

ORAKEI

Students' Exercises

1 The meaning of "place" and "home"

Before reading the resource, explore the meaning and significance of different places to ~~different people~~. ~~Try to identify why places are valued~~. Focus on ~~places of special significance~~ to explore the concept of loss.

The teacher might begin by modelling as follows:

- "I come from ... and it is my home"
or:
"I come from ... but I think of ... as my home because ... "
- "My favourite place in the world is ... because ... "
- "The most special place to me is ... because ... "
- "If I couldn't go there any more, I would feel ... "

Maori students may wish to do this exercise in the form of a mihi.

2 The significance of special places

The resource suggests that the Orakei Block has "a special significance for Maori and non-Maori alike." After reading the resource, think about / discuss why this piece of land might be special to different people. List the reasons why it is significant to:

- (a) A member of Ngati Whatua of Orakei
- (b) A Maori of another tribe
- (c) A non-Maori person
- (d) All New Zealanders

Example:

- (a) Ngati Whatua of Orakei
 - tribal homeland / spiritual base
 - lost to tribal ownership
 - returned (in part) after loss
 - signifies the hapu's contribution to building New Zealand
- (b) Other Maori
 - a tribal homeland / spiritual base, like my own
 - returned (in part) to tribe after loss - offers hope
 - Crown heeded Ngati Whatua's grievances
- (c) Non-Maori
 - helps me understand Maori grievances over land
 - a base for early settlers, significant in the founding of Auckland
 - private ownership is secure
- (d) All New Zealanders
 - important in the founding and growth of Auckland

- much is in public parks
- contains the Savage Memorial (NZ Prime Minister)
- site of one of NZ's most publicised protest actions
- demonstrates that past grievances can be settled

3 Class Discussion

Listen to reactions from the students as you work through the resource, to identify the issues of greatest interest to them. These could form the basis of a class discussion or debate. For example, students may consider the early land sales a "rip off" - a possible starting point for discussion of the role of commerce in development, or of business ethics.

Discuss the concept of an economic base. What is it, what does it provide and to whom? Does its nature change when it is owned collectively? What are the consequences if it is lost? What are the economic bases from which the students benefit today?

What is the essence of tribal authority / tino rangatiratanga? Does tribal identity differ from Maori identity? How?

4 Timeline of key events at Orakei

Draw a line in the middle of the page. With one colour, put in "marker dates" below the line from 1840 at the beginning of the line to 2000 at the end. With another colour put in "event dates" above the line - find dates in the text of the resource.

Choose one event date on your timeline. Imagine you are a person working for the government at that time. Consider the following:

- What are you doing and why?
- What do you think your actions will mean for Ngati Whatua of Orakei?
- What are your feelings?

Now, choose another event date on the timeline. Imagine you are a member of Ngati Whatua of Orakei at that time. Consider the same questions.

Next, write a letter to your mokopuna (grandchild) of the future. Explain to him or her what is going on at Orakei at the moment and how you feel about what is happening.

5 Forms of protest

There are many ways in which you might protest a grievance. Ngati Whatua of Orakei used many forms of protest, finally taking unlawful action by trespassing at Bastion Point.

Imagine that you or your family have a major grievance. What is it? It might be:

- a rubbish tip is being established next door, right outside your bedroom window
- the government wants to take your house and section for use as a satellite tracking station
- the city or town council plans to relocate the graves in the cemetery where your ancestors are buried, to make way for a motorway

Decide who you want to tell about your grievance. What do you want done about it? Draw up a chart like the one below and list the possible actions you might take to express your

grievance and gain a satisfactory solution. For each form of protest, list what might happen as a result.

Example:

- My Grievance:
- Loss of tribal land at Orakei
 - Government plans for high-income housing

<u>Protest Action</u>	<u>What might happen because of it?</u>	<u>Advantages of doing this</u>	<u>Disadvantages of doing this</u>
1. Moving on to Bastion Point and refusing to leave	<p>The public learns about our grievance</p> <p>Government will do something about our grievance</p> <p>We might get arrested and convicted</p> <p>Government might settle our grievance to avoid embarrassment</p>	<p>Publicity</p> <p>Possible public sympathy</p> <p>Possible settlement of grievance</p> <p>We've got "Nothing left to lose"</p>	<p>Not everyone agrees - it will split the tribe</p> <p>Illegal :</p> <ul style="list-style-type: none"> -Possible arrest and conviction -Possible loss of public support <p>Protesters might not stick together if it takes a long time</p>
2. Taking it to Court			
3. Writing letters to the newspaper			
4.....			

Using your chart, decide which of your protest options to pursue. Write or discuss your options and the reasons you have chosen to protest in a particular way.