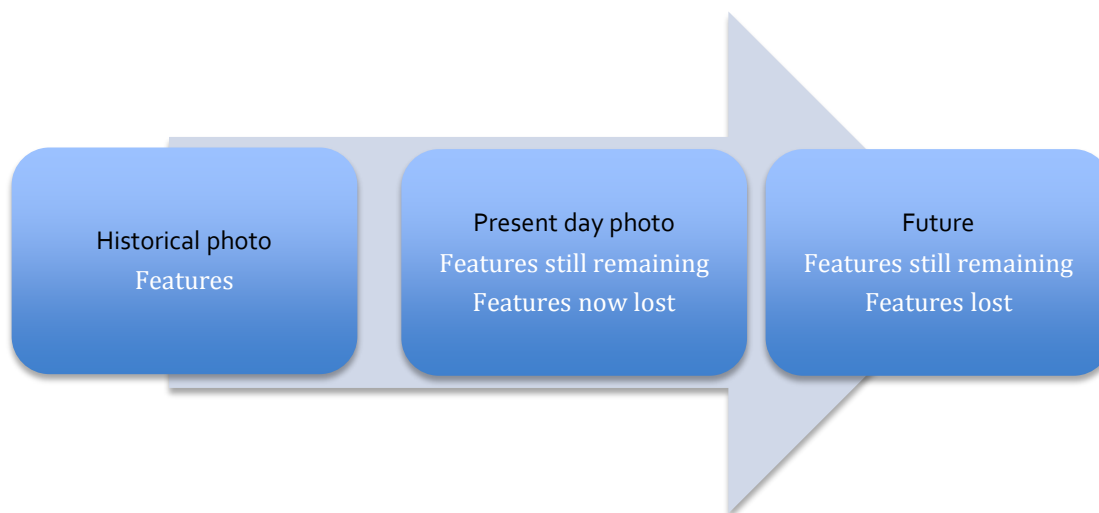
Pegasus: <http://www.visitwaimakariri.co.nz/new-zealand/Pegasus/>

**Learning Intention 5: Students will understand that what and how we value things today influences what is valued in the future**

### Possible learning experiences

The following learning experiences prompt students to consider how their and other people's **responses and decisions** have and will make a difference to our places.

- A. **In the past and present:** Prompt students to carry out a compare-and-contrast exercise using a current image of a local area and a historical image (you should be able to obtain this from the [DigitalNZ](#) website, which contains a wide range of digital photographs from New Zealand). Direct students to identify features evident in the historical photo that are still evident in the present day and features that are now lost, and then predict the future. The result could be presented in a flow diagram such as the one below.



Prompt students to identify any actions that they or others could undertake to ensure that particular aspects remain and/or are prevented from being lost. Students could also make recommendations to remove sites from protection if they are reducing in significance.

### Possible learning experiences

The World Youth Heritage Forum is an opportunity for young people to exchange their experiences and understandings on how to be actively involved in heritage conservation. The following learning experiences prompt students to engage in a forum to share their understandings. You may wish to look at the online site (see the resource list) to find more information about the World Heritage Youth Forum.

- A. **My social inquiry:** Prompt students to consider heritage areas in a chosen place in New Zealand, the Pacific, or the world. You may wish to invite family members and other people into the classroom to share their knowledge and understanding of heritage areas.

Support students to inquire into these areas by providing a social inquiry template (you could use the table presented earlier in this resource) that may incorporate ideas such as:

- *Finding out:* What information do you want to find out?
- *Exploring values and perspectives:* In what ways do people value this heritage site?
- *Considering responses and decisions:* What actions have been taken to protect this site?
- *Reflecting and evaluating:* What have you learnt about heritage conservation?
- *So what?* What can be done to protect and preserve heritage?
- *Now what?* What else do I need to know?

Prompt students to represent their heritage site in the class run heritage forum where they will share their ideas and understandings. You may need to co-construct with the students the

protocols for running a forum – for example, listening to each other’s ideas when sharing experiences in small groups, etc.).

Ask students to **reflect on and evaluate** what they have learnt about their own and other heritage sites and consider **now what** they need to do and learn. This could then be presented to parents in a celebration of learning.

## Resources

World Heritage Youth Forum: <http://whc.unesco.org/en/youth-forum/>

DigitalNZ website: <http://www.digitalnz.org/>

## Useful websites

English Heritage: <http://www.english-heritage.org.uk/>

Our Place, the World heritage Collection:

<http://www.ourplaceworldheritage.com/index.cfm?&action=ourplace>

New Zealand History online: <http://www.nzhistory.net.nz/>

Te Ara – The Encyclopaedia of New Zealand: <http://www.teara.govt.nz/en>

Heritage New Zealand Pouhere Taonga: <http://www.heritage.org.nz/places/places-to-visit>

Heritage New Zealand Pouhere Taonga Sustainable Management of historic heritage:

<http://www.heritage.org.nz/resources/sustainable-management-guides>

Social Science online: [http://ssol.tki.org.nz/Social-studies-Years-1-10/useful\\_links/concepts\\_and\\_contexts/heritage](http://ssol.tki.org.nz/Social-studies-Years-1-10/useful_links/concepts_and_contexts/heritage)

To download any of the Building Conceptual Understandings in Social Sciences resources:

<http://www.ssol.tki.org.nz>

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*Cover images, clockwise from top: Kaipara North Head Lighthouse (Lorraine Rowlands); War Memorial, Manchester Square, Feilding (Heritage New Zealand Pouhere Taonga); Heritage New Zealand Pouhere Taonga’s Jim Schuster with rock art in the Kaingaroa Forest (Heritage New Zealand Pouhere Taonga); the interior of Wellington’s Old St Paul’s (Grant Sheehan); Tug-o-war at the Victorian Farm Comes Alive day at Totara Estate near Oamaru (Heritage New Zealand Pouhere Taonga); Kaumatua Rangitane and his mokopuna Hineiwahakarata at Rangitoto Pā, a New Zealand Heritage List wāhi tapu in Hawke’s Bay (Tim Whittaker).*

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