



Nishnawbe Aski Nation

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HEALING THE GENERATIONS
RESIDENTIAL SCHOOL

CURRICULUM GR. 9-12

MAORI BOARDING SCHOOLS

Grade 12

MAIN IDEA

Residential schools or boarding schools as referred to in different countries, not only happened in Canada, they also happened in other countries affecting many Indigenous groups around the world. This lesson will inform students about the colonialism and decolonization of the Maori people of New Zealand. Students will identify the location of New Zealand on a world map, they will review and define terms, and they will read to become informed about the Maori people. Students will be assessed when asked to write a compare and contrast paragraph identifying the similarities and differences of the First Nation peoples in Canada and the Maori peoples of New Zealand.

ONTARIO SPECIFIC EXPECTATIONS

Students will...

NATIVE STUDIES, HISTORY

- Identify the location of various Indigenous populations on a world map.
- Demonstrate an understanding of the different political, economic, and environmental issues that unite Indigenous peoples throughout the world.
- Compare the histories of the interactions between different Indigenous peoples and their national government.

MATERIALS	RESOURCES & SOURCES
Booklet	Booklet – “Decolonization and Healing: Indigenous Experiences in the United States, New Zealand, Australia, and Greenland.” The Aboriginal Healing Foundation Research Series http://www.ahf.ca/downloads/ibpengweb.pdf
Computer Lab	Additional Research Link – http://www.boardingschoolhealingproject.org/files/bshpreport.pdf
Compare/Contrast Paragraph Rubric	Te Ara Encyclopedia of New Zealand – http://www.teara.govt.nz (Search Missions and Missionaries)
Copies of Handouts	Article- “Canada could learn from New Zealand’s Maori” http://www.winnipegfreepress.com/opinion/westview/canada-could-learn-from-new-zealands-maori-99162609.html
Rubric	







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TEACHER MASTER COPY

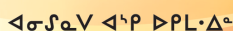
COMPARISONS

THE MAORI OF NEW ZEALAND

Fill in the following chart based on resource provided in class. Remember only include information that is connected to the topic. Focus in on what is important.

Lesson Source: Decolonization and Healing: Indigenous Experiences in the United States, New Zealand, Australia, and Greenland.

TOPIC	WHAT DID I LEARN?
Colonization	<ul style="list-style-type: none">• Maori settled the islands of Aotearoa approximately 1000 years before Captain Cook arrived in 1769• Treaty of Waitangi was signed on February 6th, 1840• The British confiscated Maori lands and undermined the economic base, culture, and language. This resulted in 'The New Zealand Wars' (1845-1872)• Late 1800s - Maori were forced to relocate and had to move away from traditional food supply• War, relocation to urban cities, and infectious diseases resulted in a serious decline in the Maori population impacts of colonization are still evidenced in socioeconomic statistics
Missionary (Residential) Schools	<ul style="list-style-type: none">• The Native Schools Act, 1858, established subsidies for Maori education in missionary schools.• In order to obtain government subsidies, schools were required to teach in English.• In 1867, the act offered schools to Maori communities; land was exchanged for a school, teacher, and books.• Agreements were made with religious groups, mainly Catholics and Anglicans.• Maori children attended schools where their history, language, and culture were ignored; they were expected to become part of a modern, mainstream society.• In relation to traditional healing, Missionaries who were familiar with Western diseases and had access to medicine played a significant role in undermining Maori beliefs, tradition, medicines, and the status of traditional healers.



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COMPARISONS continued...

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PARAGRAPH INTRODUCTION

COMPARE AND CONTRAST PARAGRAPH

The comparison paragraph compares two subjects and discusses how they are alike and lists a few examples. In the contrast paragraph, two subjects are discussed as how they are different, again, listing a few examples. There are two ways to write a paragraph, first, there is the point-by-point paragraph and there is the blocked paragraph. In the point by point, writing back and forth between the two subjects. First, talking about topic A then talk about topic B, then right back to topic A and so on. Finally, the block paragraph only discusses one topic and then finishes the paragraph with the other subject that is to be compared or contrasted with the first. Then the conclusion puts what you are comparing or contrasting together.

The following are **TRANSITIONAL EXPRESSIONS USED IN A...**

COMPARISON	CONTRAST
In the same way	Although
And, also, in addition	Whereas
As well as	But
Both, neither	However
Each of	Conversely
Just as...so	On the other hand
Similarly	In contrast
Like	While
Too	Yet
The same	Unlike

Source: [http://english120.pbworks.com/w/page/19006833/contrast %comparison paragraph](http://english120.pbworks.com/w/page/19006833/contrast%20comparison%20paragraph)

(Retrieved January 30, 2013)





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Name: _____

Using your research chart write a compare and contrast paragraph. Compare the past and present life of the Maori of New Zealand with the First Nations of Canada. Refer to the **Rubric** for paragraph criteria.

[illegible]

Winnipeg Free Press - PRINT EDITION

Canada could learn from New Zealand's Maori

By: **Colleen Simard**

Posted: 07/24/2010 1:00 AM | Comments: 0g

The Assembly of First Nations was in town this week for their annual assembly. Although the big star of the event was Mike Holmes, National Chief Shawn Atleo's speech about getting rid of the Indian Act caused a stir.

It's not the first time this idea has seen the light; several former AFN chiefs have called for the end of the Indian Act. And we can't forget the Manitoba Framework Agreement Initiative that promised to dismantle Indian Affairs. That started in 1994 and ended in failure in 2007.

Even Senator Patrick Brazeau promoted the idea a few years back when he was leader of the Congress of Aboriginal Peoples -- much to the joy of the Conservatives. His idea was to streamline the current system and have fewer chiefs and First Nations, consolidating them into larger groups. Of course, his idea didn't go over too well.

Now Atleo wants to get rid of the Indian Act in five years, but not the treaty rights First Nations people have. He sees a new relationship of shared responsibility and resources instead of the feds overseeing the lives of First Nations people.

His words got me thinking about a conversation I had with a Maori journalist a few months ago. Her name is Carmen Parahi and she was doing a work exchange with the Aboriginal Peoples Television Network. We went out for dinner and conversation one night.

I was fascinated when she explained how the New Zealand government runs with an integrated Maori perspective. In fact, it always has.

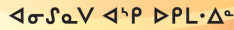
Back in 1867, when New Zealand established its parliamentary government, four seats were reserved for Maori representation. Maori people can also run outside of those seats -- similar to aboriginal candidate Kevin Chief, who's running federally for the NDP Winnipeg North seat -- but those four seats always remain designated for Maori people.

So what do four seats mean?

It means indigenous perspectives are always included and considered in any kind of lawmaking or important decisions. Those four seats also mean they can veto any decision when it affects Maori people.

It's pretty groundbreaking stuff, considering Canada was just being established around 1867 and the Indian Act wasn't written until 1876.

New Zealand's electoral system changed a little in 1993 so that those Maori seats were floating--meaning they are roughly equivalent to what the Maori population of New Zealand is. In the last election, in 2008, there were seven designated Maori seats. Maori candidates also won some general seats.



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RUBRIC

COMPARE AND CONTRAST PARAGRAPH WRITING

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<i>Knowledge/Understanding:</i> Familiarity with topic, specific details to compare and contrast between schools.	Shows limited knowledge and understanding of the topic.	Shows some knowledge and understanding of the topic.	Shows considerable knowledge and understanding of the topic.	Shows thorough knowledge and understanding of the topic.
<i>Thinking & Inquiry:</i> Specific comparisons and contrast, asks questions to clarify, refers to chart to organize information.	Progress and completion of the assignment shows limited thinking and inquiry skills.	Progress and completion of the assignment shows some thinking and inquiry skills.	Progress and completion of the assignment shows considerable thinking and inquiry skills.	Progress and completion of the assignment shows thorough thinking and inquiry skills.
<i>Communication:</i> Sentence structure, grammar, transitions, proofreading, editing.	Oral and written communication of information is presented with limited clarity.	Oral and written communication of information is presented with some clarity.	Oral and written communication of information is presented with considerable clarity.	Oral and written communication of information is presented with thorough clarity.
<i>Application/Paragraph Format:</i> Topic sentence to introduce topic, body sentences support topic and make comparisons and contrasts, concluding sentence to conclude ideas.	Applying knowledge and understanding is met with limited ability.	Applying knowledge and understanding is met with some ability.	Applying knowledge and understanding is met with considerable ability.	Applying knowledge and understanding is met with through ability.

The rubric is based on the Ontario Ministry of Education expectations listed in the expectations section of the lesson. Expectations are categorized under the four strands of learning: knowledge/understanding, thinking/inquiry, communication, application.