

Level 3 Treaty of Waitangi Click here for link to Google Slides	Principles
<p>Part 02 No. 01. 2007</p>  <p>L3. August. 2017</p> 	<p>The School Bus Robot Part 02. No. 01, 2007 pp 27-32 Sue Gibbison,</p> <p>Ms Vai, the regular bus driver, is on a training course, and her replacement is Zoom, a bus-driver robot. At first, it all seems very exciting, but Zoom is a stickler for the rules, and before long, things start to go wrong. [Ten characters]</p> <p>Te Tiriti o Waitangi L3. August 2017 pp10-17 Ross Calman.</p> <p>This article considers events leading up to the signing of the Treaty of Waitangi. It also explores the difference between Maori and English versions, and the role of the Waitangi tribunal</p>
Social Sciences Goal	Literacy Goal
Understand how British migration to New Zealand has continuing significance for tangata whenua, in relation to the principles of Te Tiriti o Waitangi.	Make predictions drawing on background experiences and visual clues in the text and confirm them after reading. Integrate information across a small range of texts to build vocabulary knowledge.
<p><u>Big ideas:</u></p> <p>The principles of the Treaty of Waitangi provide a useful way of applying the Treaty to new situations or settings.</p>	
<p><u>Vocabulary:</u></p> <p><u>Specialised:</u> Active protection, programmed,</p> <p><u>Interest:</u></p>	

bus monitor, converse, disembark, exhaustion, partnership, unscheduled.

Task purpose

To understand the difference between rules and principles.

Task 1

1a). Do you play a sport or have you watched a sport? If so, what are the rules of the sport?

b). Explain as many of the rules you know to a partner.

c). WHY do you think the sport has rules?

d). WHAT is the purpose of the rule?

Share your thoughts with your partner.

2). In the right hand column you will see a summary for the play 'The School Bus Robot'. Part 02. No. 01, 2007

a). Read the summary and predict what you think might happen in this play. If you are not sure have a look at the illustrations as well.

b) Jot your thoughts down in Fig 1.A.

c). Now, with your partner read through the play. Split up the characters between you and change your voice for the different characters you are playing.

- *Were your predictions correct?*
- *What were the main rules the robot followed? Make a list in Fig 1 B*
- *How was the robot different from Mrs Vai when it came to applying the rules? Add your thoughts to Fig 1 C*
- *Why do you think the robot had been programmed that way?*

The School Bus Robot (summary)

"Ms Vai, the regular bus driver, is on a training course, and her replacement is Zoom, a bus-driver robot. At first, it all seems very exciting, but Zoom is a stickler for the rules, and before long, things start to go wrong."

Fig 1

A) Our prediction of what is going to happen...

B) The Robot's rules...

C.) The problem with applying the rules in this way...

D). What might the principles behind the rules on the bus be?

<ul style="list-style-type: none"> • <i>Was this a problem? Why? Why not?</i> Add your thoughts to Fig 1. C. <p>Task 2. If we go back to Task 1 c) rules for sports; you may have said that many of the rules are in place to keep the players safe (i.e. can't push others in netball) and make the game fair (i.e. If you are offside in soccer and score your goal, it does not count). We call the reasons why rules are in place the principles. These are to:</p> <ul style="list-style-type: none"> • keep the players safe from injury • make sure the game is fair for both (or all) teams and players. <p><i>What might the principles have been that the robot on the bus was using?</i> Add your thoughts to Fig.1.D</p>	<div style="border: 1px solid black; height: 80px; width: 100%;"></div> <p>Principles (definition) are</p> <p>a basic generalization that is accepted as true and that can be used as a basis for reasoning or conduct; http://dictionary.kids.net.au/word/principle</p> <p>a basic law or truth on which action or behaviour is based i.e. <i>Our country's laws are based on the principles of freedom and justice.</i> https://kids.wordsmyth.net/we/?level=2&rid=32774</p>
<p>Purpose: To apply understanding of principles to the Treaty of Waitangi, Te Tiriti O Waitangi.</p>	
<p>Task 3</p> <p style="text-align: center;">Te Tiriti O Waitangi</p> <p>The Treaty of Waitangi was signed on 6 February 1840 and is an agreement between Maori and the Crown about how Maori, their land, resources and treasures would be treated.</p> <p>In a way, the Treaty described the 'rules' by which Maori and British immigrants would work together and live peacefully. But what might the main principles of the Treaty of Waitangi be?</p> <p>1a).Watch the video in the right hand column and jot down the 2 key principles:</p> <p>1. _____</p>	<p>https://www.youtube.com/watch?v=IUHlcx0pZ-Q principles of The Treaty of Waitangi</p>

2. _____

b) With a partner **discuss** what you think partnership and active protection means in general.

Write the words partnership and protection in two separate circles. As in Fig 2

Add two or three words that you think mean the same as partnership.

Check in a dictionary if you are unsure. Do the same for **protection**.

c). **View** the short video clip again to find words that tell you what is meant by partnership and active protection in relation to the Te Tiriti o Waitangi, and then write these in the correct circles.

d). **Read** Level 3 **Te Tiriti o Waitangi** Especially pp 14-17 help you think about what partnership and active protection means in relation to the Treaty of Waitangi. **Add** any new words to your word circles.

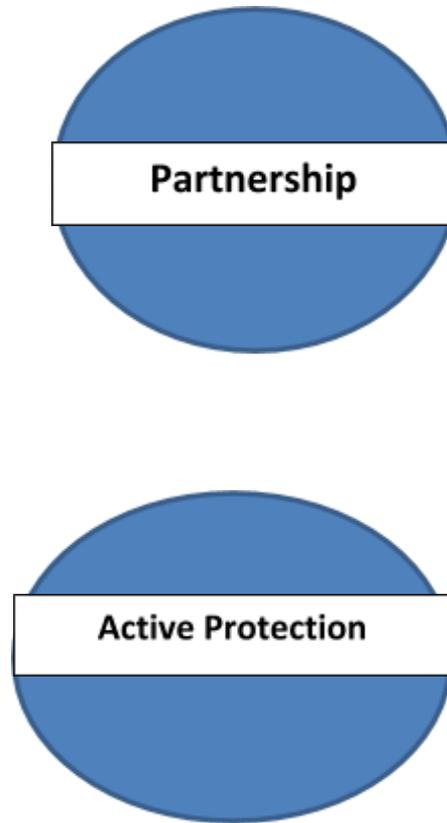
e). Use your word circles to write a sentence that explains what you think partnership in relation to Te Tiriti o Waitangi means and what active protection means in relation to Te Tiriti o Waitangi.

When you have decided on definitions think about how you could show your understanding of partnership or active protection in a short drama without words or drawing.

f). Share your mime or drawing with another group. **Invite** the other group to explain what they understood or interpreted from your presentation.

- *Is their understanding of partnership and active protection the same as yours?*

Fig 2



- *How is similar of different?*

Task 4

Mission to Mars 2028

It is the year 2028, and life has been found on Mars by the mobile advance team!

It is a small population of intelligent Martians who have lived on Mars for thousands of years. They are advanced in their culture and technology, but also very peaceful.

Earth is bulging at the seams, and there are already plans to move people to Mars (as there is now a new technology that enables breathable Earth-like atmosphere to exist on Mars.

And in particular Earth wants to use Mars fresh water (Earth is now badly polluted) and large deposits of anti-matter in a stable form, called Energon which is an energy source.

However, the Martians also use these resources extensively to support their own lifestyle. So...

You have been asked to travel to Mars and develop a 'Treaty' between Mars and Earth using the 2 principles of:

1. Partnership
2. Active Protection

Your treaty needs to provide a set of rules under each principle designed to protect the Martians, their culture, their families, and their future; while ensuring that Earth gets access to the resources it needs also.



Process for developing Mars: Earth Treaty:

- Work as a small group of 4 - 6
- Divide the group in ½ so that ½ of you are Martians, and the other ½ Earthlings.
- Work out how you are going to protect the Martian's families, land, culture, natural resources, and other treasures.
- Consider how to use the water and mineral resources (energon) so that they don't run out and it is fair for both parties.
- Draft your treaty, and share it with another group to see if there are aspects you want to change, add, or delete.
- Make a good copy of your treaty and have a formal signing ceremony and take photos to celebrate the moment.

<p>Review:</p> <p>How effective was I in achieving my literacy goal?</p> <p><i>What did I do well?</i></p> <p><i>What do I still need to work on?</i></p>	<p>Did I make predictions drawing on background experiences and visual clues in the text and confirm them after reading?</p> <p>Did I integrate information across a small range of texts to build vocabulary knowledge?</p>
<p>How effective was I in achieving my social sciences goal?</p> <p><i>What did I do well?</i></p> <p><i>What do I still need to work on?</i></p>	<p>Did I understand how British migration to New Zealand has continuing significance for tangata whenua, in relation to the principles of Te Tiriti o Waitangi?</p>
<p>Written by Darren Gammie and Jill Ritchie.</p> <p>Photos sourced from https://www.pexels.com/</p>	