

## Overview

“A Short History of Rēkohu” provides the historical background for this special *School Journal* issue. It uses a timeline, supported by maps, photographs, and quotes, to tell the history of Rēkohu (the Chatham Islands). In the process, it corrects errors written about the islands and their inhabitants in the *School Journal* from 1916.

Consider the difficulty level of this article, taking into account the expected increases in reading independence as students move from

year 5 to 6. See the notes that accompany the reading standards (from page 28) for these years.

*You will need to be aware of, and sensitive to, students’ experiences of war. Some refugee students may have had recent experiences of war that are traumatic and that need to be addressed outside the classroom.*

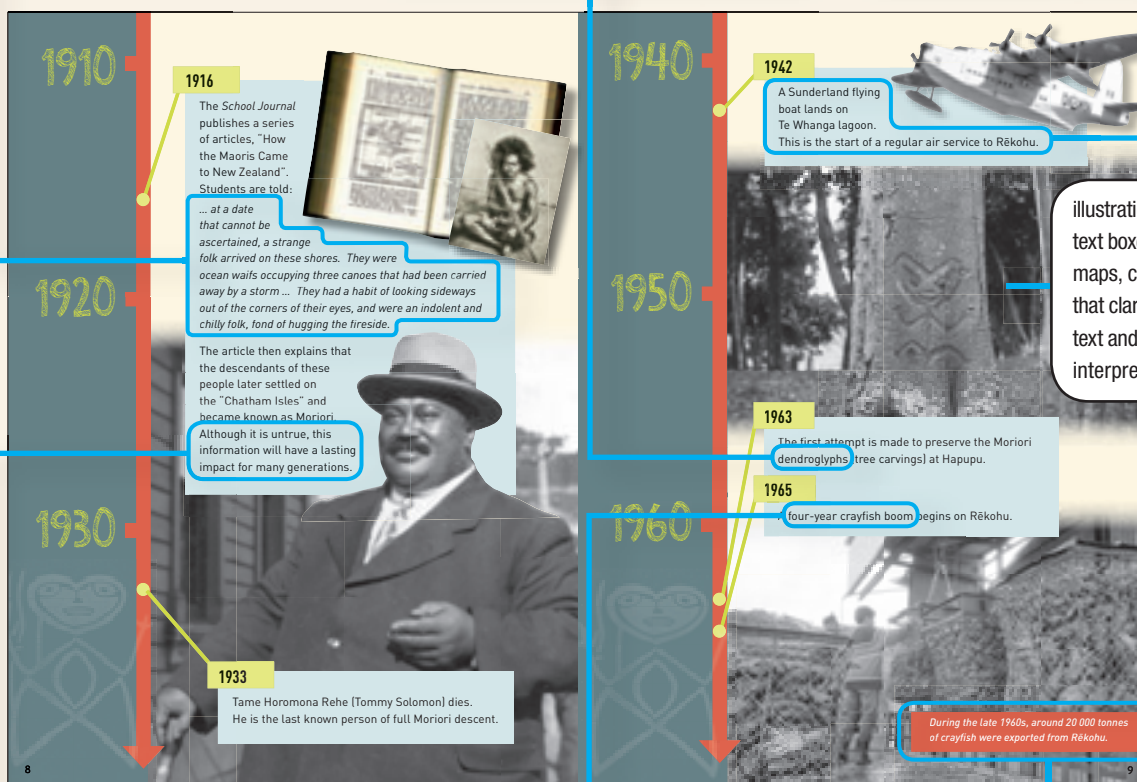
Journals related by theme **School Journal** Part 2 Number 2, 2010 | **School Journal** Part 4 Number 3, 2010

## Text characteristics from the year 5 and 6 reading standards

**sentences that vary in length and in structure (for example, sentences that begin in different ways and different kinds of complex sentences with a number of subordinate clauses)**

a significant amount of vocabulary that is unfamiliar to the students (including academic and content-specific words and phrases), which is generally explained in the text by words or illustrations

some information that is irrelevant to the identified purpose for reading (that is, some competing information), which students need to identify and reject as they integrate pieces of information in order to answer questions



illustrations, photographs, text boxes, diagrams, maps, charts, and graphs that clarify or extend the text and may require some interpretation

**abstract ideas**, in greater numbers than in texts at earlier levels, accompanied by concrete examples in the text that help support the students’ understanding

figurative and/or ambiguous language that the context helps students to understand

some ideas and information that are conveyed indirectly and require students to infer by drawing on several related pieces of information in the text

Reading standards: by the end of years 5 and 6

# Possible curriculum contexts

## SOCIAL SCIENCES

LEVEL 3 – Understand how groups make and implement rules and laws.

LEVEL 3 – Understand how people view and use places differently.

## ENGLISH (Reading)

LEVEL 3 – Ideas: Show a developing understanding of ideas within, across, and beyond texts.

## ENGLISH (Writing)

LEVEL 3 – Purposes and audiences: Show a developing understanding of how to shape texts for different purposes and audiences.

## Possible reading purposes

- To learn about the history of Rēkohu
- To learn about the impact of the Law of Nunuku
- To find out about changing attitudes towards Moriori over time
- To explore the idea of cultural survival and how it is reflected within this text.

## Possible writing purposes

- To describe a New Zealand law and the impact it has on people
- To create a timeline to convey specific information
- To write a summary about the impact of the Law of Nunuku.

See [Instructional focus – Reading](#) for illustrations of some of these reading purposes.

See [Instructional focus – Writing](#) for illustrations of some of these writing purposes.

# Text and language challenges

## VOCABULARY:

- The unfamiliar names of people and places specific to Rēkohu
- Possible unfamiliar words and phrases, including “people of the land”, “dedicated”, “migrate”, “Lieutenant”, “Plaque”, “commemorating”, “plummet”, “driven from their land”, “government official”, “impose”, “identify as being Moriori”, “ascertained”, “ocean waifs”, “indolent”, “chilly folk”, “Sunderland flying boat”, “dendroglyphs”, “unveiled”, “Hearings”, “census”, “negotiate”
- The use of figurative language, including “walk the land”, “hugging the fireside”
- Collocations: “draw blood”, “impose . . . laws”, “collect taxes”, “lasting impact”, “crayfish boom”, “breeding female”.

## Possible supporting strategies

Identify the vocabulary your students will need support with. Use strategies to preview these words, for example, by scanning the text for names and then putting them into categories and discussing who and what they refer to, or by scanning the article together to match key words to pictures.

Introduce key terms for the topic of settlement and/or colonisation. Start creating a vocabulary set, perhaps organising the words into categories or creating concept maps (showing the relationships between the words – see ESOL Online, Teaching Strategies for examples). Provide multiple opportunities for students to practise using these words and terms as well as others they are likely to meet in similar texts.

*The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.

## SPECIFIC KNOWLEDGE REQUIRED:

- Some knowledge of New Zealand geography and history
- Stories of Pacific migration
- Knowledge of tribal affiliations, the role of whakapapa, and traditional ways of life
- Awareness of land claims and treaty negotiations
- The laws and rules that groups of people create for living together.

## Possible supporting strategies

Few New Zealanders will be aware of the history of Rēkohu. Use this issue to develop your own awareness and be ready with suitable resources that give background (maps, and information about geography and climate) as students read and discuss the text.

Support students to make connections by prompting them to identify any knowledge or experiences they have about how different groups have settled different countries. Give students who share another language the opportunity to discuss this in their other language and perhaps share their ideas as a class. You may also need to explore relevant New Zealand history for students who don't have this background knowledge.

## TEXT FEATURES AND STRUCTURE:

- Introductory paragraph and maps that establish the context
- Timeline in decades that tells the history through brief summaries
- Use of a range of present verb forms to tell about past events
- Use of ellipses (for example, “live together in peace . . .”)
- Some long complicated noun phrases, for example, “the arrival of the Wheteina people from Hawaiki”
- Text boxes showing different kinds of text/information
- Passive verb forms, for example, “is dedicated”, “is followed”
- Language for time, sequence, and duration, for example, “already”, “when”, “is followed by”, “Later”.

## Possible supporting strategies

The amount of support you give will depend on the level at which you expect students to use this text. At year 5, you may need to skim the article with students to gain an overview before reading. You may wish to use a shared reading approach for some sections, for example, pages 2 and 3.

Discuss the maps on page 2, the dates on pages 4–11, and key illustrations to support students to gain a sense of time and place before, during, and after reading.

Remind students of other texts that have a timeline. You may need to point out that the information is condensed, which is similar to the use of captions.

# Instructional focus – Reading

Social Sciences (Level 3 – Understand how groups make and implement rules and laws.)

## Text excerpts from “A Short History of Rēkohu”

His visit is followed by the arrival of the Wheteina people from Hawaiki, who are escaping war with the Rauru. Later, the Rauru themselves migrate to Rēkohu. The problems between the two tribes begin again. Nunuku-whenua, a high-ranking chief who is tired of the fighting, says: “From now and forever, never again let there be war.” The people agree never to kill when they fight. This agreement becomes known as the Law of Nunuku.

1805: The first sealers arrive on the Chathams. Over the next forty years, the seal population plummets. This causes serious problems for the Moriori, who rely on seals for meat and winter clothing.

1828–1832: Around four hundred Moriori (about a fifth of their population) die from European diseases such as the flu and measles.

1900: The population of Rēkohu is now four hundred, but only twelve people identify as being Moriori.

1916: Although it is untrue, this information will have a lasting impact for many generations.

1842: The British government says the Chatham Islands are now part of New Zealand.

1870: The Native Land Court ... the remaining 2.7 percent of the land.

1994: Hearings begin on Rēkohu ... of the land.

2001: Almost six hundred people ... Treaty settlement claims.

2008: The government gives \$6 million to Moriori to help them save their culture.

## Students (what they might do)

Students **make connections** between their prior knowledge of New Zealand history and the text to understand that Rēkohu settlers came from the same place as Māori settlers.

Students **make connections** between the text and their knowledge of laws to consider the possible impact of the law.

Students **infer** that there were several causes for the demise of the Moriori by locating, evaluating, and integrating related information (for example, the lack of seals, the deaths due to European diseases, and the impact of Nunuku’s Law). They **ask and answer questions** to understand the impact of each cause, including the impact of the Law of Nunuku.

Students **make connections** with what they know about negative stereotyping to **infer** that the impact of the 1916 article was bad for Moriori.

Students **integrate** this information with the rest of the text and **evaluate** the fairness and effectiveness of the grant. They **form hypotheses** about how \$6 million could help save the Moriori culture.

## Teacher (possible deliberate acts of teaching)

**PROMPT** students to make connections between what they know about the arrival of Māori in Aotearoa New Zealand and the beginnings of Rēkohu. Support those who don’t have this background knowledge by exploring it before reading or by providing explanations during reading.

**MODEL** asking questions as a strategy to support understanding.

- Asking questions as we read can help us to find information. So when I read this, my first question is, “Why did both groups agree to the Law of Nunuku? I also wonder what problems might arise because of the law.”

You may need to chart the sequence of events to clarify the order of them. Prompt the students to notice the language that signals the sequence, for example, “already”, “when Kahu ...”, “followed by”, “Later”, “From that day”.

**ASK QUESTIONS** to support students to evaluate and integrate information from the text.

- How did the Law of Nunuku shape the values and attitudes of the people? What is the evidence for this?
- What other factors led to the reduction in the numbers of Moriori?\*
- What does “identify as Moriori” mean? What connections can you make between this situation and that of other cultural groups?

\*You could support your students to identify the causes by drawing up a cause–effect flow chart. This could help students who have difficulty with identifying the cause–effect relationships.

**ASK QUESTIONS** to help students integrate information across the text and use it for wider curriculum purposes.

- From what you know now, which parts of the 1916 *School Journal* article were untrue? Why do you think that?
- What might a reader in 1916 have thought of Moriori?
- Which words and terms might lead to a “lasting impact”?
- What has changed since 1916 in how we view Rēkohu and its people?
- You may need to clarify that “will have” is still talking about the past.

**PROMPT** the students to skim back through the text to identify key ideas that indicate Moriori culture can survive. Students could do this in small groups and share their ideas.

- What activities and events show the culture is becoming stronger?
- What connections can you make with efforts to strengthen other cultures?
- Given its history, what could we all learn from Moriori culture?

**GIVE FEEDBACK**

- I noticed some of you made notes – that’s an excellent way to keep track of a long and complex article.
- Some of you didn’t know anything about the Chatham Islands, but you’ve worked hard to make connections with what you know and that’s helped you understand the article. Well done.

## METACOGNITION

**ASK QUESTIONS** to make the students’ strategies explicit for them.

- What reading strategies were the most useful as you read this article? Explain how you used one strategy.
- Did anyone reread a section to understand it better? If so, what was clearer the second time you read it? What did you notice yourself doing as you reread it?
- How did you use the timeline?

Reading standards: by the end of years 5 and 6

The Literacy Learning Progressions

Assessment Resource Banks

# Instructional focus – Writing

English (Level 3 – Purposes and audiences: Show a developing understanding of how to shape texts for different purposes and audiences.)

## Text excerpts from “A Short History of Rēkohu”

1842: The British government says the Chatham Islands are now part of New Zealand.

## Examples of text characteristics

### TIMELINE

*A timeline enables a writer to show a sequence of events that occurred over time. The timeline uses intervals (for example, decades or years) with brief summaries of specific events.*

1963: The first attempt is made to preserve the Moriori dendroglyphs (tree carvings) at Hapupu.

### USING SPECIALIST VOCABULARY

*Specialist vocabulary is a precise way of conveying information about a topic. Writers often use clues such as photographs and specialised words to help a reader to work out the meaning.*

1870: The Native Land Court investigates land claims on Rēkohu. The court awards most of the island to Ngāti Mutunga by applying the Māori custom of conquest even though Moriori did not fight back. Moriori are given the remaining 2.7 percent of the land.

### SHOW, DON'T TELL

*“Telling” can be abstract and passive and might not particularly involve the reader, whereas “showing” is interactive and encourages a reader to participate in the reading experience. When a writer has provided sufficient background information for readers, stating facts simply can be a good way of letting them make inferences and come to their own conclusions..*

## Teacher

(possible deliberate acts of teaching)

**ASK QUESTIONS** to help students clarify their writing choices.

- Given your purpose for writing, what overall timeframe will your readers need to know? How will you break it into intervals that will make sense for your readers? What language can you use to make the times and the sequence of events clear?

Note that some students may need to explore many examples of timelines and will need opportunities to practise.

- What kind of information will you record? How will you select the information?
- How will you ensure your choices will meet your purpose and help your readers to understand the ideas?

**MODEL** the use of specialised vocabulary by changing “dendroglyphs” to “images carved into the bark of a tree”.

- The new, technical word adds to my knowledge in a way that the alternative would not. It also makes me feel that the writer respects my intelligence.
- Using specialised words correctly is a good way to inform your audience. You may need to add support, such as a photo, a map, or a definition in a glossary or footnote.

### ASK QUESTIONS

- Does the word you’ve used add to the meaning? How?
- Will your readers be able to work out the meaning? What support could you give the reader?

**EXPLAIN** the difference between showing and telling.

- This extract *shows* the bare facts of the court decision in 1870. The writer expects us to form our own opinions. “Show, don’t tell” is one way a writer can shape a text for a specific purpose and a specific audience.

**GIVE FEEDBACK** to affirm students’ writing decisions and guide their learning.

- I can see you’ve planned carefully by lining up all the pieces of information. How are you going to decide which are the most important ones?
- I’ve noticed the photos and illustration you’ve used. They will really help your audience of young readers to understand what happened.
- You’ve told me a lot about ... but I’m wondering if you could simply show me the facts. Then I could work out the meaning for myself. Which facts could you show me?

## METACOGNITION

**ASK QUESTIONS** to encourage the students to think more deeply about their writing.

- At what stage did you decide to use a ... to show the information? Tell me what you were thinking.
- When you read over your work, what criteria did you use to decide what would suit the audience? How can you check that your audience will understand your purpose?
- How have you used language to signal time and sequence relationships? Have you used enough signals to make them clear for your reader? Have you used this language correctly? How do you know? How are they signalled in other languages you know? How are they different from or the same as in English?

Writing standards: by the end of years 5 and 6

The Literacy Learning Progressions