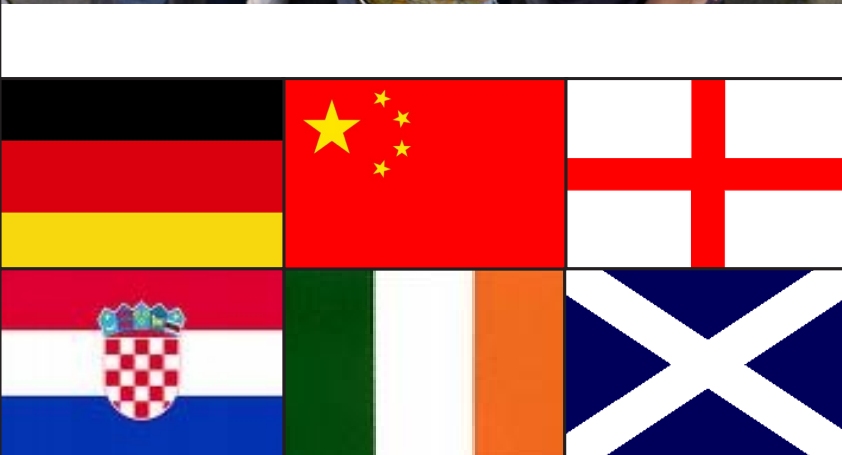


HERE TO STAY

Study Guide

Curriculum area: Social Studies (levels 3 and 4)

http://www.tki.org.nz/r/socialscience/curriculum/index_e.php



This series helps us to understand what it means to be an immigrant. It tells us about the dreams and expectations of life in a new country, the reality of arrival, the struggle for acceptance, and the ultimate celebration of being called a New Zealander.

In this series you will find six 42 minute episodes, each focusing on one of the following cultures: English, Scottish, Irish, German, Dalmatian or Chinese. Each episode is introduced by a well known New Zealander who takes us on a trip through New Zealand, tells us a personal story, and helps us to understand the unique attributes that his/her culture has brought to New Zealand.

You will hear about cultural stereotypes, unique characteristics and the cultural background of many famous New Zealanders. You will hear why they or their families left their homeland and what they thought of New Zealand on arrival. But most of all you will find out how they celebrate who they are and how they are proud to be bi-cultural or multicultural.

Series introduction

Social Organisation:

Students will understand:

Level 3

- how and why people make and implement rules and laws

Level 4

- how and why people exercise their rights and meet their responsibilities

Culture and Heritage:

Students will understand:

Level 4

- why and how individuals and groups pass on and sustain their culture and heritage

Place and Environment:

Students will understand:

Level 3

- how and why people express a sense of belonging to particular places and environments

Level 4

- how places reflect past interactions of people with the environment

Time, Continuity, and Changes:

Students will understand:

Level 3

- how the ideas and actions of people in the past changed the lives of others

Level 4

- causes and effects of events that have shaped the lives of a group of people

Essential Skills

The activities in this study guide will provide opportunities for students to practice the following essential skills:

They will be able to practice communication skills by:

- gathering and processing information from a range of sources;
- identifying, describing and interpreting different points of view, and distinguishing fact from opinion.

They will be able to learn social and cooperative skills by:

- learning how to recognise, analyse and respond appropriately to discriminatory practices and behaviours.

They will be able to practice work and study skills by:

- working effectively, both independently and in groups.



Learning Outcomes

Students will be able to:

- identify and understand the characteristics of immigrants from different countries;
- recognise how the cultural origins of a person will affect the nature of the contribution they make when they move to a new country;
- carry out enquiries that help them to understand specific cultural differences.



ENGLISH CULTURE

Are you what you eat?

Episode introduction

In this episode actor/director Michael Hurst takes us on a personal journey around New Zealand to explore what it means to be an English immigrant.

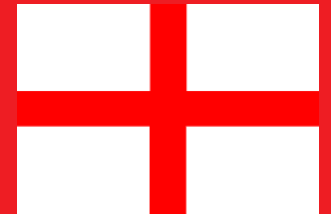
There are many different aspects to this story such as the “£10 Pom” who had a cheap passage to New Zealand. There is the early settlers’ attempt to create ‘a Britain of the South’ by introducing English species of plants and animals, and establishing schools modelled on the British system. You will hear about whalers, the Proms, tea drinking and beer. But in this study we focus on that necessity of life – our food.



Before viewing

Discussion could centre on immigrant stories. Students could ask their parents questions so that they find out about their own origins. They could consider questions such as:

- Q: Where did our family come from?
- Q: How did your family get here?
- Q: How long has our family been in New Zealand?
- Q: What did our family do before they left their homeland?
- Q: How easy was it for them to make a life/get a job in New Zealand?
- Q: Did you take a favourite food or recipe from our homeland?



Collect stories or photographs about English immigration to New Zealand. Share them with the class.

Group activity

- Make a list of food that they associate with England.
- Make a list of food eaten in New Zealand that they believe comes from England.

Pin these lists on the wall, discuss, and keep for reference.



While viewing

References to food appear throughout the episode but are mainly found in the first half of the film.

Ask students to write down all food references that they hear or see in the episode.

Students could search for answers to the following questions:

- Q:** Why did some early settlers not want to be associated with fish?
- Q:** On arrival in New Zealand settlers no longer had to 'eat sheep's head', why not?
- Q:** Can you work out why settlers used to put baking soda in a chamber pot as a joke?
- Q:** Why do you think food from 'home' is so important to immigrants?

After viewing

In groups compare the 'before viewing' and 'while viewing' lists. Ask one member of the group to summarise the findings and report to the class.

Rich questions could include:

- Q:** What cultural influences can you identify in the typical New Zealand meal?
- Q:** How do people express their feelings about being an immigrant through their food?
- Q:** What do fish and chips mean for a New Zealander today?
- Q:** Do you think you are what you eat?



Suggested activity:

ENGLISH FOOD SURVEY

This could be a class trip to a takeaway, store/outlet, corner dairy or supermarket, or a survey of food magazines.

The aim is to identify:

- the range of English food that is currently being sold in New Zealand;
- the links this food has to the food the early settlers brought to New Zealand.

Students could include:

- the type of food – e.g. raw, cooked, bottled, packaged, frozen and tinned;
- the name of the food – e.g. onions, bread etc.;
- the Brand name – e.g. Tate and Lyle;
- where it was produced – e.g. Cornwall;
- where it was processed – e.g. Spain.

Some ideas are:

- conducting interviews with the local dairy or supermarket manager;
- browsing a range of food magazines in the library;
- noting the names of the dishes in the Fish and Chip shop;
- conducting interviews with English restaurant owners;
- inviting the manager or chef of a restaurant to talk to the class.

Presentation

Students will need to consider how to present their findings.

Suggestions include:

- a power point presentation;
- a blog;
- a photographic presentation.

SCOTTISH CULTURE

Whose got the rights?



Episode introduction

In this episode entertainer Jackie Clarke takes us on a personal journey around New Zealand to explore what it means to be a Scottish immigrant.

There are many different aspects to this story such as the importance of landscape to the immigrants and how that attracted Scottish shepherds and sheep dogs to New Zealand's high country. How music, cult poetry and songs about leaving their home country has also been an integral part of the immigrants' world and has helped them integrate. The Clearances, whisky drinking, scones, porridge, tartan and knitting are all part of this story. However, our focus is on the Scottish work ethic and on the Scot's outstanding preoccupation with fairness.

Before viewing

Brainstorm a list of words that describe Scottish people.

Find out if anyone in the class has Scottish origins or knows any Scottish people. Ask them to speak about the list of words that have been created. Do they describe the people they know?

What names do students associate with Scotland – famous people, places, events?

After the class presentations, ask the class to construct some questions that have not yet been answered and email them to the local Scottish Society: e.g.

- Q:** Why were the landlords able to drive Scottish peasants from the land they had lived and worked on for so many years?
- Q:** Are there any Scottish laws that could have protected these people?
- Q:** How did the peasants get to New Zealand if they were so poor?
- Q:** What was life like on their journey to New Zealand?



While viewing

Ask students to write down any references they hear about 'fairness'. Suggested questions to consider:

- Q:** Why did John McKenzie want every New Zealander to be able to own his/her own land?
- Q:** Why do you think that Otago Girls High School has been such an important school for women?

Group activity

Ask students to research the following words and phrases and present their findings to the class:

- tossing the caber
- tartan
- the Battle of Culloden
- the Clearances
- crofter farming
- whisky stills
- 6 o'clock swills
- Robbie Burns
- boatbuilding on the Clyde
- universities of Scotland in the 1800's
- bagpipes
- the meaning of Dunedin



After viewing

Discuss the following:

This episode shows us how the Scots held education in high regard, how they have a strong work ethic and how they valued fairness.

Questions could include:

- Q: In what ways could you tell that they valued education?
- Q: Which well-known New Zealand business demonstrates a strong work ethic in this episode?
- Q: What has this company achieved?
- Q: New Zealand used to be described as a 'Pavlova Paradise' with a quarter acre section. Do you think New Zealanders have met John McKenzie's vision of every New Zealander owning his/her own land?
- Q: New Zealand politicians (past and present) speak about 'fairness' in this episode. What examples of political action demonstrate the idea of 'fairness'?

Suggested activity: CLASS DEBATE

"Scottish crofters had every right to come in New Zealand to find a better place to live and settle down in."

Before the debate consider the comments in the episode by ex-politician, Doug Graham.

Discussion could centre on the following questions:

- Q: What rights do people have to take land?
- Q: Was it fair for the Crofters who were thrown off their land in Scotland to come to New Zealand and settle on land procured from Maori?
- Q: Which laws in New Zealand protect people and their property?
- Q: Who makes the law in New Zealand?
- Q: Why do we need a legal system?
- Q: Do immigrants have special rights?
- Q: What responsibilities do immigrants have?



Research:

- Identify a law on property rights and summarize it.
- Find out how we would pass a statute or local law today.

Or: DRAFT A LAW

Imagine that a powerful multi national group wanted to take over your school and that you could no longer receive education.

Draft a law to protect the rights of students in your school.



IRISH CULTURE

Is it just a funny story?

Episode introduction

Actor Theresa Healey takes us on a trip around New Zealand to explore what it is to be an Irish immigrant.

There are many different aspects to this story such as how dance and music are so much part of the Irish way of life, how religion and the Potato Famine have shaped Irish lives and how, as a people, the Irish are full of contradictions being both passionate and melancholic.

Our focus is on the Irish 'gift of the gab', their story telling and their humour.

Before viewing

Collect and read a range of humorous Irish stories.



Did you know that the Blarney Stone is celebrated the world over because it is said to endow whoever kisses it with the eternal gift of eloquence (in Irish 'solabharthact') – 'the Gift of the Gab'.



Undertake research to find out about the following:

- the Blarney Stone
- Blarney talk
- the gift of the gab
- the shamrock
- leprechauns.

While viewing

Ask students to:

- write down any references they hear in the episode about story telling, jokes or people who like talking a lot;
- note the names of the people who are interviewed on this programme;
- note the adjectives they use to describe the Irish people.



After viewing

The Irish like to talk a lot and many have jobs that use this talent.

Discussion could focus on the presenters, their roles and attributes.

- Q:** The presenters in this episode are famous New Zealanders. Find out what their profession is.
- Q:** Do you think they enjoy talking or telling jokes? Can you explain your answer?
- Q:** Is story-telling a strong tradition among New Zealanders?

Suggested activity:

Write a humorous story or make a speech. Imagine that you were someone like Peta Mathias and you were asked to write about your school bag. Think of a humorous way to tell the story.

The story should:

- have a title;
- have a beginning, a middle, and an end;
- make the reader laugh;
- be no more than 500 words.

OR

Give a humorous, two minute speech on the subject "My family".

The speech should have:

- an introduction;
- five or six main points that include descriptions and explanations;
- a summary ;
- humour, so make it as interesting and entertaining as possible and show that you have the 'gift of the gab'.

CROATIAN CULTURE

Where in the world is Dalmatia?

Episode introduction

International rugby and league star, Frano Botica takes us on a trip around New Zealand to explore what it is to be a Croatian/Dalmatian immigrant.

There are many different aspects to the story such as the boisterous, upbeat character of this group and the tight-knit community that they share. Their story is one of rags to riches that takes us from kauri gum digging in Northland, through construction and tunneling work, and finally to the successful farm estates and vineyards of today. Our focus in this guide is about a people who have been transplanted.

Before viewing

Students should find out about Croatia and Dalmatia by:

- using a map to establish where the region of Dalmatia is situated;
- look at the names of the towns in Dalmatia;
- noting the geography of the country Croatia;
- noting also which countries are close to Croatia;
- finding photos of the coast and pinning them around the classroom.



Research and find the answer to the following questions:

- Q: Croatia has been part of other countries. Can you find out what they were?
- Q: Why do countries change their names?
- Q: Why do people leave their homeland?
- Q: What qualities do you need to be a successful immigrant?



While viewing

Identify the characteristics of the Croatian/Dalmatian people.

- Q: Where in New Zealand did they settle?
- Q: What kinds of words are used to describe them?
- Q: Do they have special physical characteristics?
- Q: What special characteristic has made them successful immigrants?

After viewing

Early settlers were very surprised by the New Zealand they landed in. It did not meet their expectations.

Discussion could centre on the following questions:

- Q:** How did settlers describe New Zealand when they first arrived?
- Q:** What made the early settlers stay in New Zealand?
- Q:** In your opinion, why did the settlers choose gum digging when they arrived in New Zealand?



Suggested activity: DESIGN A SURVIVAL GUIDE.

Imagine that you are a new settler going on a journey to a remote island where you don't know anyone. You have developed many survival skills and have special attributes to help you work with others.

The Guide should include five essential items for survival, plus one item chosen from the list below and key attributes that would help the group to survive.

Consider the following:

- the key attributes you have that would help in your survival;
- the key attributes you have that would help you get along with others;
- the key attributes that would help the group to get along with each other.

Belongings

You may choose five things to take with you. These should be things that will be useful for your survival. List them and explain how you would use them.

Chosen item

You may also choose only one of the following to take with you and then explain why you have made this choice, how this item would help you on the journey and why it is more useful than the other items.

- a tin whistle
- jewellery
- a spade
- a joke book
- pen and paper
- food



Considerations:

- The survival guide needs to be designed for quick easy reading;
- Information should be useful and clearly written;
- Explanations should be easy to follow;
- The type face should be selected for clarity and readability.



GERMAN CULTURE

Is it just beer, bread and baroque?

Episode introduction

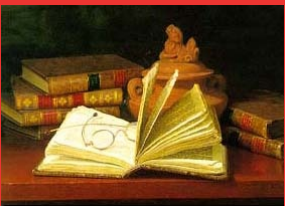
Comedian Ewen Gilmour takes us on a trip around New Zealand to explore what it is to be a German immigrant. There are many different aspects to this story such as wine making, breweries and bread making. There are name changes, world wars, suspicions, and internments on Somes Island. There are environmental refugees. But this study guide focuses on the “high culture” that Germans brought to New Zealand.

Before viewing

Establish what the students know about Germany.

Brainstorm some facts about Germans and Germany:

- German names;
- famous Germans;
- what Germany is famous for;
- why Germans come to stay in New Zealand.



To familiarise students with Germany and high culture, ask them to rearrange the following words under the five headings below:

Berlin, nurse, architect, engineer, television, videogames, philosophy, film, Cologne, internet, Frankfurt, radio, Leipzig, cabinetmaker, comics, baker, physician, philosophy, architecture, art, literature, Stuttgart, music, Munich, performing arts, book publishing.

Professions; Pop Culture; Places; History; High Culture.

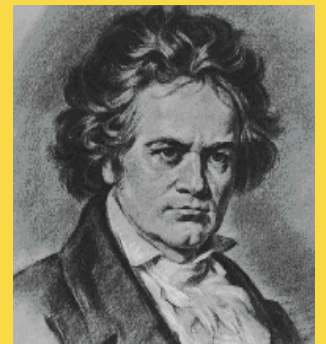
Research

Several architects and artists are mentioned in this episode. Research on these people would help students better understand their contribution to New Zealand.

Find out about the following architects and artist:

Do a web search to find:

- examples of the work of architects Ernst Plischke and Fritz Eisenhofer and artist Friedrich Hundertwasser
- information about the Bauhaus
- examples of colonial New Zealand architecture
- information about Michael Balling (eminent string player and conductor)
- The Nelson School of Music





Suggested activity: CASE STUDY OF A GERMAN ARCHITECT OR ARTIST

German artists and architects enjoyed the freedom of life in New Zealand as there were few restrictions on how and where they created their work.

Undertake a case study about one of the following:

- Ernst Plischke - an Austrian architect who exchanged the wood and corrugated iron buildings he found in New Zealand to steel and brass. He built Massey House on Lambton Quay Wellington – the first modern sky scraper in New Zealand;
- Fritz Eisenhofer - an Austrian architect who established a strong link between the inside and outside of a building – “the inside outside flow”;
- Friedrich Hundertwasser - an Austrian artist who used local materials and organic shapes in his designs;
- Michael Balling - an eminent German musician (string player and conductor).

Include in your study:

- where the person was born;
- when he came to New Zealand;
- why he left his home country;
- examples of his work in New Zealand;
- your personal opinion about the value of his contribution to New Zealand.

While viewing

Ask students to write down any references they hear about “high culture”.

Questions could centre on:

- Q: Why did Germans want to ‘blend into’ the New Zealand way of life?
- Q: What is meant by the Kiwi attitude of ‘she’ll be right’? How does that differ from the German way of doing things?

After viewing

The Germans brought a rich European history to New Zealand that was sophisticated and cultured.

- Q: Where do we see evidence of this high culture in New Zealand?
- Q: Artist Hundertwasser helped to re-design Vienna. He also prepared concept designs for Te Papa. What special characteristics does his work include?
- Q: The German Jews brought orchestras, chamber music and highly skilled musicians to New Zealand. Why is this important to a young country?
- Q: Why are there only men on the case study list?
- Q: Why have the producers taken a wide view of German culture rather than stuck to the national boundary?

CHINESE CULTURE

Why is everything made in China?

Episode introduction

TV Director Bernadine Lime takes us on a trip around New Zealand to explore what it is to be a Chinese immigrant.

There are many different aspects to this story such as gold digging, market gardening, hardships, the Poll Taxes and discrimination because of the colour of Asian skin. Family respect, academic achievement and sacrifice are part of the story too. Our focus is on the change in attitude towards the Chinese and how it is now 'cool to be Chinese'.

Before viewing

Chinese products are everywhere. Ask students to check the labels of their clothes, shoes, bags, accessories and electrical appliances. Find out how many of these articles are made in China.



Brainstorm a list of famous Chinese:

- Films
- Actors/actresses
- Singers
- Musicians
- Dress designers
- Cartoonists
- Chinese New Zealanders



Find out about the New Zealand apology to the Chinese. (February 2002)

While viewing

Ask students to write down any references they hear about "discrimination".

Questions could centre on:

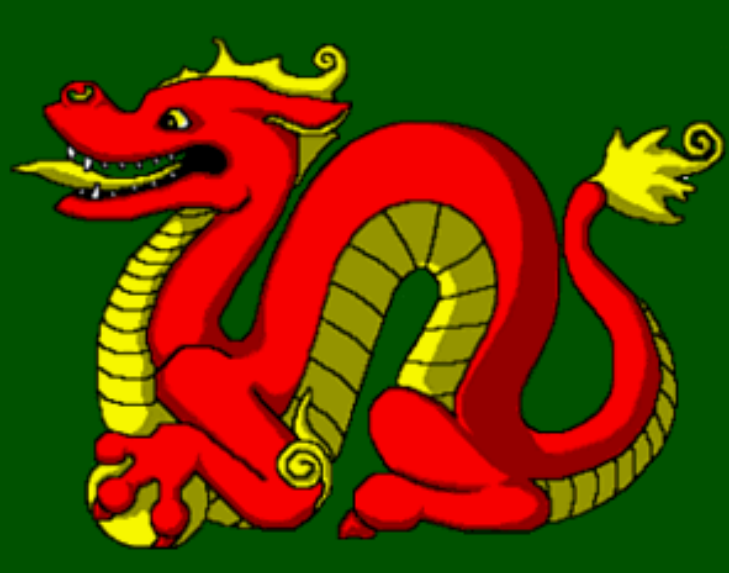
- Q:** Why did so many young male Chinese come to New Zealand alone?
- Q:** Why did Chinese immigrants find so much discrimination against them in New Zealand?
- Q:** Is there a difference between a Chinese/New Zealand student and a New Zealand student?



After viewing

China is a rising economic power with a new world profile.

- Q:** What difference has that made to Chinese/New Zealanders?
- Q:** One Chinese/New Zealander in this episode said that she saw herself as being "part of a fruit salad of different cultures here in New Zealand". What did she mean?



Suggested activities: PRESENTATION OR ARTICLE

Power point presentation to the local Chinese Society

You have been asked by your local Chinese society to prepare a PowerPoint presentation to show the changes of attitude in New Zealand since the 19th Century. This has been commissioned to celebrate the NZ Government's apology to the Chinese in February 2002 and should contain elements of Chinese culture and an outline of their history as settlers in New Zealand.

OR

Articles for the local newspaper on Chinese New Year celebrations.

The Chief Editor of your local newspaper wants her team to research and plan for the coverage of the upcoming Chinese New Year celebrations in your town/city in New Zealand.

- News Editor: report on the history of Chinese New Year and how celebrations have changed from long ago until today;
- Food Editor: report on food, drinks and decorations that are part of traditional celebrations and on the food available today;
- Arts Editor: cover music, art and dance events;
- Travel Editor: research one travel tour itinerary within China.

INTERESTING WEBSITES

Social Studies National Curriculum Statement

http://www.tki.org.nz/r/socialscience/curriculum/index_e.php

Social science Online Community

<http://www.tki.org.nz/e/community/socialscience/>

Te Kete Ipurangi: The Online Learning Centre

<http://www.tki.org.nz>

Te Ara – The Encyclopedia of New Zealand

<http://www.teara.govt.nz/>

New Zealand History Online

<http://www.nzhistory.net.nz/>

Asia New Zealand Foundation

<http://www.asianz.org.nz/>

Tourism New Zealand: About New Zealand

<http://www.newzealand.com/travel/about-nz/>

National Archives: Ethnic Heritage Resources

<http://www.archives.gov/genealogy/heritage/>



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