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 an their national government.

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



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#### **ACTIVITIES**

- 1. On a world map, determine the location of **New Zealand**. Have a class discussion about New Zealand. Ask them if they know what the Indigenous peoples of New Zealand are called? Let students know they will be conducting further research themselves about the Maori people.
- 2. Review and define the following terms that will be used during this lesson:

**Colonialism** – control by one power over a dependent area or people.

**Decolonization** – to free from colonial status

- 3. If possible, provide students with a copy of the **Booklet** or at least the New Zealand section (obtain through the Web site link provided). Depending on how much time is allotted to this lesson, you may want to read through the Definitions, Executive Summary and Introduction Sections listed in the Table of Contents. This lesson specifically focuses on the content for New Zealand.
- 4. Turn to page 14 in the Booklet this section focuses on the Historical Overview of the Colonization of New Zealand and Traditional Healing. Instruct students that they will read through this section (alone or as a class) and make point form notes on the chart provided. At this time you may distribute Handout #1a The Maori of New Zealand. Reading through the sections, students will organize information under the headings provided. They should refer to page 31 for information on Decolonization Rediscovery and Recovery. A Teacher Copy (Handout #1b) of the handout is included to provide the teacher with the information from the reading and to provide an idea of how to organize information.
- 5. Using the chart created in this activity, as well as, further research into the Maori History (Government of New Zealand Web site listed in other resources), students will write a compare and contrast paragraph. Review the Contrast and Comparison Paragraph Introduction and Sample with the students. They will compare the past and present life of the Maori of New Zealand with the First Nations of Canada. Provide students with a copy of the Rubric for paragraph criteria.
- 6. Read the article "Canada could learn from New Zealand's Maori" after the paragraph assignment is complete and have a class discussion.

#### **ASSESSMENT**

Formative: Chart

Summative: Compare and Contrast Paragraph Rubric



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## 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.

TOPIC	WHAT DID I LEARN?
Colonization	
Missionary (Residential) Schools	
Decolonization (Rediscovery & Recovery)	
Traditional Healing	

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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> <li>Maori settled the islands of Aotearoa approximately 1000 years before Captain Cook arrived in 1769</li> <li>Treaty of Waitangi was signed on February 6th, 1840</li> <li>The British confiscated Maori lands and undermined the economic base, culture, and language. This resulted in 'The New Zealand Wars' (1845-1872)</li> <li>Late 1800s - Maori were forced to relocate and had to move away from traditional food supply</li> <li>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</li> </ul>
Missionary (Residential) Schools	<ul> <li>The Native Schools Act, 1858, established subsidies for Maori education in missionary schools.</li> <li>In order to obtain government subsidies, schools were required to teach in English.</li> <li>In 1867, the act offered schools to Maori communities; land was exchanged for a school, teacher, and books.</li> <li>Agreements were made with religious groups, mainly Catholics and Anglicans.</li> <li>Maori children attended schools where their history, language, and culture were ignored; they were expected to become part of a modern, mainstream society.</li> <li>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.</li> </ul>



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### **TEACHER MASTER COPY**

### **COMPARISONS** continued...

## THE MAORI OF NEW ZEALAND

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Decolonization (Rediscovery & Recovery)	<ul> <li>1990s - Kura Kaupapa Maori Schools started to pop up around New Zealand as a result of the loss of language and culture of the Maori people. These schools are boarding schools to immerse Maori children back into their culture, which are run by Maori people. In 2000, a government press release announced funding for 32 Kura Kaupapa Maori schools.</li> <li>1999 - the Ministry of Health published standards of practice for traditional Maori healing. Today, traditional Maori healing is a recognized part of New Zealand's formal health care system.</li> <li>1970-1990 - years of protest by Maori people that led to pride and reclamation of identity.</li> <li>An aim to make every Maori child bilingual by the age of 5.</li> <li>1987 - Maori declared an official language of New Zealand.</li> <li>1989 - Maori radio and television stations.</li> <li>Increased focus on the Treaty of Waitangi; the financial part of some settlements has allowed tribes to establish social and mental health services.</li> <li>1993 - the National Body of Traditional Maori Healers was established; traditional healing is offered in many primary health care settings.</li> <li>It is clear that Maori are working effectively to transform the social and political environments of New Zealand/Aotearoa.</li> </ul>
Traditional Healing	<ul> <li>Tohunga - is commonly used to refer to traditional healers; some trained for as long as seven years in areas of faith healing and tribal history.</li> <li>The Maori worldview is holistic and encompasses four qualities: spirit and soul, thoughts and feelings, the physical body, and the extended family.</li> <li>Traditionally, the Maori had a strong connection to the earth and illness was viewed as a symptom of disharmony with the earth.</li> <li>In 1907, the Tohunga Suppression Act made it illegal to use any type of sorcery or enchantment or to claim to have supernatural powers in the treatment of disease. This was believed to be a direct challenge to Maori healing practices.</li> </ul>

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

Source: <a href="http://english120.pbworks.com/w/page/19006833/contrast%comparison">http://english120.pbworks.com/w/page/19006833/contrast%comparison</a> paragraph (Retrieved January 30, 2013)

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#### PARAGRAPH SAMPLE

#### COMPARE AND CONTRAST PARAGRAPH

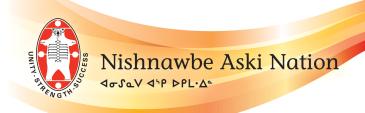
Sample: Focuses more on contrasts, but could be written using comparisons, or both.

#### **High School and College**

Even though high school and college are both institutions of learning, they differ in at least three ways. The first difference between high school and college is their social atmospheres. In high school the facility is usually smaller, and students are, for the most part, well acquainted with each other. In addition, students in high school have the same six hours 9:30 to 3:30 day, thus helping them to know one another better. On the college scene people are constantly coming and going, therefore rarely seeing the same person twice in a day, which accounts for fewer people being acquainted with each other. The second difference between high school and college is their policies about homework. In high school, homework is required to help motivate students to study. Knowing they have to submit assignments in algebra or history gives students an incentive to keep up with these subjects. In college, most homework consists of studying; very little of it is written and turned in. If students do their homework, it is to their advantage; if they do not, the teachers will not force them to do it.

The student is only wasting his own money if he neglects his course work. The third and last difference between high school and college is their attendance policies. In high school, students must attend class to get assignments and personal help in a certain area. Furthermore, high school students are less responsible; therefore, they need more guidance, which they can receive by going to class. In college, students may skip classes if they choose and refer to the syllabus to acquire missed assignments or tests. It is the student's responsibility to make-work up. In spite of these differences between high school and college, they both serve the same purpose -- to prepare an individual for the real world.

Source: <a href="http://ydyo.izmire.edu.tr/akademi-yazma-merkezi/for-students/paragraphs/2448-Compare-and-Contrast-Paragraphs.html">http://ydyo.izmire.edu.tr/akademi-yazma-merkezi/for-students/paragraphs/2448-Compare-and-Contrast-Paragraphs.html</a> (Retrieved January 30, 2013)



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**HANDOUT** 

Name:			
maine.			

## **COMPARE AND CONTRAST PARAGRAPH**

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.




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#### 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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New Zealand has a large indigenous population (about 14 per cent) in comparison to Canada's roughly four per cent, which includes status, non-status, Métis and Inuit people. If New Zealand's model was adopted in Canada we'd have 12 designated aboriginal seats.

Electoral areas for the Maori seats overlap the general electoral boundaries. This means all of New Zealand is represented in parliament by both a general seat and a Maori seat. Every eligible New Zealander then votes for both a general seat and a Maori seat.

The Maori people also have the advantage of an active Maori Party. Formed in 2004, the party's main focus is indigenous rights. Their priority is dealing with land issues, tax reductions and Maori language and cultural teachings in schools.

You can't help but be impressed by the Maori people. Although they do struggle with some of the same social issues that seem to affect indigenous people worldwide, they seem to have some benefits over us.

Perhaps it has to do with their strong sense of unity, since they all have a common language and sense of culture. Canadian indigenous people, on the other hand, are very diverse. We speak more than 50 distinct languages across the country. Maybe it's because the treaties the Maori signed were fiercely debated and they held out for long time for a better deal.

My strongest guess is it has to do with the fact that the ruling government included them all along. It says a lot about their relationship.

I'm all for getting rid of the Indian Act and replacing it with a contemporary relationship on equal footing. However, the Maori way of doing things -- a government with designated indigenous seats -- would make a far greater impact than any lobbying group or bureaucratic changes ever could.

Colleen Simard is a Winnipeg writer.

 $Source: \underline{http://www.winnipegfreepress.com/opinion/westview/canada-could-learn-from-new-zealands-maori-99162609.html$ 

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#### RUBRIC

## COMPARE AND CONTRAST PARAGRAPH WRITING

Categories	<b>Level 1</b> (50-59%)	<b>Level 2</b> (60-69%)	<b>Level 3</b> (70-79%)	<b>Level 4</b> (80-100%)
Knowledge/Understanding: 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.
Thinking & Inquiry:  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.
Communication:  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.
Application/Paragraph Format:  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.