

Were you there?

Aotearoa New Zealand's Histories



L2

**The more you
know about the
past, the better
prepared you
are for the future.**

Theodore Roosevelt

The wording of the new National history curriculum makes it an excellent opportunity for Ākonga to learn about our past with emotional connection and empathetic knowledge through the Drama strand of the Arts.

This resource will give you some ideas for integrating Dramatic performance into your ANZH learning.

Method

Colonisation perspectives. Self-devised roleplay.

① Research colonial event or issue'

Use a variety of sources to investigate the event. Take note that there will probably be a Eurocentric slant to perspectives so scaffold the students' research.

② Research historical record for things said about the participants

Te Ara is an excellent, non-biased source of information.

Make sure a variety of genders are included. History is generally slanted towards the male experience, having largely been written by Cisgender men.



teara.govt.nz

③ Develop character outline

See skills set for format.

④ Consider character motivations

Think about what outcomes each participant would have most liked to see at the conclusion of the event depicted.

⑤ Devise script

⑥ Rehearse

Use the Techniques of Drama to create appropriate characterisations. (Summative assessment opportunity)

⑦ Perform

Context One: Culture and Identity — Land

Write a script from the point of view of Māori and Pakeha showing the different perspectives regarding what land meant to them. (See sample script)

Context Two: Place and Environment — Uses of resources

Write a script from the point of view of Māori and Pakeha showing the different ways in which land was utilised by each culture. Remember that there may have been differences in resource use between different European cultures and different Iwi. This may not need to be made explicit in the performance but the students should be aware that this is something to consider. We need to avoid stereotyping during this process.

Context Three: Economic activity — Trade

Highlight a positive relationship between Pakeha and Tangata Whenua in the context of trade. This will allow students to see how through the events of colonisation there were positive, mutually beneficial relationships between individuals.

Context Four: Government and Organisation

Highlight the relationship (either of cooperation or conflict) between Rangitira and Representatives of either the New Zealand Company or the Crown.

Sample script

Context One

Culture and Identity — Land

Ahorangi and Phoebe
visit for afternoon tea.

Scene

Ahorangi has invited her neighbour for afternoon refreshments.

The two are close but they are aware of the wariness between their respective husbands regarding a dispute over a stream that forms the border of their farms.

Ahorangi

Thank you for coming.

Phoebe

Always a pleasure. We see each other so rarely these days.

Ahorangi

The creek.

Phoebe

Yes. The creek.

Ahorangi

Lovely to see the children playing together down there.

Phoebe

Yes, well it's simple for them isn't it?
It's just a place to play.

Ahorangi

It brings them together in a way I envy.
Not David and Wiremu however.

Phoebe

No.

Pause.

The dispute has gone on too long. What can we do to bring peace to the valley?

Ahorangi

Peace To The Valley! What a wonderful name for a novel!

They laugh companionably.

Phoebe

The problem is the way we think of the land. David sees damming and levelling the creek as a way to grow more crops.

Ahorangi

And Wiremu sees it as part of a greater spiritual connection. The creek has been here before us and hopefully will run when we are gone. Part of the body of Papatuanuku.

Phoebe

David, being a man of God sees the land as a gift to use for our betterment and increase.

Ahorangi

Different Ātua.

Phoebe

Yes. Different Ātua.

Ahorangi

If only there were a way that both David and Wiremu could get what they want.

Phoebe

But you know what they're like.

Ahorangi

Stubborn.

Phoebe

Every time I mention Wiremu, David snuffles through that moustache of his and changes the topic of conversation.

Ahorangi

When I mention David, Wiremu suddenly remembers something he needs to do on the farm and walks out. He closes the door very quietly after him. I'll give him that.

Phoebe

Stubborn.

Ahorangi

Yes.

Pause

Phoebe

The only thing we can do is keep trying. We can not continue the way we are at present.

Ahorangi

To persevere is exhausting but the only way that we can solve the problem is to help each other understand how we think about the Whenua.

Phoebe

A picnic by the creek would be a good place to start.

Ahorangi

They never argue in front of the children. It might work to get David and Wiremu together where politeness is required. They respect each other enough for that.

Phoebe

Just to talk. That would be a start.

Ahorangi

Yes. Just to talk.

End

