

Tāngata Rongonui - Local Celebrities

Social Studies, Level 4

The Learning Context:

In this unit the students will identify a tāngata rongonui (local celebrity) and find out how this person and the people associated with them have made significant contributions to their Iwi and community, eg: a cultural leader/Kaumātua (past or present), local war hero, sports coach, religious leader, school teacher, youth group leader, school principal, volunteer worker, etc.

In the first part of the unit students will brainstorm a list of tāngata rongonui who have helped and inspired others through their contributions to their community either in the past or the present. Students will choose a tāngata rongonui from this list to investigate further. Working in cooperative groups, they will research and interview their celebrity as well as people who have benefited from the work that the tāngata rongonui has done.

The second part of the unit requires students to To whakamana (acknowledge) their tāngata rongonui for the contributions that they have made to community life. Students will prepare a Waiata (citation) as well as provide a welcome that befits the mana of the tāngata rongonui.

Students may decide to perform the Haka for their tāngata rongonui, present a Waiata, produce and show a power point that celebrates their work, write a newspaper article about their tāngata rongonui for the community paper, host a morning tea or hangi for their tāngata rongonui, etc.
Approximately 10 lessons

Achievement Objectives:

SOCIAL SCIENCES CURRICULUM LEVEL 4:

Social studies – Social Inquiry

Students will understand that:

- *Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.*
- *Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.*
- *Understand how people participate individually and collectively in response to community challenges.*

Enterprising Attributes:

- *Generating and using creative ideas and processes.*
- *Working with others and in teams.*
- *Planning and organising.*
- *Collecting, organising, and analysing information.*
- *Communicating and receiving ideas and information.*

Teachers to observe and collect evidence of these enterprising attributes in action.

Social Studies - Learning Outcomes:

Students will

1. *Identify a tāngata rongonui (local celebrity) and determine their contribution to their community and how this came about.*
2. *Distinguish between the cultural practices of this person and their group, and others.*
3. *Share information about their tāngata rongonui and their contribution with the wider community.*
4. *Work cooperatively to prepare a celebration to thank their local celebrity, with students taking responsibility for an allocated role.*
5. *Describe how they applied Enterprising Attributes to support their tasks in this unit.*

Resource Requirements:

Local people such as: a cultural leader past or present, war hero, sports coach, religious leader, school teacher, youth group leader, school Principal, volunteer worker, etc

- *Where possible, encourage students to investigate people they have contact with and are important to their Iwi.*
- *Template of "Ka mate"*
- *"Local haka that teachers/students can adapt to suit their communities.*
- *Decision Making Grid.*

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus issues of citizenship and enterprise can be explored during this unit. Our community has many people, past and present that have made outstanding contributions to their community; in social, cultural, economic, political, and environmental ways. These people are often entrepreneurs, social or economic, or both. Enterprising people are good role models for our young people.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

<p>Scene Setting:</p> <p>The teacher reads a story or newspaper article about a local celebrity who has made, or is making a contribution to their community. Students suggest other people they know of that have this status.</p> <p>The teacher and students discuss why heroes and celebrities need to be recognised and appreciated.</p> <p>Students are asked to work in small groups to come up with ideas of what makes these people a local celebrity and what attributes they demonstrate to enable them to contribute to their community. (Use enterprising attributes list)</p> <p>Teacher reads the article 'More Than a Mountaineer' (School Journal, Part 3, Number 3, 2003) which describes Sir Edmund Hillary's mountaineering achievements as well as his work with the Himalayan Trust. The teacher explains that Sir Edmund Hillary is regarded as an international celebrity not just for his climbing achievements but also for the way he has worked tirelessly to help others.</p> <p>Students consider and explore how Sir Edmund Hilary's achievements would be celebrated in Tibet, in New Zealand and in both European and Maori cultural protocols.</p> <p>The unit and focus for learning is described to the students. Explain that the class will:</p> <ul style="list-style-type: none"> • explore a range of local celebrities who they would like to acknowledge in a formal setting, • investigate the work and contribution of these people, and decide which one/s they would like to thank in a formal way, • thank these 'local celebrities for their efforts and achievements. <p>Teaching and Learning Sequence:</p> <ol style="list-style-type: none"> 1. The teacher and students brainstorm a list of other local people and community groups who have contributed to their community life, etc. (Learning Outcome 1) 2. Each student group selects one local celebrity who they would like to research and investigate further. Explain to students that some tāngata rongonui work with the support of others and so their research may be based on the achievements/efforts of a group. Students form cooperative groups to work in. Integrity Community and participation Equity Excellence 	<p>LINKS TO BES Best Evidence Synthesis</p> <p><i>3. Quality teachers recognise the importance of students' cultural and social background.</i></p> <p><i>2. Quality teachers encourage learners to work as a community.</i></p>
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<p>3. The teacher explains to students that they may be researching the internet, local books and newspaper articles, and conducting interviews to gather further information about their local celebrity and the group they are part of. They may wish to invite a local person who has the 'oral history' about the person. Students are to interview the person, if available, or friends and relatives, and or research history books, internet sites, as well as people who have benefited from the celebrity's work. Students list a range of people who they could interview about their local celebrity. For example:</p> <ul style="list-style-type: none"> • students who have selected a local Kaumātua as their local celebrity could interview their whanau, local Marae committee, other Kaumātua and their long time friends. Students could then research more information about previous Kaumātua and their contributions. • Students who have selected a religious leader as their local celebrity could interview elders in the church and other parishioners. Students could research more information about the history and beliefs of the church from a range of sources. <p>4. Students brainstorm a range of questions that they need answers to, and determine what source could provide them with the answers. Students prepare questions for their interview process. The teacher records their ideas ensuring that the following areas of inquiry are covered: Students consider citizenship and values.</p> <ul style="list-style-type: none"> • What work does the celebrity do? • What is the purpose of that work? • What role do they have in their supporting group? • How did their decisions impact on people and their community? • How is/has the local celebrity's achievements been recorded? • Does their work support one cultural group in particular or a range of cultural groupings? • Is their view on how they helped their community the same as other peoples' views in their community? • Who benefits from their efforts and how? (LO 1) Planning and organising Community and participation <p>5. The teacher invites a local celebrity to come to class for a practise interview – it could be the school principal, local sports coach, etc. The students take turns to ask the visitor questions and take notes as they answer. After the guest has left the classroom the class work together to summarise their interview notes and write a paragraph about the work that the visitor does and how it benefits people in the community.</p> <p>6. Student groups decide who will gather which information from which source. (LO 2) Working with others and in teams</p> <p>7. Students organise and conduct interviews - they may decide to interview people over the telephone, hold interviews at school or complete interviews for homework. Students may want to tape record or video the interview. Students may also want to source photographs and take photographs of their local celebrity and the people who benefit from their work. NB: It may be useful to hold interview rehearsals before the actual interview takes place to ensure students are well prepared.</p> <p>Students organise and source the other information that is required for the investigation. (LO 2) Collecting, organising and analysing information</p>	<p>8. Quality teachers ensure tasks and classroom interactions provide support and guidance to facilitate student learning.</p>
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<p>8. In their cooperative groups, students prepare a presentation to share the information they have gained about their celebrity with the rest of the class. They may choose to write a speech, create a power-point show, write an article, write a paragraph profile, etc. (Learning Outcome 3) Communicating and receiving ideas and information</p> <p>9. In their cooperative groups, students share the information they have gained about their celebrity with the rest of the class. Communicating and receiving ideas and information</p> <p>10. The teacher leads a discussion on how Sir Edmund Hilary's achievements would be celebrated in Tibet? Then In New Zealand, and in both European and Maori cultural practice. Students reflect on and discuss how cultural practices may vary but reflect similar purposes. Students also consider and discuss how important it is to reflect the appropriate cultural practice for the occasion.</p> <p>11. Students brainstorm a range of ways they could celebrate at least one of their local celebrities for the work that they do/have done. Ideas might include hosting a Ra Whakahirahira (special day) welcoming guests with a Powhiri (welcome), preparing a Waiata (songs) and presenting this to the person or relative, producing a PowerPoint that celebrates their work, writing a newspaper article about their celebration for the community paper. (Learning Outcome 4) Generating and using creative ideas and processes, Planning and organising</p> <p>12. Students use a Decision Making Grid (*) to help rank the possibilities brainstormed at step 11 and narrow choices. The class decides how they will recognise and appreciate the contribution of their celebrity. (LO 4)</p> <p>13. Students brainstorm the range of jobs that will need to be done to thank their celebrities –</p> <ul style="list-style-type: none"> • If the class is hosting a morning tea they will need to send out invitations, make food, decorate the classroom or hall, appoint a Master of Ceremonies, etc. • If the class is making thank you cards they will need to collect resources (card, ribbon, glitter), design and make the cards, organize delivery, etc. (LO 4) Planning and organising <p>14. Students are assigned roles and responsibilities and they work together to thank their local celebrity. (LO 4) Working with others and in teams, Planning and organising, Matching personal goals and capabilities to an undertaking Excellence</p> <p>Questions to consider within this inquiry:</p> <p>Links to Citizenship</p> <ul style="list-style-type: none"> • People and groups of people carry out actions that have consequences on their community? Discuss actions you know of that have positive and negative impacts on your community. • How are people different and how are they the same? How does our culture shape our actions? • Consider the range of points of views that your class and others have towards your local celebrities. Did everyone agree that all were celebrities? 	<p>9. Quality teachers promote sustained thoughtfulness through questioning approaches, wait time, and opportunities for application and creativity.</p> <p>9. Quality teachers promote critical thinking.</p>
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<p>Links to Values</p> <ul style="list-style-type: none"> • Why do these 'local celebrities' choose to do the work that they do? • How does the community celebrate the contribution of their local celebrities? • Is it important to acknowledge and celebrate the work that our local celebrities do? <p>Evaluation questions</p> <ul style="list-style-type: none"> • Consider the loss to the community if a local celebrity was to move to another town/city. <p>Reflective Questions:</p> <p>Exploring what it is to be innovative and enterprising</p> <ul style="list-style-type: none"> • What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers. • How could you improve on using the Enterprising Attribute/s for next time? • Can you transfer this learning to your other topics? 	
<p>Possible Assessment Activities (Teacher):</p> <ul style="list-style-type: none"> • Learning Outcome 1: Students draw or list a range of people in their community who are 'local celebrities' giving valid reasons for why they are special. • Learning Outcomes 2/3: Students write an article describing in detail the work that their selected local celebrity does and explaining how they are valued by other community residents. 	

Ka Mate

Extract from

http://en.wikipedia.org/wiki/Ka_Mate

"Ka Mate" is a Māori haka composed by Te Rauparaha, war leader of the Ngāti Toa tribe of the North Island of New Zealand. Te Rauparaha composed Ka Mate as a celebration of life over death after his lucky escape from pursuing Ngāti Maniapoto and Waikato enemies. He had hidden from them in a food-storage pit, and climbed back into the light to be met by a chief friendly to him - Te Whareangi (the "hairy man").

"Ka Mate" is the most widely known haka in New Zealand and elsewhere because it has traditionally been performed by the All Blacks, New Zealand's international rugby union team, immediately prior to test (international) matches. Since 2005 the All Blacks have occasionally performed another haka, "Kapa o Pango".

The haka as composed by Te Rauparaha begins with a chant:

Kikiki kakaka kauana!
Kei waniwania taku tara
Kei tarawahia, kei te rua i te kerokero!
He pounga rahui te uira ka rarapa;
Ketekete kau ana to peru kairiri
Mau au e koro e – Hi! Ha!
Ka wehi au ka matakana,
Ko wai te tangata kia rere ure?
Tirohanga ngā rua rerarera
Ngā rua kuri kakanui i raro! Aha ha!

Then follows the main body of the haka:

Ka mate, ka mate! ka ora! ka 'Tis death! 'tis death! (*or: I may die*) 'Tis life! 'tis life!
ora! (*or: I may live*)

Ka mate! ka mate! ka ora! ka 'Tis death! 'tis death! 'Tis life! 'tis life!
ora!

Tēnei te tangata pūhuru hūru This the hairy man that stands here...

Nāna nei i tiki mai whakawhiti ...who brought the sun and caused it to shine
te rā

Ā, upane! ka upane!

A step upward, another step upward!

Ā, upane, ka upane, whiti te
ra!

Decision Grid

[illegible]