



SOCIAL STUDIES

IST308

OUR LAND: OUR STORY



This topic is the story of how New Zealand’s people and places have adapted and changed because of the movement of people.

Social Studies in the New Zealand Curriculum Level 3: Identity, culture and organisation
Understand how the movement of people affects cultural diversity and interaction in New Zealand.

In this topic you will:

- discover the effect people moving in and out, and around New Zealand, is having on our land
- recognise how flags, language, events and celebrations tell New Zealand’s story
- identify different viewpoints people may have about parts of New Zealand’s story
- develop your own viewpoint about parts of New Zealand’s story.

CONTENTS

1. Your story so far
2. Crunching New Zealand's numbers
3. The story of place names
4. The story of kiwi speak
5. Flying our flags
6. Events tell our story
7. Showtime

Self-assessment

Answer guide

HOW TO DO THIS WORK

This work will take you about 8 hours to complete.

IF YOU SEE



Try the activity on your own, then check the answer guide to mark your work.



Your teacher will assess this.



Talk about this with someone.

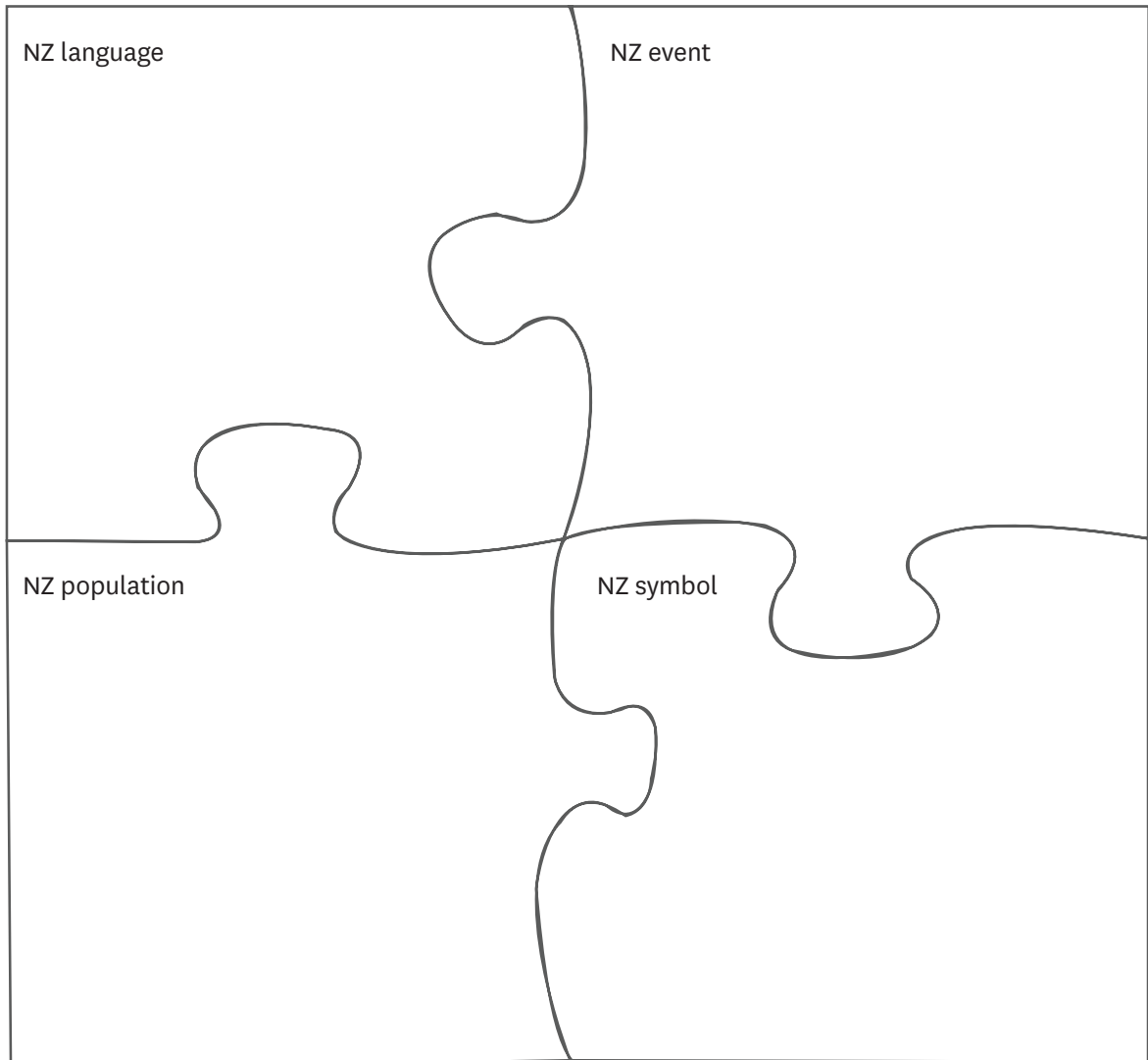


Do these if you would like an extra challenge. Your teacher will be interested in your answers.

INTRODUCTION TO 'OUR LAND: OUR STORY'

Did you notice the four jigsaw pieces on the cover of this booklet?

Write what they show in the spaces below:



We will use these as four 'windows to look through' while we piece together the story of New Zealand.

Think about what else you know about each of these pictures. Write it in the space around each piece of the jigsaw.

Now draw a jigsaw piece of your own. This booklet is about the story of New Zealand. Inside your jigsaw piece, write a question you would like answered about New Zealand's story.

If you need more room, use the blank page at the back of this booklet to write your questions.

1: YOUR STORY SO FAR

In this lesson you will introduce yourself and read some stories from three young people.

Key words

Below are some key words that are used in this lesson. They may be new to you so check their meaning.

| | |
|-----------|--|
| viewpoint | The way a person thinks about something. <i>'It is my viewpoint that summer holidays need to be shifted to February and March.'</i> |
|-----------|--|

It is always helpful to start a story with what you know most about – and that's YOU.

1A

1. Each bubble has an idea for you to write about. 

Places in New Zealand I have lived ...

Places in New Zealand I would really love to go to ...

Other things about me ...

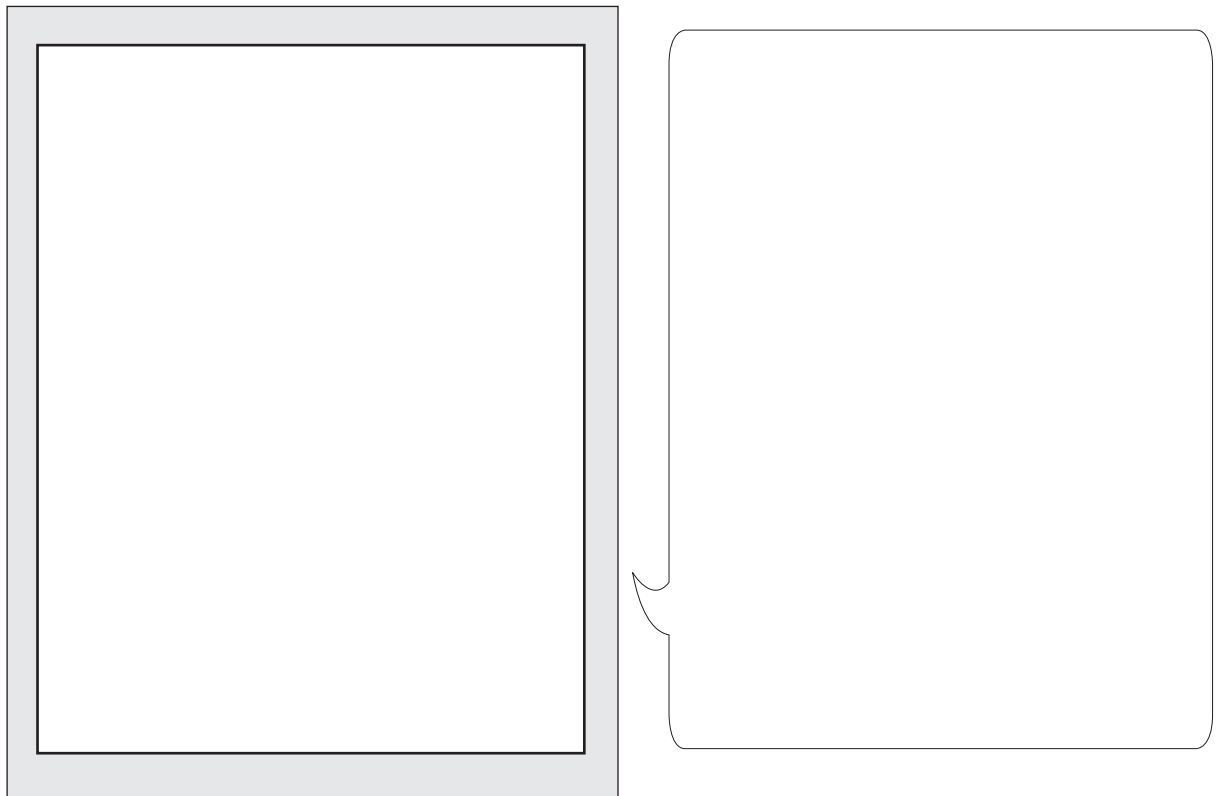
Languages I speak ...

What I love about living in New Zealand

New Zealand and me

-
2. Use your ideas from the diagram to introduce yourself to your teacher.

Do this by sketching yourself in the photo frame and writing your introduction in the speech bubble.



3. Use the ideas you have written about what living in New Zealand means to you, and complete the sentences below.

One good thing about living in New Zealand is

.....

.....

4. One not so good thing about living in New Zealand is

.....

.....

Your teacher will check your work.

Now you are going to meet three people, Hemi, Alex and Shontelle, and read their stories.



Hemi:

'Hi. I'm 12 years old. I spend a lot of time playing my guitar and trying to write songs. I live with my family in Kawarau. We moved here last year because Dad got a new job in the timber mill. I didn't mind moving because we got a bigger house and there was more money to do family things. This made Mum more relaxed which was good. My brother was pretty angry at having to leave his cricket team but he got over it.'

Shontelle:

'Hi, I'm 10 years old. I'm really good at sport. Every chance I get I'm running or kicking a ball around. Trouble is we've moved too much. The last time we moved was when my Gran passed away. Mum needed to live close to Pops, so we found a new place to live in town only 5 minutes away from him. I'm sick of moving. It's always a mission to make new friends and feel part of a new place.'





Alex:
 'Hi, I'm 14. I love my life now. We moved to New Zealand a couple of years ago. There were a lot of problems in my home country. It didn't feel safe, so Dad moved us all to New Zealand to try and make a fresh start. Learning the language and making friends was easy for me but my Mum who stayed home all day found it really difficult. She is still quite lonely and doesn't go out much.'

Like you, Hemi, Shontelle and Alex have some thoughts about coming to and moving around New Zealand. These thoughts are called viewpoints.

1B

1. Read over their stories again, and complete the table to show their different viewpoints. Use the examples given to help you do this.

| | Good thing about moving | Not so good thing about moving |
|-----------|--|--|
| Hemi | <ul style="list-style-type: none"> • Dad got a new job • | <ul style="list-style-type: none"> • |
| Shontelle | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Hard to make friends |
| Alex | <ul style="list-style-type: none"> • Family feels safe | <ul style="list-style-type: none"> • |



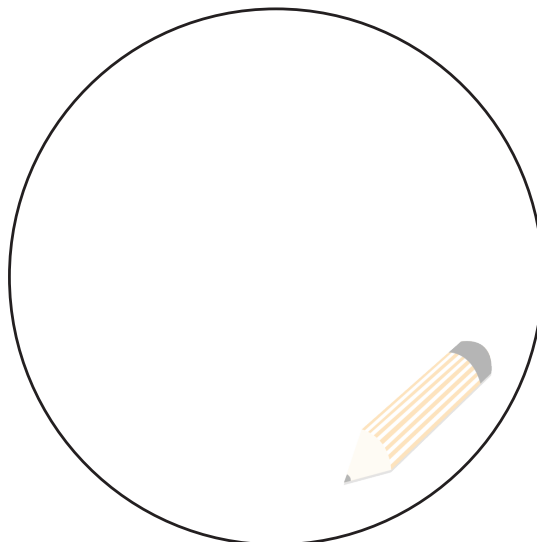
Check the answer guide.

As well as telling you their viewpoints about moving, Hemi, Shontelle and Alex have also told you why they moved.

2. Use the ideas they have given you to help you complete the next activity.

| | What is the main reason for moving around New Zealand? | Why would they come to live in New Zealand from another country? | Why would they leave New Zealand and live overseas? |
|--------------------|---|---|--|
| A student your age | | | |

Think of some more reasons why people move. Write your ideas in the bubble below.



3. In the table below answer the following questions for:

- a young person aged 20–25 years
- either a retired couple OR a 45 year old father.

| | What is the main reason for moving around New Zealand? | Why would they come to live in New Zealand from another country? | Why would they leave New Zealand and live overseas? |
|---------------------------------|---|---|--|
| A young person aged 20–25 years | | | |
| The person I chose was ... | | | |

Your teacher will check your work.

In the next lesson we will find out where people choose to live on ‘Our Land’.

2: CRUNCHING NEW ZEALAND'S NUMBERS

In this lesson you will use numbers to find out about New Zealand's population.

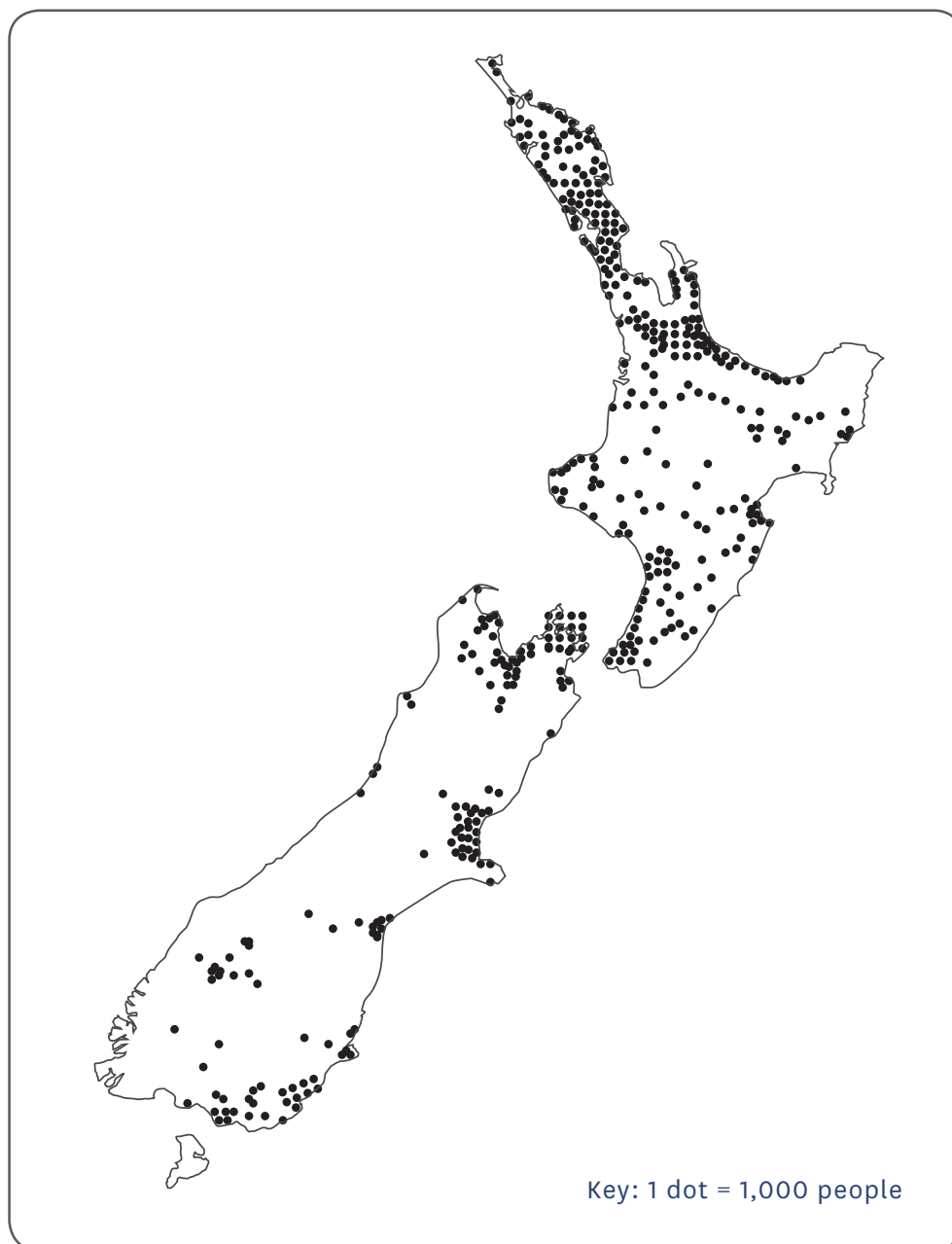
Key words

Below are some key words that are used in this lesson. They may be new to you so check their meaning.

| | |
|--------------------|---|
| population density | How many people live in an area. This is measured by giving the number of people that live in a square kilometre. <i>'The population density of the Southern Alps is less than one person per square kilometre.'</i> |
| urban | In the town or city. <i>'Buses and trains run in urban areas more often.'</i> |
| rural | In the country – away from the towns and cities. <i>'Farmers in rural areas are worried about the lack of rain.'</i> |
| ethnicity | The language and customs a person identifies with. <i>'The ethnicity of our community is varied.'</i> |
| statistics | Numbers collected for a purpose. <i>'The New Zealand census will collect statistics to help the government plan for our future.'</i> |
| congested | Crowded <i>'The road is very congested in the rush hour traffic.'</i> |
| sparse | Few/not many <i>'The population is sparse in the mountains.'</i> |
| key | An explanation of the colours used in graphs and charts. <i>'The blue colour in the key represents New Zealand Europeans.'</i> |

People move **around** New Zealand as well as **in and out** of New Zealand. Take a look at the following dot map. It shows where people live in New Zealand.

New Zealand: Population Density



2A

1. Use the map on the previous page to help you fill in the missing words.

The more there are in an area, the more live there.

2. On the map below, show where you live by either putting a dot OR drawing an arrow pointing to your home. Write the name of your town/city.

Where I live



3. Use the information on the map to finish the sentences by writing the correct word from the box.

population urban Auckland coast square kilometre South Island
lowest inland

..... is New Zealand's biggest city. About one third of the
live there. New Zealand has about 16 people per

In Auckland, 240 people per square kilometre live in only two per cent of New Zealand's land area.

On the West Coast of the, only one person per square kilometre lives there. This is the density of any region.

Most New Zealanders live in areas. 72 in every 100 New Zealanders live in our 16 main urban areas. 13 of these areas are near the

Hamilton, Rotorua and Palmerston North are located



Check the answer guide.

What does this number crunching tells us?

Think back to lesson 1 and the work you did on viewpoints.



1. Answer these questions from your own viewpoint.

a. Where would you like to live?

.....

b. Give a reason.

.....

.....



Now answer these questions from the viewpoint of someone else that you know. Write their name here:

a. Where would they like to live?

.....

b. Give a reason.

.....

Your teacher will check your work.

Now ask yourself: 'What is the effect of population density on New Zealand?'



Circle the answers you think are right.

roads are busier in some
places than others

population density
causes problems in
Auckland

inland cities are common
in New Zealand

sparsely populated areas
attract more people

there are more schools
in the North Island than
the South Island

people are attracted
to big cities



Check the answer guide.



Here's a challenge!

Come up with four (or more) statements of your own about 'What is the effect of this on New Zealand?' Some should be right and some wrong.

Write them in the space below.

.....

.....

.....

.....

.....

.....

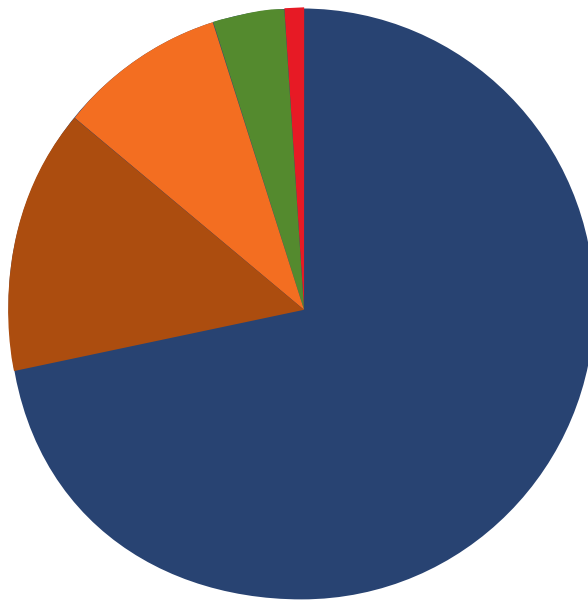


Show them to someone else and ask them to circle the statements that are right. Tell them why the other statements are wrong.

Crunching the numbers of ethnicities in New Zealand

New Zealand's population is made up of people from different ethnic groups. There are four main ethnic groups. These are shown in the pie graph below.

New Zealand: Ethnic Population



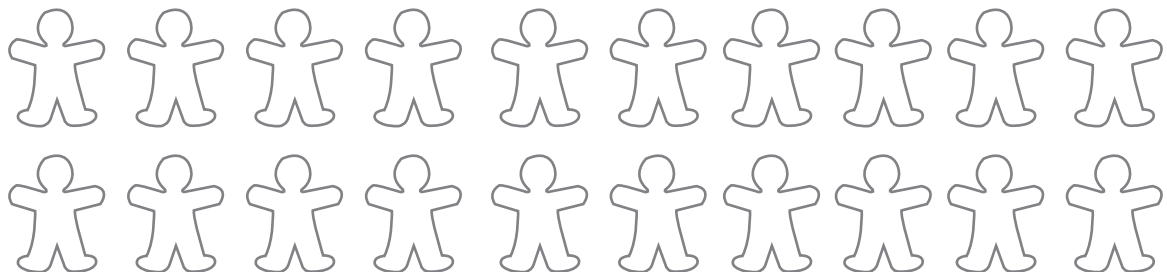
| KEY: | % |
|------------------------|----|
| ■ New Zealand European | 68 |
| ■ Māori | 15 |
| ■ Asian | 9 |
| ■ Pacific Peoples | 6 |
| ■ Other | 2 |

Another way of showing the ethnic make-up of New Zealand is to put the information into a diagram. This type of diagram is called a pictogram.

To draw a pictogram of New Zealand's ethnic population we are going to use the information in the table. This information is telling us that for every 20 people in New Zealand they would be made up of the following ethnicities:

| KEY: | % | |
|----------------------|----------|--------------------------|
| New Zealand European | 14 | <input type="checkbox"/> |
| Māori | 3 | <input type="checkbox"/> |
| Asian | 2 | <input type="checkbox"/> |
| Pacific Peoples | 1 | <input type="checkbox"/> |

Use the same key as the pie graph. Use the information in the table and colour the correct number of people to show New Zealand's population. Colour in the key.

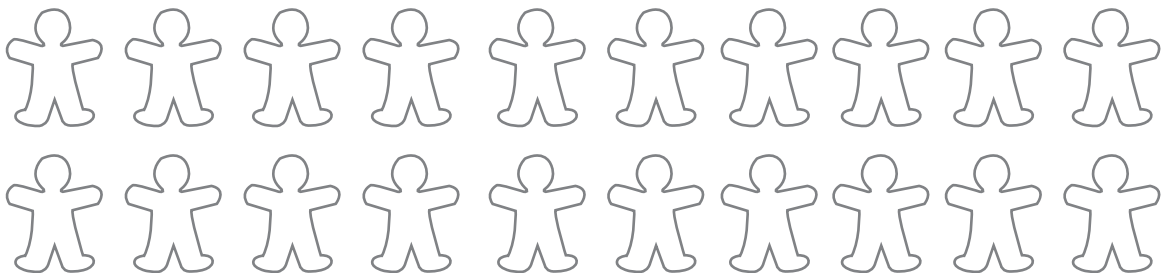


Let's have a closer look at New Zealand's population by looking at our largest city, Auckland.



1. Use information in the table to colour in the correct number of people to show the ethnic makeup of Auckland.
Colour in the key.

| Auckland | | |
|----------------------|--------|--------------------------|
| Ethnic Group | Number | Key |
| New Zealand European | 11 | <input type="checkbox"/> |
| Māori | 2 | <input type="checkbox"/> |
| Asian | 4 | <input type="checkbox"/> |
| Pacific Peoples | 3 | <input type="checkbox"/> |



2. Compare the pictograms for New Zealand and Auckland by looking at the number of people you have coloured in for each ethnic group.
 - a. One thing that is the same for both pictograms is that New Zealand European is the largest ethnic group.
 - b. What is one thing that is different between the two pictograms?

.....

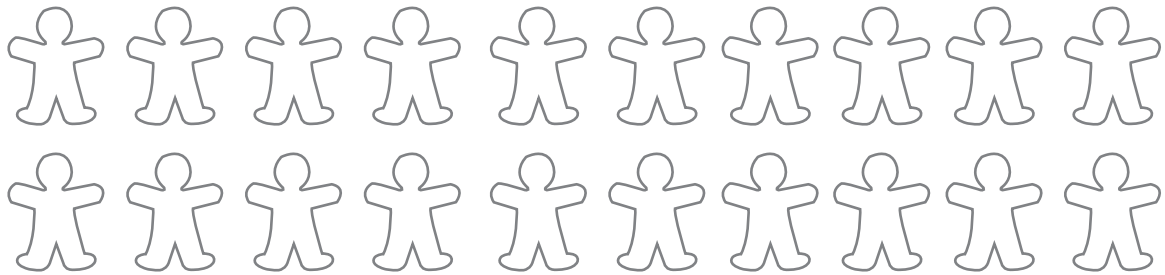
-
3. Let's have a look at another city in New Zealand; this time, Gisborne. Look at the map and find Gisborne. It is on the east coast of the North Island.

Gisborne and Auckland



-
- a. Use the data in the table to draw a pictogram to show Gisborne's population. Colour in the key.

| Gisborne | | |
|----------------------|---------------|--------------------------|
| Ethnic Group | Number | Key |
| New Zealand European | 10 | <input type="checkbox"/> |
| Māori | 9 | <input type="checkbox"/> |
| Asian | $\frac{1}{2}$ | <input type="checkbox"/> |
| Pacific Peoples | $\frac{1}{2}$ | <input type="checkbox"/> |



- b. What is one difference between the ethnic make-up of Auckland and Gisborne?

.....

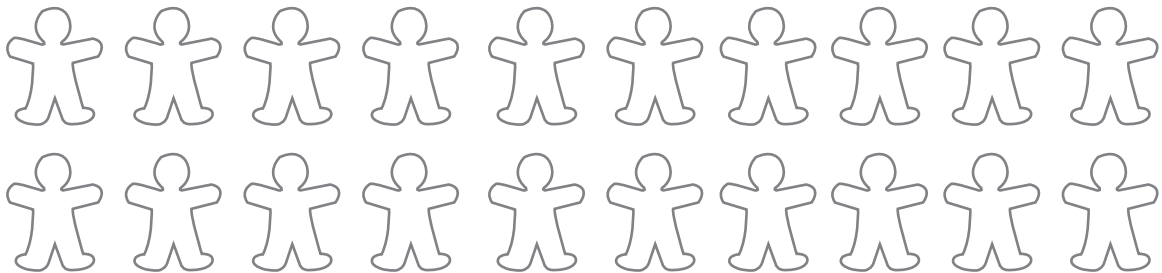
Constructing and reading the pictograms show us that New Zealand's population is made up of many different ethnic groups.

Now we are going to look at where New Zealanders were born.

| | |
|------------------------------|--|
| KEY: | |
| New Zealanders born overseas | |

- Choose a colour to show 'New Zealanders born overseas'. Colour in the box in the key.
- Use the data in the table below, to complete the pictogram to show where New Zealanders were born.

For every 20 people in New Zealand, four were born overseas.



- Think of 20 people you know. Out of these people, how many were born overseas?

.....

Your teacher will check your work.

3: THE STORY OF PLACE NAMES

In this lesson you will identify how some places in New Zealand got their name.

Key words

Below are some key words that are used in this lesson. They may be new to you so check their meaning.

| | |
|-------------|---|
| traditional | The way of doing things that is passed down from one generation to the next. <i>'It is traditional for the man to ask the woman to marry him.'</i> |
|-------------|---|

Place names are often connected with a story. Some interesting ones are here for you to read.

Aotearoa: The famous traditional name for New Zealand. When Kupe came to New Zealand long ago, his wife cried 'He ao!' (a cloud) when she first saw the land; 'tea' has been translated as white and 'roa' long. To most people the name means 'land of the long white cloud', but there have also been other meanings: the long clear day, the long white world, the long white bird, the land of long lingering sunlight, long bright land.





Draw lines to match the place names with their story.

Arrowtown

This is the most southerly town in New Zealand. The name comes from the high bluff that dominates the town. The name was given by whalers.

Bluff

This town was settled by 13 Danish and six Norwegian families in 1872. The name means Danes work – work being the name of a fortress.

King Country

This name means stream or river of the west. The town is at the highest point of the main trunk railway line.

Dunedin

This town takes its name from the River Arrow. It is said that Arrow refers to the speed of the river.

Dannevirke

This large area of the North Island was completely under the control of the Māori King and forbidden to pākehās. The Māori called it the Rohe Potae.

Waiouru

This is the ‘Edinburgh of the South’, which links this city to the Scottish settlers.



Check the answer guide.



Challenge

Do you know the story behind the name of the place you live in?

Use the Internet, library or ask an older person to find this out.

Write it in the space below.

.....

.....

.....

.....

.....

4: THE STORY OF KIWI SPEAK

In this lesson you will discover how Kiwis have come up with their own words.

Key words

Below are some key words that are used in this lesson. They may be new to you so check their meaning.

| | |
|----------|--|
| slang | Words that are made up and used in everyday language. <i>'Try not to use slang when talking to the judge.'</i> |
| culture | The language, customs, ideas and art of a group of people. <i>'In Kiwi culture people often shake hands when they meet for the first time.'</i> |
| inspired | Caused by. <i>'My mother's kindness inspired me to write a book about her.'</i> |

New Zealanders became known as 'Kiwis' during the First World War. The nickname was inspired by Kiwi Boot Polish, an Australian product used by New Zealand soldiers in Europe. (The manufacturer's wife was a New Zealander, so he named it "Kiwi".) The name has stuck ever since.

4A



What idea on the lid of the polish connects this product to New Zealand?

.....

.....



Check the answer guide.

4B

Language is an important piece of the New Zealand story.

In New Zealand we have developed some ways of talking that are home-grown.

This is called kiwi speak.

Here are some examples of kiwi speak. Draw lines to match the kiwi speak with its meaning. The first one has been done for you.

- | | |
|-----------|--|
| wobbly | goodbye |
| whinge | a place that is a long way from anywhere |
| hooray | throw a tantrum |
| wop wops | chicken |
| chook | complain a lot |
| crook | outside toilet built over a hole in the ground |
| heaps | sick, unwell |
| long drop | a lot of something |

Add some more you know and use.

.....

.....

.....



Check the answer guide.



Think back to lesson 2: Crunching New Zealand's Numbers.

1. The number of people who were born overseas and are now living in New Zealand has continued to increase. This has resulted in more languages being spoken.

a. Use the ethnicity statistics in lesson 2 to make a list of some of the languages you might hear as you walk down a street in New Zealand.

.....

.....

.....

.....

.....

.....

2. a. Is English the only language you speak at home? Circle your answer.

YES

NO

b. If you circled 'NO', what other language(s) do you speak? Why?

.....

When we hear our own language it gives us a sense of belonging; of being home.

Your teacher will check your work.

3. What do you feel when you hear a language you don't understand?

Here are some words that might be useful for your answer.

| | | | | |
|---------------|----------|----------------|-------------|---------|
| uncomfortable | left out | not interested | comfortable | curious |
|---------------|----------|----------------|-------------|---------|

.....

.....

.....

All these people are saying 'Hello, I am lucky to live in New Zealand'.



IS 000009250602

'hello ja sam sretan da živi na Novom Zelandu.'

Croatian



IS 000016227578

'你好，我很幸運地生活在新西蘭.'

Chinese traditional



IS 000012976590

'สวัสดีครับผม โชคดีที่จะอยู่ในประเทศนิวซีแลนด์'

Thai

'hallo ek is gelukkig om te lewe in Nieu-Seeland.'

Afrikans



IS 000004482905



IS 000013187817

'Kia ora, toku waimarie kei Aotearoa au e noho ana.'

Te Reo Māori

4. If you, or someone you live with, speaks another language, use it to write a message to your teacher here.

.....

.....

.....

Your teacher will check your work.

5: FLYING OUR FLAGS

In this lesson you will discover how we use flags.

Key words

Below are some key words that are used in this lesson. They may be new to you so check their meaning.

| | |
|-------------------|--|
| continent | A large mass of land. <i>'There are seven continents in the world. Australia is the nearest continent to New Zealand.'</i> |
| national identity | The way the people of a country see themselves as belonging together and to their country. <i>'New Zealand's national identity is never stronger than when the All Blacks win against Australia.'</i> |

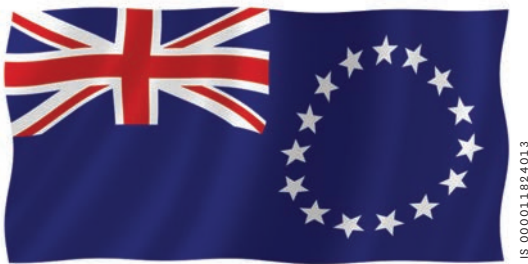
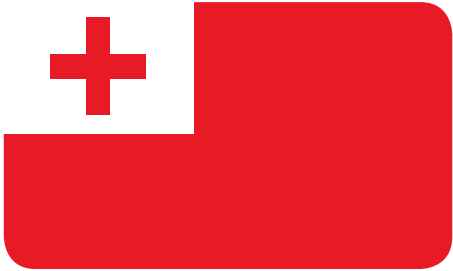
Flags began to look like they do today when pieces of fabric were added to poles for decoration about 2000 years ago.

The main purpose of flags is to provide information and identification.

Flags are designed to give information using very little writing or drawing. The colours and symbols on a flag represent something important.

Many countries have flags with similar designs or colours, which often means that they have a connected past or culture.

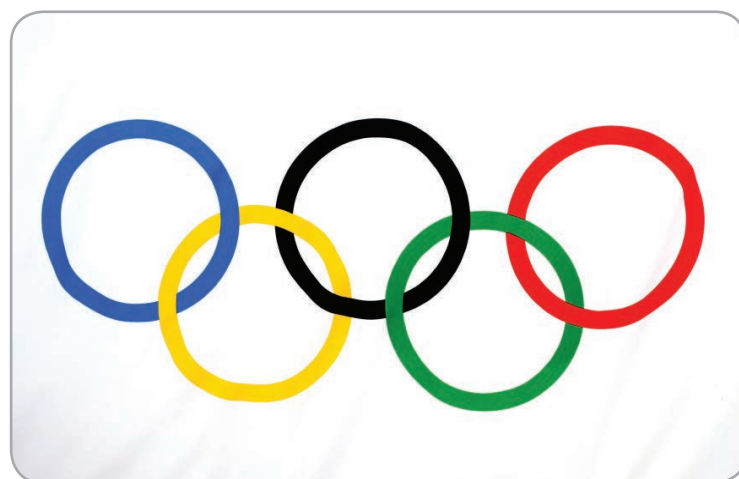
Here is a group of flags from the Pacific Islands. Draw lines connecting similarities between the flags.



People with common interests or activities also create flags. Groups and organisations such as the Scouts, Guides and Red Cross have distinctive flags. Even royal people can have their own personal flags.



The Tibetan people hang colourful pieces of cloth along the mountains of the Himalayas. These are known as prayer flags. Tibetans believe as the wind blows the flags, goodwill, peace and kindness are spread around.



The five circles on the Olympic flag represent people coming together from various continents for friendly competition.



5A

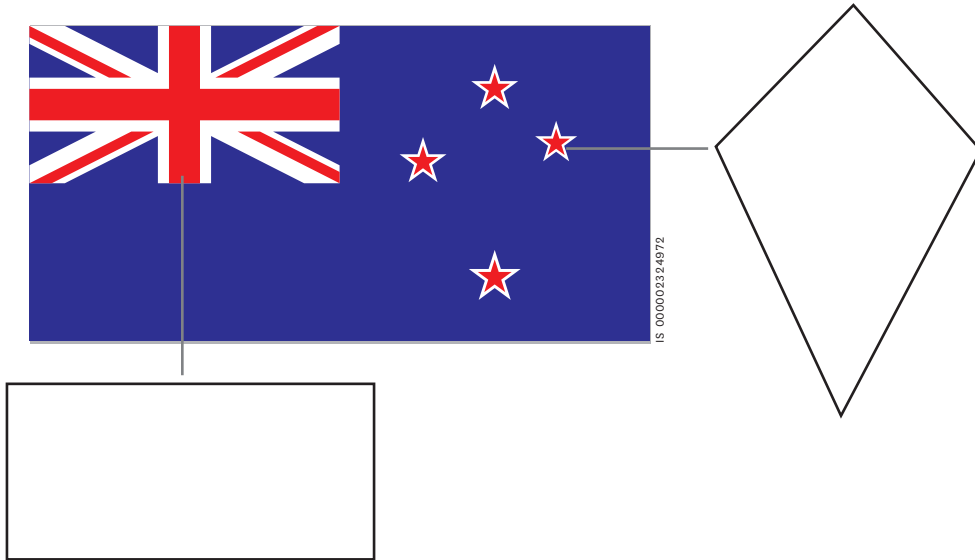
1. What are the three main colours shown in these flags?

-
-
-

2 If you know any of the countries represented, name them.

-
-
-

Since 1902, this has been the flag of New Zealand. That is (how many) years ago.



3. Copy the meaning of our flag's symbols into the right shape.

The stars known as
The Southern Cross

The Union Jack symbolises
our traditional relationship
to Britain.

Why do you think a blue background was chosen for our flag?

.....

There is another well known symbol that is used to identify New Zealand sports teams.



4. Name three sport teams who use this symbol.

-
-
-



Check the answer guide.

For quite some time there has been talk among people that it is time for New Zealand to *fly a new flag*.



Ask two people the following questions and write their viewpoints in the table:

1. What does our flag say to you?
2. Do you agree or disagree **that it is time New Zealand had a new flag which represents New Zealanders better?**

| Person's name | New Zealand's flag says: | Agree/disagree with the statement | Reason for their viewpoint |
|---------------|--------------------------|-----------------------------------|----------------------------|
| | | | |
| | | | |

Think back to the work you did crunching numbers in lesson 2.

Now it is your turn to answer the questions using everything you know about ethnicity and national identity.

Some of these words might be useful in your answer:

| | | | | | |
|---------|--------|---------|-------------|----------|---------|
| loyalty | symbol | history | out-of-date | identity | culture |
|---------|--------|---------|-------------|----------|---------|

3.

My viewpoint on changing New Zealand's flag is

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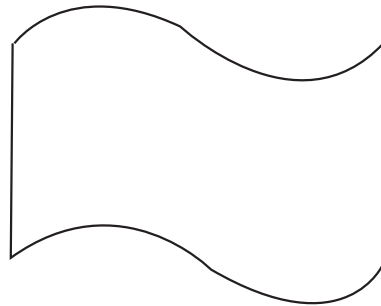
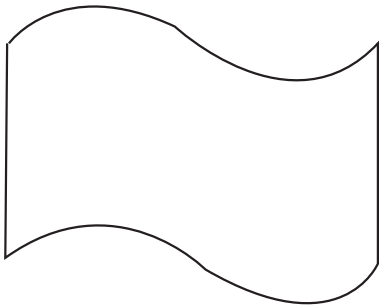
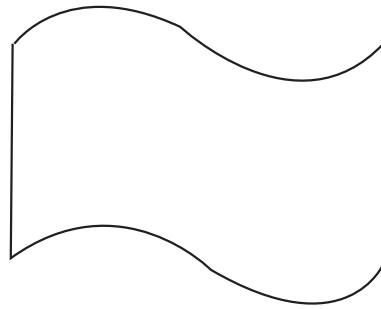
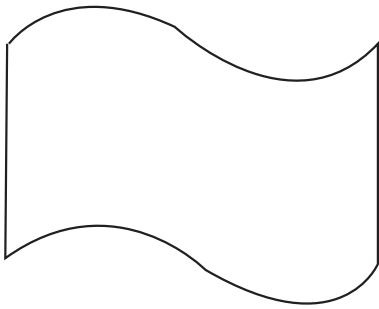
Your teacher will check this work.



Here's a challenge!

If we were to change our flag – what might it look like?

1. Draw your ideas for a new New Zealand flag in the blank flags:



2. Circle the flag you like best.
3. Give a reason for your choice.

.....

.....

.....

.....

6: EVENTS TELL OUR STORY

In this lesson you will explore some of New Zealand's celebrations.

Key words

Below are some key words that are used in this lesson. They may be new to you so check their meaning.

| | |
|-------------|--|
| culture | The language, customs, ideas and art of a group of people. <i>'Respect for the land is an important part of Māori culture.'</i> |
| symbolise | To stand for something. <i>'The kiwi bird symbolises New Zealand.'</i> |
| remembrance | The act of remembering. <i>'Waitangi Day is in remembrance of signing the Treaty.'</i> |
| celebrate | To make special with gifts, parties or activities. <i>'The town is celebrating its sports teams with a parade.'</i> |

Events tell stories. Sometimes these events are about things that have happened in the past and because they are important to our culture we want to remember these stories. We create symbols to help us remember.

In New Zealand we celebrate many events.

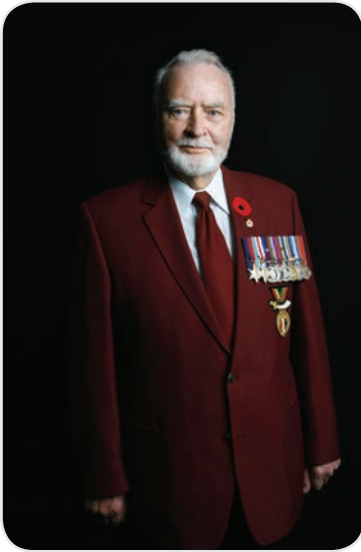
6A

How much do you know?

Use the following table to help you finish the activity. The information has been jumbled up so read and think carefully before writing your answer on the lines under the photos.

| Event | Culture it came from | Symbol | Date |
|--------------------------------|----------------------------|-----------------------|--------------------------|
| Te Matatini Kapa Haka festival | Australian and New Zealand | fireworks | 5 November |
| Diwali festival | American | colour green | 14 February |
| St Patrick's Day | Indian | Waitangi Treaty House | 25 April |
| Guy Fawke's Day | New Zealand | light | 6 February |
| Valentine's Day | Māori | poi | 17 March |
| ANZAC Day | British | red heart | mid October-mid November |
| Waitangi Day | Irish | red poppies | mid February |

a.



1. the name of the event

.....

2. the culture it came from

.....

3. the symbol of the event

.....

4. the date of the event

.....

b.



1. the name of the event

.....

2. the culture it came from

.....

3. the symbol of the event

.....

4. the date of the event

.....

c.



1. the name of the event

.....

2. the culture it came from

.....

3. the symbol of the event

.....

4. the date of the event

.....

d.



1. the name of the event

.....

2. the culture it came from

.....

3. the symbol of the event

.....

4. the date of the event

.....

e.



1. the name of the event

.....

2. the culture it came from

.....

3. the symbol of the event

.....

4. the date of the event

.....

f.



1. the name of the event

.....

2. the culture it came from

.....

3. the symbol of the event

.....

4. the date of the event

.....

g.



1. the name of the event

.....

2. the culture it came from

.....

3. the symbol of the event

.....

4. the date of the event

.....



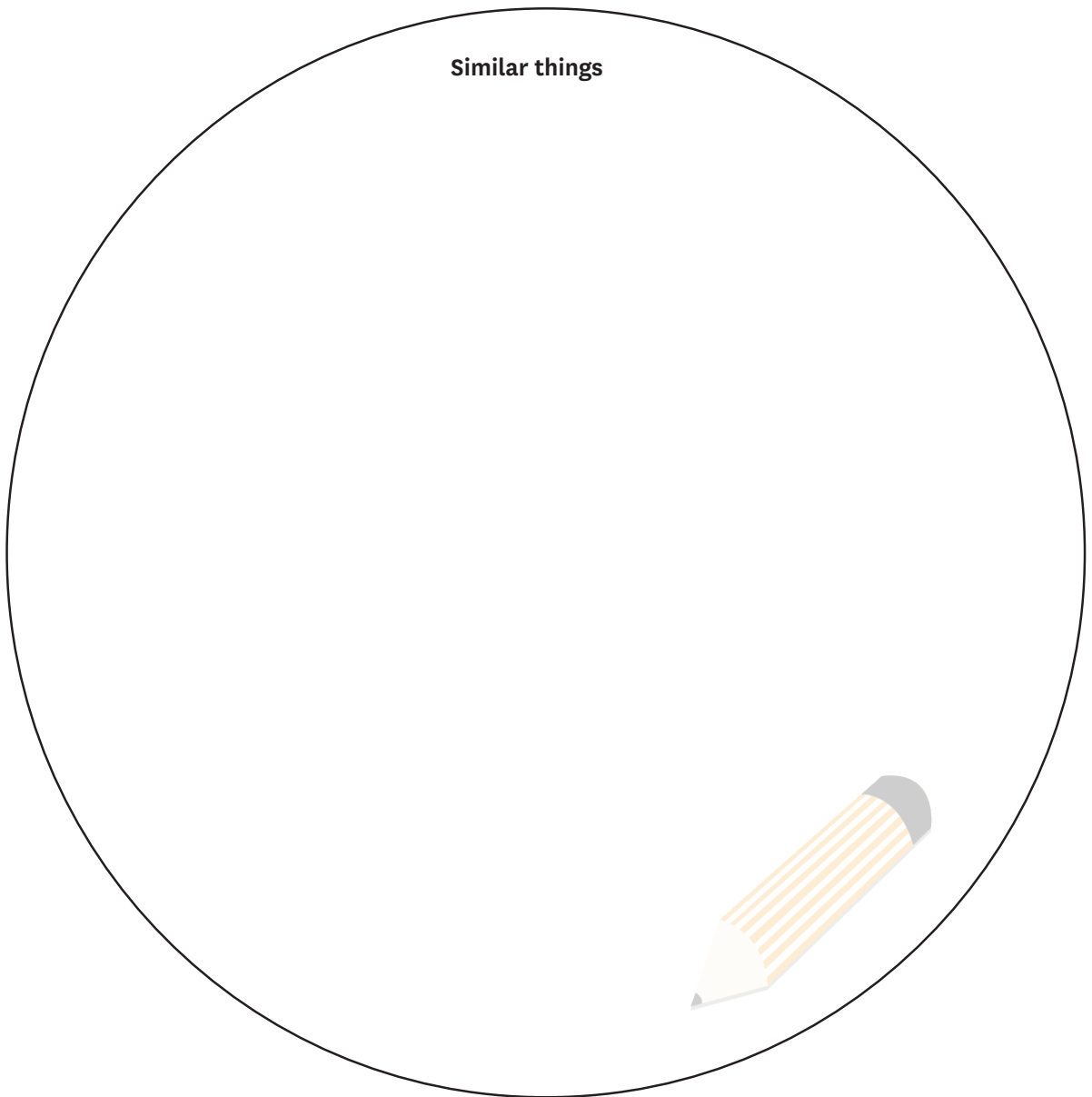
Check the answer guide.

When celebrating different events there are many things we do that are similar, for example, we prepare special food.



Can you think of some other things we do that are similar in the events you have just looked at? Write them in the bubble below.

Similar things



Your turn to choose.



Complete either a or b below.

- a. If your family celebrates an event that is special to your culture, (like a national day), use the space below to write about it.

Name of celebration

.....

Date

.....

On this day we

.....

.....

.....

or

- b. Choose one of the events shown in the photos, and find out the story behind it.

Name of event

.....

The story behind this event is

.....

.....

.....

Your teacher will be interested in your answer.

7: SHOW TIME

It is time to show what you've learnt in this booklet. Your teacher will mark all of your work in this activity. Look back over the booklet for help with your answers.

Key words

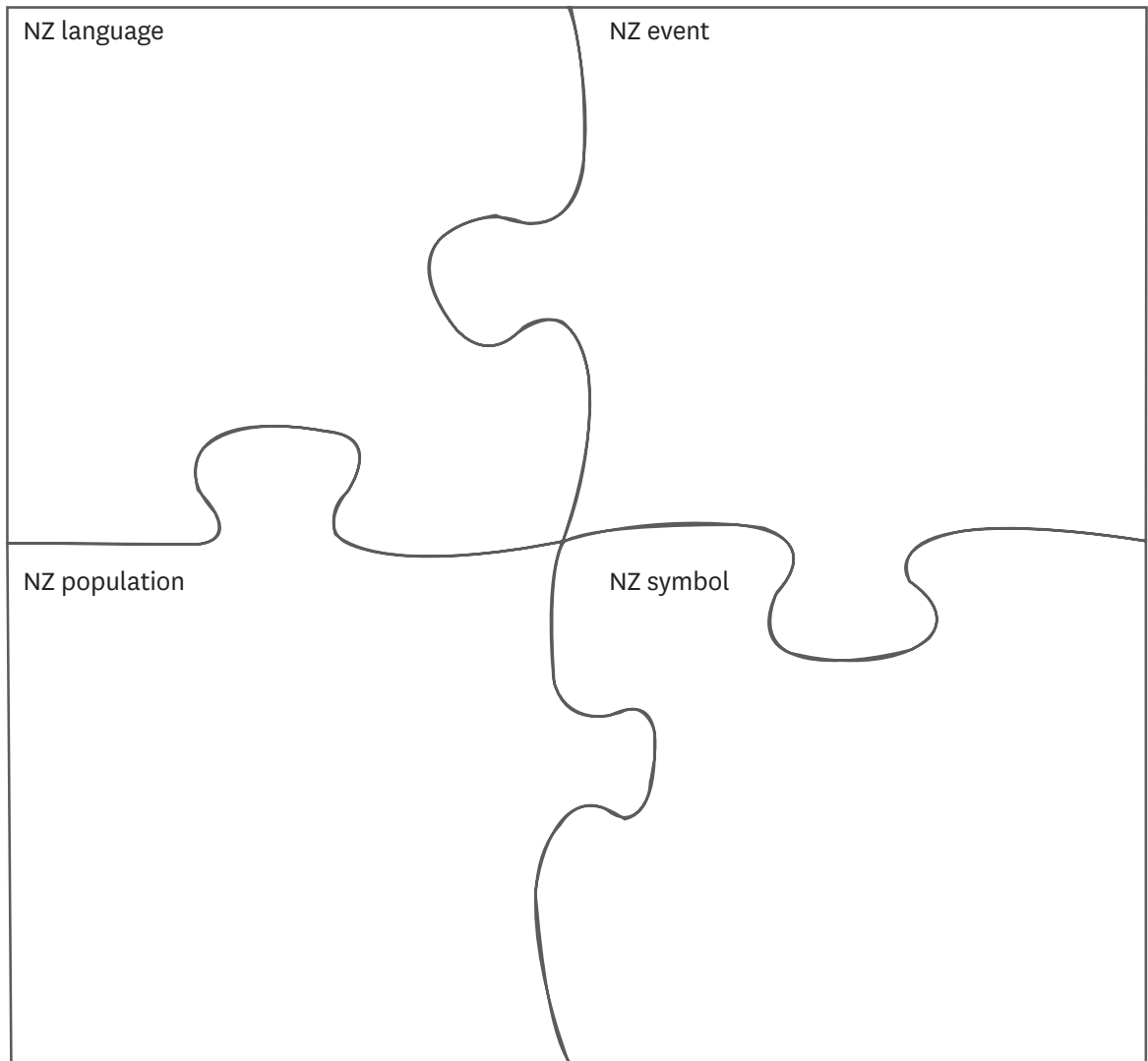
Below are some key words that are used in this lesson. They may be new to you so check their meaning.

| | |
|-----------|---|
| pseudonym | A made up name: not my real name. <i>'I use a pseudonym when I write on twitter so none of my friends can recognise me.'</i> |
| diverse | Of different kinds or sorts. <i>'We have a diverse group of players in my team.'</i> |

Here are our four jigsaw pieces.



1. Fill up the shapes with your thoughts and ideas. Look back through the booklet to remind yourself.



You are going to take on a pseudonym (see key words). Decide who you want to be.



Helpful Harry

or

Helpful Harriet



Circle your choice.

Helpful Harry/Harriet is an Internet advice site. Young people write in to you wanting your advice about what they should do because they are facing tricky decisions.

Here is an example of an email they have received.

Send Save Discard

To:

Subject:

Hello Helpful Harriet

I don't know what to do. I am meant to learn a language this year at school. I don't see the point of it. What do you think?

Anxious Ally

Q: Which jigsaw piece is this about?
A: Language

Dear Anxious Ally

This is your viewpoint

I think it's very important to learn a language. New Zealand is a country of diverse people. Did you know that it is unusual to speak only one language in some parts of the world? I think when you learn a language you also learn a culture. New Zealand needs people who get on with different cultures. You will find yourself living and working alongside people from around the world.

Reason 2

You might also want to travel when you are older.

Reason 1

Reason 3

Good luck

Helpful Harriet

Read the following four emails to Helpful Harry/Harriet. You will choose two of them to reply to.

Send Save Discard

To:

Subject:

Hi Helpful Harry/Harriet

I belong to a cultural group and we are practising for the concert in the park in my town. I know some kids who laugh at us, and poke fun at our costumes. What can I say to them? What can I say to my mates so we don't give up?

Bothered Bill

Q: Which jigsaw piece is this about?

A:

Dear Bothered Bill

.....

.....

.....

.....

.....

.....

Send

Save

Discard

To:

Subject:

Dear Helpful Harriet/Harry

Next Saturday my parents want me to be part of India's national day celebrations but I really don't want to. There is a cricket tournament which will go for the whole day and I don't want to let my team down. My Mum and Dad reckon getting together with other kids from India is more important. What shall I do?

Confused Claire

Q: Which jigsaw piece is this about?

A:

Dear Confused Claire

.....

.....

.....

.....

.....

.....

.....

Send Save Discard

To:

Subject:

Hi Helpful Harriet/Harry

I have been chosen to carry the New Zealand flag when my Scouts group arrives at the international jamboree next month. I feel really proud to be chosen but the flag is so out-of-date. It doesn't mean anything to me. I'd rather carry the silver fern. What shall I do?

Muddled Mike

Q: Which jigsaw piece is this about?
A:

Dear Muddled Mike

.....

.....

.....

.....

.....

.....

Send

Save

Discard

To:

Subject:

Hello Helpful Harriet/Harry

We had to move again and I hate my new school. There are heaps of different cultures and they stick together so I feel left out. Why do all these people come to New Zealand? I don't understand them and they don't understand me.

What shall I do?

Grumpy Gee

Q: Which jigsaw piece is this about?

A:

Dear Grumpy Gee

.....

.....

.....

.....

.....

.....

7B

1. Choose **two** of the emails to reply to. Your replies should have

Your
viewpoint

and

Reason 1, 2 and 3



Your teacher will assess this.

2. Turn back to page 4 and find the jigsaw piece you drew.

What was the question you wanted answered at the beginning of this topic?

Copy it here

.....

.....

Have you got an answer for your question now? Yes/No

Were there other questions you wanted to answer? Yes/No

Next steps

Contact your teacher to talk about how you will go about finding answers for any questions you have not completed.

IST308 OUR LAND OUR STORY

SELF-ASSESSMENT

Read the statements and tick the box that describes your understanding of this topic.

| Learning outcome | Not attempted | Didn't understand | Understood some | Understood most | Confident in my understanding |
|--|---------------|-------------------|-----------------|-----------------|-------------------------------|
| I discovered the effect people moving in and out, and around New Zealand, is having on our land. | | | | | |
| I recognised how flags, language, events and celebrations tell New Zealand's story. | | | | | |
| I identified different viewpoints people may have about parts of New Zealand's story. | | | | | |
| I developed my own viewpoint about parts of New Zealand's story. | | | | | |

CHECKLIST

- I have completed all of the activities.
- I have marked my answers.
- I have completed all the teacher-assessed tasks.
- I have filled in the self-assessment page.

The activity that I enjoyed most in this booklet was

because

.....

.....

.....

The activity I enjoyed least in this booklet was

because

.....

.....

.....

Supervisor comment

.....

.....

.....

Teacher comment

.....

.....

.....

ANSWER GUIDE

1B

1: Your story so far

Your answer should be some of the following:

| | Good things about moving | Not so good things about moving |
|-----------|--|---|
| Hemi | <ul style="list-style-type: none">• Dad got a new job• Bigger house• More money for family things• Mum's more relaxed | <ul style="list-style-type: none">• Brother who left cricket team |
| Shontelle | <ul style="list-style-type: none">• Mum can look after Pops• Living close to Pops | <ul style="list-style-type: none">• Hard to make friends• Feel left out• Moved too often |
| Alex | <ul style="list-style-type: none">• Family feels safe• Easy to learn language and make friends | <ul style="list-style-type: none">• Mum stays home• Mum is lonely• Mum doesn't learn the language |

2: Crunching New Zealand's numbers

2A

1. The more **dots** there are in an area, the more **people** live there.
3. **Auckland** is New Zealand's biggest city. About one third of the **population** live there.

New Zealand has about 16 people per **square kilometre**.

In Auckland, 240 people per square kilometre live in only two per cent of New Zealand's land area.

On the West Coast of the **South Island**, only one person per square kilometre lives there. This is the **lowest** density of any region.

Most New Zealanders live in **urban** areas. 72 in every 100 New Zealanders live in our 16 main urban areas. 13 of these areas are near the **coast**.

Hamilton, Rotorua and Palmerston North are located **inland**.



Circle the answers you think are right.

roads are busier in some places than others

population density causes problems in Auckland

inland cities are common in New Zealand

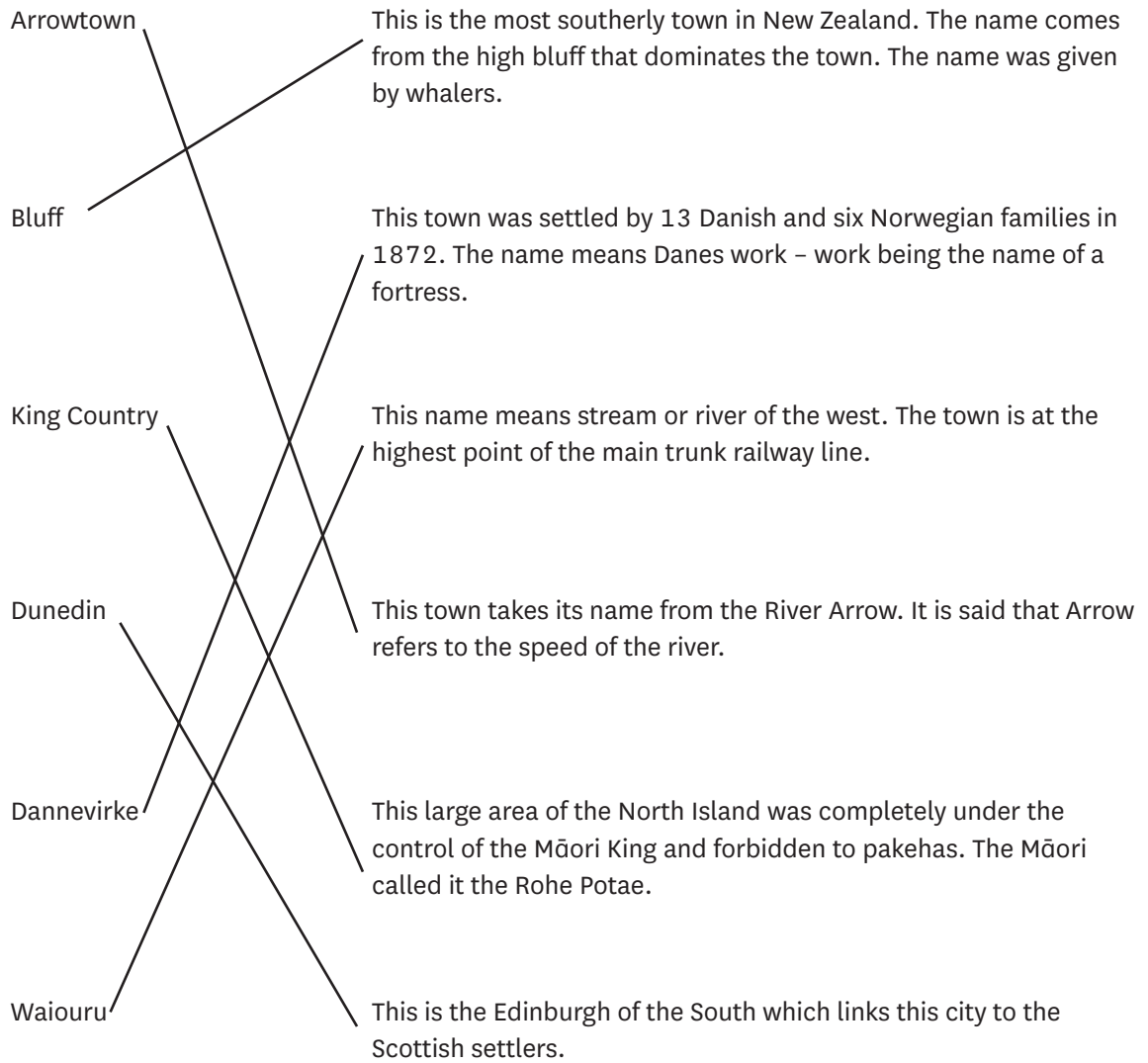
sparsely populated areas attract more people

there are more schools in the North Island than the South Island

people are attracted to big cities

3A

3: The story of place names

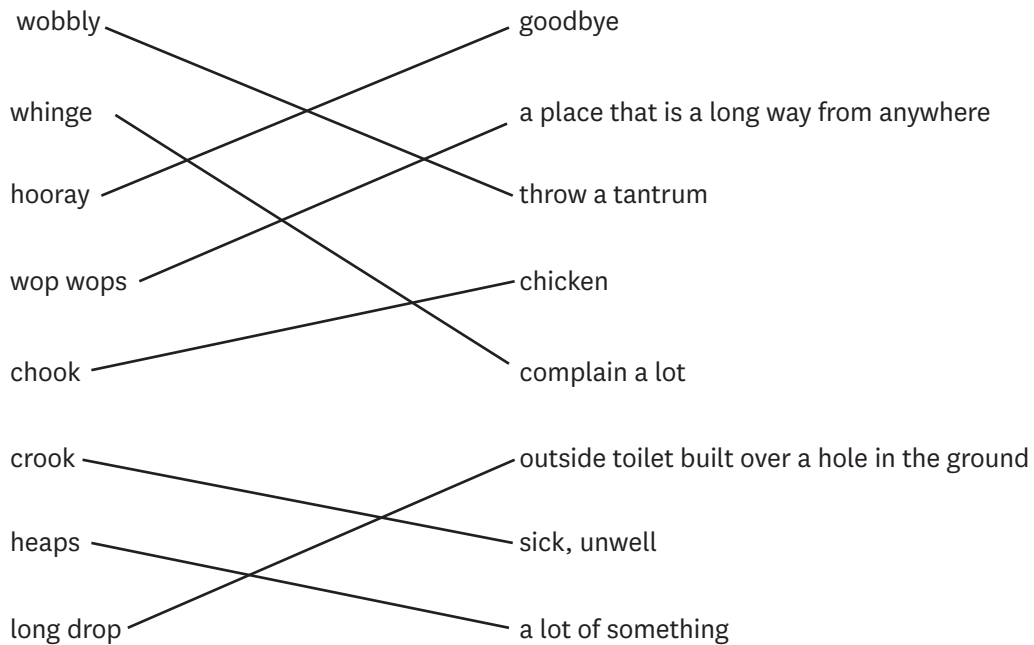


4: The story of kiwi speak

4A

The idea shown on the lid of the polish is the word 'kiwi' and the picture of the kiwi.

4B



5: Flying our flags

5A

1. What are the three main colours shown in these flags?

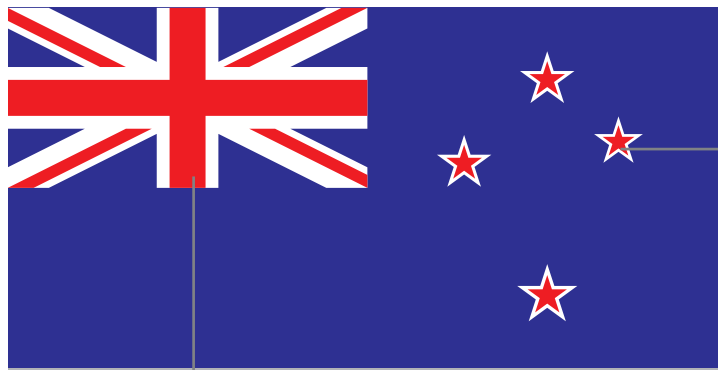
- red
- white
- blue

2. Can you name any of the countries represented? You might have recognised any of the following:

- Canada
- Ecuador
- United States
- Bolivia
- Germany
- France
- Japan

- Italy
- Peru
- Israel
- Paraguay.

3.



The Union Jack symbolises our traditional relationship to Britain.

The stars known as The Southern Cross.

Why do you think a blue background was chosen for our flag?

The blue background was chosen to symbolise the blue ocean that surrounds New Zealand.

4. Sport teams who use this symbol:

- All Blacks
- Silver Ferns
- Black Caps
- All Whites
- Tall Blacks
- White Ferns
- Black Ferns
- Black Sox.

6: Events tell our story

6A

| Photo | Event | Culture it came from | Symbol | Date |
|-------|--------------------------------|----------------------------|-----------------------|--------------------------|
| a | ANZAC Day | Australian and New Zealand | red poppies | 25 April |
| b | Waitangi Day | New Zealand | Waitangi Treaty House | 6 February |
| c | Guy Fawke's Day | British | fireworks | 5 November |
| d | Valentine's Day | American | red heart | 14 February |
| e | Te Matatini Kapa Haka festival | Māori | poi | mid February 2011 |
| f | Diwali festival | Indian | light | mid October-mid November |
| g | St Patrick's Day | Irish | colour green | 17 March |

IST308 ACKNOWLEDGEMENTS

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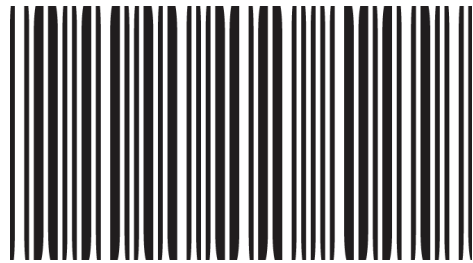
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Full Name _____

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I certify that the assessment work is the original work of the student named above.

Signed _____
(Student)

Signed _____
(Supervisor)

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