<table>
<thead>
<tr>
<th>Social Sciences Goal</th>
<th>Literacy Goal</th>
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<tbody>
<tr>
<td>Understand that people participate individually and collectively in response to community challenges.</td>
<td>Discuss and compare ideas presented in a small range of texts to reach a conclusion related to the curriculum goal.</td>
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<td>Understand that events have causes and effects.</td>
<td>Think critically about the task purpose, and ask and answer questions that arise from ideas read, viewed or discussed.</td>
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**Big ideas:**

New Zealand has a long history of protest.

Maori have been protesting for many years about the loss of their land.

**Vocabulary:** apartheid, genetic engineering, Great Depression, passive resistance, suffrage, union, watersider.

**Interest:**
cicadas, clambered, confiscate, erased, hefted, proclamation, spiritual ,Te Ika-a-Maui,
**Task purpose:** To understand why and how we protest.

**Task 1**
Describe to a partner how you would you feel if the Council of the town or city you live in (or near) decided to open a dump (refuse station) near the playground of your school?

(And not only is this dump smelly, but the machines working at the dump are so noisy that sometimes you can hardly hear the teacher!)

As a group discuss:
- **What would you think or feel about this?**
- **What would you do about it?**
- **What options do you have to let the Council know that things have to change?** Write these in Fig 1

**Share** your options with another group and see if they have some ideas that you could adapt and add to your list. Discuss with the other group:
- **What options do you think would be most effective in being heard by the Council and getting them to change where the dump is located?**

In Fig 2 list your top 3 options and provide 1-2 sentences

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**Options for protest:**
- write a letter
- send an email
- 
- 
- 

**Our top 3 options for protesting to the Council are:**

1. 
2. 
3. 

**Our reasons why we think these options will be most effective are...**
why you think these approaches will be successful.

Task 2

We protest about things that are happening to us or others things that we do not want to happen. And it turns out that New Zealand has a long history of protest.

Read “Stand Up A History of Protest in New Zealand” Pp 8-18

As a group think about, discuss and:
- list each protest.
- describe the main reason(s) for the protest
- identify the result of the protest

Add your ideas to Fig 3

As a group discuss and compare each of the protests
- Why do you think some protests were more successful than others?

Go back to your list of ways of protesting in Fig.1. Add other approaches or ways of protesting that you have learned about in the article you have just read.

Purpose: To find out about the ways that Maori used protest, after having their land confiscated.

Task 3

One of New Zealand's first protests was a protest held by Taranaki Maori at Parihaka.

Locate Parihaka on a map.
Taranaki Maori were protesting because much of their land had been confiscated or sold without their permission. They believed that this land was protected under the provisions of the Treaty of Waitangi.

Watch the videos in the right-hand column and discuss as a group:

- How would you feel if your land or home had been confiscated or sold without your permission?

**Context for signing of the Treaty of Waitangi**
[https://www.youtube.com/watch?v=vudkf8REqWM](https://www.youtube.com/watch?v=vudkf8REqWM)

**Maori land wars**
[https://www.youtube.com/watch?v=1lZB16pELeM](https://www.youtube.com/watch?v=1lZB16pELeM)

**Waitangi Tribunal process**
[https://www.youtube.com/watch?v=LELEDhLmxFI](https://www.youtube.com/watch?v=LELEDhLmxFI)

These videos provide some valuable background regarding:
- Relations between Maori and Pakeha leading up to the signing of the Treaty of Waitangi.
- Maori land wars and why they started
- Waitangi Tribunal process and how this has been seeking to redress issues for Maori.

**How would you have protested your rights in this situation? (revisit the options you have listed in Fig. 1)**

**Read:** The history of Parihaka p8

View this video about Parihaka that Christine McDonald created for her Year 8 class

Discuss with a partner.

- Why were the people of Parihaka protesting?
- How did they go about their protest?

Read this account of partially based on oral histories passed down about what happened

**Protesting today**

Protest is one of our rights as citizens of NZ. And protest is a way of making sure that issues we care about are addressed. Recently in the news there have been concerns about things like:

- Plastic bags and their effect on the environment.
- The state of our rivers.
- Bullying through social media
- The impact of climate change

So now it is your turn...

Is there an issue as a group you are passionate about (or maybe one of the topics above)?

Is there something happening in your community that you think needs to change?

Discuss

What would you like to find out more about?

then

- Go back to Fig.1 and choose a way that you want to share your concerns.
- Determine who you want to communicate with.
- Share your finished approach (i.e. letter, email, poster, presentation etc.) with your class.
- Communicate your concerns with the person or group that you have chosen. (Talk this over with your teacher first.)
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**Written by** Darren Gammie and Jill Ritchie.

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