Weeks 8-9 (Monday June 21 to Monday July 5):

Website Assessment

Researching the History of Intolerance in New Zealand

Those who cannot remember the past

are condemned to repeat it.

 – George Santayana,

**Success Criteria**

Students will gain an understanding of the history of discrimination and intolerance against members of various religious or ethnic groups in New Zealand – preferably their own.

You will create your own webpage by going to Google Sites. Once there, you can create sections/headings by clicking on the big plus sign at the bottom and giving it a name. You can then click where it says insert, and you can add in text boxes, images, change the layouts, add Youtube videos (involving yourself). For example, you could record yourself or an interview with someone discussing your chosen topic.

**Standards Addressed:**

**Level 4 Social Studies**

Understand that events have causes and consequences.

Understand how formal and informal groups make decisions that impact on communities.

**Level 5 Social Studies**

Understand how the ideas and actions of people in the past have had a significant impact on people’s lives.

**Assignment:** Students will create a website that examines the history of racial, religious, or ethnic intolerance in New Zealand. Your site should include the following sections:

1. A relevant title

2. Historical and contemporary (recent) examples of discrimination

3. A summary of a key event and why it was significant

4. Give examples of scapegoating involving your group

5. Key images with captions (1-2 images)

6. Analyse the image or images from the previous section (section 5). These images will relate to your group (for example, a cartoon/photo/sketch/painting – you should have detailed notes on this from class). Analysis should be one to two paragraphs in length.

**Possible topics** include discrimination against New Zealanders of the following ethnic backgrounds:

**Chinese**

- The history of the Chinese Poll Tax in New Zealand (only abolished in 1944)

- The Anti-Chinese panic in Dunedin in May 1888

- Denying Chinese old-age pensions (1989-1936)

- Violence and intimidation against the early Chinese gold miners.

- The New Zealand Immigration Restriction Amendment Act of 1920

- Recent acts of discrimination against Chinese New Zealanders for spreading Covid-19

- Blaming Chinese residents for driving up the cost of housing and accommodation in New Zealand

- The murder of Joe Kum Yung by Lionel Terry in Wellington in 1905 in order to promote his book which advocated for white supremacy and wanted Asians out

See also: [**https://www.nzonscreen.com/title/the-footprints-of-the-dragon-1994**](https://www.nzonscreen.com/title/the-footprints-of-the-dragon-1994)

**Maori**

- How the media (newspapers, magazines, radio, television) have reinforced stereotypes about Maori over the years. You could examine Media Council complaints, newspapers from Paperspast, and search for articles on the EPIC databases.

- The Springbok Tours where Maori players were not allowed to participate in the match due to their ‘race.’

- The Springbok Tour protests and riots of 1981 in New Zealand.

- Incarceration rates – while Maori make up about 17% of the population, they account for just over 50% of the prison population. What factors account for this?

**Other Pacific Islanders:**

- The history of The Dawn Raids

For a recent example of Anti-Pacific Islander racism, see:

[**https://www.nzherald.co.nz/nz/blatant-racism-pacific-island-workers-abused-on-devonport-street/3U3TIJZVDLFULKQBDM7OZI7UAM/**](https://www.nzherald.co.nz/nz/blatant-racism-pacific-island-workers-abused-on-devonport-street/3U3TIJZVDLFULKQBDM7OZI7UAM/)

**Information related to People of Indian Ethnicity**

[**https://thespinoff.co.nz/atea/27-06-2019/prehistory-of-a-beating-new-zealands-violent-anti-indian-past/**](https://thespinoff.co.nz/atea/27-06-2019/prehistory-of-a-beating-new-zealands-violent-anti-indian-past/)

[**https://www.nzherald.co.nz/nz/racist-nz-kiwis-share-their-stories-indian-family-left-shaken-after-being-racially-harassed-and-intimidated-in-henderson/5RXBMG2EN3VURHIE64CEXITY3Q/**](https://www.nzherald.co.nz/nz/racist-nz-kiwis-share-their-stories-indian-family-left-shaken-after-being-racially-harassed-and-intimidated-in-henderson/5RXBMG2EN3VURHIE64CEXITY3Q/)

[**https://thespinoff.co.nz/atea/27-06-2019/prehistory-of-a-beating-new-zealands-violent-anti-indian-past/**](https://thespinoff.co.nz/atea/27-06-2019/prehistory-of-a-beating-new-zealands-violent-anti-indian-past/)

**The Dalmations**

[**https://teara.govt.nz/en/dalmatians**](https://teara.govt.nz/en/dalmatians)

[**https://teara.govt.nz/en/dalmatians/page-3**](https://teara.govt.nz/en/dalmatians/page-3)

Dalmation Documentary

[**https://www.nzonscreen.com/title/dalmatian-at-heart-1994**](https://www.nzonscreen.com/title/dalmatian-at-heart-1994)

**General Intolerance**

**https://teara.govt.nz/en/ethnic-and-religious-intolerance/page-2**

**Other possible topics related to discrimination:**

Muslims

Hindus

Buddhists

Christians

Judiasm

**Alternative possibility (by permission only)**

A critique of claims that Maori were not the first people to settle what is now New Zealand including a assessment of the ‘documentary’ Skeletons in the Cupboard’ and how it contains information that is unsupported by the scientific community. How does the program create negative images of Maori people. Why is the documentary considered a pseudo-documentary and what does the mainstream scientific community think about the claims. See me first to get approval.

 **Assessment Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Criteria** | **WORKING TOWARDS****Curriculum Expectation** | **WORKING AT****Curriculum Expectation** | **WORKING ABOVE****Curriculum Expectation** | **WORKING BEYOND****Curriculum Expectation** |
|  | ***Historical Event*** | *You have shown some understanding of a historical event* | *You have shown some understanding of a historical event* | *You have shown FULL understanding of a historical event* | *You have shown a SOUND understanding of a historical event* |
|  ***Ideas*** | You have described the ideas of a historical person/group | You have described in DETAIL the ideas of a historical person/group | You have described in DETAIL the ideas of a historical person/group, using examples to support | You have EXPLAINED the ideas of a historical person/group, using examples to support |
| *Impact on people’s lives* | You have described the effects of a historical event on people’s lives | You have provided a detailed description of the effects of a historical event on people’s lives | You have provided a detailed description of the effects of a historical event on people’s lives with supporting examples | You have explained the effects of a historical event on people’s lives with supporting examples |
|  | *Accuracy in writing* | You have made errors in grammar, spelling and/or punctuation, and these are intrusive at times, consequently the reader had to infer meaning. | You have made some errors, but minimal reader inference is needed as meaning is mostly clear | You have carefully edited your writing to ensure you have few intrusive errors and meaning is consistently clear | You have carefully edited your writing to ensure you have no intrusive errors and meaning is consistently clear |
|  | *Time management* | You have yet to commplete and submit your assessment | You have submitted your assessment late | You have submitted your assessment by the date... | You have submitted your assessment by the date... |