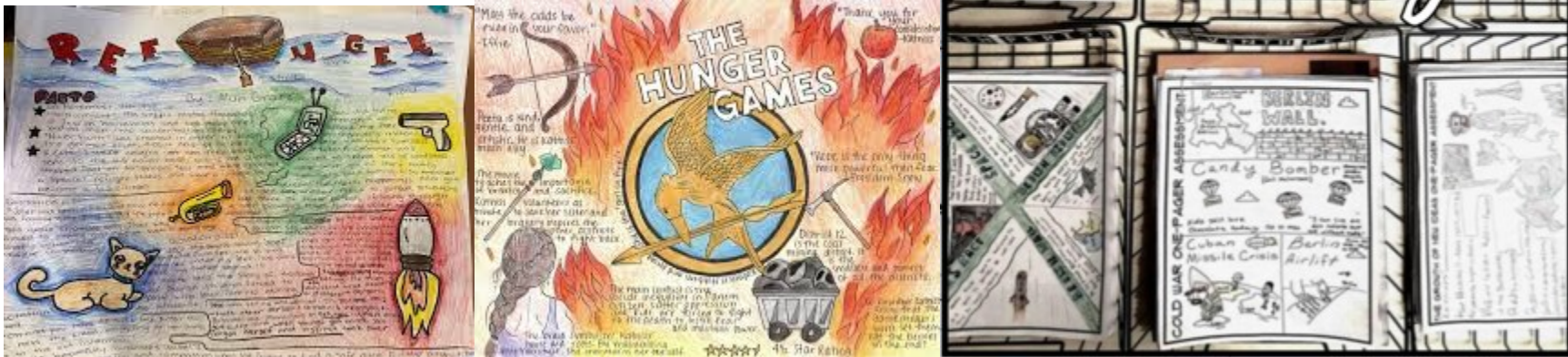


The Poster Assessment

(Year 9 Assessment: Racial Discrimination in Aotearoa New Zealand)



Task Instructions:

You are to create a one-pager. For this assessment you will focus on the big ideas from the Unit: 'From Not Welcome Here to All Welcome Here: A Brief History of Inclusion/Exclusion in Aotearoa New Zealand,' including all the activity based tasks that you studied in class during the term. Activities will include Discrimination / Inclusion and / Tolerance and Cultural Diversity. You may consider these four ethnic groups: Indian, Chinese, Pasifca, and Maori. It has to be New Zealand-based; you can choose only one ethnic group. I will show the class some exemplars.

What is a Poster Assessment?

A Poster Assessment is an analytical, creative, and written response to a topic that completely fills one side of a piece of paper. For your assessment, you'll want to focus on the big ideas from the documentary 'No Maori Allowed' including the main ideas (examples of segregation), symbolism, conflict, tone and mood. Please also refer to some examples from the images above to familiarize yourself with the assessment.

Resource Bank:

Maori

Book: We Don't Serve Maori Here (Robert E. Bartholomew)

Book: Sorry Mate, We Don't Cut Maori Hair (Robert Bartholomew & Catherine Tamihere)

<https://www.youtube.com/watch?v=jAUFdwrLTVE&t=958s> - Documentary (No Maori Allowed)

<https://www.stuff.co.nz/pou-tiaki/300288698/our-history-of-mori-segregation-needs-to-be-part-of-the-curriculum>

<https://www.nzherald.co.nz/kahu/opinion-our-forbidden-and-forgotten-history-of-maori-racial-segregation/FHOC5UKZ72H72KLL6M5RKACJ5M/>

<https://www.auckland.ac.nz/en/news/2021/07/01/opinion-robert-bartholomew-segregation-in-Auckland.html>

<https://www.auckland.ac.nz/en/news/2020/06/15/new-zealand-nation-grappling-its-racist-past.html>

<https://www.stuff.co.nz/entertainment/tv-radio/130075649/tvz-documentary-no-mori-allowed-revisits-pukekohes-history-of-segregation>

Indian

Book: Invisible: New Zealand's History of Excluding Kiwi Indians (Jacqueline Leckie)

<https://thespinoff.co.nz/atea/27-06-2019/prehistory-of-a-beating-new-zealands-violent-anti-indian-past>

<https://www.nzherald.co.nz/nz/black-lives-matter-indian-american-man-says-nz-more-racist-than-the-us/Q3NAVYJNBC553HNTBVDZX2MIDM/>

<https://www.odt.co.nz/lifestyle/magazine/unwelcome-history>

<https://www.stuff.co.nz/life-style/homed/renting/124933605/auckland-landlord-discriminated-against-tenants-called-indians-untrustworthy>

<https://www.theguardian.com/world/2019/nov/04/new-zealand-accused-of-racism-after-visa-rule-throws-arranged-marriages-into-chaos>

Chinese

<https://teara.govt.nz/en/ethnic-and-religious-intolerance/page-3>

<https://nzhistory.govt.nz/anti-chinese-hysteria-dunedin>

<https://www.equaljusticeproject.co.nz/articles/of-monsters-and-migrants-a-history-of-asian-discrimination-in-new-zealands-immigration-legislation2021>

<https://www.youtube.com/watch?v=ljluWWLHNIA>

<https://natlib.govt.nz/schools/teaching-and-learning-resources/te-kupenga-stories-of-aotearoa-nz/a-taxing-imposition>

Pacifica (Dawn Raids)

<https://nzhistory.govt.nz/culture/dawn-raids>

<https://teara.govt.nz/en/zoomify/29588/dawn-raids>

<https://e-tangata.co.nz/history/the-terror-of-the-dawn-raids/>

<https://www.stuff.co.nz/national/explained/125524870/the-dawn-raids-explained-what-drove-the-government-to-target-pasifika-people>

<https://www.youtube.com/watch?v=fueGYb822xQ&t=18s>

<https://natlib.govt.nz/schools/topics/5e49fd0f5b0f2f000880426b/the-dawn-raids>

Required details:

1. Fill the entire page with color and text. There should not be any blank, white space. (a white background against text is okay). I would like you to use A3 paper for your assessment.
2. Clearly label each element of your one-pager ie: Provide headings when inserting your text.
3. Also include the title on your assessment on the paper. You should try to incorporate this element as creatively as possible.
4. Elements that can be included in your one pager: Perspectives (Quotes) from interviews, documentaries and books and articles, photos/images, timelines showing the events experienced by your chosen group.

The One-Pager Brainstorming Checklist

- The entire page is filled with color, images, or text**
- Every element is clearly and neatly labeled**
- My one-pager includes the title and headings stated above.**
- All of my quotes are clearly cited**
- I included and thoroughly explained 3 quotes**
- I included 3 big-picture questions that ask *how* or *why* questions. I thoroughly answered each question with a detailed answer that includes a quote (introduce, cite, explain). (Eg., Why did the discrimination happen? How did it happen? What are short & Long-term consequences of the discrimination?)**
- I included and labeled three illustrations that connect to the documentary/articles/book.**
- I included a timeline indicating key events involved in my chosen group's discrimination.**

My handwriting/print is neat and legible

Planning Page

Use the chart to brainstorm ideas:

<u>Requirement</u>				
Focus Question and Answer				
Images				
Perspectives/Quotes				

Creativity (Colour, layout and structure,idea generation)				

Criteria	Working TOWARDS	Working AT	Working ABOVE	Working BEYOND
Discrimination in Aotearoa New Zealand	You have shown some understanding of the segregation of <i>Māori in Pukekohe</i>	You have shown an understanding of the discrimination against _____ in Aotearoa New Zealand	You have shown a full understanding of the discrimination against _____ in Aotearoa New Zealand	You have shown a sound understanding of the discrimination against _____ in Aotearoa New Zealand
Barriers faced (examples linked to the discrimination)	You have described the barriers faced by _____ in New Zealand.	You have described with examples the barriers faced by _____ in New Zealand.	You have described in detail with examples the barriers faced by _____ in New Zealand.	You have explained with examples the barriers faced by _____ in New Zealand.
Accuracy in writing	You have made errors in grammar, spelling, and/or punctuation and these are intrusive at times. The reader has to infer meaning	You have made some errors, but your meaning is mostly clear. Minimal reader inference is needed.	You have carefully edited your writing to ensure you have few intrusive errors and that your meaning is clear.	You have carefully edited your writing to ensure you have no intrusive errors and that your meaning is consistently clear.
Time Management	You have yet to complete and submit your assessment	You have submitted your assessment late	You have submitted your assessment by the date: 6 April @ 9.30am	You have submitted your assessment by the date: 6 April @9.30am
Overall Grade	Working TOWARDS	Working AT	Working ABOVE	Working BEYOND

ENGLISH

In English you will examine the techniques used to create the poster. (STATIC IMAGE) We will look at specific techniques such as Color and Contrast, Font Text and Layout - Ideas could be merged from the 30 Human Rights we examined but the poster needs to be New Zealand based Activities and will include Discrimination / Inclusion / Tolerance and Cultural Diversity. You may consider these four 'races': Indian, Chinese, Pasifca, and Māori. It has to be New Zealand based, including the main ideas (examples of segregation), symbolism, conflict, tone and mood.

The English Assessment will require 4 Paragraphs written in the TEXAS Format. You will explain Color and Contrast / Layout / Image / Lines / Font Each paragraph will be between 200-250 words and marks will be awarded on the effect of your techniques. Tell me why a technique was used and why ?

PURPOSE

Message; subject; effect meant to have on people

MEDIUM

How message reaches audience; where it is found, type of image?

AUDIENCE

Who is it aimed at and intended to influence?

FEATURES OF A STATIC IMAGE

TECHNIQUES

Methods used to achieve the purpose; dominant feature

IMPACT

Effect on audience; how effective/influencing is it?

Create a visual text YEAR 9

	Working Towards Curriculum Expectation	At Curriculum Expectation	Above Curriculum Expectation	Beyond Curriculum Expectation
Using text conventions to express ideas	<p>You are working towards creating a visual text that is relevant to the task, often including appropriate and deliberately selected structures and conventions which support the text's purpose and ideas</p> <p>(Structures and conventions include visual techniques, verbal techniques, tone and register)</p>	<p>You have created a visual text that is relevant to the task, consistently including appropriate and deliberately selected structures and conventions which are linked to the text's purpose and ideas</p> <p>(Structures and conventions include visual techniques, verbal techniques, tone and register)</p>	<p>You have created an effective visual text which conveys ideas and purpose through deliberate use of structures and conventions.</p> <p>(Structures and conventions include visual techniques, verbal techniques, tone and register)</p>	<p>You have constructed a compelling visual text which draws together deliberately selected structures and conventions to enhance the viewer's understanding of your intended ideas and purpose</p> <p>(Structures and conventions include visual techniques, verbal techniques, tone and register)</p>
Evaluating effectiveness of techniques	<p>You are working towards explaining most of your choices in detail</p>	<p>You have explained most of your choices in detail</p>	<p>You have explained your choices and linked these to your overall purpose</p>	<p>You have described how your choices enhance your purpose most of the time, and you may have started to discuss how they may position the viewer</p>
Accuracy in Writing	<p>You have made errors in grammar, spelling and/or punctuation which are intrusive and affect meaning.</p>	<p>You have made errors in grammar, spelling and/or punctuation which are intrusive at times, but readers can infer meaning.</p>	<p>You have made minor errors. Meaning is consistently clear.</p>	<p>You have made few to no intrusive errors. Meaning is consistently clear.</p>